

Mapping the Relationship between Social Anxiety and Social Resilience in Students: A Systematic Review

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Abstract. This study aims to map the relationship between social anxiety and social resilience among students within the contexts of social interaction and educational environments through a systematic review approach. The literature search was conducted on publications from 2015 to 2026 using a structured and systematic selection process. The initial search identified 4,348 articles, which were subsequently screened based on predefined inclusion and exclusion criteria, resulting in 315 eligible studies. Further selection reduced the number to 203 articles, and finally, 58 studies were included for in-depth analysis. The findings reveal that students' social anxiety is strongly associated with the quality of social interactions, peer support, and teacher student relationships within educational settings. At the same time, social resilience emerges as an adaptive capacity that develops through supportive school environments, positive interpersonal experiences, and emotionally safe learning spaces. The review highlights that educational institutions play a strategic role not only in mitigating social anxiety but also in fostering students' resilience in navigating social challenges. This study contributes to the growing discourse on student mental health by emphasizing the importance of human-centered educational practices that promote psychological well-being, social connectedness, and adaptive resilience among students. The findings are expected to provide valuable insights for educators, researchers, and policymakers in designing inclusive and supportive educational environments.

Keywords: social anxiety, social resilience, students, educational environment, systematic review

INTRODUCTION

The social emotional development of school age children is a crucial foundation for personality formation, adaptability, and future academic success. During this phase, children begin to actively engage in more complex social interactions, both with their peers and with teachers in the school setting. The educational environment serves not only as a place for the transfer of knowledge, but also as the primary arena for the development of children's social and emotional competencies (Kozhakhmetov & Taibolatov, 2025).

In a global context, issues related to children's mental health including social anxiety are receiving increasing attention due to their significant impact on individuals' psychological well-being and development.

The phenomenon of rising social anxiety among elementary school-aged children has become an increasingly relevant issue in recent decades. Data show that anxiety disorders are one of the most common mental health problems among children, with prevalence rates continuing to rise in various countries (Abbo et al., 2013). Lifestyle changes, academic pressure, and the influence of social media all contribute to worsening this situation. On

the other hand, social resilience serves as an important protective factor in helping children cope with the social and emotional pressures they face (Yamamoto et al., 2023).

In the context of elementary education, schools serve as a strategic environment for fostering healthy social interactions while developing students' resilience. Interactions with peers, relationships with teachers, and a supportive school climate play a crucial role in determining how children respond to social pressures. Therefore, research on social anxiety and social resilience in the context of elementary schools is essential for understanding the dynamics of children's development in a holistic manner.

The main issue of concern in this study is the increase in social anxiety among school students, which limits their ability to interact socially. Many students have difficulty communicating, fear being judged negatively by their peers, and avoid certain social situations. This condition not only hinders social development but also affects students' academic achievement and psychological well-being (Archbell & Coplan, 2022).

In addition, the low level of social resilience among some students is an equally important issue. Social resilience refers to an individual's ability to adapt positively when facing social and

environmental pressures. When students lack adequate resilience, they tend to be more vulnerable to stress, anxiety, and even other psychological disorders (Kenis et al., 2022). This indicates that social anxiety and social resilience are closely related and influence one another.

This issue becomes even more complex when considered in relation to the quality of the school environment. Not all schools are able to provide an environment that supports students' social-emotional development. A lack of social support from peers, strained relationships with teachers, and a learning environment that is not conducive to learning can exacerbate students' social anxiety. Therefore, an in-depth study is needed to understand the factors that influence these two variables in the context of elementary education.

Research on social anxiety and social resilience among school students is of critical importance given the long-term effects involved. Social anxiety that is not addressed early on can develop into more serious psychological disorders during adolescence and adulthood, such as depression and generalized anxiety disorder (Schepers et al., 2024). Therefore, early intervention is a very important preventive measure.

