

Digital Challenges: Unraveling the Connection of Cyberbullying and Students' Social Anxiety

Ghulam Safdar¹ 

Assistant Professor, Department of Media and Communication Studies, Rawalpindi Women University, Pakistan.

Correspondence: safdarsting@gmail.com

ABSTRACT

Aim of the Study: This study addressed the complex connection between student social anxiety and cyberbullying. This study aimed to identify patterns and associations between experiences of cyberbullying victimization and levels of social anxiety among students.

Methodology: A quantitative research design was employed utilizing a survey method to collect data from the target population. The study's cohort size was (n=236) students studying in colleges and universities. A non-probability, purposive sampling method was used to select the sample. The questionnaire consisted of three parts i.e., demographic information, general questions related to access to the internet and Social Phobia Inventory (SPIN) scale used to measure social anxiety was used for data collection.

Findings: The results of the study using correlation showed a significant relationship between cyberbullying and social anxiety among youngsters.

Conclusion: In conclusion, the research shows a strong link between students' social anxiety and cyberbullying. The study emphasizes that there is need to educate the youngsters about this issue to avoid health issues.

Keywords: Cyberbullying, Social Anxiety, Students, Digital Challenges.

Article History

Received:
July 12, 2023

Revised:
September 15, 2023

Accepted:
September 22, 2023

Published:
September 30, 2023

Introduction

Cyberbullying is a severe problem in which people harass, threaten, or physically hurt other people using technology like social media, the internet, or cell phones. Cyberbullying takes many forms, including sending offensive comments, starting rumours, publishing embarrassing images or information, or creating fake profiles to harass or impersonate an individual. It's critical to combat cyberbullying by raising awareness, instructing individuals on safe and appropriate behaviour online, and fostering supportive communities both online and offline.

Modern technology is always evolving, and as a result, cyberbullying has become a major social problem in recent years. Modern technology functions as a double-edged sword, increasing emotional tension on the one hand while simultaneously facilitating connectivity on the other. (Michel, 2011). The study suggested that programs aimed at minimizing cyberbullying should focus on aggressive online behavior control for those who score moderately in both cyber victimization and cyberbullying; Social anxiety may

not exhibit distinguishable variations among different cyberbullying cohorts within the academic setting at this stage.

The article discussed the implications for educational counsellors and psychologists, as well as preventive measures against cyberbullying. According to research conducted by Olweus (1993), bullying or victimization occurs when a child is subjected to adverse acts by one or more peers regularly over an extended period of time. Bullying is acting aggressively toward someone to cause them damage without first provoking them.

The results of the study unequivocally demonstrated that adult supervision and guidance of adolescents' online activities and contacts is necessary to steer their interests in more positive than negative ways. Communication has undergone a significant paradigm change thanks to the Internet. The use of Internet communication tools has become an addiction among today's youth. While electronic communication has yielded undeniably positive effects, this technological advancement is not devoid of disadvantages. Cyberspace remains susceptible to oppression, violence, and harm against individuals (Faye, 2011).

Anxiety mediates the relationship between cyberbullying/social anxiety and depression. In addition to having a direct effect on bullies' depression, cyberbullying can also have an indirect effect on depression by mediating factors like social anxiety. Signs of social anxiety include severe anxiety, social avoidance, apprehension or fear in one or more social contexts. (Wang et al., 2019).

Putting into practice successful educational programs that emphasize the growth of social and emotional regulation as well as conflict resolution abilities in classrooms may contribute to a decrease in the prevalence of cyberbullying among pupils. One of the most pressing issues in society today is cyberbullying, which can have serious physical and mental health implications for victims. From elementary and middle school adolescents to college students, those who bully online suffer from a range of negative consequences, such as difficulty adjusting, poor performance in school, anxiety, despair, substance misuse, internet addiction, and suicidal ideation. (Cénat et al., 2018; Chen et al., 2018; Fahy et al., 2016; Jenaro et al., 2018; Jung et al., 2014; Mitchell et al., 2018; Tennant et al., 2015; Van Geel et al., 2014; Wright, 2016, 2017, & 2018).

