

## **Relationship between personality traits with social anxiety in female teachers in Abdanan city**

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### **Abstract**

The purpose of this study was to investigate the relationship between personality traits with social anxiety in women teachers in Abdanan city. The present research has been applied in based on the objective, according to the method of data collection, descriptive, based on type, correlation and based on the type of data, quantitative data. The statistical population of this study was all female teachers in Abdanan city in the academic year of 2017-2018, with 501 people. The sample size was 217, according to the sample size set for Krejcie and Morgan and sampling method was stratified random sampling. Method and tools for data were the SPIN test-Conor (2000), NEO-FFI test-McCrea and Paul Costa (1985). To test the hypothesis of the research, SPSS software was used for Pearson correlation and multiple regression.

The results showed that at 95% confidence level, personality traits and body dysmorphic have a significant relationship with social anxiety. Also research findings indicate that neuroticism variables in the significance level of 5% is a predictor of social anxiety in Abdanan female .

**Key words:** social anxiety, personality traits, women teachers

### **Introduction**

One of the major problems these days, and it's getting worse, is mental health problems. Despite the advancement of knowledge and with it, the advancement and complexity of individual and collective life and the tension between human beings and the stress and anxiety that follow, it is necessary to pay more attention to mental health, excitement and human feeling than before. Due to the fact that man and the world are material and matter is also limited, then we are always exposed to unpleasant conditions (Aghasofi, 2008). Anxiety disorders are one of the most important psychological problems and disorders that have manifested themselves with these increasing developments in society. Anxiety disorder is a severe state of mind or arousal that is characterized by

extreme fear, doubt, and anxiety. The fear level is much higher than the threat level. People are constantly seeing themselves in a state of fear or worry, without a clear cause, and there is chronic fear and anxiety, and they are constantly tormenting themselves to the point where they cannot continue their daily lives in a normal state. There are different types of anxiety disorders: separation anxiety disorder, selective disorder, panic disorder, agoraphobia, specific phobias, social anxiety disorder, generalized anxiety disorder, and anxiety disorder caused by drugs or substances (Ganji, 2016). As a group, anxiety disorders refer to a heterogeneous group of diseases whose excessive fear and anxiety is the core of their phenomenology (James et al., 2015). One of the most common anxiety disorders that has a devastating effect on social, academic, occupational, and familial functioning is social anxiety disorder.

Social anxiety is anxiety or fear that arises in interpersonal or functional situations, and people with high social anxiety are afraid of negative self-esteem or doing something that causes embarrassment. Research suggests that anxiety is associated with feelings, behaviors, and symptoms of dissatisfaction with others (Abbasi Asl et al., 2016). Social anxiety disorder is characterized by dysfunction in cognitive, interpersonal, academic, and occupational areas (Kashedan, 2002). Social anxiety disorder (SAD) is one of the most common psychiatric disorders that is characterized by persistent fear and excessive fear of negative evaluation in one or more social or interactive situations. The disease is associated with significant individual suffering, large social costs, and usually, if left untreated, a chronic course (Castich et al., 2020) and, unfortunately, other social disorders (Alden Lee et al.

Colleagues, 2018). In recent years, numerous studies have examined the prevalence, etiology, and treatment of this clinical problem, with demographic studies showing that the prevalence rate of social anxiety during life is 13.3% (Abbasi Asl et al., 2016). As the prevalence of this anxiety disorder increases, researchers are looking for factors that contribute to this type of anxiety. This disorder is one of the types of fears that are characterized by constant fear of negative evaluation from the perspective of others and severe distress or avoidance of situations in which others scrutinize people (Ganji, 2016). In terms of prevalence, it is one of the three most common psychiatric disorders after depression and alcoholism (Moitra et al., Quoted by Hassanvand, Amozadeh et al., 2013).

