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ARAŞTIRMA

Açık Erişim

Investigation The Relationship Between The Perceived Parental Attitude, The Fear of Negative Evaluation and The Self-Efficacy Perception of The Elementary School Students

İlkokul Öğrencilerinin Algılanan Anne Baba Tutumları ve Olumsuz Değerlendirilme Korkuları ile Öz Yeterlik Algıları Arasındaki İlişkinin İncelenmesi

Özlem Acar Bulut , Makbule Kali Soyer 

Authors Information**Özlem Acar Bulut**

Psychological Counseling Specialist
Ministry of National Education,
İstanbul, Turkey
ozlemacarpdr@gmail.com

Makbule Kali Soyer

Assistant Professor, Marmara
University, İstanbul, Turkey
makbulesoyer@marmara.edu.tr

ABSTRACT

This study carried out to examine the relationship between the perceived parental attitude, fear of negative evaluation levels, and perception of self-efficacy of the 3rd and 4th-grade elementary school students. The study sample consisted of 403 elementary school students who were educated in İstanbul in the 2018-2019 academic year. In the study; the Parental Attitude Scale, The Fear of Negative Evaluation Scale, and the Self-efficacy Scale for Children were used. According to the findings of the study, a positive significant relationship was found between parental attitudes and self-efficacy and a negative significant relationship between parental attitudes and fear of negative evaluation. Also no statistically significant relationship was found between self-efficacy and fear of negative evaluation. In addition, while a significant relationship was found between gender and parental attitudes and fear of negative evaluation in favor of girls, it was concluded that self-efficacy did not differ in terms of gender.

Article Information**Keywords**

Parental Attitudes
Social Anxiety
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ÖZET

Bu çalışma ilkököl üçüncü ve dördüncü sınıf öğrencilerinin algılanan anne baba tutumları, olumsuz değerlendirilme korkuları ile öz yeterlik algıları arasındaki ilişkiyi incelemek amacıyla yapılmıştır. Araştırmanın örneklemi 2018-2019 eğitim öğretim yılında İstanbul ilinde eğitim gören 403 ilkököl öğrencisinden oluşmaktadır. Çalışmada gerekli verileri toplamak amacıyla Anne Baba Tutum Ölçeği, Olumsuz Değerlendirilme Korkusu Ölçeği ve Çocuklar için Öz Yeterlik Ölçeği kullanılmıştır. Araştırma bulgularına göre anne baba tutumları ile öz yeterlik algısı arasında pozitif yönde anlamlı ilişki ve anne baba tutumları ile olumsuz değerlendirilme korkusu arasında negatif yönde anlamlı bir ilişki olduğu belirlenmiş, öz yeterlikle olumsuz değerlendirilme korkusu arasında istatistiksel açıdan anlamlı ilişki saptanmamıştır. Bunun yanı sıra cinsiyet değişkeni ile de anne baba tutumları ve olumsuz değerlendirilme korkusu arasında kızlar lehine anlamlı ilişki tespit edilirken, öz yeterlik algısının cinsiyet açısından değişiklik göstermediği sonucuna ulaşılmıştır.

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Ethical Statement: This study was completed by the Helsinki Declaration. In line with this, the study was permitted by Yeditepe University, Social and Human Sciences Ethics Committee (REF: 75078252-050.01-510-31).

INTRODUCTION

One of the most important characteristics of healthy individuals is that they have good mental health. The protection of mental health has a very important place for individuals to establish healthy relationships with their environment, to continue their social life actively, to be productive in their work, family, and social life; in short, to continue their lives healthily. Although all the factors in the environment have a share in protecting the mental health of the individual, the family and close environment is of critical importance here.

