

A Scrutiny on the Changes in the Self-Respect, Anxiety, and Depression Levels of the University Students Performing Individual and Team Sports

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Abstract

The objective of this study is to examine the changes in the self-respect, anxiety, and depression levels of the sportspeople studying at various departments of Selçuk University. The study group is constituted by totally 280 university students, 106 of whom doing individual and 174 doing team sports, being 123 females and 157 males. In the acquisition of the data, “Beck Depression Scale, Rosenberg Self-Perception Scale, and Beck Anxiety Scale were used. The diagnostic statistics of the data were conducted and their homogeneity and variances were tested. In the analysis of the data, Independent Samples t test was used and Pearson Correlation analysis was conducted. While no statistical change was observed in line with the age and accommodation factors, statistical significant changes were identified in the case of self-respect, anxiety and Depression levels in line with the gender and the type of sports done ($p < 0.05$). It is contemplated that the changes between the female and male students stem from the cultural structure in addition to the social structure, social responsibility, and duties, and it can be said that the reason for the values of self-respect, anxiety, and Depression in students performing team sports are more positive than those of the students doing individual sports arises from the specific structure of the sportive branches.

Keywords: university student, anxiety, self-respect, depression, sports

1. Introduction

The concept of sports has been considered as the source of numerous senses, such as peace, friendship, and fellowship, within the historical process. Participation in sportive activities, interest, and sports culture lie in the foundations of social health. Many sportive branches performed individually and in a team are substantial and sociological entities for both the performers of them and the persons interested in them in different dimensions. It appears that tens of summer and winter sports are included in the Olympic branches of sports on the webpages of the World Olympic Committee (<https://www.olympic.org/sports-> access: 01-05-2019). In the individual branches of sports, the sportsperson is the only responsible one for the performance he/she exhibits. In line with the specific structure of the branch of the sports, the stress and anxiety they experience can come in varied forms. Başer (1998) states that as required by the sportive branch performed by sportspeople, they tend to solve their problems by themselves and that it is required for them to solve the problems they encounter in their everyday lives by themselves without receiving assistance, just like in the competitions. In addition, Başer's point of highlight is that in team sports, the sharing of responsibility safeguards sportspeople from being overly exhausted and that the features like the ability of working with a team, of collaborating, and sharing success and failure might stand out. Whatever the structure and function of the sportive branch performed are, it is certain that they enrich the societal structure and reduce harmful emotions and behaviors in individual and social grounds. Sportive activities affect the emotions and behaviors like anger, aggression, stress, anxiety, and depression, positively depending on the objectives of performing them.

Despite their difference in view of the social structure and cultures, some age groups and periods have highly critical importance in terms of the direction of some emotions and behaviors. Turkish Statistical Institute [TUIK] (2018) specifies that the population of Turkey is 80,810,525 as of the end of 2017 and that the young population of 15-24 years constitutes 16% of such population, with 12,983,097 individuals.

University-level youth is very important as it takes place in the foregoing age group and contains the secondary period of puberty. Karagözoğlu, Kahve, Koç and Adamıoğlu (2008) mentioned that an university is an ambiance with an extremely important role in the preparation of the young ones for the lives of adults and professional life along with it and that the university educational process has vital importance in both the academic success and identity development of students. At this critical phase, the university youth are obliged to complete their education, prepare for the future, and keep up with a new life in a new environment. It is an obligation that the education culture is based on sturdy foundations for them to be affected by negative emotions and behaviors to the least extent. What matters is not the presence of the emotions and behaviors like anxiety, fear, depression, and stress but the ability to control them and ensure the accurate inclination.

