

Examination of the Relationship Between Adolescents' Social Anxiety, Cognitions and Attitudes

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Abstract

The purpose of this study is the investigation of the relationship between cognitive distortions and non-functional attitudes of adolescences, their social appearance concerns, and social comparison levels. Study sample comprises 319 high school students from Arnavutköy District of the City of İstanbul. Study data were obtained using "Dysfunctional Attitude Scale, Cognitive Distortion in Interpersonal Relations Scale, Social Appearance Anxiety Scale, Social Comparison Scale" and the "demographics form" created by the author. Data collected were analyzed using SPSS 21 software package. Spearman Correlation Analysis was used to analyze the relationship between scores that obtained from scales. T-test and Kruskal Wallis Test were used to compare the scores that obtained from scales. Study Findings suggest that adolescents' nonfunctional attitude scale scores are associated with cognitive distortions, social anxiety, and social comparisons. It has been observed that the need for approval and perfectionist attitude play a very central role in the cognitive distortions of adolescents. It is also noteworthy that these attitudes are the only relationship we have in our comparison with others. Social anxiety has been found to be strongly associated with both our cognitive distortions in relation to others, as well as all nonfunctional attitudes. Cognitive distortions such as avoidance of intimacy and non-realistic relationship expectation from have a strong relationship with perfectionist attitude and need for approval. This study reports the central role of perfectionist attitude and need for approval in relation to social anxiety and social comparison to different attitudes and cognitive distortions.

Keywords: Psychology, adolescent phobia, social attitude, social identification

Öz

Ergenlerde Sosyal Görünüş Kaygısı ve Sosyal Karşılaştırmanın, Fonksiyonel Olmayan Tutum ve Bilişsel Çarpıtmalarla ilişkisi

Çalışmanın amacı, kognitif çarpıklıklar ile işlevsel olmayan tutumlar, sosyal görünüş endişeleri ve sosyal karşılaştırma düzeyleri arasındaki ilişkinin araştırılmasıdır. Çalışma örneği, İstanbul'un Arnavutköy İlçesinden gelen 319 lise öğrencisinden oluşmaktadır. Çalışma verileri, "İşlevsel Olmayan Tutum Ölçeği, Kişilerarası İlişkilerde Bilişsel Bozulma Ölçeği, Sosyal Görünüm Kaygısı Ölçeği, Sosyal Karşılaştırma Ölçeği" ve yazar tarafından oluşturulan "demografik form" kullanılarak elde edilmiştir. Toplanan veriler SPSS 21 yazılım paketi kullanılarak analiz edilmiştir. Ölçeklerden elde edilen puanlar arasındaki ilişkiyi analiz etmek için Spearman Korelasyon Analizi kullanılmıştır. Ölçeklerden elde edilen skorları karşılaştırmak için T-testi ve Kruskal Wallis Testi kullanıldı. Çalışma bulguları, ergenlerin fonksiyonel olmayan tutum ölçeği skorlarının, bilişsel çarpıtmalar, sosyal görünüm anksiyetesi ve sosyal karşılaştırmalar ile ilişkili olduğunu göstermektedir. Mükemmeliyetçi tutum ve onaylanma ihtiyacı, ergenlerin kognitif hatalarında çok merkezi bir rol oynadığı gözlemlendi. Diğerleri olan karşılaştırmamızda tek ilişkinin bu tutumlarımız olması da dikkat çekici bir sonuçtur. Sosyal anksiyetenin, hem diğerleri ile olan ilişkimizdeki kognitif hatalarımızla, hem de tüm fonksiyonel olmayan tutumlarımızla güçlü bir ilişki içinde olduğu görüldü. Kognitif hatalarımızdan olan yakınlıktan kaçınma ve gerçekçi olmayan ilişki beklentisi, mükemmeliyetçi tutum ve onaylanma ihtiyacı ile paralel bir seyir izlemiştir. Bu çalışma, sosyal kaygı ve karşılaştırmanın farklı tutum ve kognitif hatalarla ilişkisinde mükemmeliyetçi tutum ve onaylanma ihtiyacının merkezi rolünü bildirmektedir.

