NEAR EAST UNIVERSITY

INSTITUTE OF GRADUATE STUDIES

DEPARTMENT OF COMPUTER EDUCATION AND INSTRUCTIONAL TECHNOLOGY

SOCIAL ANXIETY IN E-LEARNING ENVIRONMENT

M.Sc. THESIS

Bassam Yousif Jameel

Nicosia

May, 2022

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Thesis defence was held online. The Jury members declared their acceptance verbally which is recorded.

Approval

We certify that we have read the thesis submitted by Bassam Yousif Jameel, titled "**Social Anxiety in E-Learning Environment**" and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Educational Sciences.

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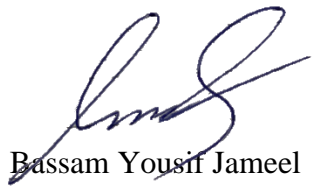…………………………..
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Declaration

I hereby declare that all information, documents, analysis and results in this thesis have been collected and presented according to the academic rules and ethical guidelines of Institute of Graduate Studies, Near East University. I also declare that as required by these rules and conduct, I have fully cited and referenced information and data that are not original to this study.

Bassam Yousif Jameel

13/05/2022

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Dedication

This project is especially dedicated to my advisor with my department with all teachers who helped and guided me to successfully complete this project work. Also, I would like to dedicate this project to my family, who has been a wonderful supporter until my research was completed, and to my beloved mother, who has been encouraging me for this project. And dedicate to my colleague at the university who encourage and support me.

Abstract

Social Anxiety in E-learning Environment: Case Study of Kurdistan Iraqi Region.

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The existence of social anxiety in e-learners has been identified as a major factor that affects student communication in electronically delivered educational settings. Which leads to posing a negative impact on their success in e-learning. In this thesis we investigate institute students, social anxiety existence in e-learning live class encounters based on gender, experienced e-learning, and how they communicate with their instructors in live classes. 166 responses were drawn from the participants, through e-questionnaires. Learner to instructor communication subscale is the instrument fully implemented to obtain the overall data. Independent sample t-test was analyzed based on three sub-factors, on a negative evaluation, sematic sign, and avoidance of interactions, using JASP statistical software. Social anxiety in female students is revealed to have exceeded male students in communicating with instructors. However, it was also observed that previous experienced live e-learning classes, anxiety does not differ.

Keywords: e-learning, learning environment, social anxiety, synchronous learning.

Özet

E-öğrenenlerde sosyal kaygının varlığı, elektronik olarak verilen eğitim ortamlarında öğrenci iletişimini etkileyen önemli bir faktör olarak tanımlanmıştır. Bu da e-öğrenmedeki başarıları üzerinde olumsuz bir etki yaratmasına neden oluyor. Bu tezde, enstitü öğrencilerinin cinsiyete dayalı e-öğrenme ile canlı sınıf karşılaşmalarında sosyal kaygı varlığını, deneyimlenen e-öğrenmeyi ve canlı derslerde hocaları ile nasıl iletişim kurduklarını araştırıdık. Katılımcılardan e-anket aracılığıyla 166 yanıt alınmıştır. Öğrenciden eğitmene iletişim alt ölçeği, genel verileri elde etmek için tam olarak uygulanan araçtır. Bağımsız örnek t-testi, Jasp istatistik yazılımı kullanılarak negatif değerlendirme, sematik işaret ve etkileşimlerden kaçınma olmak üzere üç alt faktöre dayalı olarak analiz edildi. Kız öğrencilerde sosyal kaygının öğretim elemanları ile iletişimde erkek öğrencileri aştığı ortaya çıkmıştır. Bununla birlikte, daha önce yaşanılan e-öğrenme sınıflarında da kaygının farklı olmadığı gözlemlenmiştir.

Keywords: e-öğrenme, öğrenme ortamı, senkronize öğrenme, sosyal anksiyete.

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List of Abbreviation

AI:	Avoidance of Interaction
APA:	American Psychiatric Assoaciation
ACT:	Acceptance of Commitments Therapy
ACAPS:	Assessment Capabilities Projects
BV-FNE:	Brief Version of Fear Negative Evaluation
CATT:	Cognizance Acceptance-Based Team Therapy
CBT:	Cognitive Behavioral Therapy
CIT:	Cognitive Interactive Therapy
CITT:	Cognitive Interactive Team Therapy
CMC:	Computer Mediated Communication
CMS:	Course Management System
SARS-CoV:	Severe Acute Respiratory Syndrome Coronavirus 2
LCMS:	Learning Content Management System
LMS:	Learning Management Sytem
LP:	Learning Platform
MLE:	Managed Learning Environment
MBNAR:	Missing But Not At Randomly
MTAR:	Missing Totally At Randomly
NA:	Negative Appraisal
NE:	Negative Evaluation
OUM:	Open University Malaysia
PLATO:	Programmed Logic for Automatic Teaching Operation
RM:	Randomly Missing
SASE:	Social Anxiety Scale for E-learning Environment
SIAS:	Social Interaction Anxiety Scale

CHAPTER I

1. Introduction

1.1 Background of the Study

In numerous contemporary areas, E-learning is frequently viewed as a 'new' type of discovery that utilizes the abilities of the Internet to convey redid, regularly intelligent, learning materials and projects to different nearby and far off networks of Practice (Nicholson, 2007). With the history specialist it is a statement of belief that information on the past is a vital aspect for understanding the present (Stampp & Szasz, 2006). Throughout the entire existence of E-learning, it is very important to note that there is no single transformative face and no single concurred meaning of E-Learning. Long time ago e-learning has been supporting many countries educational field globally (Ajadi, et al., 2008).

Since 1960s. E-learning has advanced in various ways in Business, Education, the Training area, and the Military (Fletcher & Rockway, 1986), and at present means various things in various areas. In the school area, 'E-Leaning' alludes to the utilization of both software based and web-based learning. While in Business, Higher-Education, the Military and Training areas, its exclusively refers to a scope of online observes (Campbell, 2004). E-learning has filled productively in school directions and corporate preparation during the previous decade. Also, is seen as a system of education that rely on incorporating technology which mostly include a software program and computer gadgets (Zhang, et al.,2004).

The initial introduction of E-learning was first assumed on aiding learners who don't have the ability to achieve adequate full-time instructions. Such group of learners involves individuals who are passionate to learn as well as working at the same time. (Sale, 2002) in some scholars' view is a utilization of electronic innovation to convey instruction and preparing applications, screened student's presentation and report student's advancement. (Hedge & Heyward, 2004) characterized it as a creative methodology for conveying electronically interceded, all around planned, student focused and intelligent learning conditions to anybody, wherever, whenever by using the web and computerized innovations in concern with educational plan standards. However, various vocabularies were used for eLearning. Scholars might have various understandings for distance

learning, online learning, and e-learning. Based on the learning goals, content of study, interest group, and the method of access to the learning environment.

Distance learning is widely characterized as a learning session between two parties (Teacher & students) at a separate place or potentially different time and utilizing a few instructional resources. Reaching out learning session through the use of innovative technology referred to online learning, and some see it as an upgraded version of distance learning (Azhari, & Ming, 2015). Some scholars believe that e-learning is defined based on the types of technological tools implemented in the learning setting, been it purely internet-based or is supported by satellite delivery approach as well as TV interactive session. Generally, everything revolves around learning the utilization of Computer and computer related devices. In this age, learning with the utilization of computer or computer related device is basically online methods of procuring information through the web or through the disconnected CD-ROM. The online includes the utilization of Internet Explorer/Navigator. It might be in different type of Audio, Visual, and additionally Audio/Visual. The union of the web and learning, or Internet empowered learning is called e-learning. The applications and cycle of e-learning incorporate Computer-based-learning, online learning, virtual study hall and computerized joint effort where substance is conveyed through the web, intranet/extranet, sound or potentially video tapes, satellite TV and CD-ROM (Sharon Kim, et al 2019).

Decades ago, Iraqi including Kurdistan region see the need to implement and energize new module of education in order to reach everyone. The Kurdistan higher education institute leaners find the e-learning experience different from their previous learning experience which is in-person lesson (Sulaimani, 2020). Recently it became the savior during the Coronavirus pandemic. Coronavirus is related with Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-CoV) that similarly can be as lethal (Meng, Hua, & Bian, 2020). Both the elderly and younger age are vulnerable, no one is invulnerable to this, and is highly contagious infectious malady once it hits the body. Therefore, all individuals are defenseless to its staggering impacts (Bender, 2020; Meng, Hua, & Bian, 2020). Until now when various vaccines are made, nations around the world relax their restriction but with high measures accessing public environments. During the pandemic time, the advantages of e-learning framework are self-evident. As friendly

separating and quarantine have turned into advanced approach in life, e-learning served as escape option in contrast to the conventional study hall technique. Increased in the application of internet and technology in preparation of educational prerequisite is trending (Fadhil, & Al-Ameen, 2016). Tapping from internet and modern technology is among the primary focused of e-learning (Azhari & Ming, 2015).

