A Study for the Prediction of the Social Anxiety Level of University Students Through Emotional Intelligence Features

Üniversite Öğrencilerinin Duygusal Zekâ Özelliklerinin Sosyal Kaygı Düzeyini Tahminine Yönelik Bir Çalışma

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Abstract. The main aim of this study is to determine the power of emotional intelligence and demographic characteristics of the university students studying in various departments (n_{male} = 54, n_{female} = 149, n_{total} = 203) to predict their social anxiety levels. The study was conducted with a predictive correlational survey model. Leibowitz Social Anxiety Scale (LSAS), Emotional Intelligence Test (BarON-EQ), and demographic information form were used to collect data. Sub-objectives were examined by ANOVA and independent samples t-test followed by post-hoc analysis. Stepwise regression analysis was used for the predictive power of BarON-EQ test scores to predict Social Anxiety scores. Among the Emotional Intelligence scores, significant results were obtained in favor of females for Interpersonal Relations total scores, Empathy and Social Responsibility subscale scores, and in favor of males for Independence and Stress Management scores. According to the progressive regression analysis for the Bar'On EQ-i test, Assertiveness and Independence scores within the scope of the "Person-Specific" dimension can predict social anxiety by 18%, and also interpersonal relations and social responsibility scores within the scope of interpersonal components can predict social anxiety by 9%.

Keywords. Social anxiety, emotional intelligence, social phobia in young people.

Öz. Araştırmanın temel amacı, çeşitli bölümlerde öğrenim gören üniversite öğrencilerinin (n_{erkek}=54, $n_{kız}$=149, n_{toplam}= 203) duygusal zekâ ve demografik özelliklerinin, sosyal anksiyete düzeylerini yordama gücünü belirlemektir. Araştırma ilişkisel tarama modelinde yordayıcı korelasyonel bir çalışmadır. Leibowitz Sosyal anksiyete ölçeği (LSAS) , Duygusal Zekâ Testi (BarON-EQ) ve demografik bilgi formu veri toplama aracı olarak kullanılmıştır. Alt amaçlar Tek yönlü varyans analizi (ANOVA) ve ilişkisiz gruplar t testi ile takiben post-hoc analizlerle incelenmiştir. BarON-EQ test puanlarının Sosyal Anksiyete puanlarını yordama gücü için adımsal regresyon analizi kullanılmıştır. Duygusal zekâ puanlarından Kişilerarası İlişkiler toplam, Empati ve Sosyal Sorumluluk alt ölçek puanları kızların lehine; Bağımsızlık ve Stres Yönetimi puanları için de erkekler lehine anlamlı sonuç elde edilmiştir. Bar'On EQ-i testi için yapılan aşamalı regresyon analizine göre "Kişiye Özgü" boyutu kapsamındaki Girişkenlik ve Bağımsızlık puanları sosyal kaygıyı % 18 oranında, ayrıca kişiler arası bileşenler kapsamındaki Kişilerarası İlişkiler ve Sosyal Sorumluluk puanlarının sosyal kaygıyı % 9 oranında yordayabilmektedir.

Anahtar Kelimeler. Sosyal kaygı, duygusal zekâ, gençlerde sosyal fobi.

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INTRODUCTION

It is observed that people are generally no more able to acquire social skills properly and in a healthy way and that such skills may even turn into diseases due to more widespread use of technological tools, virtual and insincere social relationships instead of close relationships and friendship and the increase of social schisms as a result of religious, racial and cultural factors. Deviant types of behavior and even social phobia increase among young people in particular. (Bayramkaya, Toros & Özge, 2005). In a study conducted by Gültekin and Dereboy (2011) on 700 students, the yearly prevalence and life-time prevalence of social phobia was found as 20.9% and 21.7%, respectively. Specific social phobia was observed in 74.6% and 76.5% of those in whom social phobia was observed in the last one year and lifelong, respectively.

The concept of social phobia was first used by Janet in 1903 in order to describe the patients in fear of being observed by others (phobias des situations sociales) (Dilbaz, 1997 & Türkçapar, 1999). According to DSM-IV (APA, 1994) social anxiety disorder (social phobia) is defined as "an explicit and sustained fear in one or more social situation or performance issues that are likely to be examined by strangers or others". People with a social anxiety desire to leave a positive impression during social encounters. However, they doubt whether they have the skill to do it (Koyuncu, 2012; Memiş & Şen, 2015). Three clinical subtypes of social anxiety have been defined (Tarhan, 2006, cited in Baltacı, 2010): (1) Specific type: The anxiety that occurs in special situations (eg. speaking in front of the crowd, etc.). (2) Common type: The anxiety that occurs in many social situations. (3) Performance anxiety: The anxiety that occurs in situations such as being on stage and conference. (Tarhan, 2006, cited: Baltacı, 2010).

There are different factors accounting for the causes and effects of social phobia. It is believed that the cognitive distortions will disarrange social relationships and consequently may give rise to social anxiety disorder in the individual (Beck, 2005). Classifications of social phobia may differ depending on the cultural characteristics (Soykan, Özgüven & Gençöz, 2003). Based on their review of the studies made during the years 1965-1994, Hofmann, Asnaani and Hinton (2010) observed that social anxiety differentiated from the frequency and types of social anxiety disorder (SAD) defined according to DSM-IV in terms of race, culture and ethnical characteristics. The prevalence of social anxiety disorder is low in Asian countries and in America, but high in Russia. On the other hand, the

culture-specific manifestation of SAD differentiates in the Japanese and Korean cultures. While individuals with a SAD complaint has to cope with the problem of "avoiding various social environments and being observed by others" in Japanese and Korean cultures, individuals in the western societies lives the problem of "bothering others or not looking pleasant to others by the appearance of a person in doing or presenting something".

