



Research Article

Analysis of the relation between social anxieties and parental attitudes of the adolescent high school students¹

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Abstract

In this study aimed to determine the relation between social anxiety levels of adolescents and perceived parental attitudes. This research was designed in accordance with correlational survey model which is one of the quantitative research models. In Turkey, Osmangazi district in city of Bursa was detected as the available universe of the research. Sample consists of 300 high-schoolers aged between 15-17 studying at Süleyman Çelebi Anatolian High School. As data collection tools, Socio-Demographical Information Form (SDIF) to determine students' socio-demographical features, the Social Anxiety Scale for Adolescents (SAS-A) to measure social anxiety levels of the students, Parental Attitude Scale (PAS) to measure perceived parental attitudes were used. Parental Attitude Scale contains subtests of Democratic Attitude, Protective Demanding Attitude, Authoritarian Attitude. SAS-A consists of Fear of Negative Evaluation (FNE), General Social Avoidance and Distress (SAD-G) and Social Avoidance and Distress in New Situations (SAD-N) subtests. Statistical techniques such as one-way analysis of variance in data analysis, Tukey's multiple comparison test in subgroup comparisons, independent t test in comparison of dual-groups, chi square test in comparison of qualitative data were used. The results of study that it was revealed that there was positive relation between the social anxiety and protective demanding parental attitudes and authoritarian attitudes. It can be said that authoritarian and protective demanding parental attitudes increase the social anxiety. When socioeconomic status and gender of the participants were taken into consideration, it was observed that there was differentiation in social anxiety and parental attitudes

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Introduction

It includes many physical and spiritual dynamics such as adolescence, change, growth, metamorphosis and transformation. Growing up, leaving the childhood world has never been easier for offspring. It is known to everyone that psychological difficulties and personality changes occur at the beginning of adolescence (Klein, 2012). Parman (2017), adolescence; it sees this as a space for conflict and sharing between childhood and adulthood. "Land of no man" means that this area, which belongs to both periods, brings losses and mourning, as well as transitions and gains, and its limits are not certain (Parman, 2017, p. 39). The adolescence process also found a very important place in Winnicott's approach, and Winnicott described his adolescent status as follows: "They don't know what will happen, they don't know where they are and they are waiting. Because everything is suspended and they don't feel real" (Parman, 2017, p.53). At this age, the conflict process is very important for the adolescent. In this process, unresolved problems from the oedipal phase and independence problems of anal / oral phases against addiction reappear (Wallace, 2012). In this important period of life, the adolescent must have to leave childish, that is, edematous objects in order to discover new objects and find new substitutes, and he must do this by living with his family (Torun, 2014).

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Adolescent cannot feel an autonomous sense of identity without confronting the object, without limiting their desires and saying no (Zabcı, 2018). Growing up means gaining a new identity and replacing parents. Therefore, if the adolescent wants to grow, he will do this through an adult's body in an unconscious fantasy (Winnicott, 2014). Despite his efforts to be autonomous, he still needs his parents and wants to both maintain his childhood bonds and get rid of the parents' influence (Jeammet & Mingasson, 2016). In such a process, the importance of socialization and friendship increases. The friendly environment is a versatile environment that facilitates the processing of development processes, has less tension than the family, and its dynamics differ from the family. For such a difficult process for adolescents; This is the basis for a bridge that helps move from family to society, the line of life, from the love of the other to loving yourself (Focus, 2008).

Adolescence is an alarming period when taken together with physical and mental changes. Anxiety is a concept that exists throughout human life and is widely used in psychology literature. No one is exempted from anxiety, which is the legacy of civilization. Anxiety and fear can act as signals that protect us from threats and dangers and protect us from unpleasant, unwanted experiences. Although anxiety expresses the helplessness of the person's instinctive needs, it is anxious to remember that these are unacceptable and develop different defense-compromise, especially suppression (Tura, 2005). The feeling that something bad will happen in anxiety will present to the wishes of the subordinate of the individual, and if he does, he will be mentally and physically damaged and sentenced and people around him or his own consciousness. Since these impulses are suppressed in the addict, in reality, the nature of such a danger often remains uncertain, and anxiety is revived only by reminder images. While fear is a response to external threat and danger, anxiety is a response to dangers in the inner world. Since intrapsychic (spiritualist) anxiety makes it difficult to control the origin, one can escape fear, but not anxiety (Akhtar, 2017).