Anahtar Kelimeler: Psikoloji, ergenlik tutumlar, sosyal anksiyete, bilişsel çarpıtmalar

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INTRODUCTION

According to a study conducted in 24 countries (Al Sabbah et al., 2009) many adolescents make an effort to change something about their bodies. Body image refers to individuals' perceptions and attitudes toward their physical appearances (Cash & Pruzinsky, 2002). It is the mental description we create of what we think we look like which may or may not have a close relation to how others see us (Jones & Smolak, 2011).

Social appearance anxiety is defined as "the fear that one will be negatively evaluated because of one's appearance" (Hart et al., 2008). Social appearance anxiety is positively correlated with measures of social anxiety and negative body image (Claes et al., 2011), but does not represent little overlap among these other forms. Instead, social appearance anxiety taps into a unique proportion of variability in social anxiety beyond negative body image, depression, personality, and affect (Hart et al., 2008; Levinson & Rodebaugh, 2012). Moscovitch (2009) has proposed that perceived flaws in appearance may be one of the core fears causing individuals with social anxiety disorder (SAD) to fear public criticism.

Individuals struggle to look attractive by other individuals, leaving a good impression on them (Yousefi, Hassani, & Shokri, 2009). This effort is called self-presentation or impression management. Individuals are concerned about their appearance in communication with the outside world if they do not think they will make a good impression on others (Leary, Kowalski, & Campbell, 1988). People have opinions about their appearance and physical structures, but they are still concerned about how people evaluate them. Individuals may feel disappointed when they cannot make a positive impression on others regarding their physical appearances (Balli, Ilker, & Arslan, 2014).

The Social Comparison Theory is a theory that has emerged in the 1950s to understand how individuals interpret self-assessments, their abilities, their characteristics. Since self-assessment is not always possible over standard values, the individual enters into the process of comparing his/her characteristics and abilities with those of other individuals. This process takes the name of social comparison process (Bilgin, & Teközel, 2007). The family, school, friend, social environment and even the city, and village where they live are placed in communication with each other. The external world in which the individual constantly communicates and interacts as well as other people who form

this external world will be effective in self-evaluation. The skills, abilities, and abilities that other people possess will be effective in the inner self of the individual, as well as in the inner world.

Many researchers argue that an individual has a significant role in how he or she is viewed by others (Goethals, 1986; Klein, 1997). It is also important for the social comparison to be realistic about the individual's thoughts to achieve correct results. Otherwise, it will not be possible for the results of social comparisons that individuals make relative to other people around them to be objective and realistic. The non-objective opinions of the individual on his/herself may have distant positive or negative consequences in the social comparison process (Bilgin, & Teközel, 2007). In the social comparison process, individuals cannot always be objective, but they can compare themselves to people with their talents, physical attractiveness, success, and ability –higher or lower.

Adolescents tend to observe their peers in the adolescent period, and to compare himself/herself with his/her peers. They are happy when they see the superior sides in themselves, and likewise, they feel a deep lack when they are missing. According to research conducted, teenagers talked to their peer's one-third of their time in school years, and this was the happiest activity. The main purpose here is to be together, see each other, listen, compare and discuss (Arman, et al., 2011).

Individuals' thoughts about their future and their experiences play an active role in determining their cognitive processes (Stackert & Bursik, 2003). Beck notes that people with emotional problems tend to make certain 'logical mistakes' that direct the objective reality towards dislike of self (Beck, et al., 1979). Cognitive distortions are the most superficial cognitive structures that may lead to false assumptions and misinterpretations to a particular situation. Cognitive distortions can be a non-functional and harmonizing effect in assessing the individual's situation, and in interpreting the relationship of this assessment to itself (Uğur, 2013). When treating depressed people with Beck's cognitive-behavioral therapy approach, he revealed the concept of "Nonfunctional Attitudes" to explain the cognitive processes of these individuals (Duy, 2003). Beck (1987) argued that cognition and attitudes which are shaped by family and environmental factors are an important part of individuals' attitudes towards depression.

