

**PERSONALITY TRAITS, SOCIAL ANXIETY AND SOCIAL SUPPORT AMONG  
EMERGING ADULTS**

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**ABSTRACT**

Social anxiety is one of the most prevalent and chronic mental health conditions in young adults. The relationship between the five dimensions of personality, social support, and social anxiety in university students has not yet been studied. The aim of this study was therefore to examine the potential role of personality traits and social support in social anxiety in emerging adults. In this study, 200 university students (100 males and 100 females) completed a series of questionnaires. The social causation model revealed that social support and social anxiety were positively correlated. Extraversion has no relationship with social anxiety and social support, as well as neuroticism, was positively correlated with social anxiety. The main contribution of the present research is to show how the personality dimensions and social support may contribute to social anxiety. The findings of this study also could be implicated in counselling practice for university students in collectivist settings around the world.

**KEYWORDS:** Social anxiety, social support, personality traits, extraversion, openness to experience, agreeableness and conscientiousness.

**INTRODUCTION**

Social anxiety is a persistent fear of social interactions due to severe evaluation apprehension (American Psychiatric Association, 2013) and is recognized as one of the most common anxiety mood disorders (Kessler, et al., 2012). In emerging adulthood, when adults have to take on different social roles that require managing multiple social relationships at the same time. Therefore, receiving and perceiving support from society could help individuals to more easily accomplish tasks associated with midlife, cope with anxiety, and thus promote health and well-being. Similar to social support, personality traits are important predictors of the social competencies needed to achieve social challenges met during emerging adulthood and to manage anxiety in their social lives. Individuals who are higher in extraversion, and agreeableness would have less social anxiety and high neuroticism (Costa & McCrae, 1992). Social support use as a mediator means if an individual has high social anxiety and high neuroticism then high social support somehow will help in managing social situations (Li, Y., Peng, J, 2021). Some positive aspects of personality traits are associated with character strengths that are considered the essential ingredients to a fulfilling life.

**1.1: Emerging adulthood**

Emerging adulthood is a theory that was proposed by Jeffery Arnett in the 2000s that conceptualized a distinct

stage of life between adolescents and young adults. Emerging adults are aged between 18-25. Arnett distinguishes this stage of life from others with five distinct features; identity exploration, feeling in between, instability, self-focus, and having possibilities.

**1.2: Personality traits**

Personality is a viewpoint, feeling, and acting. Personality embraces dispositions, attitudes and notions which are most evidently discussed in associations with others. It consolidates lead characteristics, both natural and got, that remember one person from one more and that should be visible in people's relations to the environment and the social event (Holzman et al., 2019).

Allport and Odbert developed a multidimensional model to portray identity which at first had 4500 qualities which he decreased to 35 factors because of absence of time for information examination, high expenses and trouble. At that point, he delivered the 16 Personality Factors (16 PF) poll (Cattell et al., 1970) utilizing his model which has an association with the Big Five Model of Personality. To start with, Cattell's factors 'gotten from self-appraisals, evaluations by companions, and appraisals by mental staff individuals'. Allport and Odbert (1936) made the accompanying variables which are extraversion (self-assured, garrulous, lively), pleasantness (helpful, genial, trustful), uprightness (capable,

methodical, tried and true), enthusiastic soundness versus neuroticism (quiet, not effectively annoyed) and culture (scholarly, free disapproved) (Allport & Odbert, 1936).

### 1.2.1: Five factors theory

Identity can be portrayed regarding five wide qualities that constitute an entire depiction of an individual's identity, concurring with the Big Five Personality Model (Morgan & De Bruin, 2010). These five qualities are openness, conscientiousness, agreeableness, extraversion, neuroticism.

Openness shows how adventurous, interested, or open you are to new experiences. Highly open individuals tend to have a wide range of interests, whereas those who are less open may prefer regularity, routine, and familiarity. Conscientiousness assesses their organisation and efficiency. Those who score higher on this scale are more challenged, while those who score lower are more easily distracted, prefer unpredictability, and work better under pressure. This category describes how extroverted and active you are. More extroverted people are strong and sociable, while those who are more introverted may prefer solitary pursuits and alone time and require fewer social interactions to be satisfied. Extraversion is expected to be sociable in a variety of contexts and over time (Goldberg LR, 1993).

Your agreeableness is described as your friendliness, compassion, and desire to assist people. Some who score higher on this scale are much more likely to be cooperative and pleasant, while those who score lower are more inclined to respect rational and critical thinking (Joseph & Newman, 2010). Personality traits are frequently referred to by their opposite feature, emotional stability, and emotional sensitivity as well as your propensity to worry or be temperamental. People who are neurotic are more likely to experience unpleasant emotions, whereas those who are lower on the neuroticism scale may be less emotionally reactive and have more self-confidence (Lopes et al., 2003).

Personality has generally been explored concerning human ascribes, with the very well Big Five (B5) or five variable characters Model being the most famous classification of personality attributes (Goldberg, 1990).

### Personality traits and emerging adulthood

Personality represents the relatively enduring thoughts, emotions, and behaviours that are specific to an individual. They make up the characteristic way in which an individual responds to and shapes their environment. The most prominent personality theory, the Big Five Inventory, organizes personality traits into a super-factor model of five traits. Emerging adults are higher in extraversion or lower in openness to experience rate having a high-status career as important. Additionally, those higher in extraversion, agreeableness, or openness to experience rate social goals are especially important. Personality traits have also been shown to be related to

specific health goals. For example, Reisz, Boudreaux, and Ozer found differential associations between the Big 5 traits and personal health goals. Emerging adults who were higher in extraversion, higher in agreeableness, higher in neuroticism, lower in conscientiousness, or lower in openness to experience reported having more health goals. Thus, personality traits influence major life goals and more proximal health goals.

Whereas, the Big Five personality traits tend to change in predictable ways with age: As people get older, they tend to become more agreeable, conscientious, and emotionally stable (e.g. Lucas & Donnellan, 2011; Soto, John, Gosling, & Potter, 2011). Individuals who commit to their careers tend to become more conscientious over time (Hudson & Roberts, 2016), and people who commit to romantic relationships tend to increase in emotional stability at a faster rate than their single peers (e.g. Lehnart, Neyer, & Eccles, 2010). Many modern theories suggest that personality traits are complex interplay between individuals' patterns of thoughts, feelings, and behaviors; their identities (e.g. how they see themselves); their biology; and environmental inputs.

### 1.3: Social support

We'll use the term "social support" to refer to perceived social support moving forward for the sake of clarity". Social support, also known as the buffering-effects model, is envisaged to be engaged when the receivers face excessive stress and to bring overall advantages to their well-being (i.e., the primary effects model) (Sewitch, 2001). In other words, those who perceive support as being more present are less likely to experience unfavourable conditions and are better able to handle stressful events when they do arise.

According to Lazarus and Folkman, having someone who will accompany you through difficult moments might help you overcome stress more readily. It aids in dealing with the wonders of the person suffering from despair, addiction, sorrow, and solitude. Simple approaches, such as group discussions, calling a friend or a therapist, or sharing the everyday problems of living with your parents or spouse, can help you adjust to and deal with life pressures without feeling overwhelmed (Chowdhury, 2021).

