

Lise öğrencilerinde Sosyal Görünüş Kaygısının Sigara Kullanımı Üzerine Etkisi: Ağrı İli Örneği

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ÖZET:

Amaç: Araştırma lise öğrencilerinde sosyal görünüş kaygısını ve bu kaygının sigara kullanımı üzerine etkisini belirleyebilmek amacı ile yapılmıştır.

Gereç ve Yöntem: Araştırmanın evrenini Ağrı ili merkezinde bulunan lise öğrencileri oluşturmuştur. Araştırma verileri 2020 yılının mayıs ayı içerisinde kişisel bilgi formu ve sosyal görünüş kaygısı ölçeği kullanılarak 674 öğrenciden toplanmıştır. Veri toplama formları online programlar aracılığı ile oluşturulmuş, paylaşılmış ve toplanmıştır.

Bulgular: Araştırmaya katılan lise öğrencilerinin yaş ortalaması 16.28±1.26, sosyal görünüş kaygısı ölçeği puan ortalaması 35.83±14.10 olarak bulunmuştur. Öğrencilerin %58.3'ü ders başarı durumunu, %84.3'ü ekonomik durumunu orta düzey olarak tanımlamıştır. Aynı şekilde öğrencilerin %68.4'ü ailesinde, %68.5'i arkadaşları arasında sigara içen bireylerin var olduğunu ve %28.9'u kendisinin sigara kullandığını ifade etmiştir. Sigara kullanan ve deneyen öğrencilerin hiç kullanmayanlara göre sosyal görünüş kaygısı puan ortalamasının yüksek olduğu ve aradaki farkın anlamlı olduğu bulunmuştur (p<0.05).

Sonuç: Öğrencilerin sosyal görünüş kaygısının sigara kullanımı üzerinde etkili olduğu sonucuna ulaşılmıştır. Öğrencilerin sigaraya başlama nedenlerinde en fazla merak olduğu için liselerde bağımlılığa yönelik daha güçlü bilgilendirmeler yapılması var olan merakın bilgi yolu ile giderilmesi önerilebilir.

Anahtar Kelimeler: Sosyal görünüş, Sigara, Ergen, Öğrenci, Beğenilme

The effect of social appearance anxiety on smoking in high school students: Agri example

ABSTRACT:

Purpose: This study aims to identify social appearance anxiety of high school students and the effect of this anxiety on smoking.

Material and Methods: The target population was high school students in Agri city center. Data were collected from 674 students in May 2020 through the Socio-demographic Form and the Social Appearance Anxiety Scale. Data collection forms were formed and shared in an online environment, and the data collection was performed online.

Results: The mean age of the high school students who participated in the study was 16.28±1.26, and the social appearance anxiety scale mean score was 35.83±14.10. Of all the participating students, 58.3% reported their academic success level as moderate, and 84.3% reported their economic level as medium. Similarly, 68.4% of the students had family members who smoked; 68,5% had friends who smoked; and 28.9% reported to smoke themselves. The students who did not smoke were found to have lower SAAS mean scores in comparison to those who smoked/ tried and gave up, and Table 3 shows that there is a significant difference between the groups. (p<0.05)

Conclusion: The results showed that students' social appearance anxiety had effects on smoking. Since curiosity was found to have the highest proportion of the reason to start to smoke, high school students should be provided with more trainings on addiction to satisfy the present curiosity with knowledge.

Keywords: Social appearance, Smoking, Adolescent, Student, Being liked

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INTRODUCTION

Individuals today could make too much effort to make an effective impression and look attractive because when people's appearance is described as beautiful, they look more interesting and more people might want to communicate with them (Topuz et al., 2018). Particularly adolescents who want to look more beautiful and attractive experience various psychological, biological, and sexual changes in this period, and these changes could cause fear and anxiety with the effect of the social environment (Eksi et al., 2016). Social appearance anxiety about one's appearance is one of these anxieties. Social appearance anxiety is described as the fear and anxiety of being negatively evaluated by other people because of physical appearance (Hart et al., 2008). On the other hand, social anxiety is a kind of anxiety disorder that coexists with various disorders and affects daily social relationships in a negative way (Akkus et al., 2019). Social appearance anxiety is reported to be more general and holistic anxiety; namely, it is not originated merely from body shape; it also includes features such as height, weight, and shape of the face (Doğan, 2010). The adolescence period, during which physical changes are the most, could be highly risky in terms of social appearance anxiety. Factors that increase social anxiety include adolescents' efforts for forming a new identity, setting high goals, fulfilling the expectations of the environment, and trying to make a striking impression on people (Ozcan et al., 2013). Receiving negative feedback or rejection from a social group or environment is an important factor increasing this anxiety among individuals in this period. For adolescents, other people's thoughts about them are always more important than their own thoughts. Therefore, because of the lack of knowledge about the consequences, adolescents feel the pressure of making a good impression in the environment (Mulazımoğlu Ballı et al., 2014).

