

# **Cyber Victimization, Parent Adolescent Conflict, and Social Anxiety Among Adolescents**

**By**  
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The research report submitted in Partial Fulfillment of  
The Degree of Master of Science in psychology

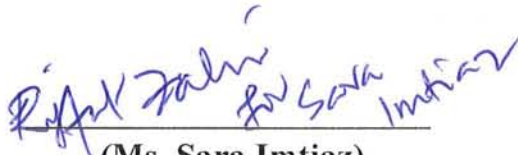
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**Islamabad, Pakistan**  
**2020**

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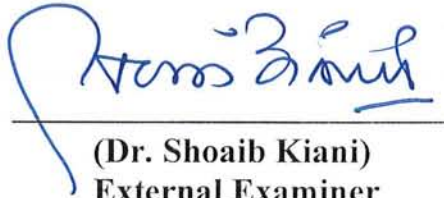
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## CERTIFICATE

It is certified that M.Sc. Research report titled “**Cyber Victimization, Parent-Adolescent Conflict, and Social Anxiety Among Adolescents**” prepared by Syeda Durre Shehwar has been approved for submission to National Institute of Psychology, Quaid-i-Azam University, Islamabad.



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**Sara Imtiaz**  
*(Supervisor)*

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Conflict, and Social Anxiety Among  
Adolescents**

**Dedicated to my beloved parents**

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### **Abstract**

Present study aimed to study the relationship between cyber victimization, parent-adolescent conflict, and social anxiety among adolescents. Moreover, these variables were also explored with reference to different demographic variables like age, gender, institute, family income, family system, no. of hour spend on internet, time spend online other purpose than studies, social media network, no. of gadgets, no. of unknown friends added in friend list on social media, preferred means of communication, activity for which internet is used, parental supervision on online activity, and the ability to use the computer. A sample of 278 adolescents from different schools and colleges in Rawalpindi and Islamabad. Cyber victimization parent-adolescent conflict and social anxiety were measured through Cyberbullying Victimization Scale (Lee et al., 2015), Conflict Behavior Questionnaire by (Prinz 1979) and Social Anxiety Scale for Adolescents (La Greca & Lopez, 1998). Alpha reliabilities were found to be acceptable for all the measures. Results indicated that cyber victimization is positively related to social anxiety. Similarly, parent-adolescent conflict is also negatively related to social anxiety. Findings related to gender differences showed significant differences where boys were high on cyber victimization and parent-adolescent conflict as compare to girls and whereas, girls were high on social anxiety. In addition, significant differences observed were found on family system, institution, parental supervision, internet usage, social media networks and computer using ability in relation to study variables were also noted.

## **INTRODUCTION**

## Chapter 1

### Introduction

Most adolescents have trapped in the digital world without ever knowing it where technology was not an integral part of their everyday lives. Technology plays an important role in their lives as internet and cell phone used daily (Madden, Lenhart, Duggan, Cortesi, & Gasser, 2013). The use of digital technology has its own positive and harmful impacts (Bavelier, Green & Dye, 2010; Cheever, & Rokkum, 2013). Due to the potential exposure of adolescents to the negative impacts associated with the use of digital technology, academics, parents, educators and the general public have expressed interest in identifying approaches that could minimize or mitigate these effects.

Cyber-victimization refers to the process of using information technology and communication technology to victimize people. Cyber-victims can be individuals, states or organizations. Adolescents are increasingly concerned about cyber-victimization (Gerson & Rappaport 2011; Slonje, Smith & Frisen, 2013). Over recent decades digital technology applications have grown exponentially. Such use of technology has become influential in our everyday activities, allowing us to do work more efficiently and having variety of information and interacts with others quickly.

Parental administration is one consideration suggested to guard in contradiction of the undesirable consequences related with adolescent's use to digital technology (Nikken & Jansz, 2006). Research exposes the lack of parental control contributes to cyberbullying pornography access (Lwin, Stanaland, & Miyazaki, 2008; Mesch, 2009). Hence, focus has given to mediating the technology used by parental of adolescents to understand the defending impact of it and has the negative significances associated with the technology use.

According to the literature on cyberbullying, focus has been given to mediating the use of digital technology by adolescents having a probable buffering impact against the negative consequences related with bullying. This is probably given that cyberbullying preys are susceptible to a variety of psychosocial problems, including anxiety, loneliness and depression, (Guadix, Orue, Smith, & Calvete, 2013; Olenik-Shemesh, Heiman, & Eden, 2017; Landstedt & Persson, 2014). It has been

observed that more than 90% adolescents are online and utilized more than a quarter of their waking time by using electronic devices (Lenhart et al., 2001).

An important research line affects the social anxiety in children which analyzed victimization of different patterns of personal violence that occur predominantly in the school gathering or arise in interpersonal relations that occur as bullying or cyberbullying in school life. Cross-sectional research on the correlation between social anxiety and bullying victimization have shown a reciprocal relationship between them, explaining the victimization in case of a relational kind of social unease, a risk factor for this condition (Bjereld, Daneback, Gunnarsdóttir, & Petzold, 2015). Parenting practices have been found involve in school bullying repeatedly (Kokkinos, 2013). In the case of cyber bullying victimization, in the manifestation of online aggression the factors, related to family are highly involved (Gasior & Rebecca, 2009). Moreover, the information and communication technology (ICT) usage leads most often results in improved ICT skills (Livingstone et al., 2011). It was also linked with risky usage (i.e. sharing own information, conversing with unknown), which may be encouraging factor in cyber bullying victimization (Kowalski et al. 2008; Ybarra et al., 2006). Internationally, the work on cyber bullying has progressed more and more in recent years with the respect to current study and there are linked to several factors, including school bullying, which can be of an individual and contextual nature.

### **Cyber Victimization**

According to Tokunaga (2010), cyberbullying is an activity via electronic or digital media carried out by persons or group of people that frequently conveys offensive messages anticipated to cause irritation to others. Numerous authors (Patchin & Hinduja, 2006; Slonje et al., 2013) noted that there are certain particular features of cyber bullying. This easily extents a large audience, leading to a superior negative effect on the victim who then feel ashamed and more embarrassed. It is very difficult to escape because it can caught victims wherever they got online. Cyberbullying usually does not see the reactions of victims, it makes them less probable to experience empathy or regret and is likely the result in further bullying.

Cyberbullying is troubling too, as it can go unseen for long time periods if victims hesitate to inform authority or guardian about instances on the Internet when they feel troubled as their parents may limit the technology access to them (Juvonen & Gross, 2008). Few scholars (Juvonen & Gross, 2008; Olweus & Breivik, 2014) suggested that cyber bullying might be seen that bullying has been expanded in schools because of the most widespread modes of electronic communication (such as instant messaging or e-mail) are well-matched for direct oral insults (calling byname) which is widely used in schools.

Indeed, numerous studies reported some overlap in the incidence of bullying and cyber bullying. (Ybarra, Diener-West & Leaf, 2007) informed that 36 percent of adolescents qualified both traditional bullying and cyberbullying, whereas (Juvonen & Gross, 2008) reported an 85% correlation between school bullying and online, which indicates that internet should be observed as an extension of school sites, although some cyberbullying strategies are based on specifics of online communication technology between unknown individuals or schoolmates and friends cyberbullies, the adolescent and even the children (Patchin & Hinduja, 2006). When most classmates have internet access at home, electronic communication within school-centered is primarily done by peer networks (Juvonen & Gross, 2008).

### **Cyber bullying**

Cyber bullying is actually the use of technology related resources for violence. Cyber oppression entails victimizing targets through social networking sites, forums, messaging and apps for cell phones. Specific bullying activity reports included: threats spreading stories or lies, branding (serious and/or vague, including threats to completely destroy the victim), ignoring the victim, exposing the victim's confidential information, mocking the victim, and harassing sexually (Patchin, & Hinduja, 2006).

### **Types of Cyber Bullying**

The concept of cyber bullying is broad and can occur through a number of different methods. Willard's book (2006) *Cyberbullying and Cyber-threats* was one of the first books to define a variety of techniques for the occurrence of cyber bullying. These methods include: flaming, harassment, denigration, impersonation,

outing/trickery, exclusion/ostracism, and cyberstalking (Kowalski, Limber & Agatston, 2008).

**Flaming.** The word flaming mentions a heat generated between two or more people in online meetings. When attacker attacks on prey verbally repeatedly then flaming arises (Kowalski et al., 2008).

**Harassment.** This is another type used in the literature on cyberbullying, which can be viewed when offensive and unwanted messages repeatedly received by the target. Although this may occur in a public meeting or it may occurs in private settings a lot such as text messages or e-mail (Kowalski et al.,2008).

**Denigration.** Online denigration occurs due to a person's wrong information is exposed with others. Sometimes this may occurs when digitally reformed pictures are uploaded or tweeted by using e-mail in a group of people, social networking site, or may be used for the creation of slam books i.e., some web pages designed for people to post false information especially about others (Kowalski et al., 2008).

**Impersonation.** When an attacker cover-up herself as the prey or cruel, harmful information is spread to others, but exposed as the information is actually received from the victim (Kowalski et al., 2008). This kind of cyberbullying usually show that the victim's electronic device or e-mail account has been hacked or it is a great challenge for this issue to enhance if the password was unchanged. Furthermore, this type of violent behavior can be dangerous particularly for a victim and her/his family if the aggressor sends out personal information about the target (e.g. phone number, real name, address and location) within the violent message (Kowalski et al., 2008).

**Outing/trickery.** Outing is an action of sharing individual information to unknown individual. Trickery is the cyberbullying that arises when an individual was trapped by sharing his/her information and spread them around to others (Kowalski et al., 2008).

**Exclusion/ostracism.** It took place on every occasion when a person is fired from a company in a password-protected environment or removed from a buddy's list.



This type of cyberbullying may awareness of the victim and can be on the whole challenging to find out. Skilled aggressors often give hope to a person that he/she will responded improperly, thereby the aggressor use his/her right for the victim to remove from a group or list (Kowalski et al., 2008).

**Cyberstalking.** It is used to employ the act of irritate another person through repeatedly sending threatening and awkward electronic messages. Although related to harassment, cyberstalking is viewed more distinct due to which more threatening messages than harassment and surreptitiously to following a person may also include (Kowalski et al., 2008). It is necessary that researchers should understand the methods and types of cyberbullying and work on it together to understanding that how these various opportunities can be executed through a variety of electronic media in order to consistently assess the occurrence of cyber bullying (Kowalski et al., 2008).

### **Cyber /Traditional bullying**

Traditional bullying and victimization is related to cyberbullying and cyber victimization but interpersonal dynamics are not identical (Jose, Kljakovic, Scheib, & Natter, 2012). Moreover, Kowalski et al., (2007) found the strong correlation between cyberbullying and cyber victimization comparison with traditional bullying and traditional victimization. Similarly, another finding of research indicates that cyberspace provides a safer and easier venue for both perpetrator and victim to get revenge than traditional bullying among young adults (Mishna, Kassabri, Gadalla, & Daciuk, 2012). Mitchell, Ybarra, and Finkelhor, (2007) suggested that if the individuals limit the interaction with strangers then there will be less chances of victimization in cyberspace. The study of research shows that perpetrators and victims of both traditional bullying and cyberbullying significantly experience more low self-esteem, anxiety, self-reported health problems, depression, and have low academic achievements (Kowalski & Limber, 2013).

### **Peer Involvement in Cyberbullying**

There are a number of worldwide investigations who pinpoint the harmful consequences that is related with involvement in bullying and cyberbullying (Coelho et al., 2018; Campbell, M.A, Slee, Spears, Butler, & Kift, 2013). The welfare of many

children and adolescents effected by this kind of peer violence (Hymel & Swearer, 2015), which is linked to drug and alcohol dependence (Radliff, Wheaton, Robinson, & Morris, 2012), loneliness and depression (Ttofi, Farrington, Losel, & Loeber, 2011; Ybarra & Mitchell, 2004).