Online education is very vital in the idea of resolving the high demand of leaning in our educational industries. This days, significance number of academic institutions deliver mixed learning content in a structure of online, openly flexible to learners at their own convenience. Student engagement with the content in such learning conditions allow the flow of very vital pieces of information that can be translated for the interpretations of the entire content quality and the delivery approach of the content as well as the nature of the learning experience which can give room on how to increase the overall quality of content and learning experience. It will also account for the usage level of each learner on the platform. Such experiences can be detailed using the idea of interactions, exponentially is labeled as the main source of exposing the worthiness of the learning situation (Kuo, 2010; Miranda & Vegiliante, 2019). An assessment of the writing uncovers that the sorts, term, and number of interaction of students in learning conditions are significant indicators of their learning execution (Nandi et al., 2011; Yu & Jo, 2014). Whom the students discussed with, when and what was discussed were of very important and is clearly defined in the architecture of the classification of interactions. (Moore, 1989) the idea of distance or e-learning classifies interactions in to three different bulleting:

- ✓ Learner engaging with the learning content
- ✓ Learner engaging with the teacher
- ✓ Learner to leaner engagement

With the boundless utilization of e-learning conditions, researchers have proposed some new characterizations corresponding to the kinds of interaction. For instance, a few researchers have referenced the interface, the contents, criticism, the home page, the staff, etcetera as association types (Bağrıacık Yılmaz & Karataş, 2018; Muirhead & Juwah, 2004; Sherry, 1995; Thurmond, 2003; Wei et al., 2015). This investigation relies on the order suggested by Moore for the sorts of interaction, however dismisses student content connection as this review centers around association with regards to social uneasiness.

Since, relational correspondence is vital for social tension, which is characterized as a singular's evasion and dread of performing and interfacing in gatherings of people (Heimberg et al., 1999).

Social anxiety refers to the condition of one been scared of negative perception by other individuals, or poor perception of doing something unethical or irregular, can lead individual to feel distressed (American Psychiatric Association, 2000). In other hand, social anxiety is a persons' fear or avoidance of action conditions and interactions in social groups (Heimberg et al., 1999). Person with social anxiety disorder he/she believes that people are steadily watching and judging. People with social anxiety issues act uniquely in contrast to others as far as physiological, cognitive, and conduct angles (Baltacı & Hamarta, 2013).

The anxiety that such people experience might keep them from associating and acting in gatherings. Specialists have distinguished a connection between the favored specialized technique (Physical one-on-one or online) and social nervousness (Behrens & Kret, 2019; Pierce, 2009; Yen et al., 2012). Figure-out a negative relationship between online learning continuation willingness and the degrees of tension among students in regards to these conditions. on the other side, the people who every now and again use electronic learning conditions and are associated with online communications would presumably encounter low degrees of anxiety (Chiu & Wang, 2008). Concerning peculiarity, (Leary, 1983) revealed that people with social anxiety try not to give exhibitions to lessen social dangers and forgo interfacing with others and displaying practices that might hurt their own picture. Various anxiety categories like PC, language, and social anxiety adequately get learners far from e-learning (Ajmal & Ahmad, 2019). Potential protection chances with respect to individual data or recognizing qualities cause social tension in web-based correspondence (Alkis et al., 2017). In like manner, social anxiety has a significant impact in deciding how individual prepared to collaborate with others, including association strategies, time, count.

Majority of fears, like a dread of statures, creatures, or encased spaces, it is workable for a person to accomplish a total aversion of the unfortunate circumstance or article in a conduct setting. This evasion is the fundamental component that considers the continuation of the phobic tension. The achievement of aversion is the main component

that keeps the dread reaction from quenching (APA, 2000). The main exemption for this logical detailing is social anxiety imbalance. On account of social tension, the phobic item is individuals or circumstances affecting individuals, so complete aversion is beyond the realm of possibilities. In this manner, notwithstanding being significant for the continuation of social anxiety, aversion is definitely not an adequate condition. Different examinations on cognitive treatment have analyzed how tension can endure on account of social anxiety imbalance in any case nonstop showdowns (Clark, 1997; Clark & Wells, 1995; Wells, 1997; Wells & Clark, 1997). As per the cognitive model is concern of social anxiety, three principal parts take into account the duration of the fear: (a) encounters of a person with fear when experienced with a social circumstance, (b) handling of the self as a social item, and (c) wellbeing practices. After entering a social circumstance, a person with social anxiety has fostered a progression of suspicions about themselves also, their social world dependent on early experience (Clark & Wells, 1995). These suppositions are separated into three primary group: (a) unnecessarily exclusive requirements for social execution (for example I should consistently be excellent and familiar), (b) contingent convictions concerning the outcomes of acting with a particular goal in mind (for example been silent, that I am calm, individuals will think I am exhausting), and (c) unqualified negative convictions about oneself (for example I'm exhausting), (Clark & Beck, 2010). These suppositions persuade the phobic individual to think that he or she will be dependent upon social rejection or disregard. Along these lines, the presence of a social circumstances is seen as a significant danger. Further, one's convictions that he or she won't ever accomplish the ideal social presentation joins with the negative translation of unsure social encounters to prompt horrendous cycles. The phobic individual centered all attention on studying themselves in outrageous detail, bringing about the handling of the individual as a social item under a magnifying lens. Subsequently, the phobic individual closes himself/herself off from a wide range of outer data. as well as their decisions translations are heavenly influenced by the negative contemplations that arise as a result of oneself checking process.

Along these lines, the phobic individual begins to feel caught in the dread they create. A significant piece of the handling of the self as a social article is the psychological picture in the brain of the phobic individual with regards to his or herself through which

he or she sees his or herself according to the point of view of an eyewitness. This picture addresses itself as an extremely particular and distinctive element (for example I resemble an outsider; I resemble a failure). The last part that channeled, to the enhancement of social anxiety is wellbeing practices. Likewise with different kinds of fear, social phobic people foster different wellbeing and evasion practices to forestall tension. For example, somebody who fears being seen perspiring may wear a coat constantly. Someone else who is restless about being viewed as exhausting can't adapt to quietness and may talk continually. These wellbeing practices not just take into account the continuation of the nervousness yet in addition sporadically achieve the result the individual wishes to stay away from. In wide terms, in the system of the intellectual model, phobic nervousness in phobic individuals perseveres notwithstanding their positive social encounters since they overlook objective criticism and act just upon their own insights.

Individuals are the most active agents creating their own skills or expertise through the means of social interactions (Schreiber & Valle, 2013). Social constructivist theory believes that knowledge among individuals is developed as the result of social or cultural engagements. Building of knowledge is a step to developing common sense in conjunction with other participant in the social setting (Vygotsky,1978; Woo & Reeves, 2007). Individuals interact with one another and debate and reach a meaningful conclusion in the social settings. Therefore, the more students come together and interact it can simultaneously increase their knowledge through the social learning.

Recently, e-learning innovations are build considering social engagement as a driver of learning. Due to the growing number of innovative technologies in e-learning setting, the social learning has transformed to online learning settings in which learners has no barrier in terms of electronic access. Despite, the significance simplicity of this access, social anxiety is a threat to students' interaction which might defeat or lower learning quality based on social constructivist theory (Schroeder & Ketrow, 1997; Yen et al., 2012).

This study attempts to Identify social anxiety among university student in Iraq, Kurdistan region, using the scale developed by (Keskin et al 2020) based on different types of interaction in the e-learning environments of learners.

1.2 Problem Statement

Iraqi, Kurdistan region educational sector has been in process to perfect their academic institutions long ago. Due to the various conflict and other domestic crises in Iraq, interrupted Kurdistan region educational calendar, in struggle to provide shelter for the refugees from Iraq by using their schools' buildings. This situation distracted almost every sector in the country including education (ACAPS, 2020). Unfortunately, coronavirus disease outbreak added to worsen the situation. Half a year later of covid-19 outbreak, Kurdistan was still recording high number of daily cases, based on these rising cases, march 22^{nd,} authorities enforced nationwide total lockdown.

The pandemic pushed authorities to imposed a total lockdown. This tremendous challenge forced some educational institutions around the world, including the Universities in Kurdistan to deepen their hands in search of other means to finish the academic semester. Unfortunately, e-learning happens to be the most suitable tool in this regard. Reference to full implementation of e-learning in Kurdistan, various side effect may have been noticed during or even before the e-learning, especially when the intention was declared.

Psychological and emotional tension might temper with, not only the content but the entire wellbeing of learning. However, this doubt of uncertainty or fear, is grouped as social anxiety (Saade, Kira, & Nebebe, 2013). Identifying the kind of social anxieties in students' interaction is the intension of this study.

1.3 Objectives of the Study

Learners' performance in live e-learning implemented session, is negatively influence by anxiety as noted by (Paciello & Cerniglia, 2016) in this study we attempt to account as to which various degree students experience social anxiety during their interaction with instructor in e-learning, specifically the study focused into the ability of the students to interact. As been observed scientifically in various studies on how social anxiety impact interaction between learners and instructors in synchronously learning settings, influence by many variables, for instance gender (Fawa & Samaha 2021), e-learning encounters "Synchronous or asynchronous" and even at interaction classification

(Sharifrazi &Kira; Safar & Ozdener, 2008) respectively. As well as to statistically sources answer to the below agitations:

1.4 Hypothesis

Based on the derived problem statements the below hypothesis are formulated:

H1. Is there a significant difference in social anxiety between males and females students?

H2. Is there a significant difference between the sample's previous e-learning and live sessions regarding social anxiety?

H3. İt's Hypothesised that factors of anxiety will be increased in E-Learning environment.

1.5 Significance of the study

This investigation is important due to its nature of trying to contribute to the existing literatures on social anxiety in e-learning, which researchers till today are putting more effort to identify social anxiety in various interactions in the e-learning settings. Is as well beneficial to instructors and their kind including different classification of students especially learners in tertiary institutions, by assisting them to know the limitation, that social anxiety enforced on their e-learning and what to do to withstand it. it will also be valuable to decision makers. Additionally, significance of the study believes that its findings will contribute to the body of knowledge in most field of academic struggle as it is expected that from it, researchers will be tempted to research.

