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Life Satisfaction, Anxiety and Self-Efficiency Levels of Obese Individuals in Terms of Some Variables

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Abstract

The universe of the research consists of obese student individuals in the education faculties in Turkey. The sample of the study, on the other hand, consists of obese individuals who study at the education faculty in Mersin, Adana, Antalya and Muğla provinces. A total of 139 obese individuals, (71 women; ages 18-23 yrs. and 68 male; ages 18-24 yrs). To collect data the General Self-Efficacy Scale, the Life Satisfaction Scale and the State and Trait Anxiety Scale was used. In the analysis of the data, the relational screening model, which includes comparison between variables and analysis of correlation type, was used. As a result of the normality test, the distribution was found to be normal, the Independent Groups T-test was used for pairwise comparisons, and the Pearson Correlation Coefficient was used for correlation status. No significant difference according to gender in the sub-factor scores of starting was evidenced, endure and keep going, life satisfaction scores did not differ according to gender, and state and trait anxiety scores did not differ according to gender. But, a positive significant correlation was found between the age variable and the trait anxiety sub-dimension of the scale.

Introduction:

Throughout history, philosophers have seen happiness as the highest and only source of motivation for human actions. In 1973, International psychology thesis abstracts began to devote a chapter to happiness, and in 1974 the journal "Social Indicators Research" was published, most of which were devoted to subjective well-being. In this study, subjective well-being was used synonymously with life satisfaction. Subjective well-being literature focuses on why people evaluate their own lives as positive ways. These studies cover separate concepts such as happiness, satisfaction, morale and positive emotion (Yetim, 1991).

Neugarten *et al.* (1961) used the concept of "life satisfaction" for the first time and later guided many researchers. In order to define life satisfaction, it would be appropriate to explain the concept of "satisfaction" first. Satisfaction is the fulfillment of expectations, needs, wishes and wishes. "Life satisfaction" is the situation or result obtained by comparing a person's expectations (what he wants) with what he has (what he has). Life satisfaction shows the result of the comparison of one's expectations with the real situation. Life satisfaction generally includes a

person's entire life and a wide variety of aspects of that life. When life satisfaction is mentioned, it is not the satisfaction of a particular situation, but the satisfaction in all experiences in general. Happiness is the state of well-being in different aspects such as morale, and the dominance of positive emotion over negative emotion in daily relationships (Diener *et al.*, 1985; Pavot & Diener, 2009).

Self-efficacy is the perception of the individual about having the competence to accomplish the job he/she encounters. Self-efficacy is the judgments that affect what activities we will take part in, how much effort we will make in the face of a situation, and our emotional reactions at the moment of waiting for or taking part in a situation (Tokinan & Bilen, 2011).

The theoretical basis of self-efficacy is based on the social learning (socio-cognitive) theory developed by Albert Bandura. Bandura (1977) first mentioned the concept of self-efficacy in her article "Self efficacy: Toward a unifying theory of behavioral change" published in 1977. Then, in 1986, he placed the concept of self-efficacy into "social learning theory" and in 1997, in his book "Self-efficacy: The Exercises of Control", self-efficacy is the

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"personal and collective center theory" (Pajeres, 1997).

Strong self-efficacy is an element that makes people happy and successful in many areas. People with strong self-efficacy approach their abilities with high confidence. Instead of avoiding challenging difficult tasks, they strive to overcome them. These individuals motivate themselves in a way that defies their goals and does not miss their goals. They always raise the bar of goals, and when there is a failure or a setback, they look to recover. People who doubt their own capacity shy away from difficult tasks and view them as threats. They are not willing and take little responsibility for their goals (Bandura, 1994; Bandura, 1997).

The root of the word anxiety is "anxietes" in ancient Greek and means worry, fear, and wonder. It was first used by Cicero, which means drowning, and temporarily separated from the concept of "angor" (Baydil, 2007). The concept of anxiety entered the field of psychology in the first half of the century, and the first research and studies in this field were carried out at the end of the 1940s. Sigmund Freud was the first to use the term anxiety in this field and define it as a concept and conduct research on it. Firstly, Freud, who claimed that anxiety emerged as a result of the suppression of the power arising from instincts and impulses, later changed this view and linked anxiety to the perception of the dangerous situation of the ego, and argued that the repression system worked to eliminate this situation. According to Freud, the task of anxiety is to warn the self against a threat and danger that may occur and to activate the defense mechanism (Freud, 2009).