And with certain physiological characteristics (redness of the cheeks, transpiration, dry mouth, and tremors when confronted with disturbing situations), behavioral characteristics (withdrawal, avoidance of eye contact, fear of expression, and fear of public speaking or addressing) (Stravinsky, Bond and Amado, 2004). Social anxiety is a behavioral neurological trait characterized by fear and contraction in social situations. Twin studies have shown that social anxiety is an inherited factor and is associated with neuroticism and extroversion, but genetic studies have not yet been able to show any serious risks (Moray Stein et al., 2017). One of the influential variables in social anxiety disorder is personality traits (Vertio, 2003, Butler, 2012 and Ander, 2012) about which considerable research has been done. He considers the approach of traits, personality and traits as a group of traits, by insisting on the position of the person, to predict the behavior, to

classify, explain and compress (Javadi and Kadivar, 2007). One of the most popular categories of personality traits is the five-factor model, which includes neuroticism, extroversion, openness to experience, agreeability, and conscientiousness (McCray and Paul Costa, 1999-1997). Personality traits are different in anxious patients than in normal people. In other words, personality traits such as the need for admiration, dominance, obedience, eloquence, and low self-esteem, which are hallmarks of neuroticism, are good predictors of experiencing high anxiety (Amirinia, 1996). People with social anxiety have less emotional stability and more arousal and fear (Vertio, 2003). People with high social anxiety are usually shy and fear of being in large groups, and their extroversion score is low (Haqshenas, 1996).

Social anxiety has a positive relationship with neuroticism, a negative relationship with extroversion, and a weak relationship with adaptability and openness to experience (Kaplan, 2015). From the point of view of cognitive theories, negative beliefs about individual abilities and competencies play an essential role in the formation of social anxiety (Rapie and Heimberg, 1997). In addition, avoidance or avoidance behaviors prevent the extinction of social fears (Rapie and Heimberg, 1997). According to Adler, the character of the person and the person who hates others and is suspicious of everything is often accompanied by anxiety (Sarvaghad, Rezaei and Irani, 2012). As a result, they experience more social anxiety (Temnayifar and Tavlit, 2015). All of this suggests that personality traits are one of the most important variables associated with social anxiety. In the etiology of social anxiety disorder, personality traits play an

essential role (Mohammadi Masiri et al., 2009). Butler (2012) identifies personality traits as a biological factor that can be a predictor of social anxiety. Ander (2012) also believes that personality traits are important factors in determining how people will adapt to stressful and anxious events and how they will recover. One of the most well-known theories about personality is the five-factor theory of personality, also known as the five big dimensions of personality. It was proposed by McCray and Paul Costa in the late 1980s and re-evaluated in the early 1990s (Khorasani, Kamkar and Malekpour, 1396). Factors in this pattern include: 1-neuroticism 2-extroversion 3- openness to experience 4-agreeability and 5-consciousness. Therefore, this research seeks to ask whether there is a relationship between personality traits and social anxiety of female teachers in Abdanan city or not?

### **Hypotheses:**

- 1- There is a relationship between neuroticism and social anxiety.
2. There is a relationship between extroversion and social anxiety.
- 3- There is a relationship between openness to experience and social anxiety.
4. There is a relationship between agreeability and social anxiety.
5. There is a relationship between consciousness and social anxiety.

B- NEO-FFI five-factor questionnaire

### **Method**

The present study examined the relationship between body deformity and social anxiety in female teachers in Abdanan city. Therefore, the present study was descriptive applied correlational and quantitative. The statistical

population included 501 women teachers in Abadan city in the academic year of 1996-97. The number of samples of the present study was selected based on the Krejcie & Morgan sample size determination table. According to the Education Department of Abadan, the number of female teachers working in the three levels of the city was 501, of which 279 were in primary school, 104 in secondary school and 118 in high school. The statistical sample size was 217 people according to the table of sample size of Karajsi and Morgan. The sample selection method was stratified random sampling, so we must first determine the number of sample individuals and then determine the ratio of each subgroup according to the volume of each group of the community multiply by the sample size (i.e. 217). The sample size of the groups was calculated and determined as follows:

$$\text{Primary schools: } \frac{279}{501} \times 217 = 120$$

$$\text{Secondary school } \frac{104}{501} \times 217 = 45$$

$$\text{High school } \frac{118}{501} \times 217 = 52$$

The method of selecting the samples for the implementation of the questionnaires was such that samples were selected from almost all schools, that is, from each school, one to several people were randomly selected and after presenting and explaining the questions of the questionnaires, they completed and answered them.