Family and friends are frequently regarded as the most important sources of social support for adults, followed by spouses (Gariépy et al., 2016), though parental support is most important for kids and teenagers. A family is seen as a social unit that is surrounded by networks of both informal and formal social support.

### 1.3.1: Perceived social support

Based on many events and interactions, Hobfoll (2009) suggested that perceived support processes sum up the perceptions of reality that have come together. In comparison, the most recent and specific support episodes, which do not necessarily reflect the general

pattern of attachments with other individuals, have been measured by support measures. The measurement of both received and perceived social support has issues. The thinking of participants may affect the answers to statements about perceived social support that might deform reality (Henderson, 1985). A perception is not an actual social environment, but a reflection of personality attributes (Paykel, 1994, Sarason, et al 1986). However, it may also be feasible that results of social support acquired, for example, in the last 12 months, may be subject to recall bias.

Perceived social support is more important for health practices than actual social support (Cohen & Wills, 1985). Support resources cannot be used if they are not perceived. The consequences of perceived social support are better established than actual support for prosperity. (Cohen and others, 2000). Social support shields a person from the negative effects of aggressive stress. Social support may theoretically aid in trauma healing.

#### **Social support and personality traits**

Adaptive personality traits with reduced aggression, reduced neuroticism, and increased optimism progressed social support. People stay healthy if there are no health-related stressors, such as losing their job or being overweight. The traits of an adaptive personality are associated with perceived support. Offering assistance to others has benefits and drawbacks. Long-term care is necessary for chronic stressors, which also cause anxiety, depression, and mortality. Offering assistance to friends, family, and neighbours, or providing partners with emotional support, demonstrates empathy.

Previous studies have shown that perceived social support was significantly associated with personality traits, particularly extraversion, agreeableness, or emotional stability. These associations are well established across the lifespan (Pierce, et al., 1997; Swickert, 2009). Indeed, from childhood to old age, relationships that individuals maintain with others are related to individual differences in personality traits (Caspi et al., 2005). Personality traits that define interaction styles can predict social interactions, available social support and perception. However, a supportive social context might also predict personality traits by giving individuals the opportunity to develop social skills, maintain social contacts and thus also foster prosocial behaviour. This latter possible relationship has been minimally studied in the literature for two reasons: the lack of longitudinal studies on the relationship between personality traits and perceived social support, and a lack of consideration of the contextual perspectives of personality development. Furthermore, personality develops quite slowly during adulthood (e.g. Terracciano, et al., 2005); this co-development should be studied over a relatively long period.

#### **1.4: Social anxiety**

Anxiety is an unpleasant state that is associated with feelings of uneasiness, apprehension, and heightened physiological arousal. According to Freud, it arises when there is an unconscious conflict between the id's and superego's desire regarding how to satisfy a need; the ego, caught in the middle, reacts by creating a feeling of anxiety. Anxiety is differentiated into (a) State Anxiety, which is a transitory emotional reaction to the individual's perception of a threatening or dangerous situation, and (b) Trait Anxiety, which is a relatively stable tendency to interpret situations as a threatening or dangerous and to react to them with anxiety.

##### **1.4.1: Social interaction anxiety**

According to the stated graduate attribute "social interaction" is: "A capacity to relate to and collaborate with others to exchange views and ideas and to achieve desired outcomes through teamwork, negotiation and conflict resolution" ("GGraduate Attributes at Murdoch University, 2015).

Social interaction anxiety is defined as the fear and avoidance of meeting, and interacting, and expressing oneself with others (Martick & Clarke, 1998), most of us experience some level of social unease when we feel scrutinized by others, such as while speaking in public or presenting at meetings. This fear is almost invariably provoked by the fireguard situations, which are avoided or endured with severe distress, and interferes significantly with personal, occupational, and social functioning (American Psychiatric Association, 2013). In some severe cases, social interaction anxiety has led to more extreme anxiety and complete social withdrawal (Goberman, 2011).

##### **1.4.2: Social anxiety disorder**

Social anxiety disorder (formerly termed "social phobia") is a much more common problem than past estimates have led us to believe. Millions of people all over the world suffer from this devastating and traumatic condition every day, either from a specific social anxiety or from a more generalized social anxiety. In the United States, epidemiological studies have recently pegged social anxiety disorder as the third largest psychological disorder in the country, after depression and alcoholism. It is estimated that about 7% of the population suffers from some form of social anxiety at present. The lifetime prevalence rate for developing social anxiety disorder is 13-14%.

Social anxiety is a pervasive condition characterized by irrational thoughts and persistent fears towards social interaction. A person with social anxiety, who is exposed to a social situation, may expect to be scrutinized or judged by others (Alonso et al., 2004). Those affected by social anxiety may fear acting in a way that is socially embarrassing or offensive (American Psychiatric Association, 2013). Prior studies have shown that social anxiety is not only maladaptive but a prevalent mental

health problem among university students (Abdollahi & Talib, 2014, 2016; Abdollahi, 2019). Therefore, research related to social anxiety and other related factors plays a significant role in understanding social anxiety in young adults. This study aimed to explore the mediating role of social support in the relationship between personality and social anxiety among emerging adults.

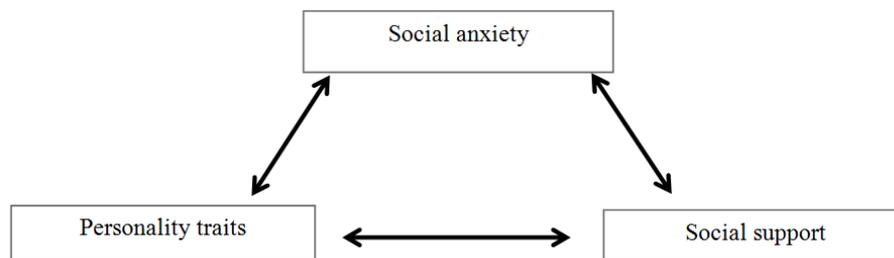
### Social anxiety in adults

Studies also indicate younger individuals are disproportionately affected by social anxiety, with prevalence rates at around 10% by the end of adolescence. With 90% of cases occurring by age 23. Higher rates of social anxiety have also been observed in females and are associated with being unemployed, having a lower educational status, and living in rural areas. Leigh and Clark have explored the higher incidence of social anxiety in younger individuals, suggesting that moving from a reliance on the family unit to peer interactions and the development of neurocognitive abilities including public self-

consciousness may present a period of greater vulnerability to social anxiety. While most going through this developmentally sensitive period are expected to experience a brief increase in social fears, Leigh and Clark suggest that some who may be more behaviorally inhibited by temperament are at greater risk of developing and maintaining social anxiety.

The theme of the study was all about personality traits, social anxiety and social support in emerging adults and its impact on their personal and social life. The research purpose was mainly to find out social anxiety in emerging adults and measure their relationship with personality traits and social support. So this study was an initial step to explore the relationship between these three variables with their demographic variables. This research will help in understanding how important is social anxiety and social support and due to lack of social support what kind of social situations emerging adults usually face in their routine life and how they deal with their emotions.

