

Perfectionistic Self-Presentation, Social Anxiety and Interpersonal Problems in Teachers

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ABSTRACT

The current examination intended to ascertain the relationship of perfectionistic self-presentation, social anxiety as well as interpersonal problems just as the mediating role of social anxiety between perfectionistic self-presentation and interpersonal problems. It was hypothesized that social anxiety is probably going to intervene the relationship (the same as a mediator) of perfectionistic self-presentation and interpersonal problems in teachers. For this reason Perfectionistic Self-presentation Scale (PSPS) (Hewitt et al., 2003) including three features of the perfectionistic self-promotion, the non-display of imperfection and the nondisclosure of imperfection, Social Anxiety Questionnaire for Adults (SAQA-30) (Caballo et al., 2015) with the subscales of speaking in public/talking with people in authority, interactions with the opposite sex, assertive expression of annoyance, criticism and embarrassment, and interactions with strangers and Circumplex Scales of Interpersonal Efficacy (CSIE) (Locke and Sadler, 2007) having the subscales; dominant, dominant and distant, distant, yielding and distant, yielding, yielding and friendly, friendly, dominant and friendly were utilized. The sample comprised of 200 educators (teachers). This representative was taken from the public division colleges and universities of Lahore. The results were generated by applying descriptive statistics, reliability analysis, Pearson correlation and Mediation analysis which demonstrated that perfectionistic self-presentation is positively interrelated or allied with social anxiety and social anxiety is negatively and contrarily allied with interpersonal problems. The subscales were associated with each other as well. The core conclusions of mediation analysis revealed that social anxiety explains negative relationship between perfectionistic self-presentation and interpersonal efficacy in contrast.

Keywords:

Perfectionistic Self-presentation; Social Anxiety; Interpersonal Problems; Interpersonal Self-efficacy; Teachers.

Article Received: 18 October 2020, Revised: 3 November 2020, Accepted: 24 December 2020

1. Introduction

Aside from in the extraordinary instance of recluses living alone in their mountain shacks, we as a whole have a hover of individuals, we collaborate with all the time. You have family, companions, maybe a huge other, and perhaps colleagues you talk with consistently. This is basic for all people since we are a social animal type. Our social connections are framed for additional reasons than simply the idea of our species. Given the measure of exertion required to shape and keep up these bonds, we should profit here and there. For the vast majority of us, these connections permit the two players to help satisfy the passionate and physical needs of each other. Individuals with solid, sound relational connections will in general be more advantageous and experience less worry from life challenges. At the point when individuals allude to a hover of

relational connections as an encouraging group of people, they are very precise with the portrayal (Roxborough et. al, 2012). Relational connections are affected by a few elements, one of them is perfectionistic self-introduction; which goes under the idea of impression the board and a sort of self-introduction, it is fundamentally the introduction of one's self to others without defects, the individual needs to introduce him consummately and don't have any desire to unveil their flaws to other people, it is a maladaptive style of self-introduction which can cause uneasiness in social circumstances. In our examination we will research the intervening job of tension in perfectionistic self-introduction and the relational relationship.

1.1 Perfectionistic Self-presentation

Hewitt and assistants (2003) battled that perfectionistic self-introduction is a maladaptive

sort of self-introduction that has three bits, and these three segments tends to an undeniable piece of the make. These points of view meld perfectionistic self-movement, non-show of flaw, and nondisclosure of deformity. These components was made with the understanding that in introducing the self as phenomenal, there are sure character characteristics or estimations of self that are advanced in collaborate with others while there are different credits people may try to conceal. The first of these, perfectionistic self-progress, consolidates the presentation and show of one's impeccability (Hewitt et al., 2003). Perfectionistic self-marketing experts may drive a form of themselves that is immaculate and spun around the positive bits of oneself while cooperate with others. By showing an understanding of the self that is impeccable and helpful, people attempt to get love and regard from others. The perfectionistic self-advertiser presents oneself as competent, moral, socially skillful, and absolutely beneficial in each bit of life. Non-show of flaw, the subsequent factor, joins covering and keeping away from social presentations of one's imperfection (Hewitt et al., 2003). This longing to cover defects joined the endeavor to shield others from seeing the individual carrying on in any "not really mind boggling" way. People who show a raised level of this fragment of perfectionistic self-introduction will all things considered maintain a strategic distance from conditions where their lead will be reviewed by others and where their inadequacies, botches, incompetence's, or dissatisfactions may be uncovered to other people. While non-show of disfigurement depends on the practices that may uncover one's weaknesses, nondisclosure of blemish is the evading and evasion of verbal affirmations of one's imperfection (Hewitt et al., 2003). For instance, people high in this estimation are likely going to abandon examining slip-ups and their restricting attributes. This nondisclosure of defect starts from a dread of social dismissal and worry over negative assessments from others, which accomplishes less verbal clarification in social