#### Measurement instrument

##### A. Social phobia inventory

This questionnaire was first developed by Connor et al. (2000). Social phobia inventory is a 17-item self-assessment scale that has three subscales of fear (6 items), avoidance (7 items), and physiological discomfort (4 items), in which each item is based on a five-point Likert scale (0 = not at all, 1 = Low, 2

= to some extent, 3 = high, 4 = very high). The scores of each subscale are obtained by summing the scores of the materials related to that subscale. Based on the results obtained for the interpretation of the scores, the 40-point cut-off with 80% detection accuracy and the 50-point cut-off efficiency of 89% detection distinguishes people with social phobia from non-suspicious individuals (Connor et al., 2000, quoting Fathi, Ashtiani et al., 2009).

#### Reliability and validity:

The reliability of this questionnaire was tested by retesting method in groups with social anxiety diagnosis and was 78 to 89% (Connor et al., 2000, quoted by Hassanvand Amouzadeh, 2013). Hassanvand Amouzadeh (2012) in a non-clinical sample in Iran, obtained the validity and reliability of this scale. The alpha coefficient of the questionnaire in the first half of the test was 82%, for the second half of the test was 76% and also the correlation of the two halves of the test was 84%. According to Fathi Ashtiani (2009), its internal coefficient (alpha coefficient) has been reported in a normal group to be 94%, and for the subscales of fear was 89%, 91% for avoidance and 80% for physiological discomfort. The validity of the structure was compared in two groups of subjects with social phobia and normal subjects without psychiatric diagnosis, which showed a significant difference, which indicated the validity of the structure (Fathi Ashtiani, 2009).

##### B. Neuroticism extraversion openness five-factor inventory

**Test Description:**

The NEO Questionnaire is one of the newest personality assessment questionnaires based on the perspective of factor analysis. This test of 240 questions reflects the 5 main factors and is considered as a comprehensive model based on factor analysis and its application in assessing the personality of healthy people as well as in clinical matters can be one of the most appropriate tools for personality assessment.

This test can be one of the most comprehensive tests in the field of personality evaluation due to various studies in age groups and in different cultures that have been performed on it. This test has been the subject of research over the past 15 years on clinical samples and healthy adults. Therefore, its usefulness has been evaluated both in clinical and research studies. The NEOPI-R Personality Questionnaire replaces the NEO test, which was developed in 1985 by McCray and Costa. This questionnaire measures 5 main personality traits and 6 traits per factor, or in other words, 30 traits. This questionnaire also has a short form, which is a 60-item questionnaire and is used to evaluate the 5 main factors of personality if the test time limit is limited and general information about personality is sufficient. Its scales are highly valid, and the correlation between scales is high, and most importantly, this test, unlike other personality tests, has received less criticism (Grossi Farshi, 2001). The test used in this study is a 60-item type of test that is used to quickly and concisely evaluate the five main factors of neuroticism, extroversion, openness (openness to experience), agreeability (adaptability) and conscientiousness (conscientiousness). It is developed by Costa and Mac. Kerry is

designed to have five sets of twelve sentences for each index, which are graded by a Likert scale.

**Scoring:**

The answer to this questionnaire is based on the Likert scale (I totally disagree, I disagree, no idea, I agree and I completely agree). The scoring of the short form of this questionnaire, NEO-FFI, is not the same in all materials. This means that in scoring some of the materials in the short form of the questionnaire, I completely disagree has a score of 4, I disagree a score of 3, no idea a score of 2, I agree a score of 1 and I completely agree a score of 0. While some other materials of this short form are graded as the opposite of the said state (Grossi Farshi, 1380). However, the cut-off point for each of the five factors is that getting a score of 0 to 12 means a low score, getting a score of 12 to 36 means an average score, and getting a score of 36 to 48 means a high score. For example, scoring 37 on factor N means neuroticism (depression, anxiety and inner anger) and scoring 8 on factor E means no extroversion (isolationism and introversion).

