

**MODERATING ROLE OF SOCIAL SUPPORT BETWEEN PERSONALITY TRAITS
AND EMOTIONAL REGULATION IN UNIVERSITY HOSTEL STUDENTS**



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AND EMOTIONAL REGULATION IN UNIVERSITY HOSTEL STUDENTS**

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Research Completion Certificate

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Declaration

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Dedication

With the name of Allah, the most Beneficial and the most Merciful. This thesis is dedicated to my mother, Ghazala Yasmin, and father, Muhammad Ashraf Shahid, who have always been pillars of strength and support to me. Their steadfast love, encouragement, and sacrifice have been a source of ongoing inspiration for me. I'd also like to dedicate this thesis to my supervisor, Dr. Farzana Ashraf, who has provided me with the direction and mentorship I needed to excel in my academic endeavors. Her knowledge, competence, and passion for teaching instilled in me a love of studying that will last a lifetime. Finally, I want to thank my friends for being a continual source of joy and humor during my academic path. Their encouragement, drive, and support have helped me overcome the obstacles I've encountered along the way. I could not have finished this thesis without the help of my parents, supervisor, and friends. I will be eternally grateful for their presence in my life.

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List of Abbreviations

a = Alpha

K = Kurtosis

LL = Lower Limit

M = Mean

$M.M$ = Mood Modification

n = Number of Items

N = Number of Participants

p = Significance Value

r = Correlation

S = Skewness

SD = Standard Deviation

SE = Standard Error

UL = Upper Limit

β = Beta

Abstract

This study was designed to explore the moderating role of social support between personality traits and emotional regulation. In this correlational study, participants were hostel students aging between 18-24 ($M=20.84$, $SD= 1.45$). Convenient sampling strategy was used to select participants and data was collected from the hostels of two govt. universities Lahore, Pakistan. Multidimensional Scale of Perceived Social Support, The Personality Inventory for DSM-5, Brief Form and Emotional Regulation Questionnaire were used to assess moderating role of social support between personality traits and emotional regulation. Results indicated the significant moderating role of social support between personality traits and emotional regulation. Only two subscales of personality traits (antagonism and disinhibition) were correlated with the subscales of emotional regulation (cognitive reappraisal and emotional suppression). The findings of the study demonstrated that social support has a significant positive relationship between personality traits and emotional regulation.

Keywords: Social support, personality traits, emotional regulation, university hostel students.

Chapter 1

Introduction

Social support has immense effects on a person's mental and physical health. Positive social support has many benefits as it protects an individual from any psychopathology, enhances resilience to stress, decreases the possibility of disorders resulting from trauma such as post-traumatic stress disorder and it decreases medical morbidity. It is seen that people with stronger social support are more likely to experience a greater positive effect of emotion regulation and vice versa. Social support helps individuals cope with emotional distress and problems (Gep & Ferguson, 2022). Moreover, having a positive social circle enhances individuals' well-being. Positive social support can be attained by involving in prosocial behavior that is by helping others helps in regulating a person's emotions (Pogosyan, 2018).

According to a latest study (Lindd, 2023), there are many benefits of having positive and strong social support. One of the most important benefits is that stress is relieved due to the presence of strong social networks. Some other benefits are that it increases happiness, and quickly meeting up with friends boosts mood. Positive and good social relations help in improving overall happiness. Whereas, low social support is linked to depression and loneliness. Moreover, social support also improves physical health. Such as it reduces the risk of high blood pressure and inflammation.

Social support is an important component of relationships and positive psychological wellness. Social support means having friends, family members, and relatives who provide help in times of need. When a person is going through a personal calamity or crisis, he might need assistance from a friend or sibling. Such relationships play a key role in a person's life. Social support from a social network helps individuals thrive during a time of stress. Mental health

professionals impart great importance on the social support of the individual. Individuals with poor social support are often linked with poor emotion regulation, depression, and loneliness. Moreover, negative social support can also make a person dependent on alcohol and smoking. It has been noticed that the suicide rate is high in people with poor social support (Cherry, 2023).