conditions. Despite the way that trademark perfectionism and perfectionistic self-introduction are two explicit segments of flawlessness, the three parts of significant worth impulsiveness (for example socially grasped perfectionism, self-organized urgency, and other-orchestrated perfectionism) are identified with the three portions of perfectionistic self - introduction (Hewitt et al., 2003).

1.2 Social Anxiety

Social apprehension is connected with affinities to consider oneself to be unremarkable contrasted with others (e.g., Gilbert and Trower, 1990). For example, significantly socially anxious individuals will when all is said in done consider them, to be including low financial prosperity inside partner get-togethers. Gilbert (2001) proposed that extraordinarily socially tense individuals fear excusal, yet what's more fear getting threatening to others if they experience gains in cultural position. Unsurprising with Gilbert's (2001) model, social disquiet is related to both fear of negative evaluation and fear of positive appraisal, in that the two kinds of appraisal may incite decays or additions in cultural position independently (Weeks and Howell, 2012). Gilbert and Trower (1990) recommended that an individual's ability to arrange useful thought is normal for one's social standing (i.e., social thought holding power). Along these lines, it gives off an impression of being reasonable to expect that tolerating constructive thought would provoke extended reluctant emotions, similarly as compensatory rehearses in socially tense individuals, with the last serving to hail insufficiency and breaking point clear threat to others on account of increments in social thought.

In a summarized manner: Perfectionism cannot exclusively be characterized the longing to be great, however it may likewise comprise of the craving to seem great. This longing to seem flawless is considered as perfectionistic self-presentation. It is a strategy for self-presentation, where the craving to introduce the selves as well or in a perfect manner becomes maladaptive.

There are three key features to perfectionistic self-introduction. To begin with, perfectionistic self-advancement includes effectively broadcasting one's triumphs, qualities and accomplishments to other people. Second, nondisclosure of flaw concerns a hesitance to verbally admit to individual deficiencies, and third, non-show of blemish involves a shirking of conduct showcases of defect. Social anxiety encompasses fear of humiliation and being evaluated in social situations. It can result in individuals unveiling severe avoidance of situations where they worry about being evaluated or experiencing negative interactions. The fear can be so severe that it can make the individual to avoid any form of social interaction, which can disrupt individuals' everyday life at work, school, or other social activities. Teachers lacking social anxiety can manage their emotions and strengthen relationships by interpreting and responding to others in a supportive way. The incompetence of teachers who experience social anxiety to respond in socially appropriate ways may create negative outcomes with peers. The socially anxious teacher can interpret a response incorrectly which can cause a negative reaction and lead to inefficiency in relationships and interpersonal problems. Interpersonal issues allude to repeating challenges that work forces have seeing someone because of explicit maladaptive reactions and adapting practices that bring about a broken intelligent style, which can be due to several factors i.e.

maladaptive style of self-presentation or other psychological problems (Khan et al. 2020; Iftikhar, et al. 2020; Ibrahim, et al. 2019; Rashid, et al. 2019; Bhatti et al. 2018; Khan et al. 2015; Qureshi et al. 2014; Rasli et al. 2015).

1.3 Hypotheses of the Study

H1: There is likely to be a relationship between perfectionistic self-presentation (perfectionistic self-promotion, Non-display of imperfection and Non-disclosure of imperfection), social anxiety(Speaking in public/talking with people in authority, Interactions with the opposite sex, Assertive expression of annoyance, Criticism and embarrassment, and interactions with strangers) and interpersonal problems(Dominant, Dominant & Distant, Distant, Yielding & Distant, Yielding, Yielding & Friendly, Friendly, Dominant & Friendly) in teachers.

H2: Social Anxiety(Speaking in public/talking with people in authority, Interactions with the opposite sex, Assertive expression of annoyance, Criticism and embarrassment, and interactions with strangers) is likely to mediate the relationship of perfectionistic self-presentation(perfectionistic self-promotion, Non-display of imperfection and Non-disclosure of imperfection), and interpersonal problems(Dominant, Dominant & Distant, Distant, Yielding & Distant, Yielding, Yielding & Friendly, Friendly, Dominant & Friendly) in teachers.