Smoking affects the majority of society, and its use has an increased prevalence among particularly young people. The majority of smoking individuals get in the habit of smoking generally when they are young. Almost half of the high school students were reported to use tobacco at some time in their life

(Henry et al., 2012). Turkey's Youth Profile survey conducted in 2012 found that 49.6 % of males and 23.1% of females in the 15 to 29 age group smoked cigarettes (Gür et al., 2012). Starting to smoke was found to be high in the adolescence period, which has increased the studies defining the risk factors associated with tobacco use (Henry et al., 2012). Particularly anxiety disorders among the psychological factors are important for starting to smoke. Cigarettes could play a unique role in motivating adolescents who experience social anxiety. In addition, factors such as the importance of socializing with peers or the anxiety for not being accepted to the group play an important role in starting to smoke in the adolescence period (Henry et al., 2012). When social appearance anxiety is included among these anxieties and fears, the rate of an individual's starting to smoke could demonstrate an increase. A review of the related literature indicates that although several studies conducted in other countries have investigated social appearance anxiety and smoking, no studies have been found on this topic in the literature at the national level (Henry et al., 2012; Buckner and Vinci, 2013). Therefore, this study aims to identify whether social appearance anxiety had effects on smoking among adolescents.

MATERIAL and METHODS

Purpose and Type of the Study

This study, which aimed to identify the effect of social appearance anxiety on smoking, adopted a descriptive design.

Sampling and participant

The target population of this descriptive study was all of the 3591 students who were enrolled in 7 high schools in Ağrı, located in the eastern part of Turkey, in the 2019-2020 education year. The sample size was calculated using the following formula. $n = (N \cdot t^2 \cdot p \cdot q) / (d^2 \cdot (N - 1) + (t^2 \cdot p \cdot q))$ [N: Number of people in the target population, n: Sample size, t: Significance ($\alpha=0.01$ için $t=2.58$), p: prevalence of the phenomena under investigation (taken 50% for this study), q: prevalence of the phenomena under investigation (p: taken 50% and q value: 50% in this study), d: Sampling error (taken 0.05 for this study)]

$$n = (3591 \times 2.58^2 \times 0.50 \times 0.50) / [0.05^2 \times (3591 - 1) + (2.58^2 \times 0.50 \times 0.50)] = 561$$

The calculations done at 99% confidence interval and 5% margin of error showed that in a target population with 3591 students, the minimum sample size should be 561 participants. The study was not limited to this number and included even more participants; hence, it was completed with 674 students.

Data Collection Tools

Data collection was performed completely online. Data collection forms were designed and shared in an online environment by the researchers. Initially, the research link was shared with 11 high school teachers and 37 high school students at schools in Ağrı known by the researcher. The high school teachers were asked to share the link with their students, and the high school students were asked to share it with their friends. Duplicated participation was prevented using IP limitation, which enabled to send only one form from one tool. Data flow was monitored regularly and when there was no increase in the data flow after one week, the data collection process was finished with 674 data collection forms accessed.

Introductory Information Form

The Socio-demographic Form: The form prepared by the researchers in line with the related literature was composed of 15 questions that aimed to collect data about students' descriptive (age, class level) and smoking-related features (Akkus et al., 2019; Doğan, 2010; Mulazımoğlu Ballı et al., 2014; Topuz et al., 2018).

The Social Appearance Anxiety Scale (SAAS)

The Social Appearance Anxiety Scale is a 16-item scale responded on a 5-point Likert Scale. The first item of the scale is scored reversely. Higher scores obtained from the one-factor social appearance scale SAAS indicate higher social appearance anxiety and lower scores indicate lower social appearance anxiety. The SAAS is a self-report scale developed by Hart et al. to measure individuals' emotional, cognitive, and behavioral anxiety about their appearance (Hart et al., 2008). The scale has no cut-

off points. Turkish adaptation of the scale was performed by Doğan, who also performed the reliability and validity of the scale. Exploratory and confirmatory factor analysis was performed to evaluate the factor structure of the SAAS. The results of the factor analysis showed that the scale had a one-factor structure like the original form. Cronbach's Alpha internal consistency coefficient of the SAAS was found 0.93, test-retest reliability coefficient was 0.85, and the reliability coefficient calculated through test half-life method was 0.88. Item-total correlation coefficients of the scale were found to range between 0.32 and 0.82 (Doğan, 2010). This study found the Cronbach's Alpha internal consistency coefficient as 0.92.