1.6 Scope and Limitation

Iraqi, Kurdistan region is the only location this study is focused on, and the only emphasis is on social anxiety in e-learning setting. Another limitation of this study is that the participant of the study are only institute students with at least minimum or basic English proficiency.

1.7 Structure of This Research

This study is master graduation project and is categorized into five (5) different chapters. the current chapter which is represented as chappter one, in which the idea about e-learning, social anxiety and interaction are briefly introduced in general term narrowed down to the specific aims of this investigation.While the preceeding chapter, chapter two (2) systematically arranged previous and related body of literiture on social anxiety in online interaction wholistically. At the same time expantiate on some very important factors. Method and methodology adopted and used in the investigation, were all clearly itemized and clarified comprehensively in chater three (3). Chapter four (4) detailed and explained result are cotained. Also chapter five (5) include Conclusion clues to explore in future.

CHAPTER II

2. Literature Review

In this recent years, we experienced massive compulsory adoption of e-learning, in our academic institutions, especially in Kurdistan region. And how social constrctivist theory describe the importance of social interaction in learning. The main content of this chapter is to crtically analyze and review the previous body of formal examination on the academic aspect of social anxiety occurances on students interaction in e-learning knowledge seeking platform. Therefore, a very significance number of key important terms were ethically defined and followed by a review of emphirical findings related to social anxiety.

2.1 Theoretical framework

In this study constructivist theory of learning is the framework guiding the study. Constructivism learning theory is essentially a theory which depends on perception and logical review, concerning how individuals learn. It says that individuals build their own arrangement and information on the world, through encountering things and considering those encounters (Tang, X.etal 2020)

At the point when a genuinely new thing is experienced, a need is required to accommodate it with past thoughts and experience, perhaps changing what accept, or possibly disposing of the new data as unimportant. Regardless, dynamic makers of own insight. To do this, pose of inquiries, investigate, and survey what we know are needed. In the homeroom, the constructivist perspective on learning can point towards various distinctive educating rehearses. In the broadest sense, it normally implies empowering understudies to utilize dynamic methods (tests, genuine issues)
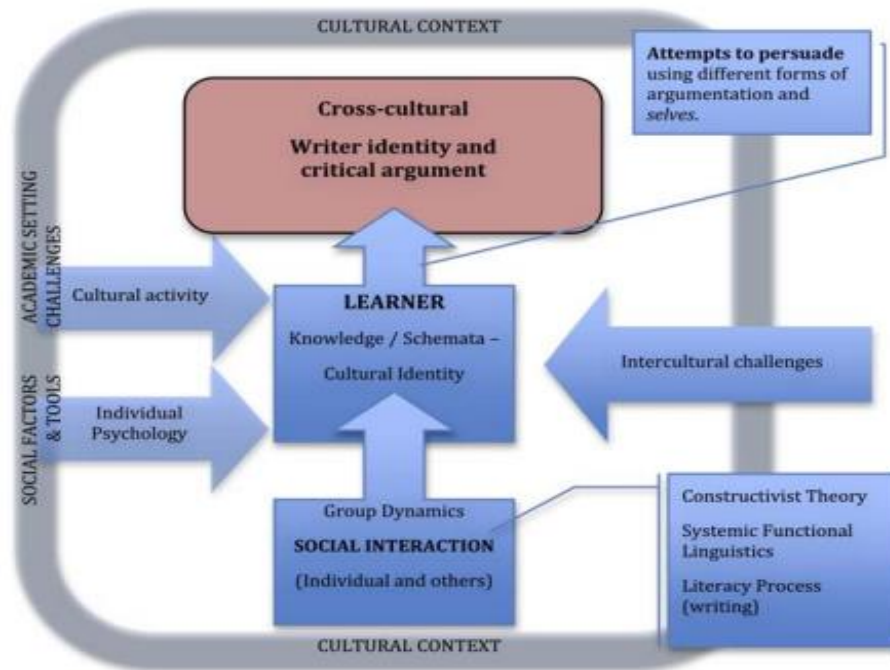
Figure 1. sourced from

This particular section will consist detailed observation of previuos researchers on this particular field. Meanwhile, initial stage we will began to bring out the link between social anxiety and interaction, follow by confidentiallity issues which was raise as one of the primary factor leading to social anxiety (Keskin et al, 2020). And also expanciate the connection of social anxiety and psycho-educational framework.

2.2 Background of E-learning

The term e-learning does not have one single formal agreed defination. However, this movement advanced in a variety of approaches long ago, in many field of social lifes. And each field defines it based suitable to the sector. For educational environement as far the definition of (Manjon, et al., 2007) is concern they agree that e-learning is a teaching method that combine the use of software-based and online learning, meanwhile in other field such as the business, forces training etc. basically means series of online activites. In 1960s, the e-leaning agressively advanced when Don Bitzer developed system called Programmed Logic for Automatic Teaching Operations (PLATO), is a system used

effectively as ateaching tool, is also a timeshared PC system to resolve issues regarding learners literacy.

Two decades prior to the introduction of world-wide-web, the PLATO framework drive the online community and communication panels, emails, chats rooms, including rapid messaging, sharing of screen remotely multiplayer games, these was the main leading factor to the earth of online environment (Woolley, 1994).

Learning management system (LMS) lead to the journey of e-learning large number of universities began to personalized their own systems yet, the greater part of the instructive establishments began with frameworks off the market. One of the vital participants within the instructive market was the American organization Blackboard. Outside the instructive world, other LMSs became famous.

2.3 E-Learning Framework

E-learning intercession can be classified into six classifications relying upon the advancements utilized for the learning exercises. This incorporates disconnected PC based e-learning, on the web and local area network e-learning, psychomotor abilities mentor, computer generated reality conditions, computerized game-based learning, and mobile learning.

E-learning frameworks have a few names which essentially mean something similar: Virtual Learning Environment (VLE), Learning Management System (LMS), Course Management System (CMS), Learning Content Management System (LCMS), Managed Learning Environment (MLE), Learning Emotionally supportive network (LSS) and Learning Platform (LP). Also, (George, et al., 2014) viewed E-learning intercession can be classified into six classifications relying upon the advancements utilized for the learning exercises. This incorporates disconnected PC based e-learning, on the web and neighborhood based e-learning, psychomotor abilities mentor, computer generated reality conditions, computerized game-based learning, and mobile-learning.

The early e-learning classification is disconnected Computer based e-realizing, where the learning exercises are finished
through computer or computer without utilizing the The conveyance technique for the learning materials should be possible either disconnected through smaller circle,

computerized video plates or USB memory stick, or online through the organization association taking note of that the continuous learning exercises don't rely upon this association web association (George, et al., 2014). This kind of e-learning is ordinarily being used in the distant regions with helpless organization association in work to conquer trouble of getting to the e-learning on the web. (Rusmussen et al., 2014), in their study title "offline e-learning for undergraduates in health professions" they proposed that offline e-learning is head to head or more appreciated than convetional schooling in the terms of skills, behavior, and acceptance among learners. Consequently, it will enhance academic institutions to include offline e-learning in the conventional learning system.

The subsequent e-learning class is on the web and neighborhood network-based e-learning, where the learning exercises completely rely upon the web and intranet organizations. The organization association utilizes the web convention and transmission control convention to convey the e-learning materials to the undergraduate. The openness to the web is one of the main considerations that add to the effective execution of the internet based e-learning (T.Muthuprasad.et.al2020)

In the year 2013 IREK reported that over fifty percent of internet users in Kurdistan region are active internet users. With the rising number of internet users, usage, as well as the stability and availability of the internet in many areas in Kurdistan region, it is quit convincing enough to support the movement of e-learning in Kurdistan. The third classification of e-learning is the psychomotor abilities mentor, where the e-learning is being utilized to prepare great engine coordination abilities and methods in schooling, like learning the right methods of dealing with instruments of apparatuses. An investigation by Cantarero Villaneuva showed that e-learning innovations can be utilized as extra instruments to work on students' acquirement of the on hand manual abilities for patient actual assessment and analysis. Artificial and virtual reality environment is created in the computer, permit users to interact with outside situation. The capacity of the virtual atmosphere to help numerous clients all the while will empower the clients to interface essentially and advance collective learning (Monahan, T., McArdle, G., & Bertolotto, M., 2008). Incorporation of digital game-based-learning is also categorized as e-learning support instrument, in which the system uses the features and game design elements in to the real-activities of learning to serve as an effort to make the

learners happy about the learning in other succeed in completing course prerequisites and enhance their passion, behavior and retention learned activities (George, et al., 2014). In this kind of e-learning intercession, oneself started learning is created, where the game engineer utilized the clients' happiness as the impetus to animate the learning process. This is done to conquer the absence of clients' drives to concentrate on when utilizing different kinds of e-learning climate (Fu, & Yu,2009).

E-learning classification proceeded to six level where the application of M-Learning and mobile related devices or sometime can me called portable, for example smart phone, tablet and etcetera are used to deliver academic resources (George, et al., 2014). As indicated by an investigation done at Open University Malaysia (OUM), m-learning in tertiary training is accepted to have the option to assist understudies with dealing with their opportunity to concentrate on more appropriately and propel them to study. (Abas, et al., 2009). Thus, the use of m-learning is urged to be utilized as one of the guides for learning as it will give gainful impacts to the understudies.

