Perceived social support as a moderator of the relationship between introversion–extroversion and glossophobia among undergraduates of Nnamdi Azikiwe University, Awka

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Abstract

This study investigated how perceived social support moderated the relationship between introversion–extroversion on glossophobia among undergraduates of Nnamdi Azikiwe University, Awka. The sample consisted of 305, (188 females, 61.6%) and (117 males, 38.4%), with age range 18 to 40 years. Three standardized instruments were used: the Public Speaking Anxiety Scale (PSAS), the Brief Big Five Inventory (BFI-10), and the Personal Report of Perceived Social Support (PRPSS). A correlation predictive design was employed, and data were analyzed using PROCESS Macro v4.2 for SPSS version 26.0. Results revealed that perceived social support significantly moderated the relationship between introversion–extroversion and public speaking anxiety ($\beta = .1015$, $p < .05$). It is recommended that family members and friends should encourage undergraduates when speaking in public in order to improve their self-confidence and reduce public speaking anxiety.

Keywords: Glossophobia, Introversion-Extroversion, Perceived Social Support, Undergraduates

Introduction

Glossophobia is an essential skill that plays a significant role in various aspects of life, including academics, profession, and personal development. However, for many individuals, speaking in front of an audience can be a daunting task that evokes feelings of fear, nervousness, and anxiety. Observations reveal that undergraduates experience the debilitating effects of glossophobia. Many students exhibit certain symptoms when presenting in class, such as trembling hands, sweaty palms, and a quivering voice. Several factors can contribute to glossophobia, including personality traits such as neuroticism, introversion and extroversion, low self-esteem, communication apprehension, and fear of evaluation. Additionally, past experiences and the perceived importance of the speaking situation may also play a role. Despite efforts by researchers to understand and address glossophobia, the issue persists (Chaudhary et al., 2025; Tursina, 2022; Dughi et al., 2020). On the basis of the foregoing rests the motivation for the present study on the moderating role of perceived social support in the relationship between introversion-extroversion and glossophobia among undergraduates of Nnamdi Azikiwe University, Awka.

Glossophobia, is a psychological phenomenon characterized by intense fear, apprehension, or nervousness associated with speaking in front of an audience. Public speaking involves a complex interaction of cognitive, emotional, and physiological processes, making it a fertile ground for anxiety, particularly among individuals with heightened sensitivity to social evaluation. Scholars hold that approximately 73% to 75% of people experience some level of glossophobia, affecting a significant portion of the population, with approximately 15–30% reporting significant or impairing symptoms and these symptoms can manifest in both physical forms such as trembling, sweating, dry mouth, or nausea, and cognitive forms, including intrusive negative thoughts, rumination, and fear of negative judgment (Eser, 2025). While, Mokhtar, (2025) revealed that it is marked by emotional and physical symptoms, fueled by language issues, fear of mistakes, peer judgment, and lack of experience. These reactions often lead to behavioral avoidance, with individuals intentionally withdrawing from speaking opportunities to reduce discomfort. It is often classified as a form of social anxiety, with overlapping characteristics such as fear of scrutiny, fear of embarrassment, and low self-efficacy. It is a common thought that individuals who report glossophobia also experience social anxiety. Nevertheless, studies suggest that narrative synthesis has the ability to convert data from a descriptive exploration into a more inductive analysis that takes into account themes, patterns, context, along with similarities and differences (Flemming et., al.). Regardless of how confident one is in a social setting, public speaking can be a daunting task (Mamie & Baumeyer, 2023). The causes of glossophobia include factors such as communibiology and the illusion of transparency. Its specific triggers can be multifactorial, including cognitive distortions, prior negative experiences, low self-efficacy, audience-related factors, and cultural influences. Certain factors such as gender, academic performance, extracurricular activities, and family income, may contribute to the development or exacerbation of glossophobia (Ahmed et al., 2025). Some individuals may develop it due to past negative experiences, low self-perceived competence, or personality traits, such as introversion or neuroticism (Amir et al., 2022). Other factors include the perceived importance of the speech, with higher stakes often leading to increased anxiety.