According to Köknel (2005), "All biological, physiological, concepts and all psychological teachings that examine personality structure and behavior have always included anxiety. Some considered anxiety as the first fundamental force that constitutes a personality, and some considered it as a secondary condition, but as a factor that had an important role in the structuring, development and emergence of personality" He defined anxiety as an emotional state such as anxiety, delusion, fear, rush and sadness that causes pressure and tension in people.

Anxiety is when stimuli that do not normally evoke a feeling of fear cause some fear reactions. In other words, there is a painful affect that has no connection with reality, cannot be understood and explained (Bedir, 2008).

Materials and Methods:

We aim to reveal the state anxiety levels of licensed athletes studying at a physical education and sports college in terms of age and gender, a relational screening model, which includes comparison and correlation type studies, was used. Relational screening model is a method that aims to reveal the existence, degree and direction of change between two or more variables, which is one of the general scanning model types that aims to describe an existing situation as it is. In this study, correlation and comparison type scanning models, which are sub-categories of

relational screening models, were used (Karasar, 2015).

The universe of the research consists of studying obese individuals in the education faculties in Turkey. The sample of the study, on the other hand, consists of obese individuals who study at the education faculty in Mersin, Adana, Antalya and Muğla provinces. A total of 139 obese individuals, including 71 women between the ages of 18-23 ($X_{\text{year}} = 21.58 \pm 1.79$) and 68 male obese individuals between the ages of 18 and 24 ($X_{\text{year}} = 21.91 \pm 1.63$), voluntarily participated in the study.

The data used in the study were collected by the researchers themselves. During the data collection process, the necessary explanations were made to the participants by the researcher for the purpose, scope of the research and to protect the confidentiality of the information to be obtained. Participants voluntarily participated with an informed consent form according to the Helsinki criteria. The ethics committee was consulted for this study and the necessary permissions were obtained. Only individuals who volunteered to participate were included in the study. A "Personal Information Form" containing questions such as gender and age was distributed to the participants in order to determine their demographic characteristics.

Diener *et al.* (1985) developed the original form of the scale is single factor, 5 items and 7-point likert type. Each item is evaluated according to a 7-graded response system (1 = Strongly Disagree, 7 = Strongly Agree). Diener *et al.* (1985) found the Cronbach alpha value of the scale's reliability as .87 and the criterion-related validity as .82 in the original study. Related scale previously Root (1991) by a rating adapted to Turkish and 7 pole is used by various researchers in Turkey. Köker (1991) found that the test-retest consistency coefficient of the scale, applied three weeks apart, was .85. Yetim (1991) calculated the corrected split-half value as .75 and Kuder Richardson-20 as .79. Test-retest reliability coefficient of the scale and .85 item-test correlation coefficients are between .71 and .80 (Yetim, 1991). In the reliability study conducted within the scope of this study, the internal consistency coefficient of the Life Satisfaction Scale was found as .81.

The General Self-Efficacy Scale, one of the data collection tools of the study, was created by Sherer *et al.* (1982) as 23 items. The scale, which consists of a two-factor structure, Social Self-efficacy and General Self-Efficacy. The scale was converted into a 5 'likert type scale with a study conducted by Sherer & Adams (1983), and the increase of the scores on the scale means the increase of self-efficacy. The General Self-Efficacy Scale, which was made into 17 items by Magaletta & Oliver (1999) in the study conducted by Yildirim & İlhan (2010), was adapted to Turkish culture (Yildirim & İlhan, 2010). In this process, the researchers evaluated the scale in terms of cultural appropriateness, understandability and suitability with the support of academicians who are experts in psychology,

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psychiatry, linguistics, and sociology. Yildirim & İlhan (2010) determined the criterion-based validity of the General Self-Efficacy Scale and used exploratory factor analysis and varimax rotation to determine the factor structure. Exploratory factor analysis results indicate 3 factors with eigenvalues greater than 1. Pearson correlation coefficient of the scale's test-retest reliability coefficient shows that there is a moderate and significant correlation ($r=.80$, $p<.001$). The split half reliability regarding the study was determined as .77. Split half reliability and cronbach alpha coefficients indicate that the scale is reliable (Yildirim & İlhan, 2010). In the reliability study conducted within the scope of this study, the internal consistency coefficient of the General Self-Efficacy Scale was found to be .78 for the starting sub-dimension, .87 for the endure sub-dimension .91 for the keep going sub-dimension.