There are some findings of research studies suggesting that social anxiety disorder might have a genetic dimension. There is a project known as Single Core Polymorphism (SNP) at the University of Bonn, which explores the relationship between a structure in various positions and degrees in DNA and social phobia. It is estimated that twenty-four SNPs can lead to social phobia and mental illness (Forstner et al., 2017). Departing from these investigations, it is thought that social anxiety is a phenomenon impacted by environmental and genetic factors and has to be investigated in a multi-directional manner.

University youth need to participate in social environments effectively in order to initiate and maintain new social relationships successfully. To achieve this end, young people must be able to express their thoughts and emotions without any fear and worry in social environments. In this study, social anxiety situations of people at university age group and the emotional intelligence factor as a variable predicting that phenomenon were examined. The young people in this age group have just completed a critical period (Santrock, 2017) that Erikson described as "Isolation against closeness" (Age range of 1-17) and entered into a new network of social relationships by beginning to study at the university. The social phobia, one of the factors preventing young people clearly expressing their emotions and thoughts, is known as a psychological disorder that isolates young people from social life.

Gardner (1983, cited by İşmen 2001) addressed the concept of emotional intelligence in the multiple intelligence theory. He employs the terms of "intrapersonal" and "interpersonal" intelligence. The ability of the individual to understand his own emotions underlie the intrapersonal intelligence whereas the talent to understand the emotions and intentions of other people underlies the interpersonal intelligence (Schutte et al. 1998, 168). Emotional intelligence is described differently by different theoreticians (Boyatzis, Goleman & The Rhee, 2001; Goleman, 2001). Baron (cited by Karabulut, 2012) described emotional

intelligence as "the capacity of an individual to be successful in order to cope with the environmental pressures and demands; the whole set of his emotional, personal and social talents". On the other hand, Salovey and Mayer (1990) defined emotional intelligence as "the ability of an individual to reflect and distinguish between his own or the others' emotions and to use that knowledge in his thinking and actions". Furthermore, it is stated that emotional intelligence and problem–solving skills are interrelated (Doğan, 2009). (İşmen, 2001) conducted a study to examine the relationship between the emotional intelligence and problem-solving skills. It was observed that the problem-solving perceptions of the subjects increased parallel to the increase of their emotional intelligence level.

In the study conducted by Fernandez-Berocal, Alcaide, Extremera & Pizzaro, (2006), it was found out that the arrangement of emotions by an adolescent is positively related to self-confidence and that the emotional intelligence reported by the person is negatively related to the depression and anxiety level.

It was in particular determined that the ability to distinguish the emotions clearly (emotional clarity) and the ability of the adolescent to arrange his own emotional state displayed parallelism with psychological adjustment. It was further observed that the ability to distinguish between emotions was independent from the suppression of the thoughts of the adolescent by himself and his self-esteem, and further that there is a negative relationship between it and depression.

It is assumed that a person with high emotional intelligence can be successful in social relationships and that his social anxiety level would be low. In the study of Tezelli (2019) about the social anxiety characteristics of university students, the relationship between pre-service teachers' emotional intelligence, subjective well-being, and social anxiety was examined. When the predictive relationships between pre-service teachers' social anxiety and subjective well-being were examined, it was seen that there was a negative linear significant relationship. In other words, in line with the results obtained, it was found that candidate teachers' subjective well-being will decrease as their social anxiety increases.

Bullying and peer victimization in school is one of the factors causing social anxiety. Peer victimization is described as displaying aggressive behavior both physically and verbally. The intercultural comparative studies conducted with adolescents in the recent years indicated that there is a relationship between peer victimization and aggressiveness and negative adaptability of adolescents (Crick,

Casas, Hyon-Chin & Bigbee, 1999). Olweus (1999) argued that the relational victimization can predict social phobia but cannot predict social anxiety and avoidance within 1 year in general. As far as peer victimization is concerned, it was determined that the victim entered into a relationship with the bullying person, albeit involuntarily, and ascertained the negative consequences ranging from negative self-assessment up to the avoidance of social relationship and interaction. (cited Storch, Maisa-Warner, Crisp & Klein, 2005).

Psychological well-being is a concept introduced by positive psychology into the literature and refers to the well-being of the individual in emotional terms, independent from the external world according to the therapists. Doğan (2016) conducted a research in order to determine whether the social anxiety, satisfaction with life and psychological well-being of high school students changed depending on gender or not. It was determined that there is a significant relationship in the negative direction between the social anxiety level and satisfaction with life and psychological well-being. There is a parallel relation between the increase of social anxiety level and the decrease of the scores of psychological well-being and satisfaction with life. It was observed that social anxiety predicts the satisfaction with life and psychological well-being significantly and negatively. The study reached the conclusion that the social anxiety levels are statistically differentiated in girls and boys. Social anxiety level of girls was found to be significantly higher than that of the boys.

Many training programs directed at developing emotional intelligence may be useful. However, sufficient evidence could not have been found to prove this phenomenon. However, in a study examining the impact of emotional intelligence on psychological states of university students like depression, hopelessness, thoughts about committing suicide, it was found out that both emotional intelligence and the management of the emotions of others served as the distinguishing factor in understanding the relationship between stress and mental health (Ciarrochi, Deane &Anderson, 2002).

Problem

The basic aim of this research is to determine the prediction level of the emotional intelligence and demographic characteristics on social anxiety of young people (ages 20-23) in different departments of Marmara University.

Sub-Problems

1. Do the social anxiety levels and emotional intelligence characteristics of university students differ as a function of demographic variables (gender, relationships with friends and relatives)?
2. Can the emotional intelligence scores of university students predict the social anxiety levels?