The audience size and familiarity can also impact anxiety levels, as larger or unfamiliar audiences may heighten stress. A lack of preparation or practice can significantly contribute to anxiety, as feeling of unpreparedness often leads to self-doubt. Also, the specific context of the speech, such as the environment or the topic's complexity, can also influence anxiety levels. These findings highlight glossophobia negative impact on academic performance and professional development, as students frequently avoid courses, careers, or roles involving communication (Grieve et al., 2021). Glossophobia can affect individuals from diverse backgrounds and age groups, manifesting in varying degrees of intensity and impact. This widespread concern has garnered significant attention in academic and professional circles, with research focusing on its causes, consequences, and potential interventions. Scholars have related glossophobia with personality traits (Ünal & Pamuk 2025; Tursina 2022).

Personality traits, especially Introversion and Extraversion, have long been recognized as significant predictors of communication apprehension and glossophobia. Introverts are generally characterized by a preference for solitude, introspection, and lower stimulation thresholds, while extroverts tend to be more sociable, assertive, and comfortable in high-stimulation environments (Eysenck, 1967; McCrae & Costa, 1999). Extroverted people are usually marked by their sociability, confidence, and greater ease in social environments. They are more likely to engage in verbal expression and derive energy from interpersonal interactions, while extraversion, openness to experience, and conscientiousness also played significant roles. Research has shown that extroverts are better equipped to handle the stress associated with public speaking, as they often possess greater communication confidence and resilience to audience scrutiny (Gomez & Li, 2023; Caro et al., 2025). Introverts often have a heightened sensitivity to judgment and tend to focus on how others perceive them. Similarly, they are more likely to interpret speaking tasks as threatening, while extroverts are more likely to approach them with confidence and enthusiasm. Amir et al. (2022) found that introverted students reported significantly higher levels of trait and state glossophobia compared to their extroverted peers. Literature studies supported this notion with findings that extroverted students generally exhibit superior speaking abilities compared to introverted students, particularly in vocabulary and fluency (Nadhira, 2024).

Furthermore, the communication behaviors of introverts, such as avoidance, hesitation, and minimal eye contact, may reinforce negative audience perceptions and internal anxiety, creating a feedback loop that worsens glossophobia. In contrast, extroverts are more likely to benefit from social reinforcement, which can reduce their anxiety over time and improve public speaking performance through increased exposure. In this light, perceived social support is introduced to moderate the effect of introversion in public speaking situations, potentially enhancing the speaking confidence and performance of introverted individuals by providing a supportive environment that mitigates their anxiety and fosters effective communication. Studies have continued to relate personality traits with perceived social support (Kiran, 2024; Holliman et al., 2022).

Perceived social support refers to an individual's subjective belief that they are cared for, valued, and can rely on others for assistance during stressful situations. The extent to which people recognize and assess social support is known as perceived social support, which is connected to their feelings of satisfaction regarding social acceptance and acknowledgment.

Perceived social support centers on the expectation that help would be available if needed, and it plays a critical role in buffering psychological distress. Extensive empirical research has consistently demonstrated that social support is effective in alleviating negative emotional conditions such as depression, anxiety, and stress. In the context of glossophobia, perceived social support can act as a moderator, weakening the negative impact of psychological risk factors like fear of negative evaluation and introversion. Individuals who perceive high levels of support from peers, instructors, or family members often exhibit lower anxiety when faced with glossophobia. This finding strengthens the buffering hypothesis, which suggests that social support can mitigate the negative effects of stress. Wittenberg-Lyles et al., (2014) found that perceived emotional support significantly moderated the relationship between trait anxiety and state anxiety among university students, suggesting that supportive social environments may dampen the anxiety response during public speaking tasks. Similarly, Yang et al (2025) confirmed this claim and revealed that social support strongly and negatively predicted anxiety, with family support emerging as the most influential factor. Individuals with high fear of negative evaluation often anticipate judgment and criticism in public settings, heightening their anxiety. However, when these individuals perceive strong emotional backing from others, they may reinterpret the audience as less threatening or more accepting, thus reducing anticipatory anxiety (Gomez et al., 2023). For instance, Amin and Hassan (2023) reported that undergraduates who perceived stronger social support showed reduced levels of fear of negative evaluation during public speaking and performed more confidently in oral presentations. In such contexts, perceived social support positively correlates with enhancing willingness to engage in social tasks and moderates internal discomfort.

