



PSYCHOLOGICAL COMPLIANCE AND ITS ASSOCIATION WITH SOCIAL ANXIETY IN MIDDLE SCHOOL STUDENTS

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Abstract. The purpose of this study was to find the correlation between psychological compliance and social anxiety of middle school students, to find statistically significant difference at 0.05 level in psychological compliance and social anxiety of the middle school students and to measure the psychological compliance and social anxiety of middle school students and to assess the level of social anxiety and psychological compliance of middle school students according to gender (male – female). A total of 2658 males and 858 females were studied. The researcher used (250) students from the study population as the sample which was stratified random sampling. The researcher had to create a new instrument and scale to meet the research goals, according to the scientific procedures of instrument and scale development, this instrument has 32 items. In regards to the social anxiety instrument, the researcher used the scale developed by Al-Jumaili in 2026, that has 30 items. The results showed middle school students' psychological compliance and social anxiety, and there were no statistical differences between males and females on the psychological compliance scale, while there was a statistical difference between males and females on the social anxiety scale (favor females). In addition, a statistically significant relationship was also found between the participants of the research sample's psychological compliance scores and social anxiety.

Keywords: Psychological compliance, Social anxiety, Gender, Instrument and Scale development.

1. INTRODUCTION

1.1. CHAPTER ONE: GENERAL INFORMATION

1.1.1 RESEARCH PROBLEM

Social problems of the Iraqis in general and middle school students in particular are manifested by the increasing importance of social relationships and acceptance of peers; an individual becomes more aware of how others look upon him and how he acts upon others. Patterns of responding to social situations have begun to develop in this stage, such as avoiding some situations. One form of this conformity that can occur is when an individual is put under the social pressure

and changes their opinion or action, and adopts other people's behavior. However, conformity is not necessarily a negative behavior in all situations; as its purpose may be to harmonize with and interact with others. When combined with a fear of rejection or negative evaluation from others, however, an excessive conformity at the cost of the individual's position can become a psychological behavioural problem; social anxiety becomes a specific issue with middle-school students, and it can present itself in different ways, including fear of speaking in front of others, of joining in with class activities, of meeting new people, or of not being able to fit in at all because of fear of making mistakes and being negatively evaluated. (Abdulma'ti, 2001: 7)

Hence the nature of the relationship between a student's tendency to conform to or go along with others and the degree of anxiety felt in social situations, particularly when students feel anxious about being evaluated or rejected might resort to conforming to others in order to avoid conflict, criticism or embarrassment.

1.1.2 THE IMPORTANCE OF RESEARCH

There can be no advancement without peaceful, healthy humans, who know what they want, strive for it, are determined to get it, are steadfast, who are resolute, are driven to their goals, who realize their aspirations and remain at peace with themselves and their environment-there can be no advancement without these. One of the pillars of society is healthy persons who are at peace with themselves and their environment, who know what they want, who strive for it, who are determined to get it, who are steadfast, who are resolute, who are driven to goals, who realize aspirations; without these persons, there can be no advancement. Students' preparatory period is one of the most critical moments of their life today that needs special support to help them develop without behavioral and intellectual issues and other barriers. Considering the challenges presented by daily life, and the difficulties encountered, it is now more critical than ever that all concerned - families, educators, schools - make greater and careful efforts to offer all the support that is needed for people in this stage. (Al-Dada, 2008: 12) Psychological conformity is considered one of the most significant phenomena that can influence an individual's behavior and social relationships, potentially leading the individual to submit to the opinions of others, go along with them, and avoid contradicting them-particularly when they are more sensitive to rejection and social judgment. The need for studying this phenomenon in middle or high school students can be enhanced as this is a critical time in psychological and social independence and an era when personal values and attitudes are shaped.

However, social anxiety can also be a psychological condition that can affect a student's ability to socially engage and interact with others because of anxiety and fear of being judged, criticized, or put in a situation that will be embarrassing. Students with high levels of social anxiety may avoid some social scenarios, interact less with other students, and lessen their involvement in classroom activities, which may subsequently impact student psychological and social adjustment.

