# DEPARTMENTAL CULTURE AND PERSONALITY AS DETERMINANTS OF SOCIAL ANXIETY AMONG UNIVERSITY UNDERGRADUATES IN ANAMBRA STATE, NIGERIA

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**ABSTRACT:** *The study examined Departmental culture and personality as determinants of social anxiety among university undergraduates. Male and female samples of 105, age-range 18-35 years, and SD 0.77, acquired through cluster and incidental samplings were used. The study had correlational and predictive design with multiple regression statistics. Instruments of data collection were valid and reliable. Findings showed Departmental culture having negative significant relationship (P≤ .001; r = -.313; N = 105), and negative significant prediction (P< .05; β= -.139; N=105) with social anxiety. Overall personality showed significant positive relationship (P≤ .001; r = .516; N = 105), and significant positive prediction (P< .001; β= .712; N=105) with social anxiety. Recommendations were for university Departments to be proactive and strategic in resolving undergraduates' developmental challenges on the campus.*

**KEYWORDS: Personality, Departmental-Culture, Social-Anxiety, University-Undergraduates, Anambra-State, Nigeria**

## INTRODUCTION

Observations showed that students (university undergraduates) in Nigerian universities constantly praise or complain about the impacts of their respective Departments on their academic, personal, and social lives. Ancillary, observations showed that prevailing Departmental culture and personality of students seem to impact on students' social behaviours during their (students') period in the university. While some university undergraduates go through university social situations with relatively ease, some others are very apprehensive of social encounters on the campus. Some university undergraduates who expressed various levels of frustration on the campus tend to blame their Departmental culture. Frustration and social inadequacies often times interface each other.

Every university undergraduate is admitted into a particular Department to study the discipline, and each Department is named according to the discipline/course of study. The Department has both teaching and non-teaching

staff, as well as students. The staff has their various roles to the Department, as well as their respective values (Kotter & Heskett, 2012), idiosyncrasies and motivated-goals that influence their behaviours towards the Department, colleagues, and students at large.

Departmental culture is a set of shared values that influence the behaviours of departmental members. Culture influences the performance of individuals (Schein, 2009), so also is personality. Therefore, Departmental culture and personality are most likely to influence undergraduates' social anxiety. Personality is an individual's consistent way of thinking, feeling and acting. Unfortunately, university undergraduates may not trace their social anxieties to their personality.

Social anxiety is the fear of negative evaluation by others. It is the condition a person experiences due to the fear of making a critical impression before others, or in a social situation. This occurs when one believes that perception of others about them is different from their perception about themselves. Social anxiety peaks from adolescent to young adulthood periods. This is the period in which most university undergraduates belong.

Many Departmental cultures are incongruence to students' academic success (Kotter & Heskett, 2012; Ouchi, 1981). Expectedly, incongruence experiences of students can adversely affect their social confidence (Cameron & Quinn, 2006; Kalliath, Bluedom & Strube, 1999). Departmental culture instils values, beliefs and assumption that define the way a Department conducts its affairs. Various Departments in the university vary in their Departmental cultures (Robbins, 2001), with their attendant influence on undergraduates' attitudes, behaviours and performances in social situations (Flamholtz, 2001). Consequently, Departmental culture influences students' perceptions, thoughts, feelings and overt social behaviours (Schein, 2009).

Both Departmental culture and personality create patterns of thoughts, feelings and actions for the undergraduates. Personality can be shaped by culture. In a situation involving social dilemma, personality may prompt social anxiety that may mar cooperation and integration.

Hence, this study investigates the roles of Departmental culture and personality on social anxiety of university undergraduates in Anambra State, Nigeria.

## Statement of the Problem

The Departmental culture of an institution where a student is exposed to can influence the way the individual sees life, and subsequently affect the anxiety levels experience in such an environment. Departments that are insensitive to university undergraduates' academic, developmental and social challenges may produce students that cannot handle social situations.

Departmental culture and personality induce social anxiety for some students. Although some institutions have tried to key into factors that boost confidence in students, yet problem of social anxiety still persists. Hence, there is need to research on factors like Departmental culture and personality to see if they truly influence social anxiety among university undergraduates.

Many studies have been conducted all over the world on cultures, personality and social anxiety, but none has focused specifically on university undergraduates' Departmental culture in Nigeria. Most studies in Nigeria on factors affecting students' academic goals are usually focused on the university organization and educational policies. Departmental culture and its impact on students' social health have been ignored or not remembered. Hence, this study has to explore that neglected but very important foundation of university undergraduates' campus experience. This is with particular focus on Departmental culture and personality as determinants of social anxiety among the students of Chukwuemeka Odumegwu Ojukwu University, Anambra State, Nigeria.

## Purpose of the Study

1. Departmental culture will not significantly determine social anxiety among University Undergraduates.
2. Personality will not significantly determine social anxiety among University Undergraduates.

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**Research Questions**

1. To what extent will Departmental culture determine social anxiety among University Undergraduates?
2. In what way will personality determine social anxiety among University Undergraduates?