### **Cyber Victimization as Predictor of Social Anxiety**

Cyber victimization is significantly related to social support, social self-efficacy and low body esteem and such individuals are more vulnerable to become a victim in cyberspace (Olenik-Shemesh & Heiman, 2017). Additionally, the cyberbullying victimization has been allied with upper levels of social anxiety (Dempsey, Sulkowski, Nichols, & Storch, 2009) and more strongly interconnected to suicidal ideation as compared with traditional bullying (VanGeel, Vedder, & Tanilon, 2014). Bullying also critically affects the school surroundings and cause the lower academic achievement (Ladd, Ettekal, & Kochenderfer-Ladd, 2017) and dropout rates increased (Cornell, Gregory, Huang, & Fan, 2013). Cyber victimization take place with individual that have deep emotional problems. Imbalance of power between cyberbully and cyber victim is not always involved but it can be a scenario at times.

### **Cognitive Appraisals**

This theory proposed by Lazarus and Folkman (1984) and it explained the stressor's mental process. According to Richard Lazarus, stress is a two-way procedure; the construction of stressors by the environment, and an individual responded on the subjected to these stressors. The theory of cognitive appraisal leads by an idea regarding stress. Lazarus stated that cognitive appraisal occurs when almost two major factors are considered by a person that majorly contribute to his/her response to stress. These two features contain: the assessment of resources required to minimize, the threatening tendency of the stress to the individual, the stress it produces and eradicate or tolerate the stressor. Generally, the cognitive appraisal is divided into two stages: primary and secondary appraisal.

*Primary Cognitive Appraisal.* It is the individual's determination of the cyberbullying circumstances to be a threat or a challenge. Threat cognitive appraisal was the one's anticipation of harm and generated anger, anxiety, and fear, whereas

challenge cognitive appraisal was the one's readiness to provoke the situation and promoted excitement and eagerness.

*Secondary Cognitive Appraisal.* It was the one's determination in which individual got control on the circumstances when their resources and strategies has been trapped by unwanted mean (Lazarus & Folkman, 1984). Hunter, Mora-Merchan, and Ortega, (2004) explored the associations between cognitive appraisals and psychological adjustments among adolescents who experienced the traditional form of bullying. They noticed that cognitive appraisals varied by gender and the frequency of the bullying experience and that these appraisals were related to coping strategies and psychological adjustments. There has been extensive investigation on traditional bullying amongst adolescents, but cyber bullying has also arisen relatively and little is known about college student's appraisal of cyber bullying situations (Hunter & Boyle, 2004).

### **Reasons for High Risk of Cyber Bullying Victimization**

Concerns shows that the concentration and effect of cyber bullying victimization may be larger than traditional practices of bullying because of the unique structures that set it has, including: Reproductively will be easier i.e. the offender can easily edit the aggressive messages on various websites, blogs and texts. Widespread reach i.e. the perpetrator can easily target the social networking site in which most of their friends have membership. Face-to-face contact is weak i.e. the perpetrator cannot see the instant effect of their aggressive behavior. Perceived anonymity i.e. the perpetrator can hide his/her identity. Relative permanence i.e. aggressive messages once posted on websites tend to stay visible. Limited likelihood for intervention. Constant availability in terms of location and time.

### **Worldwide Cyberbullying Victimization**

Widespread incidence of cyberbullying among children and adolescents has been noted by many researchers. Studies have found that cyber victimization among school-age children and adolescents across a variety of social networks has reported various cyber victimization rates, ranging from 44 percent among adolescents in China, 29 percent in the United States (Patchin & Hinduja, 2006), 26 percent in Korea

(Park, Na, & Kim, 2014), 25 percent in Canada (Campbell, 2007), 20% in Europe (Tsitsika et al., 2014), 17% in India (Sharma, Kishore, Sharma, & Duggal, 2017), and 14% among adolescents in Australia (Li, 2006).

### **Theories of Cyber Victimization**

*Lifestyles-routine activities theory.* Cohen and Felson (1979) refer to the routine activity theory (RAT) that identifies in order to have a criminal impact (i.e. cyber and/or non-physical bullying), the convergence in time and space of a motivated perpetrator (i.e. bullying), an effective target (i.e., a person suffering bullying victimization or a property object), and a lack of capable protecting. Routine activities are described as recurring and prevalent activities which provide for basic population and individual needs, formalized work, and the provision of standard food, shelter, sexual outlet, leisure, social interaction, learning, and child bearing (Cohen & Felson, 1979). Comparing the theory back to cyberbullying, it can be argued that the routine use of technology, the Internet or social networking sites (SNS) increases the chances of experiencing bullying victimization, particularly given their prominence in the day-to-day function of young people, i.e. school-age people need technology and the Internet to complete classroom assignments as part of their work / learning experience as well as to engage in relaxing activities

*Social learning theory.* To understand cyber bullying, it is important to consider factors, both situational and individual factors. Bandura's Theory of Social Learning (1986) says people learn by observing others. Considering this hypothesis in educational settings, when individuals or students witness other students behaving as cyber bullies, they learn the phenomenon from them and then next time they play the role they have seen before and become cyber bullies. Another view point often cited to explain human behavior in terms of continuous reciprocal interaction between cognitive, behavioral, and environmental influences in the theory of social learning is modeling and strengthening behaviors. In this theory Bandura explains how important it is to observe and model others attitudes, behaviors and emotional reactions through the process of the component (Bandura, 1977). The theory discussed (Miller & Dollard, 1941) firmly behavioral explanation of modeling by incorporating both cognitive and behavioral frameworks. Theory emphasizes factors that enhance

learning, including watching others, the environment, and mass media, the family of origin that improve learning (Bandura, 1977).

*Strain theory.* Agnew and White (1992) concluded that people with pressure are more likely to experience frustration or anger and then are more vulnerable to criminal or unexpected behavior. Strain could be extracted from three sources: positive goals that are not achieved; loss of positive stimulus (e.g., job loss, loss of a romantic relationship); and exposure of negative stimuli (e.g., victimization on the playground). It is important to note that strain and deviance are not causal; deviant behavior is a coping mechanism when strain occurs. Strain theory has been extended to other activities, positing a connection between strain and cyber bullying. Theoretical strain can help to explain the causes of cyber bullying. Less likely to be traditional bullies, digital offenders, cyber bullies, and cyber victims are people with stronger cultural attitudes regarding violence (Burton, Florell, & Wygant, 2013). General strain theory (GST) suggests that individuals who undergo strain are also subjected to their associated negative emotions so that they are at risk for deviant behaviors such as bullying and cyber bullying (Hinduja & Patchin, 2006).

*Rational choice and self-control Theory.* To explain cyber bullying, a mixture of Rational Choice Theory (Cornish & Clarke, 2014) and Self-Control Theory (Mischel, 2011) was used. Rational Choice Theory claims that deviant behavior stems from a cost-benefit calculation, whereby the benefits outweigh the costs. Because of the low risk of cyberspace abuse, cyber bullies are free of constraints on their behavior. Self-control theory will be used to determine why some young people make the rational decision to cyberbully while others do not. I think his hypothesis that involvement in deviant behavior depends on the level of self-control of an individual. Routine Activity Hypothesis (RAT) will be used to illuminate victimization (Marcum, Higgins, & Ricketts, 2010). As far as RAT is concerned, there must be a connection between appropriate targets for potential perpetrators and the absence of competent guardians for deviance to happen. In cyberspace there are those bullies who are involved in bullying. Victims are those appropriate targets that spend considerably more time using instant messages than non-victims, and it has also been found out that sufferer parents are less skilled in protecting their children from cyber bullying than non-victim parents (Marcum, Higgins, & Ricketts, 2010).

*Sociocultural theory.* This theory demonstrates that there is difference of bullying between different social groups according to different levels of power. Typically, the difference between groups is gender, ethnicity or social class. The basis of these differences is historical and cultural.

*Moral disengagement theory.* The moral disengagement theory of Bandura (1999) describes how a person internalizes moral standards and in certain cases acts against those set standards or laws. An individual uses psychological means to momentarily avoid the negative consequences of his / her action by altering his / her view of his / her own actions and freeing him / herself from moral codes of guilt and responsibility. For example, if a person concentrates his or her own gain only and overlooks the potential negative consequences. According to this theory, first a person feels subconsciously less responsible for their deviant behaviors either offline or online anywhere. Second, in cyberspace, individuals feel less controlled and perform more negative behaviors. Therefore, because a person is less aware of the negative consequences of his or her cyber actions, individuals are relieved of responsibility for the negative outcomes of their deviant behavior.

Eventually, an individual unconsciously feels less personal interaction online than offline with their friends or partners. In short, cyberspace is considered by an internet user to be less permanent, less controlled, more negative and less personal. Hence, a favorable social disengagement forum for them is made. This theory explains that a favorable climate offers greater incentives for disengagement from both deviant behavior and negative outcomes that predict immoral choices (Naquin, Kurtzberg, & Belkin, 2010).

Research indicates that parenting is directly related to adolescents and online behavior in pre-adolescents (Hinduja, Sameer, & Patchin, 2010). Parenting style plays a crucial role in shaping the actions of children, since the mode of communication and discipline and the degree to which the child is allowed to negotiate within the parent-child relationship boundaries have a significant influence on the development of a child (Wilmschurst & Linda, 2008). The influence can be direct or indirect, and may minimize or increase the likelihood of the child manifesting violent or delinquent behavior. Parental involvement begins before conception and is influenced by a mix of factors including personal characteristics of parents and changes in the

environment, there by affecting child development (Steinberg, Lamborn, Darling, Mounts, & Dornbusch, 1994).

Parenting practices affect children's activities both offline and online research has shown that parenting styles affect children's internet and communication technology (ICT) usage both directly (ICT practices) and indirectly (general parenting practices), which can greatly explain online delinquent actions such as cognitive behaviors (CB) (Eastin, Greenberg, & Hofschire, 2006).

### **Parent Adolescent Conflict**

Family conflict is described as an interface for discomfort that is minimized by using disagreement (Montgomery & Fevver, 1983). It is found to be a major stressor, a state of anxiety and quarrel related to negative emotions or feelings (Katz, Kramer, & Gottman, 1992). However, literature is uncertain regarding this point (Dekovic, 1999).

This is primarily because the parent-adolescent conflict has been found to have both negative and positive effects on the development of adolescents. According to theorists such as Hall (1904) and Freud (1958), dysfunctional relationships with parents can be described as an unfortunate yet unavoidable consequence of adolescent maturation (Laursen, Coy, & Collins, 1998). Given this point of view, focus has been put on the fact that conflict between parents and adolescents can serve as an indication of dysfunction in relationships and therefore an issue.

Then again, another perspective is that the incidence of adolescent conflict is normative and is transitional but troubling for parents and teenagers alike. Conflicts look as necessary to ease the boundaries and roles renegotiation and thus alter the relationship between parent and adolescent. While adolescent searching for autonomy, conflict often paves the way for parents to redefine boundaries such as laws, incidents, and regulations (Smetana, 1988). Parent-adolescent conflict can therefore be taken as a normal aspect of development and a facilitator of psychological growth, promoting the development of characteristics such as identity creation, role-taking capacity, individualization and moral judgment. Conflicts are also seen as providing the stimulus for communication and giving voice to emotions,

thus improving the relationship between parent and adolescent. From this perspective, conflicts offer adolescents a prospect of renegotiating their relationship (Hofer, Sassemberg, & Pikowsky, 1999).

Associations between parent-adolescent conflict and youth disadvantage can depend on how difference of opinion is articulated by the relationship partner (Steinberg, 2001). For example, Smetana (1996) used cluster analysis to group families based on conflict frequency and negative effect severity during conflicts. Results indicated that adolescents from higher-negative-affect families were more distant from parents and had lower academic performance levels than adolescents from families with lower levels of negative-affect during conflict, given similar or higher conflict frequencies. Likewise, other studies have found that conflict frequency only under conditions of dysfunctional parent-adolescent relationships is associated with negative youth outcomes (Adams & Laursen, 2007).

Studies have found that conflicts between parents and children during puberty tend to follow a curvilinear-shaped trajectory. According to Montemayor (1983), conflict rises in early teens, remains stable in middle adolescence and in late adolescence in the end declines. Parent-adolescent conflict has been observed though less frequent but is more intense in middle and early adolescence. Further reduction in frequency is observed in late adolescence although the negative effect shifts are marginal (Laursen, Coy, & Collins, 1998).