The importance of the current study is that it tries to uncover the nature of the relationship between psychological compliance and social anxiety among middle school students, which helps in gaining a better understanding of the psychological and behavioral factors that emerge in social situations. This knowledge is useful for professionals in this field to create guidance and

prevention programs that will help students gain psychological independence and build self-confidence, so that students can interact with society, maintain and develop their social customs and values in accordance with the development of society. (Zidan, 2011: 17464)

A research by Rayhani & Tannous (2012) revealed that there is a strong association between submissive personality and anxiety/depression. This discovery illustrates the risks of submission among people - it is a critical step towards developing intractable diseases (Rayhani & Tannous, 2012: 183).

Zhang et al. (2016) showed that there are different patterns of conformity to others opinions depending on the stressful situation, and that social anxiety is associated with such patterns. The results of this study indicated that people with high social anxiety tend to accept the majority opinion in the social judgment contexts.

1.1.3 RESEARCH OBJECTIVES

The present study is aimed at determining:

1. Middle School students' psychological compliance.
2. Variation in level of psychological compliance of sample participants according to the gender variable (male-female).
3. Social anxiety of middle school students.
4. Differences in the level of social anxiety among sample participants based on the gender variable (male-female).
5. Psychological compliance-correlation with social anxiety in middle school students.

1.1.4 SCOPE OF THE STUDY

The present study is restricted to male and female students of the preparatory and secondary day schools in Sharqat District of Salah al-Din Governorate for academic year 2025/2026 in the scientific and literary branches.

1.1.5 DEFINITION OF TERMS

The following are definitions of the terms that constitute the main themes of this research, namely:

First: Psychological Compliance: - It has been defined by:

- 1) Desouki (1988): To put one's own wishes before others and to do what is wanted or suggested by others. (Desouki, 1988: 278)
- 2) Moscovici (1976): This is a state where the majority has a stronger influence on the minority because of its power and its influence is more marked in the way it acts than in what it says, or thinks. (Eysenck, 2000: 559)

Operational Definition: The score that the test taker earns based on the responses to the items on the psychological compliance scale.

Second: Social Anxiety: It has been defined by:

- 1) Jaber and Kafafi (1995): Social anxiety is the fear of a person about his or her social situation, social acceptance and social behaviour when confronted with situations involving other people. (Jaber and Kafafi, 1995: 276)

- 2) Wells (Clark Wells, 1996): It is a fear and anxiety that occurs when someone expects to be negatively evaluated by others in different social settings. (Wells, 1995: 345)

Operational Definition: The total score that the examinee receives based on the responses to the items on the social anxiety scale.

1.2. CHAPTER TWO: THEORETICAL FRAMEWORK AND PREVIOUS STUDIES

1.2.1 PSYCHOLOGICAL COMPLIANCE

The researcher needs to introduce the most important theories that have tried to deal with compliance as a scientific concept measurable and logistically usable. Some of these theories are:

1. Instinct Theory

McDougall is regarded as one of the founders of instinct theory, making note that the term 'submission' has negative connotations but nevertheless the process is an instinctive one. That dissociative state is surrender, it is when an individual drives themselves to it and then feels resistance is useless and/or that the outcome is hopeless. (Shahin, 1986: 34). He also described how the instinct of submission is a sense of subjugation and a feeling of humiliation (Al-Qaisi and Abdul-Amir, 1991: 102).

2. Horney

Horney stressed that the problems are not uniform, as are people's experiences, from country to country, and from one period to another; and that there are psychological mechanisms to protect the self from the fundamental anxiety, such as the need for love, moving toward people, moving against people, moving away from people, and the need for submission, moving away from people, and the need for power, moving against people. The patterns develop into neurotic habits especially if they become compulsive in the person (Schultz, 1983: 32).

