The Effects of Psychoeducation Program for Decreasing Social Appearance Anxiety on Social Appearance Anxiety Levels of High School Students[*]

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Abstract

The purpose of this study is to examine the effect of psychoeducation program, prepared for decreasing social appearance anxiety of high school students, on social appearance anxiety level of adolescents. In this study, an experimental model with pretest-posttest measurement and control group was used. The independent variable of the study was the psychoeducation program was applied only on experimental group between pretest and posttest. On the other hand, the dependent variable was the social appearance anxiety levels of the adolescents. The population of the study consisted of 300 high school students, whereas the sample of the study consisted of 40 students including 20 in the experimental group and 20 in the control group, all of whom received the high scores from the social appearance scale. In the study The data concerning the dependent variable were obtained by using "Social Appearance Anxiety Scale". A seven-session psychoeducation program for decreasing the social appearance anxiety of the students was prepared and carried out for the experimental application. The program to be applied on the experimental group was structured on the principles of Cognitive Behaviorist Approach and the basis of Social Skills Training. The hypotheses of the study were tested through the nonparametric statistical tests. While Mann Whitney U test was used for the unrelated measurements, Wilcoxon Signed Rank Test was used for related samples. As a result of the results of the study, it was found that the applied Psychoeducation Program for Decreasing the Social Appearance Anxiety decreased the social appearance anxiety levels of the students included in the experimental group.

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Introduction

Anxiety is a mood and the most basic emotions in the world (Morgan, 1977). Anxiety is an unspoken fear (Özer, 2002). Anxiety is given to a state of alertness that manifests itself with physical, emotional and mental changes that one has experienced when encountering a stimulus (Baltas and Baltas 2005). The concept of anxiety was first described by Freud, the founder of psychoanalysis, as a state of perception of the danger (Freud, 1984). Social anxiety is the constant concern that people are perceived as negative by others and leave a negative impression on them (Clarke and Wells, 1995). The common features of social anxiety disorder are socially weak or incompetent, fear of interaction, hypersensitivity to criticism, fear of negative evaluation or rejection, lack of assertiveness, fear of trial or examination by others, low self-esteem. (Villiers, 2009). Most social anxieties have negative beliefs about their value and importance as in depression (Cash and Fleming, 2002). Anxiety about social appearance, identified as a type of social language, is expressed as "anxiety and tension with which people's external appearances are assessed by other people" (Hart, Leary and Rejeski, 1989). In another definition, social anxiety is defined as the feeling that individuals' physical appearances are evaluated by other individuals (Doğan, 2010). Park (2007) defines someone as overreacting to appearance-based rejection signals and anxiously waiting. Hart et al. (2008) define this anxiety as a comprehensive concept that includes more general and holistic body sensations and features of body image, beyond the physical appearance-induced loss.

Individuals struggle to make a more effective impression on others and to look attractive. Most people want to communicate more with attractive individuals (Özcan et al., 2013). Individuals have to live with other people from the time they are born. They have the desire to communicate and communicate with all the circles from the closest to the most distant while continuing their lives. They are interested in what kind of impression they have on other people in this relationship and communication process. They try to raise their body image to be appreciated, to give a positive impression on others, and they are interested in more than their physical appearance. They want to be liked by transforming their external appearance like hair color, shape, weight, clothing, make-up, and make-up. The concern about social appearance is directly related to how the individual perceives the body, that is, the body image perception. The body image has an influence on the eating behavior, social anxiety, sexual behavior, social relations and emotional states of the individual as well as self-respect (Cash and Fleming, 2002). Positive body sensation with high self esteem; Whereas negative body image is associated with low self-esteem. There is a linear relationship between social anxiety and self esteem (Tezcan, 2009). The feelings and thoughts about the physical appearance of the body are positive or negative, but the body sensation is a significant influence that affects self-esteem. Anxiety about social appearance can be regarded as a result of the negative body image related to the individual's body and appearance (Özcan et al., 2013).

