

SHYNESS AND FEAR OF NEGATIVE EVALUATION AS PREDICTORS OF
ASSERTIVENESS

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ABSTRACT

SHYNESS AND FEAR OF NEGATIVE EVALUATION AS PREDICTORS OF ASSERTIVENESS

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The purpose of this study was to examine the predictive role of shyness and fear of negative evaluation on assertiveness among adolescents. The sample consisted of 419 high school students. Scale for Interpersonal Behavior (SIB), Shyness Scale, Brief Fear of Negative Evaluation Scale (BFNE) and a demographic information form were used to gather data. Multiple regression analysis was performed to test the proposed model of the study. Tested model was significant, while shyness was found as a significant negative predictor of assertiveness, fear of negative evaluation did not reveal as a significant predictor. Also, results displayed a significant relationship between assertiveness and both gender and grade level of the students. The findings were discussed in the light of the related literature.

Keywords: assertiveness, shyness, fear of negative evaluation, adolescence, high school students.

ÖZ

ATILGANLIĞIN YORDAYICILARI OLARAK UTANGAÇLIK VE OLUMSUZ DEĞERLENDİRİLME KORKUSUNUN İNCELENMESİ

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Bu çalışmanın amacı ergenlerde utangaçlık ve olumsuz değerlendirilme korkusunun atılganlık üzerindeki yordayıcı rolünü incelemektir. Çalışma örneklemini 419 lise öğrencisi oluşturmaktadır. Veriler, Kişiler Arası Davranış Ölçeği, Utangaçlık Ölçeği, Olumsuz Değerlendirilme Korkusu Ölçeği Kısa Formu ve demografik bilgi formu kullanılarak toplanmıştır. Veri incelemesi için çoklu regresyon analizi yöntemi kullanılmıştır ve anlamlı bir regresyon denklemi elde edilmiştir. Bulgular, utangaçlığın atılganlığı anlamlı ve negatif bir şekilde yordadığını gösterirken, olumsuz değerlendirilme korkusunun atılganlık için anlamlı bir yordayıcı olmadığını ortaya koymuştur. Demografik değişkenler incelendiğinde, atılganlık ile hem cinsiyet hem de sınıf düzeyi arasında anlamlı bir ilişki saptanmıştır. Elde edilen bulgular ilgili alanyazın ışığında tartışılmıştır.

Anahtar kelimeler: atılganlık, utangaçlık, olumsuz değerlendirilme korkusu, ergenlik, lise öğrencileri.

To my family...

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TABLE OF CONTENT

PLAGIARISM	iii
ABSTRACT	iv
ÖZ	v
DEDICATION	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENT	viii
LIST OF TABLES	xi
LIST OF FIGURES	xii
CHAPTER	
1. INTRODUCTION	1
1.1 Background of the Study	1
1.2. Purpose of the Study	4
1.3. Significance of the Study	4
1.4. Definition of Concepts	5
2. LITERATURE REVIEW	7
2.1. Conceptualization of Assertiveness	7
2.2. Research on Assertiveness	11
2.3 Research on Assertiveness in Turkey	14
2.4 Conceptualization of Shyness	16

2.5 Research on Shyness	21
2.6. Research on Shyness in Turkey	22
2.7. Conceptualization of Fear of Negative Evaluation	25
2.8. Research on Fear of Negative Evaluation	28
2.9. Research on Fear of Negative Evaluation in Turkey	30
2.10. Summary of Literature Review	32
3. METHOD	33
3.1. Research Design	33
3.2. Participants and Sampling	34
3.2.1. Demographic Characteristic of Participants	34
3.3. Data Collection Instruments	35
3.3.1 Demographic Information Form	35
3.3.2. Scale for Interpersonal Behavior (SIB)	36
3.3.3. Shyness Scale	36
3.3.4. Brief Fear of Negative Evaluation Scale (BFNE)	37
3.4. Data Collection Procedure	37
3.5. Description of Variables	38
3.6. Data Analysis	39
3.7. Limitations of the Study	39
4. RESULTS	40
4.1. Missing Data Analysis	40
4.2 Assumptions of the Multiple Regression Analysis	40
4.2.1. Multivariate Outliers	41
4.2.2. Normally Distributed Errors	41
4.2.3. Homoscedasticity	42

4.2.4. Independence of Errors	43
4.2.5. Linearity	43
4.2.6. Multicollinearity	44
4.2.7. Multivariate Normality	44
4.3. Descriptive Statistics of Variables of the Study	46
4.4. Preliminary Analyses	48
4.5. Bivariate Correlations among Study Variables	49
4.6. Results of Multiple Regression Analysis	50
5. DISCUSSION	51
5.1 Discussion of the Findings	51
5.2. Implications for Practice	55
5.3. Recommendations for Future Studies	57
REFERENCES	59
APPENDICES	
APPENDIX A. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE	83
APPENDIX B PARENT INFORMED CONSENT FORM	84
APPENDIX C STUDENT INFORMED CONSENT FORM	85
APPENDIX D. DEMOGRAPHIC INFORMATION FORM	86
APPENDIX E. SAMPLE ITEMS FROM SCALE FOR INTERPERSONAL BEHAVIOR	87
APPENDIX F. SAMPLE ITEMS FROM SHYNESS SCALE	88
APPENDIX G. SAMPLE ITEMS FROM BRIEF FEAR OF NEGATIVE EVALUATION SCALE	89
APPENDIX H. TURKISH SUMMARY / TÜRKÇE ÖZET	90
APPENDIX I. THESIS PERMISSION FORM / TEZ İZİN FORMU	104

LIST OF TABLES

Table 3.1 Demographic Characteristics of Participants of the Study	35
Table 4.1 Skewness and Kurtosis	44
Table 4.2 Means and Standard Deviations of Predictor and Criterion Variables ..	47
Table 4.3 Criterion Variable Scores with Regard to Demographic Variables	48
Table 4.4 Bivariate Correlations among the Variables of the Study	49
Table 4.5 Summary of Regression Analysis for Variables Predicting Assertiveness	50

LIST OF FIGURES

Figure 1. Histogram showing distribution of standard residuals	42
Figure 2. P-P plot showing normality of standard residuals	42
Figure 3. The scatterplot of regression standardized predicted values	42
Figure 4. Scatterplots of residuals	43
Figure 5. Histogram for assertiveness	45
Figure 6. Histogram for shyness	45
Figure 7. Histogram for fear of negative evaluation	45
Figure 8. Q-Q Plot of assertiveness	46
Figure 9. Q-Q Plot of shyness	46
Figure 10. Q-Q Plot of fear of negative evaluation	46

CHAPTER 1

INTRODUCTION

1.1. Background of the Study

Human beings are born as social creatures. In all phases of life, social interactions with others is valuable because all individuals have a need and desire to belong and involve in relationships. As it is stated by Baumeister and Leary (1995), humans are driven to establish and retain positive, permanent, and important interpersonal relationships.

The focus of social interactions differs in terms of developmental periods. For instance, the content of adults' and children's social interaction cannot be the same. While considering adolescence period, peer interaction becomes a primary issue. One of the typical features of adolescence is complicated social interactions with peers (Lodder, Goossens, Scholte, Engels, & Verhagen, 2016). In this respect, adolescents try to interact with their peers based on several motives such being accepted, admired and socially satisfied.

In order to form healthy relationships with peers and others, adolescents need to learn and display appropriate social skills. Assertiveness as a crucial social skill enables adolescents to maintain adequate interpersonal relationships by displaying appropriate social behaviors. Adolescents who have lower social skills are likely to encounter difficulties in establishing and maintaining interpersonal relationships.

Interpersonal relationships are shaped based on three behavioral patterns called as shyness, assertiveness, and aggressiveness (Torucu, 1994). Alberti and Emmons (2017) assertiveness includes behaviors which are performed for one's own best interests without having extreme anxiety or ignoring the rights of others. On the other hand, shyness and aggressiveness have distinctive features. Shy individuals avoid expressing their thoughts, feelings or needs, whereas aggressive individuals are the ones who make choices for others impulsively (Mc. Whirter & Voltan-Acar, 2005). However, the assertive ones are able to express themselves and practice their rights without violating the personal boundaries of others.

Assertiveness with diverse variables such as self-esteem (Sert, 2003), subjective well-being (Paezy, Shahraray, & Abdi, 2010), stress (Eldeeb, Eid, & Eldosoky, 2014), and personality traits (Sims, 2017) is subject to many studies in the literature. In the present study, shyness and fear of negative evaluation are handled as two variables which may have significant associations with assertiveness since, results of several previous studies display correlations of these variables with assertiveness (Lefevre & West, 1981; Kirst, 2011; Khazaie, Shairi, Heidari-Nasab, & Jalali, 2014).

Buss (1980) defined shyness as one's anxiety in social relationships. Then, Leary (1986) described shyness as avoidance of interpersonal communications. On the other hand, Watson and Friend (1969) identified fear of negative evaluation in four dimensions as: anxiety due to others' evaluation, feeling stressful about negative evaluations, avoidance of situations including evaluation, and generating assumptions about others' evaluations. Therefore, both shyness and fear of negative evaluation can emerge in social environments and might influence interpersonal relationships in a negative way. There are various studies in the literature searching for the relationship between assertiveness and shyness. Khazaie et al. (2014) studied shyness among high school students having different levels of assertiveness. Results of their study revealed that students having higher levels of assertiveness had lower levels of shyness. Kirst (2011) also investigated the association between assertiveness and shyness. There was a negative

correlation between the variables as higher scores of assertiveness were associated with lower scores of shyness.

In terms of the association between assertiveness and fear of negative evaluation, there are limited number of studies compared to those related to shyness. For instance, a positive correlation between fear of negative evaluation and communication reticence was found in a study which investigated the relationship among personality traits, fear of negative evaluation and communication reticence (Hazel, Keaten, & Kelly, 2014). Also, Erdoğan and Uçukoğlu (2011) found a negative relationship between assertiveness and fear of negative evaluation in elementary school student sample. Although these studies emphasize a correlation between these variables, there may be a gap in the literature to show a direct relationship between assertiveness and fear of negative evaluation among adolescents. Based on the review of literature, it is possible to state that studies on assertiveness and fear of negative evaluation among adolescents is limited. Hence, it might be fruitful to focus on this relationship in this study.

As an example of the relationship among three variables of the study, Kirst (2011) conducted a research with undergraduate university students. Results showed a negative correlation between assertiveness and shyness and also between assertiveness and fear of disapproval. The fact is that separate studies present the relationship between assertiveness and shyness, assertiveness and fear of negative evaluation and shyness and fear of negative evaluation. However, there are not any other studies investigating these variables all together. Although researchers focus on the relationship between bivariate correlations of the study variables, these studies are mostly conducted with university students and adults (Lefevre & West, 1981; Alizadeh, Kakabraee, Ahmadian, & Yousefi, 2013). Thus, gaining current knowledge about the predictors of assertiveness in adolescence might be valuable. Also, results of this study may guide counselors and field specialists working on the social skills of high school students. Helping individuals acquire and improve their social skills is one of the mission of guidance and psychological counseling.

1.2. Purpose of the Study

There are several factors which have impacts on being assertive. Shyness and fear of negative evaluation are examined in this study as possible factors to influence assertiveness. In this respect, the main purpose is to investigate the relationship amongst assertiveness, shyness and fear of negative evaluation with adolescents. Specifically, the role of shyness and fear of negative evaluation in predicting assertiveness levels of high school students is explored. Secondly, examination of the relationship between assertiveness and both gender and grade level of the students is aimed. The following research questions are handled for these purposes:

1. To what extent do shyness and fear of negative evaluation predict assertiveness in high school students?
2. Is there a significant relationship between assertiveness and gender of the high school students?
3. Is there a significant relationship between assertiveness and grade level of the high school students?

1.3. Significance of the Study

Humans are social beings driven to interact with others. They need to acquire social skills to have effective social interactions. When people have adequate social skills, they can express themselves and exercise their personal rights (Alberti & Emmons, 2017).

Even though relationships with others have an important place at all ages, adolescents especially need to acquire complex set of social skills to interact with their peers in a mutual way (Sert, 2003). The ones who are competent at social skills are able to build healthy and effective relationships. As a social skill, assertiveness allows individuals to express their thoughts, feelings and needs as well as defend their rights without ignoring others' boundaries (Ateş, 2015).

In adolescence and also later in adult life, young people may encounter situations in which they should perform assertiveness skill. For example, they need to respond to someone who violates their rights or ask someone's help. In situations like these, responding appropriately to others has a significant place in social relationships.

Making effective decisions on how to behave in social environments should be learnt by young individuals within diverse behavioral patterns. Strengthening the youth with knowledge and understanding about appropriate behavioral patterns is necessary. Guiding young individuals to make them show appropriate social behaviors should be preferred instead of leaving them to find their own behavioral pattern in adulthood.

In this context, gaining an understanding of the factors which influence assertive behavioral pattern seems significant. That is why, assertiveness, shyness and fear of negative evaluation are chosen as subjects to investigate with high school students in the current study. Adolescent sample is pointed because a variety of similar studies have been conducted mainly with university students and adults (Lefevre & West, 1981; Alizadeh et al., 2013).

Moreover, many high school students apply to guidance and psychological counseling center for concerns related to social skill deficiencies based on the information received from the counselors working in the field. Students consult for subjects such as feeling of shyness, not being able to say no and the desire to express oneself adequately. Therefore, this study might shed light on high school students' needs concerning assertiveness skill.

1.4. Definition of the Concepts

Assertiveness: A person's ability to act in his/her own best interest, ability to defend and practice personal rights and express thoughts, feelings, and needs without ignoring others' rights (Alberti & Emmons, 2017).

Shyness: A person's reactions of tightness, anxiety, feeling of inconvenience and discomfort and, reluctance to make eye contact and inhibitedness in the expected social behaviors (Cheek & Buss, 1981).

Fear of Negative Evaluation: A person's concerns related to others' evaluation, being stressful about others' negative evaluation, avoidance of evaluative circumstances and belief that others evaluate oneself in a negative way (Watson & Friend, 1969).

CHAPTER 2

LITERATURE REVIEW

This chapter consists of conceptualization and research literature relevant to assertiveness, shyness, fear of negative evaluation, and their relationships with the alignment of the research questions of the study.

2.1. Conceptualization of Assertiveness

Humans as social creatures have a need to be in the relationships with others. In order to satisfy this need, they should obtain and display social skills, since social skills enable individuals to establish healthy interpersonal relationships. Herein, social skills refer to a broad range of terms which include a variety set of redundant skills.

Social skills are defined as learned and socially allowable behaviors that individuals show while interacting with others (Gresham, Elliott, Vance, & Cook, 2011). According to Gresham and Elliot (1993), there are five main assumptions for conceptualization of social skills. Firstly, social skills are mainly obtained via learning. Secondly, social skills are associated with behaviors which are specific, discrete, verbal, and nonverbal. Third, social skills are based on both suitable behavioral attempts and interactions. Fourth, social skills are interactive and require effective behavioral practices. Lastly, social skills are particular behaviors

shaped in terms of social situations and affected by the characteristics, demands, and expectations of social environments. Assertiveness considered under the umbrella of social skills, provides opportunity to establish and maintain effective social relationships. Assertive individuals are able to express their thoughts, feelings and needs by showing respect to others' rights, ideas and emotions (Ateş, 2015).

Assertiveness was first defined by Wolpe and Lazarus (1966) as all socially allowable expressions of personal rights and feelings. In order to create a more behavioral definition, Alberti and Emmons (2017) indicated that assertive people are able to behave in their own best interests without having extreme anxiety or ignoring rights of others. Hence, assertiveness includes expression of one's own rights, feelings and thoughts by regarding others' ideas and rights. In other words, the main focus in assertiveness is establishing a mutual relation with someone else.

Being assertive consists of several components. First, it is based not only on self-respect but also on respecting others. Second, it is about the belief that one's own thoughts and feelings are as valuable as someone else's. Third, it is related to a person's own needs and desires as well as his/her consideration of others' wants. Next, it is the ability of expressing oneself clearly, directly and suitably. Also, it provides opportunity to appreciate oneself by identifying one's own strengths and weaknesses. Then, being assertive is being responsible for one's own life and decisions (Rees & Graham, 2003).

In addition to these components, assertiveness is addressed in terms of response classes in the existing literature. Seven response classes are divided into two categories as negative and positive response classes for assertiveness. Negative response class consists of expressing distinctive ideas, demanding behavior change from others and rejecting irrational requests. On the other hand, positive response class consists of accepting personal weaknesses, providing and receiving compliments, starting and continuing interactions and conveying positive feelings to others (Sert, 2003).