Finally, glossophobia is a strong negative attribute that everyone faces but most especially the undergraduate which is a result of the nature of the university curriculum. Given the devastating effects, it is expected that perceived social support will provide a leeway of hope to overcome these negative effects in the relationship existing between introversion-extroversion and glossophobia among undergraduates. Thereby creating self-confidence and resilience, which are necessary ingredients in achieving academic success.

Statement of the Problem

Previous studies have investigated the relationships between anxiety, social support, personality traits, and glossophobia in various contexts (Yibin et al., 2020; Dughi et al., 2020; Rahman, 2022; Virginia et al., 2020; Suratin & Sribayak, 2025). These studies examined the relationships of each of these variables on glossophobia, but to the best of the researchers' knowledge, these studies did not examine the moderating role of perceived social support in the relationship existing between introversion-extraversion traits and glossophobia among undergraduates of Nnamdi Azikiwe University, Awka. This gap in knowledge is the motivation in the examination of the moderating role of perceived social support in the relationship existing between introversion-extraversion and glossophobia among undergraduates of Nnamdi Azikiwe University, Awka. Purpose of the Study: The general purpose of this study is to examine the moderating role of perceived social support in the relationship existing between introversion-extroversion and glossophobia among undergraduates of Nnamdi Azikiwe University, Awka.

The theoretical foundation of this research is Bandura's Social Cognitive Theory (1977). This theory posits that individuals acquire and cultivate behaviors through observation, experience, and social interactions, highlighting the importance of cognitive processes, including self-efficacy, outcome expectations, and perceived social support. The theory suggests that glossophobia may be influenced by personal factors (like introversion-extroversion) and environmental factors (like the university's physical and psychological environment). However, if undergraduates perceive the support of family and significant others. Such perception will make it possible that these experiences (family and significant other support) will enable them to develop self-efficacy, which is a major ingredient in overcoming the debilitating effects of glossophobia.

Empirical Review: Introversion-Extroversion and glossophobia

The study conducted by Ünal & Pamuk (2025) explored the connection between pre-service teachers' anxiety regarding public speaking and their personality traits based on the five-factor model. The study involved 503 pre-service teachers aged 18-35, who completed surveys to collect data. The researchers used the Public Speaking Anxiety Scale and the Quick Big Five Personality Test to measure public speaking anxiety and personality traits, respectively. The results showed that certain personality traits significantly affect glossophobia. Specifically, neuroticism and agreeableness were associated with higher levels of glossophobia, while extraversion, openness to experience, and conscientiousness were linked to lower anxiety levels. Moreover, it was found that gender played a role, with female pre-service teachers indicating higher levels of public speaking anxiety compared to their male peers. The model accounted for 37% of the variance in public speaking anxiety. Ichsanda's (2022) study explored the relationship between personality types (introverted and extroverted) and levels of glossophobia among 59 sixth-semester students of the English Education Study Program at a state university in North Sumatra. The samples were randomly selected from five classes of students taking the Public Speaking course. A semi-structured technique was used for data collection, and the data was analyzed using both quantitative and qualitative methods. The quantitative analysis involved statistical calculations of questionnaire results, which assessed students' anxiety levels with 17 questions. The qualitative analysis compared respondents' responses to gain deeper insights. The results show that introverted students tend to experience higher anxiety levels, with 31.03% reporting high anxiety and 68.97% reporting moderate anxiety. In contrast, extroverted students reported lower anxiety levels, with 13.33% experiencing high anxiety and 86.67% experiencing moderate anxiety. Atika et al. (2022) study investigated the relationship between personality traits (introversion and extroversion) and public speaking performance among English as a Foreign Language (EFL) students. The research employed a qualitative approach, involving 203 students from five English classes. Semi-structured data collection techniques were used to gather information on students' public speaking abilities. The study used statistical counting for quantitative analysis of introvert and extrovert traits and qualitative analysis for assessing public speaking effectiveness. The findings indicate that extroverted students slightly outperformed introverted students in public speaking, but the difference was minimal, with only a 0.02-point difference on a 0-5 scoring scale. Additionally, the study found that introverts and extroverts have distinct learning preferences, with introverts favoring solo study and extroverts preferring group interactions. Tursina (2022) study explored the relationship between personality traits (introversion and

