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INVESTIGATION OF THE LOSS CONDITIONS OF STUDENTS READING IN THE FACULTY OF SPORT SCIENCES (MALATYA CIRCULAR PATTERN)

Mehmet KUMARTAŞLI¹, Onur İLERİ²

^{1,2}Süleyman Demirel University, Faculty of Sport Sciences, Isparta/TURKEY

ABSTRACT

The purpose of this research; To examine the anxiety levels of the students studying in the Faculty of Sport Sciences in terms of some variables. Descriptive method was used as the research model. The population of the study consists of 10,843 athletes studying at the faculty of sports science. The sample of the study consisted of 208 students who were enrolled in Malatya İnönü University sports sciences faculty by simple random sampling method. (Trait Anxiety Inventory) which was developed by Spielberg et al. SPSS 16.0 package program was used to analyze the data. T-test and Anova test were used. The statistical significance level was taken as $p < 0.05$. As a result of the research, it was observed that the average of the anxiety level of the athletes who are reading in the

last year is higher than the $X=49.26$. It is observed that the anxiety levels of athletes parallel to this situation increase as they move from lower classes to upper classes. This increase can be attributed to the aim of establishing an independent life independent from the family by increasing the sense of responsibility together with the increase in age. It is seen that the sportsmen who are dealing with basketball sport have higher anxiety level than $X=49,57$ according to students who are engaged in football, volleyball and other sports. This can be attributed to the need to take more responsibility both individually and individually as a requirement of basketball.

Key Words: Sports science, Trait Anxiety, Anxiety

INTRODUCTION

Anxiety is a concept that expresses an individual's feelings of anxiety, uncertainty, confusion, fear, pessimism and hopelessness when he / she feels insecure (Sarason, 1988). Factors such as motivation, self-control and anxiety before the competition affect the athlete's success. Anxiety of these factors is a kind of fear that individuals do not know the cause of, but their uneasiness about the events that they regard as dangerous and threatening is a feeling of fear (Özgül, 2003). In addition, anxiety; It is a basic emotion and a phenomenon that is present in humans (Akandere, 1997). In other words, anxiety is defined as a feeling of subjective tension occurring together with increased physiological stimulation by perception of threat (Anshel et al., 1991). Athletes may be affected by a number of psychological factors that affect their performance positively or negatively. These factors can sometimes be related to the personality of the athlete, or by the influence of an external stimulus. One of the psychological factors affecting performance is anxiety (Yücel EO, 2003). The cause of anxiety is called an subconscious moment Kay. This is related to a specific stimulus and occurs as a result of forgetting or suppressing the frightening situation (Morgan, 1984). In the second half of adolescence, the psychological balance of the person is again impaired due to another very important requirement such as the choice of profession. These requirements necessitate the development of vital balance conditions and attitudes and behaviors that can be considered appropriate for an adolescent in order to be successful in the adulthood role (Kılıççı, 1992). In order to direct the young person to the higher education or life and business fields at the end of the high school, it should be evaluated very well in terms of individual characteristics, conditions, capacities and limitations. Systematic and adequate recognition studies continue to increase in importance during these years (Ercan, 2001). It is stated that the adaptation problems caused by the rapid change in the university period may cause many psychological and physiological problems during the interaction with the social environment when it is evaluated by university students (Erözkan, 2011).

This response of the organism is defined as am general compliance syndrome yorgun and can be addressed in three stages as alarm response, resistance period and fatigue period (Başaran, 2008). Physical damage and threats, threat to the self-worth or situations that require more performance than the person can cause anxiety (Atkinson and Hilgard, 1995). In

individuals who are in constant anxiety, their defenses are insufficient to prevent, combat or cope with their restlessness (Özbaydar, 1983). Cognitive anxiety is the mental part of anxiety and occurs by one's own negative assessments or negative expectations regarding success. This situation is seen as the desired performance can not be shown in sports (Kunter, 1996). It should be kept in mind that the trait anxiety and state anxiety in sports competitions is quite common for students. Hence, anxiety, which is one of the affective factors, affects the success and performance of the student during the competition, motivation and self-confidence; It is a variable that teachers, families and teachers (academics) should carefully consider (Toktaş, 2017). Most athletes face challenges and challenges in competitions. Many athletes do not show their performance in the training and the difficulties they experience in the stressful competition conditions. During sports competitions, many athletes are anxious, anxious, irritable, timid, sad, face yellowing or reddened, anxious. Again, some athletes can do exercises easily, can not do in the competition, can not adapt to their teammates or individual braşlar desired performance and they can not fulfill the expected performance (Silver, 2002). As a result of their research with individual and team athletes, the trait anxiety levels of the individual athletes were found to be lower than those of the sportsmen in sports (Civan et al., 2010). In order to optimize the anxiety levels of the athletes before, during and after the competition, the athletes should ensure the motivation (Aksu, 2018). There was no significant difference between 1500-3000 ($X = 45.78$ and $p > 0.05$) and between 1500-3500 and 5000 and above ($X = 47.66$ and $p > 0.05$).