World Health Organization [WHO] (2015) The European Mental Health Action Plan has underlined that the mental health issues including depression, anxiety, and schizophrenia are the basic reason for disability and retirement in many countries. It states that more than 300-million people in the world and 3,260,000 people (4.4% of the population) in Turkey are experiencing depression. Particularly the young population find it difficult to keep up with the rapidly changing means and cultural structure. In the report, suicide is specified to be second most frequently encountered reason of fatality among young ones in the world. American Psychological Association [APA] (2013) defines depression as a mental disease that poses problems in the interpersonal relations, in the functionality in the daily life, and in productivity. The works regarding the fact that depression is a state of psychological collapse and that people experiencing it enjoy life less (Jackson, 2008; Gilbert, 2007; Doğan & Çetin, 2008; Köroğlu & Güleç, 1997) are in considerable amounts. Göğüş (2000) states that in depressive disorders, thoughts of suicide in addition to the feelings of despair can be encountered and about 10-15% of the suicide cases end up with fatality. Such individuals approach to the new opportunities in their lives, without emotion, rather than being excited about them. They are frozen toward humorous jokes. They act without interest in new things, rather than being curious about them. They criticize themselves and become sad rather than angrily reacting to a abuse (Beck, 1976). It is also reported that the sense of depression affects the senses, thoughts, behaviors, and physical functions of the individuals simultaneously, that it is caused by low social status (Nolen-Hoeksema, 2009), and that the reduction of the close social relations is among the reasons causing depression (Comer, 2013).

Individuals might experience the sense of anxiety against the probable threats that they might encounter in their everyday lives. There are lots of studies in the literature, regarding the negative impact of anxiety disorder on individuals and societies (Işık & Işık Taner, 2006; Rachman, 2004; Michael, Zetsche & Margraf, 2007; Kring, Johnson, Davison & Neale, 2014; Nolen-Hoeksama, 2009; Kessler, Rucio, Shear & Wittchen, 2010). Anxiety is a state of fear that accommodates emotion-behavior and physical symptoms and whose reason is not clear and anxiety has been defined as the “attack of fear” containing the evaluation of a dangerous situation (Beck, 2005). Michael, Zetsche & Margraf (2007) state that in 75% of the patients diagnosed with lifelong anxiety disorder, another mental disorder is also observed. Craske and Waters (2005) mention that such negativity experienced in the childhood period is a serious risk and factor of proclivity for the anxiety disorders that will be encountered in the periods of puberty and adulthood. It is also expressed that anxiety is experienced in individuals as a result of a threat relating to the outside factors (Smith & Lazarus, 1990), that the threat felt is oriented to the basic instincts like sufficiency, control, and self-respect (Fiske & Morling, 1996), and that it appears generally through moderate -level stimulation (uneasiness, physiological tension) (Kring et al., 2014) .

Beck, Emery and Greenberg (2011) define the evaluation made at the very first moment concerning the information incoming from the surroundings as primary evaluation and state that in the process referred to as the secondary evaluation, the required resources for dealing with the state of a possible threat is reviewed. Beck (1976) considered fear and anxiety as a factor that ensures that an individual becomes alert in risky situations. Being alert constantly might trigger numerous negative emotions and behaviors. As a result, the intensity of the anxiety state depends on the balance between the primary process in which the person evaluates the threatening situation and the secondary process in which the ability of coping with the possible threat and security condition is evaluated (Beck et al., 2011).

Rosenberg et al, (1989) specifies that self-respect forms through social comparisons and individual evaluations. L'ân (2008) points out that self-respect means how an individual feels. Self-respect is expressed with many concepts like a person's self-confidence as much as his/her self-respect, his/her self-adoption and value, his/her self-liking, his/her self-approval, his/her self-contentedness, and his/her consideration that he/she is worth being loved (Esenay, 2002; Yüksekaya, 1995; Román, Cuestas & Fenollar, 2008). İkiz and Savi Çakar (2010) state that the criteria defining self-respect are very important for an individual to develop a healthy personality. Kernberg (2009) mentions that the importance of the pathological relation developed with the object of love, in terms of the regulation of self-respect, has been observed as one of the descriptors of depression along with the deprivation of that object of love.

Baltaş (2006) emphasizes that when individuals are able to control their emotions, they might have a good life quality by minimizing the set of negative emotions, such as stress, anxiety, fear, and worry they encounter, as much as possible. The importance of sportive activities is quite substantial in controlling the extremes in the emotions and behaviors, such as anxiety, fear, depression, stress, violence, and aggressiveness affecting the youth of university negatively. Sportive activities affect our self-respect positively in addition to our ability to control our emotions and behaviors. It is contemplated that the study oriented to the changes in the self-respect, anxiety, and depression levels of the the university students doing individual and team sports will shed a light to the studies to be conducted subsequently in different scopes and dimensions.