**Significance of the Study**

1. The outcome of this study is anticipated to have both theoretical and practical significance. Theoretically, the work will enrich the existing literature on social anxiety on the campus, especially among university undergraduates.
2. The study will provide a systematic body of information about the nature and consequences of Departmental culture on university undergraduates social development.
3. This study will help the Heads of Department and University management in being proactive in making policies that will reduce students' social anxiety. This will help the students cope effectively with social situations. Departments are not there for only academic purposes but also to help students adjust and cope socially.

**Operational Definition of Terms**

**Departmental Culture:** Departmental culture is a set of shared values that influence the behaviors of departmental members and students as measured with the department culture scale by Kılıç (2006).

**Personality:** Personality reflects people's characteristic patterns of thoughts, feelings, and behaviors, which is measured with the Big five personality inventory questionnaire (BFI) by Goldberg (1993).

**Social Anxiety:** Social anxiety is the apprehension associated with being judged and evaluated negatively by other people as measured with the Liebowitz Social Anxiety Scale (LSAS) developed by Michael Liebowitz (1987).

**LITERATURE REVIEW**

**Theoretical Review**

**On Departmental Culture**

**Schein theory (1992):** The Schein theory is relevant in the management of university undergraduates as it is also to the management of organizations. The theory is required to address culture that is necessary to advance goals, objectives and successfully implement changes. Departmental culture is significant in motivating and maximizing intellectual assets, particularly human capital. This is especially crucial in knowledge intensive organizations, such as the university to which undergraduates belong. Departmental culture influences change, maximizes the value of human capital, and relevant in the management of competency. It is therefore very important that universities should understand the appropriate Departmental culture necessary for undergraduates' best development and social health. Poor Departmental culture breeds maladaptive behaviour (March & Sutton,1997).

**On Personality traits**

**Five-Factor Theory of Costa & McCrae (1992):** The Five-factor model delineates five broad traits- extraversion, neuroticism, agreeableness, conscientiousness, and openness to experience (Costa & McCrae, 1992). Individuals who exhibit extraversion are gregarious, assertive, warm, positive and active and as well seek excitement. Neuroticism include exhibition of anxiety, depression and hostility as well as feeling of self-conscious, act impulsively and experience a sense of vulnerability, unable to accommodate aversive events. Agreeableness can be inferred through traits such as trust in other individuals, straightforward and honest communication, altruistic and cooperative behaviour, compliance rather than defiance, modesty and humility, as well as tender, sympathetic attitudes. Conscientiousness is characterized by discipline, carefulness, proaction, and prudence. Openness to experience is the final trait, which relates the extent to which individuals are open to fantasies, aesthetics, feelings as well as novel actions, ideas and values, open individuals prefer novel intense, diverse and complex experiences, while closed

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individuals prefer familiar tasks and standardized routines. For university undergraduates, these go a long way determine the students' behavioral dispositions. Therefore, it will be important to know whether these personality traits as possessed by undergraduates contribute to their social anxiety.

## On Social Anxiety

**Self-Presentational Theory by Schlenker and Leary (1982):** The self-presentational theory of social anxiety (Leary & Kowalski, 1995; Schlenker & Leary, 1982) proposes that people experience social anxiety when they are motivated to make a desired impression on other people but doubt that they will successfully do so. Because the impressions that people make on others have important implications for how they are evaluated and treated in everyday life, people are understandably motivated to convey certain impressions of themselves and to avoid making certain other impressions. The theory predicts that the likelihood and intensity of social anxiety increases as people become more motivated to make a particular desired impression and less certain that they will successfully do so.

One virtue of the self-presentation theory was that it accounts for both the kinds of interpersonal situations that evoke anxiety as well as individual differences in the tendency to feel socially anxious. The self-presentational theory has received solid empirical support, both from studies that have taken an explicitly self-presentational perspective as well as those emerging from other theoretical traditions (Leary & Kowalski, 1995). Basically, social skills deficits of various kinds predispose university undergraduates to be socially anxious. Social skills training reduces shyness and social anxiety.

## Empirical Review

## On Departmental Culture

Muthu and Thirumalaesh (2020) focused to determine the changes in students' performance on departmental culture, when they are given exposure to areas beyond their curriculum. Their study dealt with the effects of having departments, where there is minimal contact between students of each department. This lack of connect between students has a negative effect on their skill development. Moreover, the current scenario does not give space for students to collaborate with projects in other departments or projects that involve multiple departments. As students have very restricted access to knowledge, they cannot satisfy the requirements of the industry. Graduates are not able to be technically sound on basic concepts that are beyond their area of study which deprives them of deserving chances. This work, deals with the impact of departmental culture on students who are in such college environments. Also, through the interviews and surveys we conducted, this work proposes solutions and changes that could be made to solve the problems that students face.

