Psychological Analysis of Social Anxiety of College Students

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Abstract─**The role of social interaction has a great impact on college students' life, learning, mastering the skills of entering the society and competition in employment. Different from previous studies focusing on the mastery of social skills, self-esteem, self-concept schema and other factors, this study will focus on the influence mechanism of personality traits on College Students' social anxiety. A survey of personality traits, emotion regulation questionnaire and communication anxiety of students in Xi'an Medical College was conducted, the students with high extraversion of personality have low social anxiety, and the selection rate of using expression inhibition in emotion regulation is low. Expression inhibition plays an intermediary role between extroversion and social anxiety.**

Keywords : social anxiety, extraversion, expression inhibition, college students

I. INTRODUCTION

Social anxiety is a kind of emotional experience that the individual feels in the process of communication, which is not self, tense, worried and afraid. These experiences have a negative impact on interpersonal relationships and further damage physical and mental health. Social anxiety is one of the indicators to measure mental health. Previous studies have shown that social anxiety can cause difficulties in social relations and bad interpersonal relations [1] [2], and threaten the physical and mental health of individuals. Zhang Jin believes that social anxiety is a negative influence and emotional distress on social interaction at a certain level, which is brought about by the negative emotions experienced when communicating with others or making certain behaviors in front of others [6]. After entering university life, individuals not only enter the stage of higher education, but also gradually come into contact with the social living environment; Individuals with a high level of social anxiety will feel nervous and clumsy in the conversation with their classmates and teachers. They are more likely to feel embarrassed and embarrassed in social situations than ordinary people, which will further lead to social rejection, which is extremely unfavorable for the individual's life, learning and development in University. Therefore, in order to effectively reduce the social anxiety of college students and ensure their normal level of interpersonal communication, it is necessary to investigate the influencing factors and mechanism of social anxiety of college students.

Based on the above theoretical analysis, in this study, structural equation model was used to investigate the influence of extraversion on social anxiety of college students and the mediating effect of expression inhibition.

II. RESPONDENTS AND METHODS

757 college students in Xi'an Medical College were selected as the research objects by cluster sampling, including 374 boys and 383 girls (see "Table I" for details). The average age was 20.43 ± 1.51 years.

TABLE I. BASIC INFORMATION STATISTICS OF SUBJECTS

Variable sample step by step		Number of samples (unit: person)	%	Total
Gender	male	373	49.27%	
	female	384	50.73%	757
	Total	757	100.00%	
grade	Grade one	183	24.17%	
	Grade two	194	25.63%	
	Grade three	190	25.10%	757
	Grade four	190	25.10%	
	Total	757	100.00%	

In the measurement of personality traits, emotional regulation and social anxiety, the epq-rsc revised by Qian and others was used to measure the extraverted personality dimension, which consisted of 12 questions. α coefficient of the simplified version of Eysenck Personality Questionnaire is 0.76 .The emotion regulation scale compiled by gross et al in 2003 [9]. The scale consists of 10 items and measures cognitive reappraisal and expression inhibition. In this measurement, α coefficient of the whole scale is 0.76, and α coefficient of expression inhibition is 0.77. In 1983, Leary developed the Interaction Anxiety Scale (IAS) to measure. α of the scale is 0.76.

III. INVESTIGATION RESULTS

A. Personality types of social anxiety of college students

Extraversion is a kind of personality type, which is extracted by observing the internal connection of the following characteristics, sensation seeking, sociality,

arbitrariness and liveliness. It belongs to the most fundamental type of personality.

The data shows that the three variables are related to each other. "Table II" shows a significant negative correlation between extraversion and social anxiety. Individuals with strong extraversion tend to use expression inhibition less in

social environment. However, the negative cognition brought about by expression inhibition, such as negative expectation, negative evaluation of others and poor ability of oneself, is not conducive to the individual's reorientation and thinking, while the extroverted individual is better at avoiding using this way, thus reducing the level of social anxiety.