**Validity and reliability of the test:**

Currently, the 5-factor NEO test has a global application and has been translated into Czech, Slovak, Arabic, Dutch, French, German, Japanese, Norwegian, Polish and Swedish for research purposes. The NEO-FFI Personality Questionnaire was conducted by McCray and Costa on 208 American students over a three-month period, with validity ratios ranging from 75 to 83 percent (Grossi Farshi, 2001). The long-term validity of this questionnaire has also been evaluated. A six-

year long-term study of neuroticism, extraversion, and openness to experience scale showed 68 to 83 percent of credit scores in personal reports as well as in couples' reports. The validity coefficient of the two factors of adaptation and conscientiousness at two-year intervals was 79 and 63%, respectively (McCray and Costa, 1983, quoted by Grossi Farshi, 2001). In the standardization of NEO test, which was performed by Grossi Farshi (2001) on a sample of 2,000 students from Tabriz, Shiraz and Medical Sciences Universities of the two cities, the correlation coefficient of 5 main dimensions was reported to be between 56 and 87%.

Cronbach alpha coefficient were found to be 86, 73, 73, 56, 68, 68, and 87%, respectively, in each of the main factors of neuroticism, extraversion, openness, adaptation, and conscientiousness. To examine the content validity of this test, correlation was used

between two forms of personal reporting (S) and observer evaluation form (R), with a maximum correlation of 66% in the extraversion factor and a minimum of 45% in the adaptation factor (Grossi, Farshi, 2001). In Atash-e Rooz research (2007) using internal matching method, Cronbach's alpha coefficient for each of the 5 attributes were: neuroticism, extroversion, openness, adaptability and conscientiousness, 74, 55, 27, 38 and 77%, respectively (Grossi Farshi, M.T., 2001).

### Findings

The descriptive findings of this study include statistical indicators such as mean, standard deviation and number of sample subjects that are presented in the following tables for all variables in this study.

**Table 1: Central and Distribution Indicators of personality traits and social anxiety scores in female teachers in Abdanan city**

Descriptive statistics							
Max	Min	SD	M	N	items		
56	0	9/77	18/51	217	17	social anxiety	
39	6	5/98	22/55	217	12	neuroticism	personality traits
43	3	6/57	28/95	217	12	extroversion	
45	12	5/78	26/24	217	12	openness to experience	
41	8	5/80	28/64	217	12	agreeability	
48	19	5/84	35/60	217	12	consciousness	

As can be seen in Table 1, the mean and standard deviation of social anxiety scores in female teachers in Abdanan city was (18/18 and 9/77), the mean and standard deviation for neuroticism in female teachers in Abdanan city was (22.5 and 57.6), mean and

standard deviation for extroversion in female teachers of Abdanan city was (28/5/95 95), mean and standard deviation for openness to experience in female teachers of Abdanan city was (26/24, 5/78), mean and the standard deviation for the personality traits of

agreeability in female teachers of Abdanan city was (28.64, 5.80), and the mean and standard deviation for the conscientiousness in female teachers of Abdanan city was (35.35, 5.84).

Inferential findings related to the hypotheses of this study include Kolmogorov-Smirnov test, Pearson correlation and repeated linear regression, which are presented for all variables studied in this study in the following tables with error level of 0.05.

**Table 2: Kolmogorov-Smirnov test to examine the assumption that the normality of personality traits and social anxiety scores in female teachers in Abdanan city**

Kolmogorov-Smirnov test			variable	
Test results	sig	value z		
accepted ) $H_0$ normal(	0/12	1/17	social anxiety	
accepted $H_0$ )normal(	0/36	0/922	neuroticism	personality traits
reject ) $H_0$ not- normal(	0/004	1/75**	extroversion	
accepted $H_0$ )normal(	0/25	1/01	openness to experience	
accepted $H_0$ )normal(	0/19	1/07	agreeability	
accepted $H_0$ )normal(	0/06	1/30	conscientiousness	

\*\* Significance at the level of 0.01

\* Significance at the level of 0.05

In order to compare the distribution of the obtained data from the obtained research with the normal distribution, the Kolmogorov-Smirnov test was used.

According to the information obtained from the above table and with emphasis on z score, the score of personality traits and social anxiety in female teachers of Abdanan city at the level of 0.05 is not significant. Therefore,

it can be concluded that the distribution of data related to research hypotheses is normal and parametric tests such as Pearson correlation and repeated linear regression can be used for the relationship between personality traits score, body deformity, social anxiety in female teachers in Abdanan.

