



**SOCIAL ANXIETY AND SOCIAL COMPETENCE
AS DETERMINANTS OF BULLYING BEHAVIOR: A CASE
STUDY OF HYDERABAD, SINDH, PAKISTAN**

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Abstract:

This study investigated the social anxiety and social competence as determinants of bullying student's behavior of among college students in Pakistan. To define the level of social anxiety and bullying behavior of students which self, peers, regard fatalities as having poorer social skills through 20 behavior's/competences. A convenience sample of 230 pupils aged between 12 to 14 years (130 girls and 100 boys) provided self-report and peer-report data. They were taken from four colleges of Hyderabad city Sindh Pakistan, like as I mentioned zubaida government degree Girls College Hyderabad, Hayat Girls College Hyderabad, Government Boys degree College Qasimabad, Government degree College kohsar Hyderabad. Furthermore the researcher has used quantitative method survey questionnaire distribute to the respondents for data collection. Analysis through SPSS version 26 Post hoc multiple comparisons of social anxiety and social competence of bullying behavior of students experiences with social anxiety in college students. Study situations using Mann-Whitney U tests demographic information of respondent's, analysis reliability analysis. In results researcher has found some of the main cause behind this study social anxiety and bullying behavior of students playing negative role in the society. This research will be fruitful for the scholars and policy makers.

Keywords: social anxiety, social competence, bullying behavior, cultural values

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1. Introduction

Studies in many cultures have shown that a considerable number of elementary and high school students are bullied regularly by their peers (Fekkes et al., 2006). Bullying is now recognized as a worldwide problem. Over the last decade, bullying among individuals has expanded considerably as a research issue. The reason why researchers put bullying under light is due to the current increase of side effects of bullying that seem to affect all aspects of human life including interaction with society and degree of social competence of an individual. There is a link between aspects of an individual's social competence, their interaction with society and their roles in a bullying situation. Victims show low social/scholastic competence (Austin & Joseph, (1996); Andreou, (2000)) as well as social withdrawal and school avoidance (Kochenderfer & Ladd, (1996); Fekkes et al. (2006)). They reported as feeling lonelier and less happy at school and having fewer good friends (Boulton & Underwood (1992); Nansel et al. (2001, 2004)). Children who do not have positive relationships with peers are often at risk of academic problems (Goodenow (1993); Wentzel (1991)) and that children who have academic problems are more likely to have adjustment problems as well as conflictual interactions with peers (Andreou (1997); Wentzel & Caldwell (1998)). In this way, bullying has an adverse effect on individual's psychological health, social behaviors and social competence.

Bullying is generally defined as a particular type of aggressive behavior that is repeated over time with the intention to harm or disturb another person physically, verbally, or psychologically (Boulton & Underwood (1992); Olweus (1978; 1993) b; Wolke et al. (2001)). Examples of physical bullying are hitting, beating, kicking, pushing others, taking of personal belongings and using physical force to dominate others which is a type of direct bullying; examples of verbal bullying are name calling and threatening; and examples of psychological bullying are excluding children form activities, isolating, spreading false rumors, trying to make others to dislike the victim and gossiping (Craig & Pepler (1997); Veenstra (2005)). This behavior is characterized by an irregular distribution of power, in which a more powerful individual or group of individuals go after a weaker person (Olweus, 2001). Bullying is a fact characterized by negative actions towards a peer, with the intention to hurt (Olweus (1991, 1993)).

2. Literature Review

2.1 Social Anxiety and its Relation with Bullying

The experience of intense anxiety or fear which is evoked by some form of perceived threat to the person from the social situations in which one might be viewed by others (Mesquita & Frijda (1992); Kleinknecht, R. A. et al. (1997)). Bullying presents a serious threat to a healthy development during the school career (Veenestra, 2005). Individuals who experience bullying show "Isolation", isolation act as a moderator in response to bullying (Newman et al., 2005). After victimization by their peers, victimized children tend to experience more loneliness and become more school avoidant (Kochenderfer &

Ladd (1996); Fekkes et al. (2006). Victims tend to display an anxious anti-social exposure (Olweus (1978); Troy & Sroufe (1987)). They suffer from more anxiety, depression and social withdrawal (Olweus (1993); Lösel & Bliesener (2003)). Victims react in different ways to bullying, they might show avoidance behaviors (such as not going to school and refusing to go to certain places) which are common (Batsche & Knoff, (1994); Kumpulainen et al. (1998); Veenestra (2005)). Frequent bullying results as a risk symbol for the development of anti-social problems (Bender & Losel, 2011).