Statement of the Problem

Cyberbullying is an aggressive online activity that occurs online. Peer aggression takes the form of bullying, which can be just as harmful as traditional forms of aggressiveness (Mickie, 2011). This study aims to investigate the relationship between students' experiences of social anxiety and cyberbullying.

The research aimed to investigate specific areas, such as:

- Examining the relationship between students' sensitivity to cyberbullying and their degree of social anxiety.

Significance of the Study

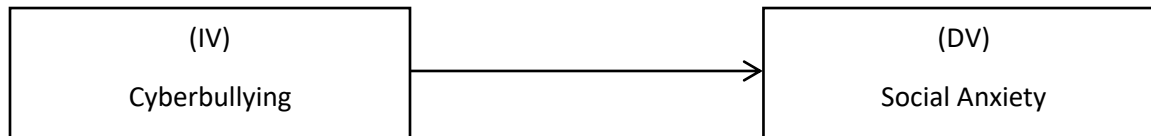
By exposing the complicated relationships between social anxiety, and cyberbullying, this research seeks to shed light on the psychological effects of students' interactions with the internet. The results may guide the creation of proactive strategies and support networks aimed at reducing the adverse consequences stemming from online harassment on students' well-being. This information may be useful to educational institutions, legislators, and mental health specialists.

Theoretical Framework

Albert Bandura developed the Social Learning Theory (SLT) in the 1960s, which later evolved into the Social Cognitive Theory (SCT) in 1986. SLT suggests that learning occurs through a dynamic and reciprocal interaction between an individual, their environment, and their behaviour in a social setting (*The Social Cognitive Theory*). Within the framework of Social Cognitive Theory, the theoretical foundation for investigating social anxiety in students within the setting of cyberbullying may be

constructed. According to this idea, people learn and shape their behaviours through social interactions, modelling, and observational learning. The Social Cognitive Theory states that because of their exposure to negative interactions in the online environment, kids may experience social anxiety in the setting of cyberbullying.

Independent and Dependent Variables



Research Objective

- Examine and contrast how bullying online affects students' levels of education and age difference about their degrees of social anxiety.

Research Question

- What is the correlation between the cyberbullying experiences of students and the rise of social anxiety?

Hypothesis

H1: The high rate of cyberbullying is positively correlated with student's social anxiety behaviour levels.

Literature Review

Aparisi, Delgado & Bo (2023), conducted a research study titled “Latent profiles of cyberbullying among university students and its relationship with social anxiety and aggressiveness”. This study aimed to identify distinct patterns of cyberbullying and cyber victimization practices and evaluate the correlation among cyberbullying, social anxiety, and aggression. The study included 1,368 university students who completed the European Bullying Intervention Project Questionnaire (EBIPQ), the Social Anxiety Questionnaire for Adults (CASO-A30), and the Aggression Questionnaire (AQ). According to the results obtained from the latent profile analysis, three types of cyberbullying profiles were identified. The first group, which constituted 87.6% of the total sample, showed low scores on both cyber aggression and cyber victimization, and was labeled as 'not involved'. The second group, which constituted 10% of the sample, showed moderately high scores on both cyber aggression and cyber victimization, and was labeled as 'victimized cyberbullies'. Finally, the third group, which constituted only 2.4% of the sample, showed high scores on both cyber victimization and cyber aggression, and was labeled as 'cyberbullies'. The study found that students who were not included in the group The profile of "victimized cyberbullies" adolescents show higher levels of aggressive, hostile, and physical behaviour in comparison to the group of "not involved" students; however, social anxiety scores are similar in all the groups under examination. The study suggested that programs aimed at minimizing cyberbullying should focus on aggressive online behaviour control for those who score moderately in both cyber victimization and cyberbullying; It's unclear whether social anxiety is more prevalent among different cyberbullying groups at this academic stage.