2. Material and Method

2.1 Study

The study group is constituted by totally 280 university students, 106 of whom doing individual and 174 doing team sports, being 123 females and 157 males, studying at various departments of Selçuk University in the 2017-2018 school year.

2.2 Measurement Tools

2.2.1 Beck Depression Scale (BDS)

“Beck Depression Scale” developed by Beck, Ward, Mendelson, Mock and Erbaugh (1961) whose validity and reliability study for Turkish language was conducted by Hisli (1989) was used in the assessment of depression It consists of 21 articles questioning the symptoms of depression such as sadness, pessimistic viewpoint, sense of guilt, and lack of appetite. Each article consists of 4 expressions specifying the level of the symptoms, whose score varies between 0 and 3. Total 0-9 points is considered that there are no depression symptoms, while 10-16 points mark low level, 17-29 points moderate level, and 30-63 points severe level of depression symptoms.

2.2.2 Beck Anxiety Scale (BAS)

“Beck Anxiety Scale” developed by Beck, Epstein, Brown and Steer (1988) whose validity and reliability study for Turkish language was conducted by Ulusoy, Şahin and Erkmen (1998) was used in the determination of the anxiety level. The scale questions the frequency of the 21 anxiety symptoms happened in the last one week, such as “warmth, going hot all over” and “trembling hands.” For each anxiety symptom, there are 4 options as “never,” “low level,” “moderate level,” and “severe level” whose score varies between 0 and 3 by increasing progressively. Total 0-7 points show the presence of no anxiety disorder symptoms and 8-15 points show low, 16-25 points show moderate, and 26-63 points show severe-level anxiety disorder symptoms

2.2.3 Rosenberg Self-Respect Scale (RSRS)

“Rosenberg Self-Respect Scale” developed by Rosenberg (1965) whose validity and reliability study for Turkish language was conducted by Çuhadaroğlu (1986) was used in the determination of the self- perception. In the scale, there are 12 sub-categories and totally 63 expressions, being in different numbers in each category. The subcategories are self-respect, continuity of the concept of being self, trust in humans, sensitivity toward criticism, depressive emotions, fancifulness, psychosomatic symptoms, feeling threat in interpersonal relations, ability to take part in discussions, attention of parents, relation with father, and psychic isolation. In our study, the first category that measures only self-respect was used. In the first category, there are 10 expressions concerning the consideration of the self as valuable or important. Each of those ten expressions have 4 options as “very right,” “right,” “wrong,” and “very wrong.” The options are scored in an order that vary between 0.17 and 1, progressively increasing from “very right” to “very wrong.” If the total score received from the first 10 expressions is 0–1, the self-respect is high, it is moderate if 2–4, and it is low if 5–6.

2.3 Analysis of the Data

The diagnostic statistics of the data were conducted and their homogeneity and variances were tested. In the analysis of the data, Independent Samples t test was used. Cronbach Alpha value was determined as 64 for the Rosenberg Self- Perception Scale, 71 for the Beck Depression Scale, and 63 for the Beck Anxiety Scale.

3. Findings

Table 1. Changes in the self-respect, depression, and anxiety depending on the gender factor

Gender	n	Self-Respect		Depression		Anxiety	
		x	Ss	x	Ss	x	Ss
Female	123	1,17	0,77	12,79	6,53	17,07	5,56
Male	157	0,99	0,90	11,29	5,42	15,29	5,04
Total	280	1,07	0,85	11,95	5,97	16,08	5,34
P		,069		,037*		,005*	

* Significant difference among the groups ($p < 0.05$).

As it will be seen in Table 1, while no change was observed in the self-respect averages of the female and male students, it was determined that the depression and anxiety averages of the females are higher than males ($p < 0.05$).