In his article titled Inhibitions, Symptom and Anxiety, which Freud (1926) divided the anxiety into three groups and defined them as real, neurotic and moral concerns. He explained his sources by associating real anxiety with the outside world and neurotic anxiety with the sub-self and the moral with the self-self. He states that with the concept of "warning (signal) anxiety", the danger situation is reported to the self, and this warning that comes from within is reduced the importance of the external source during anxiety. Because, according to psychoanalytic theory, the interpretation of the external in human spirituality is determined by internal roots (Köşkdere, 2018). While Freud expresses anxiety as a state of mind not related to the object, according to Lacan (1962-1963), anxiety is not objectless. Lacan, who is also an anxiety master, interpreted anxiety as a sign of all kinds of human subjectivity (the main factor that determines the action and destiny of the subject). He states that anxiety is a necessity for the emergence of desire, it cannot be avoided, but anxiety can be mastered if its origins can be understood and symbolized. In addition, it considers that anxiety should not be intervened unless it threatens subjectivity, and attempts to eliminate it with drugs are a futile effort (Roudinesco, 2017).

Among the types of anxiety, the most difficult anxiety is social anxiety. It is an important risk factor for the development of adolescent social anxiety in this period when it is important to switch from family life to social life. Social anxiety is the avoidance of social environments with the fear that the person will do something inappropriate while in social environments (Gruber & Heimberg, 2016). People who experience social anxiety define themselves as shy, overly sensitive and having difficulties defending their rights. These personality traits generally persist since childhood and parenting style is important determinant. The family's social life is limited, the child's behavior is prevented, the self-esteem value is weakened, and the reinforcement of the sense of shame increases the child's risk of developing anxiety. The basic sense of trust of people experiencing social anxiety is not sufficiently developed. Therefore, they are very sensitive to feelings of value/worthlessness from others. These people, for example those who are accepted as authority figures; they become childish and experience castration anxiety in front of the boss, judge, teacher, and parent (Ersoy, 2017).

When looking at the formation of anxiety in general, bad relationships in the family have an important effect. Parents' inability to show the necessary love and attention to the child, excessive protective and supportive attitudes towards the child, lack of space in which the child can express their emotions, and controlling relationship style in which emotional expressions are lacking are seen as child-rearing attitudes that lay the ground for identifiable anxiety formation (Gökalp, 2000). All people start living in a non-founding addictive position. How the parent will use his / her authority when the child is in this state of addiction changes a lot in determining the personality traits of the child. Early childhood traumas arise due to the abuse or abuse of this addiction by the parent. If these traumatic experiences are left untreated, they can recur in adult life (Phillips, 2017). These forms of traumatic relationships in adulthood; It

occurs with many symptoms such as nail biting, exam anxiety, social anxiety, obsession and asthma. These symptoms continue to accompany the person's life as a form of hidden anxiety in adult life (Ersoy, 2017).

When parental attitudes are examined; Parents with a protective willingness have a highly protective and supervisory attitude towards their children. They do not do the things they can do by providing the child with various reasons, and they do it themselves. This attitude, which prevents the child from learning by living, leads to the development of the dependent personality structure in the child as well as damage to self-esteem (Navaro, 1989; cited by Aktaş, 2011). Authoritarian attitude is closed to emotions and verbal communication. In such families, it is not possible to object to the child's experiences. If the child objections, he is subjected to punitive methods by his family. The child is afraid that his family will criticize and punish him, and he may have concerns that he will do wrong with every step he takes (Yörükoğlu, 1978). When many studies are examined, the healthiest family environment for the psycho-social development of children and adolescents; It is stated that there is a democratic family life based on tolerance, love and respect based on equal relations between parents and children (Baumrind, 1966; Kuzgun & Eldeleklioğlu, 1999). Erkan, Güçray and Çam (2002) examined whether the social anxiety levels of the students change according to parental attitudes and gender during adolescence and when compared with students who have a democratic parental attitude; They found that students with protective and authoritarian parental attitudes (FNE) scored higher on their scales. Lieb et al. (2000) found that overprotective and rejected parenting style has a significant relationship with social anxiety.

Problem of Research

Is there a relationship between the social anxiety and parental attitudes of adolescents aged 15-17?

- Do the social concerns of adolescents attending high school between the ages of 15-17 change according to the variables of age, gender, socio-economic level and number of siblings?
- Do the parental attitudes of adolescents attending high school between the ages of 15-17 change according to age, gender, socio-economic level and number of siblings?
- Is there a relationship between the social anxiety scale subscales and parental attitude scale subscales of adolescents attending high school between the ages of 15-17?