Donat, Willis & Wolgast (2022) conducted a research study titled “Cyberbullying among University students: Concurrent Relations to Belief in a Just World and to Empathy”. This study has a specific focus on the connections between belief in a just world (BJW), experiences with justice, and empathy for both victims and perpetrators of cyberbullying. The aim is to investigate these relationships continuously and gain a better understanding of how they interrelate. We distinguished between affective and cognitive empathy, as well as between personal and universal BJW, in our theoretical framework. We believed that

students' BJW, empathy, and the justice of their lecturers and other students would have a negative relationship with the commission of cyberbullying, as per theory and current research. Additionally, it is anticipated that experiences with academic justice and BJW will have a negative correlation with being a victim of cyberbullying. Data were collected via a cross-sectional survey questionnaire. 663 German university students participated ($M_{age} = 22.6$, $SD_{age} = 3.5$; 68% female) to test our hypothesis. Among the control factors were social desirability, gender, and internet use. The researchers want to create plans to stop or lessen cyberbullying. These should support students' BJW and empathy while also fostering an academic environment where both instructors and students act justly.

Monteagudo et al., (2020), conducted a research article titled “Cyberbullying and Social Anxiety: A Latent Class Analysis among Spanish Adolescents”. This study aimed to investigate cyberbullying profiles and determine if they differed in levels of social anxiety among 1412 Spanish secondary school students ages 12 to 18 ($M=14.36$, $SD=1.65$). Analysis of variance and latent class analysis were conducted on the sample. The analyzes identified three profiles: one characterized by an absence of cyberbullying involvement; another reflecting low levels of cyberbullying behaviours, including moderate victimization and aggression; and a third profile marked by high degrees of victimization, aggressiveness, and the confluence of aggression and victimization online. This study found notable differences in the cyberbullying patterns across all social anxiety subscales. Students with high cyberbullying profiles (known as bully victims) showed more social avoidance and distress in social situations with peers, compared to those with low cyberbullying profiles (who are rarely victims or bullies) and non-involved student profiles. Additionally, bully victims demonstrated lower levels of fear of negative evaluation, distress, and social avoidance in new situations. The article discussed the implications for educational counsellors and psychologists, as well as preventive measures against cyberbullying.

Wang et al. (2019), conducted a research article titled “Cyberbullying and depression among Chinese college students: A moderated mediation model of social anxiety and Neuroticism”. Research has looked into the intermediary and regulatory factors that explain the relationship between depression and cyberbullying perpetration. Data were collected through a questionnaire and 476 college students participated in a questionnaire survey to learn more about the moderating impact of neuroticism, the mediating role of social anxiety, and the links between depression and cyberbullying perpetration. The findings demonstrated a strong and favourable predictive relationship between depression and engaging in cyberbullying. This association was partially mediated by social anxiety. Lower levels of neuroticism were found to be associated with increased likelihood of college students engaging in cyberbullying. Additionally, lower levels of neuroticism were also found to result in a higher predictive relationship between social anxiety and depression. This suggests that neuroticism mediates the relationship between social anxiety and depression, as well as the direct predictive effect of cyberbullying perpetration on depression. However, the relationship between cyberbullying perpetration and social anxiety was not moderated by anxiety. According to the study, cyberbullying can predict depression, both directly and indirectly, through the mediation effect of social anxiety. The relationship between cyberbullying and depression, as well as the relationship between social anxiety and depression, are both influenced by anxiety. These results offer fresh insights into the diagnosis, management, and avoidance of depression among college students.

Bitar, Elias & Obeid (2023) research aimed to evaluate the relationship between teenage suicidal thoughts, anxiety, despair, and cyberbullying. The following surveys were distributed via Google Forms to collect data: the Lebanese Anxiety Scale, the Patient Health Questionnaire for Adolescents, and the Cyber Bully/Cyber Victim Questionnaire. The cross-sectional survey was carried out on a sample of sixteen to eighteen-year-old adolescents who were selected at random from private schools located in every district of Lebanon between May and June of 2021. The sample size of the study was 520 ($N=520$). The linear regression analysis found that higher levels of anxiety and depression were significantly associated with the following factors:

- Female gender

- Reporting that problems have a very or extremely hard influence on daily work
- Experiencing sexual cyberbullying online
- Having embarrassing or malicious content shared online without consent
- Increased age

Furthermore, higher levels of anxiety, depression, and a higher home crowding index (indicating lower socioeconomic status) were significantly associated with an increased risk of suicide ideation in the past month compared to experiencing no difficulties. The study concluded the occurrence of cyberbullying and its contributing elements are important enough to warrant early detection and preventative measures for adolescents in Lebanon. Effective educational programs aimed at developing social/emotional regulation and conflict resolution skills are necessary at schools to reduce cyberbullying among teens. To lessen the involvement of Lebanese teenagers in cyberbullying, preventive interventions are required.

Jenaro, Flores & Frias (2021) research aimed to examine the long- and medium-term effects of previous experiences of college students with cyberbullying. Data was collected through the Beck Depression Inventory, the State-Trait Anxiety Inventory, and the School Violence Questionnaire-Revised (CUVE-R) to evaluate the climate surrounding bullying and cyberbullying in schools and classrooms. The sample size of the study was 1593 (N=1593). An online survey was sent out inviting participants from two universities: one in Bolivia (N = 913) and one in Spain (N = 680). According to the findings, 5.1% of participants said they had experienced cyberbullying, and 19.3% said they had witnessed it, with similar rates across campuses. The college students' subsequent years of psychological adjustment were correlated with having experienced cyberbullying throughout their secondary education. Finding victims of cyberbullying is aided more by factors related to the school climate. From a broader perspective, the study highlighted the necessity of psychological therapies that address the various facets of this phenomenon and its effects on victims.

Zahra, Babar & Qazi (2023) conducted a research article with the title “Cyber Bullying and Social Conduct: A Mediating Role of Depression and Social Anxiety”. The aim of this study is to explore the correlation between the social behaviour of university students and cyberbullying. Furthermore, this study also examines the mediating roles that social anxiety and depression have in this regard. This particular study conducted its investigation using a quantitative methodology. The study focuses on the population of Lahore University students who have experienced cyberbullying. A total of 400 respondents 200 men and 100 women from each university provided data for the study. The sample (N=400) was selected by randomly assigning one public and one private university (located in Lahore) Social Anxiety Scale for Adolescents, Depression Scale, Adolescent Cyber-Victimization Scale, and Social Adjustment Scale were utilized. Purposive random sampling was used to select the sample. The study's conclusions show a negative correlation between university students' social conduct and cyberbullying. Additionally, social anxiety and depression both play positive mediation roles between the two study variables; that is, if a student experience cyberbullying and becomes nervous or sad as a result, their social conduct will deteriorate.

Guang-Hai et al. (2023), researched to examine the association between adolescent cyberbullying perpetration and childhood trauma. Additionally, they explored the potential moderating roles of emotional intelligence and internet-related social anxiety. Data were collected through different scales: A survey was conducted to evaluate 1,046 teenagers from four schools in Shandong Province, China. The survey used The Childhood Trauma Scale, Emotional Intelligence Scale, and Chinese Brief Versions of the Social Media User Social Anxiety Scale and Cyber Bullying Scale. The group consisted of 297 boys and 749 girls with an average age of 15.79 years. The statistical analysis was performed using AMOS 24.0 and SPSS 25.0. The study found There was a positive correlation between childhood trauma and teenage cyberbullying; (2) emotional intelligence and online social anxiety partially mediated this relationship; and (3) emotional intelligence and online social anxiety partially mediated this relationship

through a chain of mediation. The relationship and mechanisms for mediation between cyberbullying and childhood trauma were revealed in this study. It had significance for cyberbullying prevention and theory.