Table 2. Changes in the self-respect, depression, and anxiety depending on the type of sports performed

Type of Sports	n	Self-Respect		Depression		Anxiety	
		x	Ss	x	Ss	x	Ss
Individual	106	1,67	0,85	13,66	6,53	17,78	5,67
Team	174	0,70	0,61	10,91	5,35	15,03	4,85
P		,001*		,000*		,003*	

* Significant difference among the groups ($p < 0.05$).

As it will be understood in Table 3, the self-respect, depression, and anxiety averages of the students performing individual sports is statistically high, compared to the students performing team sports ($p < 0.05$).

Table 3. Self-respect, depression, and anxiety correlation changes

Correlations				
		Rosenberg Self-Percepti on	Beck Depression	Beck Anxiety
	Pearson Correlation	1	,130*	,146*
Rosenberg Self-Perceptio n	Sig. (2-tailed)		,029	,014
	N	280	280	280
	Pearson Correlation	,130*	1	,071
Beck Depression	Sig. (2-tailed)	,029		,237
	N	280	280	280
	Pearson Correlation	,146*	,071	1
Beck Anxiety	Sig. (2-tailed)	,014	,237	
	N	280	280	280

*. Correlation is significant at the 0.05 level (2-tailed).

As it will be seen in Table 3, it was determined that the changes in the correlation values between self- perception, depression, and anxiety are significant ($p < 0.05$). It is observed that the depression and anxiety values increase as long as the self- perception reduces.

4. Discussion and Conclusion

In this study where the changes in the self-respect, anxiety and depression levels of the university students conducting individual and team sports are scrutinized, no change was observed between the self-respect averages of the female and male students in line with the gender factor, while it was determined that the depression and anxiety averages of the females are higher than males (table 1). In its report, WHO (2012) specifies that depression is a

leading health problem in both genders but it is observed 50% more in females than in males. While studies regarding the fact that the depression and anxiety levels of females are higher than males (WHO 2015; WHO 2012; Arkoç 2019; Kaya, Genç Kaya & Pehlivan, 2007; Alfaris, Nagma Naeem, Irfan, Qureshi & Van Der Vleuten, 2014; Reyes-Rodriguez, Rivera-Medina, Camara Fuentes, Suarez-Torres & Bernal, 2013; Hasegawa, Hattori, Nishimura & Tanno, 2015; Esen, 2014) are encountered, it is also possible to see studies (Ören & Gençdoğan, 2007; Özdel L, Bostancı, Özdel O & Oğuzhanoglu, 2002; Kontoangelos et al., 2015; Ahmadi J, Ahmadi N, Soltani & Bayat, 2014) reporting the presence of no difference. It was determined that the self-respect average values were at moderate level in females, at high level in males, while the depression average values were at low levels in females and males and anxiety values are low in males and moderate in females (table 1). It is considered that the appearance of the depression and anxiety as higher in females is due to the social structure, status, roles, and the socio-cultural value stipulated by the society for females and males. Erman, Şahan and Can (2004) state that in the self-respect scores of the males and females, no statistical change was encountered. Such finding is supportive of the results of our study.