In the digital age and the Industrial Revolution 5.0, children face increasingly complex social challenges. Social interactions take place not only in person but also through digital media, which often give rise to new forms of social pressure, such as cyberbullying and anxiety stemming from social comparison. These circumstances require a high degree of adaptability, which can only be achieved through the development of strong social resilience (Pachi et al., 2023).

Furthermore, the urgency of this research is also linked to the education sector's need to create an inclusive and supportive learning environment. Schools are not only expected to improve academic achievement but also to prioritize students' psychological well-being. By understanding the relationship between social anxiety and social resilience, educators can design more effective learning strategies and interventions to support students' holistic development.

A number of studies have examined social anxiety in children and the factors that influence it. The results of these studies indicate that social anxiety is influenced by various factors, such as parenting styles, negative social experiences, and a lack of social support (Costeira et al., 2024). In addition, interactions with peers and the quality of relationships with teachers also play an important role in shaping students' levels of social anxiety.

On the other hand, research on social resilience shows that this ability can develop through positive experiences and a supportive environment. Resilience is influenced not only by an individual's internal factors but also by external factors such as social support and the school environment (Marquez et al., 2023). Several studies have also shown that resilience can serve as a protective factor that reduces the negative effects of social anxiety.

Nevertheless, most studies still examine these two variables separately. Furthermore, research that specifically focuses on elementary school students remains relatively limited. This highlights the need for a more comprehensive study to understand the relationship between social anxiety and social resilience in the context of elementary education.

Second, previous studies have tended to examine social anxiety and resilience separately, and thus have not provided a comprehensive picture of the relationship between these two variables. In fact, understanding the relationship between social anxiety and resilience is crucial for designing effective interventions.

Third, there is still little research examining these two variables specifically within the school environment, including social interactions and educational environmental factors. Therefore, a more integrative approach is needed to understand the dynamics of social anxiety and social resilience among elementary school students.

This study offers a novel approach by integrating two key variables; social anxiety and social resilience into a single, comprehensive analytical framework. Unlike previous studies, which have tended to examine these two variables separately, this study seeks to understand the relationship and interaction between them in the context of elementary education.

In addition, this study employs a Systematic Literature Review (SLR) approach, which allows for a more systematic and structured analysis of the existing literature. This approach provides a more comprehensive overview of research trends, influencing factors, and gaps that remain in previous studies.

This study aims to systematically review the literature on social anxiety and social resilience among students in the context of social interaction and the educational environment. In addition, this study also aims to identify the factors that influence social anxiety and social resilience, as well as to understand the relationship between these two variables.

Thus, this study is expected to contribute to the development of more effective educational strategies to improve students' psychological well-being and social adaptation skills.

Given the importance of this research, it has been formulated into the following research questions: RQ1 : What are the current trends in research on social anxiety and social resilience among students? RQ2 : What factors influence social anxiety among students in a school setting? RQ3 : What role does social resilience play in reducing students' social anxiety?.

METHODS

This study employs a Systematic Literature Review (SLR) approach, which is a research method that involves systematically and structurally identifying, evaluating, and synthesizing the findings of previous studies. An SLR enables researchers to gain a comprehensive understanding of a topic by integrating the results of various relevant studies (Azarian et al., 2023). This approach was chosen because it provides a comprehensive overview of social anxiety and social resilience among elementary school students based on published empirical evidence.

In addition, this study adopts a qualitative approach focused on an in-depth analysis of the content and findings of the articles reviewed. Furthermore, this study is supported by a bibliometric approach using VOSviewer software to map relationships between concepts, research trends, and networks of interconnections among the variables under study. This combined approach provides analytical strength, both descriptive and visual in understanding the evolving structure of the research.

This study followed the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines in conducting the systematic review process. PRISMA was used to ensure that the processes of identifying, selecting, and reporting articles were conducted transparently, systematically, and in a manner that could be replicated by other researchers (Shamseer et al., 2015). Dengan menggunakan protokol ini, penelitian menjadi lebih terstruktur dan memiliki tingkat kredibilitas yang lebih tinggi.