Hypothetical Model of Study

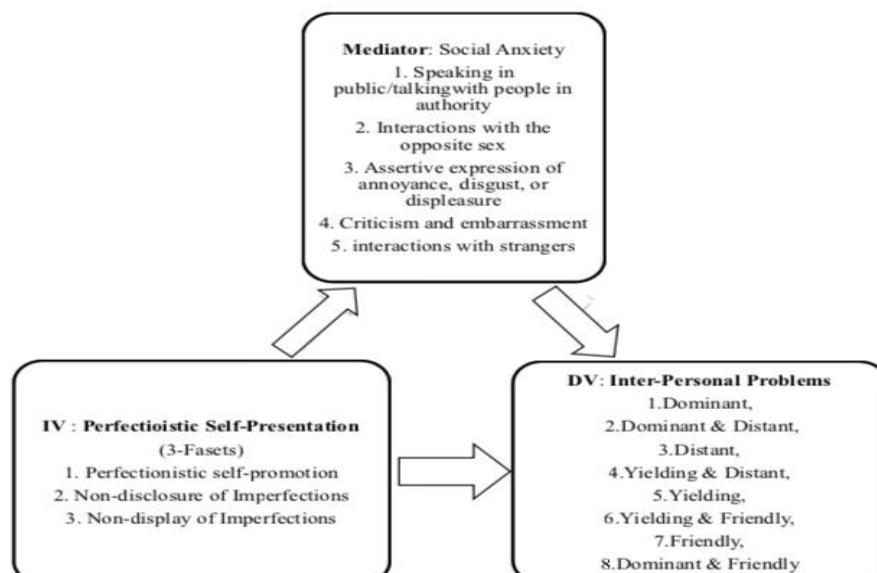


Figure: Mediation Model of Social Anxiety in between Perfectionistic Self-Presentation and interpersonal problems.

2 Method

2.1 Research Design

The intention of this examination was to investigate the role of perfectionistic self-presentation on social anxiety and interpersonal relationships over and above the mediating function (role) of social anxiety between perfectionistic self-presentation and interpersonal relationships in teachers. Cross-sectional study design, correlational survey method was used.

2.2 Sample

Non-probability convenient sampling has been used for the purpose of conscription of the sample. Young and Middle adult female Colleges and university teachers were included, qualified till

graduation (Masters). Working females were included. Online or part time working females (teachers), retired teachers, and the teachers on study leave were also excluded. The sample was entailed of 200 female teachers. The sample has been drawn from the different educational institutions (i.e. Govt. Colleges and Universities) of Lahore city. The age range was 24-59. The sample was drawn on the crux of the above inclusion and exclusion criteria.

2.3 Demographic Characteristics of Sample

Descriptive statistics of the demographic variables with the frequencies and percentage are as per following.

Table 1: Demographic Characteristics of Sample (N=200)

Variable	M(SD)	f (%)
Age (in years)	39.49(9.34)	
Education	18.10(1.66)	
Masters		49(24.5)
MPhil/Post Graduation		112(56.0)
PhD/Doctorate		39(19.5)
Marital Status		
Single		67(33.5)
Married		131(65.5)
Divorced		1(0.5)
Widowed		1(0.5)
No. of Children	1.33(1.38)	
	min=0.00 max=5.00	
No. of dependents	0.96(1.55)	
	min=0.00 max=8.00	
Family background		
Rural		27(13.5)
Urban		173(86.5)
Family System		
Nuclear		120(60.0)

Joint	80(40.0)
Job Designation	
Teacher Internee	12(6.0)
Lecturer	89(44.5)
Assistant Professor	73(36.5)
Associate Professor	26(13.0)
Working Hours per Day	6.24(1.14)
	min=2.00 max=8.00

Note: M= Mean, SD= Standard deviation, f= Frequencies, %=Percentage

3 Results

3.1 Descriptive Statistics of the Study Variables

The reliability analysis of the research variables were carried out for each one measuring tool (scales) or assessment measure using Cronbach’s

Alpha Reliability Analysis. It has been done to obtain the mean, standard deviation and alpha values for each variable. Descriptive statistics of the research variables with mean, standard deviation and Cronbach's alpha etc. are as follows.