## On Personality traits

Mohammad, Nadiah, Azizah, Khaidzir and Geshina, (2014) conducted a study to investigate the associations between personality traits and aggressive behaviour among Malay adult inmates in Malaysia: Objective: A sizable body of criminology literature has suggested that personality factors are critical to the development of aggressive behaviour. While research on personality focusing on aggression often revolves on "Eynseck Three Factor Model" and "Big Five Model", research on "Alternative Five Factor Model" (AFFM) is rather inadequate. The present study aimed to examine the association between five types of personality traits and subscales of aggressive behaviour. Methods: This observational cross-sectional study was conducted in two prisons in Peninsular Malaysia among 198 Malay adult inmates. The participants were selected based on the purposive sampling method from those who were convicted for various types of crime. Two psychometric instruments adapted to the Malaysian context were used: Malay version of Zuckerman-Kuhlman Personality Questionnaire-40-Cross Culture (ZKPQ-M-40-CC) and Aggression Questionnaire (AQ-M). Pearson correlation coefficient test was conducted to determine the association between five types of personality traits and subscales of aggression. Results: The results showed that there was a significant association between personality traits and aggressive behaviour. The results were discussed

in relation to theory and the context of crime. Conclusion: There is evidence that personality traits are linked to aggressive behaviour which may lead a person to commit offenses.

## On Social Anxiety

Al-Noor, Selai, Ansari, Alhadi, El Hilo & Scior (2018) improved the understanding of the experience of anxiety and panic related cognitions among Saudi-Arabian individuals and to examine the potential role that culture might have in influencing their symptom expression. Given the lack of previous research, this study adopted an exploratory, qualitative approach using Thematic Analysis. Semi-structured interviews were undertaken with 14 participants with an ICD diagnosis of panic and anxiety from Saudi Arabia. The results uncovered two unique cognitions associated with Saudi-Arabian participants: separation & loss from loved ones, and Jinn possession. In addition, Saudi-Arabian participants placed more emphasis on negative social evaluation compared to a Western sample. The results also demonstrated that Saudi-Arabian participants misinterpret their symptoms in the way predicted by CBT, and that the majority of the cognitions and their content was similar to a Western sample. This supports the notion of delivering culturally sensitive CBT for panic disorder to Saudi-Arabian clients.

## Hypotheses

1. Departmental culture will not significantly determine social anxiety among university undergraduates in Anambra State, Nigeria.
2. Personality traits will not significantly determine social anxiety among university undergraduates.

## METHODS

**Participants:** One hundred and five (105) undergraduate students of Chukwuemeka Odumegwu Ojukwu University, Anambra State, Nigeria, of both male and female genders were used in the study. Their ages ranged from 18 to 35 years with the mean age of 19.7 and standard deviation of 0.77. Cluster sampling was used to sample the students across various Departments and years of study, while incidental sampling technique was used in selecting the participants because only those available, accessible and willing to participate in the study were selected for the study.

**Instruments:** Three Instruments were used in the study. The first was **Departmental Culture Scale (OCS).** The Departmental Culture Scale (DCS) was adapted from the Kılıç (2006) organizational culture. It consists of 29 items scale of ten questions for Constructive Departmental Culture (COC), ten questions for Passive Defensive Departmental Culture (PDOC), and nine questions for Aggressive Defensive Departmental Culture (ADOC). The reliability of the Departmental culture scale is 0.87. With a pilot study of 30 undergraduate students from a neighbouring university, the instrument reported a convergent validity of .69 with the death anxiety scale, and Cronbach alpha reliability score of .70. The scale followed a 5-point Likert type interval scale starting from, 1 Disagree strongly, 2 Disagree, 3 Sometimes, 4 Agree, 5 Agree strongly.

The second instrument used was **Big-Five Personality Inventory Questionnaire (BFI).** This is a 44-item inventory which sought to measure the big-five personality traits which are Openness to experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism or Emotional stability. The instrument was developed by Goldberg (1993) and re-validated by John and Strivastava (1999). The Cronbach alpha score obtained for this scale was 0.80 which shows the reliability. It is reported in Njoku, Ebeh, and Mbaeri (2017) that John et al. (1991) obtained a coefficient alpha of .80 and a 3-month test-retest coefficient of .85 for the instrument. The Big Five Inventory has mean convergent validity coefficient of .75 and .85 with the Big-Five Instrument authored by Costa and McCrea (1992) and Golberg (1992) respectively. For the Nigerian samples, it was reported by Njoku, Ebeh, and Mbaeri (2017) that The divergent validity coefficients obtained by correlating the BFI with University Maladjusted Scale (Kleinmuntz,1961) were Extroversion .05, Agreeableness .13, Conscientiousness .11, Neuroticism .39, and Openness .24. The norms for the scale were extraversion 27.10, agreeableness 28.75, conscientiousness 29.60,

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neuroticism 24.48, and openness to experience 35.18 (Njoku, Ebeh, & Mbaeri, 2017).

The study's pilot study obtained an internal reliability of .82, and convergent validity of .75 with the self-efficacy scale for the overall scale (BFI), indicating reliability and validity of the instrument. The respondents were asked to state the extent to which they agree or disagree with each statement in the appropriate part by marking (*) in the 5-point Likert type interval scale starting from 1 Disagree strongly, 2 Disagree a little, 3 Neither agree nor disagree, 4 Agree a little, and 5 Agree strongly.

**Liebowitz Social Anxiety Scale** by Liebowitz, (1987) was another instrument used in the study. The 24-item social anxiety scale developed by Liebowitz (1987) was adopted for the present study to measure social anxiety amongst university undergraduate. The scale obtained a reliability score of .81 which showed the consistency of the scale. With a pilot study of 30 undergraduate samples, the instrument reported a convergent validity of .83 with the death anxiety scale and Cronbach alpha score of .76. The scale followed a four point Likert format, ranging from 0 Never, 1 Occasionally, 2 Often, 3 Usually.