**Table 3: Pearson correlation between personality traits (neuroticism, extroversion, openness to experience, agreeability, consciousness) with social anxiety in female teachers in Abdanan city**

social anxiety						dependent independet	
Test result	N	Error level ( $\alpha$ )	Sig )P (	Coefficient of determination )R <sup>2</sup> (	Pearson correlation )r (		
rejected $H_0$	217	0/05	0/001	0/197	0/444**	neuroticism	personality traits
rejected $H_0$	217	0/05	0/007	0/033	-0/183**	extroversion	
accepted $H_0$	217	0/05	0/49	0/0021	-0/046	openness to experience	
rejected $H_0$	217	0/05	0/001	0/048	-0/221**	agreeability	
rejected $H_0$	217	0/05	0/037	0/020	-0/142*	consciousness	

\*\* Significance at the level of 0.01

\* Significance at the level of 0.05

### Hypothesis 1:

According to Table 3, the value of Pearson correlation test is significant between neuroticism and social anxiety in female teachers in Abdanan city at the level of 0.05. Therefore, the null hypothesis is rejected and the test is significant, and since the correlation value is positive, we accept the existence of a direct relationship. Therefore, with 95% confidence, we conclude that the higher the personality traits of neuroticism in female teachers in Abdanan, the more social anxiety will accompany them. According to the coefficient of determination (R<sup>2</sup>), it has been determined that 20% of social anxiety variance in female teachers of Abdanan city

can be explained by predictive variables (personality traits of neuroticism). Therefore, hypothesis 1 of the study (personality trait of neuroticism with social anxiety in female teachers in Abdanan city) is confirmed.

### Hypothesis 2:

Based on Table 3, the value of Pearson correlation test between extroversion personality trait and social anxiety in female teachers of Abdanan city at the level of 0.05 was significant. Therefore, the null hypothesis is rejected and the test is significant, and since the correlation value was negative, we accept the existence of an inverse relationship.



So with 95% confidence, we concluded that the higher the extroversion personality trait in female teachers in Abdanan, the lower their social anxiety. According to the coefficient of determination ( $R^2$ ), it has been determined that 3% of social anxiety variance in female teachers of Abdanan city can be explained by predictive variables (extroversion personality trait). Therefore, the hypothesis of 2 researches (there is a relationship between extroversion personality trait and social anxiety in female teachers of Abdanan city) is confirmed.

### **Hypothesis 3:**

According to Table 3, the value of the Pearson correlation test between personality traits and social anxiety in female teachers in Abdanan city at the level of 0.05 was not significant. Therefore, the null hypothesis is not rejected and the test is not significant and we do not accept the existence of any linear relationship.

Therefore, the hypothesis of 3 studies (there is a relationship between openness to experience and social anxiety in female teachers of Abdanan city) is not confirmed.

### **Hypothesis 4 Research:**

According to Table 3, the value of the Pearson correlation test between agreeability and social anxiety in female teachers in Abdanan city is significant at the level of 0.05. Therefore, the null hypothesis is rejected and the test is significant, and because the correlation value is negative, we accept the inverse relationship.

Therefore, with 95% confidence, we conclude that the higher the personality traits of agreeability in female teachers in Abdanan, the lower their social anxiety will be. Considering the value of the coefficient of determination ( $R^2$ ), it has been determined that 5% of social anxiety variance in female teachers of Abdanan city can be explained by predictive variables (personality traits of compatibility). Therefore, Hypothesis 4 of the study (there is a relationship between the personality trait of agreeability and social anxiety in female teachers of Abdanan city) is confirmed.

### **Hypothesis 5:**

According to Table 3, the value of the Pearson correlation test between personality traits and social anxiety in female teachers of Abdanan city at the level of 0.05 was significant. Therefore, the null hypothesis is rejected and the test is significant, and since the correlation value is negative, we accept the existence of an inverse relationship.

Therefore, with 95% confidence, we conclude that the higher the personality trait of consciousness in women teachers in Abdanan city, the lower their social anxiety will be. According to the coefficient of determination ( $R^2$ ), it has been determined that 2% of social anxiety variance in female teachers of Abdanan city can be explained by predictive variables (personality trait of consciousness). Therefore, the hypothesis of 5 (there is a relationship between social personality traits and conscience with social anxiety in female teachers of Abdanan city) is confirmed.

