

The Relationship between Social Appearance Anxiety and Motivational Sources and Problems of Education Faculty Students

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ABSTRACT The aim of the present study is to determine the relationship between social appearance anxiety and motivational sources and problems of education faculty students. To achieve the objectives of the study 248 teacher candidates attending AbantIzzetBaysal University Faculty of Education were studied. Social Appearance Anxiety Scale and Motivational Sources and Problems Scale were used as data collection tools. Besides, standard deviations and correlation analysis were used as a tool for data analysis. From the research findings, it was discovered that prospective teachers' social appearance anxiety were found to be unacceptable. Specifically, their intrinsic, extrinsic and total professional learning motivation was found to be positive. A meaningful positive correlation, at low level between the social appearance anxiety of the trainee teachers and their negative motivation, has been determined while a meaningful negative correlation at low level by extrinsic motivation was observed.

INTRODUCTION

Anxiety, which often reflects in social situations, is one of the fears that hamper the requirements of daily life by affecting the flow and moods of life (Tarhan 2008). The feeling of anxiety is an unpleasant mood that invokes uneasiness, uncertainty, fear, worry, distress, loss of control and doom against threatening events (Isik 1996; cited in Bozdam 2008). As a negative mood, it affects the quality of life one lives. Individuals may face various types and levels of anxiety provoking situations. Life, education, school, profession, career, mathematics, computers, appearance and social physique are only a few causes of anxiety. Among those, social physique anxiety is a type of anxiety felt when individuals' physical appearances are assessed by the others (Hart et al. 1989). Hart et al. (2008; cited in Dogan 2010) approached the concept of social physique anxiety in a more detailed and holistic manner as a feeling beyond the general physical appearance and developed the social appearance anxiety concept and scale. Social appearance anxiety is a more comprehensive concept that consists of personal characteristics such as complexion (skin color) and shape of the face (the nose, distant between the eyes, smile etc.) in addition to the general physical

appearance including height, weight and muscle structure. Further, social physique anxiety is addressed in the framework of social appearance anxiety.

Social appearance anxiety generates a negative body image in some individual regarding the body and the appearance. Negative body image points to negative thoughts and feelings related to the body or any bodily organ, feelings of regarding oneself to be less attractive compared to others, feelings of discomfort about one's body and feeling ashamed by one's own body (Dogan 2010). Not only these individuals have negative attitudes towards their own bodies and appearances, they also care for how others perceive them (Sahin 2012). Most people who are affected by this kind of anxiety are afraid and feel anxious that their behaviors will cause humiliation due to their body structure and they are sometimes ashamed of themselves. These emotions affect the communication and interaction with people in their environments. However, the individuals who perceive themselves negatively act in a recessive and passive manner while individuals with positive body images remain more active and social. This situation may limit learning chances as well as individuals' life opportunities in environments such as school and classroom where social relationships are

more intense and important. Negative perceptions about oneself and feelings of discomfort that the others realize this situation often results in lack of communication and living a life of discomfort in the class as well as the school. These feelings may even cause failure at school and in one's profession because lack of social interactions that this negative feeling creates can affect professional, academic, social and private lives of the individuals unless deliberate precautions are taken (Yildirim et al. 2011). Individuals who feel good about their appearances have higher levels of self-esteem and self-respect (Beauchamp et al. 2002; Welk and Eklund 2005). In fact, it can be exclaimed that compared to the individuals who feel bad about their appearances, the individuals who feel good about their social appearances have no limitations in behaviors that indicate performance and may display more extrovert behaviors.

There are many personal and environmental variables that affect human behavior. One of the most important power sources that determine the direction, force and determination of the behavior is motivation (Acat and Kosgeroglu 2006). Motivation is a comprehensive concept that involves wishes, desires, needs, drives and interests (Cuceloglu 2008) and is manifested with the desire and energy to act to satisfy a need (Robbins and Judge 2012). Drive and motivation of the individual cannot be observed visibly but are displayed by behavioral manifestations. Motivation is defined as the power that allows students to live up to their potentials, learn and study (Martin 2004). Motivation is categorized under two classes based on the source: intrinsic and extrinsic. While the individuals' action, depending on internal influences in intrinsic motivation, external variables motivate the individuals for action in extrinsic motivation. The source of motivation in intrinsic motivation is the individual oneself based on psychological characteristics such as interest, desire and curiosity, in extrinsic motivation; the source of motivation is based on incentives such as rewards, praise, earning distinction, receiving approval, earning status and financial rewards presented by someone other than the self.