Doumas and Midgett (2021), conducted a research study with the title “The Relationship between Witnessing Cyberbullying and Depressive Symptoms and Social Anxiety among Middle School Students: Is Witnessing School Bullying a Moderator?”. This study investigates the link between cyberbullying and middle school students' depressive symptoms and social anxiety. Data was gathered by researchers in the fall of 2018. To take part in the study, all 354 sixth-graders were enlisted (N=354). An information packet was delivered to all parents. It included a letter requesting their student(s) to participate in the study and an informed consent form for them to fill out if they agreed to their child's participation. The findings showed that middle school kids who see cyberbullying are most susceptible to depressive symptoms, and those who encounter both cyberbullying and in-person bullying are most at risk. Conclusions suggested the necessity of offering middle school students who witness cyberbullying assistance programs to lessen the negative effects of being a bystander on their mental health, especially for those students who also see bullying at school.

Maftei, Maiream, (2023), conducted a research study titled “Not so funny after all! Humor, parents, peers, and their link with cyberbullying experiences”. The current study aimed to evaluate how well social, personal, and family factors could predict different roles related to cyberbullying among teenagers. Specifically, the researchers examined how peer influences, parental education levels, personality traits like styles of humour, and other variables related to perpetrating cyberbullying, being a victim, defending victims, or being a passive bystander online. A total of 601 teenagers (289 males, with an average age of 12.18 years and a standard deviation of 1.21 years) participated in the study. Participants completed surveys assessing their experiences with cyberbullying, humour preferences, guidance from parents about internet use, and peer behaviours online. According to the findings, cyberbullying was favourably predicted by aggressive humour, while cyberdefense was adversely predicted.

Moreover, all four of the cyberbullying roles were positively predicted by self-defeating humour. Self-enhancing humour negatively predicted cyber-victimization, but affirmative humour positively predicted cyber-defence. Our results indicated that parental education on Internet use did not significantly predict any of the four roles involved in cyberbullying, while peer norms predicted all four. It includes a discussion of the findings' practical relevance for prevention and interventions.

Fernandes, Sanyal & Chadha (2015) research aimed to find out whether gender and cyberbullying had any bearing on adolescents' concern about social interactions and sense of self. Randomly selected samples were given the Cyberbullying and Aggression Survey Instrument (Hinduja & Patchin, 2014) to identify those who had experienced cyberbullying. The sample size of the study was 480 (N=480) teenagers between the ages of 16 and 19. Based on their responses, 60 individuals were selected for the current study: 30 boys and 30 girls who had been the victims of cyberbullying, and 60 people who had not. The results showed that the teenagers who were not cyberbullied had considerably greater levels of social interaction anxiety, whereas the adolescents who were cyberbullied had significantly lower levels of self-esteem. The conclusion of the study clearly showed that adolescents' online activities and interactions require some level of adult supervision and guidance, as doing so may help them focus their interests in more positive than negative directions.

Research Methodology

Research Design

This study posed several important queries and looked for insightful responses. The study is focused on examining students' social anxiety, and it is full of useful information. It is a survey study. The study's population comprises all (male, and female) students residing in Rawalpindi and Islamabad. The sample size was (N=236). The two variables that are the subject of this discussion are the independent and dependent variables, respectively.

Independent variable: In this study, the independent variable is cyberbullying.

Dependent Variables: Social Anxiety was dependent variable of this research study.

Population and Sample Size

All of the study's participants were (male, and female) students who were residents of Rawalpindi and Islamabad. The study's sample size was (N=236) male and female students of the colleges and universities in Rawalpindi and Islamabad.

Sampling Technique

An evaluation of social anxiety among students was conducted using a quantitative survey technique research design. The convenience sampling approach, in particular, was used as a non-probability sampling strategy to choose a sample of (N=236) members of the target population. The samples were chosen by the researcher using the convenient sampling technique that was available—enabling the researcher to easily find volunteers from different parts of Islamabad and Rawalpindi.

Data Collection Tool

To examine social anxiety in adolescents concerning cyberbullying, the researcher employed the Social Phobia Inventory ("SPIN"), a self-rating tool consisting of 17 items intended to evaluate social anxiety disorder. Connor et al. created it in 2000. The Duke University Department of Psychiatry and Behavioral Sciences created the Social Phobia Inventory (SPIN) as a tool for diagnosing and gauging the severity of social anxiety disorder.