### 1.5: Theoretical framework



### LITREATURE REVIEW

The current study was designed to explore and investigate the relationship between personality traits and social support associated with social anxiety in emerging adulthood. The following section outlined the previous international and indigenous literature to relate it to the present study and to highlight the unique combination of variables. Everyone has a distinct personality and is distinctive in their way. According to the Big Five personality trait model, These factors determine the traits which a person develops in the course of development. However, each individual possesses unique qualities that are most likely to shape our mental health. Furthermore, certain traits influence people's attitudes, societal support and social anxiety. Researchers postulated that personality traits and social support help individuals manage societal issues and social anxiety.

### Emerging adulthood theory

"Starting in 1995, psychologist Jeffrey Jensen Arnett, PhD, interviewed 300 young people ages 18 to 29 in cities around the nation over five years, asking them questions about what they want out of life." While interviewing these young adults, he found that many of them in this age range had similar things to say about the stage of life that they were in even though each of the participants was coming from different situations and

environments. While interviewing young adults, Jeffrey Arnett found five repeated themes and characteristics as distinctive and pertinent to this stage of emerging adulthood. Below, these characteristics and why Jeffrey Arnett felt they distinguished this developmental period are discussed.

#### The age of exploration

During this time of life, Arnett found that many of his participants were in a stage of trying to figure out who they were and who they wanted to be.

#### The age of instability

Arnett found that moving back and forth from college to a legal guardian's home, moving to become independent, or moving because of involvement with a romantic partner characterizes this stage of life. During this stage of life, work, school, and love are very unstable and susceptible to change.

#### The age of self-focus

"During these years, emerging adults focus on themselves as they develop the knowledge, skills, and self-understanding they will need for adult life." Because those in this period of life haven't settled down yet and don't have others depending on them.

### The age of feeling in between

Emerging adults "regard themselves as being neither adolescents nor adults, in between the two but not really one or the other." This feels like an awkward time of life as these emerging adults have control and independence, yet they may still be relying on their parent's insurance, housing, and groceries. They can do many things by themselves and hold their own lives but aren't quite at the stage where they can do it all.

### The age of possibilities

During this stage of life, young adults are very optimistic about their possibilities and opportunities.

### Five-factor model

It is significant to note the Five Factor Model's components here even though its history is covered elsewhere in this wiki. The Five Factor Model enumerates the most prevalent linguistic psychological characteristics that distinguish persons (Poropat & Corr. 2015). The "Big Five" are the five broad feature dimensions or domains that make up the five-factor model of human personality. There are five sections in the trait model. Characteristics of a person's personality are thought, feeling, and behaviour patterns that are mostly constant throughout their lifetime (Widiger & Costa, 2013).

These attributes include agreeableness, reflecting immodesty and accommodating qualities, conscientiousness, dutiful, diligent, and orderly, emotional stability, relaxed, balanced, and patience, though this trait is frequently referred to by its opposing pole, neuroticism; moody, ruminating, irritable, extraversion; outgoing, sociable, active and openness; curiosity about and tolerance for diverse cultural and intellectual experiences, and curiosity about and tolerance for one's prejudices (Epstein, 2010).

The term "Big Five" should not be taken to mean that only five particular personality characteristics may be used to assess personality differences. A wide variety of personality qualities are represented by the Big Five model, and each dimension is made up of several distinctive and specialized personality features (John et al., 2008).

Several more specific aspect features, which manifest themselves in diverse ways through distinct activities, are used to explain each of the Big Five dimensions (Leary & Hoyle, 2009). The model that is now utilized and recognized the most is the Five Factor Model (the "Big Five") developed by McCrae and Costa Jr. in 1999 (Cobb-Clark, 2012). The Big Five are intended to provide a comprehensive map of persistent personality traits. (Stake & Eisele, 2010). The Big Five model has gained prominence in recent years as a valuable framework for studying individual personality differences (Matthews et al., 2003; Furnham & Cheng, 2019). Numerous studies in personality psychology

conclude that neuroticism, extraversion, openness, agreeableness, and conscientiousness are the five fundamental personality traits that may be used to explain personality (McCrae & Costa, 2008).

The Five Factor model, also referred to as the Big Five model, is essential because it (a) helps to classify personality traits in a meaningful way, (b) provides a framework for doing research, and (c) incorporates nearly all personality traits. One of the most studied personality theories today, research on the Big Five personality traits took off in the 1980s (Judge & Ilies, 2002).

Based on the five-factor theory of personality, since personality is innate, an individual's personality is largely unchanged throughout life. Personality traits are not likely to be a result of an individual's surroundings due to their inherent nature. Instead, how a person's personality traits are manifested is mediated by their surroundings. It makes sense to think that a person's personality is suitable for a particular employment since the belief that personality is stable over time and does not change as a result of the environment. For instance, it is exceedingly improbable that a teacher's personality will change if he scores poorly on conscientiousness and exhibits sloppy, lazy, and unreliable actions, regardless of experience (McCrae et al., 2008).

### Relationships Between Personality and Social Anxiety

Personality has been shown to have an important role in whether one experiences social anxiety (Abdollahi et al., 2016, 2019, Luciano et al., 2010). Previous studies have documented that extra-version is negatively associated with social anxiety (Costache et al., 2020; Kaplan et al., 2015; Kuntze et al., 2016; Levinson et al., 2011; Shi et al., 2015; Vrecke & Muris, 2012; Watson & Naragon-Gainey, 2014). People prone to extraversion tend to participate in high-stimulus environments and social activities that reduce the chances of the occurrence of social anxiety (Kaplan et al., 2015, Naragon-Gainey et al., 2009). In other studies, researchers have tried to explain the negative association between openness to experience and social anxiety (Watson & Naragon-Gainey, 2014). Similar to extra-version, openness to experience is documented as relating to behaviour that involves seeking challenges with different, exciting experiences, and sensations (Garcia et al, 2005). Therefore, individuals prone to openness, experience social anxiety less frequently.

Prior research has established that agreeableness is negatively associated with social anxiety (Glinski & Page, 2010). Since trust is the main characteristic of the agreeableness trait, there is a lower chance that individuals with high levels of agreeableness would have social anxiety because they tend to be more altruistic and less sceptical than other individuals (Glinski & Page, 2010) Another research study demonstrated that conscientiousness was negatively associated with social

anxiety (Watson & Naragon-Gainey, 2014). They found that individuals of high conscientiousness were goal-driven and had a greater tendency to be guided by social norms, and self-competence. and social discipline (Glinski & Page, 2010). Taken together, it seems that individuals high in agreeableness and conscientiousness are buffered against social anxiety and, similarly, studies have shown that individuals high in trait neuroticism have a higher chance of experiencing social anxiety (Naragon-Gainey & Watson, 2011; Scott et al., 2017). It may be that these individuals are more likely to experience fear of negative evaluations under stressful situations and prefer solitary pursuits rather than social activities (Glinski & Page, 2010).

Similarly, studies have shown that individuals high in trait neuroticism have a higher chance of experiencing social anxiety (Naragon-Gainey & Watson, 2011, Scott et al., 2017) It may be that these individuals are more likely to experience fear of negative evaluations under stressful situations and prefer solitary pursuits rather than social activities (Glinski & Page, 2010).