It is possible that the forms of perception of the individual in adolescence, who experience rapid changes from physical, psychological and social aspects, affect their relations with themselves and their surroundings. For this reason, it is important to examine how the adolescents perceive themselves, to describe the existing situation and to take the necessary precautions (Sezer, 2010).

Adolescence is one of the most critical developmental tasks regarding development of personality. The purpose of our research is to be able to present the cognitive distortions and nonfunctional attitudes of high school students in this developmental period related to relationships, and find out whether these are related to students' social appearance anxiety and social comparisons. We believe that attitudes and cognitive distortions play a central role in social anxiety and social interactions in adolescents.

METHOD

Participants

Participants are high school students who are studying at two schools in the province of İstanbul. The sample consisted of a group of participants between the ages of 15 and 18 who did not have any chronic or psychiatric disorders.

As summarized in Table 1, the entire group of participants is 319 students. The participant group consists of 143 female students and 176 male students. Also, 171 of the participants are studying at Anatolian High School while 148 are studying at Vocational High School.

Demographic Form

Demographic form prepared by the researcher to determine the personal information of the students include; sex, age, class level, how the student works, how many siblings they are, whether other people are living outside the core family, whether they have a chronic or psychiatric illness, and average family income.

Cognitive Impairment Scale Related to Interpersonal Relations (CISRIR)

CISRIR was developed by Hamamci and Büyüköztürk (2003) to evaluate the cognitive distortions of individuals' interpersonal relations without limiting them to certain persons. The scale consists of 19 items and is of the Likert gradation type of 5. The highest score to be taken from the

scale is 95, the lowest score is 19. High scores indicate that individuals have cognitive distortions for close associations (Hamamci, 2005; Hamamci & Büyüköztürk, 2003).

CISRIR consists of three independent factors, 'Avoidance of Proximity,' 'Non-Realistic Relationship Expectation' and 'Mind Reading'; "Avoidance of intimacy" factor consists of 8 items, "Unrealistic relationship expectancy" factor consists of 8 items, "Mind Reading" factor consists of 3 items (Hamamci & Büyüköztürk, 2003).

Criteria validity of the scale was determined by examining the correlation with the Cognitive Distortion Scale, the Automatic Thinker Scale, and the Conflict Tendency Scale and found a positive and significant relationship with other scales ($p < 0.01$) (Hamamci & Büyüköztürk, 2003).

Disfunctional Attitudes Scale (DAS)

DAS is a measure used to determine the dysfunctional feelings, thoughts, and behavior of individuals regarding their situation or objects. The scale was developed by Wissman and Beck in 1978 (Şahin, & Şahin, 1992).

The scale consists of 40 items, each of which contains different beliefs and attitudes. The items are answered with a seven-point Likert-type rating and the answers are as follows: 1 = I fully agree, 2 = I generally agree, 3 = I strongly agree, 4 = I agree a little, 5 = I agree rarely, 6 = I do not agree. The total score will be the same as the response scores; 2, 6, 12, 17, 24, 29, 30, 35, 37 and 40 are scored as the opposite of responses (1 = 7, 2 = 6, 3 = 5, 4 = 4, 5 = 3, 6 = 2, 7 = 1). The lowest score is 40, the highest score is 280, and the higher scores indicate that nonfunctional attitudes are used more frequently.

Social Appearance Anxiety Scale (SAAS)

The Social Appearance Anxiety Scale (SAAS) was developed by Hart et al. (2008) to measure social anxiety of individuals, and the Turkish adaptation of scale was conducted by Doğan (2010).