extroversion) and speaking skills among English Education students at UIN Ar-Raniry Banda Aceh. The research employed an ex post facto design with a quantitative approach, involving 92 students from the 2019 academic year, comprising 51 students with extroverted personalities and 41 students with introverted personalities. The data collection instruments used were questionnaires, adapted from the Five Factor Model developed by Deci and Ryan, and documentation. Mustafidah (2023) study explored the correlation between extrovert-introvert personality and speaking performance among first-grade students at MA Mambaus Sholihin, Suci. The research employed a quantitative approach with a correlation design, involving 32 female students from class X IPA 2, selected using purposive sampling. The study used two instruments: a speaking test to assess students' speaking performance and a personality questionnaire to determine their personality type. The findings revealed that out of 32 students, 14 were extroverted and 18 were introverted, with speaking scores ranging from 50 (low) to 80 (high). Nevertheless, the Pearson Product Moment analysis indicated that there was no significant correlation between students' personality types and their speaking achievements 0.809 (greater than 0.05) and a calculated R value of 0.044 (less than the R table value of 0.3388). Nadhira (2024) study investigated the speaking abilities of extrovert and introvert students, specifically exploring the differences in their speaking skills and the aspects of speaking where they diverge. The research employed a mixed-methods approach, combining qualitative and quantitative methods, and involved 24 students in the fourth semester of the English Education Study Program at Universitas Muhammadiyah Kotabumi. The instruments used in the study included a questionnaire, direct conversation, and a speaking assessment based on David P. Harris's framework. The findings of the study revealed that extrovert students outperform introvert students in speaking ability.

Empirical Review: Social Support and Glossophobia

Chaudhary et al., (2025). The current study sought to investigate how social interaction anxiety and perceived social support influence academic motivation in university students. Using a cross-sectional survey design, the researchers collected data from 110 university students (55 males and 55 females) and employed standardized scales to measure social interaction anxiety, perceived social support, and academic motivation. The results of correlational and regression analyses revealed that while social interaction anxiety did not directly impact academic motivation, perceived social support emerged as a significant positive predictor. Mediation analysis indicated that perceived social support played a significant mediating role in the relationship between social interaction anxiety and academic motivation. It consists of three subscales that take into account various sources of social support, such as family, friends, and significant others. The absence of significant gender differences in overall academic motivation suggests that social support's impact is consistent across genders. Yang et al. (2025) study examined the complex relationships between social support, anxiety, resilience, and physical exercise among college students. Focusing on the mediating role of resilience and the moderating effect of physical exercise, the researchers collected data from 1097 college students at two universities in Hunan Province, yielding 997 valid questionnaires. The results revealed that social support strongly and negatively predicted anxiety, with family support emerging as the most influential factor. Notably, physical exercise was found to moderate the impact of social support on anxiety, while resilience played a significant mediating role in this relationship. Tauchid, (2025) to fill this gap; authors explored the impact of teacher and peer support on the speaking anxiety and