In order to conceptualize assertiveness, behavioral descriptions are required as well. Individuals display three main behavioral patterns when they express their thoughts and feelings in social settings. These patterns are called assertiveness, shyness and aggressiveness (Torucu, 1994). When these patterns are considered in a linear line, shyness and aggressiveness constitute the edges of the line, while assertiveness is in the middle (Voltan-Acar, Arıcıoğlu, Gültekin, & Gençtanırım, 2008). Responses given in accordance with these three behavioral patterns have distinctive features. Firstly, shy responses include bashful expressions of thoughts, feelings or rights which can be ruled out. Individuals driven by shy behavioral pattern might avoid social encounters. If shy individuals existed in a social environment, they could be apathetic or unresponsive (Thomas, 2007). Therefore, shy responses are constituted to prevent conflicting social situations. Second, aggressive responses include menacing expressions articulated loudly and challengingly. Individuals driven by aggressive behavioral pattern tend to invade others' rights and attack their integrity (Thomas, 2007). Therefore, aggressive responses are constituted in order to gain self-interest over someone else's needs or rights. Above all, assertive responses include genuine expressions consisting of personal thoughts, feelings and desires. Individuals driven by assertive behavioral pattern protect and exercise their rights by considering others' stance. Equal relationships are valued instead of hurting someone or to be hurt (Thomas, 2007). Therefore, assertive responses are constituted to form mutual and equal relationships with others.

Although each behavioral pattern has unique characteristics, aggressiveness and assertiveness are regarded as two mixed concepts in the literature. These concepts differ in several ways. In aggressiveness, the only concern is the person himself/herself without respecting others. However, there is a sincere concern for everyone's needs and rights in assertiveness. Also, while personal rights are protected, feelings, thoughts and needs are expressed. All of these are performed by respecting other people's rights and needs (Alberti & Emmons, 2017).

Apparently, all three behavioral patterns have different characteristics. They are determinative of how people respond to others. Assertiveness is the behavioral

pattern enabling appropriate social relationships with others. Assertiveness also refers to the most suitable response form located in the mid-point between shyness and aggressiveness. Therefore, the skill of assertiveness can be accepted as one of the major determinants in the relationships since it defines the way how people express themselves to others adequately (Aydın, 1991).

In all phases of life, establishing relationships is integral. It becomes a developmental task in adolescence by the need of building and maintaining suitable relationships with peers. Adolescents with the skill of assertiveness do not have much difficulty in forming relationships. However, the ones who lack of this skill might face with academic, social and psychological problems (Ateş, 2015). For instance, their opportunities to establish and maintain the relationships might be restricted both in number and quality (Lodder et al., 2016). The negative outcomes of social conditions might reflect to academic and personal development negatively.

Besides, adolescents try to adjust their social environment in parallel with identity formation. If adolescents experience inadequate social support or observe socially wrong behaviors during identity formation, they cannot exhibit socially responsible behaviors. Thus, modeling and teaching socially appropriate behaviors to adolescents is critical (Arslantaş, Adana, & Şaşmaz, 2013).

Therefore, adolescents need to gain the skill of assertiveness to establish mutual, equal and healthy relationships with others. If these young individuals gain assertiveness skill, they might become happier, fairer, less self-interested and have higher subjective well-being in adulthood (Gökalan, 2000). Factors influencing the skill of assertiveness in adolescence should be taken into consideration to prevent possible relationship problems before moving to adulthood.

2.2. Research on Assertiveness

Assertiveness has been subject to many studies in the existing literature, and various factors that influence the skill of assertiveness are investigated. Personality traits are one of the outstanding variables that have impacts on assertiveness. Already, assertiveness is regarded as an improvable personality trait. Its relation with other personality traits such as extraversion, neuroticism, conscientiousness and shyness explored in the literature (Kirst, 2011; Bagherian & Mojambari, 2016; Avşar & Alkaya, 2017). Sims (2017) investigated the correlation between assertiveness and major personality traits among adults. Results showed that extraversion was the strongest predictor of assertiveness while neuroticism correlated negatively with assertiveness. However, no relationship was found between agreeableness and assertiveness. Similarly, Bagherian and Mojambari (2016) focused on the relationship between assertiveness and some Big Five personality traits. While there was a negative relationship between neuroticism and assertiveness, a positive relationship between extroversion and assertiveness and also conscientiousness and assertiveness was found. In general, studies in the literature revealed positive relationship between assertiveness and extraversion as well as between assertiveness and conscientiousness, whereas assertiveness and neuroticism correlated negatively.

As another remarkable personality variable, shyness is also included in the studies of assertiveness. A direct relationship between these variables was seldom examined. Mostly, there were studies investigating the effects of assertiveness training on shy individuals. In these studies, the assumption was that the more individuals learnt to be assertive, the less they might display shy behaviors. For instance, Avşar and Alkaya (2017) performed a study with shy children, during children received assertiveness training. After the training, children showed improvements in establishing effective social interactions and assertive behaviors. Also, findings of an experimental study conducted with university students revealed that assertiveness skill training was beneficial for students to cope with shyness since their level of shyness decreased compared to control group of the study who did not take the same training (Alizadeh et al., 2013).

There are also a few studies in the literature focusing on the direct relationship between assertiveness and shyness. Kirst (2011) investigated this association on university students. Negative correlation between the variables was found as higher scores of assertiveness were associated with lower scores of shyness. In another study, the relationship among shyness, social anxiety and assertiveness was investigated with high school students having different levels of assertiveness. Results showed that students who had higher levels of assertiveness reported lower levels of shyness and social anxiety compared to low and moderate levels of assertive students (Khazaie et al., 2014). Similarly, Tagay, Önen and Canpolat (2018) revealed a negative relationship between social anxiety and assertiveness among high school students.

Self-esteem is another variable found related to assertiveness in the literature. In a study conducted with university students, the students' self-esteem and assertiveness levels were examined. There was a positive correlation between these variables indicating that when students' self-esteem level increased, their assertiveness level increased too (Karagözoğlu, Kahve, Koç, & Adamişoğlu, 2008). There are several other studies resulting in a positive correlation between assertiveness and self-esteem (Ünal, 2012; Sarkova, 2013). Moreover, some studies in the literature focused on the effects of assertiveness training on self-esteem. For instance, Shimizu, Kubota, Mishima and Nagata (2004) designed an assertiveness training for nurse participants. After the training, self-esteem levels of the participants increased.

Also, fear of negative evaluation and assertiveness are handled together in some studies. In the study of Lefevre and West (1981), a negative relationship between these variables was found. According to the study, fear of negative evaluation indicated a belief about being evaluated negatively by others. That finding was supported by Orenstein, Orenstein, and Carr's (1975) study results demonstrating a negative relationship between assertiveness and fear of being evaluated negatively.

The relationship between assertiveness and depression is another subject of interest in the literature. Segal (2005) looked for a correlation between these

variables on nursing home residents. Results showed a significant negative correlation between the variables in the chosen sample. In the study of Cerolini, Devoto, Ballezio and Lombardo (2017), university students were chosen to investigate the relationship between assertiveness and depression. As a result, a significant negative correlation was observed. Additionally, researchers concluded that learning to display assertive behaviors can build protective effects and might decrease the severity of depression. In this respect, there are studies in the literature to examine the effectiveness of assertiveness training on depression. For example, high school students received assertiveness training, and its effectiveness on several psychological conditions were evaluated. Results displayed that receiving assertiveness training reduced students' depression, anxiety and stress (Eslami, Rabiei, Afzali, Hamidizadeh, & Masoudi, 2016). Another study reached a similar result that participating in assertiveness training was beneficial in decreasing depression levels of undergraduate students (Jeludar, Gatab, Shayan, & Shabani, 2011).

Moreover, Parray and Kumar (2017) designed a comprehensive study to discover the effectiveness of assertiveness training on self-esteem, stress, psychological well-being and academic achievement in an adolescent sample. After receiving assertiveness training, students' self-esteem levels increased. Also, the training was found effective in improving psychological well-being and academic achievement as well as in decreasing stress levels of the adolescents. Similarly, Paezy et al. (2010) investigated the effects of assertiveness training on subjective well-being and academic achievement of middle school students. The training was found beneficial in increasing both subjective well-being and academic achievement.

In terms of the relationship between assertiveness and demographic variables, studies including gender, age and socio-economic status exist in the literature. Kimble, Marsh and Kiska (1984) investigated the differences of assertiveness levels among undergraduate students related with their gender and age. Results showed that male participants were more assertive than females whereas older students were more assertive than younger ones. On the other hand, Tan and

Aldemir (2012) conducted a study among high school students to discover the relationship between assertiveness and some demographic variables. Although the researchers hypothesized that male students tend to have higher assertiveness levels, results did not exhibit a significant correlation between students' gender and assertiveness. Also, age differences of the students and their assertiveness levels did not correlate with each other. Tatar (2018) and Parmaksız (2019) reached the same result in their studies conducted among university students. Assertiveness levels of the students did not correlate with their gender.

In addition, Kılıç (2009) examined assertiveness based on the grade level and socio-economic status of high school students. Results revealed that 11th grade students were more assertive than 9th graders. Also, students coming from middle and upper socio-economic levels reported significantly higher scores in assertiveness compared to low socio-economic level students. As a subsequent study, Kaya and Karaca (2018) explored the relationship between assertiveness and grade levels of high school students. As a result, assertiveness scores of 12th grade students were found significantly higher than 9th grade students. Therefore, the literature presents contradictory findings regarding the relationship between assertiveness and demographic variables. Some of the studies reveal a significant correlation (Feingold, 1994), whereas some others indicate no significant relationship between these variables (Tan & Aldemir, 2012; Tatar, 2018).

2.3. Research on Assertiveness in Turkey

There are quite a lot studies dealing with assertiveness in the Turkish literature. The nature, effects and consequences of assertiveness are explained in relation to several variables such as social anxiety (Tagay et al., 2018), problem-solving skill (Güven, 2010), self-esteem (Uğurluoğlu, 1996), stress (Ekinci, Şahin-Altun, & Can, 2013), assertiveness training (Keser & Barlas, 2014), and various demographic variables (Voltan-Acar et al., 2008).

Social anxiety has an important place in the Turkish literature on assertiveness. For example, Tagay et al. (2018) examined assertiveness to explain the predictors of social anxiety among adolescents. As a result, assertiveness was not found as a significant predictor of social anxiety. However, Parmaksız (2019) revealed that assertiveness predicted social anxiety on an adult sample. Diversity in these findings may be based on the developmental differences of the chosen samples.

Problem-solving skill is another variable studied in relation to assertiveness. Güven (2010) analyzed the relationship between undergraduate students' levels of assertiveness and problem-solving skill. When assertiveness levels of the students increased, their problem-solving skills strengthened. Similarly, Özbulak, Aypay and Aypay (2011) found a positive correlation between assertiveness level and problem-solving skill in their study conducted among high school students.

Self-esteem and stress are also studied in several assertiveness studies. For instance, Uğurluoğlu (1996) designed a study to examine adolescents' levels of assertiveness and self-esteem. Increases in self-esteem had positive effects on assertiveness levels. On the other hand, Ekinçi et al. (2013) examined the level of coping with stress and assertiveness in undergraduate university students. Results showed that when the level of coping with stress increased, assertiveness levels increased too. Hence, improvements in both self-esteem and coping with stress influence assertiveness positively.

Furthermore, there are studies in the Turkish literature to explore the effectiveness of assertiveness training. As an example, Keser and Barlas (2014) organized an assertiveness training to examine its effectiveness on the self-esteem and assertiveness levels of adolescents with physical disability. Pre-test and post-test measurement tools were used for both the study and control groups. After an eight-week assertiveness training, assertiveness and self-esteem levels of the adolescents increased significantly. Similarly, Çeçen-Eroğul and Zengel (2009) designed a study to present the effectiveness of assertiveness training on adolescents' assertiveness level. The training was conducted for twelve weeks for the experiment group of the study, whereas the control group did not receive any

training. As a result, assertiveness training improved adolescents' assertiveness level, since there was an increase in the assertiveness scores of the experiment group.

Lastly, many studies focusing on the effects of demographic variables on assertiveness exist. Şenol, Akyol and Can-Yaşar (2018) evaluated assertiveness levels of teacher candidates based on their gender, age, department, family type, birth order and perceived communication level with friends. Study results demonstrated that participants' assertiveness levels differed significantly in terms of their age, department, family type and communication styles. However, their assertiveness levels did not change significantly in terms of their gender and birth order differences. Similarly, Uzuntarla, Cihangiroğlu, Ceyhan and Uğrak (2016) examined university students' assertiveness levels in terms of their socio-demographic characteristics. As a result, the ones having friends from the opposite sex and coming from a family with higher income levels were more assertive. Another study examined assertiveness levels of the university students in terms of their gender, university entrance points, hometown and mother-father attitudes. Results showed that there was not a significant correlation between students' assertiveness levels and gender, university entrance points and hometown. However, there was a significant relationship between parental attitude and assertiveness level indicating that the students whose parents had democratic parental attitude reported higher assertiveness scores (Voltan-Acar et al., 2008).

2.4. Conceptualization of Shyness

Some individuals are talented in forming social relationships. For others, it may be difficult and they might avoid social interactions. These ones might feel very anxious, fearful and withdrawn so that their ability of forming relationships gets very restricted (Koydemir, 2006). When these kinds of negative feelings and avoidance behaviors are observed in social encounters, social anxiety may show itself. In the literature, social anxiety substitutes for several labels such as shyness,

dating anxiety, speech anxiety, and shame. Among them, shyness is regarded as a form of social anxiety in which both constructs have the characteristics of wariness, timidity and psychological uncomfortableness (Koydemir, 2006).

Even though some researchers believe that social anxiety and shyness overlap, they differ in several ways. Social anxiety is an evaluation anxiety revealing in the possibility and existence of interpersonal relationships. Shyness, on the other hand, consists of both affective and behavioral components that individuals display for interpersonal inhibition (Leary & Kowalski, 1997). Also, Asendorpf (1990) and Cheek and Buss (1981) proposed shyness as a personality trait that describes inhibition and feeling of discomfort in social situations consisting of unfamiliar people.

Besides, according to Diagnostic and Statistical Manual of Mental Disorders 5, social anxiety is a disorder defined as feelings of anxiety and discomfort in social encounters due to possibility of being embarrassed, humiliated, and getting rejected (American Psychiatric Association, 2013). Since, social anxiety is included in Mental Disorders Manual, it needs clinical treatment. However, shyness is not a disorder and clinical treatment is not necessary. Both in shyness and social anxiety, people feel discomfort and are motivated to avoid social interactions. However, social anxiety does not always result in shy behaviors. Also, different factors such as socio-economic status or cultural norms may lead people to show shy behaviors, which are not related to social anxiety (Henderson, Gilbert, & Zimbardo, 2014).

There are three categories in the literature to conceptualize shyness. In the first category, shyness is a subjective experience characterized by worry and unease during interpersonal interactions. This conceptualization is used while mentioning “feeling of shyness” in daily language (Leary, 1986). Therefore, this category of conceptualization refers shyness as a social phenomenon.

In the second category, shyness constitutes a behavioral component including inhibition, taciturnity, and avoidance. Pilkonis (1977) described shyness as the disposition of avoiding social relationships and the failure of engaging in social

environments. Therefore, this category of conceptualization ignores affective perspective of shyness and focuses directly on behavioral component.

Associated with the third category, some researchers stated that affective experience and overt behaviors of shyness were related but they did not refer to the same thing (Leary, 1986). Thus, previous two conceptualizations come short in terms of either focusing on affective or behavioral dimensions. In this respect, Leary (1986) indicated that shyness needs to be described based on both social anxiety and inhibition behavior. Then, he defined shyness as an affective and behavioral syndrome addressed by both social anxiety and interpersonal inhibition in the presence of others or the possibility of others' evaluation. Therefore, social anxiety and interpersonal inhibition are complementary constructs for each other in the conceptualization of shyness.

Moreover, types of shyness exist in the literature to demonstrate particular characteristics of shy people. Buss (1986) indicated two types of shyness as fearful (early developing) shyness which reveals in the first year of life, and self-conscious (later developing) shyness which reveals in the four or five years of life. While fearful shyness is in relation to primitive self, self-conscious shyness does not appear till the sense of oneself as a social being is formed (Schwarzer, 1986). Additionally, fearful shyness is related to genetics whereas self-conscious shyness is related to self-awareness and concerns about oneself and others (Buss, 1986).

Pilkonis (1977) also asserted two types of shyness called private and public shyness. These types distinguish in terms of five main categories: subjective uncomfortableness in social interactions, fear of negative evaluation, inhibition of social encounters, deficiency in responding suitably and inappropriate behaviors of responding. First two categories fall under the private shyness whereas the last three of them are associated with public shyness. Hence, private shyness is related to individuals' own concerns about social interactions, whereas public shyness is related to how they reflect their own concerns to others.