Table 2: Descriptive statistics of Perfectionistic Self Presentation, Social Anxiety, Interpersonal Problems (N=200)

Variable	(k)	M	SD	Range		α
				Potential	Actual	
Perfectionistic Self-Presentation	27	118.15	23.13	27-189	58-171	.88
Perfectionistic self-promotion	10	43.29	10.02	10-70	18-64	.80
Non-display of imperfection	10	45.03	11.08	10-70	17-70	.81
Non-disclosure of imperfection	07	29.82	6.35	7-49	15-43	.62
Social Anxiety	30	77.94	19.24	30-150	37-127	.92
Speaking in public/talking with authority’s	06	14.50	31.88	6-30	6-28	.88
Interactions with the opposite sex	06	16.26	4.92	6-30	6-28	.70
Assertive expression of annoyance or disgust	06	16.12	4.39	6-30	7-28	.71
Criticism and embarrassment	06	17.03	21.30	6-30	8-29	.72
Interactions with strangers	06	13.57	4.81	6-30	6-25	.82
Interpersonal Problems	32	201.25	48.20	0-10	2-10	.94
Dominant	04	25.11	7.45	0-10	1-10	.73
Dominant & Distant	04	23.76	7.84	0-10	1-10	.77
Distant	04	21.84	8.47	0-10	1-10	.75
Yielding & Distant	04	24.61	7.38	0-10	1-10	.64
Yielding	04	25.03	6.82	0-10	1-10	.58
Yielding & Friendly	04	28.11	6.50	0-10	2-10	.74
Friendly	04	27.73	6.81	0-10	2-10	.76
Dominant & Friendly	04	25.04	7.70	0-10	1-10	.69

Note: M= Mean, SD= Standard Deviation, k= no of items, α = reliability coefficient.

3.2 Correlation analysis

Pearson Product Moment Correlation was carried out to examine or evaluate the relationship of perfectionistic self-presentation (perfectionistic self-promotion, Non-display of imperfection and Non-disclosure of imperfection), social anxiety(Speaking in public/talking (with people in

authority, Interactions with the opposite sex, Assertive expression of annoyance, Criticism and embarrassment, and interactions with strangers) and interpersonal problems(Dominant, Dominant & Distant, Distant, Yielding & Distant, Yielding, Yielding & Friendly, Friendly, Dominant & Friendly) in teachers.

Table 3: Correlation Analysis for Subscales of Perfectionistic Self Presentation, Social Anxiety, Interpersonal Problems (N= 20)

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
1.PSP	-	.87**	.89**	.72**	.31**	.35**	.06**	.22	.35**	.22**	-.07	-.13	.02	-.13	-.03	.05	-.0097	-.05	-.15*
2. IPSP		-	.63**	.48**	.23**	.26**	.03	.11	.31**	.14*	-.09	-.16*	-.04	-.18*	-.00	.06	-.01	-.05	-.13
3. 2PSP			-	.48**	.34**	.37**	.10	.28**	.36**	.20**	-.04	-.06	.03	-.10	-.02	.02	.02	.03	-.17*
4. 3PSP				-	.17*	.21**	-.03	.12	.15*	.21*	-.03	-.09	.05	.01	-.04	.04	-.01	-.15*	-.01
5. SAQ					-	.82**	.73**	.82**	.81**	.77**	-.24**	-.15*	-.15*	-.20**	-.26**	-.17*	-.19**	-.17*	-.28**
6.1SAQ						-	.33**	.56**	.50**	.76**	-.32**	-.19**	-.20**	-.24**	-.25**	-.23**	-.26**	-.27**	-.40**
7.2SAQ							-	.56**	.64**	.35**	-.08	-.05	-.12	-.11	-.09	-.03	-.05	.00	-.06
8. 3SAQ								-	.70**	.46**	-.14	-.09	-.06	.16*	-.19*	-.10	-.07	-.01	-.15*
9.4SAQ									-	.39*	-.18*	-.16*	-.12	-.17*	-.22*	-.11	-.05	-.04	-.21**
10.5SAQ										-	-.21**	-.06	-.06	.07	-.24**	-.15*	-.25**	-.30**	-.21**
11.CISE											-	.83**	.88**	.80**	.79**	.80**	.84**	.76**	.82**
12. CISE1												-	.76**	.67**	.53**	.52**	.66**	.54**	.70**
13. CISE2													-	.75**	.57**	.64**	.65**	.56**	.76**
14. CISE3														-	.58**	.54**	.53**	.39**	.61**
15. CISE4															-	.69**	.68**	.64**	.48**
16. CISE5																-	.66**	.64**	.58**
17. CISE6																	-	.71**	.63**
18. CISE7																		-	.56**
19. CISE8																			-

Note.p***<.001; p**<.01; p*<.05

Table 3 showed that perfectionistic self-presentation is positively correlated with social anxiety which means that when perfectionistic self-presentation increases social anxiety increases but perfectionistic self-presentation does not significantly correlated with interpersonal problems which means in attendance there is no relationship (correlation) between perfectionistic self-presentation along with interpersonal problems. However, social anxiety is negatively correlated with interpersonal problems which means that if social anxiety increase, interpersonal efficacy increases which actually means that the interpersonal problems decreases.