### **Causes of Parent-Adolescent Conflict**

There are many factors that can contribute to high levels of intense conflict in families, considering the view of adolescent traits, distinction of personality, early onset of puberty, behavioral problems (Dekovic, 1999), developmental need for domination and independence (Hill, 1987), and poor management of anger (Stern, 2000) are the factors that may become the cause. Vain, cold or harsh parenting, parental agony, and a lack of warmth may become the cause according to the parental trait perspective (Dekovic, 1999). Considering family as a system, high tension involves negative communication patterns, angry family dogmas that can be exaggerated (Robin & Foster, 1989) and dysfunctional family organization (Prinz, Foster, Kent, & O'Leary, 1979). Among other unwelcome circumstances in life



(Dmitrieva, Chen, Greenberger, & Gil-Rivas, 2004), outside factors affecting families include pressures in the form of deprivation (Vandewater & Lansford, 2005).

### **Gender and Conflict**

Recent studies have found that conflict occur in gender differences between parents and adolescents. Mother-daughter dyads are more vulnerable than other dyads to conflict (Smetana, 1988). Adolescents are found to be more similar to their mothers relative to fathers (Paterson, Field, & Pryor, 1994) as the level of touch rises so are the chances of getting misperceptions in encounters between mother and adolescents. It is also known that boys and girls continue to vary in the way their mothers communicate (Youniss & Smollar, 1987). Despite boys have more non-shared social experiences than girls (Cooper, 1988), this results in greater tension between daughter-mother dyads of adolescents compared to other dyads. Among boys there is a slight change in power balance due to their supremacy (Steinberg, 1981). On the other hand, personal issues and questions concerning girls ties are more in debate than any other dyad (Youniss & Smollar, 1987).

Gender differences have been found to be lacking (Dekovic, 1999). The lack of gender differences is mainly due to the fact that now perceptions based on gender are beginning to change with parents setting similar standards for boys and girls behavior. The discrepancy could also be due to methodological weakness.

There are a couple of cross-cultural studies that address parent-adolescent conflict with reference to adolescent or parent gender. Strong importance has been given in collectivist cultures on the segregation of gender roles and the potential for behavior, which indicates that adolescent boys and girls are likely to experience different levels of conflict with parents. As fathers are found to be stricter in discipline, they provide more chances for confrontation with sons than daughters, whereas with daughters both parents tend to use more agitations than with sons (Ho, 1981).

## Theories of Parent-Adolescent Conflict

*Social control theory.* The theory proposed that parental bonding with children prevents problem behavior; thus, good parental bonding, calculated as the strength of the bonds of love between parents and children, serves as a protective factor for adolescent problem behaviors (Liu, Fang, Zhou, Zhang, & Deng, 2013). Parental behaviors have been found to be important in understanding problem behavior and addiction in adolescents, such as tobacco and alcohol addiction (Rioux et al., 2016), video gaming addiction (Choo, Sim, Liau, Gentile, & Khoo, 2015), online gambling (Floros, Siomos, Fisoun, & Geroukalis, 2013), and online risky behavior (Sasson & Mesch, 2014).

*Determination theory.* Self-determination theory (SDT) is a socio-psychosocial theory that emphasizes the role of significant others in fostering or undermining the motivation and internalization of individual behavioral change and optimum emotional experiences (Ryan & Deci, 2017). Parenting is one of its examples most widely discussed (Joussemet, Landry, & Koestner, 2008). SDT claims that parenting that promotes autonomy and controls psychologically are two distinct parental types (Mabbe, Soenens, Vansteenkiste, Deeder, & Mouratidis, 2018) that vary in their efficacy in bringing about behavioral change.

*Autonomy-supportive parents.* Autonomy supportive parent theory promote volitional development of their children, take the child's viewpoint, make choices whenever possible, encourage experimentation and provide clear reasoning when the option is restricted (Assor, Kaplan, & Roth, 2002; Mabbe et al., 2018). Parents who are psychologically manipulated ignore the child's opinion, threaten or punish if the child fails to comply, and use intrusive and coercive tactics such as guilt-induction and intimidation (Barber & Xia, 2013). The studies show a positive correlation between autonomy-supportive parenting and beneficial outcomes such as better well-being (Joussemet et al., 2008; Mabbe et al., 2018), higher self-efficacy, academic skills, school achievement (Moè, Katz, & Alesi, 2018) and behavioral control (Lim & Wang, 2009). Autonomy-supportive parenting also predicts fewer problems with maladjustment, anxiety, acting out and learning. In comparison, psychologically mediated parenting has negative effects such as depressive symptoms (Soenens, Park,

Vansteenkiste, & Mouratidis, 2012), high anxiety (Loukas, Paulos, & Robinson, 2005), and social incompetence (Laible & Carlo, 2004).

The pressure induced by parents who use this style and its intrusive nature may provoke resistance (Assor, Feinberg, Kanat-Maymon, & Kaplan, 2018) and may also increase the likelihood of behavioral problems, aggression, maladaptive behavior and psychopathology (Ahmad, Vansteenkiste, & Soenens, 2013; Soenens & Vansteenkiste, 2010). Studies assessing the effects of parenting style on cyberbullying suggest that children who are more involved in bullying often report experiencing strong parental discipline along with a weak emotional bond with their parents (Wong, 2010).

*Social skills deficit model.* It can also be said that an implicit concept of social skills deficiency becomes the basis for analysis, stressing poor communication habits or lack of incentives to solve problems (Prinz, Foster, & O'Leary, 1979) as a source of conflict between parents and adolescents. The model was designed rather specifically, particularly with violent couples, in the light of couple study, but was found to be rather implicit in terms of engagement and violence (Anglin & Holtzworth-Muttroe, 1997). Whilst the model's successful function can depend on other factors, it clearly emphasizes the point that problem solving has been intensely studied with respect to conflict.

Grades at the school, time spent watching TV, household chores. Several specific areas of conflict, and personal appearance (Papini & Sebby, 1988). According to Smetana (1988), both parents and teenagers completely accept the fact that parents should make regulations. Regardless of whether the parents did actually follow them. Regulations concerning moral matters were considered correct. Therefore, obedience to parents was perceived as being dependent on the degree of the adolescent's internal acceptance of laws, rather than as a reaction to parental authority.

Worse consequence such as delinquency or internalizing problems such as adolescents depression are generally thought to be caused by a high (frequent and intense) conflict rather than causing conflict (Dmitrieva, Chen, Greenberger, & Gil-Rivas, 2004). Research found that adolescent lack of well-being can predict high family conflict, and vice versa, indicating that cause and effect may be bidirectional.

Unresolved conflict entails feeling of having relationships that are distant and unsupportive. People feel hurt, frustrated, lonely, rejected and discouraged (Marchard & Hock, 2003).

***Family stress model.*** Family stress model is similar in proposing that parental or family stressors, such as us perceived job overload (Crouter, Bumpus, Maguire, & McHale, 1999), alcoholism or negative life events (Dmitricva, Chen, Greenberger, & Gil-Rivas, 2004) that lead to poor parenting, high family conflict and adolescent problems (Vandewater & Lansford, 2005) supports the idea that domestic and external factors such as economic stress, weak maternal social networks, adolescent school stress and maternal depression directly or indirectly influence mother-to-adolescent conflict, lack of warmth in the home and adolescent problems. In addition, adolescent conflict literature analysis has been accounted for in terms of psychoanalytical, socio-biological, and cognitive-development contexts (Laursen & Collins, 1994).

***Family coercion model.*** The concept of family coercion (Patterson, Reid, & Dishion, 1992) indicates that life experience that can be filled with tension will leave the parents frustrated and fairly ineffective. Parents may react negatively by behaving incoherently or harshly towards their own children, who react accordingly in their own unique way with negative and angry behavior. While children may comply, negative emotional reactions that grows as a result of parents making demands that are aversive and aggressive. As a result of disobedience to parents and reaction with annoyed, angry and disobedient behavior, more intimidation, hostility and conflict can follow. Patterson (1982) explains the formation and maintenance of coercive family patterns by using doctrines of behavior which include positive and negative reinforcement.

### **Social Anxiety**

Social anxiety is a psychosocial problem, recognized as a significant factor in understanding interpersonal behavior (Greca & Lopez, 1998; Eijnden et al., 2014). there are various causes that are common to new or unusual circumstances, such as fear of negative judgment, social avoidance and depression (Greca & Lopez, 1998). Social anxiety is the belief that one will make a mistake and be blamed (Miller, Davis,

& Rowold, 1982). Social anxiety is a major problem for children and adolescents, as it may be challenging for socially anxious teens to initiate social interactions, become accepted within the larger peer group and grow close to intimate friendships (Bowles, 2017).

Social anxiety is characterized by a recurrent fear of one or more social or performance circumstances in which the person is exposed to unfamiliar persons or to potential criticism by others Diagnostic Statistical Manual of Mental Disorders–V (DSM-5; APA, 2013) and this issue is amplified by evidence that social anxiety has increased in recent decades (Pechorro, Ayala-Nunes, Nunes, & Gonçalves, 2016). Therefore, if social events are perceived as threatening they can trigger social anxiety and induce self-protective strategies/behaviors such as isolation or social avoidance (Erath, Flanagan, & Bierman, 2007). Adolescents who are socially anxious can withdraw from social situations or disengage from peer activities critical and socialization (Greca & Stone, 1993).

Research has demonstrated that individuals with higher levels of social anxiety find certain aspects of the internet particularly attractive and use the internet to form new online relationships (Madell & Muncer, 2006). This is supported by research showing that, compared to face-to-face interactions, they are better able to be their true selves online (Bargh et al., 2002). Research has shown that socially anxious individuals are not inherently more likely to use the internet for this purpose as regards for socializing (Madell & Muncer, 2006).

A lot of studies detail shows the social issues related to high social anxiety. Many authors (Miers et Tillfors, Persson, Willen, & Burk, 2012) concluded that adolescents with a high level of social anxiety may have greater difficulties in their relationships with their classmates and other students of the same age due to deficiencies in social skills used to interact with their peers, leading to greater difficulty in behavior or cooperation. As a result, students having high social anxiety had fewer close friends were more frequently unnoticed by their peers (Delgado et al., 2013), less accepted by classmates (La Greca & Lopez, 1998; Tillfors et al., 2012), less frequently mixed with peers by telephone, text or email (Van Roy, Kristensen, Groholt, & Clench-Aas, 2009) and were more ignored and victimized by their peers (Ranta et al., 2009; Van Roy et al., 2009).

However, in an educational context, students with high social anxiety demonstrated a greater lack of adjustment in school (Ranta et al., 2009), manifesting avoidance behaviors in reaction to school work, which can lead to the student performing below his/ her ability and placed him / her at risk of leaving the education system prematurely (Delgado et al., 2013). In addition, Students with high social anxiety had more school absenteeism and more academic stress (Roy et al., 2009) and less extracurricular involvement (Delgado et al., 2013) than students with no social anxiety

### **Pathway for Social Anxiety and Depression**

Conceptually and empirically, interpersonal conflicts represent a common mechanism in the development of adolescent social anxiety and depression (Greca & Lai 2014; Mufson et al., 2015). Interpersonal stressors are related to depressive symptoms in adolescents especially for girls, and these associations appear to be reciprocal (McLaughlin, Meyricke, & Burgess, 2009). Furthermore, adolescents with high social anxiety are characterized by interpersonal problems, as they have less friendships, more negative peer experiences, worse social skills, and greater conflict avoidance than non-anxious youth (Davila & Beck, 2002; Ginsburg et al., 1998; La Greca & Landoll, 2011). The behavioral problems in young people with elevated levels of social anxiety or depression make them vulnerable to negative peer experiences, which can further intensify social anxiety and depression symptoms (McLaughlin et al., 2009; Siegel et al., 2009; Storch et al., 2005).

### **Theory of Social Anxiety**

*Implicit theory.* Implicit theory often reflect specific beliefs about one's ability to change and thus vary from self-efficacy beliefs that usually evaluate perceived skills and operational capabilities as of now rather than potential or expected future capabilities (Bandura, 1997). In the context of social anxiety, it was not possible to change or control research work that explores attitudes regarding emotions and anxiety. Entity emotional beliefs also expected more extreme stress and anxiety, lower self-esteem, and reduced overall life satisfaction. Importantly, patients with beliefs about social anxiety disorder were also a better indicator of those results than their general emotional beliefs (Castella al., 2014).