Social anxiety and body image is a dynamic concept that begins to develop in infancy, especially in the adolescence period, and involves the subjective perception of the individual who develops and changes throughout life (Anbar, 2013, Babacan Gümüş and Çam, 2011). The development and continual change of body image depends on factors other than physical development. These are determined by many factors besides physical development. These factors include gender, level of learning and maturity, self-efficacy, motivations, motivation, sense of confidence, sensitivity towards the body, the meaning it gives, and the value it gives to the body's body view (Ergür, 1996). During puberty, which includes high school years, body image becomes more important. Adolescence is a critical event for the formation of body image. In this period, the appearance of interest in girls and boys appears to be excessive. Rapid changes in this period can affect the positive image of the adult body. Individuals who perceive themselves positively from a physical point of view are successful in their work, school, and safe in their relationships. Individuals with negative physical sensations experience occasional or persistent feelings of unease, insecurity and worthlessness, eating disorders, depression, antisocial behavior, negative sexual behavior, and social phobia (Özcan et al., 2013, Seki ev Dilmaç, 2015). Apart from how they perceive themselves, it is also important how others perceive them. People want to be perceived positively by others, and this causes concern in individuals. (Sword,

2015). Adolescents with anxiety about appearance may react easily to signs of rejection based on personal appearance and may overreact (Park, 2007). In modern life, the social effects of media, family, peers forming the appearance cul- ture are the perceptual influences on the body image (Bowker, Thomas, Spencer, and Park 2013; Shroff and Thompson, 2006).

Made in the summer of the country in our country in the search for the summer; In most of the scientific studies reached, the concept of social anxiety is discussed and compared with some other emotions and concepts. The majority of these researches are descriptive research type studies (Alemdağ, 2013, Gül, 2016, Işıkol Özge, 2013, Kılıç, 2015, Özcan, 2013, Yüceant, 2013).

Purpose of the Research

The overall aim of this research is to examine the effect of the psycho-education program designed to reduce the social appearance anxiety of high school students on the social appearance anxiety levels of the students. In the study, the following tests were tested for this general purpose.

Assertion 1. Reducing Social Appearance Anxiety The Psycho-Educational Program students who are in the experimental group are significantly lower than the average pre-test scores in the Social Appearance Anxiety Scale post-test averages.

Assertion 2. There is no significant difference between pre-test averages and post-test averages in the Social Appearance Anxiety Scale of the students in the control group 2

Assertion 3. Reducing the Social Appearance Reduction The average of the final test scores of the Social Appearance Anxiety Inventory for students in the experimental group participating in the Psychoeducational Program is significantly lower than the final test score average for the control group not participating in this program.

Method

Research Model

In this research, experimental model which can be shown as 2x2 with pre-test, post-test, measurement and control group which is frequently used in social sciences is used. In this model, the first factor; Experimental treatment groups (experiment-control), the second factor; (Pretest-posttest) for dependent variables (Büyüköztürk et al., 2009). The aim of this research is to examine the effect of the psycho-education program designed to reduce social anxiety on students' social anxiety levels. Independent variable of the research; Between the pre-test and post-test is only a psycho-education program applied to the experimental group. The dependent variable is; The social appearance of high school students.

Research Group

The young people who fall under the scope of the research; There are two general, two Anatolian and two vocational high schools in Kayseri with 300 students studying in six high schools. The working group is; It consists of a total of 40 high school students participating voluntarily in the study, 20 in the experimental group and 20 in the control group, who have a high score from the Social Appearance Anxiety Scale.

When working group is being established; There were separate announcements in the high school, explanations about the work were made, and preliminary talks were held with volunteer students who wanted to participate in the work. The scale was applied to the students by giving detailed information about the content and duration of the program and what to do. Forty students with

high scores in the scale were assigned to experimental and control groups by unbiased assignment (experimental group, 10 female, 10 male, control group, 10 female, 10 male). In the experimental group, 1 female and 2 male students stopped working. During the analyzes, 3 randomly selected control subjects were removed from the control group in order to provide numerical equality. Information on the students in the study group is given in Table 1.