Since intrinsic motivation sources are internal, they are more powerful than extrinsic motivation sources and they are reflected on the behavioral performance as well. Motivation can be negative as well as positive. As opposed to positive motivation, drives that lead individuals

to act in negative motivation inhibit them from undertaking specific actions. This can be intrinsic as well as based on external factors. Factors such as lack of knowledge related to the task at hand, lack of belief on the importance of the task or punishment or similar hindrances may negatively affect motivation. Motivation which has a crucial place in educational studies is a prerequisite for learning process (Acat and Kosgeroglu 2006). Furthermore, (Guvenc and Guvenc 2014; Ozlu et al. 2014) observed that the eagerness of the students to achieve the objectives specified in educational sciences and to acquire quality education, boost their motivation. In the lives of most individuals, a certain level of anxiety helps motivation to stay stable, higher levels of motivation can prevent students from focusing at the task at hand by efficiently using their energy. Since this stops students from displaying their abilities, it also makes it difficult for them to reach to their goals (Unaldi and Alaz 2008). It is necessary for students to focus their attention on the factors that will help them to be motivated so that they can pay attention on the behaviors that they will learn. However, social appearance anxiety prevents them focusing on expected behaviors and therefore, inhibits motivation. Removing or decreasing student anxiety occupies an important place in classroom educational processes. In addition, it is necessary for students to integrate with the environment, and communicate and interact with it. Lack of classroom communication due to social appearance anxiety will prevent students from having a sense of belonging in their classrooms and from attaining and exhibiting desired performances. This process is especially important for the prospective teachers at faculties of education who will be given the task of educating students in the future. Not experiencing and reflecting negative affect such as anxiety during their training is crucial for teacher candidates in terms of the behaviors of the students who will be trained through their role modeling. Self-confident teachers who believe in what they do will positively affect not only their own motivation but also that of their students.

Although, some studies have been undertaken in Turkey on university students' motivation, still, research on the issues of university students' anxiety that remains limited to professional anxiety, career anxiety and anxiety towards what their future will become when they graduate (Cabi and Yalcinalp 2013). The research

about social appearance anxiety has recently been made and is highly limited (Alemdag 2013; Yuceant 2013; Avsar 2014; Kalemoglu Varol et al. 2014) and it's seen that no research has been made upon the correlation between this kind of anxiety and other variables (such as academic achievement, well-being, self-efficacy, emotional status, communication, discipline problems and choice of profession). Studies on social appearance anxiety are rare and no studies exist on the relationship between social appearance anxiety and different variables. The present study aims at evaluating the views on social appearance anxiety and motivation resources and problems. Through the present study, the researcher attempts to reveal the relationship between social appearance anxiety and motivation resources. It is expected that the findings of the study will add value to the existing knowledge on the how to improve the quality of functional educational services.

The Aim of the Study

The aim of the study is to determine motivational roots of the social appearance anxiety of the students in education faculty and their opinions regarding the problems and to find out whether there is a meaningful correlation between them. Regarding this purpose, the following questions are to be answered:

1. What are the opinions of the trainee teachers on the motivational roots of the social appearance anxiety and the problems related to them?
2. Is there a meaningful correlation between the motivational roots and problems of the social appearance anxiety of trainee teachers and their opinions about them?

METHODOLOGY

Research Model

The study utilized relational survey model. Relational survey model aims at determining the existence and level of covariance between two or more variables (Karasar 2009).

Working Group

A working group of the study was composed of 248 prospective teachers attending Abant

Izzet Baysal University Faculty of Education. 136 of the teacher candidates were females and 112 were males. Based on their personal data, 98 attended second year, 83 third year and 67 fourth year and 102 students were in Turkish Teaching Department, 68 in Mathematics Teaching and 78 English Teaching.

Data Collection Tool

Personal Information Form, Social Appearance Anxiety Scale and Motivation Resources and Problems Scale were used in collecting research data. Personal Information Form included questions related to gender, class and department.