Children; grow and develop in and as a part of a dynamic system consisting of psychological interactions between family members (Özgüven, 2010). Therefore, to understand the behavior and mental state of the child better, it is necessary to know the family environment and the dynamics of this environment. Studies have shown that positive family attitudes contribute to children's "personality development, self-esteem, self-efficacy perceptions, self-confidence, psychological resilience, school achievements (Cüceloğlu, 1998; Dam, 2008; Eroğlu & Odacı, 2019; Nimsi, 2006; Sağat, 2016; Yıldırım, 2019); while negative parental attitudes increase children's susceptibility to depression, affect their level of perfectionism, increase their level of anxiety and aggression, increase their social anxiety levels, and cause behavioral problems to appear (Dursun, 2010; Gökkaya, 2016; Grusec, 2010; Kayan, 2012; Rosli, 2009; Tunca, 2020). Parental attitudes are the cluster of attitudes and behaviors towards the child that creates an emotional environment in which parental behaviors are expressed (Darling & Steinberg, 1993; Yılmaz, 2000). Parental attitudes have generally been the subject of studies by discussing them under three main headings, two extreme points and in the middle of these two points. These are "democratic, authoritarian and extremely tolerant" parent attitudes (Baumrind, 1966; Kaya, 1997; Kuzgun & Eldeklioğlu, 1999; Özgüven, 2010; Ulusoy et al., 2005; Yavuzer, 2010, 2012; Yılmaz, 2000; Yörükoğlu 2011).

According to studies, children who grow up in democratic families develop a happy, friendly, non-depressive, and constructive personality (Özgüven, 2010; Yavuzer, 2010). On the other hand, children who grow up in a tolerant family environment know no limits and they are neglected and have very poor progress in terms of development (Ulusoy et al., 2005; Yılmaz, 2000). Authoritarian parental attitude causes children to decrease their self-confidence and develop various behavioral problems (Kaya, 1997; Yörükoğlu 2011). In addition to these parental attitudes are significantly effective in the development of social anxiety in the child (Fyer, et al., 1993). Parental attitudes are also a factor in the emergence of fear of negative evaluation (Erkan, 2002) and the low or high perception of self-efficacy of the child. In addition, it was stated that individuals coming from protective, willing, and authoritarian families experience more fear of negative evaluation and that this fear is at a low level in individuals from democratic families (Erkan, 2002; Festa & Ginsburg, 2011; Gülşen, 2013; Kılıç, 2005; Koydemir, 2006).

The concept of self-efficacy which emerges as one of the elements that play an important role in the social development of the child and child's communication with the environment was defined by Bandura (1999) as "The belief in the capacity of the individual to organize and conduct the behaviors required to manage the situations to be encountered in the future." The concept of self-efficacy has been discussed in a wide range in the literature and has been examined in different categories according to various situations, such as; self-efficacy for general situations (Luszczynska et al., 2005), self-efficacy for academic achievement (Kırıkkanat & Soyer, 2017), academic self-efficacy (Ekici, 2012), emotional self-efficacy (Petrides et al., 2006), social self-efficacy (Palancı, 2004), self-efficacy for career and talent development (Yıldız, 2015), interpersonal self-efficacy (Çapri & Kan, 2006), teacher self-efficacy (Kurt et al., 2013),

computer self-efficacy (Işıksal & Aşkar, 2003). The environment in which the individual grows up and especially parental attitudes are very effective in shaping the "perception of self-efficacy" that begins to develop at an early age. According to the findings obtained from the studies, if negative parental attitude prevails in a family environment if family functions are not fulfilled healthily, if there is a lack of interest, love, and support, individuals who grow up in such families are likely to have a low self-efficacy perception (Seifi, 2016; Yörük, 2012). On the other hand, if democratic attitude prevails in the family environment, if there is a sufficient level of tolerance, love, and respect in the family environment, and if individual rights and freedoms are cared for, self-efficacy perception is also at a high level in individuals who grow up in this family environment (Ceylan, 2013; Yalınz, 2004; Yıldırım, 2018).