Table 1. Demographic Information of Individuals by Groups

Demographic Characteristics		Study		Control		Total	
		n	%	n	%	n	%
Gender	Female	9	24.47	8	23.52	17	50
	Male	8	23.52	9	24.47	17	50
Age Gropu	14-15	9	26.47	10	29.41	19	55.88
	16-17	5	14.70	4	11.76	9	26.47
	18-19	2	5.88	2	5.88	4	11.76
	20+	1	2.94	1	2.94	2	5.88
Education Level	Higschool 1. Grade	11	32.35	10	29.41	21	61.76
	Highschool 2. Grade	6	17.64	7	20.58	13	38.24
Total		**17**	**50**	**17**	**50**	**34**	**100**

34 students participated in the research. The experiment group consisted of 9 women (24.47%) and 17 (23.52%) men; The control group consisted of 8 women (23.52%) and 9 women (24.47%). When the distribution of the students according to the age groups is examined, it is seen that the students participating in psycho-education are mostly in the age group of 14-15 (55.88%). When the class levels of the students are examined; 21 students are in high school 1 (61.76%) and 13 students are in high school 2. (38.24%).

Data Collection Tools

In this study, "Personal Information Form" and "SSI, Social Appearance Anxiety Scale" were used to collect data.

Personal Information Form: Information on the demographic characteristics (sex, age, class) of the students who participated in the research studying in the "Personal Information Form" were collected.

Social Appearance Anxiety Scale: This scale was developed by Hart et al. (2008) to measure the social appearance anxieties experienced by individuals due to their physical appearance. The adaptation of your scale to Turkish culture was done by Doğan (2010). The scale is a measure of 16 items, one-dimensional and 5-point Likert type, self-report style. The scale items are scored as (1) No Suitable, (2) Not Suitable, (3) Somewhat Eligible, (4) Eligible, (5) Completely Eligible. The first element of the scale is encoded in teren. The higher the score of "SSI", the higher the anxiety of appearance. The Cronbach alpha internal consistency reliability coefficient of the scale was .93, the test re-test reliability coefficient was .85, and the reliability coefficient calculated by the test splitting method was .88, and the similar scale validity coefficient was .60. The scale was re-examined in a

sample of 600 high school students studying in Konya. Confirmatory factor analysis consisted of confirmatory factor analysis on the data obtained from the study: χ^2 / sd = 2.949, RMSEA = .057, AGFI = .918, CFI = .969, GFI = .951, IFI = .969, NFI = = .932 and SRMR = .0386 respectively. The factor loadings of the scale are listed between .27 and .87 (Ekşi, Arıcan, and Yaman, 2016). Doğan (2011) re-examined the psychometric properties of SSI in a sample of 453 adolescents and found a Cronbach alpha internal consistency coefficient of .91 and a test retest reliability coefficient of .80.

Psycho-Education Program

The psycho-education program "Reducing Social Appearance Anxiety" was applied to the experimental group, and no treatment was applied to the control group. The psycho-education program prepared is a group intervention with "psycho-educational" content (Brown, 2013). Psycho-education is used for educational and preventive or healing and development purposes. Psycho-educational group; Instructors and programmers use structured and structured activities; the goals set by members in the group psychological counselor are determined by the leader, focused on prevention, self-disclosure is accepted but not promoted, tasks are emphasized (Brown, 2013). Brown's (2013) Guidelines for the Preparation and Implementation of Psycho-Educational Groups for Psychological Counselors were based on the formal structuring of the psycho-education program. Psycho-educational purpose; A range of educational and psychological distresses. In this study, reducing social anxiety is the main objective. The program to be applied to the experimental group is structured on the basis of Cognitive Behavioral Therapy principles. In order to reduce social anxiety, which are predictors of self-esteem, positive self-esteem, self-esteem, self-acceptance, body image, effective communication, social activity and sports dimensions (Alemdağ, 2013, Daniel, 2009; Hart et al., 2008; Özcan et al., 2013; Sabiston, Sedgwick Crocker, Kowalski, and Mack, 2007, Şahin, Barut, Erşanlı and Kumcağız, 2014) to develop skills.