2.4 Brief Overview of Higher Eduation in Kurdistan Iraqi Region

Among the initiative decision of Kurdistan region ministry of education is simplifying higher institiuons of learning participation and enrollment level, was first the introduction of Zankoline (gozanko.info) (Kakbra, & Sidqi, 2013) as at first visit may, 2011 and September, 2011, according to the researchers this platform served as center of learners application platforms, has the capacity to accept thousands of request by the learners in their search for schools to further their studies (http://www.mhe-krg.org) a Kurdistan regional government website, however this initiative lead to massive increase in the number of students in higher education in the region, motivationally girls dominate almost half of the number. Additionally, schools are free for the citizens. As normal to many countries around the world, Kurdistan higher institution of learning offers Diploma, Bachelor degree, Master and PhD. Programs within the two-four- two-three to five years respectively.

Social nervousness might differs in contingent, upon individual current circumstance. Yen et al., (2012) looked at the seriousness of social anxiety, in reality, as well as online on a cummulative total sample of 2,348 colledge learners including Males

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(1,124) and Females (1,224), responded with their opinion satisfactorily based on the presented measurement tool. Such as Brief Version of Fear of Nagetive Evaluation Scale (BV-FNE) which was created to examine intellectual indicators of social nervousness. A statiscal analysis was finaly conducted on a qualified number of participants (2,282) after the mining on duly completed quiestionneirs on social anxiety was excuted. the main outcome of their investigation revealed that high social anxiety is obsevred during the physical interactions than interracting in a digital evironment.

Social anxiety imbalance is classifiied by a symptoms of fear of social conditions. Negative mental self portrait, dread of performing inadequately, and negative predisposition in friendly associations add to intellectual component of social nervousness (Hirsch, Clark, & Mathews, 2006). Additional supporters involve conditioning occasions (Ollendick, & Hirshfeld, 2002), for example, crossing embarrassing social interactions. Though, humiliating interaction can also take place on the internet, getting away from such communications is simpler in Internet (Staugaard, 2010, Sadock, et al., 2007). Moreover, the gauge mental self-portrait relies upon previous pictures of oneself. anonymous online may give freedoms to adjust the previous mental self-view. Further, in light of the fact that expressive gestures are restricted in computer mediated communication (CMC), negative understandings of expressive gestures are likewise restricted (Riva, 2002).

The flexibility of user feedback in terms of conveniency reduce the tension of asynchronous computer-mediated-communication by making it more comfortable. lastly, some conditioned uneasiness incited meaningful gestures like compromising looks (Staugaard, 2010), might not imaging in computer-mediated-communication. The detailed features of computer-mediated-communication may weaken social anxiety in web-based communications.

According to Shepherd, & Edelmann, (2005) conducted a quantitative study on 169 group of university knowledge seekers focused on investigating to discover social anxiety and use of web-based in association to regulation of social dread. Using scales such as (SPS) social phobia scale together with (SIAS) social interaction anxiety scale to gather data for analysis. However, the researchers declared that the cumulative sample was not much, majority are teenage female and are currently studying. The result proves positive

relationship between low ego strength, nervousness, hopelessness and social nervousness. Individuals with social fear regularly favor online communication since they can connect anonymously by concealing their identity or utilizing epithets in internet-based conditions (Shepherd & Edelmann, 2005; Weidman et al., 2012).

The web might well satisfy social requirements for some who have specific trouble building up friendly connections, in this manner supporting social connectedness and giving a feeling of belongingness (McKenna & Bargh, 1999; Roberts et al., 2000; Shepherd & Edelmann, 2001). By giving secrecy the web allowed a gathering where it is feasible to be less hindered and threatened (Grayson & Schwartz, 2000; Stritzke et al., 2004; Walther, 1996).

In this unique situation, Siegel, Dubrovsky, Kiesler, & McGuire, (1986) report that the internet correspondence reduces social intolerance. In this manner, evidence recommends that the people who feel less open to cooperating physically, will more often prepared to utilize the web more for social collaboration while the individuals who feel more alright with offline association will be more often than choose to utilize the web information finding (Papacharissi& Rubin, 2000). This is predictable with Hamburger & Ben-Artzi's, (2000) idea that ladies who are withdrawn and unsure will find social contact by means of the web less socially troubling and Caplan's, (2002), remark that the individuals who are timid and low in confidence might track down friendly advantages just as a feeling of social control from the web. A considerable lot of the examinations in this space have been led with college understudies, to a limited extent as a result of their broad utilization of the web as a social device; for sure such use among understudies is expanding (Scherer, 1997).

What's more, various investigations have found a high pervasiveness of social nervousness among college learners who may then go to the web as a method of directing, testing, or getting away from their social feelings of trepidation (Beidel et al., 1989, Turner et al., 1991). For instance, (Davis, Smith, Rodrique, & Pulvers, 1999), refer to one college learner as remarking, "Individuals will just date me over the web" while Greenfield, (1999) quotes one college learner as expressing: "I'm modest in friendly circumstances, yet am more open on the net, in visit rooms. I'm modest with regards to moving toward

individuals at a party or in an enormous gathering, for instance, however not tied in with conversing with individuals in visit rooms".

Investigating the connection between social tension and the utilization of innovative devices, Pierce, (2009) detailed that socially restless individuals who feel inconvenient with physical collaborations will quite often speak with others through text message and online conditions.

According to the study of Vaidya, Jaiganesh, & Krishnan, (2016), investigating following issues (1) demographic of internet addiction, (2) problematic internet usage in Pondicherry together with its comorbidity along with fear of missing out. on one hundred and fifty students (150) by administering internet addiction questionnaires and Andrew Pryzybylski's FOMO Scale. Statistically analyzed and the result described that internet addiction is positively common among young age with male dominating higher percentage and also positively connected with fear of missing out (FOMO). Withing the internet addict there is also above quarter of the participants have fear of missing out, while some few percent are subject to, it was also observed that fear of missing out exist independently without internet addict. They also identify that smart device are frequently favored to access the internet among the two genders.

Similar to the above Weintein, et al., (2015), made related examination on one hundred and twenty (120) students, using quota sampling mechanism, sixty male (60) and sixty female (60), based on the background of the research which state that Problematic Internet use (PIU) or exorbitant Internet use is described by excessive or ineffectively controlled distractions, desires, or practices with respect to device usage, and web access that prompts weakness or misery. Cross-sectional examinations on participants of patients revealed high comorbidity of Internet fixation with mental problems, particularly emotional issues (counting sorrow), tension issues (summed up nervousness issue, social uneasiness issue), and consideration shortfall/hyperactivity issue. They get to realized that there is a connection between web addiction and social nervousness, they also found that no disparity between genders on the level of web-based addiction as well as no favorite social platform was identified among the highly social anxious participants of the study. Therefore, the overall result of the study agree that social anxiety internet addiction exist. Conversely, online communication opportunities affect individuals' self-esteem and well-

being positively through maintaining relationships and improving current relationships (Lee & Stapinski, 2012).

2.5 Social Anxiety Theory

Huge number theories attempted to clarify social anxiety and its genesis. The term social uneasiness or social anxiety consist of interactions and execution anxiety dimensionality, frequently referencing each other in social nervousness investigations. However, in this thesis we examine the dimension of interaction anxiety, social anxiety. Meanwhile, beneath paragraph detailed the social anxiety aspect that resolve each aspect. Various models were suggested to comprehend the organic, mental and social reasons for social tension and to foster mediation systems. The intellectual conduct models (Clark and Wells, 1995; Rapee & Heimberg, 1997) and the acknowledgment-based model (Herbert & Cardaciotto, 2005) are the most broadly utilized ones.

2.5.1 Model of Cognitive Social Anxiety- Phobia

Based on the provision of the above model, categorized three major part grant access for phobia to continue as detailed by (Keskin et al., 2021) as follows, (i) Encounters of a person with fear when experienced with a social circumstance, (ii) Handling of the self as a social article, and safety practices. After engaging a social circumstance, a person with social uneasiness has fostered a progression of suppositions about themselves and their social world dependent on early experience (Clark & Wells., 1995).

These claims persuade the phobic individual to think that s/he will be dependent upon social prohibition or disregard. In this way, the presence of a social circumstance is seen as a significant danger. Further, one's convictions that s/he won't ever accomplish the ideal social presentation consolidates with the negative understanding of questionable social encounters to prompt awful cycles. As per Beck et al., (1985) the data handling is profoundly affected by broken perceptions that are generally oblivious in nature. Broken perceptions are the center of the intellectual model of social tension. Other than from poor comprehensions, the mistakes and predispositions in the handling of data are primary explanations for advancement and propagation of social nervousness (Beck et al., 1985; Clark & Wells, 1995; Rapee & Heimberg, 1997). Clark & Wells, (1995) fostered an

intellectual treatment for social nervousness dependent on crafted by Beck et al., (1985). In this model useless comprehensions and one-sided consideration, the job of recollections identified with past friendly encounters, self-centered consideration, and view of social treats were featured.

Clark & Wells, (1995) gave significance to maladaptive comprehensions. They proposed that as people with social nervousness see themselves and social circumstances as perilous, they will generally stay away from social circumstances without assessing social hints, which thus brings about a distortion of the involvement with the social circumstance. Besides, nervousness experienced by people in case of social circumstances make people center around inner adverse encounters like contemplations and sentiments rather than zeroing in on the truth of the social circumstances (Clark & Wells, 1995; Wells et al., 1995). Because of oneself centered consideration, people pass up on the opportunity to accumulate data to challenge their maladaptive insights about the social circumstances, which thusly impact the suitable translation and examination of the social circumstances and practices of others. These defective deductions about the social world and practices of others make social nervousness more grounded and this prompts social tension (Clark & Wells, 1995; Wells et al., 1995)

In a nutshell, as indicated by (Clark & Wells, 1995) intellectual cycles enacted during social uneasiness is as per the following: In the primary request negative discernments around oneself or others happen and this leads individual to assess social circumstance as risky. At the point when individual begins to accept that circumstance is hazardous anxiety starts to stimulate, with the tension excitement individual self-centered consideration increments and becomes joined by one-sided negative self-assessments and past recollections about friendly circumstance, then, at that point, individual participates in useless uneasiness adapting practices like evasion, expressive concealment, or getaway (Clark & Wells, 1995; Wells et al., 1995).