## **Relationship between Cyber Victimization, Parent-Adolescent Conflict, and Social Anxiety**

**Parental communication and cyberbullying.** Research evidence shows that communication between parents and children can influence child behavior online and his / her involvement in bullying / cyberbullying. In their comprehensive study (Doty et al., 2017) it was found that all adolescents who have been victims of bullying and/or cyberbullying have lower levels of social connections, especially with parents.

The researchers found in another longitudinal study that parenting styles were significant predictors of all types of traditional victimization and cyberbullying. In fact, authoritarian parenting with a democratic atmosphere open to discussion has had a negative impact on victimization of bullying and cyberbullying (Charalampous et al., 2018). Because of the stable parent-child relationship, children tend to report cases of bullying to their parents and seek help, a factor found to shield them from participation in bullying (Makri-Botsari & Karagianni, 2014).

Several research looked at parental mediation activities and their impact on victimization and internet addiction in bullying and/or cyberbullying. For example, (Chang et al, 2015) found that restrictive parental mediation helped to reduce internet addiction and cyberbullying. Khurana, Bleakley, Jordan and Romer's (2015) study of 12 to 17 year olds found that both parental supervision and limitations decreased online risks such as cyberbullying despite the clear connection between victimization of bullying and cyberbullying.

**Peer victimization and internalized distress.** Cyber victimization is correlated with the effects of internalized anxiety in teenagers, simultaneously and prospectively. A strong literature connects conventional peer victimization and problem-internalization (Adams & Bukowski, 2008, Hawker & Boulton, 2000, Greca & Harrison, 2005, Siegel et al., 2009). Peer victimization, in particular, can be conceptualized as an interpersonal stressor and as such has been related to adolescent social anxiety and depression symptoms (Greca & Lai, 2014).

With regard to cyber victimization, research into the prospective connections between cyber victimization and psychological distress has been scarce; thus, causal

explanations are hard to substantiate (Kowalski et al., 2014). Although the research supports concurrent associations between cyber victimization and negative psychological outcomes (Dempsey et al., 2009, Gradinger et al., 2009, Perren et al., 2010), prospective cyber victimization research is minimal and has focused primarily on the linkages between cyber victimization and violence (Fanti et al., 2012, Wright & Li, 2013). Preliminary research indicates correlations of cyber victimization, social anxiety, and depression (Gaudix et al., 2016, Eijnden et al., 2014).

Unlike most previous research (Cummings et al., 2014, Starr et al., 2011), in this study they found the prevalent co-occurrence of these internalizing symptoms when examining associations between cyber victimization and symptoms of social anxiety and depression among adolescents. In a rare study that examined co-morbidity between social anxiety and depression (Ranta, Kaltiala-Heino, Pelkonen, & Marttunen 2009), it was found that typical types of peer victimization were more directly related to adolescent social anxiety than to depression and that correlations between peer victimization and adolescent depression could be explained by the mutual variance between social anxiety and depression.

**Relationship between cyberbullying and social anxiety.** Another commonly observed association of both conventional and cyberbullying is social anxiety disorder (SAD), the most prevalent of all anxiety disorders in industrialized western populations UK National Institute for Health and Care Excellence (NICE, 2013). The associations between social anxiety and cyberbullying, however, are far less obvious than those between social anxiety and traditional bullying. As defined in DSM 5, social anxiety disorder (SAD) is characterized by an intense, disproportionate and persistent fear of social situations (American Psychiatric Association, 2013; NICE, 2013). Social anxiety disorder (SAD) causes significant social functioning dysfunction, with people often avoiding social interactions or experiencing severe anxiety beyond normal 'shyness' (NICE, 2013). Not only is SAD persistent in nature, there is also high comorbidity with other conditions, such as depression and substance abuse, reflecting the severe and long-term clinical consequences (Buckner et al., 2008; Ohayon & Schatzberg, 2010; Ollendick & Becker, 2002).

Almost 75 % of social anxiety disorders occur between the ages of 8 and 15, with an average starting age of 13, often attributable to increased focus on peer



relations during adolescence (APA, 2013; Ollendick & Hirshfeld-Becker, 2002; Spence & Rapee, 2016). Adults with SAD are likely to avoid anxiety-provoking circumstances that present problems for young people who may not be able to avoid these situations, like school, which can have serious educational implications, such as school rejection and less academic success (Ollendick & Hirshfeld-Becker, 2002). There is a consistent set of research to support the correlation between traditional bullying and growing symptoms of social anxiety, such as fear of negative appraisal and social avoidance (Greca & Harrison, 2005; Leary, 1990; Storch, Brassard & Warner, 2003). Such profound impacts of child and adolescent bullying may be short-term, but research has also reported longitudinal harm, with those bullied in adulthood experiencing greater social anxiety (Boulton, 2013). So, given the high overlap between traditional and cyberbullying, it is likely that there will be a similar relationship between cyberbullying and social anxiety, although this is under considerable study. It has also been argued that specific types of bullying may have varying degrees of influence on social anxiety, such as overt, but not relational bullying being reported as predicting increased social anxiety over a one-year period (Loukas & Pasch, 2013).

**Social anxiety and bullying victimization.** Symptoms of social anxiety have been shown to be associated with school and family life experiences of violence (Bruce et al., 2012; Calvete, 2014; Simon et al., 2009; Turner et al., 2013; Wichstrøm et al., 2013). Additionally, symptoms of social anxiety can contribute to making some adolescents more vulnerable to victimization by bullying, and thus to continued victimization (Pabian & Vandebosch, 2016; Storch, Rudy, Wu, Lewin, & Murphy, 2015). For example, social anxiety symptoms may inspire bullies to choose them as victims, assuming they will have more trouble defending themselves.

Therefore, as well as being a result of victimization, social anxiety could also serve as a factor that increases the risk of potential victimization through bullying. In addition, the role of social anxiety in bullying victimization among girls might be greater, as they typically score higher than boys on social anxiety (Caballo et al., 2014).

**Victimization of cyber bullying and social anxiety.** Research has shown that traditional peer victimization is associated with higher social anxiety levels

(Craig, 1998; Dempsey et al., 2009; Flanagan et al., 2008; Greca & Harrison, 2005; Richard et al., 2011). More socially anxious are found to be victims of various forms of harassment, such as physical bullying, verbal bullying and relational bullying (Craig 1998; Richard et al., 2011). Many scholars, however, note that victimizing relational bullying is particularly associated with greater social anxiety (Dempsey et al., 2009; Greca & Harrison, 2005). Some studies have indicated a negative cycle with regard to longitudinal associations: socially anxious adolescents may be at risk of victimization, and repeated victimization may already increase elevated levels of social anxiety (Craig, 1998). Cross-sectional cyberbullying studies have found a positive association between the social anxiety of teenagers and the victimization of cyberbullying, in line with results of traditional bullying research (Dempsey et al., 2009; Juvonen & Gross 2008; Kowalski et al., 2008; Navarro et al., 2011). Navarro et al., (2011) indicated that (increasing) questions about assessment by others make children (ages 10–12) vulnerable to cyberbullying victimization. One longitudinal study explored the bidirectional relationships among adolescents between online victimization and psychosocial problems like social anxiety.

Previous research showed a possible positive association between (cyber) bullying victimization and social anxiety. Perpetrators target socially anxious individuals, or social anxiety could result from victimization. While quantitative studies are sparse, research has shown that the consequence of being a victim of traditional bullying is a high level of social anxiety, whereas it is rather an indicator for being a victim of cyberbullying.

**Parental attachment and internet use.** Finding indicated that some adolescents who have emotional trauma histories may use internet games as a means of dealing with painful memories of early parent-child encounters surveyed 310 students between the ages of 18 and 19 to determine problem internet use and associated traumas. It is found that problematic internet users were significantly more likely to have witnessed physical and sexual abuse in their childhood, and also scored higher than other participants on scales evaluating anxious and avoiding attachment attitudes. Additional evidence of this relationship was documented in adult population studies. They also indicated that 250 users of massive online multiplayer (MMO)

games are looking at attachment profiles in relation to internet addiction symptoms (Schimmenti et al., 2014).

### **Cyber Victimization, Parent-Adolescent Conflict and Social Anxiety in Pakistan**

A study indicated that Internet and Communication Technology, self-efficacy significantly reduced the probability of cyber-victimization and significantly increased the likelihood of cyber-bullying, while general self-efficacy (GSE) did not appear to play a role in predicting participant roles in cyberbullying after covariate control (i.e., age, gender, traditional bullying, traditional victimization, social desirability, Internet usage, time spent on the Internet, and social networking sites (Musharraf, Bauman, Haq, & Malik, 2019).

Another research explored motives for bullying, negative impacts on cyber victims, cyberbullying anonymity, except for cyberbullying regarding gender metamorphosis and the nature of the website used for cyberbullying. Results revealed that individuals who harass others by cyber have some reasons behind performing electronic bullying. The majority of participants highlighted social relationships among all motivational factors. Individuals use cyber bullying as a means to convince others to exclude a peer by spreading victim lies and rumors, for attaining fame, and becoming more welcomed by their friends and peers. Withdrawal and alienation seemed to prevail in all other debates about the evaluations of contestants for the negative impacts triggered by cyberbullying (Abbasi, Naseem, Shamim, & Qureshi, 2018).

In addition, a study investigated the relation and predictive role of cyber victimization and cyber aggression in young adults for negative outcomes in mental health and well-being. In addition, the extent of gender's moderating role in the relationship between cyber victimization and anxiety was studied. Study findings showed a strong positive correlation between cyber victimization and cyber aggression. Studies have described this connection from the viewpoint of the victim's desire to take revenge from the attacker, which drives victims to engage in cyber-aggression. Second, males reported significantly higher scores of cyber-victimization compared to females; however, females tend to be significantly lower than males on cyber-aggression. Research study indicate that cyber victimization and cyber

aggression are both correlated with mental health issues, only cyber victimization positively predicted depression, anxiety, and stress even after controlling the effects of age, gender, and residential status (staying at hostel vs. home) (Musharraf & Haque, 2018).

Another research study, found on young adulthood, parental behaviors and health outcomes. Results indicated that parental care has a significant negative correlation with the psychological strain and a significantly positive correlation with self-esteem. Moreover, there was positive correlation between parental overprotection and psychological strain. Similarly, found that the relationship between psychopathic traits and cyberbullying perpetration was mediated by knowledge of cyber law, online risky lifestyle and cyberbullying victimization (Kanwal, 2020). In addition, risky online lifestyle, psychopathic characteristics, age, and time spent online are important predictors of cyberbullying victimization. (Bilal, Saqib, & Ali, 2013).

### **Relationship of Cyber Victimization, Parent-Adolescent Conflict and Social Anxiety with Demographic Variables**

Cyber-victimization among adolescents is another risk factor for the development of depressive symptoms (Perren, Dooley, Shaw, & Cross, 2010; Sourander et al., 2010). A study showed that cyber victims had more depression, anxiety, phobic anxiety and paranoia among university students than matched control group (Perren, Dooley, Shaw, & Cross, 2010; Sourander et al., 2010). A study showed that cyber victims had more depression, anxiety, phobic anxiety and paranoia among university students than matched control group

**Age.** The research findings show that there is cyber-bullying among young children in Israel. Women cyber-victim rate was higher than boys (Olenik-Shemesh, Heiman, & Hannan, 2017).

**Gender.** Gender differences show that online disinhibition and subjective standards in cyberbullying perpetration are more likely to encourage girls, whereas cyberbullying victimization is more likely to instigate boys. (Wong, Cheung, Xiao, & Chan, 2015). The male who inwardly focused their rage were more likely to become cyber victim than female. In addition, males who were victimized were likely to

express their anger outwardly in cyberspace than females (Ak, Ozdemir, & Kuzucu, 2015). Numerous researches reported significant gender differences; as male are more involved in perpetration than female in cyberspace same trends were found in Pakistan as well (Aricak, 2009; Duran & Pecino, 2015; Gibb & Devereux, 2014; Kodama, Harriger, Mancuso, & Miller-Perrin, 2016; Majeed, Ashiq, & Malik, 2016; Pecino & Duran, 2016; Sanders & Henry, 2017; Walker, 2014).