### **Social Support**

The essential part of the environment is social support and a reported origination with positive well-being preparation. The available social belongings that are pronounced by people in unmistakable and are conveyed by non-experts in the structure of formal car groups and camel-encouraging connections Coben, Underwood and Gontich (2000). The origination of social help begins with clinical and restorative training, especially in the structure of commending with emergencies and issues, and social brain research imagined that is necessary for social trade and social connections. Sek, (2003) among the many, principally the operational portrayal of social guide, the general characterization which treats support as the quantitatively accessible system of colleagues giving a feeling of relational connections, security and acknowledgement and the likelihood of increasing different gatherings of help in troublesome conditions is the best direction to the ongoing issues right now. Sek, (2004). Social help can be named by deciding its different measurements (groupings) of which the most fundamental is to accentuate the basic and utilitarian help.

Basic help may be eluded by five markers: consistency and homogeneity, thickness, informal community size, recurrence of connection and accessibility of contacts. The recommended size of the social relative's systems is a fairly accessible number of people who can be a source of support and a sense of community. The segment and social comparability, as well as the joint experiences of the correspondence partners, illustrate the degree of uniformity and consistency of the support. The degree of dependency that exists between partner relationships is understood as the thickness of deals. According to Sek (2004), the frequency of contacts is determined by the total number of contacts for each period of time. Help is

available in terms of quantity, distance, and ease of initiating contact.

### **Sources**

To cope with a variety of problems social support can be described as providing assistance and comfort to individuals. Support comes from different sources like interpersonal relationships, neighbours, religious groups, support groups, family members and friends. Supports the individual and his/her social development by peers through mutual sharing of social, personal and moral ideas (Turner, 1999). (Antonucci & Jackson (1987)) clarify the concept of care and acceptance that was exposed by social support. Three categories of social support were evaluated: support perceived, support behaviours (support received) and those who provide support. The availability and acceptability of support is the subjective assessment of perceived social. Influential and emotional support is the behaviour that designates the received social support. A social support network is established through resources (Wu and Hart, 2002).

### **Dimensions**

Numerous studies have demonstrated that social support has two crucial dimensions: perceived and received. Perceived social support refers to the possibility of accessing social help, whereas received social support refers to the resources provided for support during a given time period (Dunkel and Bennett, 1990). Uchino (2009) asserts that social assistance refers to the relationships that result from people receiving more social support from one another. Previous studies show that social assistance, emotional stability, and well-being more especially, psychological well-being are routinely advised.

### **Personality Traits and Perceived Social Support in Adulthood**

Many cross-sectional studies have investigated the relationships between personality traits and perceived social support during adulthood. Halamandais and Power (1997) conducted a study with university students and noted that extraversion was significantly related to perceived social support; extraversion was the only variable that predicted perceived social support beyond neuroticism (emotional stability). Indeed, the positive link between emotional stability and social support is very well documented, and emotional stability is supposed to contribute to smoother interpersonal relationships that foster social support. In 2002, Swickert, Rosentreter, Hittner, and Mushrush confirmed that extraversion and perceived social support were positively related in a similar sample. In a study conducted with male police officers in Singapore, Tong and colleagues (2004) found that agreeableness, extraversion, and openness contributed independently to several aspects of social support in three ethnic groups, namely, Chinese, Indians, and Malaysians. Finally, Branje, Lieshout, and van Aken (2005) conducted a study on the relationship between agreeableness and perceived social support in

family relationships with a sample of Dutch two-parent families with two adolescents. They found that more agreeable family members are also more supportive, both across relationships and within relationships.

More recently, Swickert Hittner, and Foster (2010) observed that the interaction between extraversion, neuroticism, and openness predicted perceived social support in a sample of college students. This study provided evidence that to understand perceived social support, it is necessary to go beyond the examination of simple bi-variate correlations between personality traits and perceived social support. In sum, all of these cross-sectional studies confirmed that the personality traits defining the interpersonal style as well as other traits, such as emotional stability, are quite strongly associated with perceived social support.

### Theory

Social investment theory states that investing in normative social roles (e.g., work, family, community) during young adulthood can influence personality trait change (Roberts, Wood, & Smith, 2005). This theory of personality development emphasizes the role of experiences in universal social roles in adulthood. The social investment theory explains that the increase in agreeableness, conscientiousness and neuroticism is the result of endorsed social roles. This would explain why individuals tend to become more socially adapted during adulthood. Bleidorn, Klimstra, Denissen, Rentfrow, Potter, and Gosling (2013) conducted a cross-cultural study with adults and showed that in cultures adopting earlier adult roles, earlier personality maturation was found regardless of age. Hudson and Roberts (2016) revealed that changes in social investment at work were simultaneously related to changes in conscientiousness and agreeableness, and age did not moderate the link between them. This relationship underlines the influence of job experiences on personality development across the lifespan.

The personality-relationship transactions theory (Neyer et al. 2014) is one of the theories that highlight the possible reciprocal influence existing between personality traits and social environments. This paradigm puts forward the idea of a reciprocal transaction between personality and social relationships: individuals, based on their personality, create, maintain, and change their social environment, which in turn influences their personality as the individuals adapt to social role expectations. Moreover, according to this theory, relationships impact personality development in the context of normative life transitions that are highly regulated by social expectations.

Based on this theory, Lehnart et al. 2010 investigated the effect of entering into the first long-term romantic relationship on personality trait development over eight years across young adulthood. They found that entering into a romantic relationship was related to a decrease in

neuroticism. If personal experiences, social roles and relationships can influence personality trait development, then perceived social support, which is not only a proxy of the quality of social relationships but also of a resource that can help to meet social challenges during middle adulthood, could predict personality traits by adapting to social role expectations and developing social skills. Therefore, the relationship between personality traits and perceived social support could be not only unidirectional but also reciprocal. One study already supports this perspective and has shown that perceived social support increased conscientiousness seven months later, and not vice versa, in a sample of elderly persons (Hill et al. 2014). The authors highlighted the benefits of perceived social support in old age on the conscientiousness dimension, which is linked to positive outcomes such as better health and higher well-being.

### Social anxiety

According to APA, (2013) an individual's daily activity is working effectively then this is identified as social anxiety disorder SAD. This condition is better explained by the avoidance and interaction fear with family, friends and other daily routine individual interactions. According to the calculation of APA back in 2006, approximately 12.1% of individuals in the United States of America are facing social interaction anxiety lifetime. With every age and both male and female. Moreover, about 7.1% of adult populations every year are reported as having problems in social interaction. Out of every 4 individuals are significantly face the fear of interaction in life duration. To be diagnosed with social anxiety disorder, a character report an impairing fear of a couple of social situations that has continued for at least six months (Ruscio et al., 2008). Many human beings who are suffering from social anxiety disorder interact with an individual with new individuals eight or more situations are identified initially that create a mess in social interaction. Such as new individuals, going on a date, visiting a new person, or stranger, facing a new class, conversation with a celebrity, presentation in front of people and facing a huge crowd.