The (moving toward people) pattern involves neurotic needs for affection and approval, a need for a controlling partner to control one's life, and a need for living within narrow bounds. This is what Horney calls the (compliant) pattern – as though it were saying, "If I do what I'm supposed to, I won't get hurt." Someone with this pattern wants to be loved, needed, desired by others; wants to feel accepted, welcomed, approved of, appreciated, needed by others; wants to feel important to others, particularly the (someone) that needs them, protecting them, caring for them, and guiding them (Jaber, 1986: 141).

3. Cognitive Dissonance Theory

The researcher has adopted this theory, the hypotheses of which were formulated by the American psychologist Leon Festinger in 1957. The basic assumption of this theory is that an individual's view of the world aligns with how the individual feels and what they may do (Myeres, 1988: 42). It also presumes that the units of cognitive organization are cognitive elements (information and knowledge about objects and behavior) and that opinions, beliefs, and attitudes are cognitive elements. Moreover, it suggests that people have stable attitudes and actions and that they feel uncomfortable or tense when their attitudes and actions are inconsistent (Al-Akili, 2004). This theory focused on the dissonance among elements of attitudes, between attitudes and actions, and among the different actions that a person can perform, as they occur (Freedman et al., 1978:420). Wherever they go, they are subjected to social comparisons,

comparing others and comparing themselves. He based his view on an analysis of the results of studies he conducted in the field of communication within small groups, carried out with his colleagues, in which he concluded that the goal of communication between individuals is consistency (uniformity), and uniformity aims to coordinate individuals' behavior so that it aligns with that of the group (Shaw & Costaunza, 1985: 259).

1.2.2 SOCIAL ANXIETY: They are include these following theories:

1. Behavioral Theory

learned-behaviour explanation of social anxiety focuses on conditioned learning, reinforcement and avoidance. This happens when an individual is confronted with a social situation that is embarrassing, that brings up feeling threatened and fear, and that the person then learns to see social situations as threatening and to avoid them. They are not exposed to such circumstances, nor to the diminished S.A., and this reinforces the avoidance, which helps to maintain their fear. Thus, cognitive and behavioural models emphasize the part avoidance and safety behaviours can play in maintaining social anxiety, such as the person not receiving a positive signal that their expectation that the situation may not turn out as feared (Heimberg, 1997, p. 341).

2. The Clark-Wells Model

Clark-Wells model is one of the best social anxiety models. This model can be summarized as having negative self beliefs: socially incompetent, and that they will be rejected in front of others if they make a mistake, if they are socially anxious. These beliefs are triggered by the person when he or she enters into a social situation, causing him or her to predict disapproval or rejection. They pay a lot more attention to them; how they look, how they perform, how they feel, they begin to develop some safety behaviors and/or avoid the situation; and they don't get experience of what to do, so they don't correct their, and they stay anxious. Also, once situations are over the person continues analysing it (Clark Wells, 1996, pp. 69–73).

1.2.3 PREVIOUS STUDIES: A number of studies focused on the topic of psychological compliance:

1. **Askar's study (2008):** (*Social Belonging and its ties to Compliance for the Elderly*). The goal of the study was to find out the degree of compliance and to explore the nature of the relationship between social belonging and compliance among the elderly. The study population was elderly men and women living in nursing homes in the city of Baghdad and the sample included 160 elderly men and women. The researcher designed a compliance scale, and two measures of reliability (content validity and face validity) were used to calculate the discriminant validity of the items and the reliability coefficients. The split-half method was used to evaluate the internal consistency. The researcher used the following statistics: t-test for single sample, t-test for two independent samples, Pearson correlation coefficient and Spearman-Brown equation. The results showed that the test sample was compliant and there was a positive correlation between social belonging and compliance. Previous studies have concentrated on compliance, and the current study is to investigate the effectiveness of selective counselling to minimise the severity of compliance.

Study Sampling: Most studies have involved children as their sample, except for the one conducted by Askar (2008), which involved other groups in society, the elderly in the state-run care facilities. The study samples comprised of males and females, with the size of samples varying from 26 (Scarbone, 1975) to 160 (Askar, 2008).