METHOD

This is a predictive correlational survey study in relational screening model. Studies in relational screening model examine the relationship between two or more variables without making interfering with those variables. It has been stated that these studies were effective in bringing the relationships between the variables into open and determining the level of relationships, thus providing the clues needed to carry out elaborate studies concerning these relationships. In predictive correlational surveys, the relationships between the variables are examined, trying to predict one of them departing from the other (Büyüköztürk, 2017).

Study Group

Study group of the research was formed by 203 (n_{female}=149, n_{male}= 54) candidate teachers studying at the departments of Religious Culture and Ethics, Science, English Teaching and Psychological Counselling and Guidance of Marmara University.

Ethical Statement

The authors declare that they have carried out the research within the framework of the Helsinki Declaration and with the participation of volunteer students.

Data Collection Tools

Research data were collected through Bar-On Emotional Intelligence Test (Bar-On EQ) and Liebowitz Social Anxiety Scale (LSAS) and demographic information form.

Bar-On Emotional Intelligence Test (BarOn EQ-i). It is a 133-item, 5-point Likert-type scale developed by Bar'On in 1977, consisting of five main and 15

subtests. The main components of Bar-On emotional intelligence test (See Table 1) are: Interpersonal, Person-specific (Intrapersonal) , Stress Management, Adaptability and General Mood scale. The subtests of those components are Empathy, Social Responsibility and Interpersonal Relationships, Emotional Self-Awareness, Assertiveness, Self-regard, Self-actualization, Independence, Reality-Testing Flexibility, Problem Solving, Tolerance for Stress, Impulse Control, Optimism and Happiness (Mumcuoğlu, 2002; Karabulut, 2012).

Data were collected from people from various professional groups between 18-41 years of age (n= 33) in a linguistic equivalence study conducted by Mumcuoğlu (2002). A correlation analysis was made between the forms in Turkish and English and it was observed that there are high level relationships in the positive direction between the form in Turkish and in English for each of the subtests made (p<.05). An examination of the difference between the upper and lower group averages made for each subtest showed that there are significant differences (p<.05).

Item analysis and criterion validity was examined in order to determine the validity of the test. The item analysis made showed that the item-total correlations were high in the positive direction for all subtests (p<.05) and an examination of the differences between the averages of the sub and upper groups showed that those differences were significant (p<.05) Cattell Intelligence Test was applied for the analysis of the criterion validity of the test and when the correlation coefficients between the scores obtained by the students from both of the tests was examined, no significant relationship could be found other than the emotional self-awareness and positive impression subtests in line with the theoretical expectations. As is well known, Cattell is a tool to measure the analytical intelligence. However, it is assumed that the emotional intelligence scale will be a test not for measuring the intelligence but the emotional intelligence. The fact that no significant relationship could be found between the scores other than the two subtests of Cattell Intelligence Test and BarOn EQ-i Test was accepted as an indication of the fact that the test measured the emotional intelligence.

Table 1. Main Components and Subtests of Bar'On Emotional Intelligence Test (BarOn EQ-i)

Main Components	Subtests
1. Interpersonal components	Empathy, Social Responsibility and Interpersonal Relationships
2. Person-specific components[1]	Emotional Self-awareness, Assertiveness, Self-Regard, Self-actualization and Independence
3. Stress management components[2]	Reality-Testing, Flexibility and Problem-Solving
4. Adaptability components of	Stress Tolerance and Impulse Control
5. General Mood	Optimism and Happiness

Source: (Adapted from BarOn Emotional Quotient Inventory resource report, p. 2, C. Devan, 2003, Copyright 2003, by "C. Devan".; Retrived from Bar-On Duygusal Zekâ Testi'nin Türkçe dilsel eşdeğerlik, güvenirlik ve geçerlik çalışması, p. 50, Ö, Mumcuoğlu, Copyright 2002 "Ö Mumcuoğlu"; Adapted from Duygusal zekâ: Baron ölçeği uyarlaması, A. Karabulut, 2012, p. 34, Copyright 2012, "A. Karabulut")

Many relationships, positive or negative, were determined in the expected direction in line with the theoretical framework based on the comparison (n=56) of BarOn EQ-i Test with the 16 Personality Profile (16Pf) test. Some of them are: a positive relationship was observed between impulse control subtest of BarOn EQ-i Test and cordiality subtest of 16 PF Personality Profile and further between the problem–solving subtest of BarOn EQ-i Test and reasoning subtest of 16 PF Personality Profile (p<.05). On the other hand, a negative relationship exists between stress tolerance subtest of BarOn EQ-i Test and Sensibility subtest of 16 PF Personality Profile and between self-regard subtest of BarOn EQ-i Test and vigilance subtest of 16 PF Personality Test (p<05) (Mumcuoğlu, 2002).

Based on the analysis of the data obtained from the group of university students and working in various sectors (n=125), Cronbach alfa reliability coefficients of the Turkish version of BarOn EQ-i Tests are found between α =.48 to α =.84.

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[1] This component was translated as "Person-specific" to Turkish in the thesis of Mumcuoğlu and as "Internal Communication" in the thesis of Karabulut (2012)

[2] This component was expressed as stress control in Mumcuoğlu's thesis; However, the term "stress management component" was used in this study considering it is more appropriate for the concept, also taking into consideration the original word used.

Furthermore, a test was made and repeated with an interval of four months on a study group consisting of university students working in various sectors (n=57) and reliability coefficients were found to be. 71 and. 93.