Furthermore, it is important to specify how shy individuals respond in social encounters. Response classes of shyness are divided into three categories as

affective, behavioral and cognitive responses. First, Cheek and Briggs (1990) indicated that shy individuals display affective responses of being aroused and dreadful. They also experience physiological symptoms like gastric problems, tachycardia, perspiration and blushing. These affective responses may differ in the severity from person to person. Second, Watson and Friend (1969) identified that shy individuals exhibit behavioral responses of inhibition and disengagement. These behaviors are displayed to cope with concerns related to social situations. Thus, shy individuals try to avoid social encounters as a coping mechanism. Third, Cheek and Melchior (1990) stated that shy individuals produce cognitive responses of negative adjectives to describe oneself, fear of negative evaluation, perception to be evaluated negatively, and contempt of one's own social skills.

These three responses of shyness are causes or outcomes of each other. There are studies in the literature supporting that behavioral consequences of shyness could be resulted from affective and cognitive processes. As an example, Pilkonis (1977) stated that when there is an interpersonal encounter, shy individuals show great effort to escape in order to prevent negative thoughts and feelings. Certainly, every shy individual does not perform all three response classes. As the frequency of responses might differ, individuals may display one or more response class. However, affective, cognitive and behavioral responses take joint action in general (Dill & Anderson, 1999). Therefore, anxiety, negative thoughts and behavioral inhibition follow each other in the shyness response cycle for the majority.

In addition to the types and response classes, several variables were examined in terms of the similarities and differences with shyness. Embarrassment is one of the prominent variable. Even though shyness and embarrassment are regarded as synonymous in some studies, they are handled as different constructs in general. Shyness is a personality trait in which people choose to avoid exposure of social interactions, whereas embarrassment is a feeling revealing when someone avoids intervening personal boundaries of others (Crozier & Crozier, 1990). Hence, shyness is a personality trait with affective and behavioral perspectives occurring during social encounters. However, embarrassment refers to an affective perspective since it is an emotion felt in specific social situations.

Sociability is another outstanding variable explored in shyness studies. Cheek and Buss (1981) described sociability as the disposition to mingle with others and desire to have people around. The same researchers defined shyness as the feeling of uncomfortableness or inhibition experienced with regard to social interactions. While sociability refers to a need of being with others, shyness refers to the avoidance in the presence of others. Several researchers investigated the relationship between these constructs. The study results mainly showed a negative relationship between shyness and sociability (Chan, 2011; Poole & Schmidt, 2019).

In terms of shyness and introversion, although these constructs are used interchangeably in daily language, they are distinct terms. Zimbardo (1977) explained the difference between shyness and introversion in terms of a continuum. “Largely introverts” place at one edge of the continuum. These ones value privacy and choose not to affiliate with others. “Generally shy” individuals place at the middle of the continuum. They do not have appropriate social skills or self-confidence for social interactions. At the other edge of the continuum, “chronically shy” individuals place. They have extreme fear of being with others and worry when they need to perform something in front of others.

Lastly, when shyness appears is a controversial issue. Some researchers believed that shyness is an inborn characteristic whereas others supported that it is created through learning and experience. No matter when shyness arises, it plays an important role for social relationships in all phases of life. Considering adolescence, shyness is seen compelling. Adolescents experience significant changes while reaching puberty. Not only physical changes but also changes in the social roles and relationships influence how adolescents think, feel and behave. Zimbardo, Pilkonis and Norwood (1975) conducted a study called Stanford Shyness Survey to examine how people from different ages perceive themselves on shyness. Elementary school students, adolescents and adults were the participants of the study. With 54 % ratio, adolescents perceived themselves shy in the highest rank. It was 38 % for elementary school students and 40 % for adults.

2.5. Research on Shyness

Social anxiety is one of the outstanding variables in shyness studies and there are several studies focusing on their relationship. For instance, Chavira, Stein and Malcarne (2002) examined the relationship between shyness and social anxiety by comparing shy and normative samples. Results showed that shyness and social anxiety were related but they did not refer to the same thing. Even though an individual was found shy, it was not necessary to be diagnosed as socially anxious. Similarly, Heiser, Turner and Beidel (2003) investigated the relationship between these variables. Although findings of the study revealed that social anxiety level was higher in shy people, majority of the shy people were not found as socially anxious.

Then, the literature includes some studies relating shyness with low social skills. Shyness and social skills deficit have common features such as poor eye contact and difficulty in initiating conversation (Chavira et al., 2002). In the study of Matsushima, Shiomi and Kuhlman (2000), shyness and social skill measurement tools were implemented to university students. As a result, shyness scores correlated negatively with social skills scores. Hence, higher shyness levels were associated with lower social skill levels.

Loneliness is another variable studied to examine the relationship with shyness. Shy and lonely individuals have common characteristics of lower social skills and negative affect (Hampes, 2005). Accordingly, several studies present positive relationship between these variables in the literature. For instance, Baş (2010) examined shyness and loneliness levels of elementary school students. As a result, a positive relationship between the variables was found. In a similar study performed with high school students, there was a significant positive correlation between shyness and loneliness (Huan, Ang, Chong, & Chye, 2014).

There are also studies revealing a correlation between shyness and self-esteem. For example, Göçmen (2012) examined the relationship between these variables with university students. Results showed that students with higher self-esteem levels reported lower scores in shyness. Similarly, Tackett, Nelson and Busby (2013)

reached the same result in their study conducted with couples. The higher levels of shyness were related to lower self-esteem levels in the sample.

Furthermore, shyness and problematic internet use are addressed together in some of the studies. Results of these studies present a significant positive relationship (Ebeling-Witte, Frank, & Lester, 2007). Chak and Leung (2004) investigated whether internet use and shyness are related constructs. As a result, shy individuals were reported as higher in tendency to become addicted to Internet. Also, Eldeleklioğlu and Vural (2013) and Odacı and Çelik (2013) reached the same results among high school student and university student samples. Results of the both studies revealed a positive relationship between problematic internet use and shyness.

Besides, many personality studies focus on the relationship between shyness and introversion and between shyness and neuroticism. Ebeling-Witte et al. (2007) reached that both introversion and neuroticism correlated significantly with shyness. Also, Afshan, Askari, and Manickam (2015) examined university students on their levels of shyness, introversion and neuroticism. Results of the study presented that higher scores in shyness correlated significantly with higher introversion and higher neuroticism scores.

As another personality trait, sociability correlates negatively with shyness. Chan (2011) revealed a significant negative correlation between the variables in university students, indicating that increases in shyness levels of the students resulted in decreases in their sociability levels. Poole and Schmidt (2019) found the same result in their study conducted with school-age children. It was reported that shy children were less sociable and also more socially anxious.

2.6. Research on Shyness in Turkey

Self-esteem (Yüksel, 2002), creative drama (Karadeniz & Tepeli, 2019), fear of negative evaluation (Koydemir & Demir, 2008), perceived parental attitudes

(Hamarta, Baltacı, Üre, & Demirbaş, 2010), and several demographic variables (Erol & Avcı-Temiz, 2015) are examined with shyness in the Turkish literature.

Self-esteem is an outstanding variable to study with shyness. The literature shows that shy individuals have lower levels of self-esteem. As an example, factors related to shyness levels of university students were investigated in the study of Yüksel (2002). Results revealed that self-esteem correlated negatively with shyness and it was a significant predictor of shyness. The researcher further supported these findings by another study conducted with university students (Yüksel, 2005). Regression analyses revealed that self-esteem was a significant negative predictor of shyness.

Koydemir (2006) also aimed to investigate predictors of shyness among university students. Several variables were tested in the study through self-report measures. As a result, positive predictors of shyness were found as fear of negative evaluation and socially-prescribed perfectionism while negative predictors were self-esteem and perceived social skills. Additionally, the role of fear of negative evaluation and self-esteem on shyness levels of undergraduate students was investigated in the study of Koydemir and Demir (2008). There was a significant relationship between fear of negative evaluation and shyness and between self-esteem and shyness. The results of regression analysis demonstrated that fear of negative evaluation and self-esteem were both significant predictors of shyness while self-esteem was the strongest one.

Parental attitude is another variable studied with shyness. In a study, high school students' shyness levels in terms of their perceived parental attitudes were examined. Results demonstrated that students' level of shyness differed significantly based on their perceived parental attitudes (Hamarta et al., 2010). The shyness scores of students who perceived that their parents had authoritarian attitude were significantly higher than the ones perceiving democratic parental attitude. In addition, Koydemir-Özden and Demir (2009) examined the relationship between perceived parental attitudes and shyness with a sample of undergraduate students, whereas self-esteem and fear of negative evaluation were

considered as mediators. Findings supported that parental attitude influenced self-image and fear of rejection which led individuals to experience shyness.

There are also some researches focusing on how demographic variables influence shyness. For instance, Erol and Avcı-Temiz (2015) investigated university students' level of shyness in terms of their gender, birth order and hometown. Results revealed that shyness levels of students had significant differences based on each independent variable. First, female students' shyness levels were significantly higher than males. Second, students who were only child reported significantly higher shyness scores compared to others. Third, students coming from villages and towns had significantly higher levels of shyness than students coming from cities. Also, Aliyev and Kalgı (2014) examined demographic factors affecting the levels of shyness in 8th grade students from various middle schools. As a result, there was a significant relationship between education level of the father and shyness. When the fathers' education level risen, shyness level of the students decreased. However, education level of the mother, income level of the family and students' gender did not correlate significantly with shyness.

As well as correlational studies, the Turkish literature also includes experimental studies on shyness. For example, Karadeniz and Tepeli (2019) designed a study to show the effects of creative drama education on coping with shyness and improvement in assertive behaviors. The sample was high school students and it was planned as an experimental research with pretest-posttest control groups. Students in the experimental group received creative drama education for twenty sessions while the control group did not receive any training. Results supported that creative drama education was effective in both coping with shyness and improving assertive behaviors for experimental group of the study. Similarly, Durmuş (2008) investigated the effects of group counseling enhanced with creative drama on university students' level of shyness. As a result, group counseling was found effective in decreasing shyness levels of the students.

2.7. Conceptualization of Fear of Negative Evaluation

Fear of negative evaluation (FNE) is a novel subject of interest compared to assertiveness and shyness. Watson and Friend (1969) defined fear of negative evaluation in four dimensions as: anxiety due to others' evaluation, feeling stressful about negative evaluations, avoidance of situations including evaluation and generating assumptions on how others evaluate oneself. Hence, others' stance in socially evaluative situations determines thoughts, feelings and actions of individuals having fear of negative evaluation.

Evaluative situations such as testing, dating, talking to an authority, interviewing for a job or giving a speech may bring out fear of negative evaluation (Watson & Friend, 1969). All these kinds of situations could be perceived as a risk by individuals with fear of negative evaluation because these situations include social interaction, performance display and assessment. When individuals are in any kind of socially evaluative environment, fear of negative evaluation can be seen as the main feeling. This feeling could come up in every circumstance where there is an audience (Rapee & Heimberg, 1997). Therefore, it is not necessary for an individual to generate fear of negative evaluation only in the direct social interactions. The fear can be seen not only in the possibility of interactions but also in the observation of others.

There are several characteristics of individuals having fear of negative evaluation. Stopa and Clark (1993) asserted three of these characteristics. First, individuals with fear of negative evaluation believe that other people perform better in the social situations. Thus, they underestimate their own social skills. Second, they think that others could humiliate them in the social situations. Third, they show effort to avoid evaluative situations since they believe that their performance could be evaluated negatively. Additionally, Smith and Sarason (1975) pointed that people with fear of negative evaluation perceive feedback on a social interaction in a more negative way compared to others.

For the conceptualization, there are various studies presenting related variables to fear of negative evaluation such as social anxiety (Bautista & Hope, 2015)),

shyness (Cowden, 2005), public speaking anxiety (Horvath, Moss, Xie, Sawyer, & Behnke, 2004), test anxiety (Chen, 2002), and fear of positive evaluation (Howe, 2014). First of all, although fear of negative evaluation, shyness, and social anxiety are different constructs, they share some common characteristics. Each of them might create obstacles while building social relationships (Tagay et al., 2018). Moreover, Watson and Friend (1969) stated that fear of negative evaluation is a significant cognitive factor to bring about shyness and social anxiety.

There are several studies in the literature supporting that fear of negative evaluation is related to shyness. These studies revealed a positive relationship between the variables and displayed that fear of negative evaluation predicted shyness (Jackson, Flaherty, & Kosuth, 2000; Cowden, 2005; Karakashian, Walter, Christopher, & Lucas, 2006). Additionally, Alden, Teschuk, and Tee (1992) mentioned that when there are shyness evoking situations, shy individuals believe that their actions are evaluated negatively and critically. Shy people are already regarded to have higher levels of fear of evaluation and biased thoughts about others and show judgmental reactions in the social relationships (Asendorpf, 1987). Besides, Jackson, Fritch, Nagasaka, and Gunderson (2002) revealed that shy individuals interact with others through great expectations of rejection. When they involve in a social environment, they believe that others could disapprove them.

Fear of negative evaluation is also related to social anxiety. It is considered as the primary concern for people who have high levels of social anxiety (Schlenker & Leary, 1982) since socially anxious people tend to have beliefs that others would criticize and evaluate them negatively (Teachman & Allen, 2007). Several studies in the literature focus on the differences between individuals having lower and higher levels of social anxiety in terms of fear of negative evaluation. As an example, individuals were examined through Watson and Friend's Fear of Negative Evaluation Scale in two studies (Rapee & Lim, 1992; Stopa & Clark, 1993). Results demonstrated that individuals with higher levels of social anxiety reported significantly higher scores on Fear of Negative Evaluation Scale. Also, Bautista and Hope (2015) compared university students who have different levels

of social anxiety in respect to their levels of fear of negative evaluation. Comparison was based on how students responded to social feedback. As a result, students with higher levels of social anxiety generated more self-focused and negative thoughts about social feedback. In parallel with this, they experienced higher levels of fear of negative evaluation.

Public speaking anxiety is another variable influencing fear of negative evaluation. Harris, Kemmerling, and North (2002) defined public speaking anxiety as avoidance of social or performance situations in front of audience that generate anxiety. Public speaking is an evaluative situation in which fear of negative evaluation is likely to be experienced. In parallel with this, several studies in the literature found a positive correlation between these variables (Horvath et al., 2004; Levinson & Rodebaugh, 2012).

Test anxiety also correlates with fear of negative evaluation. Since testing is a stressful and evaluative circumstance, people might experience fear of negative evaluation in testing situations. Research literature showed that test anxiety correlated positively with fear of negative evaluation in both adolescent (Chen, 2002) and adult samples (Hopko, 2003). Also, Hembre (1988) conducted a meta-analysis from 562 studies to reveal the nature and effects of test anxiety. The researcher concluded that test anxiety was directly related to fear of negative evaluation.

Besides, researchers recently mention the variable of fear of positive evaluation on the fear of negative evaluation studies. Fear of positive evaluation is the anticipation that others perceive oneself positively, which leads to experiencing fear (Weeks, Heimberg, & Rodebaugh, 2008). This fear appears because individuals get concerned about meeting higher expectations of others (Howe, 2014). Hence, fear of positive evaluation may lead to concerns on social reprisal because of the desire to leave positive impressions on other people. Contrarily, fear of negative evaluation is associated with feeling dreadful about others' unfavorable evaluations (Weeks & Howell, 2012). Therefore, fear of negative

evaluation and fear of positive evaluation are related but distinctive constructs (Weeks, Jakatdar, & Heimberg, 2010).

2.8. Research on Fear of Negative Evaluation

Social anxiety is one of the mostly studied variable in the literature with fear of negative evaluation. There are several studies on fear of negative evaluation conducted with people having social anxiety. These studies point out that socially anxious individuals tend to experience fear of negative evaluation (Clark & Wells, 1995; Haikal & Hong, 2010). For instance, Heeren, Ceschi, Valentiner, and Dethier (2013) examined individuals in terms of social anxiety and fear of negative evaluation. Findings showed that individuals with social anxiety reported higher scores on fear of negative evaluation. Additionally, Iqbal and Ajmal (2018) investigated the relationship between social anxiety and fear of negative evaluation among young adults. While findings showed a positive correlation between variables, the participants who were female and younger reported higher levels of fear of negative evaluation and social anxiety compared to others.

Fear of negative evaluation is also an important source for language anxiety. Tsiplakides and Keramida (2009) focused on the foreign language anxiety and effects on it among adolescents. One of the outstanding factor for adolescents to experience foreign language anxiety was found as fear of negative evaluation. Similarly, Na (2007) studied with high school students to examine the relationship between fear of negative evaluation and foreign language anxiety. As a result, students were reported to experience more fear of negative evaluation in the foreign language classes. Shabani (2012) also explored the levels and sources of language anxiety and its relationship with fear of negative evaluation among university students. Results of the study presented a significant positive relationship between these variables.