2.2 Social Competence and its Relation with Bullying

Social skills are 'the specific behaviors that enable a person to be judged as socially competent by others on a particular social task (McFall's, 1982). The ability to interact and ease successful relationship with others is arguably one of the most significant developmental achievements throughout childhood (Greshman, Sugai & Horner, 2001). Researchers disagree about the social skills of children who bully (Crick & Dodge (1994); Sutton, Smith & Swettenham, (1999a; 1999b)). Victims of bullying are "*lacking the qualities that ease every day social interactions*", and that victims of bullying "*lack social skills, have no sense of humor, have a serious "demeanor" and are unable of the relaxed give and take of everyday life*" (Elliott, 1991). It has been suggested that victims of school bullying are socially unskilled (Fox, C. L., & Boulton, 2005). Children use various forms of bullying behaviors towards their peers; it seems likely that these behaviors are related to their social skill development (Batsche & Knoff (1994); Kumpulainen et al. (1998)). Several studies have found that victims tend to display 'nonassertive' behavior (Patterson, Littman, & Bricker (1967) Willard, Perry, & Perry (1990); Schwartz, Dodge, & Coie (1993)). Victims demonstrate high levels of both aggression and depression, and because of this they score low on measures of academic competence, prosaically behavior, self-control, social acceptance, and self esteem (Veenestra, 2005).

Evidence and reports suggested that there may be a 'hard core' of children who bully (Eslea & Smith, 1998). The predictable rates of bullying and victimization range from 15% to 25% in Australia (Rigby & Slee, 1991), 24% in England once a week or more (Whitney & Smith (1993); Wolke, Woods, Stanford, & Schulz (2001)), 16% in Finland once a week or more (Kumpulainen et al. (1998); Kumpulainen & Rasanen (2000)), 8% in Germany once a week or more (Wolke et al., 2001), Norway Olweus (1978, 1993b)), 17% in the United States once a week or more (Nansel et al., 2001) and 30% of children in Italy report having been bullied at least sometimes (Fekkes et al., 2006).

In one study Bond, Carlin, Thomas, Rubin, and Patton (2001) found that bullied Australian secondary school students in year 8 (age 13) had a higher risk of depression and social anxiety over the following school year. Few studies have prospectively examined the relationship between bullying and the psychological health of the victim. Responses to peer rejection have also been found to be important; aggressive-rejected adolescents had low academic achievement (Wentzel & Asher, 1995).

A multi-national study from eight participating countries, including Austria, Brazil, Canada, China, Italy, Japan, Russia, and the United States were evaluated by their

preschool teachers for the investigation of the development of preschool children's social competence across cultures. As a result, preschool boys were universally reported to be significantly more aggressive and viewed as less socially competent. Age differences were also found in all eight samples reflecting increasing competence in older children (Freniere et al., 2002).