The scale consists of 16 items. The SAAS has a reply key of the five-point Likert-type "1) Not at all appropriate; 5) Completely eligible". The first element of the scale is reverse coded. The lowest score that can be taken from SAAS, which measures social anxiety in one dimension, is 16 and the highest score is 80. Increasing scores indicate that social anxiety is high (Doğan, 2010).

Doğan (2011) examined the psychometric properties of the Social Appearance Anxiety Scale in a sample of adolescents, showing that SAAS is a valid and reliable measurement tool for adolescents.

Social Comparison Scale (SCS)

SCS's Turkish adaptation was made by Şahin and Şahin (1992). When SCS compares itself with others, SCS measures how it perceives itself in various dimensions. SCS, which can be applied to adolescents and adults as a group, is a self-assessment measure without time limitation. The scale consists of 18 items and is of the sixty Likert type. Each item of the scale is between 1 and 6 points and scores between 18 and 108 are taken from the scale. High scores from the scale indicate positive self-perception, while low scores indicate negative self-perception (Savaşır & Şahin, 1997).

Prosedure

The study data were analyzed using SPSS 21 packet program. Pearson Correlation Analysis was used to investigate the relationship between the Cognitive Impairment Scale for Students' Relations (CISRIR) and subscale scores, Non-Functional Attitudes Scale (NFAS) and subscale scores, Social Appearance Anxiety Scale (SAAS) scores and Social Comparison Scale.

We applied Spearman Correlation Analysis to investigate the relationship between the socio-demographic characteristics of the participants, and the scores of the Cognitive Impairment Scale (CISRIR) and subscale

scores, Dysfunctional Attitudes Scale (DAS) and subscale scores, Social Appearance Anxiety Scale (SAAS) scores and Social Comparison Scale (SCS).

RESULTS

According to the demographic characteristics of 319 high school students participating in the survey, 143 (44.8%) were female, and 176 (55.2%) were male students. The average age of the students was 15.89, and the range was 15–17.38 (10%); students were employed while 287 (90%) were not. Seventy (21.9%) of the students have 3 or more siblings while 16 (5%) were single. In the houses of 32 (10%) of the students, other members were living with them apart from the core family and 287 (90%) of the students were dwelling only with the core family.

Descriptive values of the data obtained in the results of the SCS, CISRIR, SAAS, and DAS applied to the high school students participating in the survey are given in Table 1.

The Pearson Correlation Analyze data that is performed to investigate the relationship between high school students' CISRIR, DAS subscales and total scores are given in Table 2.

A Pearson correlation analysis revealed a high positive correlation between the CISRIR scores and the DAS total scores ($r=0.427$, $p<0.001$). It was found that there was a significant positive correlation between the students' total score of CISRIR and the level of perfectionist attitude and needs of approval ($r=0.470$, $r=0.397$, $p<0.001$, respectively).

Table 1: SCS, CISRIR, SAAS and DAS subscale scores and total scores of high school students

Scales	N	Min.	Max.	Mean.	SD
Cognitive Impairment Scale Related to Interpersonal Relations (CISRIR)	319	26	79	53.53	9.53
1-Avoidance of intimacy	319	9	36	20.18	5.66
2-Non-Realistic Relationship Expectation	319	8	40	24.02	5.69
3-Mind Reading	319	3	15	9.37	2.71
Dysfunctional Attitudes Scale (DAS)	319	66	222	130.60	27.33
1-Perfectionistic Attitude	319	18	101	50.09	15.58
2-Need For Approval	319	16	71	41.06	10.74
3-Independent/Autonomous Attitude	319	6	38	19.88	6.12
4-Variable Attitude	319	6	35	19.51	4.64
Social Appearance Anxiety Scale (SAAS)	319	16	77	36.59	13.60
Social Comparison Scale (SCS)	319	18	108	80.03	13.74