3.3 Mediation Analysis

The mediation analysis is carried out on the basis of hypotheses which were made in the radiance of

literature appraisal and aforementioned researches. It was hypothesized that social anxiety(speaking in public/talking (with people in authority, interactions with the opposite sex, assertive expression of annoyance, criticism and embarrassment, and interactions with strangers) is likely to mediate the relationship of perfectionistic self-presentation(perfectionistic self-promotion, non-display of imperfection and non-disclosure of imperfection), and interpersonal problems(dominant, dominant & distant, distant, yielding & distant, yielding, yielding & friendly, friendly, dominant & friendly) in teachers. The results of mediation through regression are shown in table 4.3 for this hypothesis.

Table 4: Mediation Analysis of Perfectionistic Self Presentation, Social Anxiety as Predictors of Interpersonal Problems (N=200)

Predictors	B	Model 1 95% CI		β	Model 2 95% CI	
		LL	UL		LL	UL
1 Perfectionistic-Self Presentation	.00	6.50	8.89	.16	--	----
2 Social Anxiety				-.24**	-.00	.01
R^2	.05			.05*		

Note. * $p < .05$, ** $p < .01$, *** $p < .001$

At the above chart table mediation through regression analysis was run through to identify the regressors or predictors of interpersonal problems from perfectionistic self-presentation and social anxiety. The overall model explains 5.8 % variance in interpersonal problems, $F(2, 198) = 6.03, p = .00$.

When social anxiety is added in Block 1 as a mediator, it explains 5.8 % variance, $F_{change}(1, 198) = 12.1, p = .00$ in interpersonal problems. Social anxiety is a negative significant mediator of interpersonal problems. In Block 2, when perfectionistic self-presentation is added, Model 2 explains variance no variance with $F_{change}(2, 197) = 6.03, p = .05$. Perfectionistic self-presentation is a non-significant predictor of interpersonal problems in teachers. Hence, hypothesis is confirmed in this case only. Thus, the results indicated that social anxiety explains negative relationship sandwiched between perfectionistic self-presentation and interpersonal efficacy (explaining interpersonal problems) as stated in hypothesis. On the whole, it is indicated that only social anxiety is the positive predictor of interpersonal problems in teachers. Teachers facing social anxiety have more interpersonal problems (less interpersonal efficacy).

The summary of the findings of the present study are:

The preliminary analyses included reliability analysis which showed that all the scales and their sub-scales have high reliabilities and were efficient enough to be used for further analysis.

The findings of correlation analysis revealed that perfectionistic self-presentation is positively correlated by social anxiety but does not significantly correlated with interpersonal efficacy. However, social anxiety is negatively correlated with interpersonal efficacy which actually means that when social anxiety increases the interpersonal efficacy decreases and interpersonal problems increases. Results of correlation analysis also showed that subscales of all scales are correlated with each other. The main findings of mediation analysis revealed that social anxiety explains negative relationship or the connection between perfectionistic self-presentation and interpersonal problems. Whereas, perfectionistic self-presentation did not predict interpersonal efficacy in teachers.

4 Discussion

The present investigation proposed to unearth the nature of connection or relationship amongst Perfectionistic self-presentation, Social anxiety and Interpersonal problems. It has been revealed that perfectionistic self-presentation is linked with social anxiety in a way that the teachers who are inclined to present their selves in a perfect and ideal manner (i.e. non-revelation of flaws and deficiencies) , often ended up with the apprehensions in social context (feeling unease and stress while, interacting strangers, facing criticism, assertively expressing annoyance) which effects their interpersonal interaction in a great deal and in a negative and unconstructive way. It was also depicted that interpersonal

problems are not solely predicted or affected by perfectionistic self-presentation whereas social anxiety or the uncertainties and apprehensions in a social situation explains their relationship or interconnections that desire to emerge of present one's self perfectly causes interpersonal problems when there are apprehensions and furthermore it is negatively allied with interpersonal efficacy, the more desire of being perfectly present the less efficacy and more problems (inefficacy) in interpersonal context. Succinctly wrapping up in the end teachers and educators are the vital part of our society and also play an indispensable part in the lives and shaping the personalities of the learners and students, so they are vigorously and persistently exposed into the social situations, which are challenging and demanding, so they are more liable to the estranged styles and which ultimately grounds the distress in all over in the system.