A few remedy procedures were used to savage social nervousness. including, intellectual (Beck et al., 1985) or intellectual conduct treatment based (Wong & Rapee, 2016) models are the most popular ones. Getting from the intellectual model of (Beck et al., 1985).

Rapee & Heimberg (1997), produced a comparable model for social nervousness with Clark and Wells (1995). The dispersity between the intellectual model of (Beck et al., 1985), and the models of (Rapee & Heimberg, 1997; Clark & Wells, 1995), bases on the improvement of SAD (Rapee & Heimberg, 1997). While as indicated by (Beck et al., 1985), nervousness rises out of poor perceptions, the intellectual model of (Rapee & Heimberg (1997; Clark & Wells, 1995), accentuated that nervousness doesn't just emerge from useless discernments yet additionally a contention between an individual's self-anticipated conduct and the view of genuine execution.

As indicated by intellectual/cognitive models, socially restless people structure a psychological portrayal about their own practices and appearance, which is thought to be seen by others. These psychological portrayals incorporate recollections of past friendly encounters and different wellsprings of consideration like interior and outer sings of how others see them (Rapee & Heimberg, 1997). Socially restless people make faulty expectations about friendly circumstances and others dependent on their psychological portrayals. Also indicated by the intellectual conduct model, socially restless people attempt to act in friendly circumstances as per the assumptions for other people (Rapee & Heimberg, 1997). Besides, it is simply the individual him or that decides if their activities are consistent with assumed assumptions for other people. Subsequently when practices are not as per mental portrayals of being effective in friendly circumstances, social nervousness arises and prompts negative assessments about friendly circumstances (Rapee & Heimberg, 1997). Notwithstanding (Rapee & Heimberg's, 1997), attestations Mellings & Alden, (2000), who work on the viability of intellectual conduct treatments on friendly tension added that physiological encounters affect socially restless people as they assess these manifestations of uneasiness as contrary, which in turns impacts surmising's concerning how they are seen by others.

The adequacy of intellectual conduct-based mediations with respect to social nervousness was inspected generally (Heimberg & Becker, 2002; Herbert, Rheingold, & Goldstein, 2002; Otto et al., 2000; Schreiber, et al., 2012). Moreover, by utilizing intellectual conduct treatment decreasing negative insights about social circumstances found to affect uneasiness indication decrease (Craske, 2010). Notwithstanding, beside its adequacy, problematic discoveries of the viability of intellectual social based

mediations were given by other exploration studies. (Dalrymple & Herbert, 2007) have viewed as that 25% of patients who were treated with CBT was not reacted to treatment. In addition, (Rodebaugh, Holaway, & Heimberg, 2004) announced that from 40% to half of people with social uneasiness issues experience lingering indications after intellectual conduct treatment. Based on the perception of behavioral cognition and cognitive social anxiety have occurred from poor understanding of social conditions as a result to self-examination. This restrains the opportunities to social data for the suitable assessment of social circumstances. Subsequently these models center around the impact of dysfunctional comprehensions, consideration inclination, inadequate data handling and aversion conduct for the beginning and upkeep of social uneasiness (Clark &Wells, 1995; Rapee & Heimberg, 1997).

Cognitive- Behavioral-Therapy (CBT) proposes that maladaptive convictions around oneself, others and social assume a critical part in the advancement of social nervousness. In this manner treatment methodologies of CBT depend on the recognizable proof of these broken convictions (Thurston, et al., 2017). CBT medicines are utilized in various ways to treat social nervousness, among them for the most part learning-based methodologies are used to eliminate broken apprehensions about friendly circumstances. Social abilities knowledge is one of the approaches that utilized with CBT medicines (Herbert et al., 2005). In one or more group of people CBT meetings, social abilities preparation is given by envisioning connection or recreating social cooperation, additionally, pretends likewise has a significant spot in CBT in treating social tension (Herbert et al., 2005). One more expertise preparing is given for tension administration particularly unwinding and breathing activities to show individual causing themselves to feel save in tension circumstance (Otto, Smits, & Reese, 2004). Successful feeling guideline is acknowledged as a critical element in treating social tension, along these lines intellectual rebuilding ability preparation is one more accepted training that is administer to socially anxious people (Aldao, et al., 2014).

Openness also used as a strategy that is implemented in CBT medicines; the dread chain of importance is built with the socially restless individual and advisor about nervousness inspiring social circumstances and by utilizing progressive system as rule openness process starts. within/beyond session openness to uneasiness inspiring

circumstance is related to this strategy. In addition, post-occasion handling or post-occasion rumination was professed to assume a significant part in beginning and improvement of social tension (Clark & Wells, 1995; Lundh & Sperling, 2002). In CBT medicines after openness, intellectual activities were given to inspect faced occasion to harm the maladaptive handling of previous occasion (McEvoy, et al., 2009).

2.5.2 Social Anxiety Acceptance Based Model

The philosophical foundation of ACT is the utilitarian contextualism that underlines the setting where practices happen. Practical contextualism recommends that the which means of an occasion should be given in its own unique situation (Hayes et al., 2004a; Hayes et al., 2011). Accordingly, there is no risky idea, feeling or early experience, the setting makes them dangerous or not. Assuming the setting incorporates experiential evasion and intellectual combination then the interaction could be called risky, when the unique circumstance includes dispersion and acknowledgment then the early encounters, contemplations and sensations of individual can be viewed as less destructive (Hayes et al., 2004; Hayes et al., 2011;).

The ACT depends on the Relational Frame Theory (RFT) (Hayes, et al., 2001) that connote the job of language and comprehension. RFT related psychopathology with language and attested that decrease of ruinous language is needed for treatment (Hayes et al., 2001). RFT additionally recommended that by changing the negative language into more productive one, individual can have all the more completely active and meaningful life, as well reduce hardship (Hayes et al., 2007). Moreover, other than searching within context, the theories likewise focused on the significance of relations and recommended that relations between encounters should be altered or changed (Hayes et al., 2001).

Negative encounters and battles were viewed because of broken relations. Thusly, hypothesis centers around sure and satisfactory elements of these relations. The ACT intends to help people by diminishing experiential evasion, which was proposed as the principal snag to carry on with a significant life (Hayes et al., 2004b). The contrary type of experiential evasion is mental adaptability, which is at the center of ACT point of view. Mental adaptability is person's capability to live right now and capacity to pick practices that are viable with individual objectives and qualities (Hayes et al., 2013; Hayes et al., 2004a; Hayes et al., 2011). ACT places six center parts like acknowledgment, intellectual

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diffusion, self as setting, contact with the current second, values, and serious activity that helps individual in accomplishing and cultivating mental adaptability. As recommended by (Hayes, 2005), that techniques intended to treat nervousness isolated to three waves. The main wave was excessively logical and disregarded psychoanalytical and humanistic viewpoints. The subsequent wave saw tension treatment as unidirectional in changing broken convictions including recognizable proof and rectification of useless convictions. (Hayes, 2005) recommended that because of the inadequacies of intellectual models in viably treating tension, the third flood of intellectual social treatments arose. One of those methodologies is acknowledgment and responsibility treatment (ACT; Hayes et al., 1999). As indicated by ACT, psychopathology is simply the result of giving to engulfment access broken musings and sentiments which is named as "combination" and battles to stay away from it. It likewise incorporates "experiential evasion" which is to control or adjust the construction, force, and recurrence of one's present troubling inward encounters (for example sentiments, actual sensations, dispersing contemplations) (Hayes et al, 1999).

Regulated methodologies such as empirical escape can be a viable component to regulate nervousness sign. However, they do regularly fizzle (Dalrymple & Herbert, 2007; Herbert & Cardaciotto, 2005). This brings out an expansion in tension related excitement and inside consideration, which prompts more undertakings identified with experiential evasion. Thusly, the endless loop of uneasiness is sustained. As inner spotlight dependent on self-assessment and following battles to control inside encounters develop nervousness, people who embrace their inner encounters may feel less tension. To summarize, indication decrease or adjusting intellectual develops are not the piece of ACT treatment, yet rather tolerating these manifestations nondefensively is the fundamental point. A decrease in side effects is normal after fruitful use of ACT procedures (Dalrymple & Herbert, 2007).