**Procedure:** The data for the research were collected from undergraduates at the Chukwuemeka Odumegwu Ojukwu University, Anambra State, Nigeria. Copies of the study questionnaire were administered to about 115

undergraduates. At the end of the exercise, the returned questionnaires accurately filled were 105 and were used for analysis. Confidentiality was provided with an instruction on the research instrument for respondents not to identify themselves in anyway so as to guarantee their anonymity. The participants were also informed that the exercise was for research purposes only, and the results of the research would not be released in any individually identifiable way.

**Design and Statistics:** The study has predictive correlation design, with Multiple Regression statistics. This was because the study is geared towards investigating personality traits and Departmental culture as predictors of social anxiety. This was on the ground that Stepwise Regression is one of the most versatile techniques in quantitative method testing more than one independent variable with dimensions on one dependent variable at same time.

## RESULTS

The results and findings are presented for the analyses of the collected data, as it concerns the hypotheses tested. Firstly, table 1 is the descriptive statistics for Departmental Culture, Personality, and Social Anxiety variables of the Chukwuemeka Odumegwu Ojukwu University (COOU)students. This is followed with the table 2, which is the variables correlation analyses table. There is also table 3 being the regression analyses of the variables. The analyses further contain figures 1, 2, 3, and 4

**TABLE 1: Descriptive Statistics for Personality Traits, Departmental Culture and Anxiety of COOU* Students**

| | N | Minimum | Maximum | Mean | Std. Deviation | Skewness | | Kurtosis | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error | Statistic | Std. Error |
| AGE | 105 | 19.00 | 21.00 | 19.7333 | .77542 | .505 | .236 | -1.161 | .467 |
| DEPARTMENTAL CULTURE | 105 | 79.00 | 138.00 | 101.8667 | 13.96566 | .782 | .236 | .913 | .467 |
| Extraversion | 105 | 16.00 | 41.00 | 24.6000 | 6.37393 | .787 | .236 | .814 | .467 |
| Agreeableness | 105 | 23.00 | 42.00 | 31.8000 | 4.96604 | .498 | .236 | -.499 | .467 |
| Conscientiousness | 105 | 17.00 | 45.00 | 31.9333 | 7.61232 | -.318 | .236 | -.803 | .467 |
| Neuroticism | 105 | 18.00 | 29.00 | 23.7333 | 2.99123 | -.152 | .236 | -.522 | .467 |
| Openness | 105 | 25.00 | 65.00 | 35.4000 | 9.89814 | 1.601 | .236 | 2.941 | .467 |
| PERSONALITY | 105 | 11.00 | 186.00 | 138.8667 | 38.45604 | -2.328 | .236 | 5.848 | .467 |
| ANXIETY | 105 | 40.00 | 123.00 | 66.0000 | 19.73429 | 1.389 | .236 | 2.283 | .467 |
| Valid N (listwise) | 105 | | | | | | | | |

**SOURCE: Research primary data from students of Chukwuemeka Odumegwu Ojukwu University (*COOU), Anambra State, Nigeria**

Table 1 shows the sample size was 105 students of Chukwuemeka Odumegwu Ojukwu University (COOU), Anambra State, Nigeria. All the performances are above the mean average.

The standard deviation/SD (13.96566) for Departmental culture varies so much. This could also be the reason for the high dispersion in the SD of Personality (38.45604) and Anxiety

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(19.73429). These indicate variations in the Departmental culture and students' personality, as well as their corresponding anxiety arising therefrom. Again, skewness of Departmental culture (.782) is positive indicating a departmental culture that facilitates attainment of students' academic goals. Ironically, the participants' (students') personality (-2.328) factors, particularly conscientiousness (-.318)

and neuroticism (-.152) are negative. These show that the students have militating personality that could induce anxiety. The kurtosis shows some personality factors like agreeableness (-.499), conscientiousness (-.803), and neuroticism (-.522) being negative, contrary to the general personality (5.848) and anxiety (2.283). These are low performances showing no impressive or exceptional performance of the tested variables.

**TABLE 2: Correlations Analysis for Personality Traits, Departmental Culture and Anxiety of COOU\* Students**

| | | ANXIETY | DEPARTMENTAL CULTURE | Extraversion | Agreeableness | Conscientiousness | Neuroticism | Openness | PERSONALITY |
|---|---|---|---|---|---|---|---|---|---|
| Pearson Correlation | ANXIETY | 1.000 | | | | | | | |
| | DEPARTMENTAL CULTURE | -.313\*\* | 1.000 | | | | | | |
| | Extraversion | .386\*\* | -.245\* | 1.000 | | | | | |
| | Agreeableness | .581\*\* | -.003 | .112 | 1.000 | | | | |
| | Conscientiousness | .296\*\* | -.420\*\* | .413\*\* | -.015 | 1.000 | | | |
| | Neuroticism | -.274\* | .192\* | -.401\*\* | -.112 | -.385\*\* | 1.000 | | |
| | Openness | .309\*\* | -.446\*\* | .282\* | -.146 | .456\*\* | .115 | 1.000 | |
| | PERSONALITY | .516\*\* | -.333\*\* | .576\*\* | -.049 | .711\*\* | -.139 | .587\*\* | 1.000 |