The scale, which was developed by Spielberg et al. In 1970 to measure the trait and state anxiety levels of healthy and unhealthy adults, was translated into Turkish by Öner & ve Le Compte (1983). If more than three questions are not answered, the completed form is invalid and no points are awarded. Options in the scale were scored as (1) Never, (2) Sometimes, (3) Much time, and (4) Always. The scores obtained from a total of 40 items from both scales theoretically vary between 20 and 80. High score means high anxiety level, low score indicates low anxiety level. The reliability coefficients obtained as a result of studies conducted with healthy and unhealthy samples of the scale were found to range between 83 and 87 (Aydemir & Köroğlu, 2000; Özusta, 1995; Şahin *et al.*, 2002). For this study, Cronbach's Alpha value of the scale was found to be .78 for the state anxiety sub-dimension and .84 for the trait anxiety sub-dimension.

Data were analyzed statistically. As a result of the normality test, Kolmogorov Smirnov value of the Competitive State Anxiety Inventory sub-dimension scores according to gender, age, sports age and sports category status was not found significant ($p>.05$). As a result of the normality test, the distribution was found to be normal, the Independent Groups T-test was used for pairwise comparisons, and the Pearson Correlation Coefficient was used to look at the relationship status.

Results:

Table 1. Comparison of the study group's General Self-Efficacy Scale scores in terms of gender

Score	Sex	n	x	ss	Sh _x	T	Sd	p
Starting	M	68	27.84	3.71	.50	.91	137	.34
	F	71	26.67	3.94	.60			
Endure	M	68	15.97	1.67	.16	.92	137	.36
	F	71	14.78	1.72	.18			
Keep Going	M	68	10.74	2.42	.25	.52	137	.61
	F	71	10.42	2.51	.33			

As per Table-1 no significant difference according to gender in the sub-factor scores of starting, endure, and keep going ($p>.05$) is

evidenced.

Table-2: Comparison of the study group's Life Satisfaction Scale scores in terms of gender

Score	Sex	n	x	ss	Sh _x	T	Sd	p
Life Satisfaction Scale	M	68	25.24	3.71	.49	.81	137	.41
	F	71	24.41	3.52	.54			

In Table2 the life satisfaction scores of the sample group did not differ according to gender ($p>.05$).

Table-3: Comparison of the study group's State and Trait Anxiety Scale scores in terms of gender

Score	Sex	n	x	ss	Sh _x	T	Sd	p
Continuous Anxiety	M	68	35.72	4.72	.97	.85	137	.39
	F	71	34.73	3.46	.62			
State Anxiety	M	68	39.95	3.95	.85	1.22	137	.22
	F	71	38.66	2.87	.61			

As per Table-3 the state and trait anxiety scores of the sample group did not differ according to gender ($p>.05$).

A positive significant relationship was found between the ages of the study group and the "Starting" sub-dimension of the scale ($p<.05$; $r=.187$). No correlation was found between the sub-dimensions of "Endure" ($r=.115$) and "Keep going" ($f=.075$).

No relationship was found between the age of the study group and the "Life satisfaction" variable ($r=.024$).

A positive significant relationship was found between the ages of the study group and the "Trait anxiety" sub-dimension of the scale ($p<.01$; $r=.347$). But, no relationship between the "State anxiety" sub-dimension and age variables ($r=.120$).