Acceptance and Commitment Therapy suggested that the primary explanation of problematic uneasiness is to be intertwined with considerations and sentiments which are identified with anxiety (Forsyth et al., 2006). Subsequently, the goal of ACT isn't changing intellectual designs and social reactions to lessen nervousness indications as in CBT (Craske, 1999), yet helping behavior change by diminishing escape from antagonistic inward encounters by causing individual to acknowledge outside and inner encounters

completely and nonjudgmentally to accomplish individual objectives that are in accordance with one's qualities (Hayes et al., 1999; Herbert et al., 2002). Continuously proposed careful reflection as a powerful treatment for social uneasiness (Arch, e al., 2012; Dalrymple & Herbert, 2007; Eifert & Forsyth, 2005; Hayes et al., 1999). In the acknowledgment-based model, care was utilized as an instrument to guide consideration to assist people with nonjudgmentally tolerating inward encounters without attempting to keep away from, getaway or control them (Herbert & Cardaciotto, 2005). (Herbert & Cardaciotto, 2005) developed a model of acknowledgment-based viewpoint for social uneasiness. In the model, care, which is a non-critical acknowledgment of progressing encounters, was coordinated into the treatment of social uneasiness The fundamental reason of (Herbert & Cardaciotto, 2005) was the possibility that care can affect tension manifestations, broken comprehensions, and social evasion. As per the acknowledgment-based model of social uneasiness, when individual experience a nervousness inspiring circumstance, inside consideration increments because of tension related feelings and contemplations. such circumstance made it hard to concentrate beyond the signs that incite many restricted systems and prevent effective nervousness handling. These limited techniques, which incorporate expressive concealment or change of nervousness encounters, is alluded to as empirical aversion (Hayes et al., 1996). Hayes et al., maintained that adjustment may be conceivable assuming experiential evasion is diminished and nervousness side effects like actual sensations and feelings are acknowledged. Empirical evasion is dodging from inner encounters and from the continuous occasion, which represses the fitting understanding of social circumstances; and like in different models this adds to the handling of social nervousness (Hayes et al., 1999).

In other to create new options to solve social anxiety, influence of cognitive behavioral therapy on social nervousness was similarly likened with the acceptance and commitment therapy. (Curve et al., 2012), concentrated on the viability of CBT and ACT in the treatment of tension issues "alarm, social uneasiness, and summed up nervousness problem". They researched the treatment arbiters, as uneasiness affectability for CBT and intellectual diffusion for the ACT. As indicated by consequences of staggered intervention investigation, people who were treated with ACT showed more improvement than people

who were treated with CBT. The ACT was viewed as more powerful in diminishing intellectual dispersion and tension affectability contrasted with CBT. In the investigation of (Niles et al., 2014), the viability of CBT and ACT in treating social nervousness was contrasted and a meeting-by-meeting treatment information. Analysts tracked down that experiential aversion, which shows a getaway from inward encounters, uncovered a diminishing in the two medicines. In any case, the ACT bunch exhibited more lessening in experiential aversion than the gathering that was treated with CBT. In a similar report, it was likewise announced that negative perceptions diminished in the two medicines and circuitous impact of experiential evasion and negative comprehensions on the treatment result were additionally researched. Nonetheless, toward the start of the treatment, it was accounted for that ACT was more successful than CBT.

Nile et al., (2014) the adequacy of CBT and ACT in treating social nervousness was contrasted and a meeting-by-meeting treatment information. Scientists tracked down that experiential evasion, which demonstrates a departure from inside encounters, uncovered a reduction in the two medicines. In any case, the ACT bunch showed more reduction in experiential evasion than the gathering that was treated with CBT. In a similar report, it was additionally revealed that negative insights diminished in the two medicines and roundabout impact of experiential aversion and negative perceptions on the treatment result were likewise examined. Notwithstanding, toward the start of the treatment, it was accounted for that ACT was more powerful than CBT.

Acceptance and commitment Therapy family exhibited high improvement in treatment result identified with experiential aversion than the CBT family. Toward the finish of treatment, both treatment systems were viewed as powerful in diminishing negative thoughts and raising encountering negative inner encounters, which demonstrates a cross-over among ACT and CBT identified with intellectual change (Niles at al., 2014). Concomitantly, (Kocovski et al., 2015), investigate the dynamic mechanisms of two independent set of participants administered the social nervousness treatment cognitive interactive team (CITT), and cognizance acceptance-based team therapy (CATT). Meanwhile, intellectual reassessment was based on the adjusted instrument for (CITT), cognizance and acceptance were suggested as an adjusted instrument for (CATT). The outcome of this investigation on equal implementation revealed that intellectual

reassessment happens to declare more effect on social nervousness alert for (CITT), however, cognizance was observed to efficient for each of the methods. Sequel to these results investigators suggested Cognizance as more beneficial for formal Cognitive Interactive Therapy (CIT) when blended together with social anxiety methods.

2.6 Social Interaction Anxiety

To physiologically and mentally survive, one is required to associate according to living and non-living creatures. Such attributes arise when social abilities are satisfactory and work with human relations. Shepherd, (2016) characterized social abilities as the noticeable practices of an individual in social collaboration. The degree to which a singular feels him/herself qualified with regards to the social abilities in corresponding with the social jobs just like a spouse, supervisor, kid, and so forth Living with others and setting up friendly relations are truly challenging for the people. Since socialization is an extremely complicated cycle that is impacted by many factors like the others, the endless occasions that people experience each day, the financial social conditions and the actual situation (Kağıtçıbaşı, 1988).

Social collaboration nervousness shows itself during interpersonal cooperation and ascribed to trouble in case of meeting or chatting with another individuals regardless what their identity is. It is portrayed as the dread of seeming garbled and dull, sounding stupid, and the powerlessness act appropriately in a wide range of social connection circumstances (Mattick & Clarke, 1998). Additionally, this type of nervousness is exceptionally subsidiary with a series of unwanted mental results like negative sentiments, serious unsettling influence and less fulfillment seeing someone, self destruction ideation, singularity, less schooling and less execution in vocation accomplishment. Just as encountering such adverse results, it is more plausible that people who experience social communication nervousness likewise pass upon the compensating features of social association and may become singularity (Kashdan, 2002). The uplifted danger of forlornness might cause unfriendly medical problems (Cacioppo, Hawkley, & Thisted, 2010; Luo, et at., 2012; Wilson et al., 2007).

2.7 Social interaction in e-learning

E-learning is a significant answer for breaching the gap needed enhance learning in the present higher education institutions. Today, various educational organizations coordinate on the web and mixed courses in an online based setting, and many students take part in these kind course without limitation of time or location. According to an Keskin et al, (2020), the encounters that students have had in these learning conditions can give significant data to researchers about the nature of the instructing and how much the students use on the web. However, these can be prove based on the state of interactions, meanewhile it one of the most significant concepts detailing how effective is onlineing learning (Kuo,2010; Miranda & Vegliante 2019).

Many examined literature on social interaction shows that the types, time and the frequency of students interactions in learning setting are the most valuable item that can predict their learning outcome (Nandi et al., 2011; Yu & Jo, 2014).

2.8 Social Anxiety

The society we are living in is physically, intellectually, inwardly, socially and ethically unique and testing. Individuals foster social, mental and physiological practices to survive in this society. These practices have powerful components to daily regular pressure. As (Spinella, 2001) stated, that people may likewise become maladaptive because of the over-initiation of ordinary versatile systems. Nervousness is an ordinary, enthusiastic, sensible and anticipated that response should genuine or expected risk (Shri, 2010). It incorporates an abstract sensation of anxiety, uneasiness, dread or unfortunate concern joined by a large group of autonomic and substantial signs. (American Psychiatric Association, 2000) characterizes uneasiness as "expectation of future danger" (p.189). In spite of the fact that uneasiness is a mental reaction to a vague inner risk or danger, it might likewise cause physiological indications. These side effects might be a low degree of apprehension and stress or an undeniable level inclination like frenzy (APA, 2000). Social anxiety acccording to various resources is refered to a shyness or fear that affcet person activities, Social anxiety some or social nervousness is characterized as a dread or tension of being judged adversely by others, of being embarrassed, or of establishing a negative connection and accomplishing something off-base, prompting a sensation of

uneasiness (American Psychiatric Association, 2000). Social anxiety is a dread or evasion of execution circumstances and cooperations in gatherings of people (Heimberg et al., 1999). A person with social anxiety is distracted with the possibility that he or she is continually watched and judged adversely by others. People with social uneasiness issues act uniquely in contrast to others as far as physiological, intellectual, and conduct viewpoints (Baltacı & Hamarta, 2013).

CHAPTER III

3. Method and Methology

3.1 Research Design

Survey research design is fully applied for this investigation. (Vesser, et al., 2000) referred it as a particular sort of area of investigation which includes harnessing data from sample of components obtained from a targeted participant using a questionnaire. This approach aims to account for a quantitative or numerical description of a population by investigating a sample that particular population (Creswell, 2014). Data will be obtained via the responses to the scale developed by (Keskin et al, 2020). In which it contains various options, investigators can make a general comment, based on proper concentration of participants feedback (Cohen et al., 2018). To identify a clear defined relationhip between learners past online education experience and interaction skills with instructor. And diversity of social anxiety according to gender istribution. Casual comparative investigation aimed to compare group of interest as well as to account for the connection within variables (Mertens, 2010).

3.2 Sample and Sampling technique

In search of responses, the researcher tried to as much as to aquire huge number of available participants which can access the online survey quiestionnaire. Of which 209 participant who are attending blended or fully online learning. Data was derived from various institute learners in Kurdistan, Iraqi region, which was forced by the prolonged pandemic issues, to move away education completely away from physical inperson. Which educational institution in the region adopted electronic delivery approach, to rescue their academic journey. Convienient sampling approach is proposed (Gurbuz & Sahin, 2018), and is applied as the sampling techniques in this study. Based on the preliminary screening, irregularity inadequate and tricky information were erased from the informational index. Thus, (n = 166) institute learners male students constituted a total of (n = 104), which is equel to 62.6%. while, the female counter part dominated accumulated figure (n = 60) dully completed responses resulted to 36.2 percentatge wise. However, 2 participants prepare not to disclose there class of gender which is 1.2%.

Convienient/purposive sampling approach is mostly used as the name referred to "convienience" of the resaercher and the participants are also selected simply because of their availability (Acharya, et al., 2013).