Liebowitz Social Anxiety Scale. It is a 24-item scale that has two sub-dimensions as "social anxiety" and "social avoidance". Each item is answered by a Likert-type scale between "fear or anxiety" (0: none, 3: severe). The total social anxiety score may also be obtained from the scale. A sufficient reliability coefficient varying between. 81 and. 92 was obtained for the original form. The adaptation of the scale to Turkish was first realized by Dilbaz (2001) and later by Soykan, Özgüven and Gençöz (2003). The test was translated to Turkish independently by three separate experts under the scope of linguistic equivalence study and then a retranslation was made from the Turkish text created. Based on the data obtained from the studies conducted on 88 patients diagnosed with social anxiety and 40 normal persons, the internal coherence coefficient was found to be between. 95 and 0.96 and the Test-Retest reliability coefficient was found to be. 97. When applied together with Beck Anxiety Disorders Test, significant correlation coefficients between. 21 and. 26 were obtained for fear and anxiety, avoidance and total scores for the external validity study (Soykan, Özgüven & Gençöz, 2003).

Personal Information Form. The personal information form developed by the researchers contains items about gender, having or not having an intimate friend, and the frequency of meeting with family and relatives.

Data Analysis

This study analyzed, based on the independent samples t-test and uni-directional variance analysis (ANOVA) whether LSAS and BarOn EQ-i Test scores of the study group differ or not according to the demographic information form variables. If the homogeneity of variance is ensured for post-hoc analysis Dunnett C results were examined. Furthermore, the power of Bar-On emotional intelligence test scores to predict the social anxiety (LSAS) scores was determined by the gradual regression analysis. In the gradual regression only the important predictors of the dependent variable will be taken into the equality. The process shall be started with the independent variable yielding the highest correlation with the dependent variable (Büyüköztürk, 2017).

FINDINGS

Findings obtained from the analysis of emotional intelligence test and social anxiety scale scores of university students by demographic variables

The findings of the independent samples t-test made in order to determine whether there is a significant difference in the average scores obtained by university students in emotional intelligence test and social anxiety scale by gender are given in Table 2.

Table 2. The findings of the independent samples t-test performed to determine whether there is a significant difference in the average scores obtained by university students in emotional intelligence test and social anxiety scale by gender.

	Gender	n	Avg. increase	Standard deviation	Avg. Standard Error	t	p
Interpersonal components	Boy	54	107.796	16.236	2.209	-3.866	.000**
	Girl	149	115.242	10.261	0.841		
Independence	Boy	54	25.519	4.316	0.587	1.998	.047*
	Girl	149	24.208	4.061	0.333		
Empathy	Boy	54	31.389	5.652	0.769	-2.468	.014*
	Girl	149	33.107	3.828	0.314		
Interpersonal relationships	Boy	54	41.407	7.615	1.036	-2.558	.011*
	Girl	149	43.906	5.532	0.453		
Social responsibility	Boy	54	35.000	6.768	0.921	-4.182	.000**
	Girl	149	38.228	3.958	0.324		
Stress tolerance	Boy	54	33.130	6.493	0.884	3.378	.001*
	Girl	149	29.812	6.068	0.497		
Social anxiety	Boy	54	87.3585	28.67128	3.93830	-2.435	.016*
	Girl	149	98.2819	27.82112	2.27919		

*p< .05, **p< .01

As is seen in Table 2, the average scores of interpersonal components test show a significant difference by gender (t=-3.866, p<.01). The girls' average scores of interpersonal components ($\bar{X}_{female}$=115.242) were found to be higher than that of the boys ($\bar{X}_{male}$=107.796)

The average scores of the independence test show a significant difference by gender (t=1.998, p<0.05). The average score of independence of the girls ($\bar{X}_{female}$=24.208) was found to be lower compared to the boys ($\bar{X}_{male}$=25.519).

The average scores of the empathy test show a significant difference by gender (t=-2.468, p<0.05). The average score of empathy in the girls ($\bar{X}_{female}$=33.107) was found to higher than that of the boys ($\bar{X}_{male}$=31.389)

The average scores of the interpersonal relationships test show a significant difference by gender (t=-2.558, p<0.05). The average score the girls got in interpersonal relationships ($\bar{X}_{female}$=43.906) was found to be higher than that of the boys ($\bar{X}_{male}$=41.407).

The average scores of the social responsibility test show a significant difference by gender. (t=-4,182, p<.01). The social responsibility average scores of the girls ($\bar{X}_{female}$=38.228) was found to be higher than that of the boys ($\bar{X}_{male}$=35.000).

The average scores of the stress tolerance test show a significant difference by gender. (t=3.378, p<.05). The stress tolerance average scores of the girls ($\bar{X}_{female}$=29.8121) were found to be lower than that of the boys ($\bar{X}_{male}$=33.1296)

The average scores of the social anxiety scale show a significant difference by gender. (t=-2.435, p<.05). The social anxiety average scores of girls ($\bar{X}_{female}$=98.2819) were found to be higher than that of the boys ($\bar{X}_{male}$=87.3585).

The average scores of the university students in emotional intelligence test showed a difference in terms of having close friends (F=9.303, p=.000<.05). According to the Scheffe Test performed, the average scores obtained by those, who have more than one close friends, in emotional intelligence test was significantly higher than those who had only one or two close friends ($\bar{X}_{many}$ - $\bar{X}_{few}$= 21.841, p=0.29<.05).

The average scores in the social anxiety test obtained by the university students do not display a significant difference in terms of close friendship relationships (F=.154, p=.857>.05).

The average scores obtained by the university students at the emotional intelligence test do not display a significant difference in terms of relationship with relatives (F= 1. 560, p=.173>0.05).

The average scores obtained by the university students at the social anxiety test do not display a significant difference in terms of relationships with the relatives (F= .801, p=.550>0.05).

Findings related to predictive power of the emotional intelligence subtest scores of the university students to predict the social anxiety scale scores

The findings obtained from the gradual regression analysis made for the purpose of determining the predictive power of the scores of the university students at the three subtests of the "interpersonal components" main component of emotional intelligence to predict the social anxiety scores are given in table 3.