In order to realize the purpose of the research, the following tasks were carried out while preparing the content of the psycho-educational program for reducing the social anxiety of the view: The students were interviewed, their situation, general desires and anticipations were determined, a wide range of anxiety- Have been taken into account and utilized. Sessions were organized taking into account the predictors of the anxious, information was presented on these topics and cognitive changes were tried to be created. The sessions and activities of the seven-session training program are planned as follows:

SESSION 1: Beginning; Meeting -Fan

SESSION 2: Recognition; Self-Recognition - Anxiety Recognition

SESSION 3: Ability to cope with anxiety; Self-Acceptance - Positive Perception of Self

SESSION 4: Ability to cope with anxiety; Body Image: Changing Negative Social Components

SESSION 5: Ability to cope with anxiety; Communication skills

SESSION 6: Ability to deal with anxiety; Social Activities - Hobbies - Sports

SESSION 7: Termination; Time to say goodbye

Collection and Analysis of Data

Experimental and control groups were formed from students who got high scores from SGKÖ during the collection of data. Voluntary individuals were distributed to experimental and control groups by means of unselected assignments. After the experiment and control groups were established,

the psycho-education program "Reducing Social Appearance Anxiety" was applied to the experimental group, and no action was taken for the control group. The scales applied as a pre-test after the procedure for the experiment group were re-applied to the experimental and control groups and it was examined whether there was a significant difference between the pre-test and post-test of the experimental group and between the post-tests of the groups.

Since the research is an experimental experiment with few subjects and the data of the study is not normally distributed, all experiments were tested with nonparametric statistical tests in this study. The Mann Whitney U test was used for unrelated measures and the Wilcoxon Marked Rank Test was used for related samples. (Büyüköztürk, Çokluk and Köklü, 2013).

Findings

The statistical analyzes made to determine the effect of the psycho-education program to reduce the social appearance anxiety on the social appearance anxiety of the students are presented with the sequence of findings and interpretations obtained as a result.

Table 2 presents descriptive statistics on the scores of the individuals in the experimental and control groups from SSI.

Table 2. Descriptive Statistics of Experimental and Control Group SSI Points Received

Group	Pre Test		Last Test	
	$\overline{X}$	s	$\overline{X}$	s
Study (n=17)	72.24	0.63	30.14	0.46
Control (n=17)	74.10	0.65	70.16	0.58

As seen in Table 2, the average pre-test scores of the students who participated in the Psycho-Educational Program for Reducing Social Appearance Anxiety were 72.24, which was 30.14 after the test. When the average scores of non-trained students are examined, pre-test scores are 74.10 and this value is 70.16 in the final test.

At the beginning of the experimental treatment groups, there was no significant difference in terms of the examined variable. In another expression, comparison of pre-test results of experiment and control groups was performed. Mann Whitney U Test was used to determine the significance of the difference between the groups when the number of persons in the groups and the scores of the persons who were not normally distributed (p <.05) were taken into account. The results are presented in Table 3.

Table 3. Mann Whitney U-Test Results of the SSI on the Test and Control Group Preliminary Test Scores

Group	n	Ranking Average	Ranking Average	u	p
Study	17	34.26	594.50	280.50	0.89
Control	17	34.74	602.50		

As shown in Table 3, there is no significant difference between the scores of the students in the experimental and control groups. This indicates that the anxiety scores of the experimental group and the control group can be regarded as statistically equal (U = 280.50, p> 0.05). Assertion 1. Reducing Social Appearance Anxiety the Psycho-Educational Program students who are in the experimental group are significantly lower than the average pre-test scores in the Social Appearance Anxiety Scale post-test averages.

The results of the Wilcoxon Signed Ranks Test for testing assertion 1 are presented in Table 4.