Statistical Analysis

The data obtained from the study were analyzed using SPSS 23 (Scientific Package for Social Statistics) package programming at a 95% confidence interval and $p \leq 0.05$ significance level. Normality distribution analysis of the data was done using the Kolmogorov-Smirnov test, and the data were found to have a homogenous distribution. Data analysis included numbers, percentages, minimum and maximum values, means, and standard deviations, as well as independent groups t-test for the comparison of paired groups as the data distributed normally and One-way Analysis of Variance for the comparison of multiple groups, and Pearson Correlation analysis.

Ethical Approval

Initially, Ethics Committee Approval was obtained from Ağrı İbrahim Çeçen University Ethics Committee with decision number 87, dated 18.06.2020. The data collection forms included information about the purpose of the study, and the data were collected on a voluntary basis. It was highlighted that the collected data would be kept confidential.

RESULTS

An analysis of Table 1 shows that the SAAS mean score of 674 students was 35.83 ± 14.10 .

Table 2 shows that the mean age of the participating students was 16.28 ± 1.26 , and the correlation analysis performed with SAAS mean score indicated

a negative and significant relationship ($r = -0.106$; $p = 0.006$). Of all the students, 27.9 % were enrolled in 9th grade and had a SAAS mean score of 38.68 ± 14.84 . Statistical analysis between the groups showed that the 9th-grade students received significantly higher

scores in comparison to 10th, 11th and 12th-grade students ($F = 4.134$, $p = 0.006$). The academic success of 3.4 % of the students was poor, 38.3% of them were good, and 58.3 % of them were moderate.

Table 1. Students' SAAS Mean Score

SAAS	n	Lowest and Highest Scores received by the Students	X ± Sd
	674	16-80	35.83 ± 14.10

SAAS= The Social Appearance Anxiety Scale, n= Sample size, X=Mean, Sd= Standart deviation

Table 2. Analysis of Students' SAAS Level according to their Socio-demographic Characteristics (n=674)

Variables	n	%	SAAS		
			X	Sd	Test and Significance
Age	Mean=16.28 ± 1.26			r= -0.106	p= 0.006
Grade*					
9 th	188	27.9	^a 38.68	14.84	
10 th	120	17.8	^{ab} 35.50	12.96	F= 4.134
11 th	190	28.2	^{ab} 35.20	14.42	p= 0.006
12 th	176	26.1	^b 33.68	13.27	
Academic Success					
Good	258	38.3	34.97	14.98	F= 0.800
Moderate	393	58.3	36.32	13.40	p= 0.450
Poor	23	3.4	37.00	15.58	
Economic condition*					
Low	56	8.3	^a 42.42	14.26	F= 7.312
Medium	568	84.3	^b 35.06	13.64	p= 0.001
High	50	7.4	^{ab} 37.14	17.05	
Family type					
Nuclear Family	514	76.3	35.41	14.38	F= 2.069
Extended Family	129	19.1	36.34	12.67	p= 0.127
Fragmented Family	31	4.6	40.58	14.54	
Mothers' Education					
Illiterate	61	9.1	34.60	14.17	
Literate	51	7.6	36.88	14.45	
Primary School	307	45.5	36.27	13.29	F= 0.953
Secondary School	148	22.0	35.45	14.23	p= 0.446
High school	89	13.2	34.15	15.54	
University and higher	18	2.7	40.94	17.63	
Fathers' Education*					
Illiterate	23	3.4	^{ab} 37.73	19.35	
Literate	33	4.9	^{ab} 35.06	11.55	
Primary School	227	33.7	^a 38.16	13.17	F= 2.850
Secondary School	153	22.7	^{ab} 35.26	14.13	p= 0.015
High school	174	25.8	^b 33.00	13.85	
University and higher	64	9.5	^{ab} 36.31	15.82	