**Significant when \*P≤ .05; or \*\*P≤ .001; N = 105**
**SOURCE: Research primary data from students of Chukwuemeka Odumegwu Ojukwu University (\*COOU), Anambra State, Nigeria**

Table 2 shows the Departmental culture-anxiety relationship being significant with negative correlation (P≤ .001; r = -.313; N = 105). It indicates that Departmental culture has significant relationship with students' anxiety. Existing Departmental culture is not healthy for students' academic development. General personality shows significant positive relationship with students' anxiety (P≤ .001; r = .516; N = 105), with extraversion (P≤ .001; r = .386; N = 105), agreeableness (P≤ .001; r = .581;

N = 105), conscientiousness (P≤ .001; r = .296; N = 105), and openness (P≤ .001; r = .309; N = 105) have significant positive relationship with anxiety. Nonetheless, neuroticism has significant negative relationship with university students' anxiety. The positive relationships show that those personality factors are necessary personal resources for managing university students' anxiety, while the negative relationship shows that neuroticism is a militating personality factor.

**TABLE 3: Regression Analysis for Personality Traits, Departmental Culture and Anxiety of COOU\* Students**

ANXIETY (DV)

| Predictors (IV) | Step1β | Step2β | Step3β | Step4β | Step5β | Step6β | Step7β |
|---|---|---|---|---|---|---|---|
| *Step1* - Extraversion | .386\*\* | .325\*\* | .238\* | .225\* | .131 | -.137 | -.142\* |
| *Step2* - Agreeableness | | .545\*\* | .557\*\* | .553\*\* | .600\*\* | .622\*\* | .617\*\* |
| *Step3* -Conscientiousness | | | .205\* | .193\* | -.001 | -.379\*\* | -.415\*\* |
| *Step4*-Neuroticism | | | | -.047 | -.196\* | -.332\*\* | -.313\*\* |
| *Step5*- Openness | | | | | .383\*\* | -.232\*\* | .174\* |
| *Step6*-PERSONALITY | | | | | | .712\*\* | .731\*\* |
| *Step7* - DEPARTMENTAL CULTURE | | | | | | | -.139\* |
| *⊿F* | 18.012\*\* | 53.498\*\* | 6.723\* | .327 | 21.652\*\* | 55.574\*\* | 5.186\* |
| *R²* | .149\*\* | .442\*\* | .477\* | .478 | .572\*\* | .727\*\* | .741\* |
| *⊿R²* | | .149\*\* | .293\*\* | .035\* | .002 | .094\*\* | .155\*\* | .014\* |
| *Df* | 1;103 | 1;102 | 1;101 | 1;100 | 1;99 | 1;98 | 1;97 |
| *Durbin Watson* | | | | | | | 2.814 |

**Significant when \*P≤ .05; or \*\*P≤ .001; N = 105; SOURCE: Research primary data from students of Chukwuemeka Odumegwu Ojukwu University (\*COOU), Anambra State, Nigeria.**

Table 3 above showed the results of regression analyses for personality traits, Departmental culture and anxiety. The first model of the regression analyses showed that although Departmental culture (P< .05; $\mathit{\Delta F}$ = 5.186; N=105) significantly predicted anxiety among university students, however, such prediction is associated with negative relationship (P< .05; β= -.139; N=105). This indicates that Departmental culture could be a contributor to university students' anxiety. Similarly, personality significantly predicted anxiety of university students (P< .05; $\mathit{\Delta F}$ = 55.574; N=105). Departmental culture accounted for 74%, and personality 73% of the university students" anxiety. Durbin Watson of 0<2.814<4 showed enough performance errors autocorrelation.

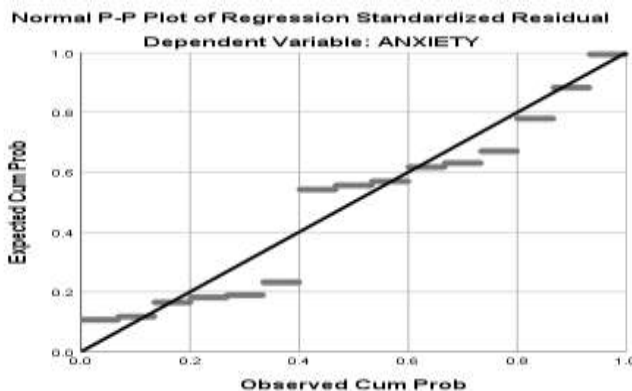**FIGURE 1: Histogram for Departmental Culture and Anxiety of COOU* Students**
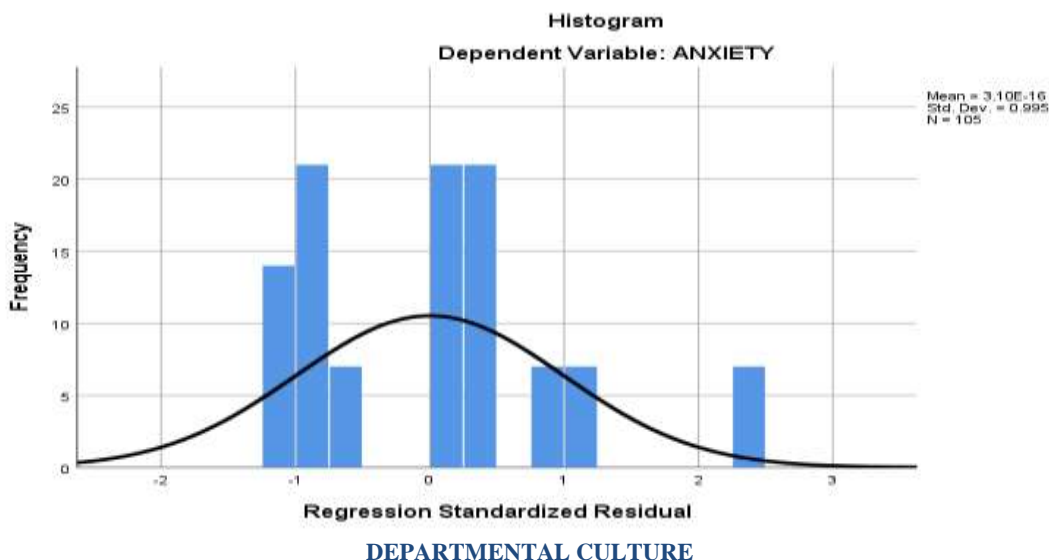