Social Appearance Anxiety Scale, developed by Hart et. al. (2008) and adapted to Turkish by Dogan (2010), is a self-report type of scale that aims to measure emotional, cognitive and behavioral anxiety related to one's appearance. The scale has one dimension and 16 items. Internal consistency of the scale regarding reliability is .93 and it is a 5-point Likert type rated between not appropriate at all and completely appropriate.

Motivation Resources and Problems Scale was developed by Acat and Kosgeroglu (2006). The scale is composed of 24 items and intrinsic-motivation (11 items), negative motivation (8 items) and extrinsic motivation sub scales (5 items). Negative motivation sub scale aims to identify motivation problems. Internal consistency coefficients of the scale are .84, .69 and .69 respectively. The scale is a 5-point Likert type scale and rated between completely disagree and completely agree. While responses to intrinsic and extrinsic motivation items were scored as "completely disagree 1, disagree 2, undecided 3, agree 4 and completely agree 5", responses are scored in reverse in negative motivation. Scores of each sub scale is calculated by taking the means of scores obtained from sub scale items and the means of the three subscale scores provide the level of individual's professional learning motivation. One item is scored in reverse.

The following intervals were used in the assessment of the scales: 1.00-1.80 not appropriate at all/completely disagree; 1.81-2.60 not appropriate/disagree; 2.61-3.40 somewhat appropriate/undecided; 3.41-4.20 appropriate/agree; 4.21-5.00 completely appropriate/completely agree.

Cronbach's Alpha values were found as follows based on the reliability analysis in the study: Social Appearance Anxiety Scale .93; Motivation-Resources and Problems Scale (total) .80, intrinsic motivation .90, negative motivation .71 and extrinsic motivation .78.

Data Analysis

Research data were analyzed with the help of SPSS for Windows 20.00 program. Normality of data distribution was examined with Kolmogorov-Smirnov test and spearman rho coefficient was investigated in correlation analysis since the scales and sub scales did not show normal distribution ($p < .05$). Means and standard deviations were calculated to determine teacher candidates' views and correlation analysis was undertaken in order to identify the relationship between social appearance anxiety and views on motivation resources and problems. Correlation coefficient was taken as $r = 0.00-0.25$ very weak, $r = 0.26-0.49$ weak, $0.50-0.69$ medium, $0.70-0.89$ high and $0.90-1.00$ very high (Kalayci 2008) and level of significance was accepted to be .05.

RESULTS

Social Appearance Anxiety and Views on Motivation Resources and Problems

Teacher candidates' social appearance anxiety was found to be at the level of not appropri-

ate with $\bar{x} = 1.96$ (Table 1). This finding demonstrated that trainee teachers do not carry social appearance anxiety. Moreover, in the other papers on trainee teachers, level of social appearance anxiety is moderate Alemdag (2013), low Yuceant (2013), while Avsar (2014) established that social appearance anxiety is experienced due to several parameters. That the research groups are different from each other is thought to have led different results. Arithmetic means regarding motivation resources and problems were found to be at the level of "agree" with $= 3.66$ for intrinsic motivation, $= 4.10$ for extrinsic motivation and $= 3.45$ for total professional learning motivation and at the level of "disagree" for negative motivation with $= 2.58$ (Table 1). Although this finding is not as satisfactory as desired to be, it shows that trainee teachers experience intrinsic, extrinsic and occupational motivation and do not experience negative motivation.

Relationship between Social Appearance Anxiety and Motivation Resources and Problems

According to correlation coefficients among scores obtained from sub dimensions, Table 2 shows positive and low level relationship between teacher candidates' social appearance anxiety and negative motivation ($r = .312$, $p < .01$), a sub factor of motivation resources and problems and a negative and high level significant relationship was found between teacher candi-

Table 1: Means and standard deviations of teacher candidates' social appearance anxiety and their views on motivation resources and problems

	Scales	N	SS	x
Social Appearance Anxiety Scale	Social appearance anxiety	248	.658	1.96
Motivation Resources and Problems Scale	Intrinsic motivation	248	.771	3.66
	Negative motivation	248	.649	2.58
	Extrinsic motivation	248	.670	4.10
	Professional learning motivation (Total)	248	.451	3.45

Table 2: Correlation analysis for the relationship between social appearance anxiety and motivation resources and problems

		Intrinsic motivation	Negative motivation	Extrinsic motivation	Professional learning motivation (Total)
Social Appearance Anxiety	r	-.119	.312**	-.149*	.014
	p	.060	.000	.019	.822
	N	248	248	248	248

* $p < .05$; ** $p < .01$

dates' social appearance anxiety and extrinsic motivation ($r = -.149, p < .05$). No significant relationships were found between social appearance anxiety and intrinsic motivation and professional learning motivation. Even though this finding is at low level, it could be interpreted as the fact that as the level of social anxiety level of the trainee teachers rise, so does the negative motivation and the extrinsic motivation falls.