Table 3. The findings of the gradual regression analysis concerning the prediction of the social anxiety scores by the interpersonal component subtests of the Emotional Intelligence Test of university students

Variable	B	Standard Error B	R	ΔR^2	β	t	p
Fixed	98.726	16.599				5.948	.000
Interpersonal relationships	-1.250	0.321	0.195	0.038	-.279	- 3.894	.000
Social responsibility	1.355	0.397	0.301	0.053	.244	3.411	.001

$R^2 = .091$ F= 10.037 sd= 2; 201   p= .000

Based on the results of the regression analysis made, interpersonal relationships and social responsibility scores, which are the subtest of interpersonal components, predict social anxiety significantly at the rate of 9% ($\Delta R2=.091$. p<.01).

The findings obtained from the gradual regression analysis conducted to determine the predictive power of the scores of the university students at the five subtests in the "person-specific components" of emotional intelligence are given in the Table 4.

Table 4. The findings of gradual multiple regression analysis concerning the prediction of the social anxiety scores by the subtests of person-specific components of the emotional intelligence test of university students

Variable	B	Standard Error BarOn EQ-i Test	R	ΔR^2	β	t	p
Fixed	168.722	11.859				14.228	0.000
Assertiveness	-1.970	0.444	0.400	0.160	-0.327	-4.437	0.000
Independence	-0.995	0.498	0.420	0.016	-0.147	-1.996	0.047
$R^2 = 0.177$ F= 21.556 sd= 2; 201 p= 0.000							

Assertiveness and independence scores out of the person-specific components subtests of the emotional intelligence scale of university students are able to predict social anxiety significantly by approximately 18% ($\Delta R2=0.177$, $p<0.01$).

The findings of the gradual regression analysis conducted to determine the predictive power of the total emotional intelligence test score of the university students to predict the social anxiety score are given in table 5.

Table 5. The findings of gradual multiple regression analysis related to the prediction of social anxiety score by the total score of university students obtained in emotional intelligence test

Variable	B	SH_B	R	ΔR^2	β	t	p
Fixed	154.761	18.577				8.331	.000
Total score of emotional intelligence scale	-.136	.037	.239	.057	-.248	-3.620	.000
$R^2 = .057$	F= 8.792	sd= 2; 196	p= .000				

The total score obtained by university students at the emotional intelligence scale predicts the social anxiety level significantly by approximately 6% ($\Delta R2 =.057$, $p< .01$)

DISCUSSION, CONCLUSION AND SUGGESTIONS

It was observed that female university students in the study group scored higher than male students in the same age group in the interpersonal component total scores and empathy and social responsibility subscale scores of emotional intelligence characteristics. According to BarOn, the interpersonal component is expressed as interpersonal emotional intelligence and measures the person's ability to recognize and understand the feelings of others. It can be said that females in the study group noticed the emotions of other people more than males, and based on the higher scores of the empathy subscale, they showed empathy and gave empathic reactions to their emotions.

This finding coincides with the findings of İşmen (2001) in the undergraduate and graduate student group that females get higher scores than males in terms of understanding their own feelings, understanding others' feelings, and managing emotions.

Girls scored higher than boys in the Interpersonal Relations and Social Responsibility subtests of the emotional intelligence subscales. This subtest is the ability to present oneself as constructive, sharing and collaborative within the social group. It is understood that one can establish dialogue and relationship with others in interpersonal relationships. This dimension also contains the skill of being able to behave in a responsible manner without having any personal interest. This finding suggests that the girls in the study group are introvert, talkative individuals who can establish relationships quickly.

Social responsibility shows that females have the ability to act responsibly without a personal interest compared to males and that they have social awareness. This dimension is also related to the ability to do things for and with others, to support social rules. Those who score high in this subscale use their skills not only for themselves but for collective purposes. Based on these results, it can be said that the females in the study group are more altruistic than males. Features such as empathy and altruism nurture close and sincere human relations in social relations, and generally healthy social relationship styles. In some cases, where healthy social relations cannot be established, social anxiety and then pathological problems can start (Bal, 2014).

The findings obtained from the experimental study conducted by Kuk, Guzskowska and Gala-Kwiatkowska (2019) to prevent this problem showed

that emotional intelligence scores of the university students who participated in the psychological workshops directed at the problems of interpersonal communication, forgiveness and love changed significantly.

The research yielded significant results in favor of the girls in the interpersonal relationships and social responsibility subtests of the person-specific dimension and in favor of the boys in the independence subtest. Significant results in favor of boys were obtained in the stress tolerance subtest of the stress management dimension.

This result shows that girls have a deeper look into interpersonal relationships compared to boys and attach more importance to how their environment perceives them. Another finding in support of that judgement is that the girls scored higher than their boys in terms of empathy. The dimension of interpersonal competences expresses the ability to manage social relationships. It is thought that girls are more apt to manipulate social relationships than boys.

The results of the research study further indicate that in their interpersonal relationships, males behave in line with their own wishes independent from what their counterpart thinks, wants or expects. This finding can explain the conflicts of both genders in their relationships with the opposite sex or in other social environments. This low level of empathy in males is another factor that may account for the difficulty of social adaptation for them. On the other hand, the boys in the study group were observed to be able to manage stress better than their female peers. This may be partly accounted for by their insensitivity against the influences from their environment or their mode of thinking. Another factor is the fact that the society adopts a biased attitude between the two genders, giving the boys the message that they are superior to the girls and the increased self-confidence of male students and their belief in their ability to cope the problems as a result of the perception of female as a weak and incapable being in some social environments.