Methods

Research Model

This study, which examines the relationship between adolescents' social anxiety and parental attitudes, is designed in accordance with the relational screening model, which is one of the quantitative research models. In the relational scanning model, the presence of co-exchange between two or more variables is tried to be determined. In this model, it is tried to explain whether the variables change together or if a change is observed (Karasar, 2016).

Participants

In the research, appropriate (Incidental Sampling) sampling method was used to determine the participants. Suitable sampling method; It is the selection of units that are easily accessible and applicable due to existing limitations such as time and space accessibility (Şener, 2012). In accordance with the determined sampling method, Bursa province Osmangazi district was chosen as the research universe. 300 high school students were determined as participants. The socio-demographic characteristics of these students are given in table1.

Table 1.
Participants' Socio-Demographic Features

		n	%
Age	15 Years	95	31,67
	16 years old	124	41,33
	17 years	81	27,00
Gender	Male	135	45,00
	Girl	165	55,00
How many siblings do you have	Single Brother	24	8,00
	2 siblings	173	57,67
	3 Brothers	76	25,33
	> 4 Brothers	27	9,00
How many children	First Child	138	46,00
	2 children	113	37,67
	3 children	34	11,33
	> 4 th child	15	5,00
Parenting Association	Separate	24	8,00
	Together	276	92,00
Socio Economic Level	Low	11	3,67
	Middle	273	91,00
	High	16	5,33
	Middle School	84	28,00
School Success	Weak	31	10,33
	Middle	192	64,00
	Good	77	25,67
Number of Friends	0-3 Friends	73	24,33
	4-7 Friends	126	42,00
	8-12 Friends	72	24,00
	> 13 Friends	29	9,67

Data Collection Tools

Social Anxiety Scale for Adolescents

In this research, "Social Anxiety Scale for Adolescents" was used by [Arzu Aydın and Serap Tekinsav Sütcü \(2007\)](#), which was developed by [La Greca et al. \(1998\)](#). (FNE) Fear of Negative Evaluation (6, 8, 9, 12, 14, 17,18), (SAD-G) General Social Avoidance and Distress (15, 19, 20, 21, 22), (SAD-N), Social Avoidance and Distress in New Situations (1, 3, 4, 5, 10, 13) consists of subtests. The SAS-A consists of 22 items, 4 of which are unrelated, and the 5-point Likert type (1 = not a good determinant, = 5 a very good determinant) is answered by scoring ([Aydın & Sütcü, 2007](#)). The Social Anxiety Scale in Adolescents Alfa Cronbach values; Fear of Negative Evaluation was found to be 0.873, Social Avoidance and Distress in New Situations 0.877, General Social Avoidance and Distress 0.780, Total score was 0.771.

Parenting Attitude Scale

"Parenting Attitude Scale" developed by [Yıldız Kuzgun \(2005\)](#) was used to measure perceived parental attitudes. The scale evaluates parents' attitudes in three dimensions as "Democratic Attitude", "Protective Requesting Attitude", "Authoritarian Attitude". The scale consists of a total of 40 questions and answered with 5-point Likert-type scoring. Scale questions are distributed as follows: Authoritarian mother-father attitude (3, 5, 8,12, 16, 23, 31, 35, 38, 40), protective guardian mother-father attitude (4, 9, 10, 11, 17, 18, 19, 24, 25, 26, 27, 28, 32, 33, 34), democratic parental attitude (1, 2, 6, 7, 13, 14, 15, 20, 21, 22, 29, 30, 36, 37, 39). Students are asked to evaluate from 1 to 5 on a five-point Likert scale for each item; Not suitable at all (1), Very little suitable (2), Partially suitable (3), Quite suitable (4), Fully suitable (5) ([Güneri, 2017](#)). Parental Attitude Scale Alfa Cronbach coefficients; Democratic attitude was 0.785, Protective-willing attitude was 0.924, Authoritarian attitude was 0.842, Total score was 0.788. All Alfa Cronbach values were found above the desired 0.700 limit.

Socio Demographic Information Form

Social anxiety with 12 items "Socio Demographic Information Form":

It was also examined with variables including age, gender, number of siblings, how many children the family had, parents 'right / dead status, parents' living together / apart, socio-economic status, parent education status, school success and number of friends. effects on social anxiety are explained.