The results from the correlation analysis concluded that presenting one's self in a perfectionistic manner is significantly correlated with social anxiety and the direction of the correlation is positive. While reviewing the literature there were a number of researches in the confirmation of our hypothesis for instance research conducted by Nepon, Flett & Hewitt (2016) suggested that perfectionists function according to a persistently stimulated ego system and their concern or anxiety through sense of self or image of their selves consternations (concerns) is vital to indulgent the obsessive endeavoring and strain (pressure) or stress they practice. Individuals having perfectionistic tendencies tend to relate with the mental health issues i.e. stress and anxiety. Another study in the support of or results and approve the hypothesis conducted by Susan, Simon, Sherry, and Stewart (2014) and the results concluded that perfectionistic self-presentation transpired as a vigorous interpreter of every day social anxiety. Furthermore, Paulomi, and Sudhir (2010) did a study to reconnoiter the aspect of precision (perfectionism) and perfectionistic self-

presentation with social anxiety and the results revealed that the clinical sample generally had a higher level of perfection, and there were more apprehensions of negative evaluations, social anxiety, trait anxiety, and fear of depression than the community sample.

Another examination by Hellmann (2016) on keeping up appearances with perfectionism and perfectionistic self-introduction on social uneasiness uncovered the connection between social nervousness and perfectionism among understudies. Even though a enough collection of explorations had shown a sturdy and firm interaction among perfectionism and various types of psychopathology, little attention has been paid to extending this research to social anxiety. Arce and Polo (2016) predicted in their study, social anxiety plays the character of mediator between both perfectionistic self-presentation (PSP) and loneliness and PSP and depressive symptoms. Furthermore, mediational analyses show that social anxiety accounts for the link between PSP and depression. On the other hand, Flett and Hewitt (2014) steered a study on perfectionism and perfectionistic self-presentation with social anxiety, connotation for evaluation and management. Research has demonstrated the relevance of a multidimensional approach as part of perfectionism in social anxiety. Important differences are made between elements of characteristic perfectionism that reflect evaluation problems (ie, socially prescribed perfectionism, concern over mistakes), cognitive aspects of perfectionism (ie, perfectionistic automatic thoughts, suspected ruminating), perfectionism deviations, and a perfectionist self-presentation style that involves the need to act ideal and faultless and avoid appearing imperfect in public situations. The usefulness of a multifaceted approach is discussed within the framework of evidence, suggesting that perfectionism is a complex construction and a complex approach and it is strongly related to social anxiety.

Flett, Coulter, and Hewitt (2012) established in their research that perfectionistic

self-presentation was allied vigorously by completely three social anxiety aspects and predicted variation and discrepancy in social anxiety in a distinctive way, over and above trait perfectionism. In another investigation Hewitt et.al, (2003) concluded interpersonal expression of perfection with perfectionistic self-presentation cause the psychological anguish. Moreover, Mansi, Paulomi, and Sudhir (2010) did a study on aspects of perfectionism and perfectionistic self-presentation in social anxiety in educators. The study observed the features of perfectionism and perfectionistic self-presentation in educators with social anxiety.

There were some indigenous or homegrown researches also, in the favor or confirmation of our results and hypothesis for instance a study by Butt (2010) probed the effects of perfectionism on psychological wellbeing and prospected the adaptive and maladaptive facades of perfectionism in the Eastern culture of Pakistan. Fallouts indicated that on the whole perfectionism has a noteworthy positive correlation with mental or psychological distress and trivial negative relationship with psychological well-being. Furthermore the research by Hasnian (2012) projected to investigate the connection of socially prescribed perfectionism, self-oriented perfectionism and lonesomeness with students' life contentment. Fallouts of the hierarchical regression analysis manifested that the more the students were self-oriented perfectionists the more they were contented with their being, which purports they were in the state of well-being. In our study social anxiety played a role of mediator among Perfectionistic self-presentation and interpersonal problems as above there are some example also ensure the part of social anxiety as a mediating variable, so the literature illustrate in this study; the mediation trials and assessments discovered that apprehension of negative evaluation accounts for mediating the direct relationship between maladaptive perfectionism and perceived stress. No corresponding associations are revealed by adaptive