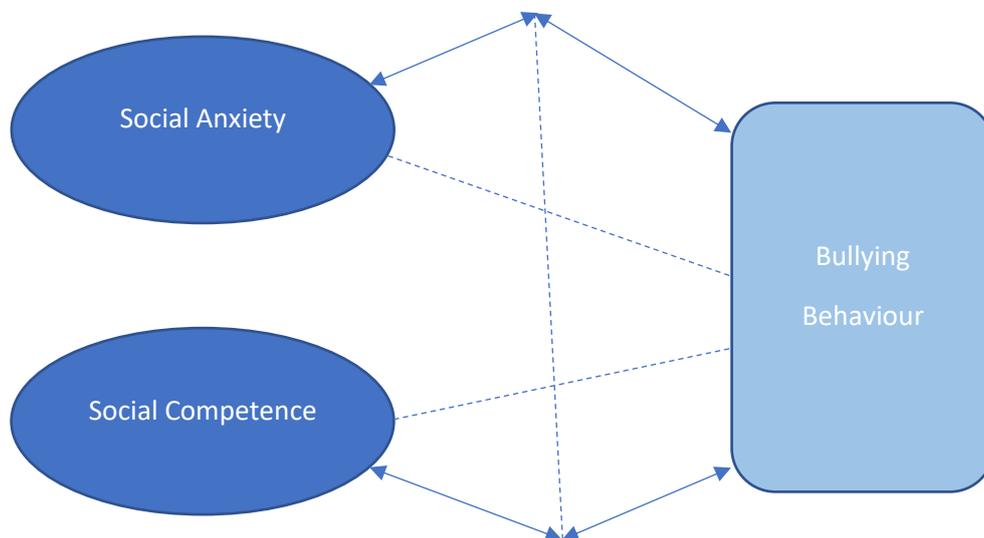


Figure 1: Conceptual Framework

3. Rationale of Study

All the cultures are facing the problem of bullying and its side effects. Cultural variations affect the ways of expression (APA, 1994; Kirmayer (1991); Prince & Tchong-Laroche (1987)). As far as we are aware, no study has yet looked at the associations between bullying, social anxiety and social competence from the perspective of cultures. The rationale of the study is to draw attention on social competence and social anxiety as determinants of bullying in individuals across different cultures Pakistani. This research aims to compare the prevalence of bullying among individuals and to discuss cross-cultural differences based on the current research. There is a need of changing behavior of individuals who show maladjusted behavior because of bullying. Through present research it can be possible to understand how bullying leads to this. To more fully understand Pakistani culture with accordance to bullying this study will be conducted. This will help understanding not only the cultural perspective of bullying, social competence, and social anxiety but also it would entail valuable suggestions to overcome bullying behavior and social anxiety through the learning and appropriate use of social skills.

3.1 Objectives

The present study aims to achieve the following objectives:

- To determine the relationship between bullying and social competence.

- To find out the relationship between bullying and social anxiety.
- To examine the effect of bullying on social competence and social anxiety.
- To explore the cultural perspective of bullying behavior, social anxiety and social competence.

3.2 Hypotheses

H1: Social anxiety will positively predict bullying behavior among students.

H2: Social competence will negatively predict bullying behavior among students.

4. Method

This is an exploratory research study in which the relationship between bullying, social anxiety and social competence explored by using quantitative approach. In this approach survey method including filling of Questionnaires has used to investigate the relationship. Three standardized questionnaires including Liebowtiz's Social Anxiety Scale (LSAS), Espelage & Holt's Illinois Bullying Scale and Shujja & Malik's SCSC Scale will be used.

4.1 Sample

The present study is based on cross sectional survey research design. The convenient sample of ($N = 230$) of adolescent students approached for this study, which taken from different private and public sectors, schools and colleges of Hyderabad city Sindh Pakistan; including ($N = 130$) from Girls, & ($N = 100$) from boys.

4.2 Instruments

Instruments selected for current study has used in Urdu and English language. It has translated, if needed, in targeted languages through standard procedure of committee approach or back translation method. Following is the brief description of instruments being used in present study:

4.2.1 Illinois Bullying Scale (IBS)

Illinois Bullying Scale developed by Espelage and Holt (2001) which is a reliable and valid measure of bullying, victimization and fight behavior between 6-16 year old children. It is consisted of 18 items and three sub-scales including Bullying, Victim and Fight. This scale has been translated in Urdu language and alpha coefficients of three scales ranged from .73-.81 Shujja & Atta, (2011) this translated version will be used in Pakistan and another translation in Chinese language will be conducted after taking permission from author for getting efficient results.

4.2.2 Social Anxiety Scale (LSAS)

The social anxiety scale i.e. LSAS Liebowtiz, (1987) is consisted of 24 self-reporting items; 12 items are social interaction situations, and the other 12 are performance situations by

considering two components: the degree of fear and the degree of avoidance experienced by individuals. For fear/anxiety questions, the response is on a 4-point scale from 0 (none) to 3 (severe) and same for avoidance questions. This scale has high internal consistency i.e. $\alpha = .90-.97$ Liebowitz, M. R., (1987) The LSAS serves as a good indicator of the severity of the symptoms and is sensitive to the effects of therapeutically changes as well. Permission for using the scale will be taken from author.

4.2.3 Social Competence Scale (SCSC)

The Social Competence Scale for Children i.e. SCSC is formed by Shujja and Malik in 2011. This scale consisted of 40 items contained six sub-scales i.e. Self-Control, Empathy, Social Skills, Anti-Social Behavior, Assertiveness and Communication Skills. The internal consistency for full scale is .94 and for six subscales reliability coefficients ranged from .50 to .75 (Shujja & Malik, 2011). Permission for using the scale will be taken from author.

4.3 Procedure

Survey method has followed to collect data from students. In order to administer Illinois Bulling, SCSC and LSAS Scale on designated sample, prior permission have sought form heads of private and public schools after clearly communicating adverse impact of bullying on children’s psychological and physical health, academic performance, anti-social behaviors etc. Then children has personally approached in their institutions and informed consent taken to ensure willingness of participants. Children ensured that information taken would only be used for research purpose and kept highly confidential. Oral as well as written instructions regarding completion of dataset were clearly given using hypothetical example. The obtained data has been subjected to statistical analysis.