Moreover, issues related to weight/shape/appearance concerns involve in fear of negative evaluation studies. For example, Hartmann et al. (2010) explored the

relationship between fear of negative evaluation and body mass index in primary school children. Study results displayed that overweight children showed increased levels of fear of negative evaluation. Therefore, this result emphasized that increased weight might be a risk factor for fear of negative evaluation. Then, Gilbert and Meyer (2005) and also Lundgren, Anderson, and Thompson (2004) studied with females to investigate their eating attitudes and fear of negative evaluation. Analyses of these studies revealed that fear of negative evaluation correlated significantly with an increase in bulimic eating attitude. Besides, Trompeter et al. (2018) examined the correlation between fear of negative evaluation and weight/shape concerns on adolescents through self-report questionnaires. As a result, a positive correlation between fear of negative evaluation and weight/shape concerns was found while the correlation was stronger among females.

There are also studies including perfectionism and fear of negative evaluation in the literature. Since perfectionists engage in meeting with others' standards, they might experience greater levels of fear of negative evaluation. Flett, Hewitt and De Rosa (1996) investigated social dimensions that affected perfectionism among university students. Results displayed that perfectionism correlated positively with several social dimensions including shyness and fear of negative evaluation. In addition, Shafique, Gul, and Raseed (2017) found a significant positive relationship between perfectionism and fear of negative evaluation in their study conducted with undergraduate and postgraduate students.

Furthermore, irrational thoughts are found related to fear of negative evaluation in the literature because individuals are more likely to produce irrational thoughts in socially evaluative situations. Deffenbacher et al. (1986) presented that fear of negative evaluation had significant impacts on irrational thoughts since, people with higher levels of fear of negative evaluation tended to generate irrational thoughts such as "they must have social approval of significant others" and "they must be perfect in order to be worthwhile". Also, Vroling and De Jong (2009) examined the correlation between fear of negative evaluation and belief bias with individuals having different levels of fear of negative evaluation. Results revealed

a linear relationship between the variables indicating that increases in fear of negative evaluation resulted in producing more biased beliefs.

Lastly, there are several studies in the literature focusing on fear of negative evaluation and assertiveness. However, these studies were not conducted currently in general. For instance, Deffenbacher and Payne's (1978) study in which fear of negative evaluation and assertiveness were examined among university students displayed that students who were less assertive had higher levels of fear of negative evaluation. This finding was supported by Gudjonsson (1988) stating that lower levels of assertiveness and higher levels of evaluative anxiety were correlated with each other. As an example of a current study, Kirst (2011) found that assertiveness levels of the participants were negatively correlated with their fear of negative evaluation levels in the study conducted with undergraduate university students.

2.9. Research on Fear of Negative Evaluation in Turkey

Fear of negative evaluation is investigated with several variables such as procrastination (Çelik & Odacı, 2014), academic dishonesty (Ömür, Aydın, & Argon, 2014), parental attitudes (Karademir, 2011), foreign language anxiety (Subaşı, 2010), and several demographic variables (Ayan & Ünsar, 2015) in the Turkish literature.

Associated with procrastination, Çelik and Odacı (2014) examined the factors affecting academic procrastination behaviors of university students. In this study, fear of negative evaluation was addressed as a possible factor. Results revealed that fear of negative evaluation had impacts on procrastination behavior of the students since there was a positive correlation between these variables.

There are also studies indicating a positive relationship between fear of negative evaluation and academic dishonesty. For example, Ömür et al. (2014) aimed to display the correlation between fear of negative evaluation and academic

dishonesty among university students who were teacher candidates. Teacher candidates' levels of fear of negative evaluation and academic dishonesty were found in a medium level. Also, a positive significant correlation was reported between the variables. As a subsequent study, Kırıl and Saracaloğlu (2018) investigated the relationship between fear of negative evaluation level and academic dishonesty tendency with graduate and undergraduate university students. As a result, academic dishonesty tendency of the students correlated positively with their fear of negative evaluation level.

Parental attitude is another remarkable variable in the fear of negative evaluation studies. While some researchers indicate a positive correlation between the variables, others find out no correlation. Erkan, Güçray, and Çam's (2002) study is an example reaching a correlation. These researchers investigated whether fear of negative evaluation correlated with parental attitudes of high school students. Results showed a significant correlation that students who perceived their parents' attitudes as protective-demanding and authoritarian reported higher scores on fear of negative evaluation compared to ones who perceived authoritative parental attitude. On the other hand, Karademir's (2011) study results do not display a significant correlation. The researcher evaluated fear of negative evaluation in terms of perceived parental attitudes on normally hearing football players and hearing impaired football players. Results revealed no significant correlation between the variables among not only hearing impaired football players but also normally hearing football players.

In terms of foreign language anxiety, studies conducted in Turkey present findings in parallel with world-wide literature. For instance, Aydın (2008) investigated the relationship between fear of negative evaluation and language anxiety among Turkish students as foreign learners of English. Findings of the study exhibited a positive correlation between the variables. While students' fear of negative evaluation levels increased, their language anxiety increased in accompany with it. This result was supported by Subaşı (2010) who examined potential anxiety sources of Turkish learners of English while fear of negative evaluation was

handled as a main source. Results displayed a positive relationship between participants' level of fear of negative evaluation and language anxiety.

Lastly, Ayan and Ünsar (2015) examined the differences on university students' level of fear of negative evaluation in terms of demographic characteristics. Findings presented that fear of negative evaluation levels of the students differed based on their gender and fathers' education level. In this respect, female students were reported to have higher levels of fear of negative evaluation than males. Also, students whose fathers' education level corresponded to graduate degree reported higher levels of fear of negative evaluation compared to others.

2.10. Summary of Literature Review

The previous studies suggest that several variables such as social anxiety, problem-solving, self-esteem, assertiveness training and demographic variables influence assertiveness. Then, variables of social anxiety, self-esteem, fear of negative evaluation, problematic internet use, perceived parental attitudes and demographic variables have significant relationships with shyness. The literature also includes variables correlating with fear of negative evaluation such as procrastination, academic dishonesty, parental attitudes, foreign language anxiety and several demographic variables. On the other hand, studies in the literature investigating the relationship amongst assertiveness, shyness and fear of negative evaluation are limited. Essentially, these variables might present significant correlations with each other and also may have predictive roles amongst them.

CHAPTER 3

METHOD

This chapter presents methodological procedures of the study including the sections of research design, participants and sampling, instruments, data collection, description of variables, data analysis, and limitations.

3.1. Research Design

The role of shyness and fear of negative evaluation in predicting assertiveness of high school students was investigated in this study. Also, the relationship between assertiveness and both gender and grade level of the students was examined. In this context, research design of this quantitative study was correlational. Correlational research aims to discover the relationship between two or more variables and degree of relationships without making any manipulation (Fraenkel, Wallen, & Hyun, 2012). While criterion variable of the study was assertiveness, predictor variables were shyness and fear of negative evaluation.

Four instruments as Scale for Interpersonal Behavior (SIB), Shyness Scale, Brief Fear of Negative Evaluation Scale (BNFE) and a demographic information form were implemented to 425 high school students. Participants of the study were recruited by using convenience sampling method. A convenience sample includes individuals available to take part in a study (Fraenkel et al., 2012). Data were gathered through paper-pencil method. Participants were high school students

from 9th, 10th and 11th grade levels. After data screening, 419 participants remained due to missing data ($n = 5$) and outliers ($n = 1$). Descriptive statistics and multiple regression analysis were conducted to analyze data.

3.2. Participants and Sampling

The population of the study consisted of high school students. Participants were recruited from a private high school in Ankara. With regard to accessible population, convenience sampling method was utilized. Four hundred twenty five high school students were participated to the study. When data were cleaned, six participants were eliminated because of missing data and outliers. Finally, 419 participants presented sample of the study. Participants were high school students from 9th, 10th and 11th grade levels. Since data were gathered in the second semester of 2018-2019 academic year, 12th grade students were absent from the school due to preparing for university entrance exam. Thus, there was not any 12th grade student as participant of the study.

3.2.1. Demographic Characteristics of the Participants

As seen from Table 3.1, 50.4 % of the participants were female ($n = 211$) and 49.6 % of them were male ($n = 208$). Their grade level ranged from 9th to 11th grades. While 36 % of the participants studied in the 9th grade level, 31.7 % of the participants were students of 10th grade level and 32.3 % of them were 11th graders. The attainment to the particular school variable was separated into three categories. First category included students enrolled in the school for 1 to 4 years. Second one had students attained for 5 to 8 years. Students of 9 to 13 years constituted the last category. In total, the attainment to the particular school ranged from 1 to 13 years ($M = 7.50$, $SD = 2.64$). 6.4 % of the participants were attained in the school for 1, 2, 3 or 4 years, majority (71.4 %) of the participants attained in

the school for 5, 6, 7 or 8 years and 22.2 % of them were students for 9, 10, 11, 12 or 13 years in the school

Table 3.1

Demographic Characteristics of Participants of the Study (N = 419)

Variables		<i>n</i>	%
Gender	Female	211	50.4
	Male	208	49.6
Grade Level	9 th Grade	151	36.0
	10 th Grade	133	31.7
	11 th Grade	135	32.3
Attainment to the school	1-4	27	6.4
	5-8	299	71.4
	9-13	93	22.2

3.3. Data Collection Instruments

Four instruments were used to gather data in this study. These were demographic information form, Scale for Interpersonal Behavior (SIB), Shyness Scale and Brief Fear of Negative Evaluation Scale (BFNE).

3.3.1. Demographic Information Form

A demographic information form including questions of gender, grade level and attainment to the particular school was administered to the participants (see Appendix D).

3.3.2. Scale for Interpersonal Behavior (SIB)

Scale for Interpersonal Behavior was originally developed by Arrindell and van der Ende (1985) to measure degree of assertiveness. It is a 50-item scale including specific assertive behavior statements which are rated on a 5-point Likert scale. Participants are asked to indicate frequency of engaging in several assertive behaviors while the ratings are ranged from 1 (never) to 5 (always). Forty six items from the total fifty items are separated into four factorially derived categories of assertive behaviors. These categories are “Display of negative feelings”, “Expression of and dealing with the personal limitations”, “Initiating assertiveness” and “Positive assertion”. There is also a total scale named as “General assertiveness” in which all fifty items are summed to measure general assertiveness level (Eskin, 1993). In the current study, a general assertiveness score aimed to be found, thus, total score was calculated. The highest score that can be obtained from the scale is 250, whereas the lowest score is 50. Higher scores indicate higher levels of assertiveness.

Turkish adaptation of Scale for Interpersonal Behavior was conducted by Eskin (1993). According to his study results, test-retest reliability of the instrument was found as .71 and alpha coefficient was .90. Eskin stated that Turkish version of Scale for Interpersonal Behavior is reliable and valid for use (see Appendix E).

3.3.3. Shyness Scale

Shyness Scale was developed by Cheek and Buss (1981) to measure the level of shyness. The scale originally consists of 13 items. When Turkish adaptation of the scale was performed by Güngör (2001), 7 items were added and a new 20-item Shyness Scale was created. Turkish Shyness Scale is a 20-item Likert scale with 5-point response format. Participants rate the items ranging from 1 (not suitable) to 5 (very suitable). Shyness Scale scores are obtained by summing the scores of all items. The highest score that can be obtained from the scale is 100 whereas the

lowest score is 20. The higher scores mean that participants perceive themselves as shy.

Test-retest reliability of the instrument was found as .83, whereas Cronbach alpha coefficient was indicated as .91 (Güngör, 2001). Research literature displayed the Shyness Scale as a reliable and valid instrument to administer in young individuals (see Appendix F).

3.3.4. Brief Fear of Negative Evaluation Scale

Brief Fear of Negative Evaluation Scale was originally developed by Leary (1983) to measure anxiety associated with perceived negative evaluation. It is a brief, 12-item version of the original scale. Result of the Leary's (1983) study showed that psychometric properties of the scale were nearly identical with the full length scale. The brief version has 12 items of the original 30-item scale. Participants rate the items on a 5-point Likert scale ranging from 1 (not at all characteristics of me) to 5 (extremely characteristics of me). Brief Fear of Negative Evaluation Scale scores are calculated by reversing scores on three items; 2, 7, 10. Then, all scores are summed. Total scores that can be obtained from the scale change 12 to 60. Higher scores correspond to greater fear of negative evaluation.

Turkish adaptation of the scale was conducted by Çetin, Doğan, & Sapmaz, (2010). According to their study results, test-retest reliability was found as .82 and split-half reliability was .83. Çetin et al. (2010) concluded that Turkish version of the scale is reliable and valid for implementation (see Appendix G).

3.4. Data Collection Procedure

All instruments and procedures used within the scope of this research were sent to Approval of the METU Human Subjects Ethics Committee (see Appendix A).

Before data collection process, researcher entered into the classrooms and made a verbal announcement of the study by explaining its aim. Then, parent informed consent forms distributed to the participants and collected after a week. In terms of volunteered participation and ethical procedures, informed consent forms were provided to the participants as well. Data were collected through paper-pencil method by the researcher. Participants completed the instruments during a class hour, approximately in forty minutes. During data collection, students were reminded about careful reading, attentive marking and honest responses. Also, confidentiality of the collected data was emphasized. The same procedures were followed in the entire classes and all implementations were conducted by the same researcher.

3.5. Description of Variables

Assertiveness exhibits summed scores provided by Scale for Interpersonal Behavior.

Shyness refers to summed scores obtained by Shyness Scale.

Fear of Negative Evaluation indicates summed scores with three reversed coded items by Brief Fear of Negative Evaluation Scale.

Gender demonstrates sexes of the participants with the categories of female (1) and male (2).

Grade level indicates the class levels of the participants with the categories of 9th graders (1), 10th graders (2) and 11th graders (3).

Attainment to the particular school refers to the total year of students being enrolled in the school.

3.6. Data Analysis

In order to analyze data of the current study, various procedures were performed. First, data screening was conducted and assumption testing of multiple regression analysis was performed. Second, descriptive statistics were carried out to summarize the data based on criterion and predictor variables. Third, independent sample t-test and one-way analysis of variance were conducted to present the effects of demographic variables on the criterion variable. Then, bivariate correlations of the study variables were performed to examine their relationships. Finally, multiple regression analysis was implemented to display predictive role of predictor variables on the criterion variable by using SPSS.

3.7. Limitations of the Study

Some limitations could be addressed for this study. First, since random sampling was not used, external validity could not be ensured. Also, the study was conducted with a high socio-economic level student sample in a private high school and in the capital city of Turkey. Hence, results cannot be generalized to all high school student population. Second, instruments of the study were based on self-report. Regarding with the characteristics of self-reports, findings needed to be examined cautiously because of social desirability. Third, there might be confounding variables which were not controlled but may have the effects on the criterion variable such as personality traits, family background and parenting styles.

CHAPTER 4

RESULTS

This chapter presents results of the study in terms of necessary assumption controls and statistical analyses.

4.1. Missing Data Analysis

Different approaches exist to deal with missing values in research. Deletion of data which include missing values is one of these approaches. Çokluk, Şekercioğlu and Büyüköztürk (2016) stated that this can be used when a few data contain missing values in the data set. Five subjects had missing values in this study's data set. This number can be accepted too few with regard to sample number of the study. Thus, subjects who had missing values were extracted from the data set before conducting statistical analyses.

4.2. Assumptions of Multiple Regression Analysis

In this section, multivariate outliers, normally distributed errors, homoscedasticity, independence of errors, linearity, multicollinearity, and multivariate normality were checked in order to verify that the data is suitable for multiple regression analysis.

4.2.1. Multivariate Outliers

Values of Cook's Distance, Standardized DFBETA Intercepts and Mahalanobis Distance were computed and then analyzed in order to identify multivariate outliers.

Cook's Distance and Standardized DFBETA Intercept values need to be smaller than 1, values which are greater than 1 might result in concern (Field, 2009). Both Cook's Distance and Standardized DFBETA Intercept values were found smaller than 1. These values satisfied the assumption.

Mahalanobis Distance values which are smaller than .001 ($p < .001$) is considered as the criterion to satisfy multivariate outliers assumption. It is determined by comparing the values with the critical chi-square value (Tabachnick & Fidell, 2013). Mahalanobis Distance values were calculated and only 1 multivariate outlier existed in the data set. Hence, it was excluded from the data set.

Data from remaining 419 participants were used for further analyses. The sample size of 419 with two predictor variables regarded as adequate, since it ensured the required sample size based on the criterion of $N \geq 50 + 8m$ (Tabachnick & Fidell, 2013).