In various branches, the athlete's anxiety is reflected during the competition and in this case he has a direct impact on the outcome of the match. Athletes who feel a lot of anxiety (in both academic and sporting terms) before the competition may cause them not to be motivated enough, in which case they may directly affect the outcome of the match. The student's anxiety plays a key role both in the university process and after the university both as a sporting success, as a trainer or as an athlete, and in the next life, the individual plays a key role in the success and success of the work or sports.

the SPSS package program. The data on this program are presented as significant cross-tables in terms of number of people (N), arithmetic mean (X) and standard deviation (SS)

RESULTS

Table 1: Anxiety Scores According to the Sex of the Athletes in the High School

Gender	X	N	SS	Sig
Men	46,19	136	7,60	0,72
Women	48,13	72	6,96	
Total	46,86	208	7,43	

Table 1 shows that male students' anxiety average is $X = 46,19$; The average female anxiety level of athletes is $X = 48,13$; It was seen that. $P > 0,05$ because there was no statistically significant difference.

Table 2: Anxiety Scores of Students Studying at the Faculty of Sport Sciences

Class	X	N	SS	Sig
Between 19-20	44,07	51	8,04	0,07
Between 21-22	46,45	26	6,78	
Between 23-24	48,01	82	7,34	
Between 25-30	49,79	49	7,22	
Total	46,86	208	7,43	

Table 2 shows that the average of anxiety among students aged 19-20 years is $X = 44,07$; The mean anxiety of students aged 21-22 years was $X = 46,45$; The mean anxiety of students aged 23-24 years is $X = 48,01$; The mean age of the students aged 25-30 years was $X = 49,79$. Since $p > 0,05$, no statistically significant difference was found.

Table 3: Anxiety Scores by the Type of School Graduated Students Studying in the Faculty of Sport Sciences

School Type	X	N	SS	Sig
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Sports High School	47,18	43	10,54	0,75
General High School	46,78	165	6,41	
Total	46,86	208	7,43	

Table 3 shows that the average sports anxiety level of athletes studying $X = 47.18$; The average anxiety of athletes studying in the general high school was $X = 46.78$; Since $p > 0.05$, no statistically significant difference was found.

Table 4: Anxiety Scores of the Athletes in the High School Schools by Class

Class	X	N	SS	Sig
1st Class	43,29	51	8,70	0,00
2. Class	45,00	26	5,35	
3rd Class	48,24	82	5,41	
Class 4	49,26	49	8,38	
Total	46,86	208	7,43	

Table 4 shows that the mean anxiety of the students in the first year is $X = 43,29$; The average anxiety of athletes studying in the second year is $X = 45,00$; The average of anxiety of athletes studying at 3rd grade is $X = 48.24$; 4. The average anxiety of athletes studying in class $X = 49,26$; It was seen that. There was a statistically significant difference for $p < 0.05$. It is noteworthy that the athletes studying in the 4th grade have higher levels of anxiety than the students studying in lower grades. This result can be attributed to the importance of the competitions in which the athletes read more and the more experienced athletes' experiences.

Table 5: Anxiety Scores by Students in the Faculty of Sport Sciences

Sport branch	X	N	SS	Sig
Football	42,92	53	8,33	0,00
Basketball	49,57	19	7,18	
Volleyball	49,03	64	7,38	
Others	47,12	72	5,54	
Total	46,86	208	7,43	

Table 5 shows the average of anxiety of athletes engaged in football branch $X = 42.92$; The average anxiety of athletes engaged in basketball is $X = 49.57$; The average of anxiety of athletes engaged in volleyball branch $X = 49.03$; The average of anxiety of athletes dealing with other sports was $X = 47,12$. The average of the anxiety of the athletes engaged in basketball branch and the lowest of those who are engaged in football branch can be attributed to the fact that they are caused by the content of the sports branch.