The application of PRISMA in this study involved four main stages: identification, screening, eligibility assessment, and inclusion. Each stage was conducted meticulously, taking into account the predefined criteria, to ensure that the articles selected were truly relevant to the

study's objectives. The use of PRISMA also helped minimize bias in the literature selection process.

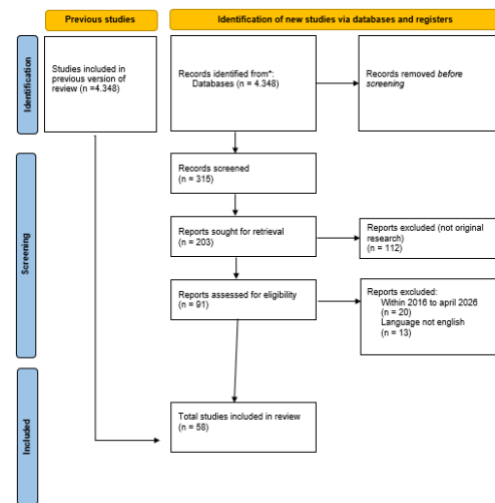


Figure 1. PRISMA Diagram

The figure 1 illustrates the article selection flowchart using the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta Analyses) approach in the process of conducting a systematic review on the integration of social anxiety and social resilience among students. During the identification stage, a total of 4,348 articles relevant to the research topic were retrieved from various databases and literature sources. Next, all articles underwent an initial screening process to eliminate irrelevant data, leaving 315 articles deemed relevant to the research focus. This stage was conducted to ensure that the sources used were relevant to the themes of social interaction, the educational environment, and students' social-emotional conditions.

During the screening stage, the selected articles were further reviewed based on content relevance and the study's inclusion criteria. A total of 203 articles advanced to the full-text retrieval stage (reports sought for retrieval); however, some were excluded because they were not original research, such as opinion pieces, editorials, or conceptual reviews. Following the eligibility assessment, a number of articles were further eliminated because they fell outside the specified publication year range or were written in a language other than English. This phased selection process aims to ensure the quality, validity, and consistency of the data used in the study.

The final results of the selection process showed that 58 articles met all inclusion criteria and were used as the primary sources in this systematic review. These articles were then analyzed in depth to identify research patterns, the relationship

between social anxiety and social resilience, and the role of the educational environment in supporting students' social-emotional development. By following the PRISMA guidelines, this study aims to produce a literature synthesis that is more systematic, transparent, and academically accountable.

Table 1. Inclusion and Exclusion Criteria for Article Selection

Inclusion Criteria	Exclusion Criteria
Articles published between 2016 - 2026	Articles published outside the 2016 - 2026 timeframe
Articles indexed in the Scopus database	Articles not indexed in Scopus
The article discusses social anxiety and or social resilience	The article is not relevant to the research variables
The article focuses on the scope of education	The article does not focus on the field of education
The article is available in full text	The article is not available in full (non-full-text)
The article uses the context of social interaction, or the school environment.	The article does not discuss the social or school environment
The article is written in a language that researchers can understand (Indonesian or English)	Articles written in languages other than Indonesian and English

The article selection process in this study followed the PRISMA flowchart, which consists of four main stages: identification, screening, eligibility, and inclusion. During the identification stage, 4,348 articles were identified based on the initial search results in the Scopus database. Next, the screening stage was conducted by filtering articles based on their titles and abstracts, resulting in 315 relevant articles. In the next stage, an eligibility assessment was conducted by thoroughly reviewing the content of the articles, leaving 203 articles. The subsequent stage involved excluding articles not published between 2016 and 2026 and those not in English, resulting in a total of 58 articles that met all criteria and were analyzed in depth. This process demonstrates that the research was conducted selectively and systematically to obtain the most relevant data.