When we have a look at the results according to the social anxiety scores, it is observed there are no significant differences between the total scores of the university students obtained in Liebowitz Social Anxiety Scale in terms of having friends. And this fact leads one to think once more about the dilemma of individualization and collective social understanding. This finding shows that the

students in the study group did not get a social and emotional support from the people in their environment regardless of whether there are few or many. Societies are grouped as individual or collective. However, the Turkish society does not fully reflect the characteristic features of both groups. Furthermore, the social relationships in the Turkish society are quite influenced by the child raising attitudes of families.

In their study on the value of the child in Turkey covering a period of 30 years, Kâğıtçıbaşı and Ataca (2017) distinguished between three types of value, namely economic/pragmatist, psychological and social. Economic and pragmatic values comprise the material benefits taken advantage of by children when they are young and in their adult age. The last of these types of value takes the form of old age security for the parents whereas the first one is related to the children's contribution to the household economy and to housework. The psychological value of the child is related to the psychological benefits provided by having a child like feeling happy, delight, finding a friend for the parent, being proud of having a child and the sense of accomplishment aroused by having a child. The basic finding of the first research on the value of child based on sectional comparison in Turkey is that the economic/pragmatic value of children decreased along with the socio-economic development and particularly with the increased educational level.

It was found out that the social anxiety scores of university students differed by the variable of gender and in favor of males. In other words, it was understood that the males in the study group had a higher level of anxiety. We think that the high level of social anxiety of the males in the study group must be interpreted in conjunction with their low scores in terms of emotional intelligence and the skill to empathize with others. We further think that the males in the study group are inadequate in terms of awareness about their own emotions, the ability to understand the emotions of their counterparts and adapt themselves accordingly. It was also determined that the girls had a higher emotional awareness than males. It was determined that the sub-scales of emotional self-awareness, self-regard and self-actualization subscales of the person–specific component had a very weak or no predictive power on social anxiety. This result coincides with the findings of Kalkan (2008)'s study.

This finding is a result going hand in hand partly with the independent attitude of boys and the girls' emphatic attitude and partly with the better performance

of girls in terms of the interpersonal competences dimension. It is possible to predict the social anxiety scores of the female students in the university age group with their emotional intelligence scores.

The independence and assertiveness sub-dimensions of the person-specific capacity dimension of the emotional intelligence scale of university students are able to predict social anxiety. Person-specific capacity, interpersonal competences, general mode, stress management dimensions and having rare contact with the relatives are, together, able to predict the social anxiety scores of university students. The scores of subtest on the interpersonal relationships and social responsibility of the interpersonal competences sub-dimension of the emotional intelligence scale can predict the social anxiety scores of university students.

In the study conducted by Gümüş (1997, 2006) on social anxiety in terms of self-esteem and nonfunctional attitudes, the standard multiple regression analysis conducted on the data collected from the research group consisting of 1st and 2nd year students revealed that the Rosenberg Self-Esteem Scale (RSES) subscales had a moderate relationship with social anxiety scores (R = 0.556) and explained 31% of the variance in social anxiety. Given the sub-scales, it was found that threat perception in the interpersonal relations, the degree of participation in the discussions, trust in people, sensitivity to criticism, parental interest, psychosomatic symptoms and psychic isolation subscales produced significant values in predicting social anxiety.

Summerfeldt, Kloosterman, Antony, McCabe and Parker (2011) conducted a large sample study of the relationship between emotional intelligence and those with and without social anxiety disorder (N = 2629). The data collected based on the self-perception of the person was tested on the structural equation model. The findings showed a negative correlation between anxiety disorders and emotional intelligence, and there was a relationship between person-specific intelligence dimension and social phobia.

It may be said that both in our study and the above-mentioned studies, some of the sub-dimensions of the emotional intelligence test are able to predict social anxiety and these results were repeated for the university age group.

In another study conducted by Nolidin, Downey, Hansen, Schweitzer and Stough, (2013), the scores of 31 participants diagnosed with major depression and 28 with non-clinical diagnosis in the emotional intelligence, depression and social anxiety tests were compared. For example, it was found that those clinically diagnosed from the control group got statistically significant lower scores than the normal group in emotional awareness and expression, management of emotions and control of emotions. It was determined that the emotional intelligence test was able to predict the social anxiety development and depression risk.

Kashdan, Collins, Elhai (2006) examined the relationship between the social anxiety and the risk–taking behavior of individuals and their expectations for obtaining positive results. The expression of emotions by people under the influence of risky experiences like the use of medicines, drugs, etc., their degree of interpersonal closeness and romantic relationships were examined based on the gradual regression analysis. The study concluded that there is a relationship between the expectation for a positive result, social anxiety, sexual risk taking and aggressiveness.

In the study conducted by Jacobs et al. (2008) the relationships between emotional intelligence, severe anxiety and generalized social phobia were examined and a significant correlation was found between the social anxiety scores and the scores obtained from the emotional intelligence test sub-scales of perception of emotions and the use of emotions.

The effect of gender, gender roles and personal perception of dependence/independence on the social anxiety level was examined in a study conducted by Moscovitch et al. (2005) on 97 American people. The analysis of the findings obtained from that study revealed that gender alone was not enough for the prediction of social anxiety and that having a male gender role reduced the risk of social anxiety.

The relationships between the emotional intelligence, anxiety and depression states of adolescents were examined in the study conducted by Fernandez-Berrocal and Alcaideve Extremera (2006). The two main findings obtained from this study was that the ability to repair/adopt the emotions had a positive relationship with self-esteem and secondly that the emotional intelligence had a negative relationship with depression and anxiety.