Data Analysis

In this study, statistical analyzes were done with NCSS (Number Cruncher Statistical System) 2007 Statistical Software (Utah, USA) package program. Descriptive statistical methods (mean, standard deviation, frequency and percentage distributions) in the evaluation of the data, as well as one-way variance analysis in the group comparisons of variables with normal distribution, Tukey multiple comparison test in subgroup comparisons, independent t test in comparison of binary groups, Pearson's correlation test was used to determine the relationship between variables and each other. Alpha Cronbach values were calculated to determine the Parental Attitude Scale and Social Anxiety Scale reliability among adolescents. The results were evaluated at the significance level of $p < 0.05$.

Procedure

This study was carried out in Süleyman Çelebi Anatolian High School in Osmangazi District of Bursa province between 18-25 February 2019 during the academic year of February 2018-2019. In practice, a Socio-demographic form and two scales were used. The average duration of the scales was 40 minutes for each student. The scales were applied to the students in a classroom environment, on a voluntary basis and with the necessary permissions.

Results

Findings related to research problems are presented in this section. Theme 1. Findings Related to the Social Anxiety Scale Sub-Dimensions of Adolescents and the Parental Attitude Scale Sub-Dimensions are presented in Table 1.

Table 1.

Descriptive Statistics of the Social Concerns and Parental Attitudes of Adolescents Attending High School

		Parenting Attitude Scale				
		Democratic attitude	Protective-willing attitude	Authoritarian attitude	Total	
Social Anxiety Scale for Adolescent	Fear of Negative Evaluation	r	-0,171	0,167	0,221	0,086
		p	0,003	0,004	0,0001	0,135
	Social Avoidance and Restlessness in General Situations	r	-0,250	0,191	0,282	0,067
		p	0,0001	0,001	0,0001	0,249
	Hearing Social Avoidance and Restlessness in New Situations	r	-0,166	0,111	0,146	0,012
		p	0,004	0,056	0,012	0,837
	Total	r	-0,212	0,173	0,236	0,064
	p	0,0001	0,003	0,0001	0,269	

As a result of the statistical analysis, a negative statistically significant correlation was observed between the Parental Attitude Scale Democratic attitude scores and the Social Anxiety Scale FNE, SAD-G, and SAD-N scores in adolescents. A statistically significant positive correlation was observed between the Parental Attitude Scale, Authoritarian attitude scores, and Protective-willing attitude scores, and the Social Anxiety Scale in Adolescents, FNE, SAD-G, and SAD-N scores. It can be said that as the democratic attitude increases in the families, the social anxiety of the student decreases.

Theme 2. Findings Related to the Gender Variable of Social Anxiety and Parental Attitudes of Adolescents Attending High School are presented in Table 2.

Table 2.*T-Test Results Regarding the Sex Variable of Social Anxiety and Parental Attitudes of Adolescents Attending High School*

		Male n:135	Famel n:165	p
Parenting Attitude Scale	Democratic attitude	58,13±10,98	58,74±12,47	0,659
	Protective-willing attitude	38,79±10,4	34,87±9,6	0,001
	Authoritarian attitude	20,68±5,97	19,59±7,49	0,170
	Total Points	117,6±15,22	113,19±11,97	0,005
Social Anxiety Scale in Adolescents	FNE	14,7±5,62	16,1±6,06	0,041
	SAD-G	9,41±3,16	9,42±3,17	0,980
	SAD-N	14,27±4,64	15,75±4,51	0,006
	Total Points	38,39±12,02	41,28±12,09	0,04

According to the gender variable, while no statistically significant difference was observed between the Democratic and Authoritarian Attitude Scores of the Parents' Attitude Scale of male and female students, the mean scores of the Parenting Attitude Scale of the male students were statistically significantly higher than the female students ($p = 0.001$). Social Anxiety Scale of Female Students in Adolescents FNE ($p = 0.041$) and SAD-G ($p = 0.006$). It was found statistically significantly higher than male students.

Theme 3. Findings Regarding the Social Anxiety and Socio-Economic Status Variable of Parental Attitudes of Adolescents Attending High School are presented in Table 3.