### Symptoms

When confronted with a potentially dangerous situation, persons suffering from social anxiety may feel some of the following symptoms:

#### 1. Negative Thoughts

People who suffer from social anxiety disorder frequently have negative ideas about themselves (for example, I'm not going to hear) as well as how other people will react to them (for example, the other one also thinks I'm odd). In social circumstances, people with social anxiety disorder prefer to focus on themselves. I'm going to say something, you stupid, for example, I'm going to be concerned about you as well, you must see, for example, They're not going to like me, the Others will think I'm an idiot, I'm going to offend someone, or

no one is going to talk to me (National Collaborating Centre for Mental Health, 2013).

## 2. The Physical Symptoms

People with social issues may exhibit unpleasant visual indications of worry, such as flushing or trembling. For example, the heart, stomach upset, tremors, choking sensation, perspiration, flushing, tremor, dry mouth, trouble breathing, nausea, light headache, dizziness, headache, blurred vision, and we call on urine, among other symptoms (National Collaborating Centre for Mental Health, 2013).

## 3. Avoidance and Safety Behaviors

People suffering from social anxiety disorder sometimes strive to avoid or avoid social situations. If they are in a social position, they will generally do whatever to make themselves.

Most researchers believe that the main feature of SAD was to collect extra worms. The thing about maybe I am not negatively judged by any society member, always thinking about this. Rejection and judgment from others are always in your mind (Watson & Friend, 1969). This is the first concept that researchers have adopted and concluded by their researchers. By searching more and more about this topic more facts are revealed. Recently researchers have adopted the conclusion that the human being with SAD is connected with the evaluation of superb and poor judgment. Moreover, concern about being positively judged by society is also a thinking pattern of an individual with social anxiety disorder persons. (Weeks, Heimberg, & Norton, 2008). Fear of being judged negatively and talking about your personality both are fears of individuals with social anxiety (Weeks, Heimberg, two Goldin, & Gross, 2012). However, the level of worry is different between different individuals.

### Birth order and social anxiety

In all sibling which number you are born is identified as your birth order. It has an impact on social support and also an impact on social phobia because many studies have identified this. There should be nice In the shyness and social anxiety among the firstborn individuals. It is also identified in late-born children (Hudson, & Rapee, 2000). Anxiety in society may increase due to the pressure of place of birth maybe this is firstborn children to succeed or because the child has a lack of interaction. Moreover, other researchers indicate that from the researchers that first-born young babies have shoeless anxiety characteristics as compared to other siblings. (Gates, Lineberger, Crockett, & Hubbard, 1988) and the more than in adults increase in fearlessness in adults is also correlated with birth order in sibling-ship. (Croake, Myers, & Singh, 1987). That is the reason date of birth, several siblings and birth order are very important in the case history of any treatment.

A prior study examined the relationship between birth order and anxiety regarding the transition from high school to becoming a university student. Participants were categorized based on their biological birth order, psychological birth order, and living location. Participants' state anxiety, trait anxiety, and self-esteem were measured and analyzed for predictable patterns in birth order and anxiety level. No statistically significant results were observed but results trended towards middle children scoring lowest on anxiety and self-esteem, youngest children scoring highest on anxiety and self-esteem, and firstborn and only children scoring similarly on anxiety but only children having slightly lower self-esteem. Results were consistent with past research which explains this phenomenon by the type of perfectionism fostered by being in a particular birth order.

### Perceived Social Support and Social Anxiety

Prior research has indicated that social anxiety symptoms are often associated with challenges specific to interpersonal interactions with others, difficulties in forming relationships, and having an extensive social network. Research has noted that social anxiety is also associated with lower perceived social support (Caslyn, et al., 2005; Barnett et al., 2020), Cross-sectional research has demonstrated that individuals with more severe social anxiety report having lower perceived social support than individuals with less severe social anxiety.

### Theories

In evaluating the relationship between social support and social anxiety, there has been some debate centering on two specific theories, the first being the social causation model, which indicates that a lack of social support is a causal factor for social anxiety. We'd The second is the social selection model, which states that social anxiety is the causal factor for social support levels. Research on these two models led to a reciprocal effects model in which the relationship between social support and social anxiety is mostly reciprocal, with more socially anxious individuals perceiving themselves to have less support and the perception of a paucity of social support increasing an individual's social anxiety (Calsyn et al... 2005; Barnett et al., 2020), Prior research has also indicated that perceived social support is far more dependent on the degree of satisfaction an individual feels than the size of a ton individual's social network (Barnett et al., 2020). Similarly, Torgrud and colleagues (2004) research results demonstrated that deficits in perceived social support were associated with social phobia. Additionally, the study postulated that lower social support levels associated with social phobia might contribute to the development of co-morbid conditions (Torgrud et al., 2004).

Social support refers to the experience of being valued, respected, cared about and loved by individuals present in a person's life (Roohafza et al., 2014) Research on gender differences in perceived social support has been

somewhat inconclusive, with some studies citing that women may provide and receive more social support than men (Barnett et al., 2020; Soman et al., 2016). Prior studies have indicated that women tend to disclose more frequently and seek out emotional support on a more consistent basis than men, thus, having a greater perception of social support (Barnett et al., 2020; Neff & Karney, 2005). No studies to date have examined the relationship between personality traits, social support, and social anxiety. Social Support and personality traits

### Social anxiety in adults

Social anxiety is a fast-growing phenomenon which is thought to disproportionately affect young people. In this study, researchers explore the prevalence of social anxiety around the world using a self-report survey of 6,825 individuals (male = 3,342, female = 3,428, other = 55), aged 16–29 years ( $M = 22.84$ ,  $SD = 3.97$ ), from seven countries selected for their cultural and economic diversity: Brazil, China, Indonesia, Russia, Thailand, US, and Vietnam. The respondents completed the Social Interaction Anxiety Scale (SIAS). The global prevalence of social anxiety was found to be significantly higher than previously reported, with more than 1 in 3 (36%) respondents meeting the threshold criteria for having Social Anxiety Disorder (SAD). Prevalence and severity of social anxiety symptoms did not differ between sexes but varied as a function of age, country, work status, level of education, and whether an individual lived in an urban or rural location. Additionally, 1 in 6 (18%) perceived themselves as not having social anxiety, yet still met or exceeded the threshold for SAD. The data indicate that social anxiety is a concern for young adults around the world, many of whom do not recognize the difficulties they may experience. A large number of young people may be experiencing substantial disruptions in functioning and well-being which may be ameliorated with appropriate education and intervention.

### 2.1: Rational

The literature revealed that there are lack of research available in Pakistan and other countries on specific links with personality traits, social support and social anxiety among emerging adults. Emerging adults have to play roles in society moreover social support and their personality traits will somehow help them to deal with society roles, social anxiety and social issues. Moreover, as an extrovert personality and with high social support person will easily cope with social anxiety and societal problems. Therefore, this study was carried out to fill this gap to enhance the knowledge towards personality traits, social support and social anxiety in emerging adults.

### 2.2: Research problem

- What is the relationship between society anxiety, personality traits and social support in emerging adults?
- Are there any gender differences in link with personality traits, social anxiety and social support in emerging adults?

### 2.3: Aims

The Aim of doing research is to find out the relationship between personality traits, social anxiety and social support in emerging adults. To check out whether adults with anxiety have social support or not. To investigate that the person with high extraversion has social anxiety. it is also to bring awareness around us and make a change. We cover all the factors like extraversion, openness, neuroticism, conscientiousness, and agreeableness.