This study aims to examine the relationship between perceived parental attitudes and fear of negative evaluation and self-efficacy with the gender variable of 3rd and 4th-grade primary school students. The perception of self-efficacy, which has started to develop since childhood, gains more importance with starting school. As the child starts school, social networks expand, the evaluation of others gains importance and the perception of self-efficacy begins to take shape. In shaping this perception, positive or negative attitudes of parents towards children from birth play a critical role. Considering the effect of the family environment in which the child grows up and the way the individual is evaluated from an early age on his social development, it is thought that fear of negative evaluation and perceived parental attitudes may be closely related to the perception of self-efficacy. In this context, such a study was needed to determine the effects of these concepts on each other, and it was deemed important to determine students' fear of negative evaluation levels and self-efficacy perceptions. This study was deemed important in terms of understanding the connection between parental attitudes and fear of negative evaluation and self-efficacy in children, and analyzing these three variables by gender to reach distinctive findings.

METHOD

Research Model

The research, carries the characteristics of causal-comparative type from quantitative research types, according to philosophy it's based on, while it carries the characteristics of relational research type according to it is level. The Researcher tries to explain the relationship between variables in quantitative research and there are various quantitative research methods. Survey studies are one of these methods and to determine some characteristics of a targeted audience, it's made by collecting data. Relational researchers are the researches that examine- relationships and connections (Büyüköztürk et. al., 2013).

Study Group

The study population "consists of three and fourth-grade primary school students in Üsküdar, İstanbul". In the second term, there were 4778 third grade students and 4767 fourth grade students and in total 9545 students in Üsküdar district for 2018-2019. (Data were obtained from Üsküdar District National Education Directorate Strategy Development Department). According to this number, the size of the sample to be included estimated by using "the calculation formula which is given Büyüköztürk et al., 2013. With this formula, it was determined that the research should be done with a minimum of 370 participants. Because of the possibility of extreme values and potential loss of data (such as; inattentive and random filling, not completing the scales by the subjects, not filling the scales, etc.); it's concluded that more data was needed and 440 people were applied scale and the data of 403 people were taken into

consideration. 17 people's data were not included in the analysis because 17 people did not respond to the scales. So the sample of this study consists of 403 primary school third and fourth-grade students studying at an elementary school in the district of Üsküdar in Istanbul in the 2018-2019 academic year 51.3% (207) of the students participating in the research are girls; while 48.3% (206) of them are male students.

Ethical Statement

This study was completed by the Helsinki Declaration. In line with this, the study was permitted by Yeditepe University, Social and Human Sciences Ethics Committee (REF: 75078252-050.01-510-31).

Data Collection Tools

In the study; to determine student's fear of negative evaluation levels; "Fear of Negative Evaluation Scale," which was developed by Erkan (2002) was used, to determine parental attitudes "Parental Attitudes Scale" which was adapted to Turkish by Yılmaz (2000) was used, to measure the self-efficacy perception of the participants, "Self-Efficacy Scale for Children" which was developed by Çetin (2007) was used. The psychometric properties of data collection tools are listed below.

Parental Attitude Scale (PAS). To determine the perceived parental attitudes of the participants, the Parenting Attitude Scale, which was developed by Lamborn et al. (1991), and was translated and adapted into Turkish by Yılmaz (2000) was used. This scale is a 26-item Likert-type tool developed to determine the parents' attitude perceptions of elementary, high school, and university level students. The scale includes three subscales which are composed of acceptance/involvement, psychological autonomy, and strictness/supervision. The first dimension and the third-dimension items are quartet Likert type, and the second item is seven-point Likert type and the remaining items are triple Likert type rating scale. The odd-numbered items up to the 19th item of the scale are included in the "acceptance/interest" dimension. Even-numbered items are included in the "psychological autonomy" dimension. Other items are included in the "strictness / supervision" dimension. The highest score that can be obtained from PAS is 104, while the lowest score is 26. High scores from the scale indicate that the parental attitude perceived by the student is -democratic attitude, while low scores mean that the authoritarian attitude is perceived higher. Test-retest reliability coefficients and Cronbach's alpha internal consistency values for the primary school sample of the scale were found as; .75 and .93 in "strictness / supervision" dimension, .74 and .60, and .75 in "acceptance-involvement" dimension and .79 and .67 in "psychological autonomy" dimension.