Table 3.*ANOVA Results Regarding the Social Anxiety and Socio-Economic Status of Adolescents Attending High School*

	Socio Economic Level	Low n:11	Middle n:273	High n:16	P
Parenting Attitude Scale	Democratic attitude	50,64±17,62	58,77±11,27	58,63±14,91	0,081
	Protective-willing attitude	42,18±11,97	36,6±10,12	33,31±7,94	0,085
	Authoritarian attitude	24,73±7,75	19,99±6,82	18,44±6,12	0,049

There was no statistically significant difference between the Democratic attitude score averages of the Low, Medium and High groups of the Socio-Economic Level ($p = 0.081$) and the Protective willing attitude score averages ($p = 0.085$). There was a statistically significant difference between the Parental Attitude Scale of the Authoritarian Attitude Scores of the Low, Medium and High Groups of the Socio-Economic Level ($p = 0.049$). The authoritarian attitude score averages of the low group were statistically significantly higher than the high group ($p = 0.045$).

As a result of the TUKEY test, it was determined which groups were different. According to this, the scores of the students who stated their socioeconomic status as High were found to be low, and the fear of Negative Assessment was statistically significantly lower than the students who stated Low and Medium ($p = 0.043$, $p = 0.028$). The High Group's Average Fear and Restlessness in the New Social Situations were statistically significantly lower than the Low and Medium groups ($p = 0.002$, $p = 0.004$). Fear and Uneasiness High group's hearing scores were found to be statistically significantly lower than the Low and Medium groups ($p = 0.003$, $p = 0.0001$).

Theme 4. Findings regarding the social anxiety and parental attitudes of high school adolescents who attend high school are presented in Table 4.

Table 4.*ANOVA Results Regarding Social Anxiety and Parental Attitudes of the Number of Friends of High School Adolescents*

		0-3 Friends	4-7 Friends	8-12 Friends	≥13 Friends	p
		n:73	n:126	n:72	n:29	
Parenting Attitude Scale	Democratic attitude	56,4±13,54	58,37±11,29	60,31±11,36	59,52±10	0,239
	Protective-willing attitude	35,92±10,54	36,71±10,08	36,67±10,3	38±9,32	0,828
	Authoritarian attitude	19,93±7,09	20,85±6,93	18,75±6,75	20,41±6,03	0,223
	Total Points	112,25±13,42	115,93±12,39	115,72±15,57	117,93±14,26	0,171
Social Anxiety Scale in Adolescents	FNE	17,05±7,42	16,12±5,25	14,15±4,8	11,97±4,76	0,000
	SAD-N	10,62±3,74	9,46±2,63	8,56±3,03	8,38±3,11	0,000
	SAD-G	16,56±5,18	15,54±4,29	13,94±4,13	12,24±3,87	0,000
	Total Points	44,23±14,72	41,12±10,49	36,65±10,26	32,59±10,78	0,000

There was no statistically significant difference between the parental attitude scale of democratic attitude, protective-willing attitude and authoritarian attitude scores of 0-3 friends, 4-7 friends, 8-12 friends and ≥13 groups of friends ($p = 0.239$, $p = 0.828$, $p = 0.223$).

As a result of the TUKEY Multiple Comparison test, it was determined which groups differed. Fear of Negative Evaluation Score of 0-3 friends group was found to be statistically significantly higher than 8-12 Friends and ≥13 Fear of Negative Rating points of friends ($p = 0.013$, $p = 0.0001$). SAD-N of the 0-3 group of friends: Fear and Uneasiness in the New Social Situations mean scores were found to be statistically significantly higher than the average score of 8-12 Friends and ≥13 Fear Negative Evaluation ($p = 0.006$, $p = 0.0001$). 0-3 Friends group SAD-G: Fear and Unrest in Average Social Situations Average scores 8-12 Friends and ≥13 Fellows in SAD-G: General Social Situations were statistically significantly higher than Hearing and Hearing Disorder ($p = 0.003$, $p = 0.0001$).