The data analysis technique used in this study employs a thematic analysis approach to identify patterns, themes, and relationships among variables in the reviewed literature. This analysis was conducted by grouping research findings into specific categories, such as the factors causing social anxiety, the role of the school environment, and the contribution of social resilience.

In addition, this study also employed bibliometric analysis using VOSviewer software to visualize the relationships between concepts through network visualization.

To ensure the validity of the data, this study employed several validation techniques, one of which was source triangulation by comparing findings from various articles. This approach helped improve the accuracy and consistency of the study's results.

In addition, the selected articles were re-examined to ensure that they met the inclusion and exclusion criteria. The validity of this study is further strengthened by the use of a reliable database (Scopus) and the application of the internationally recognized PRISMA protocol. Therefore, the results of this study have a high level of credibility and are scientifically sound.

RESULTS AND DISCUSSION

The following is an analysis of the co-occurrence network map, which helps identify the main themes and concepts in the study and reveals the relationships between them (Eck & Waltam, 2010; Park et al., 2024). This method reveals how terms in the literature are interconnected, forming thematic patterns that provide deep insights into the relationships among various concepts in the field studied in Figure 2.

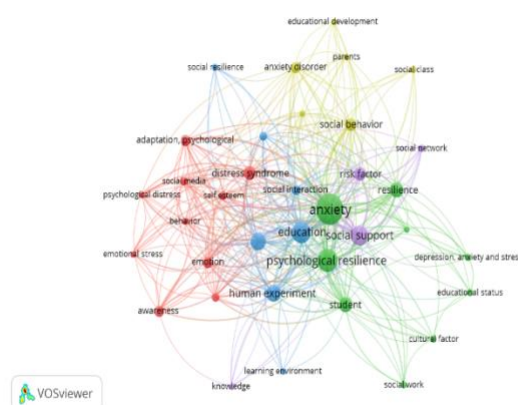


Figure 2. VosViewer

The bibliometric visualization using VOSviewer in the figure above shows that research on social anxiety and social resilience among students is shaped by the interconnections among several key themes that influence one another. The keyword “anxiety” appears to be at the center of the network, with strong connections to the terms “psychological resilience,” “social support,” “social interaction,” “social behavior,” and “student.” These findings indicate that social anxiety among students is not merely an individual issue but is influenced by the quality of social interactions, support from the educational environment, and students’ psychological ability to adapt to social pressures.

In addition, the emergence of keywords such as “emotion,” “self-esteem,” and “distress syndrome” indicates that emotional state and self-perception play a significant role in the development of social anxiety in the school setting. These findings are consistent with the research by Ko and Chang, which states that resilience has a negative correlation with social anxiety; students with higher levels of resilience tend to be better able to manage social and academic pressures in a more adaptive manner (Fang et al., 2022; Yamamoto et al., 2023).

Furthermore, the green cluster on the bibliometric map illustrates the interrelationship between social support, resilience, educational status, and cultural factors. This relationship underscores that the educational environment plays a strategic role in building students’ social resilience. Social support from teachers, peers, and family serves as a protective factor that can reduce levels of social anxiety while enhancing students’ ability to adapt to complex social situations. In an educational context, social resilience is understood not only as the ability to withstand pressure but also as students’ capacity to build healthy and positive social relationships. Research Li & Zheng (2025) shows that psychological resilience can reduce social anxiety by strengthening emotional regulation and adaptive coping strategies among students. In addition, studies on academic resilience also confirm that support from the learning environment contributes to strengthening students’ psychological resilience when they face social or academic pressures (Ramadianto et al., 2022; Mastrokourkou et al., 2024).

Based on the overall mapping, it is evident that research on the integration of social anxiety and social resilience is moving toward a multidimensional approach that views social interaction, support from the educational

environment, emotional states, and cultural factors as interrelated elements. This map also highlights opportunities for more specific research focused on students, particularly regarding how the school environment can serve as a space for fostering social resilience from an early age. Thus, these bibliometric findings underscore the urgency of developing learning models and an educational climate that are not only oriented toward academic achievement but also sustainably support students’ social emotional well being.