### 2.3.1: Objective

- To find out the relationship between personality traits, social support and social anxiety in emerging adults.
- To investigate gender differences between personality traits, social anxiety and social support among emerging adults.

### 2.4: Hypothesis

- There will be a significant relationship between personality traits, social support and social anxiety in emerging adults.
- There will be significant gender differences between personality traits, social support and social anxiety in emerging adults.

## METHODOLOGY

The aim of the study is to find the relationship between personality traits, social anxiety and social support among young adults.

### 3.1: Research Design

The Cross-sectional research design will be used for my topic to examine the relationship between Personality traits, social anxiety and social support between males and females.

### 3.2: Sample and Sampling Strategy

Through random sampling 200 participants will be contacted. Two groups are made 100 male and 100 female.

### 3.3: Inclusive criteria of research participants

- Participants between the ages of 18 to 29 will be selected for this study.
- Young adults of Punjab.

### 3.4: Exclusion criteria of Research participants

- Disable persons.
- Adults below 18 age and above 29 age.

### 3.5: Operational definition of variables

Operational definition of personality traits, social anxiety and social support is given below:

#### Personality traits

Personality traits reflect people's characteristic patterns of thoughts, feelings, and behaviours.

An individual's behaviour towards others, attitude, characteristics, and mindset make his personality. Personality development is defined as a process of enhancing one's personality (Gordon Allport, 1967).

### Social support

Social support can be considered as a measure of people's trust in the availability of enough help when they need it or it may take the form of real assistance provided by others. Support might come from a variety of people and places, including friends, family, pets, groups, coworkers, etc. (Cohen et al., 1984).

### Social anxiety

Social anxiety disorder is a marked fear or anxiety about one or more social situations in which the individual is exposed to possible scrutiny and negative evaluation of others. The social situations almost always provoke fear or anxiety, and the social situations are avoided or endured with intense fear or anxiety (American Psychiatric Association 2013).

### 3.6: Assessment measure or tools

Following measures are used to collect data:

1. Multidimensional social support scale (MPSS)
2. Social interaction anxiety scale (SIAS)
3. Big five personality inventory (BF-10)
4. Demographic sheet

### Mpss

The Multidimensional Scale of Perceived Social Support (MSPSS) (Eker, Azkar and Yaldiz, 2001; Zimet, Dahlem, Zimet et al., 1988) was utilized keeping in mind the end goal to indicate the social help assets for families who have a youngster with extreme introvertedness, MSPSS is a scale and was produced by Zimet et al. (198) in USA and which is anything but difficult to utilize, shaped by 12 things and it assesses emotionally the social help of three unique assets (family, companion and critical other). It incorporates social help assets related the three gatherings and every one of them comprises four things Recommended sub-scale structure incorporates bolster from "Family", "Companion" and "Critical other". Inner consistency and test re-test relationships of scale and sub-scales are adequate.

### Sais

The Social Interaction Anxiety Scale (SIAS) is a self-report scale that measures distress when meeting and talking with others and widely used in clinical settings and among social anxiety researchers. The measure assesses social anxiety disorder, which is fear or anxiety about one or more social situations where the individual is subject to possible scrutiny. The SIAS consists of 20 items that are rated on a 5-point Likert scale ranging from "not at all characteristic of me" to "extremely characteristic of me." Items are self-statements describing reactions to social interactions in dyads or groups. A total SIAS score is generated by summing the

ratings after reverse scoring three positively worded items. (Mattick & Clark, 1998)

### Bf-10

Big Five Inventory as part of the DiF study the personality of each participant was assessed with the validated. Dutch version (Denissen, Geenen, van Aken, Gosling, & Potter, 2008) of the Big Five Inventory (BFI, John & Strivastava, 1999). Short personality test: 44 items, 10-15 min. Commonly used tool to assess personality. Measures the Big Five factors of personality (Goldberg, 1990; Widiger & Trull, 2010). A subset of the responses was used in this analysis to assess the BFI-10.15-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). 14 items were reversed before any analysis. 10-item tests sometimes are even better than the traditional and longer BF tests (Furnham, 2008).

### Demographic Sheet

The demographic sheet will collect data about variables that could possibly affect the results.

It will contain information related to name, age, gender, birth order, education, institute, etc. will be administered only to emerging adults.

### 3.7: Procedure

First, the topic of the research study was selected, and all the scales were searched. Then a framework of the research is made including inclusion, exclusion, population, hypothesis, sampling technique and sampling design. The data will be collected from young adults. They will be informed about the aim and objective of the study along with the risks and benefits involved. They will be given details about voluntary participation and their right to withdraw anytime. Once the informed consent is taken, they will be asked to fill out a demographic sheet according to the instructions mentioned. Participants will be assured of their confidentiality and privacy. The results obtained will be then analyzed using Statistical Packages for Social Sciences (SPSS-21) to test their significance.

### 3.8: Proposed Statistical Analysis

The data will be analyzed in Statistical Package for Social Sciences (SPSS) In descriptive statistics scores will be computed. Correlation will be used to find out the relationship between variables. T-test will be used to check if there is difference between the two means or groups.

### 3.9: Ethical Consideration

- Informed Consent will be taken from participants after giving a description of the purpose and objectives of the study.
- Their right to withdraw from study at anytime will be informed.
- The nature of the study will be described in detail.
- Research ethics will be followed.
- They will be thanked for their participation.

## RESULTS

This section defines the investigation of data, understanding and debate of results in detail. Before investigation statistics were screened carefully. The result was divided into two parts first part covers the descriptive inquiry and the second part looks at inferential statistics in detail including correlation and t-

test analysis. The preliminary and highest noteworthy step is statistical examination is descriptive enquiry. A descriptive study was shown to assess the statistics distribution, outliers, variables associations, and types and delivers an overview for additional statistical investigation containing mean, standard deviation, variance and reliability in tabular form.

### 4.1: Table 1: Frequency Distribution.

Demographics variables	f	%
Gender		
Male	100	50
Female	100	50
Birthorder		
First	75	37.5
Mid	48	24.0
Last	77	38.5
Education		
Bachlors	182	91
Masters	8	4
Intermediate	1	0.5
Matric	9	4.5
Institute		
Government	195	97.5
private	5	2.5
Family system		
Nuclear	133	66.5
Joint	67	33.5
Economic status		
Low	6	3
Middle	181	90
High	13	6.5

Table 4.1 shows, the demographics frequencies. The results revealed that emerging adults are first and last in birth order enrolled in bachelor's degrees in private

universities and belong to middle-class families and living in the nuclear family system.