DISCUSSION

Previous studies related to motivation in the field of education focus on how personal and environmental factors surrounding the teaching/ learning process motivate and encourage students for learning and achievement (Chen 2001). Simultaneously, there are no studies exist between motivation and social appearance anxiety among the research related to motivation and anxiety. Current study contributed to the filed by examining the relationship between motivation and anxiety from a different perspective on anxiety.

Inherently, each individual wishes to be evaluated in the best manner by the others and desires to have a positive body image. Individuals without positive body images have increased social physique anxiety which affects their life styles negatively (Leary et al. 1999). Additionally, social appearance is highly correlated with depression, anxiety and self-esteem (Ozcan et al. 2013) and brings many obstacles as well. The finding that teacher candidates' social appearance anxiety levels were at "not appropriate" level shows that they did not experience this type of anxiety. This results points to the fact that teacher candidates were comfortable with their appearances and they were not concerned that they would be negatively evaluated by the others about their appearances.

On the other researches carried out on the trainee teachers, the level of the social appearance anxiety are moderate Alemdag (2013), low Yuceant (2013) while Avsar (2014) has pointed out that social appearance anxiety is experienced due to several factors. Kalemoglu Varol et al. (2014) has pointed that high school students' level of social appearance anxiety is moderate. Considering that anxiety level is a subjective situation, the research results may have been different owing to ages, personal features and field diversity of the students. When this find-

ing is interpreted in terms of educational environments, it is seen that teacher candidates did not experience anxiety regarding their social appearances in their in-class and outside class communication and interactions. Social appearance anxiety was not found to be one of the factors that limit in-class learning areas and did not affect teacher candidates' self-respect and self-confidence feelings negatively and, therefore, did not act as a debilitating factor that limit their behavior in terms of their performances. When this finding is considered in terms of teacher training, it is a pleasing result for faculties of education because they are at the center of providing intense training on both theory and practice since teacher candidates social appearance anxiety is not a debilitation or limiting factor in the activities and practices undertaken during their training.

Teacher candidates' motivation levels were found to be at the level of "agree" in intrinsic, extrinsic and professional learning motivation whereas it was found to be at disagree1 level in negative motivation. These results show that teacher candidates' intrinsic, extrinsic and professional learning motivation levels were high - albeit not completely- whereas their negative motivation levels were low. Although, both intrinsic and extrinsic motivation is crucial in the learning environment for students, what really desired is the ability of the students to motivate self without an external stimulator. When students believe that they control their own behavior, they are intrinsically motivated. Since intrinsic motivation is related to increase in attention, perseverance and study skills, intrinsically motivated students exhibit more personal interest and curiosity towards learning activities (Chan et al. 2012) and they decide about their interactions with the environment and how they will behave. However, some students need external stimulators since they experience hardships in intrinsic motivation. Since individuals who are extrinsically motivated have problems to motivate themselves, external stimulators such as teacher's rewards and punishments and reinforces play an important role. The fact that teacher candidates experience intrinsic and extrinsic motivation process during their training is a positive result in terms of the educational environment.

Similarly, teacher candidates experience professional learning motivation as well. Professional motivation is crucial for the learning process

and the future careers of individuals. When individuals believe that there is compatibility between their chosen careers and their characters, characteristics and abilities, they will make an effort for professional development since they will believe they will be satisfied. To be successful in the profession one will perform, it is crucial to select the career readily and intentionally, to be mentally and emotionally ready for this profession, to regard them as competent and to be motivated (Onler and Saracoglu 2010). Realization of professional learning motivation will be effective in developing positive attitudes towards the profession and developing the self. The fact that teacher candidates' negative motivation was found to be at the level of "disagree" shows that they did not have motivational problems. When the finding was interpreted in terms of scale items, it was seen that teacher candidates did not experience fear or committing mistakes or have communication problems; they did not think that they had resistance towards learning, displayed sufficient effort to learn knowledge and skills in their won fields and they did not experience tension or forgetfulness during these efforts.