Data Analysis

Using SPSS version 21, frequency and percentages were calculated as part of the descriptive statistics analysis of the data. A tabular presentation of the results followed.

Results

Table 1: *Respondents Demographics, Cyber experience and faced cyberbullying.*

Demographics	Responses	Frequency	Percent
Age	16-20	90	38.3
	21-25	87	37.0
	26-30	34	14.5
	>30	24	10.2
	Total	235	100.0
Education	Martic or Below	36	15.3
	Inter	128	54.5
	Bachelor	53	22.6
	Master	18	7.7
	Total	235	100.0
Digital Devices	Smart Phones	191	81.3
	Computers	26	11.1
	Tablets	9	3.8
	Others	9	3.8
	Total	235	100.0
Number of times cyberbullied in past 3 years?	1 Time	135	75.4
	2-5 times	60	25.5
	6-10 Times	24	10.2
	More than 10 Times	16	6.8
	Total	235	100.0

Mode of Cyberbylling	Instant Messages	119	50.6
	Emails	20	8.5
	Blogs	26	11.1
	Profile Pages	70	29.8
	Total	235	100.0
Cyberbullying on Social Media App	Instagram	71	30.2
	Facebook	68	28.9
	Snapchat	14	6.0
	Whatsapp	58	24.7
	Total	235	100.0
Cyberbullies are?	Male	86	36.6
	Females	38	16.2
	Both	111	47.2
	Total	235	100.0

Table 1 shows the demographics of the respondents and experience to use digital media and facing cyberbullying. According to the collected that it is found that most of the respondents were aged between 16-25 years who filled the questionnaire. Education point of view, most of the respondents were inter and graduation students. Most of the respondents about (80%) respondents argued that they use internet on cellphones. About facing cyberbullying, most of the respondents answered that they faced bullying at least once in the last three years. Mode of point of view, most of the respondents (50%) asked that they bulled through instant messages. They said that on Instagram and Facebook they faced bullying while bullies are both male and females as well.

Table 2: *Faced Cyberbullying and Social Anxiety*

Questions	Not at all	A little bit	Somewhat	Very much	Extremely	TOTAL	M	S.D
I'm afraid of people in authority?	96(40.9)	65(27.7)	30(12.8)	23(9.8)	21(8.9)	235(100.0)	2.18	1.306
I'm bothered by blushing in front of people?	83(35.3)	61(26.0)	46(19.6)	31(13.2)	14(6.0)	235(100.0)	2.29	1.240
Parties and social events scare me?	83(35.3)	78(33.2)	42(17.9)	24(10.2)	8(3.4)	235(100.0)	2.13	1.111
I avoid talking to people, I don't know	63(26.8)	52(22.1)	48(20.4)	41(17.4)	31(13.2)	235(100.0)	2.68	1.379
Being criticized scares me a lot.	66(28.1)	60(25.5)	57(24.3)	35(14.9)	17(7.2)	235(100.0)	2.48	1.245
I avoid doing things or speaking to people for fear of embarrassment	81(34.5)	59(25.1)	42(17.9)	42(17.9)	11(4.7)	235(100.0)	2.33	1.247
Sweating in front of people causes me distress	93(39.6)	64(27.2)	42(17.9)	19(8.1)	17(7.2)	235(100.0)	2.16	1.237
I avoid going to parties	69(29.4)	68(28.9)	29(12.3)	41(17.4)	28(11.9)	235(100.0)	2.54	1.381
I avoid activities in which I'm the center of attention	42(17.9)	71(30.2)	58(24.7)	46(19.6)	18(7.7)	235(100.0)	2.69	2.295
Talking to strangers scares me	76(32.2)	74(31.5)	41(17.4)	35(14.9)	9(3.8)	235(100.0)	2.26	1.172
I avoid give speeches	46(19.6)	66(28.1)	54(23.0)	40(17.0)	29(12.3)	235(100.0)	2.74	1.292
I would do anything to avoid being criticized	54(23.0)	65(27.7)	60(25.5)	41(17.4)	15(6.4)	235(100.0)	2.57	1.201
Heart beat bother me when I'm around people	93(39.6)	77(32.8)	27(11.5)	24(10.2)	14(6.0)	235(100.0)	2.10	1.205
I'm afraid of doing things when people might be watching	68(28.9)	73(31.1)	53(22.6)	31(13.2)	10(4.3)	235(100.0)	2.33	1.151