### 4.2: Table 2: Descriptive statistics.

Variables	N	M	SD	Minimum	Maximum
MPSS	200	61.1	11.9	14	84
Male	100	59.9	9.9		
Female	100	62.2	13.6		
SAIS	199	34.3	16.8	0	75
Male	99	35.1	14.7		
Female	100	33.6	18.7		
Extroversion	200	5.8	2.0	2	10
Male	100	6.0	1.9		
Female	100	5.7	2.1		
Conscientiousness	200	6.1	2.0	2	10
Male	100	6.3	2.1		
Female	100	6.0	1.9		
Agreeableness	200	6.8	1.7	2	10
Male	100	6.7	1.7		
Female	100	6.9	1.8		
Neuroticism	200	5.7	2.2	2	10
Male	100	5.4	2.0		
Female	100	6.0	2.3		
Openness	200	6.6	1.5	2	10

Male	100	6.7	1.6		
Female	100	6.4	1.5		

Table 4.2 shows, the result of mean and standard deviation of the study variables. The findings of result demonstrated that in the current study, the mean and

standard deviation of MPSS is 61.1(11.9), SAIS is 34.4(16.8), EX is 5.8(2), CO is 6.1(2), AG is 6.8(1.7), NE is 5.7(2.2), OP is 6.6(1.5).

#### 4.3: Table 3: Correlation Matrix.

Variables	MPSS	SAIS	EX	AG	CO	NE	OP
MPSS	---	-.279***	.021	.26***	.102	-.244***	.082
SAIS		---	-.111	-.077	-.198**	.430***	-.040
EX			---	-.063	.195**	-.270***	-.067
AG				---	-.125*	.009	.120*
CO					---	-.292***	-.109
NE						---	.027
OP							--

Table 4.3: shows the results of the Pearson product-moment coefficient of correlation between study variables. The results demonstrated that MPSS have a significant negative relationship with SAIS and no relationship with extraversion, conscientiousness and openness to experience. SAIS have a significant negative relationship with conscientiousness and a significant positive relationship with neuroticism and no relationship with extraversion, agreeableness and openness to experience in a negative direction. Furthermore, we did not find a link between factors of personality traits.

from family, peers and society will help emerging adults to manage social situations. Lack of social support, conscientiousness and extraversion will cause social anxiety and neuroticism which affects the adult's personal and social lives.

#### 4.4: Table 4: Independent T Test

	Male (N-200)	Female (N-200)	t	P
	M(SD)	M(SD)		
MPSS	59.9(9.9)	62.4(13.6)	1.452	.148
SAIS	35.1(14.7)	33.6(18.7)	-.641	.197
EX	6.0(1.9)	5.7(2.1)	-1269	.206
AG	6.7(1.7)	6.9(1.8)	.787	.432
CO	6.3(2.1)	6.0(1.9)	-1.166	.245
NE	5.4(2.0)	6.0(2.3)	1.840	.067
OP	6.7(1.6)	6.4(1.5)	-1.218	.225

Table 4.8: shows the results of independent t-test analysis where no significant differences were found between males and females but only in neuroticism (NE) gender differences were found that males have a low level of neuroticism (M(SD)= 5.4(2.0), t= 1.8) then females.

## DISCUSSION

### 5.1: Findings

Emerging adulthood is a crucial phase of life that is strongly influenced by personality traits and social support. Emerging adulthood is commonly a university period and working period for adults where they have to play social roles and face different challenges like social anxiety, emotional instability and different social problems therefore strong personality traits like extraversion, openness to experience and social support

The purpose of the current study is to explore the relationship between personality traits, social support and social anxiety. The adaptive personality attributes are related to Perceived support. social support advanced with adaptive personality characters with less neuroticism. Previous studies have shown that perceived social support was significantly associated with personality traits, particularly extraversion, agreeableness, or neuroticism (Swickert, 2009, Pierce, et al., 1997;). But as my results show emerging adults who have high social support will have less neuroticism and high agreeableness but extraversion didn't have a significant relationship with social support and social anxiety also. We can say that there are different factors which effects the social support and extraversion relationship these factors include that you have strong personality traits like enough confidence and strong decision power that's make you extrovert whether you have social support or not and other one is low interaction ratio in society that's why you feel like you have social anxiety but you also have enough social support, that third factor include upbringing in middle east because middle east parents have stereotype that speaking less or having small interaction in society are considered as good manner so we can say that the individual's who have extraversion personality trait also possible that they have less support.

In this study we also don't find any significant relationship between social anxiety and extraversion because people often view extroverted people as outgoing and confident, and introverted people as more likely to experience social anxiety. However, extroverts can also be socially anxious. The actual meaning of introvert and extrovert has shifted in recent years. People tend to use extrovert for outgoing people and introvert for shy people. However, this is not necessarily correct.

Rather, the terms introvert and extrovert refer to where a person's energy and focus come from. So, we can say individuals with social anxiety also extrovert and the others reasons somehow same as social support and extraversion relation e.g, low interaction ration cause social anxiety but they also have strong personality traits which make them extrovert.

The results also indicates that openness to experience and agreeableness do have not any relationship. Another research study demonstrated that conscientiousness was negatively associated with social anxiety (Watson & Naragon-Gainey, 2014). studies have shown that individuals high in trait neuroticism have a higher chance of experiencing social anxiety (Naragon-Gainey & Watson, 2011; Scott et al., 2017) because It may be that these individuals are more likely to experience fear of negative evaluations under stressful situations and prefer solitary pursuits rather than social activities (Glinski & Page. 2010). similarly, the results also indicated a positive relationship with neuroticism and a negative relationship with conscientiousness.

According to theories, the social causation model and the social selection model, state that social anxiety is the causal factor for social support levels. Research on these two variables. Socially anxious individuals perceive themselves to have less support and the perception of a paucity of social support increases an individual's social anxiety (Calsyn et al... 2005; Barnett et al., 2020). results also indicate that social support and social anxiety have a significantly negative relationship. So we assume that social support will control our social anxiety and they have reciprocal relationships.

As we move further, results regarding gender differences in social anxiety, social support and factors of personality traits. Our study shows that there is no significant relationship between the comparison of males and females in social anxiety, social support and all factors of personality traits except neuroticism. Numerous studies have shown that women tend to score higher than men in terms of Neuroticism (Costa et. al., 322) similarly, also results indicate that women have higher neuroticism than men.

Contrary to expectations, this research indicates men and women did not differ on measures of social support. One of the research also indicates the same results Ham, L., Hayes, S. A., & Hope, D. A. (2005). Mean differences between men and women were not statistically significant in social anxiety. One of the research also shows that social anxiety does not have any comparison between males and females (Baloğlu M, Özteke Kozan Hİ, Kesici Ş(2018). One of the research shows that men scored moderately higher on the Activity dimension of Extraversion. Men scored higher in some facets of Extraversion such as Excitement Seeking, while women scored higher in other Extraversion facets such as Warmth. Comparisons at the aggregate level of

Extraversion and Openness are thus less meaningful (Chapman, et. al., (2007).

## 5.2: CONCLUSION

The main purpose of the study is to find the relationship between social anxiety, personality traits and social support. on the whole current research reveals that the emerging adults who receive social support have low levels of social anxiety. The factor neuroticism is higher in females than men and when an adult has anxiety they also have feelings of depression, and anxiety and face emotional instability. This study might help us understand the importance of social support.

## 5.3: Limitations

- The major limitation of the study was that the sample of the study should be collected from different cities of Pakistan to generalize the results.
- Most of the adults were not willing to participate due to their anxiety.
- Social performance scales should be entered to validate their social anxieties.