In the present study, the researcher has created a scale based on Festenker's perspective, and will validate the scale with face and content validity, reliability with retesting, and internal consistency with the Cronbach's alpha coefficient and split-half analysis.

Nonetheless, the research on social anxiety by:

Al-Jumaili's study (2026): The main goal of Al-Jumaili's study was to determine the relationship between social anxiety and childhood trauma in fifth-grade middle school students and to uncover differences in the study variables by gender. The researcher used descriptive-correlational approach and 150 middle school students were involved as the samples. To achieve the study's objectives, the researcher used a self-administered social anxiety scale. Their results indicated that there was a relationship between social anxiety and childhood trauma for the children in the sample. In addition, the results indicated statistically significant differences favoring females in regard to the gender factor and statistically significant differences. These were also biased in favor of girls, based on the gender variable.

2. RESEARCH MATERIALS AND METHODS

This section describes the research population, sample and research instrument, including their use, construction, validity, reliability and application, and the statistical analysis method used in this study based on the data collected.

2.1. Research Methodology

The method used in this study is descriptive-correlational type with descriptive qualitative which was used to describe the phenomenon as it occurs in reality by collecting the data needed. The descriptive approach is an approach of studying a current phenomenon, event or issue to get information that can resolve the study question without the researcher intervening (Hanna Daoud, 1990: 83).

2.2. Research Population

All those people who are related to the phenomenon and who make up the subject of the research problem. The research population consisted of 2658 students from the 5th grade of the preparatory stage in the Education Directorate of Salah al-Din Governorate – Al-Shirqat Education Department in the academic year 2025 – 2026 distributed among 42 preparatory and secondary schools. The distribution of their specialization and gender is presented in Table 1.

Table 1. Distribution of the Research Population by Specialization and Gender

Specialization	Gender		Average
	Male	Female	
Scientific branch	1143	669	1812
Literary branch	657	189	846
Total	1800	858	2658

2.3. Research Sample

The research group was made up of 250 male and female, general population students. The researcher used a random sampling method for selecting the participants for the study, a total of 169 males and 81 females were selected as shown in Table 2 which is representative of their proportion in the original population.

Table 2. Distribution of the Research Sample by Gender

Gender	Number	Percentage %
Male	169	68%
Female	81	32%
Total	250	100%

2.4. Research Instruments

1) ***Psychological Compliance Scale***

After the researcher studied the literature and previous studies, the researcher formulated the items for the Psychological Compliance Scale, which were 32 items on a 3-point scale, "Mostly," "Sometimes," and "Rarely." When scoring the items, a score of 1 is assigned for the lowest rating and 3 for the highest rating. Thus, the highest possible score a respondent can achieve by answering the scale items is 96 points, the lowest is 32 points, and the hypothetical mean for the Psychological Compliance Scale is 64 points.

Preliminary Study: The researcher chose a preliminary sample, which was the same sample for the Psychological Compliance Scale, and invited the students to read the scale and evaluate the clarity of the scale items. The time was allotted for answering scale items was 20-30 minutes. Instruction and scale items were found to be clear. For the scale the following types of validity were used:

1) **Face Validity**

To assess the validity of the scale's items, alternatives, and instructions, as well as its presentation (in its preliminary form)—comprising 32 items—the scale was presented to 11 experts in education and psychology. The researcher used the criterion of 80% agreement rate or higher, because the reliability percentage of the reviewers was 93%, which is considered high according to the measurement criteria.

2) **Self-Validity**

This is a kind of validity which relates to the validity of "experimental scores" related to "true scores", which take into consideration the random errors, and the true scores of the test as a result are used as a standard or benchmark to determine how valid the test is. Since reliability is based on the correlation between the "true scores" of the same test when it is reapplied to the same group, there is a strong relationship between internal validity and reliability. Measured by the square root of the scale's reliability coefficient, which is calculated as:

Self-Honesty Coefficient = $\sqrt{\text{Scale Stability Coefficient}}$ (Kawafha, 2010)

The internal consistency coefficient of the scale was (0.89).