The Fear of Negative Evaluation Scale (FNES). In this study, to determine the level of fear of negative evaluation of the third and fourth-grade students in elementary school, the "Fear of Negative Evaluation Scale" which was developed by Watson and Friend in 1983, and was adapted to Turkish in 2000 by Erkan was used. The scale prepared in "True" and "False" format and consists of 30 items; there are 17 "True" and 13 "False" items. The numbers of items considered to be true are; 2,3,5,7,9,11,13,14,17,19,20,22,24,25,28,29,30; The numbers of items considered to be false are; 1,4,6,8,10,12,15,16,18,21,23,26,27. Each "True" question is calculated as (1) point, and each false question is calculated as (0) point in the scale. The minimum score can be obtained from the scale is 0, and the maximum score is 30. Taking a high score from this scale means having high social anxiety. The reliability and validity of the FNES were analyzed by the research made by Erkan et al. (2003). The validity and reliability studies of the FNES" were conducted on a sample of 272 persons. The internal consistency

coefficient of KR-20 was found to be .88, and the Test-retest reliability of the scale was found to be .82. The validity study of the scale was performed by the criterion-related validity method. The correlation coefficient between the Trait Anxiety Inventory and FNES was determined as .49 and the correlation coefficient with the State Anxiety Inventory was found to be .24. The double-serial correlation means of the items in the scale was determined as .65.

Self-Efficacy Scale for the Children (SESFC). The self-efficacy perceptions of the students, in the scope of the study was determined by the Self-Efficacy Scale for Children, which was developed by Bandura in 1990 and adapted to Turkish by Çetin (2007). The scale is developed in a five-point Likert type. The scale includes a total of 49 questions. The highest score that can be obtained from this scale is 245, and the lowest score is 49. The scale is evaluated over the total scores. Getting high scores from this scale means having high self-efficacy. The validity and reliability studies of the SESFC were conducted on a sample of 562 third and fourth primary school students. The correlation of each item with the total item ($r=.66$) and ($r=.44$); the item-remainder correlation varies between ($r=.65$) and ($r=.40$). The reliability coefficients were calculated as Cronbach Alpha (.95) and Spearman-Brown (.90).

Data Collection and Analysis

The data relating to the study were collected by the researcher voluntarily basis in the spring semester of the 2018-2019 academic year, after obtaining the necessary permissions and ethics committee approval. Within the scope of the study, all necessary permissions were obtained from the ethics committee and the Ministry of National Education for the use of measurement tools before the data collection process started. The analysis of the data in this study was made with SPSS 16.0 package program. In the study, the significance level was taken as .05 bilaterally, and under appropriate conditions, the significance level was evaluated as .01. Kurtosis and Skewness values were examined to test whether the data were normally distributed. As a result of the analysis, it was observed that the values varied between -0.78 and 0.40, and the data were distributed normally according to these results. Pairwise group comparisons were made by independent sample t-test. The relationship of variables with each other is found by the Pearson Product Moment Coefficient. Moreover, the predictive power of parental attitudes and fear of negative evaluation" on self-efficacy was calculated by Multiple Linear Regression Analysis.

RESULTS

Descriptive statistics regarding the data obtained from the Fear of Negative Evaluation Scale, Parental Attitudes Scale, and Self-Efficacy Scale for Children which are used in the study are presented in Table 1.