TABLE II.   CORRELATION ANALYSIS OF EXTRAVERSION, EXPRESSION INHIBITION AND SOCIAL ANXIETY (N=757)

	M	**SD**	**Extraversion**	**Expression inhibition**
extraversion	7.70	2.77	1	
expression inhibition	15.84	4.45	-0.244**	1
social anxiety	43.09	7.83	-0.346**	0.248**

a.   N=757, *p＜0.05, **p＜0.01.

B. Types of emotion regulation of social anxiety of college students

It is found from the data (see "Table II") that there is a significant positive correlation between the strategy selection and use of expression inhibition in emotion regulation strategies and social anxiety level among college students. When students with high social anxiety perceive the threat in social situation, they do not change their cognition to reduce the experience of anxiety, but take more self-protection safety compensation actions such as suppressing emotion disclosure.

C. The mechanism of personality type and emotion regulation type in social anxiety of college students

The correlation analysis is shown in "Table II" that extraversion has a significant negative correlation with social anxiety of college students, expression inhibition has a significant positive correlation with social anxiety, and extraversion has a significant negative correlation with expression inhibition. In this study, three-step regression method was used to test the mediating effect of expression inhibition between extraversion and social anxiety to explore the mediating effect of expression inhibition (see "Table III", "Table IV" and "Table V").

TABLE III.   REGRESSION OF EXTRAVERSION TO SOCIAL ANXIETY

Step	**Variables entering the equation**	**B**	**β**	**F**	**t**	**R2**	**ΔR2**
1	constant	2.618		11.297***	54.066***	0.043	0.043
2	constant	3.490		28.102***	31.326***	0.130	0.087
	extraversion	-0.188	-0.304		-8.677***		

TABLE IV.   REGRESSION OF EXTROVERSION TO EXPRESSION INHIBITION

Step	**Variables entering the equation**	**B**	**β**	**F**	**t**	**R2**	**ΔR2**
1	constant	3.596		16.045***	34.151***	0.060	0.060
2	constant	4.892		21.425***	20.293***	0.102	0.042
	extraversion	-0.279	-0.212		-5.947***		

TABLE V.   REGRESSION OF EXTRAVERSION AND EXPRESSION INHIBITION ON SOCIAL ANXIETY

Step	**Variables entering the equation**	**B**	**β**	**F**	**t**	**R2**	**ΔR2**
1	constant	2.616		16.948***	54.066***	0.043	0.043
2	constant	3.487		37.506***	31.636***	0.130	0.087
	extraversion	-0.188	-0.304		-8.677***		
3	constant	3.173		32.820***	23.718***	0.149	0.019
	extraversion	-0.170	-0.275		-7.770***		
	expression inhibition	0.066	0.142		4.057***		

a.   N=757, *p＜0.05, **p＜0.01

From the analysis results in "Table IV", it can be concluded that the influence of extraversion on social anxiety is still significant when the variable of expression inhibition is added ($\beta \rightarrow$ - 0.304 - 0.275, P < 0.001). Extroversion negatively predicted social anxiety and expression inhibition positively predicted social anxiety. That is to say, expression

inhibition plays a part of mediating role between extroversion and social anxiety.

On the basis of regression analysis, the model test is established. The results show that the path coefficient in the model is significant, and the specific path coefficient is shown in "Fig. 1".
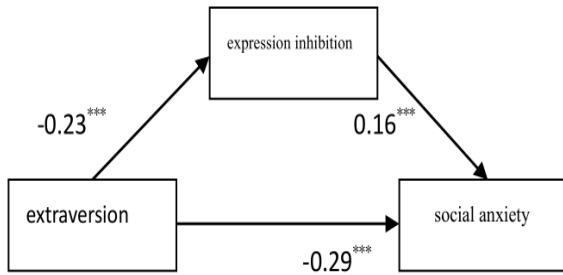
Fig. 1. Specific path coefficient.

According to the results of structural equation model, extroversion personality and expression inhibition have significant predictive effects on social anxiety (β = - 0.23, P < 0.001; β = 0.16, P < 0.001). The indirect and direct effects of extroversion on the path of social anxiety are significant, indicating that expression inhibition plays a partial mediating role between extroversion and social anxiety. The indirect effect from extroversion to expression inhibition to social anxiety was 0.0368, accounting for 11.3% of the total effect. Fitting Index of intermediary model ("Table VI") shows the model operated normally.