Discussion and Conclusion

As a result of the statistical analysis, a negative statistically significant correlation was observed between the Parental Attitude Scale Democratic attitude scores and the Social Anxiety Scale in Adolescents, FNE, SAD-G, and SAD-N scores. As the democratic attitude increases in families, the social anxiety of the student decreases. These findings are consistent with the results of the literature. Looking at the many studies conducted, the healthy family environment for children and adolescents; It is stated that there is a democratic family life based on love and tolerance based on equal relations between parents and children (Pettit et al. 2001). While there was a positive statistically significant correlation between Parenting Attitude Scale Protective-willing attitude scores and Social Anxiety Scale in Adolescents FNE, SAD-G scores, a significant correlation was observed between SAD-N scores. When we look at the literature, fear of negative evaluation has a significant effect on the formation of social anxiety and it has been stated that it is associated with overprotective, anxious and oppressive parenting style (Takako 1994; cited Erkan, 2002). A positive statistically significant correlation was observed between the Parental Attitude Scale, Authoritarian attitude scores, and the Social Anxiety Scale FNE, SAD-G, and SAD-N scores in adolescents. As parents' authoritarian attitude increases, adolescents' social anxiety also increases. In a study, it was reported that students with protective and authoritarian parental attitudes have higher FNE and SDG scores compared to students with democratic parental attitudes (Erkan, Güçray & Çam, 2002). Another survey conducted in Turkey parental attitudes and behaviors are a compilation of published research examining the impact on young people. In the study, which includes the analysis of 34 different publications, the effects of the oppressive, excessive discipline and overprotective attitude of the parents on children and adolescents were found to be consistent, and the effects of democratic and accepting attitudes on the youth were consistently positive (Sümer, Aktürk, & Helvacı, 2010). In a study conducted abroad, they stated that the child's social anxiety increased when he perceived parental attitude as overprotective. A significant relationship was found between the social anxiety of the family and the child's social anxiety, and it was revealed that there was a connection between the social anxiety of the mothers and the social anxiety of the children (Bögels et al. 2001).

When the effect of gender variables on Parental Attitude Scale scores and Social Anxiety Scale scores was analyzed, a statistically significant relationship was found. While no significant difference was observed in the mean scores of democratic and authoritarian attitudes from the parental attitudes perceived by female and male students, the protective willing attitude of male students was higher than female students. Although there is no significant difference in the parental attitudes perceived by female students compared to male students, significant differences were observed in social anxiety scores. It was determined that female students' (FOC) Fear of Negative Evaluation and (SAD-G) General Social Situations, Fear and Unrest Hearing scores were significantly higher than male students. When the literature is analyzed, different conclusions were reached regarding the effect of gender variables on social anxiety and parental attitudes. While [Tanzi \(2018\)](#) stated that there was no difference in students' social anxiety levels depending on gender variables, [Greca and Lopez \(1998\)](#) reported more social anxiety than boys according to the results of their research. It is seen that the findings of the research have appropriate and meaningful results with the literature.

When the socio-economic status findings are analyzed, the authoritarian parental attitude score was found high in the families of the students who stated the socio-economic status as low. As the socioeconomic level decreases, it is determined that there is an increase in the students' social anxiety scores. When the research findings in the literature are analyzed, it is seen that there is a difference in parental attitude and social anxiety scores of the socio-economic variable. [Alisinanoğlu and Ulutaş \(2003\)](#) stated in their study that there was no significant relationship between social anxiety and socio-economic status. In another study, it was emphasized that the income level of the family is a risk factor in the case of the child's social anxiety ([Erkan, 2002](#)).

Considering the findings of the number of friends variable, the students who stated the number of friends as low had high social anxiety scores, while those who reported the number of friends high had low social anxiety scores. In their research, [Greca and Lopez \(1998\)](#) found that there was a significant relationship between social anxiety and friend acceptance, and reported that the number of close friends was low among girls with high social anxiety.

Parents' Attitude Scale scores and Social Anxiety Scale scores were evaluated according to the variables of the number of siblings, the number of children, the right / dead status of the parents, the coexistence of the parents, and the educational status of the parents. No statistically significant relationship was found in its effect. Considering the literature, [Alisinanoğlu and Ulutaş \(2003\)](#) stated in their study that gender, number of siblings, socioeconomic status and parental education level do not have a significant relationship with children's anxiety levels.

In line with the information obtained in the research, suggestions for researchers for future studies on this subject are as follows: Repeating the research with structured / semi-structured interviews, in clinical and similar environments, with long-term and frequent interviews will have important contributions to the results of the research. Social anxiety and parental attitudes are a comprehensive study subject that includes many dynamics. Although the students are thought to answer the scales objectively, the subject of the research requires to work in-depth and face to face. The research is thought to contribute to a better understanding of the relationship between social anxiety and parental attitudes for practitioners working in the field. When practitioners work with students who have high social anxiety, working with their parents will provide positive results in treatment. As stated in the literature, social anxiety is not only a problem specific to adolescence, it is thought that a good understanding of childhood experiences will affect the treatment process positively. It should be noted that, as in every study, this study has some limitations. The sample consists of 300 high school students aged 15-17 in a single school and this limits the generalizability of the research. In the research, the psychodynamic theory-based study of the literature will contribute to a better understanding of the subject, as well as providing a unique feature to the research compared to similar researches.

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