Social support has different forms such as emotional, instrumental, and informational social support. Emotional or intangible social support entails making the individual in distress feel cared for. While rendering emotional support, family members or friends show affection, empathy, concern, acceptance, and love. It can also involve listening to another person which builds connection and develops a sense of solidarity. Moreover, it fosters feelings of safety and stability (Towey et.al, 2016).

Social support may be instrumental or informational and both types serves its purpose in best ways. Instrumental or material social support includes material aid that is rendered by a person on the social network. Material aid includes offering money to a friend who is in need, helping a friend complete homework, or even lending a bicycle to a friend. Instrumental social support is referred to as tangible social support. Whereas informational social support is any suggestion or advice that can help a person in need. At times, a person needs only information as support. Informational social support can be helping a new student with studies or how to make a timetable (Mwalili, 2020)

The literature (Liu & Chen, 2021) claims that individuals who have family members, friend's relatives, or neighbors as a social support network are often satisfied with their personal health and emotional well-being. Whereas people who are in social isolation and loneliness are at greater risk of developing mental and physical ailments. Physical problems may include high

blood pressure, heart diseases, weak immune system, and obesity. Whereas mental disorders may include Alzheimer's, anxiety, depression, and cognitive decline.

Social support networks help in the regulation of emotional distress. It promotes lifelong mental health in individuals. Moreover, social support from family and friends enhances self-esteem. It also reduces loneliness and encourages healthy lifestyle behaviors. People who have strong social support are less likely to acquire mental health issues or cardiovascular ailments (Mwalil, 2020).

Several aspects have been linked to the impression of social support, including personality and emotional management. Personality qualities are regularly claimed to be connected with social support. Personality factors connected with social support include agreeableness, extroversion, and emotional stability. Furthermore, social support has historically been thought to be protective against negative mood regulation. Positive emotion regulation occurs in those who have strong social support networks around them (Gordon, 2022).

Association between Personality and Social Support

Every person has a unique and different personality that develops over the period of time. The term personality refers to the sets of behaviors, feelings, traits, and thought patterns that make a person. Moreover, personality might involve traits such as extroversion, openness, and conscientiousness. Personality also includes characters that are responsible for developing the core beliefs and ethical codes of individuals. Personality is composed of temperaments; the individual is born with temperaments that include predispositions to act in a particular way (Gep & Ferguson, 2022).

Personality refers to relatively enduring traits and patterns of behavior, thoughts, and feelings that differentiate one person from another. The way individuals perceive the world and

interpret events in different situations is in the personality of that individual. Behavior, thoughts, and feelings can be inherent as well as acquired. Personality can be explained in two ways. The first focuses on differences that distinguish one individual from another while the second way focuses on similarities between humans that distinguish them from other species. According to trait theories, there are different personality traits that an individual comprises and that distinguish them from other individuals (Susman, 2022).

According to the classic definition of personality, it refers to the dynamic organization within an individual that is used to determine the characteristics, behavior, and thoughts. The thoughts and behaviors are part of the psychological system (Allport, 1961). Lately (Krammer & Gosling, 2022), it's observed that thoughts, behaviors, and feelings within the trait of an individual remain the same over time and across different situations. These traits are known as personality traits. Measuring personality is done in two ways, by observing the behavior in diverse ways in various situations. Whereas the second way is simply to ask the person about their personality. The second way uses questionnaires that ask people about their behaviors and feelings.

Personality traits include openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism. The big five personality qualities typically explain these personality features. Openness to experience refers to experiencing different things such as arts, various emotions, and multiple ideas. Whereas conscientiousness refers to a planned approach and an organized individual rather than the randomness of the disorganized individual, and extraversion refers to friendliness, positive emotions, and forcefulness. People who are extroverts are outgoing, social, and attracted to others (Lister, 2019).

There are many explanations for personality development. In general, personality is transferred in different ways in an individual. The personality might be transferred through genes that are passed from parents to their children. Hence children possess the personality traits of their parents, which shows that children inherit personality from their parents. It is seen that siblings are often similar too in personality traits which indicates that they are genetically similar and have inherited the traits of their parents. The other way of developing a personality can be through the environment. People share similar experiences and at times have similar personality traits. The environment has a similar impact on people. A stressful environment impacts the same way on different people (Kramer & Gosling, 2022).