Table 1. Descriptive statistics of the data obtained from the sample

| Variables | N | Min. | Max. | X | SD |
|-----------|-----|------|------|-------|------|
| PAS | | | | | |
| A/I | 403 | 12 | 32 | 24,82 | 3,35 |
| PA | 403 | 7 | 28 | 19,14 | 3,98 |
| S/S | 403 | 18 | 26 | 23,91 | 1,90 |
| FNES | 403 | 0 | 17 | 10,21 | 3,30 |
| SESFC | 403 | 16 | 50 | 38,97 | 6,66 |

(Note: PAS: Parental Attitudes Scale, A/I: Acceptance/Involvement, PA: Psychological Autonomy, S/S: Strictness/Supervision, FNES: Fear of Negative Evaluation Scale, SESFC: Self-efficacy Scale for Children.)

As observed in Table 1; The average of the scores obtained from the PAS A/I dimension is ($\bar{X}=24,82$), the standard deviation is ($sd=3,35$); an average of scores obtained from P/A dimension is ($\bar{X}=19,14$), the standard deviation is ($sd=3,98$); an average of the scores obtained from the S/S dimension is ($\bar{X}=23,91$), the standard deviation is ($sd=1,90$). The minimum score obtained from the FNES is six and the maximum score is 26; the average of scores obtained from this scale is ($\bar{X}=16,45$), Standard deviation is ($sd=3,37$). The minimum score obtained from the SESC is 16, and the maximum score is 50. The average of scores obtained from this scale is ($\bar{X}= 38,97$), the standard deviation is ($sd=6,66$).

Table 2. t-test results of parental attitude scale for acceptance / interest, psychological autonomy, supervision dimension, fear of negative evaluation scale and self-efficacy scale for children for independent groups according to gender

| D/S | Grup | n | \bar{X} | SD | t-test | |
|-------|--------|-----|-----------|------|--------|------|
| | | | | | t | P |
| A/I | Female | 210 | 25,04 | 3,41 | 1,35 | 0,17 |
| | Male | 193 | 24,58 | 3,28 | | |
| PA | Female | 210 | 19,27 | 3,91 | 0,67 | 0,50 |
| | Male | 193 | 19,00 | 4,06 | | |
| S | Female | 210 | 24,10 | 1,91 | 2,15 | 0,03 |
| | Male | 193 | 23,70 | 1,86 | | |
| FNES | Female | 210 | 10,80 | 3,27 | 3,73 | 0,00 |
| | Male | 193 | 9,58 | 3,23 | | |
| SESFC | Female | 210 | 39,32 | 6,97 | 1,08 | 0,27 |
| | Male | 193 | 38,60 | 6,30 | | |

According to Table 2, female students' "AI" sub-dimension average score is

$\bar{X}=25.04$; P/A sub-dimension means $\bar{X} = 19.27$ and "S" subscale mean score is

$\bar{X} = 24.10$; while male students' "A/I" sub-dimension mean is $\bar{X} = 24.58$; "PA" sub-dimension means is $\bar{X} = 19.00$ and "S" sub-dimension means is $\bar{X} = 23.70$. Accordingly, while male and female students' A/I and P/A dimension mean scores do not differ by gender; [$t(401) = 1.351, p > 0.05$; $t(401) = 0.670, p > 0.05$]; S/S subscale scores differ in favor of girls [$t(401) = 2.255, p < 0.05$]. In other words, while female and male students perceive their parents' acceptance and involvement and -psychological autonomy similarly, girls perceive their parents as more controlling and authoritative when compared to boys. According to the table, the average of the points that the girls got from the FNES is $\bar{X} = 10.80$, the average score of the boys is $\bar{X} = 9.58$. Accordingly, the scores obtained differ significantly in favor of girls [$t(401) = 3.737, p < 0.05$] and female students are more afraid of being evaluated negatively than boys. Looking at SESFC the average score of girls is $\bar{X} = 39.32$, and the average score of boys is $\bar{X} = 38.60$. It is observed that the difference in SESFC scores and gender variable mean scores" is not significant [$t(401) = 1.088, p > 0.05$] and the self-efficacy perceptions of girls and boys are at a similar level.