4.2.2. Normally Distributed Errors

Histogram to demonstrate distribution of standardized residuals and Normal P-P plot to demonstrate normality of residuals were evaluated in order to identify normality of distributed errors.

Below, Figure 1 and 2 showing distribution of standardized residuals and Normal P-P plot were presented. Results did not display a deviance from a normal distribution. Figure 1 demonstrated the histogram which almost followed the normal curve shape. Figure 2 demonstrated P-P plot residuals which followed 45-degree line displaying that residuals distributed normally.

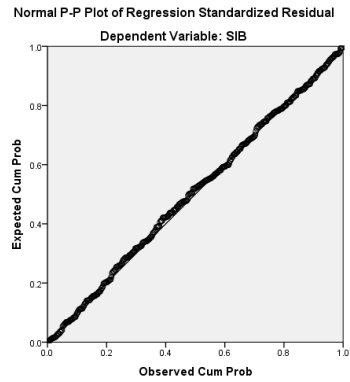
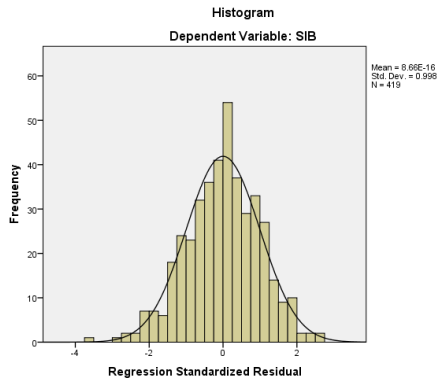


Figure 1. Histogram showing distribution of standard residuals *Figure 2.* P-P plot showing normality of residuals

4.2.3 Homoscedasticity

Homoscedasticity assumption refers that standard deviations of errors of prediction are approximately equivalent for predicted dependent variable scores (Tabachnick & Fidell, 2013). In order to check this assumption, scatterplot of regression standardized predicted values was examined.

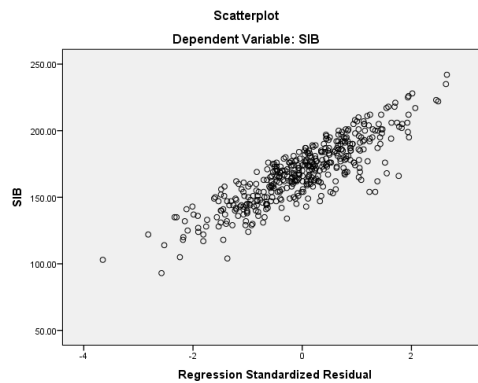


Figure 3. The scatterplot of regression standardized predicted values

As seen in Figure 3, a systemic pattern existed in terms of spreading of scatterplots. However, Tabachnick and Fidell (2013) mentioned that slight heteroscedasticity constitutes little impacts on the significance of analysis.

4.2.4 Independence of Errors

Durbin-Watson statistic value is regarded as the criterion for the assumption of independence of errors. Value of Durbin-Watson coefficient test should be between 1.50 and 2.50 (Tabachnick & Fidell, 2013). In the current study, it was found as 1.84. This result displayed that assumption was met.

4.2.5. Linearity

Partial regression scatterplots were checked to determine linearity of residuals. Examination of the plots displayed a linear relationship between assertiveness and shyness. However, there was a deviance in linearity in terms of the relationship between assertiveness and fear of negative evaluation.

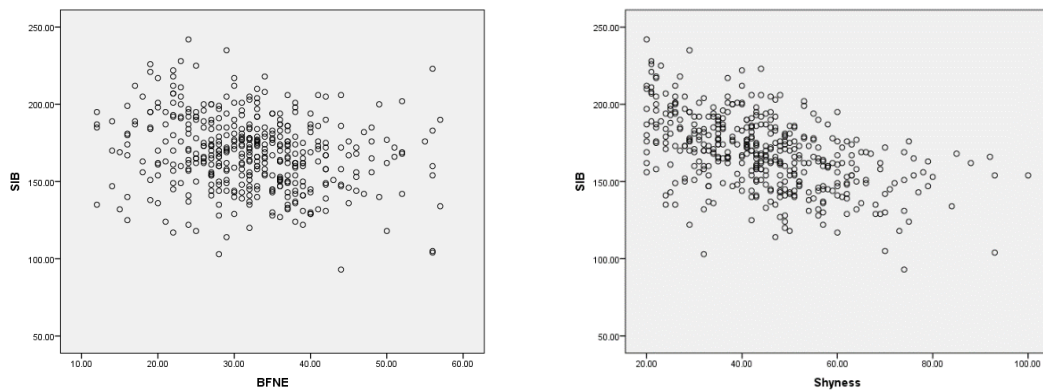


Figure 4. Scatterplots of residuals

4.2.6. Multicollinearity

A strong correlation between two or more predictor variables in a regression analysis represent multicollinearity. For this assumption, correlations of predictor variables, variance influence factor (VIF) and tolerance values were examined. Correlations of predictor variables need to be less than .90 (Tabachnick & Fidell, 2013) while VIF value should be less than 4 and tolerance value should be more than .20 (Menard, 2000). For the present study, correlations were not higher than .51 between the predictor variables. VIF values were not higher than 1.34. Tolerance values were higher than 20. Thus, multicollinearity assumption was not violated.

4.2.7. Multivariate Normality

Each variable in data set and their univariate combinations need to be normally distributed for multivariate normality. Univariate normality tests were analyzed via histograms, Q-Q plots and skewness and kurtosis values.

Table 4.1

Skewness and Kurtosis

	Skewness		Kurtosis	
	<i>Statistics</i>	<i>S.E.</i>	<i>Statistics</i>	<i>S.E.</i>
Assertiveness	-.01	.12	.15	.24
Shyness	.64	.12	.43	.24
FNE	.33	.12	.21	.24

As seen from Table 4.1, results of absolute value of skewness and kurtosis were not greater than ± 3 .

Histograms and Q-Q plots did not reveal a serious deviance from a normal distribution (see Figures 5 - 10).

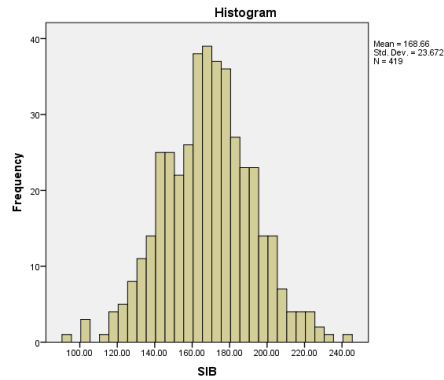


Figure 5. Histogram for assertiveness

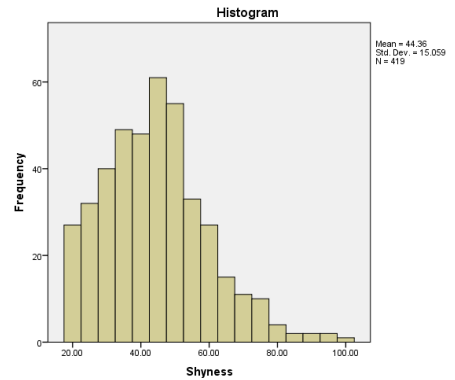


Figure 6. Histogram for shyness

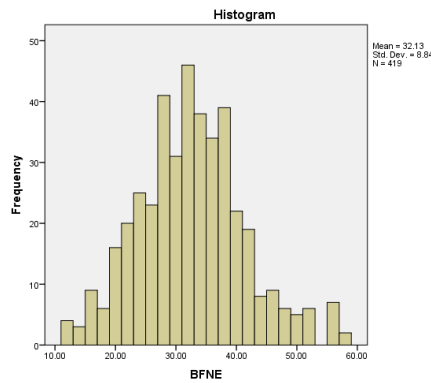


Figure 7. Histogram for fear of negative evaluation

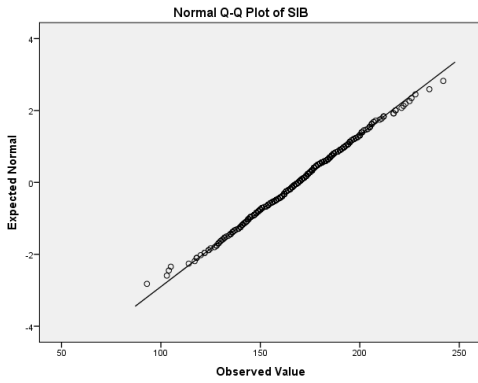


Figure 8. Q-Q Plot of assertiveness

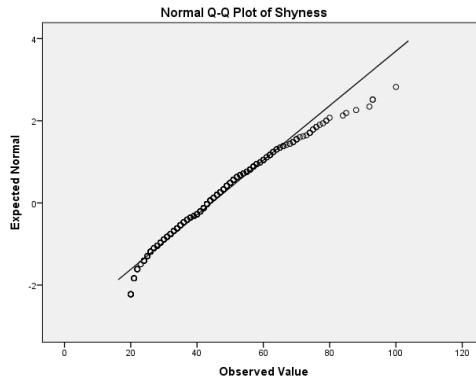


Figure 9. Q-Q Plot of shyness

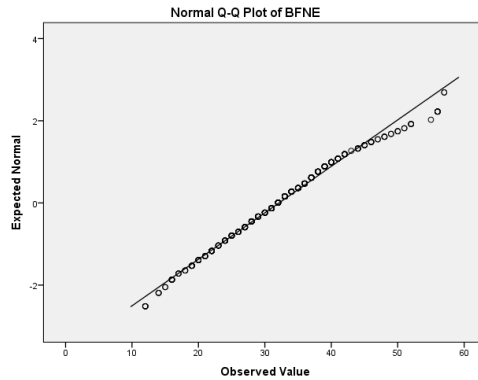


Figure 10. Q-Q Plot of fear of negative evaluation

4.3. Descriptive Statistics of Variables of the Study

Means and standard deviations of predictor and criterion variables were presented in Table 4.2. Assertiveness scores of the participants changed between 93 and 242 ($M = 168.66$, $SD = 23.67$). Shyness scores changed between 20 and 100 ($M = 44.36$, $SD = 15.06$). Lastly, fear of negative evaluation scores changed between 12 and 57 ($M = 32.13$, $SD = 8.84$).

Table 4.2

Means and Standard Deviations of the Predictor and Criterion Variables (N = 419)

Group	min	max	<i>M</i>	<i>SD</i>
Assertiveness	93	242	168.66	23.67
Shyness	20	100	44.36	15.06
FNE	12	57	32.13	8.84

Means and standard deviations of criterion variable with regard to demographic variables were displayed in Table 4.3.

As seen from Table 4.3, female students scored higher mean of assertiveness ($M = 173.64$, $SD = 1.61$) than male students ($M = 163.61$, $SD = 1.59$). Based on grade level, 10th graders reported highest mean of assertiveness ($M = 172.84$, $SD = 2.16$). It was followed by 9th graders ($M = 166.74$, $SD = 1.87$). 11th graders reported lowest mean of assertiveness ($M = 166.67$, $SD = 1.96$). When attainment to the particular school was considered, students who studied in the school between 1 to 4 years had highest mean of assertiveness ($M = 171.52$, $SD = 5.92$). Students who studied in the school between 9 to 13 years placed in the second rank ($M = 168.76$, $SD = 2.48$). Students studied between 5 to 8 years placed at the end ($M = 168.36$, $SD = 1.33$).

Table 4.3

Criterion Variable Scores with Regard to Demographic Variables

Group		<i>n</i>	<i>M</i>	<i>SD</i>
Gender	Female	211	173.64	1.61
	Male	208	163.61	1.59
Grade Level	9 th grade	151	166.74	1.87
	10 th grade	133	172.84	2.16
	11 th grade	135	166.67	1.96
Attainment to the school	1-4	27	171.52	5.92
	5-8	299	168.36	1.33
	9-13	93	168.76	2.48

4.4. Preliminary Analyses

Prior to further analyses, gender difference on the criterion variable was examined through independent sample t-test. Results showed that there was a significant difference in assertiveness scores of female ($M = 173.64$, $SD = 1.61$) and male students ($M = 163.61$, $SD = 1.59$); $t(417) = 4.43$, $p < .05$.

One-way analysis of variance was performed to examine the effect of grade level and attainment to the particular school on the criterion variable. The ANOVA result for grade level was significant, $F_{(2,416)} = 3.08$, $p < .05$, $\eta^2 = .02$. Results showed statistically significant differences in assertiveness scores among 9th graders ($M = 166.74$, $SD = 1.87$), 10th graders ($M = 172.84$, $SD = 2.16$) and 11th graders ($M = 166.67$, $SD = 1.96$) with a small effect size. According to Cohen's (1988) standards, .10 accounting for small, around .30 for medium, and .50 or more for large effect sizes. In order to examine which levels significantly differ from others, post-hoc analysis was conducted. Post-hoc comparisons using the Scheffe test indicated that the mean score for 10th graders ($M_d = 6.10$, $SD = 2.80$)

was significantly different from the scores of 9th graders ($M_d = -6.10, SD = 2.80$) and 11th graders ($M_d = -.06, SD = 2.79$). However, there was no significant difference in assertiveness scores in terms of attainment to the particular school.

4.5. Bivariate Correlations among Study Variables

Bivariate correlations of study variables were examined to determine their relationships. Pearson Product Correlation Coefficients between criterion and predictor variables were given in Table 4.4.

There was a moderate significant negative relationship between assertiveness and shyness ($r = -.50, p < .01$), indicating that higher assertiveness scores were related to lower shyness scores. A weak significant negative relationship was found between assertiveness and fear of negative evaluation ($r = -.21, p < .01$), indicating that higher levels of assertiveness was related to lower levels of fear of negative evaluation. Lastly, there was a moderate significant positive relationship between shyness and fear of negative evaluation ($r = .51, p < .01$), indicating that higher shyness scores were related to higher fear of negative evaluation scores.

Table 4.4

Bivariate Correlations among Variables of the Study (N = 419)

Variables	1	2	3
1. Assertiveness	-	-.50*	-.21*
2. Shyness	-.50*	-	.51*
3. FNE	-.21*	.51*	-

* $p < .01$ (two-tailed)

4.6. Results of Multiple Regression Analysis

After necessary assumptions and prior analyses, multiple regression analysis was performed. Summary of regression analysis for variables predicting assertiveness was presented in table 4.5.

Tested model was significant ($F_{(2, 416)} = 68.25, p < .01, R^2 .24$), while shyness was found as a significant negative predictor of assertiveness ($\beta = -.52, p < .01$), fear of negative evaluation did not reveal as a significant predictor ($\beta = -.06, p > .01$).

Table 4.5

Summary of Regression Analysis for Variables Predicting Assertiveness (N = 419)

Predictors	Coefficients		
	B	SE	β
Constant	200.34	4.01	
Shyness	-.82	.08	-.52*
FNE	-.15	.13	-.06
R^2	.24		

* $p < .01$ (two-tailed)

CHAPTER 5

DISCUSSION

This chapter comprises conclusions and implications for practices of the study and recommendations for future studies.

5.1. Discussion of the Findings

Assertive behaviors have several features such as expressing opinions, feelings and needs, rejecting unwanted demands and exercising personal rights. While some individuals can easily demonstrate these behaviors, it might not be that much easy for some others. Various factors might be linked to the reasons of difficulty in displaying assertive behaviors. Family atmosphere while growing up, school environment in which people spend most of their time and circle of friends that may make people feel inadequate can be significant determinants of unassertive behaviors. In addition, cultural norms are crucial to decide how to behave in social settings. As living in a patriarchal culture in Turkey, especially children and young individuals are not fostered to express themselves. In this respect, they might learn to be silent, not to state own ideas/needs and not to defend their personal rights. These acquisitions can bring along into the future, adulthood. To sum up, several reasons may prevent displaying assertive behaviors. However, healthy relationships cannot be built without these assertive behaviors and each person should utilize the skill of assertiveness more or less.

In the present study, shyness and fear of negative evaluation were considered to associate with assertiveness because both of these constructs play an important role in social relationships. When individuals have the characteristics of shyness and fear of negative evaluation, their ability to interact with others is restricted (Lodder et al., 2016). In this respect, forming social relationships precludes. On the other hand, when individuals have the assertiveness skill, they can form and maintain healthy interpersonal relationships (Alberti & Emmons, 2017).