Table 4. Wilcoxon Marked Ranks Test Results on Final Test - Pre-Test Scores of the Experiment Group

Last - First	n	Average Ranking	Average Ranking	z	p
Negative Ranking	17	10	164.00	-2.98*	0.00
Positive Ranking	0	0	0		
Equal	0				

* Based on negative sequence

According to Table 4, there is a meaningful difference between the pre-test and post-test scores of the experimental group (z = -2.98, p <.001). It can be stated that the difference is in favor of pre-test scores of the experimental group. Thus, in this case, it can be said that acceptance 1 is considered and the finding of the social appearance anxieties of the educated students is obtained.

There is no significant difference between pre-test averages and post-test averages in the Social Screening Anxiety Scale of the students in the control group.

The results of the Wilcoxon Signed Ranks Test for testing assertion 2 are presented in Table 5.

Table 5: Wilcoxon Marked Rank Test Results of Control Group Pre-Test-Final Test Scores

Last Test First Test	n	Average Ranking	Average Ranking	z	p
Negative Ranking	8	4.96	41.00	-0.63	0.47
Positive Ranking	4	7.52	25.00		
Equal	5				

There is no significant difference between pre-test and post-test scores of control group according to Table 5 (z = -0.63, p> 0.05). Thus, in this case the assertion 2 is accepted. The finding suggests that there is no statistically significant difference between the pre-test and the post-test in the control group in terms of appearance anxiety.

Assertion 3. Reducing the Social Appearance Reduction The average of the final test scores of the Social Appearance Anxiety Inventory for students in the experimental group participating in the Psychoeducational Program is significantly lower than the final test score average for the control group not participating in this program. The results of the Mann Whitney U Test for testing assertion 3 are presented in Table 6.

Table 6: Final Test of the Experiment Group - Mann Whitney U Test Results of Control Group Final Test Scores

Group	n	Average Ranking	Average Ranking	u	p
Study	17	10	163.00	0	0.00
Control	17	27	462.00		

According to Table 6, there is a significant difference between the post test scores of the test group (U = 0, p <.001). Taking into consideration the average order, it is seen that the students who participated in the training felt less social anxiety than those who did not participate in the education. So in this case try 3 is accepted. Accordingly, it can be stated that the psycho-education students in the research decreased their social appearance anxiety.

Discussion and Conclusion

As a result of the research, it was determined that the students who participated in psycho-educational program for reducing the social appearance anxiety had a significant decrease in anxiety points according to those who did not participate in this program. This result is a result supporting the purpose of the research.

Fables, pop songs and poems were added to make it more attractive and fun. To get information about it, this information was supported by mini-exercises and events. It has been observed that exercise, activities and games are enjoying students and increasing their psycho-educational participation. Işıkol Özge (2013), primary education II. Examined the relationship between the social appearance anxieties and self esteem of the grade students. It was found that age, class, gender, socioeconomic level, father education level, number of siblings, siblings, school type, brand dressing, time spent on the internet and musical instrument playing variables did not show any significant difference with respect to social appearance anxiety. However, they found that the level of education of the mother was low, that they were afraid of gaining weight, not doing sports, and that the low academic achievement increased the social appearance anxiety in the students. Applied psycho-education program students were informed on these issues.

First degree of the research: The research hypothesis is that the first "Social Anxiety Reduction Appearance Psycho-Education System", "Social Media", "Social Media", "Social Media"; The second hypothesis is that the research "Social Anxiety Scale Apparently there is no significant difference between test scores with his son preliminary test scores"; Research the third hypothesis "Reducing the Social Appearance Anxiety psycho-educational experiment groups participating in the Program Social Appearance Anxiety Scale students last test scores, this is the program to participate in the control group was significantly lower their son test score average" showed that of the form is expressed hypotheses confirmed. All the experiments in the investigation have been confirmed. Reducing Prepared Social Appearance Anxiety Psycho-education program has been found to have an effective program to reduce anxiety and cope with anxiety.

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