Under this assumption, youth who rely on technology are faced with a higher risk of socio-cultural theory, which highlights the variability of bullying in various social classes. The distinction between groups is therefore gender, race or ethnicity or class in society historical and cultural underpinning of these disparities. As patriarchal society residents the context is important to be seen as the dominant sex. Men have been gifted with power and authority, exhibiting their dominance through intimidation and exertion of power over women. Research has shown that men are more likely to bully and have a tendency to bully girls (Rigby, 2004).

There is broad consensus in the literature that when compared to boys, adolescent girls experience greater social anxiety (Greca & Lopez, 1998; Nolan & Walters, 2000). This was also the case with Portugal, where girls find higher levels of social anxiety in adolescence (Pechorro, Nunes, Nunes, Marôco, & Gonçalves, 2016). Tillfors et al. (2012) Explained these results pointing out that interpersonal tension is more readily evoked in girls close relationships leading to a greater use of self-protective activities, which can in effect irritate and/or isolate their peers. As for alienation from society concluded that there is little evidence that suggests the existence of gender sex differences in social withdrawal during early adolescence (Rubin, Coplan, & Bowker, 2009).

Also as per sociocultural theory males exhibit their dominance by daunting and exerting power over females. Research has revealed that males are more likely to bully and have a propensity to bully girls (Rigby, 2004).

Another study found that the perceptions of increased conflict between parents (for males) and low family cohesion (for females) influenced adolescent symptoms of social anxiety and avoidance (Johnson, Lavoie, & Mahoney, 2001).

## **Rationale**

Adolescents were aimed as study sample for their immaturity and their lack of awareness. They have adventure seeking personality so they involve in challenging tasks that are available to them through social media and thus are prone to get victimized and face multiple consequences.

Adolescents now a days are very much dependent on the electronic technologies in every field for example for educational purposes. The cell phones, social media and social networking can create the opportunities and risk for them (Andel & McDonald, 2013). The evolution in digital technology during past twenty years may give birth to more cyber-crime in Pakistan (Mateen & Abbas, 2016).

In adolescents chances of being victimized in virtual world can occur, which can cause many psychological problems (i.e. stress, depression anxiety etc.) that in turn create a major impact on other life activities of adolescents for example their academic achievement and self-esteem, and other societal issues. Awareness of cyber-crime and cyber victimization in context of parental relationship signifies how victimization faced on internet relates with their psychological attributes.

The research will also provide a sense of how these variables interact with the demographic variables on the Pakistani population for example time spent on the internet and social media, social media networks use. These variables have a strong connection with the cyber victimization. So in this study these areas are highlighted.

Previous researches have given some inconsistent findings about the gender difference in the cyber victimization and cyber perpetration. As Veiga et al. (2016) reported that gender did not play a significant role in the cyber victimization. The present research tends to explore for the gender differences in cyber victimization and also on social anxiety.

## **METHOD**

## Method

### Objectives

The main objectives of study are as follows:

1. To study relationship between cyber victimization, parent adolescent conflict and social anxiety among adolescents.
2. To determine the role of demographic variables (age, gender, institute, family income, family system, number of siblings, hours of internet usage, activity for which internet used, social media network, no. of gadgets, no. of unknown friends and computer using ability) in relation to study variables.

### Hypothesis

Based on above objectives following hypothesis were formulated:

1. Cyber victimization and parent-adolescent conflict will have a positive relationship with social anxiety among adolescents.

### Conceptual and Operational Definition

Following are conceptual and operational definition of the study variables.

**Cyber Victimization.** In Cyber victimization individual experiences aggressive or harmful behavior by or a group through electronic communications technology by means of verbal/written bullying, visual/sexual bullying and social exclusion (Lee et al., 2015).

Cyber victimization was operationalized through scores obtained on Cyber Bullying Victimization scale (CBVS). Higher scores indicate higher levels of cyber victimization and lower score indicates lower levels of cyber victimization.

**Parent-Adolescent Conflict.** Parent-adolescent conflict can be defined as an aspect of the parent-adolescent relationship that is characterized by discordant or



acrimonious interactions during which both the parent and child display negative behaviors and affect. (Patterson, Reid, & Dishion, 1998).

Parent-adolescent conflict was operationalized through scores obtained on Conflict Behavior Questionnaire (CBQ-44). Higher scores indicate higher Parent-Adolescent Conflict rates and low scorers show low PAC level.

**Social Anxiety.** Social anxiety which is an important factor in recognizing interpersonal behavior. It consists of various factors such as fear of negative appraisal, verbal avoidance and anxiety, and social avoidance common to unfamiliar or unusual circumstances (La Greca & Lopez 1998).

Social anxiety was operationalized through score obtained on social anxiety scale for adolescents (SAS-A) Higher scores indicate higher Social Anxiety Scale rates and low scores show low SAS levels.

## **Instruments**

Following are the scales used to measure study variables.

**Cyberbullying Victimization Scale (CBVS).** It was developed by Lee. (2015). The scale had 27 items. It was a 5-point Likert scale to generate responses which are scored as 1 = not at all; 2 = rarely; 3 = sometimes; 4 = often; 5 = very often. Item number 5,14 and 24 are reverse scored. Total score on the scale is obtained by adding score on each of the 27-items. It has excellent *Cronbach's* alpha reliability that is ( $\alpha = .95$ ) as reported as earlier research (Jungup Lee., 2015).

**Parent-adolescent Conflict Questionnaire.** Parent-adolescent conflict was assessed with Conflict Behavior Questionnaire (CBQ-44) Prinz, (1979). Only adolescent version of CBQ-44 was used for the present study. CBQ-44 is a measure of communication-conflict actions experienced at home composed of 44 conflict behaviors. Response types are in dichotomous style (i.e. yes / no). Item no 1, 2, 4, 6, 8, 16, 19, 22, 29, 30, 31, 32, 41 and 42 are reverse scored. Total score on the scale is obtained by adding score on each of the 44-item. There are two types of CBQ: (1) parent version, (2) Adolescents version. CBQ-44 was translated in Urdu language

using the standard method of reverse translation (Khan, Malik & Kamal, 2015). It was indicated that adolescent version had good reliability ( $\alpha=.94$ ).

**Social Anxiety Scale for Adolescents (SAS-A).** Social anxiety was assessed with Social Anxiety Scale for Adolescents (La Greca & Lopez, 1998). The SAS-A is an 18-item self-administered scale appropriate for adolescents between 15 and 19 years of age. Items are anchored in a 5-point Likert scale (from 1 = Strongly disagree to 5 = Strongly agree). It has good *Cronbach's* alpha reliability that is ( $\alpha = .82$ ).

### Sample

Adolescent studying in colleges (FIES group of schools and colleges Islamabad, Islamabad model college for girls F7/2, AL-Wadood college, Islamabad model post graduate college H/8), and university students (Quaid-i-Azam university of Rawalpindi and Islamabad ( $N=278$ )) were taken which included both girls and boys. The sample age ranged from 15 years to 19 years ( $M = 17.29$ ,  $SD = 1.77$ ). To measure various important demographic characteristics; a comprehensive demographic sheet was devised. Demographic sheet provides comprehensive information about age, gender, education, institute, family system, time spend online, social media network, number of gadgets in use, means of communication, activity for which internet is use, parental supervision, and computer using ability rating.

Table 1

*Demographic Details of the Sample (N = 278)*

Demographic Variables	<i>f</i>	%
<b>Gender</b>		
Boys	162	58.3%
Girls	116	41.7%
<b>Education</b>		
10 year	154	55.4%
11 year	86	30.9%
12 year	38	13.7%
<b>Family system</b>		
Nuclear	174	62.6%

Joint	104	37.4%
<b>Education</b>		
Private	186	66.9%
Government	92	33.1%
<b>Facebook</b>		
Yes	180	64.7%
No	98	35.3%
<b>Twitter</b>		
Yes	45	16.2%
No	233	83.8%
<b>Skype</b>		
Yes	31	11.2%
No	247	88.8%
<b>WhatsApp</b>		
Yes	242	87.1%
No	36	12.9 %
<b>Instagram</b>		
Yes	128	46.0%
No	150	54.0%
<b>Snap Chat</b>		
yes	77	27.7%
No	201	72.3%
<b>Smartphone</b>		
Yes	248	89.2%
No	30	10.8%
<b>Laptop</b>		
Yes	101	36.3%
No	177	63.7%
<b>IPad</b>		
Yes	34	12.2%
No	244	87.8%
<b>P.C</b>		
Yes	43	15.5%

No	235	84.5%
<b>Means of communication</b>		
Internet on cell	245	88.1%
Internet on system	33	11.9%
<b>Internet usage</b>		
Entertainment	188	67.6%
Studying	90	32.4%
<b>Parental supervision</b>		
Yes	166	59.7%
No	112	40.3%
<b>Ability rating</b>		
Not very good	62	22.3%
Good	216	77.7%

### **Procedure**

To carry out this study visits to different educational institutes of Islamabad were carried out. Official permission from heads of the respective institutes was taken. The concerned heads were informed about the whole process verbally after taking permission from institute authorities. Informed consent was then acquired from every participant and were ensured of data confidentiality. They were also briefed about the right to quit at any time while filling the questionnaire; if they feel uncomfortable. Each participant was given booklet containing the questionnaires based on study variables and was requested to fill the questionnaires accurately. Although, there was no time restriction for the completion of questionnaires but respondents took approximately 20-25 minutes in completion of questionnaires. Participants queries while filling the questionnaires were answered on the spot in order to give them better understanding of the statements; so as to enhance the completion of questionnaires. The completed questionnaires were checked for omitted items at the time they were handed back. Later, participants were verbally appreciated and shown gratitude for their time and provision of valued information for the study.

## **RESULTS**

## Results

This study explored the relationship of cyber victimization, parent adolescent conflict and social anxiety among adolescents. Also these variables were seen across demographic variables. Appropriate statistical analyses are used to analyze the data. The frequencies and percentages of demographic profile were computed. The alpha reliability coefficients of the instruments used in the study were computed. To check data trends for the present study, descriptive statistics (Mean, Standard Deviation, Skewness, and Kurtosis) were computed. Correlation statistics were computed to check the relationship between cyber victimization, parent adolescent conflict and social anxiety along with demographic variables including age, number of siblings, time spend on internet other than studies, total time spend on internet including studies, social media network, number of gadgets and number of unknown friends added on social media account. Independent sample *t*-test was computed for exploring differences among gender differences, family system, Skype users, Instagram users, laptop users, parental supervision on online activities, computer using ability, institution, activity for which internet is used. All the results are presented in the tabular form subsequently.

Table 2

*Descriptive Statistics and Alpha Coefficients of Study Variables (N = 278)*

Scales	No. of item	<i>a</i>	<i>M</i>	<i>SD</i>	Range		<i>Skew</i>	<i>Kurt</i>
					Potential	Actual		
CBVS	27	.91	46.71	15.90	27-135	27-115	1.31	2.16
CBQ	44	.85	43.75	13.62	44-88	52-87	.42	-.28
SAS	18	.84	76.11	6.85	18-90	18-86	-.92	.45

*Note.* CBV = Cyber Bullying Victimization; CBQ = Conflict Behavior Questionnaire; SAS = Social Anxiety Scale.

Table 2 illustrates the descriptive measurements and reliability estimates of the study variables. Alpha coefficient value for the scales indicate the reliability which is for Cyber Victimization Scale that was, .91 followed by Parent Adolescent Conflict Scale where *Cronbach* alpha was .85. Further, *Cronbach* alpha of Social Anxiety scale was .84. Finally, Table 1 further indicated that values of skewness and kurtosis were in the desirable range of -1.5 to +1.5 and -3 to +3 respectively (Kim, 2013) thereby 98 indicated the normality of data distribution of the present sample.

Table 3

*Correlation Among Study Variables and Demographics (N = 278)*

Variables	1	2	3	4	5	6	7	8	9
1. CV	-	-.25**	.29**	.14*	-.03	-.01	.04	.04	-.02
2. PAC		-	-.34**	-.04	-.06	.02	-.08	-.11	-.02
3. SA			-	.12*	-.13*	-.03	-.05	0.5	-.16**
4. Age				-	-.06	.03	.14*	.00	-.03
5. Family income					-	.00	.23**	.24**	.34*
6. No. of siblings						-	.03	.01	.12*
7. Time spend on internet							-	.13*	.28**
8. No. of gadgets in use								-	.19**
9. No. of unknown friends									-

*Note.* CV = Cyber Victimization, PAC = Parent-Adolescent Conflict, SA = Social Anxiety.