Personality traits are significantly associated with social support. The personality traits that are particularly associated with social support are agreeableness, extraversion, and emotional stability. The associations between personality and social support are established throughout the lifespan (Pierce et.al, 1997).

Personality has a significant impact on social support. Similarly, social support is positively associated with personality. Lower neuroticism and higher extraversion, openness to experience, agreeableness, and conscientiousness are connected with increased perceived availability of social support, according to the association between personality and social support. Higher extraversion is associated with increased perceived social support. The connection between personality traits and social support is stronger in samples reporting the perceived availability of social support from numerous people than in samples reporting the perceived availability of social support from specific people (Barańczuk, 2018).

The personality characteristics of hostel students are that they are punctual, social, realistic, responsible, compromising, and realistic in different domains of life. Hostel stay

increases the student's level of patience. With the amount of social support that they are getting during their hostel stay, the students start to accept the challenges that they face in their everyday lives. Hence the personality of hostel students is shaped differently while living in different hostels (Ifthikhar & Ajmal, 2020)

Theories of Personality and Social Support

The theory reliance and the need for competence by Harlow (1995) emphasize that relying on others can affect autonomy as well as the feeling of competence. Social support should be offered in a way that enhances the competence of the individual. A person should not feel ineffective or inadequate in the way he is getting social support. The theory can be summarized as generally helping others benefits the efficacy and the competence of the person, there is still a difference between directly benefiting and self-evaluating consequences of being helped.

Another theory relational schemas and the interpretation of received support was proposed by Lakey (1994). According to this theory, schemas influence how a person interprets the significant after they have rendered aid. A person having positive interpersonal expectations considers others' behavior as supportive. Similarly, a person having negative interpersonal expectations might consider the person rendering help deceitful even if the person is sincere.

On the other hand, the theory proposed by Ryan and Solky (1996) explained that social support is neither very simple nor a positive experience. According to this theory relying on others may risk the sense of autonomy and competence. This theory says that when a person is depending upon others for support it creates conflict regarding psychological needs and the individual may resist support anymore.

Cohen and Wills (1985) proposed social support theory. The social support theory says that social support can reduce the negative impacts of stress and make people feel better. This idea says that people who have strong social support networks can handle stress better than those who don't. Similarly, a five factor model of personality was proposed by Costa and McCrae (1992). The Five Factor Model of Personality, also called the Big Five, says that personality is made up of five big parts: openness, conscientiousness, extraversion, agreeableness, and neuroticism. Studies have shown that extraverted people are more inclined than introverted people to look for help from others (Lakey & Orehek, 2011).

Furthermore, Beck (1977) put forward cognitive behavioral theory. Cognitive-behavioral theory says that a person's ideas, feelings, and actions are all connected and can have an effect on their mental health and well-being. This idea says that when it comes to social support, people who think and believe negatively about it may be less likely to look for it when they need it.

Carstensen, Isaacowitz, and Charles (1999) proposed the socio-emotional selectivity theory. Socioemotional selectivity theory says that as people get older, they become more interested in relationships that give them emotional meaning and satisfaction and less interested in relationships that are useful or practical. This idea says that older people may value social support more than younger people and be more likely to look for it when they need it.

Association between Social Support and Emotion Regulation

Along with personality, another important aspect associated with social support is emotional regulation. Emotions are part of the everyday life of humans; emotions can be frustrating as a person might get frustrated when stuck in traffic. Moreover, a person may get angry when another person tries to do something wrong to the person. Her anger is emotion as well. People feel different emotions regularly. Some people start feeling volatile emotions.

Volatile emotions refer to higher highs and lower lows in emotions. They might get angry at one moment and calm at the other. Such emotions are difficult for a person to manage. In the rapid spin of emotions, a person says something that he regrets in the later life. Such emotions can even damage relationships. Hence the person needs psychological or psychiatric aid in this regard (Klynn, 2021).