Table 6: According to the monthly income status of the students studying at the Faculty of Sports Sciences Anxiety Points

Monthly Income	X	N	SS	Sig
0-1300tl	46,60	46	5,45	0,47
1300-1500tl	47,44	52	7,53	
1500-3000tl	45,78	70	6,71	
3000-5000tl	48,81	22	8,00	
5000tl supra	47,66	18	12,14	
Total	46,86	208	7,43	

Table 6 shows that the average of the anxiety of athletes with 0-1300TL monthly income $X = 46.60$; 1300-1500TL The average of anxiety of athletes with monthly income is $X = 47.44$; 1500-3000tl The average anxiety of athletes with monthly income $X = 45,78$; 3000-5000tl The average of anxiety of athletes with monthly income $X = 48,81$; The average age of the athletes with a monthly income of $X = 47.66$ was found to be.

DISCUSSION AND CONCLUSION

Athletes studying at the faculty of sports sciences should be kept in mind that young, few competitors and very stressed athletes may have high levels of pre-match anxiety. Coaches should exhibit behaviors and behaviors that will reduce the anxiety levels of these athletes. The psychological and spiritual dimensions of my period should be well analyzed. There was no significant difference between the trait anxiety scores and gender variable at the level of $p < 0.05$. When the mean scores of the groups (male ($X = 46,19$) (female; $X = 48,13$)] were found to be higher than the females' scores, a statistically significant difference was not found. This finding indicates that there is no significant relationship between the gender and gender of the students. In addition, according to the t test results between state anxiety dimension scores and gender variable, no significant difference was observed in $p > 0.05$ level. The findings of the study, erkek Comparison of pre-competition anxiety levels of football players and their effects on some variables inin found that male athletes had higher state anxiety scores than female athletes (Amen, 2008). In a study conducted by Engur on 279 athletes, the study on the "The Effect of Motivation on Elite Anxiety Levels in Elite Athletes leri, which compares state anxiety levels according to gender, found no statistically significant difference. (Engür, 2002). They found that the difference between the state anxiety scores of male and female athletes was not statistically significant (Civan et al., 2010). concluded that the difference between anxiety scores and pre-test anxiety scores was not significant (Çakır, 2015). State and trait anxiety levels did not find a significant difference according to gender in the study conducted by 1 Investigation of State and Trait Anxiety Levels of Some Athletes tır (Basaran et al., 2009). In the study gı State and Trait Anxiety Levels in Physical Education and Sports College Students Sürekli, there was no difference between the State Anxiety scores according to gender (Özgül, 2003). Yücel (2003) in his research on tekvandocular, athletes state and trait anxiety levels of height or height did not depend on the age of the subjects (Yücel, 2003). Başaran et al, (2009) (Examining the State of Trait and Trait Anxiety Levels of Some Athletes According to the study luluk examined a significant difference between the trait anxiety scores of the participants of the study was observed (Basaran et al., 2009). This result does not correspond to our research results. As a result of many researches, the future expectations of the athletes who perform karate sports are to get material gain, become a coach and become a physical education sports teacher (Özbek and Şanlı, 2011). Yentür's (2004) research on elite female

athletes supports our study. , middle-income athletes with high-income athletes have reached a significant difference between the results obtained (Yentür, 2004). This supports the results of the research. As a result of the research, it was observed that the average of the anxiety level of the athletes who were reading in the final class was $X = 49,76$. It is seen that the anxiety levels of athletes parallel to this situation increase as they move from lower classes to upper classes. This can be attributed to the increase in the sense of responsibility in the individual along with the increase in age. It is seen that the sportsmen who are dealing with basketball sports have a higher average of anxiety than those who are engaged in football, volleyball and other sports. This can be attributed to the necessity for basketball to be more responsible and responsible.

SUGGESTIONS

In this study, the levels of anxiety of athletes engaged in sports in various branches differ from each other and the fact that students do not have amateur sports or do professional sports plays a key role in this study. The fact that the student struggles at the elite level to differ according to his / her sports branch by the age of his / her sport and also continuing his / her higher education life should not be ignored by both the club coaches and the academicians who are concerned about the physical, psychological, material, spiritual, etc. dimensions of the athlete. Youth and sports ministry and higher education institutions by amateur branches of athletes engaged in sports related to the subject to continue to provide the necessary scholarships and help the athlete in both life and sports life will minimize the anxiety that the athlete will face. Although the recruitment of sports personnel and trainers is done every 2 years by the youth sports ministry in the assignment system of athletes, the majority of athletes aim to be appointed as a physical education teacher by taking formation training in branches other than physical education and sports teacher with the concern of not being appointed as a sports teacher. it leads to the training of men and coaches. In order to minimize the problems that will be faced by the researchers who will carry out studies similar to this study, it is recommended that the athletes have applications with them and a large number of items with them.

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