perfectionism with fear of negative evaluation and perceived stress. This research stipulated that maladaptive perfectionists are unveiled to more stress by captivating the fear of negative evaluation. This emphasized guidelines for upcoming research and imputations for decreasing the fear of negative evaluation of perfectionists, which is one of the focal root-causes of psychological distress. (Shafique& Raseed, 2017). Correspondingly, the study by Munir (2018) intended to investigate the relationship between neuroticism, perfectionism and coping approaches amid patients with depression and anxiety. The conclusions of the investigation revealed that although maladaptive perfectionism has a positive relationship with avoidant management or coping. Furthermore, perfectionism was initiated as the interpreter of anxiety while maladaptive perfectionism was the interpreter or predictor of depression. This research spotlighted or featured that maladaptive perfectionism is included in one of the leading dynamics in the occurrence or the expansion of anxiety and depression. So the above quoted literature supports and confirms our results that there is a positive and significant link of social anxiety and perfectionistic self-presentation.

Another conclusion of the correlation analysis revealed that social anxiety is negatively interconnected by the measure or the scale used for the demonstration of interpersonal problems, the scale was basically a scale or measure of interpersonal self-efficacy so the lower scores on this tool or scale represents effectiveness in interpersonal relations and linked with interpersonal problems. So the social anxiety was negatively correlated which means if a person is having high scores in anxiety he or she scored low in interpersonal effectiveness and having more interpersonal problems. Literature in the support of our findings divulges these researches for instance Gaudiano and Herbert (2006) conducted a study which suggested that social anxiety is interconnected to low expectations about one's capability to decapitate particular self-

presentational behaviors, and socially anxious people can also be distinguished by a pessimistic outlook about the interactions in which other people are not anticipated to retort favorably even when one's behavior is suitable and successfully decapitated. Which support our hypothesis about the correlation of social anxiety and the interpersonal problems. Similarly Lo, Wing, and Fang (2005) escorted an investigation on interpersonal relationships and social anxiety among online game players. According to the outcomes, the value of interpersonal relationships declined and the amount of social anxiety augmented as the amount of time depleted playing online games augmented. This research also gives us the hint about the negative relationship of anxiety and quality of interpersonal relationships. Furthermore, Weymouth, Bridget, Buehler, and Cheryl (2018) did a study on early adolescents' associations with parents, educators, and peers and enhances in social anxiety indicators. Recent models of social anxiety recommend that negative interpersonal relationships are interconnected to social anxiety through effects on social proficiencies and behaviors, the fallouts disclose that social processes concerning social behaviors and relations with parents and teachers have vital and potentially distinctive implementations for amendments in early adolescent social anxiety indications. Moreover, Chang, Quan, and Wood (2012) deliberated the effects of anxiety disorder severity on social execution or functioning. However, few studies had explicitly examined that exploratory analyses exposed that elevated levels of social anxiety disorder speculated lesser assertive and dependable social skills. So the findings concluded that Social anxiety could augment the hurdles to social engagement and thus provide as a risk part for augmented social deficits in youth. Similarly, Liu and Kup (2008) concluded that the more social anxiety and dissatisfaction with their peer connections and relations the participants practiced; anxiety is directly related to interpersonal problems. Furthermore, Laidlaw (2009) conducted a study

and concluded that social anxiety contributed to a negative approach towards communication skills teaching. Similarly the indigenous study conducted by Mohsin, Buzdar, and Saleem (2015) on social anxiety, alexithymia, and interpersonal communication styles amongst Pakistani university teachers. Main aim of the investigation was to probe connections between the indicators of anxiety and alexithymia among university teachers. They observed chosen communication styles of the teachers as well, how face indications of anxiety and alexithymia. Contrast among female and male tutors concerning the occurrence of anxiety and alexithymia in addition to preferred communication styles was acknowledged as secondary purposes of this inquisition. 120 university teachers had been incorporated in the study. Fallouts discovered that social anxiety is positively related with interpersonal problems and alexithymia in Pakistani university teachers.