Before conducting the regression analysis that will determine the predictive power of parental attitudes and fear of negative evaluation, self-efficacy perception which are the independent variables of the study,

the relationship between variables which is the prerequisite of regression, was determined by Pearson Correlation Analysis and presented in Table 3.

Table 3. Pearson correlation analysis results of the parental attitude scale, fear of negative evaluation scale and children's self-efficacy scale

| | | | 1 | 2 | 3 | 4 | 5 |
|------------|---|--|-------|-------|--------|------|-----|
| A/I (1) | r | | --- | | | | |
| | p | | .00 | | | | |
| PAS PA (2) | r | | .06 | --- | | | |
| | p | | .93 | .00 | | | |
| S/S (3) | r | | .18** | .00 | --- | | |
| | p | | .00 | .47 | .00 | | |
| FNES (4) | r | | .07 | -.10* | .28* | --- | |
| | p | | .06 | .01 | .020 | .00 | |
| SES (5) | r | | .19** | .07 | -.18** | -.06 | --- |
| | p | | .00 | .07 | .00 | .11 | .00 |

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

According to Table 3, there is a negative ($r = -0.104$, $p < 0.01$) relationship between the scores obtained from FNES and the P/A sub-dimension scores of PAS. In contrast, there was a positive ($r = -0.284$, $p < 0.01$) significant relationship between the S/S subscale scores; The relationship between the A/I sub-dimension is not significant.

As shown in Table 3, there is a positive relationship ($r = 0.197$, $p < 0.01$) between the scores obtained from the SESFC and the scores of the PAS A/I sub-dimension. However, there is a significant negative relationship ($r = -0.183$, $p < 0.01$) between the S/S subscale scores. In addition, there was no statistically significant relationship between the P/A sub-dimension. Based on these analyzes, the results of multiple linear regression analysis made to determine the relationship between perceived parental attitudes and fear of negative evaluation and perceptions of children's self-efficacy are given in Table 4.

Table 4. Multiple linear regression analysis results of acceptance/involvement, psychological autonomy and strictness/supervision” sub-dimensions and fear of negative evaluation scale of the parental attitude scale

| | B | S.H. | β | t | Pearson r | sr ² |
|-----|--------|-------|---------|--------|-----------|-----------------|
| FNE | -0,161 | 0,100 | -0,080 | -1,610 | -0,061 | -0,081 |
| A/I | 0,335 | 0,098 | 0,169 | 3,414 | 0,197 | 0,169 |
| PA | 0,085 | 0,082 | 0,051 | 1,041 | 0,072 | 0,052 |
| S | 0,526 | 0,173 | 0,150 | 3,038 | 0,183 | 0,151 |

* p<0,05,**p<0,01

As shown in Table 4, the combination of independent variables explains 7% of the variance of SESFC scores as a result of the multiple regression analysis performed to determine the predictive power of the PAS A/I, PA, and S/S sub-dimensions and FNES scores on SESFC scores ($R^2 = 0.071$; $p < 0.05$). When each independent variable is evaluated alone, A/I ($t = 3.414$, $p < 0.01$) and S subscale ($t = 3.038$, $p < 0.05$) are significant predictors of self-efficacy. FNES ($t = -1.610$, $p > 0.05$) and PA sub-dimension of PAS ($t = 1.041$, $p > 0.05$) are not significant predictors of self-efficacy. That is, as the acceptance and involvement and strictness and supervision towards the child increases, the child's self-efficacy perception increases.