4.4 Analysis of Data

Table 1: Post hoc multiple comparisons of bullying behavior experiences at university with social anxiety in university study situations using Mann–Whitney U tests

	N	M	Sd	Bullying-behavior	Experience
Social Anxiety	50	1.03	.58	Ns	P= .016
Social Competence	50	.94	.54	Ns	Ns
Bullying-behavior	130	.90	.66	Ns	Ns

A inquire about found contrasts was to exist relationship of bunches ($X1 [2] = 8.54, p = .011$). Numerous pair wise comparisons, which were conducted utilizing the Mann–Whitney U test (for which the p esteem was balanced employing a Bonferroni rectification), demonstrated that the level of social anxiety and social competence its understudies ($M = 0.01, SD = .66$) was higher ($U = 175.98, p = .022$) than the uneasiness detailed by understudies who had no past bullying encounters at school ($M = .85, SD = .61$). A contrast between other bunches were measurably non-significant (see Table 1 for subtle elements with respect to the different comparison tests). A arrangement of Mann–Whitney U tests were utilized to look at how the bunches of casualties, social anxiety and social

competence of bullying behavior and understudies with no experience of bullying distinction within the level of uneasiness they experienced totally different sorts of learning circumstances (i.e., situation-specific social uneasiness). Factually critical contrasts were identified between casualties and understudies with no encounter of bullying behavior of students.

Table 2: Post hoc multiple comparisons of bullying behavior experiences at university with social anxiety in university study situations using Mann–Whitney U tests

	N	M	Sd	Bullying-behavior	Experience
Social Anxiety	50	.101	.70	Ns	P= .003
Social Competence	50	.98	.73	Ns	Ns
Bullying-behavior	130	.95	.66	Ns	Ns

A noteworthy contrasts was found to exist between bunches ($X_1 [2]=11.27, p=.005$), with different pair wise comparisons demonstrating that, when compared with understudies without bullying encounters at college students ($M=.85, SD=.62$), the level of social uneasiness in learning circumstances detailed by victimized understudies ($M=0.07, SD=.70$) was once more essentially higher ($U=214.86, p=.003$), whereas contrasts between other bunches were measurably non-significant (see Table 2 for points of interest with respect to the numerous comparison tests). An arrangement of Mann–Whitney U tests were utilized to look at how the bunches contrasted within the level of social anxiety they experienced in numerous sorts of learning circumstances. To begin with, within the level of uneasiness experienced in courses, victimized college understudies ($M=0.25, SD=.81$) contrast altogether from those with no involvement of bullying ($M=0.05, SD=.73$) ($U=283.06, p=.002$), and, moment, compared with understudies without encounters of bullying ($M=.51, SD=.71$), casualties moreover detailed

Table 3: Reliability analysis

Name Of Variable	Items	Reliability
Social Anxiety	.704	5
Social Competence	.808	4
Bullying Behavior	.782	4
Overall	.890	13

The above table it shows that the reliability of the each factors if the reliability less than 69 it means your questionnaire is not reliable for research if the reliability is maximum 70 it means your questionnaire is reliable for research.

Table 4: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.801 ^a	.704	.710	.62907421

a. Predictors: (Constant), , social anxiety, social competence, bullying behavior of students

5. Findings

The result comes about of the reflect on consideration on proven that college students getting to know instances cause the most noteworthy degrees of uneasiness to previous and cutting-edge casualties of peer bullying behavior. while compared with understudies without a involvement of bullying, casualties special greater as often as feasible of having uneasiness disease and better ranges of context-unique social uneasiness over unique varieties of college getting to know occasions, while the respondents had been remote into bunches using two types of categorizing standards: having social anxiety at college, and having social competence at university. Gaining knowledge of instances in which the casualties of each category specified altogether higher tiers of social uneasiness had been communicator's with educator or administrator and classes in enlargement, understudies who have been victimized at university moreover distinctive higher levels of uneasiness in tests and tests. except, the comets approximately probably propose that being locked in in bullying whereas at college will be related with uneasiness disease certainly for bullying behavior of college students because of lack of abilities and proper training in the direction of the scholars. The findings elevate the question of what traits of the studying situations (seminars, trainer consultations, and checks and exams) aroused more social anxiousness and social competence in the students with no experience of bullying behavior. Having the focal point on character performance and getting to know outcomes and receiving evaluation and remarks of these, like in seminars, can be skilled as difficult and touchy interaction situations with the aid of bullying behavior who experience that they have been unvalued and often negatively criticized through peers in studying settings. The truth that bullying conduct said higher social nervousness and social competence among college students in gaining knowledge of situations which did not encompass interaction with fellow college students (i.e., instructor consultations, exams and exams), suggests that the generalized and context-specific social anxiety that many of them stated covers a wide variety of learning situations in college students.

Conflict of Interest Statement

The authors declare no conflicts of interests.

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Kashif Ali Shah is Masters in Anthropology, social researcher and posses' rich experience in Development Sector especially focusing on Public health research, Education, analytical techniques, academic research, advocacy, lobbying mobilization, and behavioral economics.

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