**DEPARTMENTAL CULTURE**

**SOURCE: Research primary data from students of Chukwuemeka Odumegwu Ojukwu University (*COOU), Anambra State, Nigeria.**

The figure 1 above shows more pronounced performance of the existing Departmental culture being on the negative side. Again, the outlier is also well pronounced above the normal curve. These results indicate that the existing Departmental culture is unable to reduce the university students' anxiety experience.

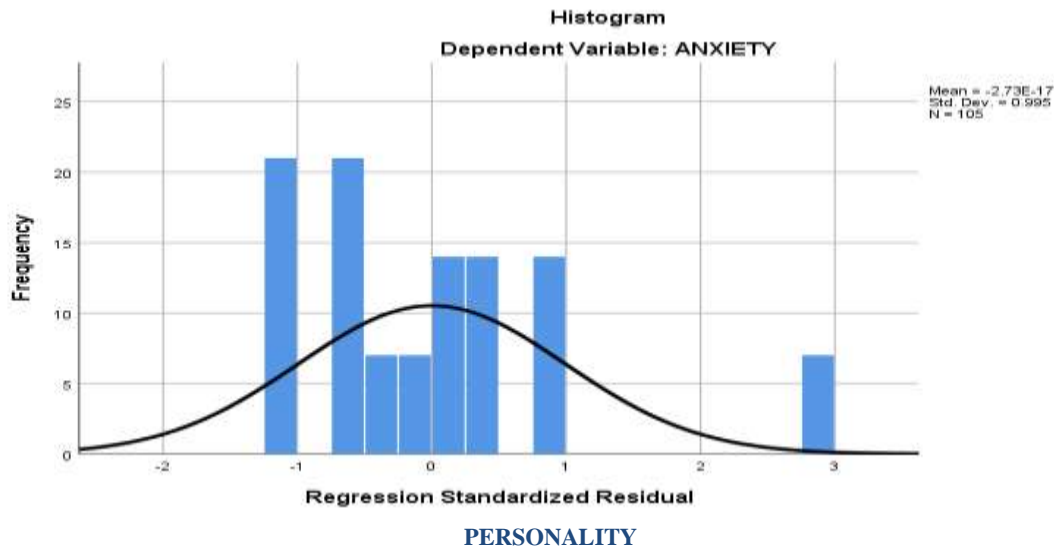**FIGURE 2: Graph for Departmental Culture and Anxiety of COOU* Students**



**DEPARTMENT CULTURE**

**SOURCE: Research primary data from students of Chukwuemeka Odumegwu Ojukwu University (*COOU), Anambra State, Nigeria.**

Figure 2 above shows pronounced inconsistency in the impact of existing Departmental culture on the anxiety of the university students. This impact is very unstable along the straight line plot. This indicates that the existing Departmental culture does not contribute positively in reducing university students' social anxiety.

**FIGURE 3: Histogram for Personality and Anxiety of COOU* Students**
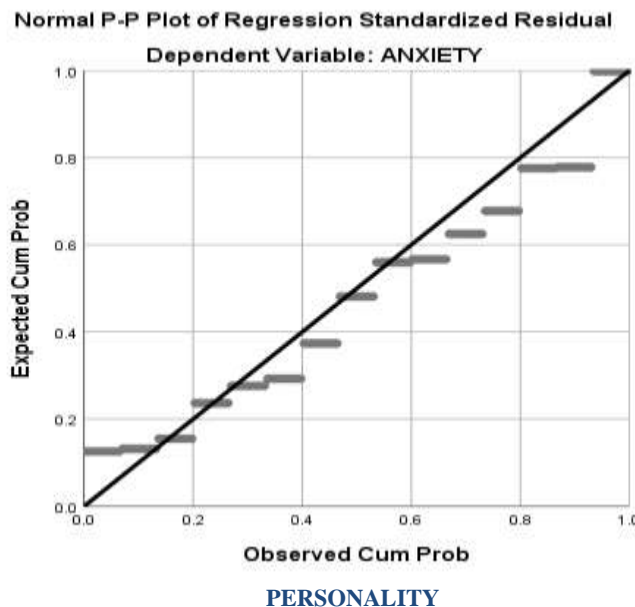


**PERSONALITY**

**SOURCE: Research primary data from students of Chukwuemeka Odumegwu Ojukwu University (*COOU), Anambra State, Nigeria.**

Figure 3 shows the greater manifestations of the students' personality are on the negative side, although there some observed positive personality performance. There are also obvious outliers which show personality aberration out of the normal curve. The result indicates that inability of the university students to manage anxiety could be as a result of personality issues.