DISCUSSION, CONCLUSION & SUGGESTIONS

This study aims to examine the relationship between perceived parental attitudes and fear of negative evaluation and self-efficacy perceptions of primary school students in the 3rd and 4th-grade together with the gender variable. According to the findings obtained from the research, parental attitudes and fear of negative evaluation are significant predictors of self-efficacy. According to the results of the study, the S/S sub-dimension of PAS and FNES scores differ in favor of girls by gender. Accordingly, female students perceive their parents as more controlling and are afraid of being evaluated negatively more than male students. Similar to these results, Koydemir (2006) also found a significant relationship between the S/S dimension of PAS and gender in his study. In different studies on the subject, it was concluded that female students perceive their families more as supervisory and authoritarian (Belli, 2018; Yalnız, 2014; Yılmaz, 2009). Contrary to these findings, Erdoğan and Uçukoğlu (2011) found in their study that male students perceive their families as more rejecting and overprotective, Tunca (2020) found that girls perceived their families as more protective and democratic while boys perceived their families as more rejecting. Sağat (2016) could not find any relationship between gender and protective, authoritarian, and democratic attitudes. In addition, the majority of studies conclude that fear of negative evaluation is higher in female students than male students, similar to the findings of this study (Avcı, 2015; Aydın, 2008; Carleton et al., 2007; Hartmann et al., 2010; Kumar et al., 2015). Contrary to these findings, Aslan (2017) and Gök (2019) found that fear of being negatively evaluated did not differ in terms of gender.

According to the results of the study, a high level of negative significant relationship was found between the PA sub-dimension of PAS and FNE. In addition, a positive and low-level significant relationship was found with the S/S subscale. A high level of positive significant relationship was found between the A/I sub-dimension of PAS and SEFC, and a high level of negative significant relationship with the S/S sub-dimension. According to the findings obtained in this study, while the accepting attitudes of the parents reduce the fear of being evaluated negatively, their tolerant attitudes increase the self-efficacy perceptions; authoritarian and supervisory attitudes, on the other hand, increase children's fear of negative evaluation and cause self-efficacy perceptions to decrease. Cankardaş (2009), Erkan (2002) and Koydemir (2006) found that families' attitudes affect the fear of being negatively evaluated, while Seifi (2016), Yalnız (2014), Yıldırım (2018), Yıldırım (2019) and Yörük (2012), determined that democratic family attitude is important in increasing the self-efficacy perception. Considering that the fear of negative evaluation includes social anxiety, in various studies, authoritarian and controlling family attitudes increase social anxiety (Altan & Atalay, 2011; Eken, 2019; Eroğlu, 2018; Eroğlu & Odacı, 2019; Festa & Ginzburg; 2011; Gökkaya, 2016; ; Tunca, 2020); it causes a decrease in self-efficacy perception (Seifi, 2016; Yıldırım, 2018; Yıldırım, 2019; Yörük, 2012;); On the other hand, it has been determined that the democratic attitude reduces social anxiety (Gökkaya, 2016). Contrary to these findings, there are studies in the literature that do not find any relationship between parental attitudes and fear of negative evaluation, albeit few - (Belli, 2018; Erdoğan & Uçukoğlu, 2011; Sağat, 2016;). Based on this, it can be said that the results of this study are mostly compatible with the literature.

In this study, as a result of the multiple regression analysis performed to determine the predictive power of the A/I, PA, S/S sub-dimensions" of PAS and the SESFC scores of FNES, the combination of independent variables explain 7% of the variance of SESFC scores. Accordingly, it was determined that parental attitudes S/S, A/I and PA sub-dimensions and fear of negative evaluation had a significant effect on self-efficacy perception. When each independent variable is evaluated alone, it is seen that the A/I

and S/S sub-dimensions are significant predictors of self-efficacy perception. It was concluded that psychological autonomy and fear of negative evaluation was not a significant predictor of self-efficacy. Similar to the predictive effect in this study, Yalnız (2014) found that self-efficacy was significantly influenced by parental attitudes in his study, which dealt with the relationship between perceived parental attitudes and self-efficacy. Different studies in the literature have also found that parental attitudes have effective results on self-efficacy perception (Aktürk & Aylaz, 2013; Ceylan, 2013; Cho et al., 2013; Gülşen, 2013; Seifi, 2016; Yıldırım, 2018; Yıldırım, 2019).