proficiency of learners studying English as a Foreign Language. A true experimental design was utilized, consisting of 26 students from a private university in Indonesia. Data were gathered from speaking test scores and a closed-ended questionnaire administered both before and after the intervention. Conducted using IBM SPSS 22, the results of the paired sample t-test analysis showed that learners who received both teacher and peer support experienced a significant decrease in speaking, with a large effect size. Conducted using IBM SPSS 22, the results of the paired sample t-test analysis indicated that learners who received peer support experienced a notable decrease in speaking anxiety, accompanied by a large effect size. Furthermore, there was a significant enhancement in speaking proficiency, with an exceptionally large effect size, underscoring the crucial role of teacher and peer support in improving speaking skills. Dughi et al. (2020) explored the relationship between perceived social support and anxiety among 71 Romanian individuals aged 19-52 (average age 35.04). Anxiety was measured using the Liebowitz Social Anxiety Scale, while the Social Provisions Scale assessed perceived social support, including aspects like attachment and reliable alliance. The findings revealed a significant negative correlation between perceived social support and anxiety levels. Yibin et al. (2020) study used an online questionnaire survey to examine the anxiety levels of the Chinese public and their relationship with social support during the initial phase of the COVID-19 pandemic. The findings revealed that a significant portion of respondents experienced anxiety. Specifically, 19.8% reported mild anxiety, 68.5% experienced moderate anxiety, and 11.1% suffered from severe anxiety. The study also found significant differences in state anxiety based on household income levels. Moreover, there were notable differences in both trait and state anxiety among different social support groups. A notable negative correlation exists between social support and both trait and state anxiety. Furthermore, social support was found to directly and indirectly (through trait anxiety) affect state anxiety. Furthermore, Adelia et al. (2024). The relationship between peer support and public speaking anxiety in high school students and their counterparts in Islamic boarding schools. Using a correlational design with non-experimental methods, the research employed purposive sampling to select 100 students. The study utilized two Likert-scale instruments: a peer support scale ($\alpha = 0.918$) based on Solomon's (2004) aspects and a public speaking anxiety scale ($\alpha = 0.944$) based on Rogers' (2008) components. The Pearson Product Moment correlation analysis indicated a significant inverse relationship between peer support and public speaking anxiety. The findings indicate that students with lower peer support tend to experience higher public speaking anxiety. Notably, 54% of the students reported low peer support, while 54% experienced high public speaking anxiety. Çelik et al. (2022) investigated the prevalence of anxiety, its associated factors, and the relationship between anxiety and perceived social support during the early stages of the pandemic in Türkiye. An online survey was conducted among 532 participants (405 females, 127 males; mean age 30.95 years). Data was collected through an online format using a demographic information form, the Beck Anxiety Inventory, and the Multidimensional Scale of Perceived Social Support. The study revealed that 77.8% of participants experienced mild anxiety, 10.3% moderate anxiety, and 11.8% severe anxiety. Female participants reported higher anxiety levels than males. Anxiety levels were higher among those who closely followed pandemic news and partially implemented expert-recommended precautions. Conversely, this same author demonstrated that social support from family and friends was negatively associated. Amin et al. (2024) study investigated the relationship between social support and mental health among university students in the Klang Valley. A total of 357 students from Universiti Putra

Malaysia (UPM), Universiti Kebangsaan Malaysia (UKM), and Universiti Malaya (UM) participated, chosen through stratified sampling. Data collection was conducted using self-administered questionnaires, which included the Social Support Questionnaire (SSQ) developed by Sarason et al. (1987) and the Depression Anxiety Stress Scale (DASS-21) developed by Lovibond & Lovibond (1995). The findings revealed a negative correlation between social support and mental health. Additionally, support from family, friends, and teachers also demonstrated negative correlations with mental health.

Hypothesis

Perceived social support will significantly moderate the relationship between introversion-extroversion and glossophobia among undergraduates of Nnamdi Azikiwe University, Awka.

Method

A total of 305 undergraduate students participated in this study. The group included one hundred and seventeen males (38.4%) and one hundred and eighty-eight females (61.6%), with ages ranging from 16 to 40 years. Participants who volunteered were selected from the Faculty of Social Sciences, comprising 18 students (5.9%) from Year Two, 24 students (7.9%) from Year Three, 233 students (76.4%) from Year Four, and 12 students each (3.9%) from 500L and 600L, along with 6 graduates (2.0%). The majority of students were Christian (98%), with 2% adhering to traditional religions. All participants were Nigerian nationals. Most students lived off-campus (86.6%), with the remaining 13.4% residing on campus.