Establishing interpersonal relationships shows its effects especially in adolescence, since it constitutes a developmental task in this period. If social skills are not taught to adolescents or if they do not observe these skills in others, it might be quite hard to build adequate interpersonal relationships (Arslantaş et al., 2013). In addition to lack of social skills, feeling of shyness and fear of negative evaluation are effective in preventing adequate interpersonal relationships. When adolescents are compared with adults and elementary school students in shyness levels, they place in the highest rank in terms of the age group which perceive themselves as the shiest one (Zimbardo et al., 1975). Also, adolescence is seen as a critical developmental stage both in identity formation and social skill development. Since adolescents have concerns in terms of peer acceptance and body image (Kashdan & Herbert, 2001), they can also experience fear of negative evaluation. Hence, both shyness and fear of negative evaluation might be experienced in adolescence and they might prevent adolescents from establishing interpersonal relationships.

Accordingly, it was hypothesized that shyness and fear of negative evaluation might be the predictors of assertiveness in the current study. With respect to the research question of the study, multiple regression analysis was conducted. As a result, the tested model was found significant. Increases in students' level of shyness and fear of negative evaluation may create statistically significant decreases in their assertiveness level. This finding is consistent with the results of the previous studies displaying that individuals with higher levels of shyness and fear of negative evaluation have lower levels of assertiveness (Lefevre & West, 1981; Kirst, 2011; Tagay et al., 2018).

Both assertiveness and shyness are important personality traits in determining human behavior in the social relationships (Bratko, Vukosav, Zarevski, & Vranić, 2002). Considering behavioral patterns in interpersonal relationships, it is seen that assertive and shy behaviors have distinctive characteristics. Shy behaviors include bashful expressions of thoughts, feelings or rights and inhibition of social encounters (Thomas, 2007). However, assertive behaviors include genuine expressions consisting of own thoughts, feelings and desires and protection of personal rights (Alberti & Emmons, 2017). When these behavioral patterns are regarded in a linear line, they place in different edges (Voltan-Acar, Arıcioğlu, Gültekin, & Gençtanırım, 2008). Therefore, it is reasonable to find a negative correlation between assertiveness and shyness. Moreover, shyness appeared to be a significant negative predictor of assertiveness in the present study. This finding is parallel with the results of the previous studies which also find that shyness predicts assertiveness (Deffenbacher et al., 1986; Parmaksız, 2019).

On the other hand, fear of negative evaluation alone did not have a significant predictive power on assertiveness. Even though there are correlational studies in the literature displaying a negative relationship between assertiveness and fear of negative evaluation (Deffenbacher & Payne, 1978; Gudjonsson, 1988; Kirst, 2011), the literature does not include adequate research findings that focus on to what extent fear of negative evaluation predict assertiveness. The reason why fear of negative evaluation on its own did not predict assertiveness could be related to various factors. First, a mediator variable that is not involved or controlled in the study might influence the prediction, since a mediator variable contributes to the degree of relationship between variables (Fraenkel et al., 2012). Second, characteristics of the participants could affect the prediction and degree of relationship based on possible threats to internal validity (Fraenkel et al., 2012). Thus, characteristics of the participants of the study such as personality traits, family background and cultural differences might be reflected on their responses, and this may influence the prediction.

Furthermore, a significant positive correlation between the predictor variables was observed indicating that higher level of shyness is related to higher level of fear of

negative evaluation. This finding is supported by the results of the previous studies suggesting a positive relationship between these variables (Cowden, 2005; Karakashian et al., 2006; Koydemir & Demir, 2008).

When descriptive study results are considered, some findings are not consistent with the literature. Firstly, there was a significant relationship between gender and assertiveness in the present study. Female students reported higher levels of assertiveness than males. Herein, the literature shows differences on the relationship between these variables. While some of the study results presented that males are more assertive than females (Kimble et al., 1984; Feingold, 1994), results of other studies indicated no significant relationship between gender and assertiveness (Tan & Aldemir, 2012; Tatar, 2018; Parmaksız, 2019). Finding of this study is not consistent with these results. Actually, the school of this study's participants provides equal opportunities for both male and female students to improve their social skills and expressing abilities. Thus, although no significant gender difference on assertiveness is expected, females are found more assertive. It may be related to female students' willingness to participate in a study in which they ponder their personality characteristics and interpersonal relationships. However, male students do not show the same eagerness to reveal how they feel, think and behave in social situations. Besides, this finding might be related to the mother education and parenting styles of females' parents.

In terms of grade level differences, it was expected that older students might report higher assertiveness scores because they find more opportunities in their social environments to test and improve their assertiveness skill. However, results show that 11th grade students, as the oldest students in the sample, present the lowest assertiveness scores. This finding also is not consistent with the results of the previous studies indicating that older participants have higher levels of assertiveness than younger ones (Kimble et al., 1984; Kılıç; 2009, Kaya & Karaca, 2018). It may be related to the negative attitude of older students to participate in a self-report measurement process. Since students are asked to fill out several surveys and questionnaires in the school environment, they may exhibit reluctance to complete a measurement tool. Besides, most of the 11th grade students focus on

the university entrance exam. This might preclude to approach seriously to a measurement process which is not academic.

The attainment to the particular school can be shown as the last demographic variable. No statistically significant difference in assertiveness scores in terms of attainment to the school was observed. As the chosen school is a private school and not only the academic development but also the social development of the students is deemed important, it was expected that the longer the students' attainment to the school, the higher they would score in assertiveness. However, attainment to the school and assertiveness level of the students did not correlate with each other. Even though school is an important social environment, family atmosphere, circle of friends, cultural background and societal norms may be effective in gaining or improving social skills. That is why, attainment to the particular school might not be a significant contributor to the skill of assertiveness.

Besides, variety of studies on assertiveness include mainly samples of university students or adults. Differently, adolescents are chosen as participants in this study. In this respect, this study provides findings for assertiveness in a high school student sample with a direct association between shyness and fear of negative evaluation. The conceptualization of assertiveness regarding shyness and fear of negative evaluation is needed, since such a conceptualization might have implications on social and psychological health.

5.2. Implications for Practice

Assertiveness is considered significant with regard to social and psychological health implications. The literature shows that lower level of assertiveness is significantly related to higher level of; social anxiety (Tagay et al., 2018), neuroticism (Ramaniah & Deniston, 1993), and depression (Cerolini et al., 2017). Also, shyness and fear of negative evaluation are indicated as two important variables correlating negatively with assertiveness and accordingly social and psychological health (Kirst, 2011; Khazaie et al., 2014). Given that assertiveness is

associated with social and psychological consequences, it is crucial to examine particular factors influencing assertiveness.

Since participants of this study were high school students, one of their main social environment is school. Although school setting provides opportunities for students to gain and improve their social skills, the main focus is mostly on the academic development of the students in the school curriculums. Social and psychological development attract minor attention or sometimes no attention. It is overlooked that when students drew back in the social and psychological development, negative impacts would reflect on academic success, too. Thus, leaving students to obtain or enhance their social skills naturally is not the right choice in the school settings. For sure, not all students are in need of guidance in terms of social development process. However, understanding impacts on students' assertiveness, as a social skill, can be beneficial to apprehend how to help students become socially skillful.

Moreover, school counselors and field specialists need to consider factors influencing assertiveness to design interventions on social skills. Based on findings of this study, an assertiveness training could be designed for adolescents, which might have great impacts on their academic, social and psychological development (Ateş, 2015). Some students can have adequate social skills, but they may slog on how to apply these skills in real-life situations. Therefore, a training can produce an atmosphere for students not only to learn and improve but also to practice assertiveness skill. In the literature, various studies display the effectiveness of assertiveness training regarding to gain and improve social skills (Çeçen-Eroğul & Zengel, 2009; Avşar & Alkaya, 2017). Hence, examination of the factors on assertiveness levels of high school students is handled within the scope of this study. After comprehending assertiveness with respect to shyness and fear of negative evaluation among adolescents, intervention programs could be created. Additionally, there are studies displaying a correlation between assertiveness and bullying in the literature (Ireland, 2002; Crothers & Kolbert, 2004). Thus, school counselors and field specialists should also emphasize the importance of assertiveness skill while preparing bullying prevention programs. Since, the skill

of assertiveness is effective in preventing negative behaviors and peer bullying (Avşar & Alkaya, 2017).

5.3. Recommendations for Future Studies

Even though the results of this study support the proposed multiple regression model, limitations that are previously mentioned may reveal several recommendations. These limitations can employ beneficial directions for the future studies.

First of all, the present study was conducted with a sample of high school student who studied in capital city of Turkey and in a private high school. This precludes generalizability of the results to all high school students. Designing future studies with more heterogeneous sample characteristics might be more representative and empower findings of the study.

Second, this study was performed through self-report measures. In order to measure the variables, self-report instruments might not be sufficient truly, since participants may respond the questions based on social desirability. In the future researches, qualitative measurement tools such as observation and open-ended questions can be used to have more genuine responses.

Third, although there are various studies associated with assertiveness, shyness and fear of negative evaluation, it is needed to investigate them in relation to each other. Also, several other variables such as social support mechanisms, personality traits and parenting styles can be included in the future studies to enhance the body of knowledge about studied variables.

Additionally, since results of this study regarding the gender and grade level differed from the literature, the reasons of these differences can be examined in the future studies.

Lastly, since shyness and fear of negative evaluation together were found to predict assertiveness, further studies might target to design assertiveness training for individuals with higher level of shyness and fear of negative evaluation to help them gain and improve their assertiveness skill.

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APPENDICES

APPENDIX A. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

 ORTA DOĞU TEKNİK ÜNİVERSİTESİ
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Sayı: 28620816 

20 Şubat 2019

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İliği: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Prof. Dr. Ayhan DEMİR

Danışmanlığını yaptığınız *Sidre Ilgın EZER* "Bir Sosyal Beceri Olarak Atılğanlık: Utangaçlık ve Olumsuz Değerlendirilme Korkusu ile Olan İlişkisi" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve 061-ODTÜ-2019 protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.


Prof. Dr. TÜLİN GENÇÖZ

Başkan


Prof. Dr. Ayhan SOL

Üye

Prof. Dr. Ayhan Gürbüz DEMİR

Üye


Prof. Dr. Yaşar KONDAKÇI (Y.)

Üye


Doç. Dr. Emre SELÇUK

Üye


Doç. Dr. Pınar KAYGAN

Üye


Dr. Öğr. Üyesi Ali Emre TURGUT

Üye

APPENDIX B. PARENT INFORMED CONSENT FORM

Sevgili Anne/Baba,

Bu çalışma Orta Doğu Teknik Üniversitesi yüksek lisans öğrencisi Sidre Ilgın Ezer tarafından Prof. Dr. Ayhan Demir danışmanlığında yürütülmektedir.

Bu çalışmanın amacı nedir? Çalışmanın amacı, sosyal becerilerin bir parçası olan atılganlığın, utangaçlık ve olumsuz değerlendirilme korkusu ile olan ilişkisini araştırmaktır.

Çocuğunuzun katılımcı olarak ne yapmasını istiyoruz? Bu amaç doğrultusunda, çocuğunuzdan araştırma için kullanılacak olan ölçme araçlarını cevaplama istenecek ve cevapları yazılı biçimde toplanacaktır. Sizden çocuğunuzun katılımcı olmasıyla ilgili izin istenildiği gibi, çalışmaya başlamadan çocuğunuzdan da katılımıyla ilgili rızası alınacaktır.

Çocuğunuzdan alınan bilgiler ne amaçla ve nasıl kullanılacak? Çocuğunuzdan alınacak olan cevaplar tamamen gizli tutulacak ve sadece araştırmacı tarafından değerlendirilecektir. Elde edilecek bilgiler sadece bilimsel amaçla kullanılacak, çocuğunuzun ya da sizin ismi ve kimlik bilgileriniz kimseyle paylaşılmayacaktır.

Çocuğunuz ya da siz çalışmayı yarıda kesmek isterseniz ne yapmalısınız? Katılım sırasında sorulan sorularla ilgili ya da başka bir nedenden ötürü çocuğunuz kendisini rahatsız hissettiğini belirtirse, ya da kendi belirtmese de araştırmacı çocuğunuzun rahatsız olduğunu öngörürse, çalışmaya sorular tamamlanmadan ve derhal son verilecektir.

Bu çalışmayla ilgili daha fazla bilgi almak isterseniz: Çalışma hakkında daha fazla bilgi almak için Sidre Ilgın Ezer (e-posta: ilgin.ezer@metu.edu.tr) ile iletişim kurabilirsiniz. Bu çalışmaya katılımınız için şimdiden teşekkür ederiz.

Yukarıdaki bilgileri okudum ve çocuğumun bu çalışmada yer almasını onaylıyorum (Lütfen alttaki iki seçenektten birini işaretleyiniz).

Evet onaylıyorum_____

Hayır, onaylamıyorum_____

Velinin adı-soyadı: _____

Tarih: _____

Çocuğunuzun adı-soyadı: _____

APPENDIX C. STUDENT INFORMED CONSENT FORM

Bu araştırma ODTÜ Psikolojik Danışmanlık ve Rehberlik Bölümü Yüksek Lisans öğrencisi Sidre Ilgın Ezer tarafından Prof. Dr. Ayhan Demir danışmanlığındaki yüksek lisans tezi kapsamında yürütülmektedir. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

Çalışmanın Amacı Nedir?

Araştırmanın amacı, sosyal becerilerin bir parçası olan atılganlığın, utangaçlık ve olumsuz değerlendirilme korkusu ile olan ilişkisini araştırmaktır.

Bize Nasıl Yardımcı Olmanızı İsteyeceğiz?

Araştırmaya katılmayı kabul ederseniz, sizden beklenen, verilen bilgi formu ve ölçekleri yanıtlamanızdır. Bu çalışmaya katılım ortalama bir ders saati (40 dakika) sürecektir.

Sizden Topladığımız Bilgileri Nasıl Kullanacağız?

Araştırmaya katılımınız tamamen gönüllülük temelinde olmalıdır. Çalışmada sizden kimlik bilgisi istenmemektedir. Cevaplarınız tamamıyla gizli tutulacak ve sadece araştırmacı tarafından değerlendirilecektir. Elde edilecek bilgiler toplu halde değerlendirilecek ve bilimsel yayımlarda kullanılacaktır.

Katılımla ilgili bilmeniz gerekenler:

Çalışma kişisel rahatsızlık verecek sorular içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz çalışmayı yarıda bırakabilirsiniz.

Araştırmayla ilgili daha fazla bilgi almak isterseniz:

Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için yüksek lisans öğrencisi Sidre Ilgın Ezer (E-posta: ilgin.ezer@metu.edu.tr) ile iletişim kurabilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

İsim Soyad

Tarih

İmza

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APPENDIX D. DEMOGRAPHIC INFORMATION FORM

Sevgili Öğrenci,

Bu çalışmanın amacı sosyal becerilerin bir parçası olan atılganlığın olumsuz değerlendirilme korkusu ve utangaçlık ile olan ilişkinin araştırılmasıdır. Sizden beklenen verilen bilgi formu ve ölçekleri içten bir şekilde yanıtlamanızdır. Elde edilen sonuçlar grup olarak ele alınacağından ve bireysel değerlendirme yapılmayacağından sizden kimlik bilgisi istenmemektedir.

Katkılarınız için şimdiden teşekkür ederiz.

Lütfen aşağıdaki soruları cevaplayınız.

1. Cinsiyet:

Kız ()

Erkek ()

2. Sınıf Düzeyi:

9. sınıf ()

10. sınıf ()

11. sınıf ()

12. sınıf ()

3. Kaç yıldır bu okulun öğrencisi olduğunuzu belirtiniz.

.....

APPENDIX E. SAMPLE ITEMS FROM SCALE FOR INTERPERSONAL BEHAVIOR

Çoğu insan için, sosyal bir ortamda gerçekten istediği gibi davranmak zordur. Örneğin çoğu insan için bir ricayı geri çevirmek, yardım istemek veya bir şeyi onayladıklarını veya onaylamadıklarını göstermek zordur. Aşağıda bu tür sosyal ortamları gösteren bir dizi durum verilmiştir.

Sizden istenen, her bir ifadeyi okuyarak, kendinizin verilen ifadelerdeki gibi ne sıklıkla davrandığınızı göstermenizdir. Lütfen, hiçbir soru atlamadan, aklınıza gelen ilk cevabı işaretleyiniz.

Şimdi aşağıdaki ifadelerin her birini okuyup tek bir seçeneği belirterek cevaplandırınız.

	Hiçbir zaman yapmam	Nadiren yaparım	Bazen yaparım	Genellikle yaparım	Her zaman yaparım
1. Yabancı birisi ile konuşmaya başlamak.					
15. Birine size haksızlık yaptığını düşündüğünüzü söylemek.					
30. Bir yardım teklifini kabul etmek.					
48. Yakın bir tanıdığınıza ödünç bir şey vermeyi reddetmek.					

APPENDIX F. SAMPLE ITEMS FROM SHYNESS SCALE

Aşağıda verilen ifadelerden size uygun olan ve olmayanları saptadıktan sonra yanıtlarınızı her ifadenin karşısındaki seçeneklerden uygun olanına işaretleyiniz.