Prepare the Scale Instructions

The researcher wanted to make sure that all scale directions were understood by the respondents and were well understood. The responses were rated by checking the box (✓) under the best of the three options the researcher considered the most appropriate. The researcher asks the respondents to respond honestly, not flattering or deceptive, for scientific purposes: there are no "right" or "wrong" answers – only the opinion of the respondent – and the answers are not shared with anybody else; only the researcher will have access to them.

The items of the Ethical Development Scale (EDS) and Statistical Analysis of these items.

1. Discrimination of the Items on the Ethical Development Scale.

300 students (Male and Female) were selected to obtain the sample and the scale was given to the sample. Then all items were answered and the total score for each questionnaire was calculated (27% had the two extreme scores) and the two extreme scores were identified, the questionnaires were ranked by total score. As a result, there were 81 people in each group. The level of significance of the difference between the two extreme groups in the scores of each item in the scale was checked using independent samples t-test (independent samples t-test). The results showed that t values calculated were (3.781 – 7.510) and in comparison with the critical value (1.98) with degrees of freedom (160) and confidence level (0.005) were higher.

2. Internal Consistency Method.

A sample of 250 people was used in the statistical analysis to obtain the values of Pearson's correlation coefficient, which are 0.139, exceeding the critical value of Pearson's correlation coefficient at the 0.05 significance level for 298 degrees of freedom and statistically significant.

Scale Reliability: The researcher used the following method to measure the reliability of the scale: - can be within

A. Retested method

The researcher randomly selected 60 students from the study population (of which 30 were males and 30 females), and gave them the scale; after 14 days, the scale was again administered to the students. Then the researcher computed the Pearson correlation coefficient between the scores of two administrations to find the reliability coefficient. The reliability of the scale was measured by the obtained point from the correlation between the two administration, and was found to be a value of 0.80 which is a good indicator of the reliability of a scale.

B. Cronbach's Alpha Method

The researcher employed Cronbach's Alpha to determine the scale's reliability as it pertains to whether or not items have a high level of internal consistency. The reliability coefficient for this method was 0.83 which shows the reliability of the scale.

2) Social Anxiety Scale

Based on the review of the various scales for measuring social anxiety, and the previous studies, the researcher chose the scale developed by Al-Jamali (2026) which was suitable for the variables of this study. The scale is made up of 32 items, each of which is rated on a three-point scale: "Always," "Sometimes," and "Never." The "best" rating (3) is scored for the lowest rating and the "worst" rating (1) is scored for the highest rating. The possible points a respondent can receive for answering the scale items is therefore (96) points and the lowest possible score is (32) points with the theoretical mean score for the social anxiety scale being (64) points. The researcher took the scale and decided on the scoring system and showed it to experts and reviewers. All items had statistically significant agreement rates of 100% ($p < 0.05$) according to the comments received from the reviewers and no items were excluded.

Preliminary Study: - A pilot sample of students from two schools was selected to read the scale and evaluate the clarity of the items on the scale. Time allocated to answer the scale items was given as 20–30 minutes. The instruction clarity and scale items were checked. Items on the Social Anxiety Scale were analyzed statistically:

A. Discriminant Validity

The researcher administered the scale to a statistical analysis sample of 300 students (both male and female), which was the same sample used for the statistical analysis of the Psychological Compliance Scale. The responses were corrected and subsequently the discriminant power for every scale item was determined by ranking the scores in ascending and descending order from highest to lowest. The researcher then selected the two extremes (27% of the subjects in each group) and ended up with 81 subjects in each group. An independent samples t-test (independent samples t-test) was applied to see how significant the differences were between the two extreme groups for each item of the scale and the t-values obtained ranged from 3.675 to 6.411. The result obtained is more than the critical value for (160) degree of freedom and 0.005 confidence level.

