

Research Article

Examination of social anxiety and parental attitudes of youth preparing for the higher education exam in rural section: the case of Hakkari province, Yuksekova district

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Abstract

The preparation period for a higher education exam is among the important periods that should be examined in terms of the psychological status of young people. This situation may differ from other regions in rural and low-socio-economic settlements. In this study, it is aimed to examine this situation in the context of Hakkari and Yüksekova districts, which are a province in the southeast Anatolian region of Turkey. The type of research is descriptive survey model. The data obtained within the scope of the field research were evaluated. The population of the research consists of 384 young people who are preparing for university in Yüksekova district of Hakkari, located in the eastern region of Turkey, in the 2020-2021 academic year. Data collection tools are Parental Attitude Scale and Social Anxiety Scale. Pearson Correlation was used in data analysis. As a result of the research, it was determined that there is a significant relationship between the Parental Attitude Scale's Acceptance, Interest and Psychological Autonomy sub-dimensions and social anxiety. In addition, a weak negative correlation was found between the Acceptance Interest sub-dimension and social anxiety. A weak positive correlation was found between the Psychological Autonomy sub-dimension and social anxiety.

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Introduction

Written exams are used as a control method in the education system in Turkey. In this direction, the way in which students will continue their education within the developing system is determined by a central exam. There are two exams that are important in the academic life of students. The first exam is the exam applied at the primary education level, which determines which high school the student will attend. The second important exam is the exam that will determine the university level education of the students. Although their names and contents have changed many times, their importance in student life has not decreased (ÖSYM, 2021).

The fact that both exams will determine the future lives of students makes it easier for us to have an idea of their importance. Considering this way, it is possible to say that parents have an important place in the lives of students as well as in these exams. The difficulties experienced by the student during the preparation period for the exam are equally difficult for the parents. Exam results are taken too seriously by some parents and can cause psychological pressure on the student. For this reason, exams have been factors that make life difficult for both students and parents. Therefore, it is possible that exam performance will decrease due to anxiety experienced before and during the exam. There are studies examining the relationship between test anxiety and academic success. As a result of these studies, it has been seen that when the anxiety is very high, the success of the exam decreases, while a moderate level of anxiety provides a better result in the exam (Ekşi, 1998).

Cognitive dysfunction and anxiety disorder cause a decrease in academic performance. Therefore, psychiatric

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diseases such as depression, obsessive-compulsive disorder and attention deficit may develop (Mazzone et al. 2007). One of the most important types of anxiety in students preparing for university is social anxiety. Although anxiety is generally a negative and disturbing emotion, it helps motivate and encourage people. A high level of anxiety causes a person to feel bad and restless and puts pressure on the person (Demiriz & Ulutaş, 2003). Anxiety creates an obstacle on individuals' healthy and effective thinking and causes people to make more efforts to overcome their anxiety (Eysenck et al. 2007; Derakshan and Eysenck, 2009).

Social anxiety, also known as social phobia; It is a disorder characterized by avoidance of social environments and fear, accompanied by fear of rejection, embarrassment or criticism (Spokas & Heimberg, 2008). The state of anxiety brings with it the thought that the person will be excluded by his social environment (Demir, 2009). Other features showing social anxiety are; They have hypersensitivity to criticism and negative evaluation, low self-esteem, difficulty in defending their rights, and feelings of inferiority. These individuals are more introverted. They lack self-confidence, low self-esteem, weak social skills, and high level of vulnerability. It accompanies social anxiety (social phobia) in many negative situations. These include agoraphobia, depression, panic attack, avoidant personality disorder, mood disorder, alcohol or substance abuse (Öksüz, 2002).

Social anxiety is a psychological illness characterized by experiencing distress, anxiety, discomfort and fear in social situations, intentionally staying away from social environments, and fearing that others will evaluate it negatively (Watson and Friend, 1969: 448). Social anxiety that begins in adolescence is a very persistent disorder. Social anxiety reduces people's quality of life and functionality. It also causes serious deterioration in their work, family and social lives. People with mood disorders accompanying social anxiety have more impairment in these areas (Aderka et al. 2012: 398; Barrera and Norton, 2009: 1089; Fehm et al. 2005: 460). People with social anxiety disorder generally have at least one psychological illness throughout their lives (Chartier, Walker, & Stein, 2003: 731; Koyuncu et al. 2014: 368). In addition, disorders that accompany social anxiety include anxiety disorders, depression, substance abuse and alcohol. In addition, a relationship was found between social anxiety and high suicide risk (Fehm et al. 2005: 460; Ohayon and Schatzberg, 2010: 241; Olfson, 2000: 525; Schneier et al., 1992: 285).

