

Parental Support And Students' Social Anxiety: An Intervention Plan

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Abstract: This Study Investigated The Effects Of Parenting Styles On College Students' Social Anxiety Through Quantitative Analysis. The Parenting Style Four-Factor Questionnaire (Psffq) And The Social Anxiety Scale Were Used To Survey 200 Freshmen (100 Of Each Gender). The Results Showed That Permissive Parenting Style Was The Most Common And Was Significantly And Positively Associated With Social Anxiety. Parental Non-Involvement Parenting Style Was Most Significantly Related To Social Anxiety. There Was No Significant Difference Between Age And Gender On Social Anxiety Levels.

Keywords: Parenting Styles; Authoritarian; Authoritative; Permissive; Uninvolved; Social Anxiety

1 Introductory

Social Anxiety Among College Students Is Emerging As A Problem That Affects Their Studies And Lives. Social Anxiety Is A State In Which Individuals Fear That Their Words And Actions Will Trigger Negative Emotions In Others During Interactions. Research Shows That Chinese Adolescents Have Low Levels Of Mental Health Literacy [1], And Depression And Anxiety Are Common Among "Post-00" College Students[2]. College Students Face Multiple Pressures And Are Prone To Mental Health Problems [3]. Family Environment And Parenting Style Play An Important Role In Child Development. Parenting Style Refers To The Educational Behaviors Demonstrated By Parents' Expectations, Evaluations, And Attitudes Toward Their Children, Which Have A Significant Impact On Individual Socialization And Personality Development. Although There Are Fewer Related Studies, This Study Attempts To Explore The Relationship Between Parenting Styles And College Students' Social Anxiety To Provide Insights For Coping And Intervention.

2 Results (Of An Investigation, Poll)

The Participants In This Study Were Primarily First-Year University Students. More Than Half (52%) Of The Participants Were 18 Years Old, Of Which 28.9% Were 19 Years Old And 19% Were 20 Years Old. The Gender Distribution Of The Participants Was Balanced With A Ratio Of 1:1 (Table 1). The Results Showed That Most Of The Participants' Parents Were Permissive Parents, Followed By Authoritative, Authoritarian And Non-Interfering Parents (Table 2). The Overall Mean Of Social Anxiety Among First Year University Students Was 2.908, Which Is Moderate (Table 3).

The Correlation Coefficients In This Study Showed That Authoritarian, Authoritative, Permissive, And Non-Participatory

Parenting Styles Were Significantly And Positively Correlated With All Three Dimensions Of Student Anxiety (Fne, Sad-N, And Sad-G) (Table 4). However, Data Analysis Revealed That Gender And Age Were Not Associated With Social Anxiety (Table 5).

Table 1: Demographic Characteristics Of Participants

Demographic Characteristics	Frequency	Percentage
(A Person's) Age		
18 Years Old	104	52%
19 Years Old	58	29%
20 Years Old	38	19%
Distinguishing Between The Sexes		
Male	100	50%
Females	100	50%

N=200

Table 2: Parents' Dominant Style

Type Of Parent	Average Value	Interpreters
Autocratic Style	2.89	Moderately
Authoritative Style	3.38	Moderately
Laissez-Faire Style	3.62	Your (Honorific)
Unrestricted Style	3.01	Moderately

Legend: Very Low (1.00-1.80); Low (1.81-2.61); Moderate (2.62-3.42); High (3.43-4.23); And Very High (4.24-5.0)

Table 3: Analysis Of Students' Social Anxiety Level

Social Anxiety	Average Value	Interpreters
Fne	2.913	Moderately
Sad-N	2.911	Moderately
Sad-G	2.900	Moderately
On Average	2.908	Moderately

Legend: Very Low (1.00-1.80); Low (1.81-2.61); Moderate (2.62-3.42); High (3.43-4.23); And Very High (4.24-5.0)

Table 4: Pearson Correlation Analysis

	Authoritarian	Authoritative	Permissive	Uninvolved	Fne	Sad-N	Sad-G
Authoritarian	1						
Authoritative	.739**	1					
Permissive	.365**	.780**	1				

Uninvolved	.925**	.792**	.467**	1			
Fne	.946**	.754**	.379**	.944**	1		
Sad-N	.941**	.750**	.399**	.932**	.943**	1	
Sad-G	.921**	.706**	.322**	.916**	.932**	.918**	1

Legend: Level 0.01 (Double Tail) With Significant Correlation.

Table5: Relationship Between Demographic Characteristics And Social Anxiety

	Frequency			Kramer V	P
	Fne	Sad-N	Sad-G		
(A Person's) Age					
18	35	33	36	0.075	0.693
19	24	14	20		
20	12	14	12		
Distinguishing Between The Sexes					
Male	38	23	39	0.166	0.064
Females	33	38	29		

Legend: Significant If P Value Is < 0.05.

3 Talk Over

3.1 Frequency Distribution Of Student Demographic Characteristics

Table 1 Shows That 52% Of The Participants Were 18 Years Old, 28.9% Were 19 Years Old, And 19% Were 20 Years Old. The Sample Consisted Primarily Of Young College Students With A Focus On Late Adolescence And Early Adulthood, Which Is Important For Studying Social Anxiety In Late Adolescence And Early Adulthood. The Balanced Representation Of Males And Females Allowed For Gender Comparisons To Ensure Unbiased Results And To Explore Differences In Parenting Styles And Social Anxiety Between Male And Female College Students.