B. Reliability

1) The retest method

For statistical analysis, the researcher used the same sample of the students (60) of both genders, in order to calculate the reliability coefficient in the psychological compliance scale. After two weeks, the researcher again gave the same sample the same test and then applied Pearson's correlation coefficient, which resulted in a reliability coefficient of 0.82, which was found to be reliable.

2) The formula for Cronbach's alpha

The researcher's method for calculating the reliability coefficient was Cronbach's alpha which was applied to the statistical analysis sample of 300 people. The Cronbach's alpha was used to calculate the scale reliability, which was 0.86, representing good internal consistency among scale items.

3. STATISTICAL METHODS: - The researcher used the Statistical Package for the Social Sciences (SPSS) as follows:

1. Arithmetic Mean: To Compute Arithmetic Means.
2. One-Sample t-Test: To measure a difference between means.
3. Two-Sample t-Test: To compare the difference in the arithmetic means.

4. Pearson's Correlation Coefficient.
5. Cronbach's Alpha Coefficient.

4. RESULTS AND DISCUSSION

The researcher collected and analyzed the data, interpreted the results and drew its conclusions as follows:

First Objective: *(To determine the psychological compliance of the respondents).*

For this purpose, the scores of the sample members were statistically analysed separately for the sample and for the single sample, using the t-test for a single sample. The sample mean for middle school students on the scale was (74.1400) points with a sample SD of (8.576) points and the hypothesized mean was 64 points. The t value calculated was 14.806 and the critical t value was 1.96. Therefore, the value is statistically significant at the 0.05 level of significance and 249 degrees of freedom (df), as tabulated in Table 3.

Table 3. One-Sample t-Test Results for the Psychological Compliance Scores of the Research Sample

Sample size (N)	Mean	Standard Deviation	Hypothesized Mean	Df	Calculated t-value	Tubulated t-value	Significance Level (0.05)
250	74.144	8.576	64	249	18.70	1.96	Significant

From this table, one can see that middle school students are higher on the scale than the hypothetical mean (psychological compliance), and that they do have some degree of it, but they are not as high as the ones on the extreme. This can be understood based on the literature and previous studies regarding the influence of peers in adolescents that here they tend to follow the high status peers' opinion to fit in with the group and enhance the relationship.

Objective 2: *(To determine if there were differences in the degree of psychological compliance among the sample of middle school students based on the variable gender (male–female)).*

For this purpose, as a statistical method, t-test for two independent samples was used to analyze the data. The results indicated that the arithmetic mean for males is (77.21) and the standard deviation is (8.421) For females, the arithmetic mean is (79.02) and the standard deviation is (8.433) and t value calculated is (1.59) and the t value found from the table is (1.96) with 248 degrees of freedom at the 0.05 level of significance. These results are presented in Table 4.

Table 4. Independent-Samples t-Test Results for Differences in Psychological Compliance According to Gender

Gender	Sample size (N)	Mean	Standard Deviation	Calculated t-value	Tubulated t-value	Significance Level (0.05)
Male	169	21.77	8.421	1.59	1.96	Non Significance
Female	81	79.02	8.433			

The calculated t-value was below the critical value so there were no statistically significant differences between students' average scores. This could be explained by the researcher finding that the school and social environments are basically similar, with no difference between males and females, which means that psychological submission is a condition that affects males and females alike.

Objective 3: (*To identify the degree of social anxiety of the respondents in the study*).

In order to meet this purpose, the data were analyzed statistically on the scores of respondents in the sample by applying one sample t-test. The mean for the sample of middle school students on the scale was (68.1400) and the SD was (19.60); the (hypothetical mean) was (60). The calculated value was found to be equal to (6.68) and the tabular value was (1.96). Therefore, it is statistically significant at the 0.05 level of significance and 249 degrees of freedom. This is shown in the following Table 5.