Emotion regulation refers to the process that influences the individual's emotions that they have, when, and how to express their feelings. Emotion regulation is either controlled, conscious, or unconscious which affects the person's emotion-producing process (Gross, 1998). In addition, emotion regulation includes both positive and negative feelings. Moreover, it explains how to strengthen these emotions and use them. Emotion regulation is composed of three components. The first component is initiating the emotions that are triggered by emotions, the second inhibiting the emotions that are activated by emotions, and the third modulating the responses that are activated by emotions. The third component is the best component that is being used by most regulatory processes. Studies on emotion regulation show that there is a positive correlation between emotion regulation and depression (Chowdhry, 2018).

In addition, emotion regulation is a term used to describe a person who effectively manages and deals with any emotional experience. People use emotional regulation strategies in their everyday lives. These can be either healthy or unhealthy strategies. Healthy emotion regulation strategies include exercising, journal writing, therapy, talking to friends, getting proper sleep, and meditation. Whereas negative emotion regulation strategies can be alcohol consumption, smoking, self-injury, and physical or verbal aggression (Rolstone & Richardson, 2005)

In the emotion regulation process model, Gross (1988) presented the two distinct emotion control techniques of reappraisal and suppression. Reappraisal is a technique for controlling emotion in which people alter how they see an event to lessen its emotional impact. For instance, rather than being viewed as a writing failure, a passing score on an essay may be seen as a chance for improvement and doing better the next time. Reevaluating one's sentiments in this situation might be able to lessen the unpleasant emotions brought on by the subpar grade. Another technique for controlling emotions is suppression, which involves trying to prevent one's inner sensations from being felt and expressed. An example would be keeping your grief a secret from others (Gross, 1988).

Emotion regulation is termed a modifier as well. It is because it functions as a filter by filtering most of the emotions and finds a way that is less fearful and stressful. Emotional regulation helps in maintaining mental well-being and helps in the formation of healthy relationships. A person who has good emotional regulation feels balanced and stays calm during challenging situations. Moreover, such a person expresses their needs constructively and actively listens to the needs of others. Better management of stress and not taking things personally are also observed in people with good emotion regulation (Lebow et.al, 2022).

Certain emotion regulation skills can be used by a person. Emotions are occurring at a very great pace. A person feels different emotions according to the situation. So, the first step in the regulation of emotions is taking a pause or creating space. A person should slow down at the moment between the trigger and the response. An especially important skill is to become aware of what you are thinking. A person should be curious about the physical reactions that are being displayed. Feeling sensations in different body parts is also an important factor. Naming the different types of emotions that are being felt by the person is another important skill. It makes a

person get control of what is happening inside the person. Acceptance of emotions plays a very important role in the emotion regulation of individuals. A person should not feel bad for emotions such as anger and sadness, rather he should realize that the emotions are valid (Klynn, 2021).

The environment influences the emotions a person feels and what strategies a person uses for the regulation of those emotions. Such students living in hostels are away from the love and support of family, relatives, and neighbors. Hostel students come out of their comfort zone and are exposed to different circumstances. Such students learn discipline and cooperation. They develop a sense of friendship with their peers who are residing with them. Hostel students are self-independent and hence have better emotion regulation strategies (Sniha et.al, 2021).

According to the association between social support and personality, social support is favorably connected with emotional regulation. Psychological investigations on the relationship between emotional regulation and social support have discovered that the two appear to be complicatedly linked. A study (Petersen, 2018) discovered, for example, that successful emotional control tactics may also be connected with receiving more social support. This study concentrated on two emotional coping mechanisms in particular: cognitive reappraisal (the ability to recast events in a more emotionally positive manner) and expressive suppression (the tendency to conceal negative feelings by hiding them from others).

Emotion regulation is seen well in individuals with strong social support networks around them. Studies have shown that people with stronger social support were more likely to experience a greater positive effect of emotion regulation and vice versa. Social support helps individuals cope with emotional distress and problems (Cobb, 1976). People's network of social support which includes family, friends, and relatives helps them strive in challenging situations.

Not all relationships enhance well-being strengthened relationships matter in times of distress; beneficial for a person's well-being (Cohen, 1985).