3.3 Research Instrument

Social anxiety scale for e-learning environment (SASE) developed by (Keskin et al, 2020) is adopted as a means of data collection instrument which consist two subscales interface to examine the degree of social nernousness in learner to learner, student to instructor and learner to content interaction in internet-based education conditions. The utilized the the learner to educator interface. Three faces with twenty three items. Keskin et al, structured the scale based on seven point instrument developed as negative appraisal (NA), somatic sign (SS), and Afraid of Dodging of encounters (DE). However, most highest values signifies the degree or extent to which social anxiety has reached in divers proportions. The values of cronbach alpha on reliability of the main tool was confimed around 0.93 within the sub factors. As well as what is found in this study in terms of reliability hits satisfactory point.

3.4 Collection of Data

Questionnairs is be transfer to google form and the link is distributed to participants through various means of social media communication platform such as whatsapp andface book. Google form is seen as a digital questionnaire tool that can be use for online measurement (Bandura, 2016). This tool possess very significant benefit that make it more useful agaisnt the local or manual method (Rohmah N.; Hariyono M. & Shofiyuddin M., 2018).

3.5 Data Analysis

Analysis of data consist pre-managed, antipodean and doubtful data cleansing conducted. Analysis of hypothesis relationships .

The statistical analysis of all data was used through the application of JASP analysis software version 16 (JASP Group, 2020) . Classical sample T-Test (independent), was excuted for two to seven scale questions.

CHAPTER IV

4. Results

This section contain the details of obtained statiscal answers to the raised hypothsis of the research. However, firstly participants were characterized, based on age, gender, the participants of the study are classified as instutitue leaners from school type (i.e, Private School), using descritive stastistics.

4.1 The Sample Charateristics

Cummulatively, 166 responses were examined, utilized to determine the findings of this research after the removal of outliers and missing figures or misentry.

4.2 Missing Data

Various reason can cause the issue of missing data as well as many kind of methods like cases of comprehensiveness analysis, parvise removal, mean deduction also retrogressioned based on single item entry (Kline, 2016; Schumacker & Lomax, 2010) to handle such situation. Prior to the decide on method sellection (Tabachnick & Fidell, 2013), proposed the process to examine the form of missing item. According to (Rubin, 1976), hold the conviction that there are three main elements to identify missing data pattern, which are randomly missing (RM), missing totally at random (MTAR), and missing but not at randomly (MBNAR). Thus, to comprehend in the event that the missing information were arbitrary or not Little's MTAR tests were directed for each scale. examine the outcomes of each instrument introduced measurably non-critical chi-square qualities, which demonstrates irregular example, accordingly it was prescribed that any technique to manage missing information give a similar assessment for relationship and covariance (Little & Rubin, 2002).

In light of (MTAR) tests results and references about taking care of missing information, a choice to proceed with mean replacement strategy was made. Missing qualities that surpass 5% is risky for additional examination (Tabachnick & Fidell, 2013). Nonetheless, while missing cell number is underneath 5% of the absolute cells for the designated things in the scale, mean replacement technique is proposed to adapt to missing information. However, in this surveys all entries are dully completed to the analysis satisfaction level of the study.

4.3 Gender

As descriptively show in Table 1. All the responses are dully completed with no missing values. As been detailed in Table 2, out of the survey of 166. According to the frequency distribution table of the descriptive statistics. Male resspondent were identified having 62.5% which equal to the (n= 104). Female identfied with the 36.1% amounted to (n= 60), on the other hand 1.2% choolse to keep there gender undisclosed which is (n= 2).

Table 1.
Descriptive Statistics

	Gender	**Age**
Valid	166	166
Missing	0	0
Mean	1.339	2.440
Std. Deviation	0.513	1.301
Minimum	1.000	1.000
Maximum	3.000	5.000

As shown in Table 1 there is no missing entry is based on gender and age out of the total of 166 samples received. The mean value is higher than Std. Deviation. Mean is 1.339, while the Std. deviation is 0.513 for gender, while on the hand the mean 2.440, and Std. Deviation is 1.301 under the age analysis. With a minimum of 1.0 on both side, maximum of 3.0, 5.0 gender and age respectively.

Table 2.*Frequency of Data Distributions*

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Male	104	62.650	62.650	62.650
Female	60	36.144	36.144	98.165

Table 2.*Frequency of Data Distributions*

Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Prepare not to say	2	1.204	1.204	100.000
Missing	0	0.000		
Total	166	100.000		

As the result indicate in the above 62.6% of participants are male tis shows that male category is the highest respondent in this study just like in the study of conducted by Irkörücü Küçük, (2018). However while the study carried-out by Bisson, (2017), the opposite was observed. In this study the possess 36.1% as the second while the (Bisson, 2017), reverse was the case. 1.2% prepare not to identify their gender.

Table 3.*Frequencies According to the Age of the Participants.*

Age	Frequency	Percent	Valid Percent	Cumulative Percent
18-22	64	38.554	38.554	38.554
23-26	46	27.710	27.710	27.710
27-30	25	15.060	15.060	15.060
31-37	22	13.253	13.253	13.253
Above 37	9	5.421	5.421	100.000
Missing	0	0.000		
Total	166	100.000		

In Table 3 Above as seen the 18 to 22 years institute students were having in the highest percentage scores of 38.5%, similar to the result obtained by (Irkörücü, 2018). 23 to 26 years age participant seconded by having 27.7% of the total sample of the responses wholistically. The age ranging from 27 to 30 account for 15%. 13.253 is for the participants within the age of 31 to 37 while the lowest participants were the one identified above 37 years of age 5.4%.

H1. Is there a significant difference in social anxiety between males and females students?

To factor the cause of social anxiety between institute learners based on gender classification, an independent sample T-test analysis was utilized.

The anxiety among learners varies positively, negative appraisal (NA) t= (165) equal -2.610, p constitute (0.012), d is (0.26). For Somatic sign (SS) t= (154) equals to the value of (-4.312) p is less than (0.001), while, d value is (0.28). on the analysis of Avoidance of interaction or sometimes was refers to as Dodging interaction within this paper DI t= (152) in this case is value is (-2.610), p amounted to (0.013) and the d= 0.26. the Cohens' medium size effect of female sub-factor group, exceed the group of males (Bakker et al., 2019; Brydges, 2019; Mcleod, 2019; Privitera, 2012) according to these result the female participants anxiety exceeded the male counterpart, based on the students-teacher interaction in learning in electronic form (Bahçekapılı, 2021). Independent sample t-Test, Standards Deviation, and Mean. Analyzed data according gender factor scores on social anxiety.

Table 4. *Independent Samples T-Test, the analysis on gender basis, based e-learning social anxiety scores on three responded factors.*

	t	df	p	Cohen's d
Negative Evaluation	-2.610	165	0.012	-0.401
Sematic Sign	-4.312	154	0.001	-0.681
Avoidance of Interaction	-2.610	152	0.013	-0.402

Standard Deviation, mean, as well as analysis of t-test was executed on the condition to assess scores of social anxieties within gender. However, 0.17 up to 1.46 are the skewness figure for every single variable. On the other hand, negative value from -1.40 up to positive value 1.29. this shows that a standard distribution in accomplished (Tabachnick & Fidell, 2013).

Table 5.*T-test grouping descriptive analysis of distribution social anxiety scores on three factors assessed on gender.*

	Group	N	Mean	SD	SE
Negative Evaluation	Male	87	3.152	1.632	0.211
	Female	81	3.804	1.850	0.255
Sematic Sign	Male	87	2.413	1.711	0.206
	Female	81	3.612	2.104	0.260
Avoidance of Interaction	Male	87	2.431	1.503	0.205
	Female	81	3.412	1.909	0.327

The Description of the grouping shows that the for negative evaluation for male (n= 87, mean=3.152, Standard deviation (SD) 1.632). While for Female [NE, n= 81, mean= 3.804, SD=1.850]. Sematic sign [Male, (n= 87), Mean= 2.413, SD, 1.711; Female (n= 81), Mean= 3.612, SD= 2.104]. Avoidance of Interaction [Male (n=87), Mean= 2.431, SD= 1.503; Female (n= 81), Mean= 3.412, SD= 1.909], as shown in the above table.

H2. Is there a significant difference between the sample's previous e-learning live sessions regarding social anxiety?

Independent t-Test was the tool utilized with the intention to test significance distinction exist between social nervousness variables and learners' previously experienced synchronous e-learning session. Table 4. Contained the details on how social nervousness do not significantly differs, where Negative evaluation (NE the degree of freedom is (164) equal to t-value= -0.717, p is 0.440, while the d is 0.322. sematic sign df= 164, t= -1.069, p= 0.286, d= 0.328. and Avoidance of interaction the degree of freedom is (164) the t= -1.560, p is 0.103 and the d= -0.298.

Table 6. *Independent Samples T-Test, past live e-learning social anxiety scores based on three responded factors*

	t	df	p	Cohen's d
Negative Evaluation	-0.717	164	0.440	-0.138
Sematic Sign	-1.069	164	0.281	-0.970
Avoidance of Interaction	-1.560	164	0.103	-0.298

Values of skewness for every variable ranging from o.44 to 1.06 positively. Meanwhile for the values of kurtosis starting from -0.95 to the =2.26. Which shows a regular allocation is attained (Bahçekapılı, 2021; Tabachnick et al., 2007).