TABLE VI.   FITTING INDEX OF INTERMEDIARY MODEL

Model	χ2/ df	RMSEA	GFI	AGFI	CFI	NFI	IFI
	2.995	0.051	0.998	0.980	0.990	0.986	0.990

IV.   DISCUSSION AND ANALYSIS

A. *Social anxiety and extraverted personality*

In the study of social anxiety, there is a significant correlation between extraversion and social anxiety. In Lou Yixue's (2014) study, extraversion is most closely related to emotional activities, and more closely related to anxiety and adaptability in emotional activities. This study found that extraversion can negatively predict social anxiety of college students. When the level of extraversion is higher, the degree of social anxiety of college students will be lighter. This situation is consistent with previous research results [8].

B. *Social anxiety and expression inhibition*

Through the analysis of mediating effect, this study found that expression inhibition plays an intermediary role between extraversion and social anxiety of college students. Expression inhibition plays a "bridge" role between extraversion and social anxiety, that is, expression inhibition mediates the relationship between extraversion and social anxiety of college students. On the one hand, extraversion will directly affect college students' social anxiety; on the other hand, extraversion will indirectly affect college students' social anxiety through expression inhibition. The higher the degree of extraversion, lower the frequency of using expression inhibition, lower the level of social anxiety.

C. *Personality, social anxiety and cognition*

In social cognition, there is a correlation between different personality types and cognitive types. Emotion as a kind of attitude formed, by the evaluation after the process of individual cognition whether external things meet the internal needs. Therefore, as an important factor, cognition can affect emotion by changing the degree of matching external things and internal needs after cognition, adjusting the level of expectation and their own views on external things, which is also effective for solving a type of anxiety in emotion.

To sum up, this study, based on the mediator model based on the theory, reveals the mechanism of extraversion on college students' social anxiety: the inhibition of extroversion by the way of emotion regulation strategy selection affects social anxiety. This model shows how extraversion affects social anxiety, and further explains the influence of extraversion on College Students' social interaction.

V.   CONCLUSION

A. *There are effective choices for cultivating emotion regulation strategies and improving personality among college students*

Long term formed personality is long-term and difficult for individuals to improve. However, it can play a good role by introducing and promoting effective emotion regulation strategies to students and guiding students to treat their social anxiety problems correctly and rationally. Transfer skills, according to the needs of different students, teaching can enhance their self-confidence in communicating with others in social environment, enhance their emotional control, so as to realize more self, and promote the overall development of personality.

B. *Comprehensive construction of college students' mental health project*

In terms of content, colleges and universities should supplement the high incidence problems of personality, cognition, emotion, etc. in students' groups in mental health courses. In the form, we should take group psychological guidance, flipped classroom, interactive experience and other teaching methods, so that participating students can try to express their feelings, and improve the advantage of classroom as an important carrier. In terms of resources, increasing the number of relevant professional teachers and psychological consultants can play an important role in improving the popularity of students' mental health knowledge and professional counseling for students with mental health problems. On the platform, we can build more platforms for students by relying on classes or expanding to student organizations. Through organizing effective activities, we can expand the platform and opportunities of

interpersonal communication for students, and train students' ability to solve problems in interpersonal communication. In the activity, we can not only increase students' sense of social support in the university campus, but also help them to build more platforms and a new friendship.

C. *Integration of home and school to improve students' mental health*

In the past western studies, it has been found that different ideas of parenting will form different adjustment strategies in the process of individual growth at different stages. Warm and authoritative upbringing will lead individuals to take the initiative to seek solutions to problems or to suppress emotions. As an important supporter of the student group, it is the purpose of our school family alliance to provide a variety of ways to help students deal with emotional problems effectively. When the school solves the students' problems, it should actively contact with the parents of the students and master more information about the students' growth. The solution of some problems also needs the parents' participation, interaction and even the change of family model.

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