Depending on the sports performed, the averages of self-respect, anxiety, and depression levels in students performing individual sports are statistically higher than those of the ones involved with team sports (table 2). The studies on the positive impact of sports on emotions and behaviors (Azar, Ball, Solman & Cleland, 2010; Aylaz, Güllü & Güneş, 2011; Slutzky & Simpkins, 2009; Yaman et al., 2008; Efe, Öztürk, Koparan & Şenışık, 2008; Küçük & Koç 2004; Öztürk & Şahin, 2007; Otto, Smits & Reese, 2004; Karakaya, Coşkun & Ağaoğlu, 2005; Vardar SA, Öztürk, Vardar E & Kurt, 2005; Hastürk & Şenışık 2011; Yıldırım, Özşevik, Özer, Canyurt & Tortop, 2015; Akandere & Serdengeçi 2003) have had their own specific status in the literature. The individual and team sports have their own specific nature in line with their names and sportspeople have been affected from that nature. In view of the specific structure of the branch of the sports, the stress and anxiety they experience can come in varied forms. Başer (1998) states that as required by the sportive branch performed by sportspeople, they tend to solve their problems by themselves and that it is required for them to solve the problems they encounter in their everyday lives by themselves without receiving assistance, just like in the competitions. In addition, Başer's point of highlight is that in team sports, the sharing of responsibility safeguards sportspeople from being overly exhausted and that the features like the ability of working with a team, collaborating, and sharing success and failure might stand out. It is possible to encounter some studies asserting that the individual sports affect subjective well-being positively compared to the team sports. Çağlayan (2015) that sports have positive impact on the university students' social anxiety and subjective well-being levels. Slutzky and Simpkins (2009) report that the children allocating more time to team sports than individual sports have higher self-respect than their peers and that the time consumed for sports affects such value positively. Yaman et al. (2008) found in their study titled "Impact of the Various Elite-level Sports Branches on the Physical Self- Perception" that the physical self- perception levels of table tennis players and oars people are higher than those of the players of volleyball. Dorak, Özşaker and Vurgun (2010) expressed that the states like group unity, teammate spirit, and solidarity that are inherent in team sports affect the self-respect of adolescent sportspeople positively. The findings of those studies are important as they are similar with the results of our study. It is also possible to encounter studies reporting no statistical difference between individual and team sports (Aktop & Erman, 2002; Çağlayan, 2011; Özdayı, 2019). Aydın (2018) mentions that the anxiety and avoidance behavior is more in the individuals experiencing difficulty in regulating their emotions. Wong, Lox and Clark (1993) state that the BSP of those engaged in team sports is higher than that of those involved with individual sports. Canan and Ataoğlu (2010) specify that the depression scores of the team sportspeople are lower than individual sportspeople at statistically significant level. Kat (2009) encounters no difference in the stress levels of the individual sportspeople and team sportspeople but states that it was observed that individual sportspeople perceive themselves more sufficient in terms of problem solving than team sportspeople. Such findings are noteworthy as they are supportive of our findings toward the fact that the students performing team sports have more positive depression and anxiety averages than those of those students performing individual sports. It was determined that the self-respect average values are at moderate level in individual sports, high level in team sports; that the depression average values are at low levels in individual and team sports; that the anxiety values are at low level in team sports and moderate in individual sports (table 2). As team sports accommodate the behaviors like solidarity, sharing of responsibility, and collaboration, they can be considered as the reason of the more positive anxiety and depression scores compared to those performing individual sports.

It was determined in our study that the changes in the correlation values between self- perception, depression, and anxiety are significant (table 3). It is observed that as long as the scores of self- perception decrease, the scores of depression and anxiety increase. Angı's study (2018) reports a significant relation between, despair, depression, and anxiety. Parçal (2018) specifies a statistically significant reverse correlation between the self-confidence and anxiety

averages of adolescents. Tekir, Yaşar, Çevik, Dikoğlu and Özsezer (2018) provide negatively and moderately significant relation between self-respect and Beck Depression Scale scores. It appears that the findings of the studies of Angı (2018), Parçal (2018) and Tekir et al. (2018) are supportive of the results of our study. Şeker (2018) Beck expresses a positive significant relation between depression and Beck Anxiety scores, which is parallel with the findings of our research. It can be said that the changes in the findings of the study arise from the study group, study area, and study dimensions. In our study, the fact that the decline in the self-respect value causes increase in the depression and anxiety scores is assessed as a noteworthy finding. It is certain that the sportspeople with self-respect will experience the emotions like depression and anxiety at lower levels.

It can be said that the reason for the higher depression and anxiety averages of the female university youth than the male one, despite their more positive points than males when it comes to self-respect, is the social status and roles encumbered on women and men, in addition to the social structure and cultural values. The presence of more positive self-respect, depression, and anxiety averages in the university youth doing team sports than those of the students performing individual sports can be explained through the properties like sharing, responsibility, and unity inherent in team sports. It is contemplated that for a youth with high self-respect and ability to control negative emotions and behaviors, the scope and dimensions of the studies conducted on depression need to be increased.

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