



## Impact of Parent's Communication on Adolescent Social Anxiety

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### ABSTRACT

**Objective:** Knowing the impact of parent's communication and adolescent social anxiety. **Method:** The Research type is quantitative, using survey techniques with a teenage population. The sample size was 2135 junior high school students spread across 24 Cities and Districts in West Java. Data was collected for 1 month (October 1-31, 2024). Respondents filled out a Google form containing instruments about parental communication patterns (attitudes towards children's opinions, accepting criticism, involving children in decision-making, enforcing rules, etc) and social anxiety (fear of negative evaluation, social avoidance). Data analysis using Chi-Square and Pearson. **Results:** Most respondents were 14 years old and lived with their parents; their mother's education was junior high school, while their father's was high school. The position of the children was the first and last child. More than 10% of parents have authoritarian communication with adolescents, although most have democratic communication. There is a significant relationship between the age of respondents and the level of anxiety indicated by the results of the Pearson test with a P value of 0.032. In contrast, parental communication and adolescent social anxiety have a statistically significant relationship, indicated by a p-value of 0.01 using the chi-square test. **Novelty:** Social anxiety is rarely symptomatic, so parents should be able to recognize the condition early and improve communication patterns immediately

### INTRODUCTION

Adolescence is the phase of life between childhood and adulthood, from 10 to 19 years of age. It is a unique stage of human development and an important time to lay the foundations of good health. Adolescents experience rapid physical, cognitive, and psychosocial growth (WHO, 2025). Adolescence is a period of life with specific health and developmental needs and rights. It is also a time to develop knowledge and skills, learn to manage emotions and relationships and acquire important attributes and abilities for enjoying adolescence and taking on adult roles (Best & Ban, 2024). Important neurodevelopment also occurs during adolescence. These developments are linked to hormonal changes but are not necessarily dependent on hormonal changes. Development occurs in parts of the brain, such as the limbic system, which is responsible for pleasure-seeking and reward processing, emotional responses, and sleep regulation. At the same time, changes occur in the pre-frontal cortex, the area responsible for so-called executive functions: decision-making, organization, impulse control, and future planning. Changes in the pre-frontal cortex occur more slowly in adolescence than in the limbic system. Associated with hormonal changes and neurodevelopment in adolescence are psychosocial and emotional changes and increased cognitive and intellectual capacities. During the second decade, adolescents

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