Table 5. One-Sample t-Test Results for the Social Anxiety Scores of the Research Sample

Sample size (N)	Mean	Standard Deviation	Hypothesized Mean	Df	Calculated t-value	Tubulated t-value	Significance Level (0.05)
250	68.144	6.576	60	249	19.68	1.96	Significant

As you can see in the table above, the arithmetic mean is greater than the hypothesized mean, suggesting that there is some level of social anxiety among middle school students. This can be explained by the fact that middle school students face a range of social situations that increase their feelings of anxiety, such as hesitation in social interaction, and that this age stage coincides with psychological and social changes. Al-Obaidi (2014) mentioned the study conducted by Al-Obaidi (2014) on social phobia among high school students from Baghdad, which is related to social symptoms of the family.

Objective 4: (*To determine if there is a difference between the sample of middle school students in social anxiety based on gender (male/female)*).

The statistical method used in the analysis of this data was t-test for two independent samples which was employed to reach this objective. For Male group: Arithmetic mean was (66.21) and standard deviation was (6.231) while for female group, Arithmetic mean was (72.02) and standard deviation was (6.422); the calculated t value was (1.59) and the tubulated t value was (1.97) with 248 degrees of freedom and 0.05 significance level. These results are shown in Table 6.

Table 6. Independent-Samples t-Test Results for Differences in Social Anxiety According to Gender

Gender	Sample size (N)	Mean	Standard Deviation	Calculated t-value	Tubulated t-value	Significance Level (0.05)
Male	169	66.231	6.421	6.68	1.97	Significant
Female	81	72.02	6.422			

As can be seen in the table above, the calculated t-value is higher than the critical t-value, suggesting that there is a statistically significant difference between males and females in social anxiety (females scored higher) and the difference between the two is statistically significant. This result aligns with the psychological literature on social anxiety focusing on the social setting to which the sample belongs, and parenting styles used (which are inconsistent for both males and females). The study conducted by Al-Jumaili (2026) on social anxiety and the relationship between social anxiety and childhood trauma among 5th grade students in the middle grades revealed a statistically significant difference in the anxiety level in favor of females.

Objective 5: (*Correlational Relationship between Psychological Compliance and Social Anxiety*):

To find out the relationship between psychological compliance and social anxiety in middle school students, the data were analyzed statistically by calculating Pearson's correlation coefficient to determine whether there was any psychological compliance and social anxiety association; the result is shown in Table 7.

Table 7. Correlation Between Psychological Compliance and Social Anxiety

Virable	Social Anxiety	Significance Level
Psychological Compliance	0.735	0.001

As presented in table 7, Pearson correlation coefficient between psychological compliance and social anxiety obtained the value of 0.735 statistically significant at the level of 0.05. The findings of the correlation between the psychological compliance and social anxiety showed a positive correlation, meaning that when the psychological compliance level is high, the social anxiety level is also high. This may be due to students' sensitivity to others' evaluations of them, which is linked to increased anxiety when around others. The results of this finding are consistent with the findings of a study conducted by Mert (2022) and its results showed that there was a moderate positive relationship between submissive behaviours and social anxiety.

5. CONCLUSION

Middle school students' psychological compliance is in the moderate level. there is no difference between psychological compliance in male and female. Levels of social anxiety among middle school students are high. The gender difference is statistically significant as females score lower on anxiety. There is a positive correlation between psychological compliance and social anxiety.

Based on the above findings, the researcher suggests that the Ministry of Education should enhance the ability of middle school students, create a competitive and supportive atmosphere, and reward and appreciate individuals who are working to improve their self-confidence. The Ministry of Education should provide cognitive-psychological educational programs to build abilities and improve students' growth through psychological programs that have high standard indicators to reduce social anxiety. Finally, the researcher proposes the following scientific investigations in the future. The influence of inferiority complex on psychological compliance in middle school classes. Psychological compliance and its relation to Post-Traumatic Stress Disorder (PTSD) in middle school students. The connection between anxiety and psychological compliance in elementary school children.

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