Being embarrassed or looking stupid are among my worst feeling	57(24.3)	68(28.9)	52(22.1)	36(15.3)	22(9.4)	235(100.0)	2.57	1.267
I avoid speaking to anyone in authority	76(32.3)	56(23.8)	45(19.1)	39(16.6)	19(8.1)	235(100.0)	2.44	1.311
Trembling or shaking in front of others is distressing to me	74(31.5)	61(26.0)	47(20.0)	40(17.0)	13(5.5)	235(100.0)	2.39	1.244

The table displays a summary of responses from participants (N = 235) about social anxiety in students (using the SPIN scale).

Table 3: *Correlation*

	1	2	3
Age	1		
Education	.435**	1	
Social Anxiety	.440***	.320**	1

***. Correlation is significant at the 0.01 level (2-tailed).

**. Correlation is significant at the 0.05 level (2-tailed).

The data presented in the table indicates a significant correlation between a student's age and education level (0.05%), but also significant positive correlations among age and social anxiety and between education and social anxiety, at the 0.01% level of significance.

Discussion

This study aimed to examine the relationship between student social anxiety and cyberbullying. The fear or unease felt in social settings is known as social anxiety, and it can significantly affect a person's functioning and general well-being. The study's findings indicate that no link exists between social anxiety in students and cyberbullying. This indicates that, when contrasted with students who have not experienced online harassment, those who fall victim to cyberbullying are not inclined to exhibit elevated levels of social anxiety.

The SPIN scale has shown to be an effective instrument for evaluating and understanding how cyberbullying affects a person's degree of social anxiety. Because cyberbullying is so common in educational settings, there is an increasing need to address this developing issue with effective tactics and support networks. Communication has undergone a significant paradigm change thanks to the Internet. Today's adolescents are dependent on electronic devices for communication. Unquestionably, electronic communication has had a profoundly positive impact on our lives, yet there is a negative aspect to this technical advancement progress. Cyberspace can be a place where oppression, violence, and victimization occur (Faye, 2011).

Researchers can pinpoint particular elements causing social anxiety in the context of cyberbullying by employing the SPIN scale. The scale's components regarding avoidance of social situations and fear of unfavourable assessment, for example, can be used to identify the specific aspects of social anxiety that are made worse by online victimization. Developing focused treatments and support systems for impacted kids requires a detailed understanding of these issues. One important societal issue that has the potential to negatively impact people's physical and mental health is cyberbullying. Students who engage in cyberbullying, whether in elementary, middle, or high school, face several detrimental outcomes, including difficulties with the transition, challenges, poor academic performance, anxiety, despair, substance abuse, Internet addiction, and suicidal thoughts (Cénat et al., 2018; Chen et al., 2018; Fahy et al., 2016; Jenaro et al., 2018; Jung et al., 2014; Mitchell et al., 2018; Tennant et al., 2015; Van Geel et al., 2014; Wright, 2016, 2017, 2018).

The age and educational attainment of students have a notable correlation of 0.01%, suggesting a statistically significant association. At the 5% significance level, there was significant connection found between social anxiety and either age or academic achievement. This shows that although age and educational achievement are related, social anxiety in students within a certain confidence level is always correlated with them. The results emphasize how complex these relationships are and how crucial it is to look at a variety of variables when examining how demographic traits and social anxiety interact among students.

Conclusion

In conclusion, the research shows a strong link between students' social anxiety and cyberbullying. The findings demonstrate that cyberbullying has negative impact on students' mental health, especially when it comes to social anxiety.

Acknowledgements

None

Conflict of Interest

Author has no conflict of interest.

Funding Source

The author received no funding to conduct this study.

ORCID iDs

Ghulam Safdar ¹  <https://orcid.org/0000-0002-5152-0052>

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