Social support has a profound impact on the well-being and emotional regulation of individuals. Social support helps in encouraging a person which then helps to increase self-esteem. People who have greater social support have greater tendencies to strive in negative situations and come up with positive outcomes. According to the idea put forth by Cohen and Wills (1985), social support functions as a buffer, sparing the person from the distressing feelings brought on by potentially stressful situations.

When someone perceives a situation as relatively hazardous in some way and they lack the necessary coping skills to deal with it, stress is the result. The feelings of vulnerability and potential self-esteem loss are brought on by this. The buffering hypothesis proposes that social support could prevent the negative experience from being seen as stressful in the first place, lessening the event's detrimental impact on a person's emotional wellness. So, there is a theoretical argument that social support influences how people manage their emotions, regardless of whether they reappraise them (Cohen & Wills, 1985).

Social support helps in encouraging the affected individual to use coping strategies and emotion regulation more effectively. The members of social support networks may provide useful information and advice regarding what to do and what not in similar circumstances according to their own experiences. Moreover, social support networks often compel individuals to adopt and take part in certain behaviors such as healthy eating, taking adequate rest, exercising, and meditating. All these behaviors help in the effective emotion regulation of a person (Pearlin & Schoolar, 1978).

Theories of Social Support and Emotional Regulation

Several theories have been developed to explain the link between social support and emotional regulation. Such as the social baseline theory that was put forward by Cazolina (2014). According to this human beings function effectively in their social groups. The presence of social groups and other individuals helps people regulate their emotions and reduce stress. Hence the theory concluded that social support helps in better emotional regulation.

Another theorist Tajfel and Turner (1979) put forward the social identity theory. In this theory, he proposed that human beings attain a sense of identity and self-worth from other individuals living in their social circle. Moreover, the support they receive helps them regulate their emotions.

Two theorists Mikulincer and Shaver (2016) put forward the Attachment theory. According to this theory, those individuals who have better and more secure attachments with the people of their social groups have a better capacity to regulate their emotions. It is because they have a secure base using which they explore the world and regulate their emotions. Lazarus and Folkman (1984) introduced Cognitive appraisal theory. This theory suggests that in the manner which individuals appraise and interpret their social environment can impact the emotional state of that individual significantly. Moreover, social support provides a more positive appraisal of stressful situations.

Self-determination theory was proposed by Ryan and Deci (2017). According to this theory, human beings have a basic need of autonomy, competence, and relatedness and they strive to achieve these basic needs. Social support can help to satisfy such needs and promote emotional regulation.

Association between Personality Traits and Emotion Regulation

Personality traits are referred to as relatively enduring patterns of a person's behavior, thinking, and feeling (DeYoung, 2015). There are different personality traits that an individual encompasses such as extraversion, neuroticism, openness, conscientiousness, disinhibition, and antagonism. Traits within a person show changes in characteristic behavioral patterns when they are encountered with stimuli. Personality traits remain consistent and stable over the period. A person who scores more on extraversion is referred to as more sociable on different occasions (Diener, 2019)

Similarly, emotion regulation is defined as a goal-directed process through which an individual maintains emotional states. It is referred to as a cybernetic system. Emotion regulation includes both positive and negative emotions. Some researchers predict that by using emotion regulation strategies, others' emotions can be influenced (Niven, 2017). There are many emotion regulation strategies, but some of them are considered affective in treating psychopathologies and personality disorders. Such strategies are problem-solving, mindfulness, acceptance, and reappraisal (Aldo, 2010).

Numerous studies have revealed that personality traits are associated with emotion regulation processes (Carver & Connor-Smith, 2010; Schindler, 2019). People who are higher in neuroticism are less likely to bear negative effects. Hence, they try to reduce the negative effect. Similarly, those having high scores in agreeableness are considered sensitive to others' emotions (Martin, 2018). Personality traits are used to predict how people want to feel or how they want others to feel after the regulation. Moreover, it is used to predict the desired affective state of an individual after the regulation process (Hughes & Evans, 2018).