Instruments

The Public Speaking Anxiety Scale (PSAS) is a 17-item Likert-scaled tool developed by Bartholomay & Houlihan (2016) and measures public speaking anxiety across three subscales: cognitive, behavioral, and physiological. Respondents evaluate their agreement with each item using a 5-point Likert scale. Bartholomay and Houlihan (2016) reported that the PSAS demonstrates good internal consistency, with an overall Cronbach's alpha of $\alpha = 0.75$. For the individual subscales, Cronbach's alpha values are ($\alpha = 0.881$) for the Cognitive Subscale, ($\alpha = 0.747$) for the Behavioral Subscale, and ($\alpha = 0.867$) for the Physiological Subscale. This includes research conducted by Biesmans (2022) and Gallego et al. (2021), both of which reported Cronbach's alpha values, which reported Cronbach's alpha values of 0.88 and 0.85, respectively. Similarly, the current study found a reliability value of ($\alpha = 0.744$), indicating acceptable internal consistency. The concise version of the Big Five personality inventory (BFI-10) was developed by Rammstedt, B. & John, O. P. (2007), is a condensed form of the Big Five Inventory that evaluates personality traits using just 10 items. Each of the five personality dimensions (Extraversion, agreeableness, conscientiousness, neuroticism, and openness to experience) is measured by two items, and respondents' rate how well each statement describes their personality on a 5-point scale (1=disagree strongly, 5=agree strongly). Reverse scoring is applied to certain items within each dimension to calculate scores. The Big Five Personality Inventory-10 (BFI-10) shows good validity and reliability. Test-retest correlations range from .49 to .79, and it has strong convergent validity with longer scales, particularly for extraversion. Although internal consistency is lower, it's acceptable given the measure's brevity. Multiple studies show satisfactory reliability estimates for the BFI-10. In research involving American students,

Rammstedt and John (2007) reported test-retest correlations ranging from r = .65 for Openness to r = .79 for Extraversion over a duration of 6 to 8 weeks. Similar findings were observed for the German BFI-10 items across various studies. According to Rammstedt and John (2007), there are relatively low correlations among the Big Five scales. The relatively low Cronbach's alpha of α = 0.482 for the extroversion items is consistent with expectations for a brief 2-item measure. The Multidimensional Scale of Perceived Social Support (MSPSS) is a commonly utilized psychological instrument designed to assess an individual's perception of social support from different sources. It was developed by Zimet, Dahlem, Zimet, and Farley in 1988. Each item is evaluated on a 7-point scale, where 1 represents "strongly disagree" and 7 signifies "very strongly agree." The scores for all items are totaled and then divided by 12 to calculate a mean score, with higher mean scores reflecting a greater perception of social support. The MSPSS has been used in Arabic-speaking communities, and researchers have confirmed its validity and internal consistency, as indicated by Cronbach's alpha coefficients of 0. The MSPSS demonstrates high internal consistency, with Cronbach's alpha coefficients typically ranging from 0.89 to 0.96, indicating good homogeneity among items. Subsequent studies, such as Adeniyi Adesola et al. (2025), demonstrated excellent internal consistency (Cronbach's alpha = 0.927), with subscale reliability for family (α = 0.892), friends (α = 0.927), and significant other (α = 0.927). Factor analysis validated a three-factor structure that aligns with the original MSPSS, accounting for 80.3% of the variance. Confirmatory factor analysis indicated robust model fit indices. A Confirmatory Factor Analysis (CFA) conducted on these three dimensions produced satisfactory fit indices, including a comparative fit index (CFI) of 0 (with values greater than 0.9 indicating good fit) and a chi-square to degrees of freedom ratio of 2.83 (where 0 indicates perfect fit and 5 represents poor fit). These findings are consistent with previous research, such as Mijung et al. (2022), which reported high internal consistency for the full scale (Cronbach's alpha = 0.91) and its three domains: spouse (α = 0.96), family (α = 0.90), and friends (α = 0.90). In the present study, Cronbach's alpha was found to be 0.91, suggesting that the scale is reliable. This scale comprises 17 items, with participants' responses evaluated on a five-point Likert scale from 0 (not at all) to 4 (extremely), yielding an overall severity score that ranges from 0 to 68. In this study, Cronbach's alpha was measured at 0.91, indicating that the scale demonstrates high reliability. The scale consists of 17 items, and responses from participants were assessed using a five-point Likert scale, ranging from 0 (not at all) to 4 (extremely), which produces an overall severity score between 0 and 68.