Lütfen hiçbir maddeyi boş bırakmayınız ve her ifade için tek bir işaretleme yapınız.

Maddeler	Bana Hiç Uygun Değil 1	Uygun Değil 2	Kararsızım 3	Bana Uygun 4	Bana Çok Uygun 5
1. İyi tanımadığım kişilerle birlikteyken kendimi tedirgin hissederim.					
7. Yeni tanıştığım insanlara doğal davranmakta güçlük çekerim.					
14. Topluluk önünde konuşmakta güçlük çekerim.					
19. Başkalarına duygularımı açıklamada güçlük çekerim					

APPENDIX G. SAMPLE ITEMS FROM BRIEF FEAR OF NEGATIVE EVALUATION SCALE

Lütfen aşağıda verilen 5’li derecenlendirme sistemini kullanarak sizin için en uygun rakamı her maddenin yanındaki boşluğa yazınız.

1=Beni Hiç Yansıtıyor 2=Beni Biraz Yansıtıyor 3=Beni Orta Derecede Yansıtıyor

4=Beni Çok Yansıtıyor 5=Beni Tamamıyla Yansıtıyor

..... 1. Bir değişiklik yaratmayacağını bilsem bile insanların hakkımda ne düşüneceği beni kaygılandırır.

..... 3. Diğer insanların eksikliklerimin farkına varmasından sıklıkla korkarım.

..... 7. Başkalarının hakkımdaki düşünceleri beni rahatsız etmez.

..... 12. Yanlış bir şey söyleyecek ya da yapacak olmaktan sık sık kaygı duyarım.

APPENDIX H. TURKISH SUMMARY / TÜRKE ÖZET

ATILGANLIĞIN YORDAYICILARI OLARAK UTANGAÇLIK VE OLUMSUZ DEĞERLENDİRİLME KORKUSUNUN İNCELENMESİ

GİRİŞ

İnsanođlu hayatın her döneminde etkileşim içinde olma isteđine ve ihtiyacına sahip olduğundan ilişki kurmak temel bir gereksinim olarak kabul edilmektedir. Baumeister ve Leary'nin de (1995) vurguladığı gibi insanlar olumlu, kalıcı ve kendileri için önem teşkil eden kişiler arası ilişkilere sahip olmaya güdülenmişlerdir.

Sosyal ilişki, duygu ve düşüncelerin bireyler arasındaki aktarımı ile gerçekleşmektedir. Gelişimsel dönemlere göre farklı niteliklere sahip olan sosyal ilişki, ergenlik döneminde akranlarla olan etkileşim ile ön plana çıkmaktadır. Ergenlik döneminin tipik özelliklerinden biri de akranlarla yaşanan karmaşık sosyal ilişkilerdir (Lodder vd., 2016). Ergenler akranlarıyla ilişki kurarlarken; kabul görme, beğenilme ve sosyal anlamda tatmin olma ihtiyaçları doğrultusunda hareket etmektedirler.

Akranlarla ve başkalarıyla sağlıklı ilişkiler kurabilmek için uygun sosyal becerilerin öğrenilmesi ve kullanılması gerekmektedir. Bu sosyal becerilerden önemli bir tanesi olan atılganlık becerisi, uygun sosyal davranışlar sergilenmesine yardımcı olarak kişiler arası ilişkileri etkin bir şekilde yürütmeye olanak sağlamaktadır. Atılganlık becerisi gelişmemiş ergenler, sosyal durumlarda zorluk

çekebilmekte ve akranlarıyla olan ilişkilerini sürdürmekte başarısız olabilmektedirler (Lodder vd., 2016). Bu doğrultuda atılganlık becerisi, uygun sosyal davranışlar sergilemeye yardımcı olduğu için sağlıklı ilişkiler kurmaya da da olanak sağlamaktadır (Alberti ve Emmons, 2017).

Kişiler arası ilişkiler üç davranışsal modele göre şekillenmektedir: Utangaçlık, Saldırganlık ve Atılganlık (Torucu, 1994). Alberti ve Emmons (2017) alanyazında birçok araştırmaya konu olan atılganlığı kişinin kendi iyiliği için yaptığı eylemleri, kaygı yaşamadan ve başkalarının haklarını da gözeterek gerçekleştirmesi olarak tanımlamıştır. Utangaçlık ve saldırganlık ise birçok boyutta atılganlıktan farklılaşmaktadır. Utangaç bireyler kendi düşünce, duygu ve ihtiyaçlarını ifade etmekten kaçınmaktadırlar. Saldırgan olanlar da başkaları için karar veren ve bunu bir patron gibi yapanlar olarak nitelendirilmektedir (Mc. Whirter ve Voltan-Acar, 2005). Atılgan bireyler ise başkalarının kişisel sınırlarına girmeden kendilerini ifade edebilmekte ve haklarını savunabilmektedirler. Atılganlık becerisi olmadan kişisel ihtiyaçların giderilmesi ve sağlıklı sosyal ilişkilerin sürdürülmesi güçtür (Voltan-Acar vd., 2008). Bu yüzden, atılganlıkla ilişkili olan faktörleri incelemenin ve atılganlığın yordayıcılarını araştırmanın faydalı olacağı düşünülmektedir. Aynı zamanda bireylere sosyal beceri edindirmek ve var olan sosyal becerilerini geliştirmelerine yardımcı olmak rehberlik ve psikolojik danışmanın misyonlarından biridir.

Geçmiş çalışmalarda atılganlık ile; özsaygı (Sert, 2003), öznel iyi oluş (Paezy vd., 2010), stres (Eldeeb vd., 2014), ve kişilik özellikleri (Sims, 2017) gibi değişkenler arasındaki ilişki incelenmiş ve bunlar gibi birçok değişkenin atılganlık ile ilişkili olduğu ortaya koyulmuştur. Bu araştırmada ise atılganlık becerisi ile ilişkili olduğu öngörülen iki değişken olarak; utangaçlık ve olumsuz değerlendirilme korkusu ele alınmıştır.

Buss (1980) utangaçlığı kişinin sosyal ilişkilerde yaşadığı kaygı olarak tanımlarken Leary (1986) kişiler arası iletişimden kaçınma olarak nitelendirmiştir. Diğer yandan Watson ve Friend (1969), olumsuz değerlendirilme korkusunu dört boyutta tanımlamıştır: başkalarının değerlendirmeleri yüzünden kaygı duymak,

olumsuz deęerlendirmeler konusunda stresli hissetmek, deęerlendirme ieren durumlardan kaınmak ve bařkalarının deęerlenmeleri hakkında varsayımlar retmek. yleyse utangalık ve olumsuz deęerlendirilme korkusunun, kiřinin sosyal ortamlarda bulunması ve sosyal etkileřim iine girmesi ile gn yzne ıkararak kiřiler arası iliřkileri olumsuz ynde etkileyebileceęi sylenebilir.

Alanyazında atılganlık ve utangalık arasındaki iliřkiyi arařtıran alıřmalar incelendięinde; Tagay ve dięerlerinin (2018) lise đrencileri ile gerekleřtirdikleri alıřmalarında sosyal kayęı ile atılganlık arasında negatif bir iliřki buldukları, Kirst'in (2011) de alıřmasında yksek atılganlık puanlarının dřk utangalık puanları ile anlamlı olarak iliřkili olduęunu ortaya koyduęu grlmektedir. Bu alıřmalar gibi alanyazında incelenen dięer gemiř alıřmalar da atılganlık ve utangalık arasında negatif ynde bir iliřki olduęunu gstermektedir (Lefevre ve West, 1981; Khazaie vd., 2014).

Atılganlık ve olumsuz deęerlendirilme korkusu arasındaki iliřkiye bakıldıęında daha kısıtlı sayıda arařtırma olduęu grlmektedir. Konuyla iliřkili rnek bir alıřmada kiřilik zellikleri, olumsuz deęerlendirilme korkusu ve iletiřim sorunları arasındaki iliřki arařtırılmıřtır. Bulgular olumsuz deęerlendirilme korkusu ile iletiřim sorunları arasında pozitif ynde iliřki olduęunu gstermiřtir (Hazel vd., 2014). Ayrıca, Erdoęan ve Uukoęlu'nun (2011) ilkokul đrencileriyle gerekleřtirdikleri alıřmalarında, atılganlık ile olumsuz deęerlendirilme korkusu arasında negatif ynde bir iliřki bulunmuřtur. Sonu olarak, mevcut alıřmaların atılganlık ile olumsuz deęerlendirilme korkusu arasında negatif ynde korelasyon gsterdięi sylenebilir. Fakat atılganlık ile ilgili alıřmalar incelendięinde; ergenlik dneminde atılganlık ile olumsuz deęerlendirilme korkusu arasındaki iliřkinin arařtırıldıęı alıřmaların kısıtlı olduęu grlmřtr. Bu iki deęiřken arasındaki iliřkinin ergen rneklemi zerinde arařtırılmasının kısıtlılıęı alanyazında bir bořluk olarak varsayılmıřtır. Bu nedenle, yapılan bu alıřmada atılganlık ile olumsuz deęerlendirilme korkusu arasındaki iliřkinin ergenlerle arařtırılmasının nemli olduęu dřnlmektedir.

Bu çalışmada atılganlık ile ilişkisine bakılan tüm değişkenleri ele alan çalışma olarak Kirst'in (2011) çalışması örnek gösterilebilir. Araştırmacı bu çalışmasında atılganlık, utangaçlık ve olumsuz değerlendirilme korkusu arasındaki ilişkiyi üniversite öğrencileri üzerinde incelemiştir. Çalışma sonucunda, atılganlığın hem utangaçlık hem de olumsuz değerlendirilme korkusu ile negatif yönde anlamlı ilişkisine ulaşılmıştır. Bu çalışmanın değişkenlerin ikili korelasyonları farklı çalışmalarda araştırılmış, fakat tüm değişkenlerin bir arada değerlendirildiği başka bir çalışma bulunamamıştır. Değişkenlerden herhangi ikisinin birlikte ele alındığı çalışmaların da çoğunlukla üniversite öğrencileriyle ya da yetişkinlerle gerçekleştirildiği görülmüştür (Lefevre & West, 1981; Alizadeh vd., 2013). Bu doğrultuda, atılganlığın yordayıcılarını ergen örneklemini üzerinde araştırarak güncel bilgi sahibi olmanın değerli olacağı düşünülmektedir. Ayrıca çalışma sonuçlarının, günümüz lise öğrencilerinin sosyal becerileri açısından okul psikolojik danışmanları ve alanda çalışan uzmanlar için yönlendirici olabileceği öngörülmektedir.

Çalışmanın Amacı

Atılganlık becerisi, kişiler arası ilişki kurma ve sürdürme açısından önemli bir sosyal beceri olarak değerlendirilmektedir. Çeşitli faktörler atılgan davranışların sergilenmesini etkilemektedir. Bu çalışmada, atılganlıkla ilişkili olabilecek faktörler olarak; utangaçlık ve olumsuz değerlendirilme korkusu ele alınmıştır.

Çalışmanın temel amacı; lise öğrencileri örnekleminde atılganlık, utangaçlık ve olumsuz değerlendirilme korkusu arasındaki ilişkiyi araştırmaktır. Detaylandırılacak olursa; utangaçlık ve olumsuz değerlendirilme korkusunun lise öğrencilerinin atılganlık düzeyleri üzerindeki yordayıcı rolü araştırılmıştır. Ayrıca, cinsiyet ve sınıf düzeyi değişkenlerinin atılganlık ile olan ilişkisinin incelenmesi de amaçlanmıştır.

Çalışmanın amaçları doğrultusunda aşağıdaki araştırma soruları ele alınmıştır:

1. Lise öğrencileri örnekleminde utangaçlık ve olumsuz değerlendirilme korkusu atılganlığı ne ölçüde yordamaktadır?
2. Öğrencilerin atılganlık düzeyleri ve cinsiyetleri arasında anlamlı bir ilişki var mıdır?
3. Öğrencilerin atılganlık ve sınıf düzeyleri arasında anlamlı bir ilişki var mıdır?

Çalışmanın Önemi

Sosyal bir varlık olan insan, diğer insanlarla etkileşim içinde olmaya güdülenmiştir (Baumeister ve Leary, 1995). Her insan sağlıklı ilişkiler kurabilmek için sosyal becerilere ihtiyaç duymaktadır. Uygun becerilere sahip olduğunda kişi, kendisini doğru bir şekilde ifade edebilmekte ve kişisel haklarını kullanabilmektedir.

Ergenler, ergenlik döneminde ve sonrasında atılganlık becerisini sergilemeleri gereken durumlarla karşılaşmaktadırlar. Örneğin, haklarını ihlal eden birisine karşılık vermeleri ya da bir başkasından yardım istemeleri gerekebilir. Bu gibi durumlarda karşıdaki kişi ile uygun biçimde iletişim kurmak oldukça önemlidir.

Dahası, alanda çalışan psikolojik danışmanlardan edinilen bilgiler ışığında, birçok lise öğrencisinin rehberlik ve psikolojik danışma birimine başvurma nedenlerinden birinin sosyal becerilerin yetersizliği ve sosyal beceri edinme gereksinimiyle ilişkili olduğu görülmüştür. Utangaç olma, hayır diyememe ve kendini daha iyi ifade etme isteği öğrencilerin başvuru sebeplerinden bazılarıdır. Böylece bu çalışmanın, lise öğrencilerinin atılganlık becerisi hakkındaki ihtiyaçlarına ışık tutacağı düşünülmektedir.

YÖNTEM

Bu çalışmada ilişkisel araştırma yöntemi kullanılmıştır. Nicel araştırma metodlarından biri olan ilişkisel araştırma, iki ya da daha çok değişken arasındaki ilişkinin anlamlı olup olmadığını belirlerken kullanılmaktadır (Fraenkel vd., 2012). Bu çalışmada, ilişkisel araştırma yöntemi ile atılganlık, utangaçlık ve olumsuz değerlendirilme korkusu arasındaki ilişki araştırılmıştır. Ek olarak, cinsiyet ve sınıf düzeyi değişkenlerinin atılganlık ile olan ilişkisi de incelenmiştir.

Örneklem

Araştırmanın örneklemini, Ankaradaki özel bir lisenin 419 öğrencisinden oluşmaktadır. Katılımcıların 211'i kadın, 208'i erkektir. Sınıf düzeylerine göre dağılımları şu şekildedir: % 36'sı 9. sınıf, % 31.7'si 10. sınıf ve % 32.3'ü 11. sınıf. Katılımcılara okulun öğrencisi oldukları süreler sorulmuş ve yanıtları üç kategoride toplanmıştır. Araştırma yapılan okulun öğrencisi olma süresi toplamda 1 ile 13 yıl arasında değişmektedir ($M = 7.50$, $ss = 2.64$). Öğrencilerin % 6.4'ü 1, 2, 3 ya da 4 yıldır okulun öğrencisiyken, çoğunluk ile % 71.4'ü 5, 6, 7 ya da 8 yıldır okulun öğrencisidir. % 22.2 oranında öğrencinin de 9, 10, 11, 12 ya da 13 yıldır araştırma yapılan okulun öğrencisi oldukları görülmüştür.

Veri Toplama Araçları

Demografik Bilgi Formu

Katılımcıların cinsiyet, sınıf düzeyi ve okulun öğrencisi olma sürelerine ilişkin bilgileri demografik bilgi formu aracılığıyla toplanmıştır.

Kişiler Arası Davranış Ölçeği

Arrindell ve van der Ende (1985) tarafından geliştirilen ölçek 50 maddeden oluşmaktadır ve beşli Likert skalasına sahiptir (1 = hiçbir zaman; 5 = her zaman). Türk kültürüne Eskin (1993) tarafından adapte edilen ölçekten alınan toplam puanın artması, atılganlık seviyesinin yükseldiğini göstermektedir. Ölçeğin iç tutarlılığı $\alpha = .90$ olarak hesaplanmıştır.

Utangaçlık Ölçeği

Cheek ve Buss (1981) tarafından geliştirilen ölçek 20 maddeden oluşmaktadır ve beşli Likert skalasına sahiptir (1 = uygun değil; 5 = çok uygun). Türk kültürüne Güngör (2001) tarafından adapte edilen ölçekten alınan toplam puanın artması, katılımcının kendisini utangaç olarak algıladığını göstermektedir. Ölçeğin iç tutarlılığı $\alpha = .91$ olarak hesaplanmıştır.