**FIGURE 4: Graph for Personality and Anxiety of COOU* Students**



**PERSONALITY**

**SOURCE: Research primary data from students of Chukwuemeka Odumegwu Ojukwu University (*COOU), Anambra State, Nigeria.**

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The figure shows that the personality of the university students is tangentially below the average along the straight line plot. This indicates that the university students have not mustered enough personality resources that will enable them cope with anxiety.

**Summary of Findings/Results**

**Correlation results**

1. Departmental culture has significant relationship with university undergraduates' social anxiety.
2. Existing Departmental culture is not healthy for university undergraduates' academic development.
3. Personality shows significant positive relationship with university undergraduates' social anxiety.
4. Personality factors like extraversion have significant positive relationship with university undergraduates' social anxiety.
5. Agreeableness have significant positive relationship with university undergraduates' social anxiety.
6. Conscientiousness has significant positive relationship with university undergraduates' social anxiety.
7. Openness has significant positive relationship with university undergraduates' social anxiety.
8. Neuroticism has significant negative relationship with university undergraduates' social anxiety.

**Prediction results**

9. Departmental culture significantly predicted social anxiety among university undergraduates.
10. The prediction has negative relationship indicating existing Departmental culture as a contributor to university undergraduates' social anxiety.
11. Personality significantly and positively predicted social anxiety of university undergraduates.

**DISCUSSION**

The objective of the present study was to examine Departmental culture and personality as predictors of social anxiety among university undergraduates of Chukwuemeka Odumegwu Ojukwu University, Anambra State, Nigeria. The findings of the study show the following correlations that Departmental culture has significant relationship with university undergraduates' social anxiety. Existing Departmental culture is not healthy for university undergraduates' academic development. Personality shows significant positive relationship with university undergraduates social anxiety. Personality factors like extraversion have significant positive relationship with university undergraduate' social anxiety. Agreeableness have significant positive relationship with university undergraduates' social anxiety. Conscientiousness has significant positive relationship with university undergraduates' social anxiety. Openness has significant positive relationship with university undergraduates' social anxiety. Neuroticism has significant negative relationship with university undergraduates' social anxiety. Again, the findings show the following predictions that Departmental culture significantly predicted social anxiety among university undergraduates. The prediction has negative relationship indicating existing Departmental culture as a contributor to university undergraduates' social anxiety. Personality significantly and positively predicted social anxiety of university undergraduates.

One major plausible reason for the outcomes of the study could because based on the observations of Schabracq and Cooper (2000) that organizations who cannot establish interventions to correct anomalies rarely satisfy its strategic constituencies. University undergraduates are the Departments strategic constituencies. Rigidity of some Departments in the university often hampers flexibility of interventions proactions to assist university undergraduates. This presents students with both academic and social problems. Observations of Denissen, Soto, Geenen, John and van Aken (2022) show that personality deteriorates when it is not supported by prosocial reinforcers. University undergraduates often fail to imbibe prosocial personality that eradicates social anxiety when the Departmental culture becomes

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a source of impediment to their successful graduation.

## Implications of the study

1. Findings from this study have added to existing literatures on the subject and will stimulate further research in the area of Departmental culture.
2. It has provided a systematic body of information about the nature and consequences of Departmental culture existing in Nigerian University.
3. Practically, this finding from this study has been perceived to be beneficial to the students, school, and the society at large. It is hoped to help the individuals and the school system to understand the roles Departmental culture and personality play social development of university undergraduates.

## Limitations of the Study

1. The study did not establishment causal explanations. Consequently, it will be necessary in future research to analyze the relationships with longitudinal studies.

## Conclusion

The present study examined Departmental culture and personality as predictors of social anxiety among university undergraduates of Chukwuemeka Odumegwu Ojukwu University, Anambra State, Nigeria. One hundred and five undergraduate students were selected for the study using cluster and incidental sampling method. A predictive correlation design was adopted while stepwise regression analysis was used to test the hypotheses stated in the study. Findings showed that Departmental cultures and personality were significant predictors of social anxiety among university undergraduates of Chukwuemeka Odumegwu Ojukwu University, Anambra State, Nigeria.

## Recommendations

Based on the findings of this study, the researchers proffer the following recommendations.

1. There is need for university Departments to be proactive and strategic in resolving students' academic and campus social challenges. This will bolster social confidence in the university undergraduates.

## Suggestion for Further Studies

1. Future studies need to expand on the samples and universities. Possibly, university cross-cultural studies are needed for robust study that will enhance generalization of the findings.