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$



The above Table displayed relationship patterns among cyber victimization, parent adolescent conflict and social anxiety among adolescents. Findings indicated that cyber victimization is significantly negatively linked with parent adolescents conflict. In addition to this, it is indicated that cyber victimization is significantly positively linked to social anxiety. Parent adolescent conflict has significantly negative relationship with social anxiety. Furthermore, according to the current study cyber victimization and social anxiety has significantly positive relationship with age. i.e, when age increases cyber victimization also increases. And according to the findings the social anxiety has significantly negative relationship with number of unknown friends. i.e, when social anxiety decreases as number of unknown friends increases. Family income has negative relationship with social anxiety i.e, when family income increases social anxiety decreases.

Table 4  
*Gender Differences on Study Variable (N = 278)*

Variable	Boys (n = 162)		Girls (n = 116)		t	P	95% CI		Cohen's d
	M	SD	M	SD			LL	UL	
CV	47.89	15.10	45.05	16.87	1.47	.14	-.96	-.96	-
PAC	77.07	5.90	74.76	7.82	2.66	.00	.59	4.00	.33
SA	41.77	13.48	46.54	13.39	-2.91	.00	-7.99	-.54	.35

*Note.* CV = Cyber Victimization; PAC = Parent Adolescent Conflict; SA = Social Anxiety.

Table 4 depicted gender differences on study variables. Findings indicated significant gender differences on parent-adolescent conflict and social anxiety whereas differences were nonsignificant on cyber victimization. Boys depicted more parent adolescent conflict as compared to girls. In addition, girls exhibited more social anxiety than boys. The effect size for observed differences on parent- adolescent conflict and social anxiety were of medium size.

Table 5

*Impact of Family System on Study Variable (N = 278)*

Variable	Nuclear (n = 174)		Joint (n = 104)		T	P	95% CI		Cohen's d
	M	SD	M	SD			LL	UL	
CV	45.22	15.03	49.17	17.03	-2.01	.04	-7.80	-.09	.24
PAC	75.83	7.13	76.58	6.35	-.89	.36	-2.37	.87	-
SA	45.13	14.43	41.44	11.88	2.20	.03	.39	7.00	.28

Note. CV = Cyber Victimization; PAC = Parent-Adolescent Conflict; SA = Social Anxiety

Table 5 shows mean scores based differences on *t*-test of family system on cyber victimization, parent adolescent conflict, and social anxiety. There is a significant difference between nuclear and joint family system on cyber victimization. Individuals living in joint family system exhibit more cyber victimization behavior than nuclear family system with observed small effect size. In addition to that, results also clarify that there are noticeable significant differences between nuclear and joint family system on social anxiety. Individuals living in joint family system tend to have less social anxiety as compared to individuals living in nuclear family system with having a small effect size. Differences however, were nonsignificant on parent adolescent conflict.

Table 6

*Impact of Skype User on Study Variable (N = 278)*

Variables	Skype User (n = 34)		Skype Non user (n = 244)		<i>t</i>	<i>P</i>	95% <i>CI</i>		Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>	
CV	52.06	17.81	45.96	15.51	2.10	.03	.41	11.79	.36
PAC	74.76	6.75	76.30	6.86	-1.23	.22	-4.01	.93	-
SA	45.56	13.61	43.49	13.64	.826	.41	-2.85	6.98	-

*Note.* CV = Cyber Victimization; PAC = Parent Adolescent Conflict; SA = Social Anxiety

Table 6 indicates findings with reference to Skype users and non-users on cyber victimization, parent adolescent conflict, and social anxiety. It is evident that cyber victimization was high among Skype users than non-users with observed medium effect size. Differences were nonsignificant on parent-adolescent conflict and social anxiety.

Table 7

*Impact of Instagram User on Study Variable (N = 278)*

Variables	Instagram User (n = 131)		Instagram Non user (n = 147)		<i>t</i>	<i>P</i>	95% <i>CI</i>		Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>	
CV	48.70	16.97	44.92	14.70	1.98	.04	.03	7.15	.24
PAC	76.06	6.99	76.16	6.74	-.124	.90	-1.72	1.52	-
SA	43.62	14.60	43.86	12.75	-.145	.88	-3.50	3.02	-

*Note.* CV = Cyber Victimization; PAC = Parent Adolescent Conflict; SA = Social Anxiety

Table 7 indicates findings with reference to Instagram users and non-users on cyber victimization, parent adolescent conflict and social anxiety. It is evident that cyber victimization was high among Instagram users than non-users with observed small effect size. Differences were nonsignificant on parent-adolescent conflict and social anxiety.

Table 8

*Impact of Laptop User on Study Variable (N = 278)*

Variables	Laptop User (n = 96)		Laptop Non user (n = 182)		<i>t</i>	<i>P</i>	95% <i>CI</i>		Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>	
CV	46.37	16.08	46.87	15.84	-.21	.80	-4.45	3.45	-
PAC	75.69	7.30	76.33	6.61	-.74	.46	-2.34	1.06	-
SA	46.50	15.53	42.31	12.31	2.28	.02	.56	7.82	.29

*Note.* CV = Cyber Victimization; PAC = Parent Adolescent Conflict; SA = Social Anxiety

Table 8 indicates findings with reference to laptop users and non-users on cyber victimization, parent adolescent, conflict and social anxiety. It is evident that social anxiety was high among laptop users than non-users and also the effect size was medium. Differences were nonsignificant on cyber victimization and parent-adolescent conflict.

Table 9

*Impact of Computer Using Ability on Study Variable (N = 278)*

Variables	Computer using ability (Not good) (n = 62)		Computer using ability (Good) (n = 216)		t	P	95% CI		Cohen's d
	M	SD	M	SD			LL	UL	
CV	42.45	16.22	47.93	13.63	-2.41	.02	-9.94	-1.00	.36
PAC	76.11	7.15	76.12	6.78	-.00	.99	-1.95	1.94	-
SA	43.69	13.35	43.77	13.74	-.03	.97	-3.95	3.79	-

*Note.* CV = Cyber Victimization; PAC = Parent Adolescent Conflict; SA = Social Anxiety

Table 9 indicates findings with reference to computer using ability (good and not good) on cyber victimization, parent adolescent conflict and social anxiety. It is evident that cyber victimization was high among good users than not good user with observed medium effect size. Differences were nonsignificant on parent-adolescent conflict and social anxiety. The effect size for cyber victimization was large.

Table 10

*Impact of Institution on Study Variable (N = 278)*

Variable	Private Institute (n = 186)		Government Institute (n = 92)		t	p	95% CL		Cohen's d
	M	SD	M	SD			LL	UL	
CV	43.86	13.19	52.44	19.12	-3.87	.00	-12.9	-4.19	.52
PAC	75.64	6.98	77.06	6.52	-1.63	.10	-3.13	.29	-
SA	43.55	13.87	44.15	13.18	-.34	.73	-4.03	2.83	-

Note. CV = Cyber Victimization; PAC = Parent Adolescent Conflict; SA = Social Anxiety

Table 10 indicates findings with reference to private and government institute on cyber victimization, parent adolescent conflict and social anxiety. It is evident that cyber victimization was high among government institute as compared to private institute with observed large effect size. Differences were nonsignificant on parent-adolescent conflict and social anxiety.



Table 11

*Impact of Activity for Which Internet is Used on Study Variable (N = 278)*

Variables	Entertainment (n = 188)		Studying (n = 61)		t	P	95% CL		Cohen's d
	M	SD	M	SD			LL	UL	
CV	48.24	16.85	43.69	14.32	2.06	.04	.17	8.92	.29
PAC	75.96	7.14	76.66	6.24	-.69	.49	-2.71	1.31	-
SA	44.25	13.42	43.70	14.47	.27	.79	-3.43	4.51	-

*Note.* CV = Cyber Victimization; PAC = Parent Conflict Adolescent; SA = Social Anxiety

Table 11 indicates findings with reference to internet used for entertainment and studying on cyber victimization, parent adolescent conflict, and social anxiety. It is evident that cyber victimization was high among internet used for entertainment as compared to internet used for studying with observed medium effect size. Differences were nonsignificant on parent-adolescent conflict and social anxiety.

## **DISCUSSION**

## Discussion

The current study aimed to explore the relationship among the cyber victimization, parent adolescent conflict and social anxiety among adolescents and to determine the role of various demographic variables such as age, gender, education of respondents, type of institutions/school/college/university, family income, number of siblings, family system, number of hour spend on internet, time spend online for other purpose than studies, social media networks (Facebook, Twitter, Skype, WhatsApp, Instagram, Snap Chat), number of gadgets in use (Smart phones, Laptop, IPad, P.C), number of unknown friends added in friend list on social media, preferred means of communication (internet on cell or internet on system), activity for which internet is used for, and how would you rate your ability to use computer (not good/good). The sample comprised of school/college students (boys & girls). To achieve these objectives, participant's responses on Cyber Bullying Victimization Scale (Lee et al., 2015), Interaction Behavior Questionnaire (Robin & Foster, 1989) and Social Anxiety Scale for Adolescent (Greca & Lopez, 1998) were analyzed.

To find the psychometric properties of study instruments, alpha reliability of the scales was computed. Reliability index show good internal consistency for the scales which indicates that the scales are consistent and reliable to measure study variables. Moreover, skewness and kurtosis lie between absolute value of 3 (see table 2) thus establishing that the data is normally distributed data set.

Findings of the current study showed that cyber victimization is positively associated with social anxiety; thereby supporting the first hypothesis. Earlier literature had also shown the same pattern of findings for these variables. A positive relationship between cyber victimization and social anxiety have been reported in, according to earlier studies (Dempsey et al., 2009, Flanagan et al., 2008, Richard et al., 2011), where cyber victimization is associated with higher levels of social anxiety. Victims of different forms of bullying, such as physical bullying, cyber bullying, verbal bullying, and relational bullying are found to be more socially anxious (Craig, 1998; Richard et al., 2011). Being bullied a victimized deplete a person from useful

self-defense resources or self-presentation resources which serve to induce anxiousness in social settings.

Results of the present study indicate that there is a negative relationship between parent adolescent conflict and social anxiety. Which rejected the second hypothesis. Prior study by Ozdemir (2014) showed that adolescent's conflict with parent was associated with lower self-esteem, and lower self-esteem had ties with depression and social anxiety. However, study by Weymouth and Buehler, (2018) suggested that interpersonal relationships like. Parent-adolescent conflict is negatively related to social anxiety. When conflict arises between adolescent and parents, there is a chance that adolescent. Adolescents Will spend more time with peers that may serve to decrease their risk of social anxiety. Study findings also indicated a negative association between parent-adolescent conflict and cyber victimization. This relationship should be further studied for the possible mediating and moderating variables.

The present study intended to investigate the effect of demographics variables on cyber victimization, parent adolescent conflict, and social anxiety. Findings suggest with reference to gender that cyber victimization is higher in boys as compared to girls. Earlier literature also suggested that boys showed significantly higher scores on cyber victimization compared to girls; however, girls appear to be significantly low on cyber aggression than boys. Cyber victimization is high in boys in the study results because of more vulnerability of boys to explore new things so they can be easily victimized as compared to girls (Musharraf & Haq, 2018). In relation to gender differences in the prevalence rates of cyber bullying most studies have found that males are more likely to be victimized than females (Huang & Chou, 2010; Wang et al., 2009).

Another finding with references to age indicates that cyber victimization increases when the individual's age increases. Prior study by Alvarez-Garcia, Perez Gonzalez and Perez (2017) indicates that when the age increases, cyber victimization is more frequent. Cyber victimization increased with age, while physical and peer victimization decreased. Physical and peer victimization is likely to diminish as youth become increasingly socialized to social norms of behavior. Whereas, cyber victimization continue to increase with age because more youths acquire smartphones,

gain access to computers, and begin to use social media websites. The capacity for more subtle and technical forms of cyber victimization increases with age (Cole, Zelkowitz, Nick, Martin, Roeder, Sinclair-McBride, & Spinelli, 2016).