Research Publication Trends (RQ1)

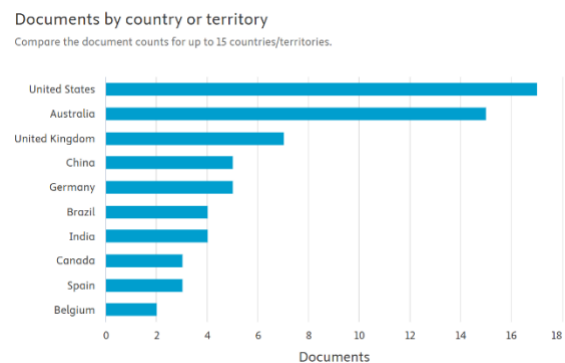


Figure 3. Documents by Year

Based on the “Documents by Year” graph, research on the integration of social anxiety and social resilience among students shows a trend that tends to increase year by year. In the early period, from around 2006 to 2016, the number of publications was still very limited, and in some years there were no indexed documents at all. This situation indicates that the issues of social anxiety and social resilience among elementary school students had not yet become a primary focus of research. However, since 2017, the number of publications has begun to increase gradually, signaling growing academic attention to the importance of students’ social emotional well being in the learning process and interactions within the school environment.

The increase in publications is more pronounced during the 2019–2026 period, with the highest peak occurring in 2026. Although there are fluctuations in some years, the research trend remains at a relatively high level compared to the previous period. These findings indicate that research on social anxiety is no longer understood solely as an individual psychological issue but is also linked to students’ social resilience in coping with social pressures, peer relationships, teacher support, and school environment dynamics. Overall, this trend reflects a shift in research

toward a more humanistic and contextual approach to understanding the social-emotional well-being of elementary school students.

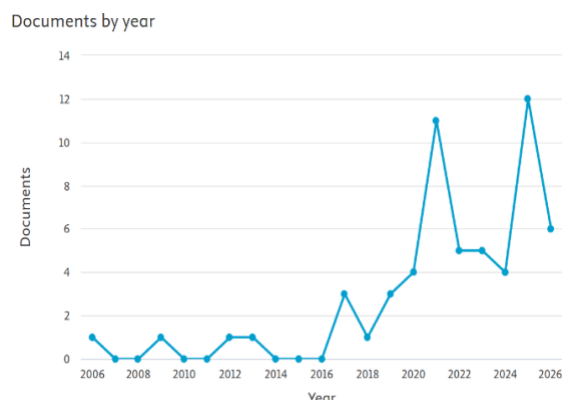


Figure 4. Documents by Country or Territory

Based on the graph showing publications by country or territory, research on the integration of social anxiety and social resilience among students is dominated by developed countries, particularly the United States, which ranks highest in the number of publications. Australia ranks second, followed by the United Kingdom as one of the countries with a significant research contribution. The dominance of these three countries indicates that attention to students' social-emotional well-being has become a key issue in their education systems, particularly in understanding the relationship between social anxiety, adaptability, and the quality of student interactions in school settings. Additionally, countries such as China, Germany, Brazil, and India are also beginning to show growing research contributions, signaling that this issue has become a global concern across cultures and education systems.

Research from various countries shows that studies on social anxiety and social resilience are not only influenced by individual psychological factors but are also closely related to social, cultural, and educational conditions in each region (Wedyaswari et al., 2023). Countries with a high number of publications tend to place strong emphasis on enhancing students' emotional well-being, fostering social support in schools, and developing inclusive and adaptive learning environments. Meanwhile, the participation of developing countries in this study indicates a growing awareness of the importance of building students' social resilience starting in elementary school as a means of addressing the challenges of social interaction, academic pressure, and increasingly complex social environments.

Based on the results of the analysis, the most commonly used research method was the quantitative approach. Most studies used surveys and psychological scales to measure students' levels of social anxiety and social resilience. This approach was chosen because it provides a more objective statistical picture of the relationships between variables.