*Post test Tukey test

F= One-way ANOVA, r= Pearson correlation, p= Significant, SAAS= The Social Appearance Anxiety Scale, n= Sample size, %= Frequency, X=Mean Sd= Standart deviation

The SAAS mean score of these students with poor academic success was 37.00 ± 15.58 , and that of with good academic success was 34.97 ± 14.98 . Statistical analysis performed between the groups showed that academic success had no effects on social appearance anxiety, and no significant differences were detected between the groups ($F = 0.800$, $p =$

0.450). The distribution of the students according to their economic levels indicated that 8.3 % had a low economic level, 84.3 % had a medium economic level, and 7.4 % had a high economic level. The students who had a low economic level had a SAAS mean score of 42.42 ± 14.26 ; statistical analyses showed that their scores were significantly higher in

comparison to the other groups who had medium and high economic level ($F= 7.312, p= 0.001$). Table 2 shows that 76.3 % of the students had a nuclear family; 19.1 % had extended family, and 4.6 % had fragmented family. The SAAS mean score of the students who had fragmented family was 40.58 ± 14.54 , and that of those who had an extended family and nuclear family were 36.34 ± 12.67 and 35.41 ± 14.38 respectively. The groups indicated no significant differences in terms of the SAAS scores ($F= 2.069, p= 0.127$). An analysis of mothers'

education level showed that 45.5 % graduated from primary school; the SAAS mean score was 36.27 ± 13.29 . An analysis of fathers' education level showed that 33.6% graduated from primary school; the SAAS mean score was 38.16 ± 13.17 . When the groups were analyzed in terms of their SAAS mean scores, it was found that mothers' education level did not cause significant differences in the SAAS mean scores ($F= 0.953, p= 0.446$), but fathers' education level caused a statistically significant difference in terms of the SAAS mean scores ($F= 2.850, p= 0.015$).

Table 3. Analysis of SAAS Levels of Students according to Smoking (Family members, Friends, Self) (n=674)

Variables	n	%	SAAS		
			X	Sd	Test and Significance
Is there anyone who smokes in your family?					
Yes	461	68.4	35.52	13.94	t= -0.816
No	213	31.6	36.49	14.44	p= 0.565
Do you have friends who smoke?					
Yes	462	68.5	36.24	14.28	t= 1.126
No	212	31.5	34.94	13.69	p= 0.351
Do you smoke?*					
No	437	64.8	^a 34.73	13.19	F= 3.849 p= 0.022
Yes	195	28.9	^b 37.94	15.58	
I smoked/ tried and gave up	42	6.2	^b 37.47	15.02	

*Post test Tukey test

t= Independent samples t test, p= Significant, SAAS= The Social Appearance Anxiety Scale, n= Sample size, %= Frequency, X=Mean Sd= Standart deviation

Table 3 shows that 68.4 % of the participating students had a family member who smoked, and their SAAS mean score was found 35.52 ± 13.94 . Besides, 68.5 % had a friend who smoked, and the SAAS mean score was found 36.24 ± 14.28 . The results showed that having a family member or a friend who smoked did not indicate a significant difference in terms of the SAAS mean scores ($p>0.005$). When the students themselves were asked about smoking, it was found that 64.8 % never smoked, 28.9 % smoked regularly, and 6.2 % smoked/tried and gave up. The SAAS mean scores were 34.73 ± 13.19 for the students who never smoked, 37.94 ± 15.58 for those who smoked, and 37.47 ± 15.02 for those who smoked/tried and gave up. The students who did not smoke were found to have lower mean scores in comparison to those who smoked/ tried and gave up, and Table 3 also shows that there is a significant difference between the groups ($F= 3.849, p= 0.022$). Table 4 shows that the participating students' mean

age of first smoking was 13.05 ± 2.41 , and the correlation analysis between the age of first smoking and the SAAS mean score indicated no significant relationships ($r= -0.045, p= 0.489$). Of all the students who smoked or tried smoking, 35.6 % tried his/her first cigarette alone; 57.6 % with friends, and 6.8 % with a relative. An analysis based on the SAAS mean scores showed that the mean score was 39.88 ± 17.04 for those who smoked his/her first cigarette alone, 36.23 ± 14.30 for those who smoked with a friend, and 40.00 ± 15.36 for those who smoked with a relative. No significant differences were detected between the groups ($F= 1.632, p=0.198$). When the students were asked about the reasons for starting to smoke, the results showed that 35.2 % started because they were curious, 29.2 % started because they experienced stress, and 9.7 % started because they felt lonely. When the SAAS mean scores were analyzed, the mean scores were 44.56 ± 14.84 for those who started to smoke because they felt lonely, 37.15 ± 14.30 for those who started to smoke