The *t*-test table 5 indicates that individual living in joint family system exhibit more cyber victimization and as compared to nuclear family system while social anxiety is high in nuclear family system. Cyber victimization is high in joint family adolescents because they have less interaction with parents as indicated in previous studies that low communication with parents is a risk factor for cyber victimization (Mesch, 2009). Özdemir (2014) found a positive association between cyber victimization and less communication with parents, Bayraktar, Machackova, Dedkova, Cerna, & Ševčíková (2015) this study found that cyber victimization is associated with poor parental attachment. Gómez-Ortiz, Casas, and Ortega-Ruiz (2017) conducted a study and found out that psychological control of adolescent by parents is one of the risk factors linked to social anxiety as this study also confirms that social anxiety is high in adolescents living in nuclear families. Nonsignificant differences were found on parental adolescent conflict in joint and nuclear family system. Family system either joint or nuclear has least concern in parent child conflict as in Pakistan, parents, plays an important role in helping and assisting the child in care and safety and parents often continue to bear maximum educational expenses until the child joins a career and sometimes longer than this. Religion and cultural aspect also place maximum responsibility of raising their children on parents so children have to be obedient and kind towards their parents. Therefore, in conflicting arguments between parents and an adolescent, the child is expected to give up before parents irrespective of what the child's feelings are (Naz, Awan, & Mushtaq, 2016).

Furthermore, table 6 indicates that Skype using adolescent exhibited more cyber victimization as compared to non-Skype user. Non-significant differences were found in parent adolescent conflict and social anxiety among skype users and non-skype users. Similarly, table 7 indicates that adolescents using instagram exhibited more cyber victimization as compared adolescent non users. Ndubueze, Igbo, and Okoye (2013) conducted a study and suggested that chatting is one of the major online pre occupations for students. Social network websites like you tube, Facebook, skype and Instagram etc have chat rooms and users make friends with different

people irrespective of their identity, thus increasing their chances of being at risk for cyber victimization.

Another finding of Table 8 indicates that adolescent who are user of laptop exhibited more social anxiety as compared to non-laptop user. Non-significant differences were found on cyber victimization and parent adolescent conflict. Pierce (2009) found in her research that computer mediated technology and socially interactive technology allow users to avoid face to face interaction which increase the chances of their users to being socially anxious when they are experienced with face to face interaction.

Also table 9 indicates that adolescents who have good computer using ability exhibited more cyber victimization as compared to adolescents who are not good at computer using ability. On parent adolescent conflict and social anxiety on the basis of computer using ability there were non-significant differences. Study indicated that bully/victims individuals tend to use the internet more frequently and with more expertise than individuals who only have been victimized (Berson & Ferron, 2002; Ybarra, & Mitchell, 2004),

Table 10 indicates the findings that adolescents who were studying in government institute exhibited more cyber victimization as compared to adolescents who were studying in private institutes. On the basis of institution type, there were non-significant differences on parent adolescent conflict and social anxiety among public and private institutes (justification). Handling et al. (1978) and Cohen and Felson (1979) suggested some of the components that can be cause or at risk factors for individual to be cyber victim. The components include social role and social position of individual, presence of motivated offender and lack of guidance on target. Which are supposed to be greater in individuals studying in government school.

Table 11 findings indicated that adolescent who use internet for entertainment exhibited more cyber victimization as compared to adolescents who uses internet for studying purpose. Non-significant differences were found on parent adolescent conflict and social anxiety. The type of activity identified that individual become victim of cyber bullying when they do not think about consequences and use social media just for entertainment (Feinberg & Robey, 2009).

## **Conclusion**

The present study aimed to explore association among cyber victimization, parent adolescent conflict and social anxiety. The sample consisted of adolescents; the findings concluded that the cyber victimization has positive relationship with social anxiety, there is a negative relationship between parent adolescent conflict and social anxiety. Group differences indicate that boys experience more cyber victimization and they have high parent- adolescent conflict than girls and girls are socially more anxious than boys.

## **Limitations and Recommendations**

Followings are the drawbacks of the current study along with possible suggestions:

1. Participants were taken from Rawalpindi and Islamabad only which would have restricted the generalizability of the results due to which findings from a small sample cannot be generalized to the whole population of the Pakistan. Therefore, sample collection from other cities with large sample would provide more information about the study variable.
2. Questionnaires were used for collecting the data. To increase depth qualitative data collection method may be recommended to yield enriched findings.
3. The use of self-report measure resulted in high social desirability with acquiescence response style. These methods are also affected by the subjectivity of the participants such as the method adopted at the time of filling out the questionnaire and the interpretation of the questionnaire items.
4. The numbers of items were too large which can be tackled by using smaller and more reliable instruments in future researches.

## **Implications**

Current research has indicated for the association between cyber victimization, parent- adolescent conflict, and social anxiety. As per the study findings the results can be further used to look for possible mediating and moderating variables which would serve to explain findings that contradict the literature furthermore, ties between cyber victimization and social anxiety points to the need of

intervention for victimized adolescents so that it may not impede their social interaction by developing anxiousness in social context.



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## **APPENDICES**

**Appendix-A****Informed Consent**

I am Syeda Durre Shehwar, M.Sc. research student at National Institute of Psychology, Quaid-i-Azam University, Islamabad. I am conducting a research that aims to explore the relationship between Cyberbullying Victimization and Parent Adolescent Conflict as predictor of Social Anxiety among Adolescents, through these questionnaires.

I request you to support my purpose and participate in this research project. I assure you that information taken from you will be kept confidential and will only be used for research purpose. You have full right to withdraw your information during any stage of the research.

Your help support and participation will be highly appreciated.

Participation in this research is completely based on your willingness to participate. If you agree to participate then please sign below.

Thank you!

---

Participant's Signature

**Regards**

Syeda Durre Shewhar

durreshehwarbukhari@gmail.

## Appendix-B

## Information Sheet

Age (in years) :

Gender: Male  Female

College / University : \_\_\_\_\_

Discipline / Department: \_\_\_\_\_

Education (in years) : \_\_\_\_\_ Intermediate \_\_\_\_\_ year B.S \_\_\_\_\_ semester

Father's Education: \_\_\_\_\_

Mother's Education: \_\_\_\_\_

Father's occupation: \_\_\_\_\_

Mather's occupation: \_\_\_\_\_

Family income: \_\_\_\_\_

No. of siblings: \_\_\_\_\_

Family System : Nuclear  Joint

No. of hours you spend on internet: \_\_\_\_\_

social media networks : Facebook  Twitter  Skype  Whatsapp   
Instagram  Snapchat

others \_\_\_\_\_

No. of personal Gadgets: smarts phone  laptop  ipad  P.C  and  
others \_\_\_\_\_

No. of unkown friends added in friend list on P.C and on others \_\_\_\_\_

Residence: Hostel  Day Scholar

Preferred means of communication: Internet on Cell  Internet on System

Activity for which internet is used for: \_\_\_\_\_

Parental supervision on online activity : YES  NO

How would you rate your ability to use computer:

1. Not very good
2. Good

## Appendix-C

Instructions: Drawing from your own experiences, please circle the answers that fits best, where: 1 = Not at all, 2 = Rarely, 3 = Sometimes, 4 = Often, 5 = Very often

S.No	Items	Not at all	Rarely	Sometimes	Often	Very often
1.	I have received mean text messages on the mobile phone which made me uncomfortable.	1	2	3	4	5
2.	Someone has said mean things about me on instant messengers or in chat rooms to upset me.	1	2	3	4	5
3.	Someone has posted hurtful messages about me on social media platforms such as Facebook or Instagram to damage my reputation.	1	2	3	4	5
4.	I have been sent threatening statements via e-mail or text message which made me insecure.	1	2	3	4	5
5.	No one has ever said mean things about me to my friends on instant messengers or in chat rooms to damage my relationship.	1	2	3	4	5
6.	People have spread rumors about me online to embarrass me.	1	2	3	4	5
7.	I have received insulting online messages from someone repeatedly.	1	2	3	4	5
8.	I have continued to receive mean text messages or e-mails even after I have asked the sender to stop.	1	2	3	4	5
9.	People have said mean things about me on websites repeatedly to embarrass the person.	1	2	3	4	5
10.	I have received intentional messages from someone which made me upset.	1	2	3	4	5
11.	Someone has posted embarrassing pictures or videos of me on social media platforms without my permission, to damage my reputation.	1	2	3	4	5
12.	Someone has sent private pictures or videos of mine on instant messengers or in chat rooms without my permission to upset me.	1	2	3	4	5
13.	People have posted humiliating pictures or videos of mine on instant messengers or in chat rooms to embarrass me.	1	2	3	4	5
14.	I have never received sexually explicit things from someone via e-mail or text message that embarrassed me.	1	2	3	4	5
15.	I have received unwanted sexual suggestions from someone in chat rooms that embarrassed me.	1	2	3	4	5
16.	People have made sexual jokes about me online to damage my reputation.	1	2	3	4	5
17.	People have attempted to humiliate me by posting sexual comments or photos on social media platforms such as Facebook or Instagram.	1	2	3	4	5
18.	People have spread sexual rumors about me online to damage my reputation.	1	2	3	4	5
19.	I have been sent sexually explicit things from someone via	1	2	3	4	5

	e-mail or text message repeatedly which made me uncomfortable.					
20.	Someone has teased me about my appearance online repeatedly to upset me.	1	2	3	4	5
21.	Someone has blocked me in a chat room to upset me.	1	2	3	4	5
22.	Someone has blocked me on an instant messenger to upset me.	1	2	3	4	5
23.	Someone has rejected my request to play online games together to upset me.	1	2	3	4	5
24.	I have never been excluded from online group activities which made me feel left out.	1	2	3	4	5
25.	Someone has ignored my comments on social media platforms to embarrass me.	1	2	3	4	5
26.	Someone has led members of an online community to exclude me.	1	2	3	4	5
27.	I have been excluded from online group activity or online social community repeatedly which made me feel left out.	1	2	3	4	5

## Appendix-D

Instructions: Drawing from your own experiences, please circle the answers that fits best, 1 = Not at all, and 5 = all the time.

S.No	Items					
1.	I worry about what others say about me.	1	2	3	4	5
2.	I worry that others don't like me.	1	2	3	4	5
3.	I'm afraid that others will not like me.	1	2	3	4	5
4.	I worry about what others think of me.	1	2	3	4	5
5.	I feel that others make fun of me.	1	2	3	4	5
6.	I worry about being tease.	1	2	3	4	5
7.	I feel that peers talk about me behind my back	1	2	3	4	5
8.	If I get into an argument, I worry that the other person will not like me.	1	2	3	4	5
9.	I get nervous when I meet new people.	1	2	3	4	5
10.	I feel shy around people I don't know.	1	2	3	4	5
11.	I get nervous when I talk to peers I don't know very well.	1	2	3	4	5
12.	I feel nervous when I'm around certain people.	1	2	3	4	5
13.	I only talk to people I known really well.	1	2	3	4	5
14.	I worry about doing something new in front of others.	1	2	3	4	5
15.	hard for me to ask others to do things with me.	1	2	3	4	5
16.	I'm afraid to invite others to do things with me because they might say no.	1	2	3	4	5
17.	I am quiet when I'm with a group of people.	1	2	3	4	5
18.	I feel shy even with peers I know very well.	1	2	3	4	5

## Interaction Behavior Questionnaire

اپنے گھر کے بارے میں پچھلے چار ہفتے کا سوچئے۔ مندرجہ ذیل بیانات صرف آپ اور آپکے والدین کے حوالے سے ترتیب دیئے گئے ہیں۔ آپ سے گزارش ہے کہ ان بیانات کو پڑھیے اور پھر فیصلہ کیجئے جو بیانات آپ کے حوالے سے درست ہیں ان پر "صحیح" پروازر لگائیے۔ اور جو جواب درست نہیں ہے ان کے سامنے "غلط" پروازر لگائیے۔ آپ صحیح یا غلط میں سے کسی ایک پروازر لگا سکتے ہیں دونوں نہیں۔ آپ کے جوابات آپ کے والدین کو نہیں دکھائے جائیں گے۔ آپ سے گزارش ہے کہ آپ سارے بیانات کے جوابات دیں۔ (بیان میں ہم سے مراد آپ اور آپ کے والدین ہیں)