Olumsuz Değerlendirilme Korkusu Ölçeği Kısa Formu

Leary (1983) tarafından geliştirilen ölçek, orijinal ölçeğin 12 maddesinden oluşmaktadır ve beşli Likert skalasına sahiptir (1 = beni hiç yansıtmıyor; 5 = beni tamamıyla yansıtıyor). 2, 7 ve 10 numaralı maddeler ters puanlanmaktadır. Türk kültürüne Çetin ve diğerleri (2010) tarafından adapte edilen ölçekten alınan toplam puanın artması, olumsuz değerlendirilme korkusunun yükseldiğini göstermektedir. Ölçeğin iç tutarlılığı $\alpha = .90$ olarak hesaplanmıştır.

Veri Toplama Süreci

Veri toplama süreci başlatılmadan önce, araştırmacı sınıflara girerek çalışmanın duyurusunu yapmış ve amacını açıklamıştır. Ardından, veli onam formları öğrencilere dağıtılmış ve bir hafta sonra toplanmıştır.

Veli onayı olan öğrenciler, kendilerine yönelik hazırlanan bilgilendirilmiş onam formunu okuyarak çalışmaya gönüllü katıldıklarını belirttikten sonra ölçekleri yanıtlamışlardır. Veriler araştırmacı tarafından kağıt-kalem yöntemi ile sınıf ortamında toplanmıştır. Ölçekleri yanıtlamak için bir ders saati, 40 dakika verilmiştir.

Veri Analizi

Veriler taranıp betimsel istatistiki değerleri hesaplanmıştır. Çalışmanın demografik değişkenlerinin atılganlık üzerindeki etkisi bağımsız örneklem t-testi ve tek yönlü varyans analizi ile incelenmiştir. Ardından, değişkenler arasındaki korelasyonlara bakılmıştır. Regresyon analizi varsayımları kontrol edildikten sonra çoklu regresyon analizi yöntemi ile utangaçlık ve olumsuz değerlendirilme korkusunun atılganlık üzerindeki yordayıcı rolü incelenmiştir. Verilerin analizinde SPSS programından yararlanılmıştır.

Çalışmanın Kısıtlılıkları

Bu çalışmanın bazı kısıtlılıkları bulunmaktadır. İlk olarak rastgele örnekleme yöntemi seçilmediği için, çalışma sonuçlarının genellenmesi mümkün olmamaktadır. Çalışmanın özel okulda okuyan ve yüksek sosyo-ekonomik düzeye sahip olan öğrencilerle gerçekleştirilmiş olması da sonuçların genellenmesini engellemektedir. Diğer kısıtlılık çalışmanın öz bildirim ölçekleriyle gerçekleştirilmesine dayanmaktadır. Öz bildirim ölçme araçlarının sosyal istenirliğe yönelik cevaplandırılma olasılıkları, elde edilen bulguların dikkatli bir şekilde analiz edilmesini gerektirmektedir. Son olarak bu çalışmada, kişilik özellikleri, aile geçmişi ve ebeveynlik stilleri gibi kontrol edilmeyen, ama bağımlı değişken üzerinde önemli etkilere yol açabilecek başka değişkenlerin var olabileceği düşünülmektedir.

BULGULAR

Bağımsız örneklem t-testi sonucuna göre, atılganlık seviyesinin cinsiyete göre anlamlı olarak değiştiği görülmüştür. Kız öğrencilerin atılganlık puanları ($M = 173.64$, $ss = 1.61$) erkek öğrencilere göre ($M = 163.61$, $ss = 1.59$) daha yüksektir; $t(417) = 4.43$, $p < .05$.

Tek yönlü ANOVA sonuçlarına göre, atılganlık seviyesinin sınıf düzeyine göre anlamlı olarak değiştiği ama okulun öğrencisi olma süresinin atılganlık ile anlamlı bir ilişkisinin olmadığı görülmüştür. Sınıf düzeyine bakıldığında, 10. sınıf öğrencilerinin ($M = 172.84$, $ss = 2.16$) en yüksek atılganlık puanlarına sahip oldukları, bunu 9. sınıf öğrencilerinin ($M = 166.74$, $ss = 1.87$) takip ettiği ve 11. sınıf öğrencilerinin ($M = 166.67$, $ss = 1.96$) en düşük atılganlık puanlarına sahip oldukları gözlenmiştir.

Pearson korelasyon katsayısı ile hesaplanan korelasyon sonuçlarına göre atılganlık ile utangaçlık arasında negatif yönde orta düzeyde anlamlı ilişki ($r = -.50$, $p < .01$), atılganlık ile olumsuz değerlendirilme korkusu arasında negatif yönde düşük düzeyde anlamlı ilişki ($r = -.21$, $p < .01$) ve utangaçlık ile olumsuz değerlendirilme korkusu arasında pozitif yönde orta düzeyde anlamlı ilişki ($r = .51$, $p < .01$) bulunmuştur.

Son olarak çoklu regresyon analizi uygulanmış ve anlamlı bir regresyon denklemi ortaya çıkmıştır ($F(2, 416) = 68.25$, $p < .01$, $R^2 = .24$). Bulgular, utangaçlığın atılganlığı anlamlı ve negatif bir şekilde yordadığını fakat olumsuz değerlendirilme korkusunun atılganlık için anlamlı bir yordayıcı olmadığını ortaya koymuştur.

TARTIŞMA

Bulguların Tartışılması

Kişiler arası ilişki kurmak yaşamın her döneminde önemli bir yere sahiptir. Bu ergenlik döneminde gelişimsel bir ödev haline geldiği için daha da önem kazanmaktadır. Ergenlere sağlıklı kişiler arası ilişkiler kurmak için gerekli olan sosyal beceriler öğretilmezse ya da başkalarının sosyal davranışlarını gözlemleyemezlerse etkili kişiler arası ilişkiler kurmaları güçleşebilmektedir. (Arslantaş vd., 2013).

Sosyal becerilerin eksikliğine ek olarak utangaçlık ve olumsuz değerlendirilme korkusu, etkili kişiler arası ilişkiler kurmayı engelleyen önemli etmenlerdendir. İlkokul öğrencileri ve yetişkinler ile karşılaştırıldıklarında ergenler, % 54 oranıyla kendilerini en utangaç olarak algılayan grup olmuşlardır (Zimbardo vd., 1975). Ayrıca ergenlik dönemi, hem kimlik oluşumu, hem de sosyal beceri gelişimi açısından kritik bir dönem olduğundan bu dönemde yaşanan akran kabulü ve beden algısı ile ilişkili endişeler olumsuz değerlendirilme korkusu yaşanmasına sebep olabilmektedir.

Bu çalışmada utangaçlık ve olumsuz değerlendirilme korkusunun, sosyal becerilerden olan atılganlığın yordayıcıları olabileceği varsayılmıştır. Verilerin incelenmesine ilişkin çoklu regresyon analizi yapılmış ve anlamlı bir regresyon denklemi bulunmuştur. Katılımcıların utangaçlık ve olumsuz değerlendirilme korkusu düzeylerindeki artış atılganlık düzeylerinde düşüş yaratmaktadır. Bu sonuç geçmiş araştırma bulgularıyla tutarlılık göstermektedir (Lefevre ve West, 1981; Kirst, 2011; Tagay vd., 2018).

Ek olarak, çalışmanın bağımsız değişkenleri arasında pozitif yönde anlamlı bir ilişki bulunmuştur. Utangaçlık düzeyindeki artış, olumsuz değerlendirilme korkusu düzeyindeki artış ile ilişkilidir. Bu sonuç, değişkenler arasında pozitif yönde

ilişkiye ulaşan geçmiş araştırma sonuçlarıyla paraleldir (Cowden, 2005; Karakashian vd., 2006; Koydemir ve Demir, 2008).

Betimleyici istatistik sonuçlarına bakıldığında, bazı bulguların alanyazın ile tutarlılık göstermediği görülmüştür. İlk olarak bu çalışmada, cinsiyet ile atılganlık arasında anlamlı bir ilişki bulunmuştur. Buna göre; kız öğrenciler daha yüksek atılganlık puanları elde etmiştir. Alanyazında ise cinsiyet ve atılganlık arasındaki ilişkiyi inceleyen araştırma sonuçlarında farklılıklar görülmektedir. Bazı çalışmalar erkek katılımcıları kadınlardan daha atılgan bulurken (Kimble vd., 1984; Feingold, 1994) diğerleri ise cinsiyet ve atılganlık arasında anlamlı bir ilişki olmadığı sonucuna ulaşmıştır (Tan ve Aldemir, 2012; Tatar, 2018; Parmaksız, 2019). Veri toplanan okulda kız ve erkek öğrencilere kendi sosyal becerilerini geliştirebilmeleri adına eşit imkanlar sunulsa da, kız öğrencilerin kendi kişilik özelliklerini ve kişiler arası ilişkilerini değerlendirebilecekleri çalışmalara katılmaya daha istekli olmaları bulunan anlamlı farkı açıklayabilir. Erkek öğrencilerin ise sosyal durumdaki davranış ve tutumlarını paylaşma konusunda benzer isteği göstermedikleri gözlenmiştir. Ayrıca bu bulgunun, kız öğrencilerin ailelerinin ebeveynlik tutumları ve annelerinin eğitim seviyeleriyle ilişkili olabileceği düşünülmektedir.

Okul ortamında atılganlık becerilerini test edip geliştirebilecekleri imkanları daha çok olduğu için büyük sınıf öğrencilerinin daha yüksek atılganlık puanına sahip olabilecekleri varsayılmıştır. Fakat sonuçlar, araştırmaya katılan en büyük öğrenciler olan 11. sınıf düzeyindeki öğrencilerin en düşük atılganlık puanına sahip olduklarını göstermiştir. Bu bulgu geçmiş araştırma sonuçlarıyla tutarlılık göstermemektedir. Alanyazına bakıldığında, yaşı daha büyük olan katılımcıların yaşı küçük olanlarla karşılaştırıldıklarında daha yüksek atılganlık düzeyine sahip oldukları görülmüştür (Kimble vd., 1984; Kılıç; 2009, Kaya ve Karaca, 2018). Çalışma sonuçlarının geçmiş araştırma sonuçlarıyla tutarlı olmaması büyük sınıf öğrencilerinin öz bildirim çalışmalarına karşı tutumlarıyla açıklanabilir. Okul ortamında öğrencilerden birçok ölçme aracını doldurmalarının istenmesi öz bildirim ölçeklerini yanıtlama konusunda isteksizlik oluşmasına sebep olmuş olabilir. Ayrıca 11. sınıf öğrencilerinin önemli bir çoğunluğunun odak noktasının

üniversite sınavına hazırlanma olması, akademik olmayan bir ölçüme gerekli ciddiye ile yaklaşmalarının önüne geçmiş olabileceği düşünülmektedir.

Okulun öğrencisi olma süresinin ise atılganlık üzerinde istatistiksel olarak anlamlı bir fark yaratmadığı görülmüştür. Çalışma yapılan okulun özel bir okul olması ve öğrencilerin sadece akademik gelişimlerinin değil sosyal gelişimlerinin de önemseniyor ve destekleniyor olması, diğerlerine oranla daha uzun süredir okulun öğrencisi olanların daha yüksek atılganlık puanına sahip olacağını düşündürmüştür. Fakat sosyal beceriler sadece okul ortamında öğrenilmediğinden, okulun öğrencisi olma süresi atılganlık ile ilişkili bulunmamış olabilir.

Ek olarak, atılganlık becerisine ilişkin gerçekleştirilen birçok çalışmanın örneklemini üniversite öğrencileri ya da yetişkinler oluşturmaktadır (Lefevre & West, 1981; Alizadeh vd., 2013). Bu çalışmanın katılımcıları ise lise 9, 10 ve 11. sınıf öğrencileridir. Atılganlık becerisini ergen örnekleminde ele alacak güncel çalışmalar, bu tip araştırmaların yaygınlığını arttırabilir. Ayrıca bu çalışma, lise öğrencilerinde utangaçlık ve olumsuz değerlendirilme korkusunun atılganlık ile olan anlamlı ilişkisini desteklemektedir. Sosyal ve psikolojik sağlık uygulamaları kapsamında değerlendirilebilmeleri için, utangaçlık ve olumsuz değerlendirilme korkusunun atılganlık becerisine dayalı olarak kavramsallaştırılmasının gerekli olduğu düşünülmektedir.

Uygulamaya Yönelik Öneriler

Atılganlık becerisi, sosyal ve psikolojik sağlık uygulamaları ve değerlendirmeleri kapsamında önem teşkil etmektedir. Alanyazın düşük atılganlık düzeyinin, yüksek sosyal kaygı (Tagay vd., 2018), nevroz (Ramaniah ve Deniston, 1993) ve depresyon (Cerolini vd., 2017) ile ilişkili olduğunu göstermektedir. Bununla beraber utangaçlık ve olumsuz değerlendirilme korkusunun, atılganlık ve dolaylı olarak sosyal ve psikolojik sağlık ile negatif yönde ilişki gösteren değişkenler oldukları görülmektedir (Kirst, 2011; Khazaie vd., 2014).

Atılganlığın sosyal ve psikolojik sonuçlarla ilişkili olması, atılganlığı etkileyen faktörlerin araştırılmasını önemli hale getirmektedir. Sosyal beceri müdahaleleri tasarlarlarken okul psikolojik danışmanları ve alanda çalışan uzmanların utangaçlık ve olumsuz değerlendirilme korkusu yaşayan bireyleri göz önünde bulundurmaları yararlı olacaktır.

Okul müfredatlarında temel odak çoğunlukla öğrencilerin akademik gelişimidir. Sosyal ve psikolojik gelişime ya oldukça az yer verilmekte ya da hiç yer verilmemektedir. Fakat öğrencilerin sosyal ve psikolojik gelişimde geri kaldıklarında bunun akademik başarılarına da olumsuz yönde yansiyabileceği göz önünde bulundurulmalıdır. Okul ortamında öğrencilerin sosyal becerileri doğal yollardan edinmelerini ya da geliştirmelerini beklemek uygun bir seçim değildir. Elbette ki her öğrenci sosyal gelişim sürecinde rehberliğe ihtiyaç duymamaktadır. Fakat öğrencilerin atılganlık becerisini etkileyen faktörleri anlamak, onları sosyal açıdan desteklemek için yol gösterici olacaktır.

Diğer taraftan gerekli sosyal becerilere sahip olan ama bunları gerçek yaşam durumlarına uygulamakta güçlük çeken öğrenciler olabilir. Atılganlık becerisi geliştirme temalı çalışmalar öğrencilere bu beceriyi gerçek yaşam koşullarında uygulama atmosferi sağlayabilir. Alanyazın atılganlık çalışmalarının sosyal beceri edinme ve geliştirme konusunda etkili olduğunu göstermektedir (Çeçen-Eroğul ve Zengel, 2009; Avşar ve Alkaya, 2017).

Bu çalışma kapsamında lise öğrencilerinin atılganlık düzeyleriyle ilişkili olan faktörleri araştırmak önemli görülmüştür. Ergenlerin utangaçlık ve olumsuz değerlendirilme korkusu düzeyleriyle ilişkili olarak atılganlık becerileri incelendikten sonra uygun müdahale çalışmaları tasarlanabilir ve uygulanabilir.

Gelecek alıřmalar iin neriler

Bu alıřma Trkiye'nin bařkentinde zel bir lisede gerekleřtirildiėi iin, elde edilen sonular tm lise ėrencilerine genellenememektedir. Daha heterojen gruplarla yapılacak gelecek alıřmalar genelleme yapma olasılıėını arttırabilir.

alıřmanın zbildirim lekleriyle yrtlmř olması, katılımcıların sosyal istenirliėe dayalı cevaplar vermesine yol amıř olabilir. Gelecek alıřmalar sosyal istenirliėi azaltacak nitel lme araları ile desteklenebilir.

Kiřilik zellikleri, aile gemiři ve ebeveynlik stilleri gibi ek deėiřkenlerin gelecek alıřmalara dahil edilmesi alıřma deėiřkenleri hakkındaki bilgi tabanını zenginleřtirebilir.

Bu alıřmada cinsiyet ve sınıf dzeyi deėiřkenlerine iliřkin elde edilen bulgular alanyazından farklılık gsterdiėi iin gelecek alıřmalarda bu farklılıkların nedenleri incelenebilir.

Son olarak gelecek alıřmalarda utangalık ve olumsuz deėerlendirilme korkusu dzeyleri yksek bireyler iin atılğanlık eėitimi alıřmaları tasarlanabilir.

APPENDIX I. THESIS PERMISSION FORM / TEZ İZİN FORMU

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TEZİN ADI / TITLE OF THE THESIS (İngilizce / English) : SHYNESS AND FEAR
OF NEGATIVE EVALUATION AS PREDICTORS OF ASSERTIVENESS

TEZİN TÜRÜ / DEGREE: **Yüksek Lisans** / Master **Doktora** / PhD

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