Table 2: Correlation of high school students with CISRIR and DAS scores

	<i>Cognitive Impairment Scale Related to Interpersonal Relations (CISRIR)</i>		<i>1-Avoidance of Intimacy</i>		<i>2-Non-Realistic Relationship Expectation</i>		<i>3-Mind Reading</i>	
	r	p	r	P	R	p	R	p
Disfunctional Attitudes Scale (DAS)	0.427***	0.000	0.264***	0.000	0.389***	0.000	0.118*	0.036
1-Perfectionistic Attitude	0.470***	0.000	0.381***	0.000	0.322***	0.000	0.178**	0.001
2-Need For Approval	0.397***	0.000	0.143*	0.011	0.449***	0.000	0.139*	0.013
3-Independent/Autonomous Attitude	0.026	0.638	-0.003	0.957	0.117*	0.037	-0.163**	0.004
4-Variable Attitude	-0.037	0.514	-0.067	0.232	0.005	0.936	-0.14	0.806

*p<0.05 **p<0.01 ***p<0.001

Table 3: Correlation between high school students' CISRIR and DAS and SAAS and SCS scores

<i>Scales</i>	<i>Social Appearance Anxiety Scale (SAAS)</i>		<i>Social Comparison Scale (SCS)</i>	
	R	p	R	p
Cognitive Impairment Scale Related to Interpersonal Relations	0.309***	0.000	-0.163	0.004
1-Avoidance of Intimacy	0.327***	0.000	-0.294	0.000
2-Non-Realistic Relationship Expectation	0.189**	0.001	0.019	0.731
3-Mind Reading	0.027	0.637	0.001	0.979
Disfunctional Attitudes Scale (DAS)	0.425***	0.000	-0.210	0.000
1-Perfectionistic Attitude	0.367***	0.000	-0.199***	0.000
2-Need For Approval	0.332***	0.000	-0.158**	0.005
3-Independent/Autonomous Attitude	0.205***	0.000	-0.124*	0.027
4-Variable Attitude	0.209***	0.000	-0.053	0.343

*p<0.05 **p<0.01 ***p<0.001

It was found that the correlation between levels of avoidance of proximity and DAS total scores and perfectionist attitudes levels of adolescents was found to be highly significant in the positive direction ($r=0.470$, $r=0.397$, $p<0.001$, respectively), while the correlation between the needs of approval and avoidance of intimacy was found to be low ($r = 0.143$, $p < 0.05$).

It was determined that high school students have a high positive correlation between the level of unrealistic relationship expectation and the level of DAS total scores, perfectionist attitude and needs of approval ($r=0.389$, $r=0.322$, $r=0.449$, $p<0.001$, respectively). It was found that there was a correlation between unrealistic relationship expectation and independent/autonomous attitude levels at a low level in a meaningful positive direction ($r=0.117$, $p < 0.05$).

While it was found that there was a low positive correlation between the level of mind reading and the level of the

DAS total scores and the need for approval in the students ($r=0.118$, $r=0.139$, $p<0.05$, respectively); It was observed that there was a moderately significant positive correlation ($r=0.178$, $p<0.01$) between mind reading levels and perfectionist attitude and a moderately significant negative correlation between mind reading levels and independent/autonomous attitude levels ($r=-0.163$, $p<0.01$).

The Pearson Correlation Analysis was used to determine the relationship between CISRIR and DAS Scores of high school students and SAAS and SCS scores and results are given in Table 3.

The analysis concluded that among high school students, there was a high level of significantly positive correlation between social appearance anxiety with CISRIR level total score and avoidance of intimacy ($r=0.309$, $r=0.327$, $p<0.001$), while the correlation with the level of unrealistic concern on the relationship expectation is low ($r=0.189$, $p<0.01$).