Nevertheless, some studies have begun to use qualitative and mixed-methods approaches to gain a deeper understanding of students' social experiences in the school environment. These approaches are considered better suited to describing children's emotional dynamics and social interactions in context.

In addition, several studies have used observational and interview techniques to obtain more in-depth data on students' social behavior. The use of a combination of instruments indicates that research on social anxiety and social resilience requires a multidimensional approach to ensure that the results are more comprehensive.

Main Theme: Causes of Social Anxiety (RQ2)

The results of the literature review indicate that the factors contributing to social anxiety among students can be grouped into several main themes: individual factors, the school environment, family, and the digital social environment.

Among individual factors, low self-confidence, fear of negative judgment, and poor social communication skills are the factors most frequently identified in various studies. Children who have a negative self-perception tend to experience anxiety more easily when they have to interact with others (Shang et al., 2025; Rahmah & Nastiti, 2025). In addition, poor emotional regulation skills also increase children's vulnerability to social anxiety.

School environmental factors were the most dominant theme in the studies analyzed. Bullying, social rejection, strained relationships with peers, and an unsupportive classroom climate were the main causes of increased social anxiety among students. A competitive school environment with minimal emotional support can make students feel psychologically insecure.

On the other hand, family factors also play a significant role. Overprotective parenting, a lack of emotional support from parents, and family conflicts can worsen a child's psychological condition. Children who grow up in an unsupportive family environment tend to have poorer social adaptation skills (Wacker et al., 2024).

In addition to these factors, advances in digital technology have also given rise to a new factor: anxiety related to social interactions via digital media. Exposure to social media, online social pressure, and cyberbullying are increasingly common factors in recent research, particularly following the rise in technology use among schoolchildren (Salamon et al., 2024).

The Role of Social Resilience in Reducing Social Anxiety (RQ3)

Research findings indicate that social resilience plays a significant role as a psychosocial protective factor in reducing social anxiety among elementary school students. Children with high levels of social resilience tend to be better able to cope with social pressures and adapt positively to the school environment.

Social resilience helps students develop coping skills, emotional regulation, and the courage to build social relationships. Peer support and positive relationships with teachers are important factors in the development of students' social resilience. When children feel accepted and valued in the school environment, their levels of social anxiety tend to decrease.

In addition, an inclusive and supportive school environment also plays a major role in strengthening students' social resilience. Social-emotional learning programs, positive interpersonal communication, and a psychologically safe school culture can help students develop self-confidence and social adaptation skills.

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A Synthesis of the Relationship Between Social Anxiety and Social Resilience

Based on the results of the literature review, social anxiety and social resilience have a negative relationship and are dynamically interrelated. Students with strong social resilience tend to be better able to manage social pressure, cope with interpersonal conflicts, and maintain their psychological well-being.

Conversely, low social resilience makes students more vulnerable to social anxiety, especially when facing stressful social situations.

In this context, social resilience functions as both a mediator and a protector, helping students reduce the negative impact of unpleasant social experiences.

This relationship is also influenced by the quality of the school environment and students' social interactions. Teacher support, peer acceptance, and a positive school culture can strengthen social resilience and indirectly reduce students' levels of social anxiety.

Interpretation of Research Trends (RQ1)

The increase in research on social anxiety and social resilience among school students indicates a shift in focus within modern education. Education no longer focuses solely on academic achievement, but also on students' mental health and emotional well-being. The post-COVID-19 pandemic period has been a major factor in the growing attention to this issue, as many children have experienced difficulties with social interaction and adjustment following an extended period of online learning (Schepers et al., 2024; Braquehais et al., 2022).

In addition, advances in digital technology have also influenced children's social interaction patterns. Elementary school-aged children now face new social challenges, such as anxiety caused by social media and online social pressure. Therefore, research on social anxiety and social resilience is expected to continue to grow as awareness of the importance of children's mental health in educational settings increases.