According to Erozkın (2011) who examined the effect of social anxiety on the functionality of the child, this level of anxiety experienced in all students who will take the exam increases especially when the exam approaches, and physiological symptoms such as restlessness, tremor, headaches and chest pains, irritability, cramps, nausea and vomiting, as well as shyness. It can cause many social symptoms such as difficulty in speaking and being withdrawn from activities, and these symptoms can sometimes become aggravated and turn into a pathological condition. Young people's relationships with friends and peers play a critical role in the development of social skills and feelings of personal competence necessary for adulthood. It is important to understand the possible causes of social anxiety in teens. However, little is known about the causes of social anxiety. Most current studies of potential etiologic factors are based on familial risk epidemiological studies, longitudinal studies of infants and young children, adolescent self-reports, or retrospective self-report methodologies using adult samples. Although the details differ, most etiological models for the development and maintenance of social anxiety reveal the interaction between genetics, neurobiology, life stress or traumatic events, cognitive behavioral factors, and family factors (Solecki & Hillier, 2015).

One of the important factors on social anxiety is parental attitudes. One of the factors that shape people's relationships with other individuals and their adaptation to society is parental attitudes and children's perceptions of these attitudes (Erdoğan and Uçukoğlu, 2011: 57). It is very important how the attitudes of the parents are perceived by the children. For this reason, it will be extremely important for parents to understand how their children's attitudes are perceived by their children and to take the necessary care accordingly. Considering that the development of individuals begins in childhood, it should be taken into account that the attitudes of parents can affect the whole of their children's lives. In the literature, it has been seen that there are different opinions about the effect of parents' attitudes on children.

The psychodynamic view seems to prioritize biological development in general. From this point of view, the interaction of family members around the child with other individuals and libidinal needs reveal personal differences. Researchers who put forward ideas within the scope of this view generally focused on the emotional interaction between parents and children and the effects of this emotional interaction on the child's personality, psychosocial and psychosexual status. However, they stated that the reason why the relationship between children and parents changes from family to family is the attitudes of parents (Erdoğan, 2013: 36).

Behavioral approach researchers have focused on the effects of the reinforcing elements observed from the

individuals around the child on the parent's attitude and how these elements affect their development. However, they categorize the attitudes of parents based on their behaviors, claiming that the importance of behaviors is higher than attitudes. Basically, behavioral and psychodynamic approaches have stated that the behaviors of parents and their beliefs are effective in the social development of children (Spokas & Heimberg, 2008).

Positive attitudes of parents towards their children will depend on their mutual love and respect, feeling peaceful and at peace with themselves. When the factors affecting the situation in question are examined, it can be seen that there are factors such as whether the parents grew up in a good family environment in their childhood, the socio-economic status of the family, the parents having children at a very early age or vice versa (Yavuzer, 2005: 27). The attitudes and behaviors of parents to each other will shape the moral development of children (Özgüven, 2001: 209).

If parents were hindered by their own families during their childhood, they can approach their own children in the same way. Especially the fact that their children are more free may cause them to develop more oppressive attitudes by causing them to be jealous of this situation. In some cases, parents who grow up in oppressive families can have very soft attitudes and behaviors towards their children. However, this emerging picture may cause the child, who needs the knowledge and experience of their parents, to be deficient in them, and in this direction, the emergence of aggressive behaviors in children may occur (Yavuzer, 2005: 27).

Aim of Research

The aim of this research is to examine the social anxiety levels and parental attitudes of young people preparing for university in Yüksekova District of Hakkari Province.

Research Problem

What is the relationship between social anxiety levels and parental attitudes of young people preparing for university in Yüksekova District of Hakkari?

Method

Research Model

The type of research is descriptive survey model. The data obtained within the scope of the field research were evaluated. The model of the research was formed as follows.

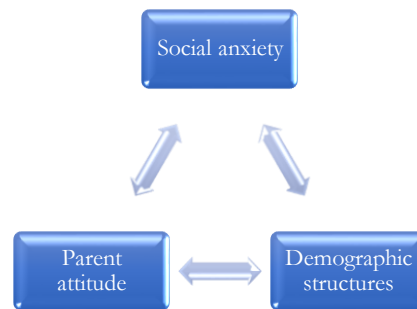


Figure 1.