Correlations between social appearance anxiety and DAS total scores, perfectionist attitude, need for approval, independent/autonomous attitude and changing attitudes levels was found a high degree and significantly positive ($r=0.425$, $r=0.367$, $r=0.332$, $r=0.205$, $r=0.209$; $p<0.001$). A significant negative correlation at high levels is found between the social comparison levels with perfectionist attitude and social appearance anxiety levels ($r=-0.199$, $r=-0.346$, $p<0.001$, respectively), besides correlations with the need for approval levels ($r=-0.158$, $p<0.01$) are moderate and with the independent/autonomous levels are low while it has still significantly negative correlation ($r=-0.124$, $p<0.05$).

The Spearman correlation analysis conducted to examine the relationship between socio-demographic characteristics of high school students and CISRIR, DAS, SAAS and SCS scores and revealed a moderately significant positive correlation between gender of high school students and DAS scores ($r=0.182$, $p<0.01$). There was no correlation between adolescents' working status or sibling numbers and CISRIR, DAS, SAAS and SCS scores. A moderately significant correlation was found between participants' gender and mental reading scores ($r=-0.152$, $p<0.01$). It was observed that there was a moderately significant correlation between students' gender, perfectionist attitude and independent/autonomous attitude scores ($r=0.190$, $r=0.178$, $p<0.01$, respectively).

DISCUSSION

In this study, the relationship between cognitive distortions, nonfunctional attitudes, and social appearance anxiety and social comparisons of interpersonal relationships among adolescents were examined. DAS expresses coping strategies in a person's life and is a concept that determines the attitudes and behaviors that need to be solved for the problems that living. It can be evaluated as intermediate beliefs that develop during the early ages, generally developed during dealing with fundamental beliefs. The dysfunctional attitudes, beliefs, and thoughts that an individual has developed since childhood can affect his present life as well as his future life (Uğur, 2013). Individuals use cognitive strategies, defined as conscious, self-regulating mental strategies, to cope with the stresses that act under stress. (Garnefski, Kraaij, & Spinhoven, 2001). Since adolescence is a period in which individuals, among others, organize themselves and others are among the top priority issues, the attitudes of the students determine their attitudes about them.

As a result of our analysis, we can see that there is a meaningful relationship between DAS and CISRIR total scores. Perfectionistic attitude and Need for Approval scores of DAS subscales were found to be correlated, but there was no relation between variable attitude and independent attitude. People with high Perfectionist Attitude were found to have greater expectations and standards, and to be highly self-critical and self-blaming (Kaviani, Mohammadi, & Zarei, 2014). It was found that people with abnormal perfectionist attitude had impaired problem-solving skills (O'Connor & O'Connor, 2003). For this reason, the perfectionist attitude aims to see that they want others to see in themselves, even though it seems as if they are determining their processes. If a person tries to control another person's thoughts, then the real problem will not be able to focus on a good problem-solving. Controlling all variables in the outside activates another state, which is uncertain. Studies indicate that ambiguity increases intolerance, anxiety, and anxiety over uncertainty. Anxiety also increases intolerance against uncertainty (Dugas, Laugesen, & Bukowski, 2012; Osmanagaoglu, Creswell, & Dodd, 2017). Especially since the ability of adolescents to control anxiety is not fully mature, they are unable to cope with such emotion and can transform them in some way. It is one of the strategies of blaming or angering others (Oostermeijer et al., 2017), while escape or avoidance can be a preferred method. There are some findings that Perfectionist Attitude and Need for Approval are related to internet addiction (Şenormanci et al., 2014; Taymur et al., 2016). Cognitive distortions of adolescents with these attitudes cause more emotion rather than solving the problem. It does not allow the person to control it. In particular, low self-awareness people are unable to control their thoughts and feelings of their emotions and live depressed feelings (Kara & Ceyhan, 2017).