Analysis of the Causes of Social Anxiety (RQ2)

The results of the study indicate that the school environment has a significant influence on the development of social anxiety among elementary school students. Based on Bronfenbrenner's Ecological Systems Theory, a child's immediate social environment including school and peers plays a crucial role in shaping the child's psychological development (Smith et al., 2023). When the school environment does not provide a sense of safety and social support, students tend to feel anxious about social interactions.

Bullying is one of the most frequently identified dominant factors in research. Experiences of being rejected, mocked, or ostracized cause children to develop a fear of social judgment. This leads students to become more passive, withdraw from their social environment, and experience a decline in self-confidence.

In addition, relationships with teachers also have a significant impact on students' social anxiety. Teachers who fail to provide emotional

support can reinforce children's feelings of insecurity. Conversely, positive interpersonal communication between teachers and students can help children feel more comfortable interacting in the school environment.

Analysis of the Role of Social Resilience (RQ3)

Social resilience acts as a protective factor that helps students cope with social and emotional stress. According to Resilience Theory, individuals with high resilience are able to adapt positively even when facing difficult situations (Adhitama & Geshica, 2026). In the context of elementary school students, social resilience helps children develop the ability to manage their emotions, boost their self-confidence, and maintain healthy social relationships.

Social support is a key element in building students' social resilience. According to Social Support Theory, support from peers, teachers, and family can create a sense of psychological security that helps children reduce social anxiety. When students feel accepted in their social environment, they tend to be more confident in interacting with others.

Schools play a strategic role in building students' social resilience through social emotional programs, collaborative learning, and an inclusive school culture. A supportive school environment can help students develop better social adaptation skills, thereby minimizing the risk of social anxiety.

Social interactions and the school environment are the primary contexts that influence the relationship between students' social anxiety and social resilience. Teachers play a vital role as emotional support figures who can help students build a sense of security and self-confidence. Positive interpersonal relationships between teachers and students can enhance children's social comfort in the school environment.

In addition to teachers, peers also play a crucial role in students' social-emotional development. Social acceptance from peers can help students develop a positive social identity. Conversely, social rejection and isolation can increase a child's risk of social anxiety.

An inclusive and psychologically safe school culture also contributes to the development of students' social resilience. Schools that are able to create a supportive learning environment will help students feel valued, accepted, and have the opportunity to thrive both academically and socially and emotionally.

Documents by subject area

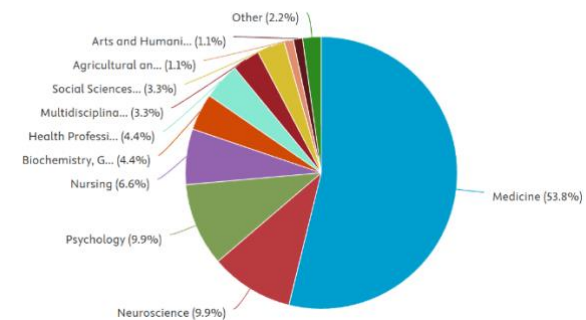


Figure 3. Documents by subject area

Based on the graph of documents by subject area, research on social anxiety and social resilience among students is dominated by the field of Medicine, accounting for 53.8%, followed by Psychology and Neuroscience, each at 9.9%. The dominance of the health field indicates that previous research has tended to view social anxiety as an individual clinical and psychological issue related to children's mental health, emotional regulation, and social behavioral disorders. This approach has made an important contribution to understanding the risk factors and impacts of social anxiety on child development. However, an excessive focus on the medical perspective has meant that aspects such as the school environment, social relationships, and the dynamics of elementary education have not been thoroughly examined in previous research. These findings are consistent with Alves et al., (2022) Most interventions for social anxiety in school-aged children still focus on psychological approaches and individual behavioral therapy rather than strengthening the school's social context.