Procedure

The study on "the moderating role of perceived social support in the relationship between introversion-extroversion and glossophobia among undergraduates of Nnamdi Azikiwe University, Awka" started with an extensive literature review. This review provided critical insights into the existing body of knowledge on glossophobia, personality traits, and perceived social support, highlighting gaps that the study aimed to address. Three instruments were selected to draw data for the study: the Public Speaking Anxiety Scale (PSAS), the Brief version of the Big Five Personality Inventory (BFI10), and the Personal Report of Perceived Social Support Scale (PRSSS). These scales were adapted into a structured Google Form questionnaire to facilitate efficient data collection. A multi-stage sampling method was utilized for data collection, and respondents were randomly given the online questionnaire via Google Form. Nnamdi Azikiwe University was purposely chosen as the study site, and from

its 14 faculties, the Faculty of Social Sciences was randomly selected. The study's participants consisted of undergraduates from randomly selected departments, spanning six academic years. The questionnaire using Google Form was shared with the participants. A total of 305 students voluntarily completed the survey. A mediation analysis was performed utilizing PROCESS Macro v4.2 for SPSS by Andrew F. Hayes (2022). The data collected through the Google Form questionnaire served as the primary source for analysis, providing valuable insights into the moderating role of perceived social support in the relationship between introversion-extroversion and glossophobia among undergraduates of Nnamdi Azikiwe University. Design/Statistics: The study employed a correlation predictive design, with data analysis conducted using PROCESS Macro V4.2 for SPSS by Andrew F. Hayes (2022).

Design/Statistics

The study employed a correlation predictive design, with data analysis conducted using PROCESS Macro V4.2 for SPSS by Andrew F. Hayes (2022).

Table 1: Correlation of glossophobia, introversion-extroversion and perceived social support

S/N		1	2	3
1	Perceived social support	1		
2	Glossophobia	-.099	1	
3	Introversion-extroversion	. 257	-.183	1

Correlation is significant at the 0.01 level (2 tailed)

Table one above shows that there is a negative and insignificant relationship between perceived social support and glossophobia r=-.099, p >.05. Also, introversion-extroversion and glossophobia was negative at r= -.183, p >.05, and introversion-extroversion and perceived social support was positive at r= .257, p > .05.

Table 2: Model summary

R	R-sq	MSE	F	df1	df2	P
.2844	.0809	57.2820	8.6795	3.0000	296.0000	.0000

Table two above shows that R- squared value was .0809, this means that 8.09 % of the model accounts for glossophobia.

TABLE 3: Prediction and moderation of glossophobia, introversion-extroversion and perceived social support

	β	t	P	LLCI	ULCI
Introversion-extroversion	-.6522	17.721	.0000	45.3039	47.0565
Perceived social support	.0867	1.2913	.1976	-.0454	.2188
Int-1	.1015	3.7327	.0002	.0480	.1551

Table Three above revealed that Introversion-extroversion negatively and significantly predicted glossophobia at β = - .6522 p<.05, this means that with decrease in introversion-extroversion the is increase in the levels of glossophobia, Perceived social support positively but not significantly predicted glossophobia at β = .0867, P>.05, and Perceived social support significantly and positively moderated the relationship existing between Introversion-extroversion and glossophobia among undergraduates of Nnamdi Azikiwe University Awka at β = .1015 p<.05, this means that perceived social support serves a weakening agent in the existing relationship between introversion-extroversion and glossophobia.