**Table 4: Multiple correlation coefficients between personality traits (neuroticism, extroversion, openness to experience, agreeability and consciousness) with social anxiety in female teachers of Abdanan city with entry method (Enter)**

MR	RS(R <sup>2</sup> )	value F )linear regression(		Statistics	
				p ) linearity(	
= 0/546R	= 0/298R <sup>2</sup>	** = 14/87F		= 0/001P	
Sig( p)	t	Beta	B	Predictive variables	variab les
0/60	0/526	----	3/41	Regression constant	anxiety
0/001	3/86**	0/274	0/447	neuroticism	
0/08	-1/75	-0/117	-0/173	extroversion	
0/41	-0/818	-0/048	-0/082	openness to experience	
0/17	-1/36	-0/086	-0/144	agreeability	
0/12	-1/54	-0/107	-0/178	consciousness	

\*\* Significance at the level of 0.01

\* Significance at the level of 0.05

As shown in Table 4, according to the results of the Regression Analysis using the enter method, the multivariate correlation coefficient for linear composition of personality traits (neuroticism, extroversion, openness to experience, agreeability, consciousness) with social anxiety In female teachers of Abdanan city was equal to MR = 0.546 and RS = 0.298, which is significant at the level of 0.05. Therefore, the hypothesis is confirmed. According to the R<sup>2</sup> rating, it has been determined that 30% of the social anxiety variance of female teachers in Abdanan city can be determined by the predictor variables of personality traits (neuroticism, extraversion, openness to experience, agreeability, conscientiousness). Among the variables of personality traits

(neuroticism, extroversion, openness to experience, agreeability, conscientiousness) as predictive variables, variable of neuroticism with beta coefficient of 0.274 and t = 3.86 and significance level of 001 / 0p = is positive and significant at the level of 0.05. Therefore, it plays an important role in predicting social anxiety for female teachers in Abdanan city. This prioritization demonstrates the predictive power of each variable over other variables for predicting the social anxiety of female teachers in Abdanan.

## Discussion

In total, five main hypotheses were analyzed in this study and all the main hypotheses of

the research were confirmed, but hypothesis 3, i.e. the relationship between openness to experience and social anxiety in female teachers in Abadan city was not confirmed. The results of each of the assumptions are summarized below. The results of the research hypotheses are as follows:

The first hypothesis of the research "There is a significant relationship between the personality traits of neuroticism and social anxiety in female teachers in Abadan."

Based on Table 3, it can be seen that the value of 0.444 of the Pearson correlation coefficient is significant between the personality traits of neuroticism and social anxiety in female teachers in Abadan city at the level of 0.05. Therefore, the null hypothesis is rejected and the test is significant, and since the correlation value is positive, we accept the existence of a direct relationship. Therefore, with 95% confidence, we conclude that the higher the personality traits of neuroticism in female teachers in Abadan, the more social anxiety will accompany them. According to the value of the coefficient of determination ( $R^2$ ), it has been determined that 20% of social anxiety variance in female teachers of Abadan city can be explained by predictive variables. The results of this hypothesis with the results of research of Zanjani et al. (2010), Gravand et al. (2011), Salehi and Amouzadeh (2011), Razavi, Kazemi and Mohammadi (2011), Rajabi and Abbasi (2011), Beyrami and Akbari (2012) ), Khodajoui and Ghanbari Cheshmeh Kooch (1392), Karimzadeh et al. And Wells (1995), Keram and Pratt (2001), Ivarson et al. (2005), Gregory et al. (2010), Moray Stein et al., (2017), Castich et al., (2020), and so on.

Based on the results of this hypothesis, it can be inferred that neuroticism has a direct and

significant relationship with social anxiety, so that the more neuroticism a person has, the more anxious he becomes. So, if a person's mental health and family, job and social environment are such that the person is mentally healthier, so that the person is not mentally and psychologically disturbed, does not feel lonely and helpless, and certain problems such as material, occupational and family problems is not bothering him, it is less likely to cause anxiety and less likely to cause social anxiety. Especially the community of teachers who are spiritually and psychologically involved in certain problems.

The second hypothesis of the research "There is a significant relationship between extroversion personality trait and social anxiety in female teachers in Abadan city."