On the other hand, the contributions of the fields of Social Sciences, Multidisciplinary Studies, and Arts and Humanities remain relatively low. This situation indicates a lack of research that integrates perspectives on education, social interaction, school culture, and interpersonal relationships in building social resilience among elementary school students. In fact, children's social-emotional development is influenced not only by internal factors but also by teacher support, peer relationships, the family environment, and an inclusive school climate. Pan et al., (2024) emphasizes that school-based programs focused on strengthening resilience and social skills have a positive impact on students' ability to cope with emotional stress and everyday social challenges.

Based on this analysis, an identifiable research gap is the limited number of studies that integrate social anxiety and social resilience in the context of elementary education, particularly through the lens of social interaction and the school environment. Previous research has tended to separate these two concepts, with social anxiety being studied primarily as a psychological issue, while resilience is more often understood as an individual's adaptive capacity without being directly linked to social dynamics at school. Furthermore, most studies still focus on clinical interventions or short-term programs, so there has been little research exploring how school culture, teachers' communication patterns, and peer social support can serve as protective factors against students' social anxiety.

Another research gap is evident in the scarcity of multidisciplinary studies that simultaneously integrate perspectives from education, psychology, and the school's social environment. Vladislav et al., (2024) explains that children's resilience is greatly influenced by their cultural context, school, family, and surrounding social community. However, research on school students has largely been conducted in a piecemeal manner and has not yet established a comprehensive conceptual model regarding the relationship between social anxiety, social resilience, and the quality of social interactions at school. This opens up opportunities for current research to adopt a more contextual, humanistic approach focused on strengthening the learning environment to support students' social-emotional well-being.

The implications of these findings suggest that research on social anxiety among elementary school students should not be understood solely through individual medical and psychological approaches, but should focus on strengthening social resilience through a supportive school environment. Schools play a strategic role in fostering students' sense of security, social acceptance, empathy, and adaptability through positive interactions among teachers, peers, and the school community. Thus, this study offers a new contribution to expanding the study of social anxiety and social resilience through a more holistic and multidimensional perspective on elementary education.

CONCLUSION

This study shows that social anxiety and social resilience are two interrelated aspects of students' social-emotional development. The results of a

systematic review reveal that social anxiety in students is influenced not only by internal factors such as low self confidence, fear of negative evaluation, and limited emotional regulation, but also by external factors stemming from the school environment, family, and the dynamics of social interaction in the digital age. An unsupportive learning environment, experiences of social rejection, and a lack of emotional support are factors that contribute to students' increased vulnerability to social anxiety.

On the other hand, social resilience has been shown to serve as an adaptive capacity that helps students cope with various social challenges more constructively. Students with high levels of social resilience tend to be able to manage social pressure, build healthy interpersonal relationships, and maintain their psychological well-being even in challenging situations. The findings of this study also reveal a negative correlation between social anxiety and social resilience, whereby increased resilience contributes to a decrease in the level of social anxiety experienced by students.

Furthermore, the results of the literature review confirm that schools play a strategic role in fostering a balance between students' psychological well-being and their social adaptability. The presence of supportive teachers, positive relationships with peers, and an inclusive and emotionally safe school culture serve as crucial foundations for strengthening students' social resilience. Therefore, efforts to improve student well-being cannot focus solely on academic achievement but must be integrated with the ongoing development of social-emotional competencies.

Overall, this study reinforces the view that human-centered education plays a crucial role in creating a learning environment that not only supports academic success but also fosters the development of resilient, adaptive individuals capable of building healthy social relationships. It is hoped that these findings will serve as a foundation for the development of policies, school programs, and further research focused on strengthening social resilience as a preventive strategy to reduce social anxiety among students.

Based on the research findings, schools need to develop social-emotional learning programs that are integrated with academic activities to strengthen students' social adaptation skills. In addition, closer collaboration between schools, families, and communities is needed to create an environment that supports students' mental health development. Further research is recommended to

develop an empirical model that directly tests the influence of the school environment on the relationship between social anxiety and social resilience across different educational levels and cultural contexts.

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