Discussion

This study explored the moderating role of perceived social support in the relationship between introversion–extroversion and glossophobia among undergraduates of Nnamdi Azikiwe University Awka. The hypothesis, which proposed that perceived social support would significantly and positively moderate the relationship between introversion–extroversion and glossophobia, was confirmed. The moderation analysis revealed that social support significantly reduced the existing relationship between introversion-extraversion and glossophobia (β = .1015, p < .05). This finding indicates that introverted students who perceive higher levels of social support are less likely to experience debilitating levels of glossophobia compared to those with lower perceived social support. We believe our study is reliable because the results we obtained are consistent with those of prior studies (Yibin et al., 2020; Lutfiah et al., 2023; Adelia et al., 2024; Yang et al., 2025). The findings suggest that while social support may not entirely eliminate anxiety, it can reduce its severity, particularly for individuals predisposed to higher anxiety due to personality characteristics. The moderation effect was further clarified through conditional effects analysis. At low levels of perceived social support (–8.2834), the effect of introversion–extroversion on glossophobia was minimal (β = –1.4933). At average levels of social support (0.000), the effect was average (β = –0.6522). Interestingly, at high levels of social support (8.2834), the effect was strongest (β = .1888), implying that increased perceived social support may yield additional benefits in reducing glossophobia.

The findings underscore the complex interplay between personality traits, perceived social support, and glossophobia among undergraduates. They highlight the importance of balanced social support, which appears most effective when neither too low nor overly abundant, in helping students manage anxiety in academic speaking contexts. These findings may find explanation in the social cognitive theory of Albert Bandura (Bandura, 1977). Accordingly, the theory holds that the individual personality traits provide a blueprint to manifest glossophobia. However, this effect may be moderated by the social situation, which includes the school environment and the nature of individuals who serve as the audience. Together these factors influence each other in a reciprocal manner. If the undergraduate perceives the audience as supportive, then the undergraduate may resort to previous experience to draw courage. Because this experience develops self-efficacy, which enables the undergraduate to perceive the ability to present effectively. The outcome expectation is that glossophobia becomes reduced and presentation flourishes.

Implications of the Study

The study's results suggest that perceived social support plays a crucial role in reducing glossophobia among undergraduates. This implies that while the universities prioritize public presentations among undergraduates, they should incorporate a supportive learning environment that fosters students' sense of belonging and confidence. Specifically, they should enlighten their undergraduates on the importance of being supportive to presenters rather than being negatively judgmental. By so doing, it will be easier for most students who face glossophobia to gradually overcome the negative effects of it. Universities can provide counseling services or peer mentoring programs to cater to the diverse needs of their students. Ultimately, the study's findings have significant implications for educators, students, and university administrators. By recognizing the importance of perceived social support and creating a supportive learning environment, universities can help students achieve their academic goals and develop the skills and confidence needed to succeed in their future careers.

Recommendations

Authors recommend that universities incorporate public speaking training into their curriculum, providing students with opportunities to practice and improve their public speaking skills. This can be achieved by providing constructive feedback, encouraging peer support, and promoting a sense of community in the classroom. Additionally, universities can offer counseling services or peer mentoring programs to help students overcome glossophobia and build confidence in their ability to communicate effectively. Also, parents are urged to begin from a younger age to incorporate public speaking at home. This way it becomes part of a child’s growing up. If this is addressed at an early age, it may become easier for them at undergraduate to demonstrate little to no glossophobia.

Conclusion

In conclusion, the study's findings highlight the significant role of perceived social support in moderating the relationship between introversion-extroversion and glossophobia among undergraduates of Nnamdi Azikiwe University, Awka. The results suggest that perceived social support can help reduce the effect of introversion-extroversion on glossophobia among

undergraduates. By providing a supportive learning environment, universities can foster students' sense of belonging and confidence, which can ultimately improve their academic performance. In light of these findings, it is essential for universities to prioritize creating a supportive learning environment that caters for the diverse needs of their undergraduates.

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