## 5.4: Implications of the research

It is important to understand personality traits, social anxiety and social support because it help us to understand the link between them and provide knowledge towards emerging adults. this study will help families to understand the importance of social support and the impact of social anxiety on their children. Through his evidence-based research psychologists conduct different workshops and seminars regarding the importance of social support.

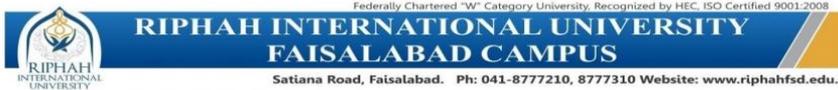
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## APPENDIX

Ref: Riphah-Fsd/Psy.23/1231

Date: 22-12-2023

**Subject: Permission for Data Collection****Respected Sir/Madam**

Ms. Kiran Shahzadi is a student of BS Applied Psychology in the 8<sup>th</sup> semester. She is conducting research entitled "**Personality Traits, Social Support and Social Anxiety Among Adults**" under the supervision of the undersigned which is the requirement to complete her degree. For her study, she wants to collect data from your institute. Your cooperation will be highly appreciated in this regard. For all ethical and financial concerns student will be responsible.

Dr. Muhammad Luqman Khan  
Associate Professor and Head  
Department of Psychology Riphah  
International University,  
Faisalabad Campus

**Copy is forwarded for Record to:**

1. Coordinator

**Consent Form**

Dear Respondent,

I am conducting the research to find out the "Emotional Regulation and Interpersonal Difficulties in University Students" for the partial fulfillment of my Bachelors degree. Your voluntary participation for this project is highly required. Participating in research does not lead to any psychological social or economical harm and all the collected information will only be used for the research purpose. You have the right to withdraw the research at any stage in case of discomfort. If you are willing to participate in the study than please fill the questionnaire according to the given direction.

Respondent signature: \_\_\_\_\_

Thank you for your cooperation.  
Researcher Maryam Sherwani  
Bachelors Applied Psychology

**Demographics**

Age: \_\_\_\_\_

Gender: \_\_\_\_\_

Birth order: \_\_\_\_\_

Education: \_\_\_\_\_

Department: \_\_\_\_\_

Institute: private/Government

Family System: Joint/Nuclear

Social economical status: Low/ Middle /Upper

## A Brief Version of the Big Five Personality Inventory.

### Big Five Inventory-10 (BFI-10)

Adapted from Rammstedt, B. & John, O. P. (2007). Measuring personality in one minute or less: A 10 item short version of the Big Five Inventory in English and German. *Journal of Research in Personality*, 41, 203-212.

**Instructions:** How well do the following statements describe your personality?

I see myself as someone who ...	Disagree strongly	Disagree a little	Neither agree nor disagree	Agree a little	Agree strongly
1. ... is reserved	(1)	(2)	(3)	(4)	(5)
2. ... is generally trusting	(1)	(2)	(3)	(4)	(5)
3. ... tends to be lazy	(1)	(2)	(3)	(4)	(5)
4. ... is relaxed, handles stress well	(1)	(2)	(3)	(4)	(5)
5. ... has few artistic interests	(1)	(2)	(3)	(4)	(5)
6. ... is outgoing, sociable	(1)	(2)	(3)	(4)	(5)
7. ... tends to find fault with others	(1)	(2)	(3)	(4)	(5)
8. ... does a thorough job	(1)	(2)	(3)	(4)	(5)
9. ... gets nervous easily	(1)	(2)	(3)	(4)	(5)
10. ... has an active imagination	(1)	(2)	(3)	(4)	(5)

## Multidimensional Scale of Perceived Social Support

Instructions: We are interested in how you feel about the following statements. Read each statement carefully. Indicate how you feel about each statement.

Circle the "1" if you **Very Strongly Disagree**  
 Circle the "2" if you **Strongly Disagree**  
 Circle the "3" if you **Mildly Disagree**  
 Circle the "4" if you are **Neutral**  
 Circle the "5" if you **Mildly Agree**  
 Circle the "6" if you **Strongly Agree**  
 Circle the "7" if you **Very Strongly Agree**

	Very Strongly Disagree	Strongly Disagree	Mildly Disagree	Neutral	Mildly Agree	Strongly Agree	Very Strongly Agree
1. There is a special person who is around when I am in need.	1	2	3	4	5	6	7
2. There is a special person with whom I can share joys and sorrows.	1	2	3	4	5	6	7
3. My family really tries to help me.	1	2	3	4	5	6	7
4. I get the emotional help & support I need from my family.	1	2	3	4	5	6	7
5. I have a special person who is a real source of comfort to me.	1	2	3	4	5	6	7
6. My friends really try to help me.	1	2	3	4	5	6	7
7. I can count on my friends when things go wrong.	1	2	3	4	5	6	7
8. I can talk about my problems with my family.	1	2	3	4	5	6	7
9. I have friends with whom I can share my joys and sorrows.	1	2	3	4	5	6	7
10. There is a special person in my life who cares about my feelings.	1	2	3	4	5	6	7
11. My family is willing to help me make decisions.	1	2	3	4	5	6	7
12. I can talk about my problems with my friends.	1	2	3	4	5	6	7

### Social Interaction Scale

**Instructions:** For each item, please circle the number to indicate the degree to which you feel the statement is characteristic or true for you. The rating scale is as follows:

- 0 = **Not at all** characteristic or true of me.  
 1 = **Slightly** characteristic or true of me.  
 2 = **Moderately** characteristic or true of me.  
 3 = **Very** characteristic or true of me.  
 4 = **Extremely** characteristic or true of me.

CHARACTERISTIC	NOT AT ALL	SLIGHTLY	MODERATELY	VERY	EXTREMELY
1. I get nervous if I have to speak with someone in authority (teacher, boss, etc.).	0	1	2	3	4
2. I have difficulty making eye contact with others.	0	1	2	3	4
3. I become tense if I have to talk about myself or my feelings.	0	1	2	3	4
4. I find it difficult to mix comfortably with the people I work with	0	1	2	3	4
5. I find it easy to make friends my own age.	0	1	2	3	4
6. I tense up if I meet an acquaintance in the street.	0	1	2	3	4
7. When mixing socially, I am uncomfortable.	0	1	2	3	4
8. I feel tense if I am alone with just one other person	0	1	2	3	4
9. I am at ease meeting people at parties, etc.	0	1	2	3	4
10. I have difficulty talking with other people.	0	1	2	3	4
11. I find it easy to think of things to talk about.	0	1	2	3	4
12. I worry about expressing myself in case I appear awkward.	0	1	2	3	4
13. I find it difficult to disagree with another's point of view.	0	1	2	3	4
14. I have difficulty talking to attractive persons of the opposite sex.	0	1	2	3	4
15. I find myself worrying that I won't know what to say in social situations.	0	1	2	3	4
16. I am nervous mixing with people I don't know well.	0	1	2	3	4
17. I feel I'll say something embarrassing when talking.	0	1	2	3	4
18. When mixing in a group, I find myself worrying I will be ignored.	0	1	2	3	4
19. I am tense mixing in a group.	0	1	2	3	4
20. I am unsure whether to greet someone I know only slightly.	0	1	2	3	4