because they were curious, and 37.28 ± 17.47 for those who started to smoke because they were stressed. No significant differences were found between the groups ($F= 1.124, p= 0.348$). Of all the students who smoked, 40.5 % smoked 1 to 5 cigarettes daily, 22.1 % smoked 6 to 10 cigarettes daily, and 37.4 % smoked more than 11 cigarettes daily. The SAAS mean score was found 37.60 ± 14.36 for those who smoked 1 to 5 cigarettes, 35.88 ± 13.34 for those who smoked 6 to 10 cigarettes, and 39.56 ± 17.96 for those who smoked more than 11 cigarettes. An analysis of the SAAS mean scores according to the amount of smoking showed that there were no statistically significant differences between the groups ($F= 0.784, p= 0.458$). Of all the

participating students, 60.8 % stated that their family knew about their smoking, and 56.4% did not think of giving up smoking. The SAAS mean score of the students whose family knew about their smoking was 36.78 ± 15.61 and that of those whose family did not know about their smoking was 39.90 ± 15.05 . Statistical analyses indicated no significant differences between the groups ($t= -1.516, p= 0.608$). Finally, the SAAS mean score of the students who thought of giving up smoking was 38.80 ± 15.30 , and that of those who did not think of giving up smoking was 37.30 ± 15.85 . The statistical analyses between the groups indicated no significant differences, which is also demonstrated in Table 4 ($t= 0.664, p= 0.874$).

Table 4. Analysis of Students’ SAAS Levels according to their smoking

Variables	n	%	SAAS		Test and Significance
			X	Sd	
Age of first smoking	Mean= 13.05 ± 2.41			r= -0.045	p= 0.489
Who did you smoke your first cigarette with? (n=236)					
Alone	84	35.6	39.88	17.04	F= 1.632 p=0.198
With a friend	136	57.6	36.23	14.30	
With a relative	16	6.8	40.00	15.36	
What is the main reason for starting to smoke? (n=236)					
Because I was curious	83	35.2	37.15	14.30	F= 1.124 p= 0.348
Because I imitated those who smoked	11	4.7	34.81	9.52	
Because I felt lonely	23	9.7	44.56	14.84	
Because I had an important loss	14	5.9	34.71	14.93	
Because I have a lot of stress in my life	69	29.2	37.28	17.47	
Other*	36	15.3	37.97	15.58	
How many cigarettes do you smoke a day? (n=195)					
1-5	79	40.5	37.60	14.36	F= 0.784 p= 0.458
6-10	43	22.1	35.88	13.34	
11-20	73	37.4	39.56	17.96	
Does your family know that you smoke/tried smoking? (n=232)					
Yes	141	60.8	36.78	15.61	t= -1.516
No	91	39.2	39.90	15.05	p= 0.608
Are you thinking of giving up smoking? (n=195)					
Yes	85	43.6	38.80	15.30	t= 0.664
No	110	56.4	37.30	15.85	p= 0.874

* “Because I wanted to be accepted in friends’ groups”, “Because I think I have grown up”, “Because I just wanted so”
 F= One-way ANOVA, t= Independent samples t test r= Pearson correlation, p= Significant, SAAS= The Social Appearance Anxiety Scale, n= Sample size, %= Frequency, X=Mean Sd= Standart deviation

DISCUSSION

An analysis of the literature indicates that social appearance anxiety is a relatively new concept (Turan et al., 2019; Akkus et al., 2019). Since similar studies in this field and among high school students are limited in number, this study aimed to identify the relationship between adolescents’ smoking, social appearance anxiety, and the affecting factors.

Current smoking rates, social anxiety levels, and whether this anxiety affected smoking were identified; the study is thus believed to have obtained important findings that could guide approaches to students about this issue.