Research Model

The hypotheses within the scope of the research are as follows. Main hypothesis:

H1: Parental attitudes are directly effective on the social anxiety levels of young people preparing for university.

Sub-hypotheses:

H2: The demographic characteristics of young people preparing for university are effective on the perception of parental attitudes.

H3: The demographic characteristics of young people preparing for university are effective on the level of social anxiety.

Sample

The population of the research consists of young people preparing for university in Hakkari Yüksekova, which is located in the east of Turkey and has a low socioeconomic level in the 2020-2021 academic year. The research was based on volunteerism and a questionnaire was applied by adopting the convenience sampling method. The aim of the research is to reach at least 384 young people. According to Yazıcıoğlu and Erdoğan (2004), 384 samples give reliable results in an infinite universe at 5% sampling error. In this context, 384 people were reached in the research.

Table 1.*Sociodemographic Characteristics of the Participants*

	Frekans	%
Age (n=384)		
15	4	1,0
16	44	11,5
17	158	41,1
18	125	32,6
19	38	9,1
20	18	4,7
Gender (n=383)		
Female	215	56,0
Male	168	43,8
Parents Live Together (n=384)		
Yes	365	95,1
No	19	4,9
Socio-Economic Status (n=383)		
Low	53	13,8
Middle	295	76,8
High	35	9,1
School Success (n=383)		
Weak	28	7,3
Middle	243	63,3
Good	112	29,2
Have your own study room (n=384)		
Yes	244	63,5
No	140	36,5

41.1% of the participants are 17 years old and 32.6% are 18 years old. 56% of the participants are female and 43.8% are male. The mother and father of 95.1% of the participants live together. This situation shows that parents live together except death. There are no participants with divorced parents in the sample. The socio-economic status of 13.8% of the participants was low, 76.8% of them medium and 9.1% of them high. While 7.3% of the participants evaluate school success as poor, 63.3% evaluate it as medium and 29.2% as good. While 63.5% of the participants have their own room, 36.5% do not have their own room.

Data Collection Tools

Questionnaire form was used as data collection tool in the research. The questionnaire forms consist of three parts. In the first part, there are questions about the socio-demographic information of the adolescents. In the second part, Parental Attitudes Scale and in the third part Social Anxiety Inventory took place.

Parental Attitude Scale (APTS)

Parental Attitude Scale; It was developed by Lamborn, Mounts, Steinberg and Dornbush in 1991 and was adapted into Turkish by Yılmaz (2000). The scale consists of 26 items and three (3) sub-dimensions. These factors (sub-dimensions) are acceptance/participation, audit/control, and psychological autonomy. The internal consistency (Cronbach's alpha) coefficients of the scale were 0.72 for the Acceptance-Interest subscale, 0.76 for the Control-Supervision subscale, and 0.82 for the Psychological-Autonomy subscale, respectively. The scale is evaluated in two ways (Belli, 2018).

Social Anxiety Scale

Its validity and reliability was done by Aydın and Sütçü between the ages of 12-15 in 2007 in Turkey, and it was adapted for the age range of 14-17 by Zorbaz (2013). The scale has three sub-dimensions: Fear of Negative Evaluation, Social Avoidance and Fear in General Situations ve Social Avoidance and Anxiety in New Situations. The Cronbach's alpha coefficient for the internal consistency of the whole test was 0.91, and the correlation of the items with the total test scores was between 0.42 and 0.72, according to the scores obtained from the ISSQ.

Data Analysis

Data analysis in the research was done in SPSS package program. Correlation analysis was used to determine the main hypothesis. Indifference tests were used to determine the sub-hypotheses. Since the skewness and kurtosis values in the sub-dimensions were between -1.96 and 1.96 in the indifference tests, the assumption of normality was accepted and parametric tests were applied.

Results

The findings regarding the relationship between the social anxiety levels of young people and their parental attitudes were examined.

Table 2.

Findings Regarding the Relationship Between Social Anxiety Levels and Parental Attitudes of Participants

Social Anxiety/Parental Attitude Sub-dimensions	Acceptance Involvement	Strictness Supervision	Psychological Autonomy	Social Anxiety
Acceptance Involvement	r	1	,334**	-,114*
	p		,000	,026
	N	384	384	384
Strictness Supervision	r	1	,020	-,027
	p		,812	,750
	N	141	141	141
Psychological Autonomy	r		1	,106*
	p			,037
	N		384	384
Social Anxiety	r			1
	p			
	N			384

The findings regarding the relationship between the social anxiety levels of the youth and their parental attitudes were examined with the Pearson Correlation Test. Accordingly, it was determined that there was a significant relationship between Acceptance, Interest and Psychological Autonomy sub-dimensions and social anxiety ($p < 0.05$). A weak negative relationship between the Acceptance Interest sub-dimension and social anxiety; There is a weak positive correlation between the psychological autonomy sub-dimension and social anxiety.