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**APPENDIX**

**BIG FIVE PERSONALITY INVENTORY**

Instruction: Please tick (√) where appropriate
1= Disagree strongly, 2= Disagree a little, 3= Neither agree nor disagree, 4= Agree a little, 5= Agree strongly.

| N/o | Items | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 1 | I see myself as someone who is talkative | | | | | |
| 2 | I see myself as someone who tends to find fault with others | | | | | |
| 3 | I see myself as someone who does a thorough job | | | | | |
| 4 | I see myself as someone who is depressed, blue | | | | | |
| 5 | I see myself as someone who is original, comes up with new ideas | | | | | |
| 6 | I see myself as someone who is reserved | | | | | |
| 7 | I see myself as someone who is helpful and unselfish with others | | | | | |
| 8 | I see myself as someone who can be somewhat careless | | | | | |
| 9 | I see myself as someone who is relaxed, handles stress well | | | | | |
| 10 | I see myself as someone who is curious about many different things | | | | | |
| 11 | I see myself as someone who is full of energy | | | | | |
| 12 | I see myself as someone who starts quarrels with others | | | | | |
| 13 | I see myself as someone who is a reliable worker | | | | | |
| 14 | I see myself as someone who can be tense | | | | | |
| 15 | I see myself as someone who is ingenious, a deep thinker | | | | | |
| 16 | I see myself as someone who generates a lot of enthusiasm | | | | | |
| 17 | I see myself as someone who has a forgiving nature | | | | | |
| 18 | I see myself as someone who tends to be disorganized | | | | | |

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| 19 | I see myself as someone who worries a lot | | | | |
|----|-------------------------------------------|--|--|--|--|
| 20 | I see myself as someone who has an active imagination | | | | |
| 21 | I see myself as someone who tends to be quiet | | | | |
| 22 | I see myself as someone who is generally trusting | | | | |
| 23 | I see myself as someone who tends to be lazy | | | | |
| 24 | I see myself as someone who is emotionally stable, not easily upset | | | | |
| 25 | I see myself as someone who is inventive | | | | |
| 26 | I see myself as someone who has an assertive personality | | | | |
| 27 | I see myself as someone who can be cold and aloof | | | | |
| 28 | I see myself as someone who perseveres until the task is finished | | | | |
| 29 | I see myself as someone who can be moody | | | | |
| 30 | I see myself as someone who values artistic, aesthetic experiences | | | | |
| 31 | I see myself as someone who is sometimes shy, inhibited | | | | |
| 32 | I see myself as someone who is considerate and kind to almost everyone | | | | |
| 33 | I see myself as someone who does things efficiently | | | | |
| 34 | I see myself as someone who remains calm in tense situations | | | | |
| 35 | I see myself as someone who prefers work that is routine | | | | |
| 36 | I see myself as someone who is outgoing, sociable | | | | |
| 37 | I see myself as someone who is sometimes rude to others | | | | |
| 38 | I see myself as someone who makes plans and follows through with them | | | | |
| 39 | I see myself as someone who gets nervous easily | | | | |
| 40 | I see myself as someone who likes to reflect, play with ideas | | | | |
| 41 | I see myself as someone who has few artistic interests | | | | |
| 42 | I see myself as someone who likes to cooperate with others | | | | |
| 43 | I see myself as someone who is easily distracted | | | | |
| 44 | I see myself as someone who is sophisticated in art, music, or literature | | | | |

**LIEBOWITZ SOCIAL ANXIETY SCALE**

| S/N | Items | 1 | 2 | 3 | 4 | 5 |
|-----|-------|---|---|---|---|---|
| 1 | Using a telephone in public | | | | | |
| 2 | Participating in a small group activity | | | | | |
| 3 | Eating in public | | | | | |
| 4 | Drinking with others | | | | | |
| 5 | Talking to someone in authority | | | | | |
| 6 | Acting, performing, or speaking in front of an audience | | | | | |
| 7 | Going to a party | | | | | |
| 8 | Working while being observed | | | | | |
| 9 | Writing while being observed | | | | | |
| 10 | Calling someone you don't know very well | | | | | |
| 11 | Talking face to face with someone you don't know very well | | | | | |
| 12 | Meeting strangers | | | | | |
| 13 | Urinating in a public bathroom | | | | | |
| 14 | Entering a room when others are already seated | | | | | |
| 15 | Being the center of attention | | | | | |
| 16 | Speaking up at a meeting | | | | | |
| 17 | Taking a test of your ability, skill, or knowledge | | | | | |
| 18 | Expressing disagreement or disapproval to someone you don't know very well | | | | | |
| 19 | Looking someone who you don't know very well straight in the eyes | | | | | |
| 20 | Giving a prepared oral talk to a group | | | | | |
| 21 | Trying to make someone's acquaintance for the purpose of a romantic/sexual relationship | | | | | |
| 22 | Returning goods to a store for a refund | | | | | |
| 23 | Giving a party | | | | | |
| 24 | Resisting a high pressure sales person | | | | | |

The scoring scale: 0-29 You do not suffer from social anxiety, 30-49 Mild social anxiety, 50-64, Moderate social anxiety, 65-79 Marked social anxiety, 80-94 Severe social anxiety, > 95 Very severe social anxiety