As it is shown in Table 1, the SAAS mean score of the participating students was 35.83 ± 14.10 and the students had a medium level of social appearance

anxiety. No studies at the national level were found to have measured the social appearance anxiety of high school students. Therefore, this study is believed to be a pioneer for the studies to be conducted in the future. However, a limited number of studies in the literature was found to have been conducted with university students reported lower social appearance anxiety mean scores (Kılıç et al., 2020; Turan et al., 2019). On the other hand, Table 2 shows that the age variable was negatively associated with social appearance anxiety, and social appearance anxiety decreased with the increase in age. Similarly, 9th-grade students, who formed the youngest group and who were at the very beginning of the high school education, were found to have significantly higher levels of social appearance anxiety in comparison to 11th and 12th-grade students. These findings explain higher social appearance anxiety levels of high school students compared to university students reported in the literature. Despite not with high school students, the literature includes studies showing that the social appearance anxiety decreased with the increase in age and education level (Aksit 2019; Turan et al., 2019; Yıldırım et al., 2011). This result is considered to result from the factors such as students' knowledge and awareness increased with the increase in their age and education, they began to realize that knowledge and skills are more important than appearance, or they could realize themselves and cope with their anxiety better.

The literature reports that social appearance anxiety increases with the decrease in the economic condition of the family (Table 2). An analysis of recent studies conducted with adults indicated that social appearance anxiety increased with the decrease in the family's income level (Akkus et al., 2019; Ozcan et al., 2013). It was concluded that adolescents whose family had a low-income level participated in social environments less due to financial impossibilities and experienced more social appearance anxiety since they communicate with people less. The participating students' parent education level showed that mothers' education level did not affect the social appearance anxiety, but fathers' education level did (Table 2). The students whose father had a higher education level

were found to experience less social appearance anxiety. Parents are role models for adolescents. Especially in Turkish society, a father's image becomes more prominent as it represents the head of the family, confidence, and authority. The higher education level of the father strengthens the strong father model; an adolescent who takes credit for this is considered to experience less social appearance anxiety. Although it is not exactly social appearance anxiety, the literature reports parallel results showing that higher education level of the father was associated with positive results related to topics such as depression and anxiety (Ozcan et al., 2013). While having family members or friends who smoke had no effects on the social appearance anxiety, students who smoked were found to experience higher levels of social appearance anxiety. The students who did not smoke were found to have lower levels of social appearance anxiety (Table 3). An adolescent who wants to cope with stress, tension, anger and the feeling of emptiness experienced in the adolescence period and regulate his/her mood might perform risky behaviors and tend to smoke. Besides, as an adolescent who could not complete identity development and has low self-esteem perceives himself/herself simple and worthless, which might lead to seeing cigarettes as a symbol of autonomy (Tunç and Kolburan, 2019). These findings in the literature are in line with the findings of the present study.

Social appearance anxiety could be experienced more intensively with the changes in the adolescence period. Adolescents might begin to see smoking as one of the ways of coping with this anxiety. This finding could give an idea about interventions to help students to give up smoking. If the student smokes with the effect of social appearance anxiety, s/he should be approached to improve his/her body image. Briefly, it is considered that when the reason for an adolescent's smoking is identified, the rates of smoking, which is more than one-fourth, might be decreased. In addition to these findings, the students who started to smoke because they felt lonely were found to have higher but not statistically significant social appearance anxiety than the students who started to smoke due to curiosity and stress. These students could be

considered to be under more risks in terms of social appearance anxiety (Table 4). Studies showed that loneliness was an important reason for starting to smoke, and those who cannot receive sufficient social support tended to smoke more and experience more anxiety (Buckner and Vinci, 2013; Koca and Oğuzöncül, 2010).

CONCLUSION

The mean age of first smoking was found to be rather low. Since curiosity was found to have the highest proportion of the reason to start to smoke, high school students should be provided with more trainings on addiction to satisfy the present curiosity with knowledge. In addition, specific consultancy should be provided to high school students based on the stressors they define.

In addition to these, high school students should be provided with trainings on knowing themselves better, increasing their self-confidence, and improving their ability based on the features of the adolescence period so that the social appearance anxiety could be decreased. These trainings might involve group work and social responsibility activities. Social appearance is believed to decrease as the student feels that s/he belongs to a group and a place in society. Smoking students should be approached separately and given special attention, and their social support systems should be increased. A positive learning environment should be formed for this at school, and students' out-of-school time should be allocated to constructive activities with the cooperation of non-governmental organizations and school cooperation.

The present study has some limitations. In this regard, repeating the study with adolescents in different cities is considered to be beneficial, which could contribute to the generalization of the results. Besides, the study group was limited to adolescents aged between 13 and 18. Hence, the generalization of the findings to other age groups is not possible. Conducting similar studies with other age groups could enable to have more comprehensive knowledge about the topic.

Conflict of interest: The authors declare that they have no conflict of interest.

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