In the study, the Social Anxiety Levels and Parental Attitudes of Young People and their differences according to sociodemographic characteristics were examined. Accordingly, the findings in which a statistically significant relationship was determined are given in tables below.

Table 3.

Perception of Parental Attitude According to Own Room and Workspace

		Mean	Std.	t	p
Acceptance	Yes	28,19	4,03	4,976	0,000
	No	25,87	4,97		
Interest	Yes	12,18	2,83	1,921	0,053
	No	13,30	2,88		
Psychological Autonomy	Yes	24,56	4,44	1,899	0,058
	No	23,61	5,13		

The perception of parental attitude was examined according to the presence of a room and study area of its own, and it was determined that there was a significant difference in the Acceptance and Interest sub-dimension ($p < 0.05$). Accordingly, having its own room and study area increases the perception of Acceptance and Interest.

Table 4.*Perception of Social Anxiety by Socio-Economic Status*

		Mean	Std.	F	p
Social Anxiety	Low	47,71	16,73	3,065	0,048
	Medium	42,85	14,22		
	High	40,82	14,32		

The perception of social anxiety was examined according to socio-economic status and it was determined that there was a significant difference ($p < 0.05$). Accordingly, as income socio-economic decreases, social anxiety increases.

Table 5.*Perception of Social Anxiety by Own Room and Working Space*

		Mean	Std.	t	p
Social Anxiety	Have	41,95	14,46	2,541	0,011
	Hav not	45,88	14,80		

The perception of social anxiety was examined according to the presence of a room and study area of its own, and it was determined that there was a significant difference ($p < 0.05$). According to this, the social anxiety perceptions of the young people who do not have their own room and work area are higher.

Discussion and Conclusion

The characteristics of the environment in which people live and grow up, the relationships they establish with their environment, and the conditions in the environment affect them in many ways. Here, positive or negative environmental conditions can affect people in different ways.

The findings regarding the relationship between the social anxiety levels of the youth and their parental attitudes were examined with the Pearson Correlation Test. Accordingly, it has been determined that there is a significant relationship between Acceptance, Interest and Psychological Autonomy sub-dimensions and social anxiety. A weak negative relationship between the Acceptance Interest sub-dimension and social anxiety; There is a weak positive correlation between the psychological autonomy sub-dimension and social anxiety. There are some rules set by parents in democratic parenting attitudes and children are expected to abide by these rules. Within the scope of this attitude, parents not only communicate with their children but also support their freedom. Parents with democratic attitudes are expected to have high cognitive and social skills of children (Arcan, 2006). Sensitivity of parents; means supporting their children, being sensitive to their needs, caring for and caring for them by respecting them. The demandingness of the parents, on the other hand, includes situations and events such as behaving very disciplined towards the child, constantly following and monitoring the child, making requests from the child that he cannot do and beyond his age. In this respect, parental sensitivity generally contributes to the positive development and growth of children, while parental demanding is generally considered in terms of negative growth and development of children (Sarı & Acar, 2018).

The perception of social anxiety was examined according to the socio-economic status and it was determined that there was a significant difference. Accordingly, as income socio-economic decreases, social anxiety increases. It has been stated that authoritarian attitude may be more common in families with low socio-economic level. It has been observed that the children in these families have high levels of anxiety. It has been observed that as the socio-economic status of the family improves, the democratic attitude in the family increases and accordingly, the anxiety levels of children decrease (Gökçedağ, 2001). It is stated that socio-economic conditions are effective on parental attitudes. According to the results of a study; It has been observed that as the socio-economic level of the parents increases, the probability of the parents to display a democratic attitude increases, and as this level decreases, the probability of displaying a punishing and neglectful attitude increases (Sezer, 2010).

In the study, parental attitude and perception of social record were examined according to the presence of their own room and study area, and it was determined that there was a significant difference. Accordingly, having its own room and study area increases the perception of acceptance and interest. In addition, young people who do not have their own room and work area have higher social anxiety perceptions. In the studies carried out, it has been observed that people who grew up with caring parental attitudes do not experience problems in their relationships with their

peers and that these people are more successful in the academic field compared to their peers (Baykan, 2014).

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