A positive and low level relationship between teacher candidates' social appearance anxiety and negative motivation-a sub factor of motivation resources and problems-and a negative and high level significant relationship was detected between teacher candidates' social appearance anxiety and extrinsic motivation. No significant relationships were found between social appearance anxiety and intrinsic motivation and professional learning motivation.

Buyukozturk (2002) reported that although correlation coefficient calculated for two variables can be sometimes very low depending on the sample size may present mutual significance or a correlation coefficient that points to high level significance may not be significant. On the other hand, correlation can only point to the relationship between two variables and this relationship cannot be interpreted as a cause and effect relationship (Koklu et al. 2006). In this sense, it can be argued that significant level of correlation means that the higher is teacher candidates' social appearance anxiety, the greater their negative motivation and the lower their extrinsic motivation will be. In addition, when teacher candidates' social appearance anxiety decreases, their negative motivation will also

decrease and they will not experience motivation problems but their extrinsic motivation will increase.

Student motivation in the learning teaching process is related to student desire to be involved in the process as well as the causes and goals behind student interest and disinterest towards learning activities, in that; students' motivation resources may be different even though they are motivated to the same extent. There are many resources that affect student motivation towards learning. Ulusoy et al. (2002) reported that some of these resources are related to the students and some result from the learning environment. Student-based resources are individual goals and expectations, biological and psychological drives and needs, self-recognition, self-respect and self-confidence, individual beliefs, values, definitions of achievement and failure, self-consciousness, self-experiences and personal factors (such as risk taking, dealing with anxiety, curiosity, emotional status and level of consciousness). Resources resulting from the learning environment are teacher-parent-peer goals and expectations, goal structure of the classroom, reinforces, reward and punishment systems, results of social interactions, uncertainty, educational stimulators such as innovation and complexity, performance models and teaching practices that lead to achievement, develop self-confidence and ensure attention.

When student-based resources are considered, it can be argued that the body images developed in line with social appearance anxiety can affect motivation because the body image developed as a result of feelings, thoughts and perceptions regarding own body is one of the factors that directly affects self-respect and positive body image is related to high self-respect whereas negative body image is related to low self-respect (Cash 1989; Jung and Lee 2006; cited in Dogan 2010). Further, it can be argued that it can be difficult to provide motivation under circumstances where individuals' concepts of self are not positive since self-respect developed in line with body image will be effective in personal factors such as self-confidence, respect, individual beliefs, values, expectations, self-competence, dealing with anxiety, curiosity and emotional status. Students make efforts to display behaviors that are consistent with their images and the most important factor in increasing motivation is own thoughts and activities of

the individual. When students have positive attitudes towards learning, they will develop positive attitudes that motivate them whereas if they have negative feelings about learning, they will develop a personality centered on failure and start everything with the dread of failure (Ertem 2006).

When we consider the fact that one of the variables that affects motivation is social appearance anxiety (as shown in the findings of this study, albeit to a small extent), it can be interpreted that it can result in problems in motivation towards learning. It can be argued that identification and removal of anxiety causes of teacher candidates regarding their social appearances will decrease motivational problems and increase extrinsic motivation which will in turn develop the quality in educational environments. Considering teacher candidates' in-and-out of class activity participation levels from the perspective of social appearance anxiety may help increase motivation.

CONCLUSION

Teacher candidates' social appearance anxiety was found to be at the level of "not appropriate"; because their intrinsic, extrinsic and total professional learning motivation regarding motivation resources and problems were found to be at the level of "disagree". A positive and low level relationship was identified between teacher candidates' social appearance anxiety and negative motivation whereas a negative and low level significant relationship was found between teacher candidates' social appearance anxiety and extrinsic motivation.

RECOMMENDATIONS

It is suggested that to organize informative meetings and seminars need to be organized, related to social appearance and motivation process for teacher candidates so that they do not experience anxiety in the future related to their social appearances and they can support students who experience such problems. The extrinsic motivation tools by increasing (such as reward, punishment, verbal incentives, to appreciate) will be motivated by teacher candidates the social appearance anxiety can be reduced. Social appearance anxiety with relationships between the different variables can be examined

(such as academic achievement, well-being, self-efficacy, communication, emotional status and discipline problems).

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