Table 6. *T-test grouping Descriptives analysis of distribution (G, N, M, SD and SE) social anxiety scores on three factors assessed on Students.*

	Group	N	Mean	SD	SE
Negative Evaluation.	No	128	3.413	1.567	0.253
	Yes	38	3.392	1.571	0.196
Sematic Sign	No	128	3.379	2.540	0.277
	Yes	38	2.502	1.988	0.191
Avoidance Interaction	No	128	3.034	1.708	0.307
	Yes	38	2.760	1.590	0.207

H3. İt's Hypothesised that factors of anxiety will be increased in E-Learning environment .

Independent t-Test was utilized purposely to test distinction between social nervousness variables and learners' past synchronous classes. Table 4. Contained the details on how social nervousness do not significantly differs, where Negative evaluation (NE t (112) equal to -0.982, p= 0.340, d represent the 0.281 value, the Sematic sign analysis the t (164) = -0.891, p is 0.369, d (0.289). Avoidance interaction t (164) = -0.840, p= 0.495, d (0.319).

Table 7. *Independent Samples T-Test on past synchronous experienced class, analyzed on three social anxiety factors.*

	t	Df	p	Cohen's d
Negative Evaluation	-0.982	112	0.340	-0.172
Sematic Sign	-0.891	164	0.376	-0.162
Avoidance of Interaction.	-0.840	164	0.495	-0.154

Values of skewness for every variable ranging from +0.37 to 0.84 positively. Meanwhile for the values of kurtosis starting from -1.06 to the -0.09. Which shows a regular allocation is attained (Bahçekapılı, 2021; Tabachnick et al., 2007).

Table 8. *t-Test grouping Descriptives analysis of distribution) social anxiety scores on three factors assessed on Students past e-learning synchronous encounter.*

	Group	N	Mean	SD	SE
Negative Evaluation	No	115	3.543	1.497	0.253
	Yes	51	3.289	1.567	0.196
Sematic Sign	No	115	3.012	2.067	0.277
	Yes	51	2.749	1.809	0.191
Avoidance of Interaction	No	115	2.749	1.708	0.307
	Yes	51	2.759	1.549	0.207

CHAPTER V

5. Discussion

The present chapter, explained general as well as specific answers to the outlined hypothesis were discussed in-line with some literature very relevant to the study. However, next to this chapter is the conclusion, and recommendation which is the last part of this research, describing the area need to be investigated in future.

This examination, the social nervousness of institute students which was analyzed in their interaction with the educator in synchronous learning conditions was assess based on different factors. As digital literacy in many research discoveries uncover a low-level negative connection between learners' computerized proficiency scores and social uneasiness levels in synchronous learning (Hill et al., 2009; Yang et al., 2010). Even in recent decade an investigation by (Bahçekapılı, 2021), concurred to the previous findings on how lack of navigation skills in synchronous live classes affect and lead learners to social anxiety.

How social anxiety affect learners in e-education with a much emphasis on the learner to instructor communication as regards to gender, as indicated by the independent sample t-test analysis, female Cohen's size effect is much higher than the male, which means that female group are more affected than males, in terms of factors were assessed on (Bakker et al., 2019; Brydges, 2019). The factors used in this study, it was found that females are more socially anxious than the male in e-learning, Similar the findings of (Bahçekapılı, 2021), when examine on student interaction with teacher. As well as similar to (Agirtas & Guler, 2020). Notwithstanding, the findings of the investigation also shows that hereditary, biologically and even social factors might be the reason female child experience social anxiety beyond male child as stated by (Bahçekapılı, 2021; McLean & Anderson, 2009).

In this findings, wherein social nervousness in synchronous learning conditions was inspected, learners were available with their normal characters, not mysterious, as per nonconcurrent learning conditions (Grieve et al., 2017). This might make them experience more uneasiness in articulating their thoughts. (Bahçekapılı, 2021), found that there was no distinction in social nervousness between students who utilize a mouthpiece for live

voice discussion and the individuals who don't, even though it wasn't stated in the literature of this study.

As indicated by many findings that variety of approaches and technical implementation into live sessions has the ability to lower anxiety level among learners (Chen & Lee, 2011; Satar & Nesrin¨ozdener, n.d.), contrary the discoveries in the review of (Bahçekapılı, 2021). Even in the present study. Previously, experienced synchronous learning when analyzed on the factor of social anxiety was found no significant disparity, similar to when observed on their previous attained live classes (Bahçekapılı, 2021). However, (Sharifrazi, 2012), find that previous encounter may lower discomfort. In which (Bahçekapılı, 2021), stated that may be as a result of inadequate usage.

CHAPTER VI

6. Conclusion

The e-learning approach happened to be the most prepared available remedy at the time of coronavirus outbreak. Both teachers and students through e-learning were having access to education in flexible manner, on the other hand it was also accompanied with some concerns. Prior to the unpresented situation the students and teachers were very much conversant and reluctant with formal traditional format of educational approach. In recent situation the advancement of synchronous e-learning pedagogies exposes the necessity of learner to instructor steady communication in these kinds of settings. Our investigation is domicile on the learner's nervousness' in learning conditions that is synchronous delivered. Investigation in this field is not fully matured in literature but few studies find that digital literacy is very vital and, as well as in this study the female gender is negatively impacted. These outcomes show that in the light of the undeniably boundless utilization of distance training, understudies ought to be furnished with advanced education abilities at an early age. Moreover, establishing social correspondence conditions where understudies will have a positive involvement with the start of web-based learning cycles might make understudies experience less nervousness in simultaneous examples. Extra exploration is expected to comprehend the connection between friendly tension and correspondence and communication components that influence understudies' prosperity and fulfillment in on the web learning conditions.

6.1 Recommendation for future studies

Researchers who aim to investigate the social anxeity E-learning level in Classes need to design and develop classes related a new pedagogies .because adopting merely the techonlogy does not gurantee the accomplishment. The results of this study provide a practical guide to instructors, teachers, and students in the E-learning environments. It is recommended that they establish and maintain frameworks that can promote E-learning in their respective establishments considering its benefits as identified by the study. This system can be set up either by existing units in the institution of learning, or by the creation of a specialized for the design and implementation of E-learning environments, initially for various study courses in institutes.

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NAER EAST UNIVERSITY

SCIENTIFIC RESEARCH ETHICS COMMITTEE

11.01.2022

Dear Bassam Yousıf Jameel Jameel

Your application titled **"Social Anxiety of Students For e-learning Environments"** with the application number NEU/ES/2021/772 has been evaluated by the Scientific Research Ethics Committee and granted approval. You can start your research on the condition that you will abide by the information provided in your application form.

Assoc. Prof. Dr. Direnç Kanol

Rapporteur of the Scientific Research Ethics Committee

Note: If you need to provide an official letter to an institution with the signature of the Head of NEU Scientific Research Ethics Committee, please apply to the secretariat of the ethics committee by showing this document.

Appendices

Appendix A

Appendix B

Permissions Regarding the Use of Scales

Appendix X

Document Integrity Report (Turnitin)

Curriculum Vitae

Full Name: Bassam Yousif Jameel

 Data of Birth: February 16th 1978 Address: Kurdistan-Iraq

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 Marital Status: Married

Email: bassam.yuosif@gmail.com

Education and diplomas

1 year studied (Management Information System) in Erbil University. September 2012 - July 2016: Knowledge University B.Sc. in Business Administration. Master in (Computer Education and Instructional Technology) (Near East University) in north Cyprus.

Interpersonal Skills

- Excellent teaching skills
- Business correspondence
- Documentation,
- Team worker and elaboration
- Task follower
- Continues Self-improvement.

Language Skills

Languages	Speaking	Understanding	Writing	Reading
English	**Very good**	**Very good**	**Very good**	**Very good**
Turkish	**Basic**	**Good**	**Basic**	**Good**
Arabic	**Very good**	**Very good**	**Very good**	**Very good**

Skills

Install troubleshoot emails.

Monitor network performance.

Assets Management

Fixing and repairing printers

IT works: Hardware and software.

Installing DVR System

Trainer of computer

Procurement Assistant and Logistic

Teaching: Operating Systems, HTML, Workstations, Photo Design. Microsoft Office, Photoshop, Premiere Pro.Etc. Computer Skills: o High experience in Windows Operating System. High experience in Microsoft Office, MS-Word, MS-Excel, MS-Power Point, MS- Access, MS-Outlook, Adobe Photoshop, Adobe Premiere Pro.Etc.

I am a graduate of the Knowledge University in Erbil and hold a Bachelor Degree in Business Administration. However, studied 1-year (MIS) Management Information System at Erbil University, and for now, Master Student studying ((Computer Education and Instructional Technology at Near East University in North of Cyprus) I am a teacher and almost 10 years, teaching Computer lectures. I have been working as IT since 2005. Worked with many organizations such as UNICEF, UNESCO, organization, UNHCR Organization, etc.… also worked on many projects. participated in many courses and I took many certificates (CCNA and MTCNA, Mikrotik, ECDL I took in Austria, GIS with UNICEF, also educational planning to improve the quality also with UNICEF and Receiving UNESCO led training on ASP.NET participated ICDL certificate license which I received by the international middle-eastern ICDL center in Lebanon. To be certified of (ICDL) in Erbil worked with UNESCO E-Learning using Adobe Flash CS3 and Voice Engineering techniques for 3 weeks in Amman, network course in Turkey for 2 weeks. MCSA courses (Microsoft Certified System Associate) Also (Windows 2003 Server Configuration) from BIT-media Company (Best in Training) in Austria for 2 weeks. …or assisted my professors in several projects. In addition, I was an active member of the Business/Engineering/Education … society and participated in social events that were organized by the departments. I am a highly motivated person with good analytical and communication.