Based on Table 3, it is observed that the value of 0.783 of Pearson correlation coefficient between extroversion and social anxiety personality traits in female teachers in Abadan city is significant at the level of 0.05, so the assumption of zero is rejected and the test is significant. So with 95% confidence, we conclude that the higher the extroversion personality trait in female teachers in Abadan, the lower their social anxiety. According to the coefficient of determination ( $R^2$ ), it has been determined that 3% of social anxiety variance in female teachers of Abadan city can be explained by predictive variables (extroversion). The results of this hypothesis is inline with the results of research of Zanjani et al. (2010), Gravand et al. (2011), Salehi and Amouzadeh (2011), Razavi, Kazemi and Mohammadi (2011), Rajabi and Abbasi (2011), Beyrami and Akbari (2012) ), Khodajoui and Ghanbari Cheshmeh Kooch (2013), Karimzadeh et al. (2014), Tamnaiefar and Tavlit (2015), Rafidi

and Akhavan Kharazian (2016), Mohammadi Mosiri et al. And Wells (1995), Keram and Pratt (2001), Ivarson et al. (2005), Gregory et al. (2010), Moray Stein et al., (2017), Castich et al., (2020), and so on.

Based on the results of this hypothesis, it can be concluded that the less extroversion a person is and the more introverted he is, the more likely he is to have social anxiety. Therefore, it is better for human, psychological and social factors, especially the society under study, to work in a fresh environment with more social relations, to hold meetings and workshops and meetings on educational issues and teaching methods. With increasing extroversion and more interactions and communication, they become less anxious and less prone to social anxiety or reduced anxiety.

The third hypothesis of the research "There is a significant relationship between openness to experience and social anxiety in female teachers of Abdanan city."

According to Table 3, the value of the coefficient of  $-0.046$  is not significant between the personality traits of accepting social anxiety in female teachers of Abdanan city at the level of  $0.05$ . Therefore, the null hypothesis is not rejected and the test is not significant and we do not accept the existence of any linear relationship. Therefore, the hypothesis 3 (there is a relationship between openness to experience and social anxiety in female teachers of Abdanan city) is not confirmed. Therefore, the results of this hypothesis is not in line with the results of research of Zanjani et al. (2010), Gravand et al. (2011), Salehi and Amouzadeh (2011), Razavi, Kazemi and Mohammadi (2011), RajabiAnd Abbasi (2011), Beyrami and Akbari (2012), Khodajoui and Ghanbari Cheshmeh Kooch (2013), Karimzadeh et al.

(1398), Mohammadpour and Mohammadi (1398), Clark and Wells (1995), Karam and Pratt (2001), Ivarson et al. (2005), Gregory et al. (2010), Mora Stein et al., (2017), Castich et al.(2000).

All of these studies have shown a negative and significant relationship between openness to experience and social anxiety. So there is a need for more and more detailed research in this area. However, openness to experience and flexibility and openness to new experiences are likely to be effective in reducing social anxiety, and it is better for people to be more flexible and receptive, especially teachers who can try to learn new ways of teaching and gaining new experiences.

The fourth hypothesis of the research "There is a significant relationship between the personality trait of agreeability and social anxiety in female teachers in Abdanan city."

According to Table 3, the value of  $0.221$ -Pearson correlation coefficient between personality compatibility and social anxiety personality traits in female teachers in Abdanan city was significant at the level of  $0.05$ , so the assumption of zero is rejected and the test is significant and because the correlation value is negative, we accept the existence of an inverse relationship. Therefore, with  $95\%$  confidence, we conclude that the higher the personality trait of agreeability in female teachers in Abdanan city, the lower their social anxiety reduction. According to the value of the coefficient of determination ( $R^2$ ), it has been determined that  $5\%$  of the social anxiety variance in female teachers of Abdanan city can be explained by predictive variables. Therefore, the hypothesis 4 research (there is a relationship between the personality trait of agreeability and social anxiety in female

teachers of Abdanan city) is confirmed. The results of this hypothesis is in line with the results of research of Zanjani et al. (2010), Gravand et al. (2011), Salehi and Amouzadeh (2011), Razavi, Kazemi and Mohammadi (2011), Rajabi and Abbasi (2011), Beyrami and Akbari (2012) ), Khodajoui and Ghanbari Cheshmeh Kooch (1392), Karimzadeh et al. And Wells (1995), Keram and Pratt (2001), Ivarson et al. (2005), Gregory et al. (2010), Moray Stein et al., (2017), Castich et al., (2020), and so on.