3.2 Determine The Dominant Parenting Style

Questionnaires Have Shown That Students Generally Perceive A Dominant Permissive Parenting Style, Characterized As "Less Demanding And More Responsive" [4]. This Perception May Affect Students' Social Anxiety And Overall Health. However, The Results Of Rana, Akhtar, And Tahir's [5] Study Were Reversed, As They Found That Permissive Mothers Scored The Lowest In Terms Of Adolescent Social Anxiety.

3.3 Analysis Of Students' Social Anxiety Level

Mean Scores On The Three Dimensions Of Social Anxiety: Fear Of Negative Evaluation (Fne), Social Avoidance And Distress In New Situations/Strangers (Sad-N), And Social Avoidance And Distress In General Situations/Acquaintances (Sad-G) Were In The "Moderate" Range, Indicating That The Sample Of Students Was Relatively Consistent In Their Level Of Social Anxiety, Independent Of The Specific Social Situation. The Sample's Social Anxiety Levels Were Relatively Consistent And Not Limited To Specific Social Situations. The Cognitive-Behavioral Model Of Social Phobia Proposed By Rapee And Heimberg [6], Which Emphasizes The Role Of Cognitive Biases And Avoidance Behaviors, Suggests That Individuals With Social Anxiety Disorders May Generalize Fear And Avoidance Responses From A Specific Situation To Other Similar Situations, Creating A Generalized Pattern Of Social

Anxiety.

3.4 Analysis Of The Significant Relationship Between Parental Style And Students' Social Anxiety

Analysis Of Parenting Styles And Students' Social Anxiety Produced Notable Results. Correlation Analysis Exposed Linear Relationships Between Parenting Styles And Different Dimensions Of Students' Social Anxiety. Authoritarian Styles Strongly Linked To Students' Fear Of Negative Evaluation, Followed By Uninvolved, Authoritative, And Permissive Parenting. These Findings Offer Valuable Insights For Educational Interventions And Family Support, Emphasizing The Crucial Role Of Parenting Styles In Shaping Students' Social Anxiety Levels.

3.5 Pearson Correlation Analysis

This Study Found That All Four Parenting Styles Were Significantly And Positively Correlated ($P < 0.01$) With All Three Dimensions Of Student Anxiety. High Levels Of Each Parenting Style Were Associated With High Levels Of Student Anxiety. Authoritarian And Non-Participatory Parenting Styles Had The Highest Correlation With Student Anxiety ($R > 0.9$, $P < 0.01$), Showing That High Control And Low Warmth (Authoritarian) Or Low Control And Low Warmth (Non-Participatory) Parenting Styles Were Strongly Associated With Student Anxiety Levels. Parental Behaviour Had A Significant Impact On Students' Anxiety Levels. Permissive Parenting (Low Demands And High Responsiveness) May Be Associated With Lower Levels Of Student Anxiety, Whereas Authoritarian, Authoritative[7], Or Uninvolved Parenting May Unintentionally Exacerbate Student Anxiety.

3.6 Significant Relationship Between Students' Demographic Characteristics And Social Anxiety

The Survey Revealed That There Was No Significant Difference In Social Anxiety Symptoms Among The Age Groups With A P-Value Of 0.693, Which Is Greater Than 0.05 And Statistically Insignificant. cramer's V Value Was 0.075, Which Indicates That Age Is Weakly Associated With Social Anxiety Symptoms. There Was Also No Significant Difference Between Gender And Fne, With A P-Value Of 0.064, Which Is Greater Than 0.05 And Not Statistically Significant. Although There Were Slightly More Males With Fne Than Females, Gender Was Weakly Associated With Fne. Other Factors Such As Personality, Cognitive Bias Or Social Experience May Be More Important. The Number Of Sad-N Was Higher In Women Than In Men, And The Number Of Sad-G Was Higher In Men Than In Women, But The P-Values Were Not Significant, And Future Studies May Help To Clarify This Relationship. Previous Research Has Also Shown That Gender Differences In Social Anxiety Are Not Significant. In Conclusion, Age And Gender Do Not Have A Significant Effect On Social Anxiety, Which Is Consistent Across Levels And Ages.

4 Reach A Verdict

This Study Found That Four Parenting Styles (Authoritative, Permissive, And Uninvolved) Had A Significant Effect On First-Year Students' Social Anxiety, Suggesting That Interactions In The Home Environment Influence The Development Of Social Anxiety. However, There Were No Significant Differences In Social Anxiety Levels Across Age And Gender. This Provides Clues To Understanding The Impact Of Parenting Styles On Social Anxiety And Highlights The Prevalence Of Social Anxiety. It Is Recommended That Permissive Parenting Styles Be Improved

Through Family Interventions, That Parents' Understanding Of The Possible Effects Of Permissive Parenting Styles On Their Children's Social Anxiety Be Enhanced, And That Targeted Support Interventions Be Developed. At The Same Time, Authoritative Parenting Styles Are Promoted To Foster An Improved Family Climate. It Is Recommended That More In-Depth Studies Be Conducted To Explore The Causal Relationship Between Parenting Styles And Social Anxiety To Provide Theoretical Support For More Targeted Interventions In The Future. In Conclusion, These Recommendations Aim To Emphasize The Impact Of Parenting Styles On College Students' Social Anxiety And Provide Specific Directions For Intervention.

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