So these were the researches in the support of our conclusions and findings, there are home-grown researches also but in a limited number so this make our research worth conducting to. Now coming to one more conclusion that perfectionistic self-presentation (PSP) is not correlated with the interpersonal problems; PSP is interrelated with social anxiety which is further correlated with the interpersonal problems. So here the literature in accordance with the variables; Paul, Hewitt, Flett, Cassel, and Blasberg (2018) did a study on insecure attachment, perfectionistic self-presentation, and social detachment in adolescents. This research scrutinized perfectionistic self-presentation, outcomes specified that perfectionistic self-presentation facades were considerably interrelated with social detachment and frightened attachment was allied with the nondisclosure of imperfection. Furthermore, nondisclosure of imperfection partly mediated the connection sandwiched between frightened attachment and social detachment. This gave us an indication of correlation of interpersonal relationships with PSP.

Moreover, Arce and Polo (2017) conducted a study on the perfectionism social disconnection model among ethnic minority youth. Perfectionistic self-presentation (PSP) has been recognized as a susceptibility aspect in the growth of disorders related to depression for the duration of early adolescence. The perfectionism social disconnection model (PSDM) recommends a theoretical frame signifying PSP directs to depressive indications by means of interpersonal problems and social disentanglement. Prior researches have sustained the role of social disentanglement as a mediator in the relation between PSP and suicidal ideation, but have not assessed interpersonal problems in the model. Moreover, the generalizability of the model had not been ascertained for society and cultural minority samples. By means of cross-sectional data, this investigation dealt with these breaches by appraising the PSDM and counting social anxiety and seclusion as markers of interpersonal problems and social disentanglement, correspondingly, as interpreters of youth depressive indications. The above quoted research is an international research they didn't establish the generalizability which can support our result of no correlation that may be there were some factors in our community and ethnicity which made these contrary results.

Furthermore Robert, Hill, Shelly and Turlington(2010) evaluated the connection between perfectionism and interpersonal relationships. It was concluded that Self-oriented perfectionism was allied with assertive, adaptive interpersonal qualities for males and females; other-oriented perfectionism was allied with arrogant, dominant, and vindictive characteristics for males and females although slight interpersonal distress; and socially prescribed perfectionism was allied with arrogant, socially distant characteristics for males and miscellaneous interpersonal maladjustment and distress for females. Perfectionistic inclinations or predispositions come into sight to encompass

varied interpersonal associations reliant on the category of perfectionism practiced.

Furthermore, Ann (2001) did a study on the effect or influence of protecting perfectionistic self-presentation on group or cluster psychotherapy and the results revealed that perfectionistic self-presentation had positively affect interpersonal problems. On the other hand Sean, Mackinnon, and Simon (2012) did a study on (PSP) perfectionistic self-presentation as well as subjective health or well-being as an interpersonal problem. Perfectionistic self-presentation mediated the connection between perfectionistic concerns and SWB (subjective health or well-being). In disparity, perfectionistic strivings did not portend longitudinal alteration in perfectionistic self-presentation or SWB as interpersonal problems. This study also supports our findings that perfectionistic striving didn't relate with interpersonal problems and the PSP. The main findings and the main analysis of our research was mediation analysis which drew an inference that Perfectionistic self-presentation is a non-significant interpreter or predictor of interpersonal problems in teachers. Thus, the results indicated that social anxiety explains negative relationship in the midst of perfectionistic self-presentation and interpersonal problems as stated in hypothesis. Which conclude that social anxiety explains that perfectionistic self-presentation can negatively influence the interpersonal problems (low score indicate problems), the person having higher score on PSP will be having lower score on interpersonal scale, which describes that the need and endeavor to perfect one's self perfectly may cause the interpersonal problems due to the social anxiety caused by PSP. On the whole, only social anxiety has been indicated, that it is the positive predictor of interpersonal problems in teachers. Teachers facing social anxiety have more interpersonal problems (less interpersonal efficacy). As above in the brief flashback of literature social anxiety and PSP played mediating role as well and the literature suggested this combination (objectives

of my study) which made this research an innovative contribution specially on indigenous basis, there were restricted researches on the variables and it was atypical that we found a research with this permutation and the same sample.

As above conferred in concluding part that teachers are the fundamental part of our society and are more vulnerable to the change as well, so it is imperative to have such awareness programs, and trainings should have commenced for the personal skill training of the teachers, thus they can excel in constructive development of their selves, and contribute in the nation building even more efficiently. This executed research work is also helpful to determine the social apprehensions and anxieties in interpersonal context so that certain sort of situations can be managed which are prolific for apprehensions and the maladaptive concepts of one's selves, so that the interpersonal problems and the allied tribulations can be avoided.

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