Karagün, Yıldız, Başaran, Çağlayan, (2010) organized recreational activities aiming at removing the social phobia together with university students. In this study involving an experiment control group comprising the students experiencing socio-phobic symptoms at moderate and severe level (Ntest=50 Ncontrol=50), Liebowitz Social Anxiety Scale (LSAS) and Coopersmith Self-Esteem Scale (CSES) was applied as preliminary tests on both groups. After the implementation of a recreational program containing recreational activities like music, dance, bowling, painting, sculpture, scouting, riding, picnic, creative drama, ice-skating, volleyball for the response group lasting 2,5 hours for two days a week for a period of 12 weeks, the final test measurements were made in both groups. A significant difference was observed between the CSES (p= 0.000) and LSAS (p=0.000) scores of control and response groups.

In conclusion, it was observed that the girls were superior to the boys in terms of emotional intelligence and empathy, i.e. noticing emotions of others, which is one of the sub-dimensions of emotional intelligence. And it was further observed that the boys were better than the girls in the management of stressful environments. It was found that the emotional intelligence test sub-scales like understanding and using the emotions had the power to predict the social anxiety.

Based on the results obtained from the research, it was understood that socialization and the development of emotional intelligence is an important factor in enabling young people to establish close and healthy friendships and relationships. Indeed headings like "separation and loneliness, self-esteem, live through and express emotions, friendships" attract attention in the self-aid brochures of the university counselling centers currently providing service, putting forward the need for guidance in those areas.

However, psychological counselling in higher education is one of the developing branches in our country. It is suggested to open psychological counselling service units in the universities with no counselling center to provide widespread and good quality psychological counselling service to the students. We think that social anxiety screening must be made and psychological counselling groups must be created in order to determine the general need in this area. Furthermore, the production of local material directed at the diagnosis and solution of the problem is also recommended.

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Genişletilmiş Türkçe Özet

Giriş: İnsan gelişiminde sosyalleşme önemli boyutlardan biridir. Üniversite yıllarında gencin hem yetişkinlerle hem de yaşıtlarıyla sağlıklı ve çeşitli yakınlık düzeyinde ilişkier kurması beklenir. Eğer bu gelişim görevi başarılamazsa bozukluk veya hastalık olarak tanımlanan bir forma dönüşür.

Sosyal fobi başkaları tarafından gözlenme korkusu duyan hastaları tanımlamak için ilk kez 1903'de Janet (phobies des situations sociales) tarafından kullanılmıştır (Dilbaz, 1997; Türkçapar, 1999). DSM-IV (APA, 1994)'e göre, sosyal anksiyete bozukluğu (sosyal fobi) "yabancı insanlar veya başkaları tarafından olası incelemeye maruz kalınan bir veya daha fazla sosyal ya da performans durumlarında ortaya çıkan belirgin ve sürekli korku" olarak tanımlanır. Sosyal kaygının nedenleri ve etkileri konusunda farklı faktörler vardır. Bilişsel çarpıtmaların sosyal ilişkileri bozacağı ve bireyi sosyal aksiyete bozukluğuna götürebileceği düşünülmektedir (Beck, 2005). Kültürel özelliklerine bağlı olarak sosyal fobi sınıflamaları farklılaşabilmektedir (Soykan, Özgüven, Gençöz, 2003). Üniversite gençlerinin yeni sosyal ilişkileri başlatabilmeleri, başarılı bir şekilde bunları sürdürebilmeleri gençlerin sosyal ortamlara etkin katılımlarını gerektirir. Bunun içinde gençler sosyal ortamlarda kendi duygu ve düşüncelerini herhangi bir kaygı, korku duymadan ifade edebilmelidir.

Sağlıklı sosyal ilişkiler kurabilmek için gerekli olan becerilerden biri de duygusal zekâdır. Salovey ve Mayer, (1990), "duygusal zekâyı bir kişinin kendi ya da başkalarının hislerini ve duygularını yansıtabilme, onları ayırt edebilme ve kişinin düşüncesi ve eyleminde bu bilgiyi kullanmasıdır" şeklinde açıklamıştır. Ayrıca, duygusal zekâ ile problem çözme becerilerinin ilişkili olduğu düşünülmektedir (Doğan, 2009). Bu bağlamda duygusal zekânın düşük olmasının sosyal fobiyi geliştirip geliştirmediği düşünülebilir.

Bu gerekçelerle bu araştırmanın temel amacı da üniversitenin çeşitli bölümlerinde öğrenim gören gençlerin (20-23 yaş) duygusal zekâ ve demografik özelliklerinin, sosyal anksiyete düzeylerini yordama gücünü belirlemektir. Demografik değişkenler kapsamında cinsiyet, arkadaş ve akraba ilişkilerinin sıklığı ve türünün duygusal zeka ve sosyal kaygı üzerndeki etkileri incelenmektedir.

Yöntem: Marmara Üniversitesi'nin çeşitli fakültelerinde öğrenim gören öğrenciler arasından uygun örnekleme yöntemiyle belirlenmiş gönüllü 203 (n$_{kız}$=149 n$_{erkek}$= 54) öğretmen adayları araştırmanın örneklemini oluşturmuştur. Araştırmada duygusal zeka düzeylerini belirlemek amacıyla Bar-On Duygusal Zekâ testi (Bar-ON EQ) ve sosyal kaygı düzeylerini belirlemek amacıyla Liebowitz Sosyal Kaygı Ölçeği (LSAS) ve kişisel değişkenler, cinsiyet, akraba ve arkadaş ilişkisinin sıklığı ve türü ile ilgili bilgi toplamak için Kişisel Bilgi Formu kullanılmıştır. Katılımcıların sosyal anksiyete düzeyleri ve duygusal zekâ düzeylerini belirlemek için yüzdelikler ve merkezi dağılım ölçüleri

kullanılmıştır. Diğer analizler için ise tek yönlü varyans analizi (ANOVA), ilişkisiz gruplar t testi, adımsal regresyon analizinden yararlanılmıştır.