Discussion:

It was observed that the life satisfaction scores of the sample group did not differ according to gender. This finding supports Köker's (1991) study on adolescents and Cenkseven & Akbaş (2007)'s findings on university students in our country. Most of the studies conducted on different age groups indicate that there is no significant relationship between life satisfaction and gender (Toros, 2001). According to Diener (1984), bio-social variables such as gender and age are among the factors that affect subjective well-being, but Diener & Diener (1996) stated that socio-economic status shows relatively stronger relationships with subjective well-being according to age and gender, and well-being is perhaps They state that the strongest socio-structural predictors are income and social status (Staudinger *et al.*, 1999). Because, in studies conducted in the literature, it has been found that life satisfaction of individuals does not differ significantly depending on gender (Acock & Hurlbert, 1993). Also, it is stated in the literature that gender inequalities between men and women also negatively affect the life satisfaction of individuals (Çankaya, 2009). The life satisfaction levels of adult women in this study group may have been lower than

men due to the aforementioned reasons.

A positive significant relationship was found between the ages of the study group and the trait anxiety sub-dimension of the scale. No relationship was found between the state anxiety sub-dimension and age variables. Sallayici *et al.* (2018) conducted a study to examine athletes' anxiety, motivation and imagination value in competitions with different severity level and reported that the high level of state anxiety scores of the athletes in individual sports may be due to the fact that the athletes' responsibility for the competition alone may vary and depend on the importance of the competition and also, the anxiety that the trainings will be wasted in case of failure may have increased the state anxiety. It is known that moderate anxiety is a preliminary, triggering and functional factor in dealing with stressors as a state of general arousal (Bacanli, 2008). In other words, it's not psychopathological or neurotic anxiety in dealing with any stressor; realistic or situational anxiety about the stressor is required. In this context, when life satisfaction is evaluated, it becomes necessary to cope with the stressors involved in daily life, accepting the difficulties of life and reaching the desired goals. On the other hand, Arygle (1994), Ehrhardt *et al.* (2000), considering Meulemann's (2001) approach to life satisfaction, life satisfaction means that the individual generally evaluates his/her life, evaluates the stresses he/she encounters in his/her life and the positive and negative results after the events.

It was observed that the state and trait anxiety scores of the sample group did not differ according to gender. In this context, students are likely to experience state anxiety in parallel with their other experiences at the time of the assessment. It was found that there was no significant difference in terms of gender in the sub-factor scores of the study group for starting, endure and keep going.

Research findings also show that general self-efficacy level has a direct effect on life satisfaction. Although this finding does not fully coincide with the findings of Foggie *et al.* (2002) that the self-efficacy variable has a mediator effect on life satisfaction, this research finding is consistent with the aforementioned research finding, since the effect of self-efficacy on life satisfaction was determined in both studies. shows. Another evaluation regarding the positive and direct effect of the general self-efficacy variable on life satisfaction can be clarified by considering that self-concept and fulfilling daily life difficulties (Clark *et al.*, 1999) are considered as sub-dimensions of life satisfaction. Toros *et al.* (2018) examine the correlation between self-efficacy and life satisfaction according to exercise participation in obese female university students, they indicated that obese female students with high self-efficacy perceptions may be aware of their abilities and thus rely on their abilities. General self-efficacy refers to the level of coping perceived by the individual with stressors or difficulties encountered in many areas (Luszczynska *et al.*,

2005). A positive significant relationship was found between the ages of the study group and the starting sub-dimension of the scale. No relationship was found between the sub-dimensions of endure and keep going and age variables.

In the formation of self-efficacy perception, the beliefs about personal efficacy, which are formed by the experiences of mastery based on the individual's achievements, affect the individual's subsequent performance as strong beliefs. In this context, it is known that individuals with high levels of self-efficacy are more successful by performing at a higher level in the face of the difficulties they face (Baldwin *et al.*, 2006), their cognitive capacities are improved, and thus self-concepts are more positive (Bandura, 1993). In addition, the increase in general self-efficacy and the decrease of trait anxiety can positively affect the performance of students in many ways, as stated in the literature. According to the results of this study, it can be said that the basic psychological needs of the students should be satisfied in order to achieve the positive effects we mentioned.

As a result, when the findings of the study are evaluated their basic psychological needs should be met in order to increase the general self-efficacy perceptions and decrease their trait anxiety. Satisfaction of basic psychological needs can contribute to students by positively affecting general self-efficacy, life satisfaction and trait anxiety. For this reason, it is thought that the teaching staff should take these findings into consideration.

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