Likewise, a positive relationship was found between perfectionist attitude, need for approval and social comparison scale. According to the results, social comparison scale scores were only associated with these attitudes. These attitudes, which determine our relationships with others, in particular, play an intermediary role when we compare ourselves to one another. Researches indicated that reward and pain-related brain responses play an important role with social comparison (Swencionis & Fiske, 2014). According to this, we can interpret the theory of social comparison as one of our survival mechanisms. As well, Social comparisons are one of the most important

steps of the developmental period too. The process of recognizing the own self-coincides with the process of recognizing someone else. Along with a certain period of maturity, the obligation of someone else to identify himself/herself begins to diminish. The relationship with someone else gradually shifts towards our center. The comparison with another turn into a comparison with ourselves. But when our attitudes continue to be on our appearance on someone else, then our social comparisons continue to be at the center of one another. The findings of a study show that exposure to attractive images of others on Facebooks News Feeds only has negative consequences for female college students body images if they have greater tendency to compare their appearance to others. This supports the findings of prior research on the role of social comparison in the relationship between Facebook usage and young girls' body image concerns (Kim & Park, 2016).

Adolescence is a period in which a broad range of varying emotions, thoughts, are inhabited since the adult identity is not exactly the fulfillment of maturation. The fact that social comparison has an important place especially during identity formation makes the attitudes used in this period even more important.

We observed an association between social anxiety and nonfunctional attitudes. There is a significant positive relationship between non-functional attitudes scale total scores and all subscale scores. At the same time, there was a significant positive correlation between total, avoidance of intimacy, and nonrealistic relationship expectation. The relationship between avoidance of intimacy and nonrealistic relationship expectation and non-functional attitudes suggests that our cognitive misconceptions may be in an indirect relationship with our social appearance anxiety. All of our non-functional attitudes related to others can be expected to be meaningful with our cognitive mistakes in our interpersonal relationships avoidance of closeness and non-realistic relationship expectations.

When the literature is examined, it is possible to observe similar results in other research findings. Williams and Currie (2000) examined the relationship between self-esteem and body image in early adolescence in Scotland and noted that body-related concerns were predictive of low self-esteem during early puberty. Oktan and Şahin (2010) investigated the relationship between body image and self-esteem in their research with 300 high school students. Researchers found that there was a high level of

meaningful and negative relationship between student's body image and self-esteem. In a study (Lowery et al., 2005), they examined the relationship between self-esteem, body image, and health-related behaviors in a sample of a group of first-rate university students. They found low self-esteem and high body shyness in men. In girls, they found low self-esteem to be associated with body image dissatisfaction. Young people with these problems are becoming more and more depressed, and increasing negative self-esteem. While the treatment of depression reduces these thoughts, but it does not change the attitudes (Nordahl, & Wells, 2017). Focusing on non-functional attitudes in adolescents with social anxiety may increase the permanence of the change. One of how negative attitudes can be lifted is to teach what positive attitudes will be. Positive Functional Attitudes Scale Validity and Reliability study suggests that teaching the positive attitudes during childhood may play an important role in the development of the ability to cope with psychological disorders (Zeybek & Eroğul, 2017).

The basic limitation of the study is that the sample was applied only to 319 high school students studying at two different high school types in the Arnavutköy District of İstanbul. For the results to be generally valid, it is necessary to carry out similar studies with selected groups comprising more high school types. Our study is made up of healthy volunteers. However, we did not use the scale of anxiety and depression, and we could not distinguish between depression and anxiety disorders. At the same time, we have not been able to evaluate cross-sectional effects of emotional traits.

Social Comparison, Social Appearance Anxiety, Nonfunctional Attitudes, and Cognitive Impairment Scale Related to Interpersonal Relations are evaluation scales used for many different hypotheses and purposes in many studies. In our research, we studied the effects on the adolescents and the relationships with each other. When we interpret the results, although we measure the current problems in different ways, we can suggest that the attitudes that we developed during childhood, play a much more central role in occurring and solving the problems. Future researches should consider the relationship between social anxiety and attitudes which is functional and non-functional in predicting different outcomes across different ages to further generalize these results. Finally, special attention to self and the others may be more helpful for the adolescents to understand themselves.

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