Bulgular: Analizlerden elde edilen bulgular, cinsiyete göre duygusal zekâ alt boyutlarından Kişiye Özgü bileşeninin, Bağımsızlık puanlarının kızlara kıyasla, erkekler lehine yüksek olduğunu (t=1.998, p<0.05) gösterirken, Kişilerarası bileşeninin Empati (t=-2.468, p<0.05) ve Sosyal Sorumluluk (t=-4,182, p<.01) puanları kızlar lehine anlamlı bir farklılık göstermiştir. Yine duygusal zekâ alt boyutlarından Stres Yönetimi bileşeninin genel puanı erkekler lehine anlamlı bir farklılık göstermiştir (t=3.378, p<.05). Arkadaşlık ilişkisine göre; duygusal zekâ puanları hiç arkadaşı olmayanlara göre birden çok samimi arkadaşı olanlar ve bir iki samimi arkadaşı olanların lehine farklılaşmaktadır. Üniversite öğrencilerinin duygusal zekâ puanlarının akraba ilişkilerine göre farklılaşmadığı bulunmuştur.

Cinsiyete göre; sosyal kaygı puanları erkekler lehine farklılaşmaktadır (t=-2.435, p<.05). Üniversite öğrencilerinin sosyal kaygı puanlarının, akraba ve arkadaşlık ilişkisine göre farklılaşmadığı bulunmuştur.

Summerfeldt, Kloosterman, Antony, McCabe and Parker'ın (2011) sosyal anksiyete bozukluğu gösteren ve göstermeyen kişilerin duygusal zekâ ilişkisini (N=2629) geniş bir örneklem üzerinde incelemişlerdir. Bulgular anksiyete bozuklukları ile duygusal zekâ arasında negatif bir korelasyon olduğunu ve kişiye özgü zekâ boyutu ile sosyal fobi arasındaki ilişki olduğunu belirlemiştir. Bu araştırmada da sosyal anksiyeteyi duygusal zekâ testinin alt boyutlarından bazılarının tahmin gücüne sahip olduğu ve üniversite yaş grubu için sonuçların tekrarlandığı söylenebilir

Son olarak, Yapılan aşamalı regresyon analizi üniversite öğrencilerinin duygusal zekâ ölçeği alt boyutu olan Kişiye Özgü Bileşenleri alt testlerinden Girişkenlik ve Bağımsızlık puanları sosyal kaygıyı yaklaşık % 18 oranında (ΔR2=0.177, p<0.01) anlamlı bir şekilde yordamaktadır. İlaveten duygusal zekâ ölçeği toplam puanı üniversite öğrencilerinin sosyal kaygı düzeyini yaklaşık % 6 oranında (ΔR2 =.057, p< .01) anlamlı bir şekilde yordamaktadır.

Tartışma ve Sonuç: Çalışma grubundaki üniversite öğrencilerinde, kız öğrencilerin aynı yaş grubundaki erkek öğrencilere kıyasla duygusal zekâ özelliklerinden Kişilerarası Bileşen toplam puanlarında ve Empati ve Sosyal Sorumluluk alt ölçeklerlnden daha yüksek puan aldıkları gözlemlenmiştir. BarOn'a göre Kişiler Arası bileşen, kişinin diğerlerinin duygularını fark etme ve anlama becerisini ölçümlemektedir. Bu bulgu, İşmen (2001)'in lisans ve lisansüstü öğrenci grubunda gerçekleştirdiği çalışmada kendi duygularını anlama, diğerlerinin duygularını anlama ve duyguları yönetme boyutlarında kızların erkeklerden daha yüksek puanlar alması yönündeki bulgularla örtüşmektedir.

Sosyal sorumluluk kızların erkeklere kıyasla kişisel bir çıkarı olmadan da sorumlu davranabilme becerisine sahip olduklarını ve sosyal bilince sahip olduklarını göstermektedir. Bu boyut bir şeyleri başkaları için ve başkaları ile yapabilme, sosyal

kuralları desteklemek yeteneği ile de ilgilidir. Empati ve diğergamlık gibi özellikler sosyal ilişkilerde yakın ve samimi insan ilişkilerini ve genel anlamda sağlıklı sosyal ilişki tarzlarını beslemektedir. Sağlıklı sosyal ilişkilerin kurulamadığı durumlarda sosyal kaygı ve sonrasında patolojik boyuta geçilebilmektedir (Bal, 2014).

Bu bulgular üniversite gençliğinin psikolojik danışma desteğine ne denli ihtiyaç duyduğunu bir kez daha göstermektedir. Ne yazık ki ülkemizdeki yüksek öğretim rehberliğine ihtiyaç olmasına rağmen üniversite öğrencileri için yükseköğretimde psikolojik danışma desteği yetersiz kalmaktadır. Bu bulgular ışığında üniversite öğrencilerine verilecek olan psikolojik hizmetlerde duygusal ve sosyal yeterliliklerin geliştirilmesi "sosyal anksiyete" karşısında önleyici ve koruyucu bir müdahale olarak önemli görünmektedir.Sorunun biraz daha önceki yaşam dönemlerinde başladığı gözönüne alınırsa, ergenlik çağında olan gençlerin sağlıklı olarak sosyalleşebilmesi için okullarda sosyal faaliyetler hazırlanmalı, rehberlik servislerinde sosyal fobi ve sosyal anksiyete taramaları yapılmalı ve lise aşamasında koruyucu hizmetler yaygınlaştırılmalıdır.

Ethical Statement

In the writing process of the work titled **"A Study for the Prediction of the Social Anxiety Level of University Students Through Emotional Intelligence Features"**, the scientific, ethical and citation rules were followed, there was no falsification on the data collected, the "Turkish Psychological Counseling and Guidance Journal Editorial Board" had no responsibility for all ethical violations, and all the responsibility belongs to the authors. I undertake that it has not been sent to another academic publishing medium for evaluation.

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