Considering human life, the importance of parents in the cognitive, emotional, physical, and psychological development of the individual cannot be denied. Since positive and negative judgments towards the child first begin in the family, it is thought that the positive or negative situations that may occur in the child and the child's self-confidence are related to the parents' attitudes. In addition, when the concept of self-efficacy, which is the belief that the individual can achieve something and the assessment situations are placed in this equation, parent attitudes have a share in the development of self-efficacy and the formation of fear of evaluation. In summary, positive behaviors of parents decrease the fear of being evaluated negatively and increase the perception of self-efficacy, while negative harsh attitudes and behaviors increase the fear of being negatively evaluated and decrease the perception of self-efficacy.

This study has some limitations. Firstly; findings obtained are limited to "İstanbul province Üsküdar District Yavuztürk Primary School students". In future studies, it will be useful to conduct similar studies with different sample groups. Secondly, it was observed that the measurement tools used in the study were insufficient in measuring the desired properties at some points. In this context, measurement tools that are more suitable for younger age groups can be developed and similar studies can be done again. Thirdly, it is thought that the sociocultural characteristics of the environment where the research data are collected, such as family dynamics, patriarchal family characteristics, large and crowded family structure, culture, educational status of the families affect the research results. In this respect, making similar studies in schools with different sociocultural characteristics will contribute to the expansion of the subject. Finally, fear of negative evaluation is a new concept in the literature, and studies on the subject are limited. In this study, it was found that fear of negative evaluation does not affect on self-efficacy perception and the obtained results could not be compared with the results of other studies, since no research was found on the subject. Conducting different studies on this subject in the future and comparing the findings have been deemed important in terms of clarifying the relationship between these two variables.

When the literature is examined, it is seen that there is no study examining the relationship between parental attitudes, fear of negative evaluation, self-efficacy perception, and gender. Therefore, it can be said that the research conducted will fill the gap in the field and will contribute to the literature. Considering that the effects of parental attitudes on the individual have a critical place, the importance of raising awareness of families comes to the fore. In this context, it may be suggested that psychological counselors working in the field should carry out family training activities. In addition, individual and group studies for students with low self-efficacy and high social anxiety may be beneficial for these students, especially in kindergarten and primary education. Again, by the academicians working on this subject, creating programs that increase the perception of self-efficacy and reduce social anxiety will help the practitioner counselors in the field.

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About Authors

Özlem Acar Bulut. She is currently working as a psychological counselor at Ministry of Education in İstanbul. She completed her undergraduate education in Hacettepe University department of Psychological Counselling and Guidance. She received his MS in Psychological Counselling and Guidance from Yeditepe University. She is currently continues her doctoral education at Marmara University, Department of PDR.

Makbule Kali Soyer. She is currently working as a Assistant Professor at the Department of Psychological Counseling and Guidance at Marmara University. She received her MS at Faculty of Education Hacettepe University. She received her PhD at Psychological Counselling and Guidance from Hacettepe University.

Author Contributions

ÖAB, Research idea and design, literature review, data collection and analysis, interpretation of findings and writing of the manuscript.

MKS, Research idea and design, interpretation of findings, final review of the research report, supervise the first author in all processes of the research.

Conflict of Interest

It has been reported by the authors that there is no conflict of interest.

Note

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Ethical Statement

This research was completed in accordance with the Helsinki Declaration. In accordance with this, the study was examined and allowed by Yeditepe University Social and Human Sciences Ethics Committee (REF: 75078252-050.01-510-31). Furthermore, instruments in the study were just appropriated to volunteer participants. All participants provided informed consent. Additionally, participants were informed that they could drop out from the study at any time during data collection.

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