نمبر شمار	بیانات	صحیح	غلط
1	ہم (میں اور میرے والدین) اکثر ایک دوسرے سے مذاق کرتے ہیں۔		
2	ہم بہت سارے کام مل کر کرتے ہیں۔		
3	ہم کبھی ایک دوسرے سے اتفاق نہیں کرتے۔		
4	مجھ اپنے والدین کے ساتھ ہونے والی گفتگو میں لطف آتا ہے۔		
5	کم از کم ہفتے میں تین دفعہ ہم ایک دوسرے پر غصہ ہوتے ہیں۔		
6	ایک ایسی بحث کے بعد جس کا نتیجہ مثبت نہیں ہوتا ہم میں سے ایک یا دونوں معذرت کر لیتے ہیں۔		
7	ہم کھانے کے دوران کم از کم آدھے سے زیادہ وقت بحث میں گزار دیتے ہیں۔		
8	میں اور میرے والدین بحث و مباحثہ کے دوران سمجھوتہ (Compromise) کر لیتے ہیں۔		
9	کم از کم دن میں ایک دفعہ ہم ایک دوسرے پر غصہ ہوتے ہیں۔		
10	میں ہمارے درمیان ہونے والی گفتگو سے تنگ ہوتی ہوں/ ہوتا ہوں۔		
11	میں اور میرے والدین صرف اسی صورت میں بات کرتے ہیں جب ضرورت ہو۔		
12	عام طور پر میں سمجھتا/ سمجھتی کے ہمارے تعلقات اچھے ہیں۔		
13	ہم کھانے کے دوران تقریباً ہر وقت بحث کرتے ہیں۔		
14	ہمیں کبھی ایک دوسرے کے ساتھ مزہ نہیں آتا۔		
15	میں اور میرے والدین اکثر چھوٹی چھوٹی چیزوں پر بحث کرتے ہیں۔		
16	دن میں کم از کم ایک دفعہ ایک دوسرے سے بات کر کے انجوائے کرتے ہیں۔		
17	اگر میرا نقطہ نظر درست بھی ہو تو میرے والدین اس کی سچائی کو تسلیم نہیں کرتے۔		
18	میرے والدین مجھ پر نکتہ چینی کرتے ہیں۔		
19	میرے والدین مجھے سمجھتے ہیں۔		
20	کسی بحث کے گھنٹوں بعد بھی میرے والدین مجھ سے ناراض رہتے ہیں۔		
21	جب ہم بحث کرتے ہیں تو میرے والدین بار بار میری خامیوں کی نشاندہی کرتے ہیں۔		
22	میرے والدین میرے دوستوں کو پسند کرتے ہیں۔		



نمبر شمار	بیانات	صحیح	غلط
23	میر سے والدین شغسے میں مجھے تھپڑ مارتے ہیں۔		
24	وہ کہتے ہیں کہ مجھے ان کا کوئی لحاظ نہیں۔		
25	دوسرے لوگوں سے وہ میری ذرا نیاں کرتے ہیں۔		
26	جب ہم بات کرتے ہیں تو میر سے والدین کا رویہ جاگمان ہوتا ہے۔		
27	جب میں انہیں کچھ بتانے کو کوشش کرتا کرتی ہوں وہ مجھے بات ختم نہیں کرنے دیتے۔		
28	وہ مجھے احساس دلاتے ہیں کہ بھٹ و باہا دھیری بچے سے ہوتا ہے۔		
29	میر سے والدین میر سے نقطہ نظر کو سمجھتے ہیں چاہے وہ اس سے اتفاق نہ بھی کرتے ہوں۔		
30	میر سے والدین اکثر جان لیتے ہیں جو میں سوچ رہا رہی ہوں۔		
31	میر سے والدین میر سے کاموں میں دلچسپی لیتے ہیں۔		
32	جب میر سے والدین مجھے سزا دیتے ہیں تو وہ عام طور پر مہیج ہوتے ہیں۔		
33	میر سے والدین بہت زیادہ چیختے ہیں۔		
34	میر سے والدین کبھی بھی معذرت کرنے میں جاہل نہیں کرتے۔		
35	بحث کے دوران میر سے والدین میری بات پر توجہ نہیں دیتے۔		
36	میر سے والدین میری حوصلہ شکنی کرتے ہیں۔		
37	وہ سمجھتے ہیں کہ میری رائے بچکانہ ہے۔		
38	جب میں والدین کے ساتھ بحث کرتا کرتی ہوں۔ وہ مجھے اپنے خیالات کے اظہار کا موقع نہیں دیتے۔		
39	میر سے والدین مجھے چھوٹی چھوٹی باتوں پر تنقید کرتے ہیں جس کے نتیجے میں ہمارے بحث شروع ہو جاتی ہے۔		
40	جب ہم بحث کرتے ہیں وہ کہتے ہیں کہ میں بے وقوف ہوں۔		
41	چاہے وہ مجھے اپنی مرضی کے خلاف کچھ نہ بھی کرنے دیں تو بھی میری بات سنتے ہیں۔		
42	اگر میں کسی مشکل میں پڑھ جاؤں تو میر سے والدین میری مدد کرتے ہیں۔		
43	جب بھی ہم کسی موضوع پر گفتگو کرتے ہیں تو میر سے والدین مجھ پر غصہ کرتے ہیں۔		
44	ایسا لگتا ہے جب بھی میں اپنے والدین کے ساتھ بات کرنے کی کوشش کرتا کرتی ہوں وہ کسی اور کام میں مصروف ہوتے ہیں۔		

## Appendix-F

Table 1

*Impact of Facebook user on study variable (N = 278)*

Variable	F.B user (n = 190)		F.B Nonuser (n = 88)		t	p	95% CI	
	M	SD	M	SD			LL	UL
CBV	47.02	15.33	46.03	17.14	.47	.63	-3.06	5.02
CBQ	76.03	6.72	76.29	7.16	-.29	.76	-2.01	1.48
SAS	42.81	13.96	45.76	12.72	-1.68	.09	-6.39	.50

Note. CBV = Cyber Bullying Victimization; CBQ = Conflict Behavior Questionnaire;  
SAS = Social Anxiety Scale

Table 5 indicates nonsignificant mean differences between facebook users and nonuser on study variables.

Table 2

*Impact of Twitter user on study variable (N = 278)*

Variable	Twitter User (n = 42)		Twitter Non- User (n = 236)		t	p	95% CI	
	M	SD	M	SD			LL	UL
CBV	48.55	17.05	46.38	15.69	.81	.42	-3.07	7.41
CBQ	76.83	5.40	75.99	7.08	.88	.37	-1.05	2.75
SAS	43.83	14.89	43.73	13.42	.04	.96	-4.40	4.59

Note. CBV = Cyber Bullying Victimization; CBQ = Conflict Behavior Questionnaire;  
SAS = Social Anxiety Scale

Table 2 indicates nonsignificant mean differences between twitter users and nonuser on study variables.

Table 3

*Impact of WhatsApp user on study variable (N = 278)*

Variables	WhatsApp User (n = 237)		WhatsApp Non user (n = 41)		t	p	95% CI	
	M	SD	M	SD			LL	UL
CBV	46.44	15.63	48.24	17.52	-.67	.50	-7.10	3.49
CBQ	75.96	7.05	77.02	5.56	-1.09	.28	-3.03	.89
SAS	44.03	13.50	42.15	14.37	.82	.42	-2.66	6.42

Note. CBV = Cyber Bullying Victimization; CBQ = Conflict Behavior Questionnaire; SAS = Social Anxiety Scale

Table 3 indicates nonsignificant mean differences between whatsapp users and nonuser on study variables.

Table 4

*Impact of Snap Chat user on study variable (N = 278)*

Variables	Snapchat User (n = 80)		Snapchat non user (n = 197)		t	p	95% CI	
	M	SD	M	SD			LL	UL
CBV	47.53	17.24	46.27	15.33	.55	.55	-2.88	5.41
CBQ	75.47	7.36	76.38	6.64	-1.00	.32	-2.70	.88
SAS	45.54	14.26	42.95	13.31	1.43	.15	-.97	6.15

Note. CBV = Cyber Bullying Victimization; CBQ = Conflict Behavior Questionnaire; SAS = Social Anxiety Scale

Table 4 indicates nonsignificant mean difference between snapchat users and nonusers on study variables.

Table 5

*Impact of Smartphone user on study variable (N = 278)*

Variables	Smartphone User (n = 249)		Smartphone Non user (n = 29)		t	p	95% CI	
	M	SD	M	SD			LL	UL
CBV	46.62	15.20	47.41	21.27	-.19	.85	-9.07	7.49
CBQ	76.13	6.86	75.96	6.86	.12	.90	-2.48	2.81
SAS	43.66	13.20	44.44	17.08	-.24	.81	-7.46	5.90

*Note.* CBV = Cyber Bullying Victimization; CBQ = Conflict Behavior Questionnaire; SAS = Social Anxiety Scale

Table 6 indicates nonsignificant mean difference between smartphone users and nonusers on study variables.

Table 6

*Impact of iPad user on study variable (N = 278)*

Variables	iPad User (n = 31)		iPad Non-User (n = 247)		t	p	95% CI	
	M	SD	M	SD			LL	UL
CBV	51.00	19.88	46.16	15.28	1.30	.20	-2.68	12.35
CBQ	74.58	8.18	76.30	6.66	-1.32	.19	-4.29	.83
SAS	43.19	12.71	43.82	13.75	-.24	.81	-5.74	4.49

*Note.* CBV = Cyber Bullying Victimization; CBQ = Conflict Behavior Questionnaire; SAS = Social Anxiety Scale

Table 6 indicates nonsignificant mean differences between iPad users and nonusers on study variables.

Table 7

*Impact of P.C user on study variable (N = 278)*

Variables	PC User (n = 45)		PC Non-user (n = 233)		t	p	95% CI	
	M	SD	M	SD			LL	UL
CBV	46.22	18.74	46.88	15.33	-.22	.82	-5.68	4.52
CBQ	75.84	6.49	76.16	6.93	-.29	.77	-2.52	1.87
SAS	40.20	12.46	44.42	13.87	-1.89	.06	-8.60	.17

*Note.* CBV = Cyber Bullying Victimization; CBQ = Conflict Behavior Questionnaire;  
SAS = Social Anxiety Scale

Table 7 indicates nonsignificant mean differences between PC users and nonusers on study variables.

Table 8

*Impact of Internet user on study variable (N = 278)*

Variables	Internet on cell (n = 245)		Internet on system (n = 33)		t	P	95% CI	
	M	SD	M	SD			LL	UL
CBV	46.53	15.31	47.93	19.92	-.39	.70	-8.79	5.98
CBQ	76.06	6.85	76.51	6.98	-.36	.72	-3.90	2.05
SAS	43.71	13.27	44.15	16.79	-.18	.86	-5.43	4.52

*Note.* CBV = Cyber Bullying Victimization; CBQ = Conflict Behavior Questionnaire;  
SAS = Social Anxiety Scale

Table 8 indicates nonsignificant mean differences between internet on cell users and internet on system users on study variables.

Table 9

*Impact of parental supervision on study variable (N = 278)*

Variables	Parental supervision (n = 166)		No-Parental supervision (n = 112)		t	p	95% CI	
	M	SD	M	SD			LL	UL
CBV	45.82	16.10	48.00	15.56	-1.12	.26	-6.00	1.64
CBQ	76.66	6.75	75.30	6.94	1.62	.10	-.29	3.00
SAS	44.26	14.42	43.00	12.37	.778	.04	-1.93	4.45

Note. CBV= Cyber Bullying Victimization; CBQ= Conflict Behavior Questionnaire;  
SAS= Social Anxiety Scale

Table 9 indicates nonsignificant mean differences between parental supervision and no parental supervision on study variables.

Table 10

*One way analysis of variance for study program based on study variables. (N = 278)*

Variables	1 <sup>ST</sup> year	2 <sup>nd</sup> year	B.S	F	P
	(n = 154)	(n = 86)	(n = 38)		
	M (SD)	M (SD)	M (SD)		
CBV	46.62 15.40	46.66 15.40	47.13 21.16	.016	.984
CBQ	76.13 6.49	76.29 7.12	75.66 7.79	.112	.894
SAS	43.03 12.81	44.15 15.53	45.74 14.81	.652	.522

Note. CBV = Cyber Bullying Victimization; CBQ= Conflict Behavior Questionnaire;  
SAS= Social Anxiety Scale

Table 10 Results illustrates that there are non-significant differences on the study variables.