Based on the results of this hypothesis, it can be concluded that the more personality traits (agreeability) people have, the less likely they are to suffer from social anxiety. Therefore, it is better to increase their agreeability and openness to experience by cultivating cultural and social activities and promoting altruism among the community, especially the research community, so that they care about others and be with friendly communities, especially collaborative communities. Friendship is better for them than not caring about others and self-centeredness, which will help reduce social anxiety.

The fifth hypothesis of the research "There is a significant relationship between the personality trait of consciousness and social anxiety in female teachers in Abdanan city."

Based on Table 3, it is observed that the value of 0.142 correlation coefficient between personality traits with conscience and social anxiety in female teachers of Abdanan city at the level of 0.05 is significant, so the assumption of zero is rejected and the test is significant and because of the negative correlation value, we accept the existence of an inverse relationship. Therefore, with 95% confidence, we conclude that the higher the

personality trait of consciousness in women teachers in Abdanan city, the lower their social anxiety will be. According to the value of determination coefficient ( $R^2$ ), it has been determined that 2% of social anxiety variance in female teachers of Abdanan city can be explained by predictive variables (consciousness personality trait), so hypothesis 5 (between personality trait consciousness with social anxiety in female teachers Abdanan city has a relationship), is confirmed. The results of this hypothesis are in line with the results of research of Zanjani et al. (2010), Gravand et al. (2011), Salehi and Amouzadeh (2011), Razavi, Kazemi and Mohammadi (2011), Rajabi and Abbasi (2011), Beyrami and Akbari (2012) ), Khodajoui and Ghanbari Cheshmeh Kooch (1392), Karimzadeh et al. And Wells (1995), Keram and Pratt (2001), Ivarson et al. (2005), Gregory et al. (2010), Murray Stein et al. (2017), Castich et al., (2020), and so on.

Based on the results of this hypothesis, it can be concluded that the higher the personality traits of consciousness, the lower the probability of social anxiety. Therefore, it is better to promote the right model of life, responsibility and family and cultural education to individuals, especially the research community to create a school with responsibility and work conscience, as well as to promote the professional and material status of educators and encourage them to strengthen the spirit of responsibility. Based on the results of this hypothesis, it can be inferred that personality traits are a good predictor for the diagnosis of social anxiety and predict people's anxiety by using standard NEO and SPIN questionnaires and personality assessment. Therefore, by creating a suitable and stress-free

environment that is less associated with neuroticism for individuals (especially the research community) so that they consider themselves conscientious and responsible, one can expect fewer people to be involved in social anxiety. To do this, it is necessary to strengthen and highlight the positive characteristics of personality and correct and improve the negative characteristics of personality by relying on one's own abilities, through formal and implicit and cultural education, and even with the help of psychologists and counselors.

### **There are some limitations in this study:**

- Inability to control all interfering and annoying variables
- Due to the closure of schools from June onwards, it was difficult to communicate with teachers. In this study, the 60-item NEO questionnaire was used, which is less accurate than the long 240-form (although it is difficult for many to answer the same 60 questions because of the short time).

### **Research suggestions**

Creating an environment in which teachers interact more with each other and with parents, rather than with people wanting isolation and introversion.

- Educating and encouraging people to welcome new and innovative experiences and open them up to accept professional, educational and social experiences, which in turn increase their scientific and practical abilities.
- Scientific and cultural trainings to have a spirit of responsibility and work conscience and ethics, as well as the use of ranking promotion methods for this trend.

- The use of psychologists and psychiatrists in schools.
- If you have enough time, for more confidence and accuracy, it is better to use the 240 NEO question form.
- Use longer questionnaires to measure social anxiety.
- It is better to do research on the teacher community in the first 6 months of the school year (fall and winter) so that it is not difficult to access them.
- This research should also be done on the community of male teachers.
- Use the tools to measure interviews, observations, etc. in research.
- Research on women's society (non-teacher).

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