A meta-analysis was performed to study the relationship between personality traits and emotion regulation. The study revealed that people having higher levels of extraversion, openness to experience, conscientiousness, and agreeableness and lower level of neuroticism were predicted to have better emotion regulation strategies such as problem-solving, mindfulness, and reappraisal. However, such people have less maladaptive emotion regulation strategies. Moreover, some of the personality traits are strongly associated with coping strategies. Those emotion regulation strategies are neuroticism, extraversion, and conscientiousness (Barańczuk, 2019).

Furthermore, it has been found that individuals having high levels of agreeableness are subjected more to the use of emotional regulation strategies such as cognitive reappraisal. However, individuals having low levels of agreeableness are likely to use maladaptive strategies such as suppression. Moreover, individuals who score higher in neuroticism are subjected more to the use of maladaptive strategies such as suppression and rumination (Cai et al, 2021).

Personality traits and other factors such as situational factors and cognitive reappraisal also influence emotional regulation. Such as individuals who have better cognitive flexibility have better emotional regulation strategies in changing situations (Gross and Thompson, 2007). Furthermore, researchers have also predicted that emotional regulation strategies are associated with specific traits of an individual's personality. For example, individuals who show higher scores in extraversion are more likely to use approach-oriented strategies. These strategies can be positive reappraisal, which helps individuals in regulating emotions. On the other hand, people showing higher scores in neuroticism are more likely to use avoidance strategies to regulate their emotions such as suppression (Brown & Barlow, 2017).

Overall, the findings suggest that emotional regulation and personality traits are closely related to each other (Liverent, 2017). Understanding the relationship between personality traits and emotional regulation helps to identify individuals who are at risk for emotional dysregulation. It also helps in informing the development of effective interventions to promote emotional well-being.

Theories of Personality Traits and Emotional Regulation

Many theories explain the link between personality traits and emotional regulation. Such as Costa and McCrae (1992) put forward the five-factor model (FFM). According to this theory, those people who have higher scores in neuroticism are more likely to experience negative emotions. Moreover, they face difficulty in regulating negative emotions. Whereas those people who score more in extraversion experience more positive emotions and have better emotional regulation strategies. Another theory the dual process model of emotion regulation was introduced by Gross and Thompson (2007). This theory suggests that two distinct processes influence emotion regulation; experiential and reflective process. Personality traits such as impulsivity and self-control impact both processes.

The relationship between personality and social support can be explained by a self-determination theory approach to the issue of dependency (Deci & Ryan, 1986). According to this theory, people differ in terms of taking help from others in their time of need. Some people might not feel comfortable doing so. Self-determination theory explains the complex dynamic principle of support and how it should be understood. Moreover, social support-related interactions can have various meanings regarding the psychological need of the recipient.

Another theory autonomy versus independence by Murray (1938) says that during the events of social support, the person's dependency can either be experienced as a violation or

controlled. The recipient may feel captive and no autonomous while rendering aid from the other person. That is why teenagers wish not to have help from parents or others. This theory highlights the facts that violation and dependence are separable and they can interact in various ways.

A very recent theory the unified emotion system theory (UEST) was proposed by Shiota (2020). According to this theory, emotional regulation occurs through complex interactions between cognitive and affective processes. These processes are shaped by the individual differences in personality traits and environmental factors. Another theory the control value theory of achievement emotions was put forward by Pekrun, Elliot, and Maier (2009). This theory proposed that personality traits such as self-efficacy and achievement motivation influence emotional regulation in certain settings such as achievement settings. It helps in shaping individual goals and their capability to achieve them. Barrett and Gross (2014) introduced the emotional differentiation theory. The theory proposed that there are some individual differences in the ability to differentiate between different emotions that are associated with personality traits such as neuroticism and extraversion. This ability to differentiate is an important aspect of emotional regulation.

Importance of Hostel Accommodation

In many countries, the term hostel refers to accommodation for students and travelers. However, in countries like Pakistan and India, a hostel refers to a place of residence that is provided to students that come from out of the city for education purposes. Hostel wardens and other staff supervise the hostel. Hundreds of students reside in hostels. All of them come from different backgrounds such as ethical, social, economic, or geographic. Students reside in hostels to pursue formal education (Munar & Lexhagen, 2021). A hostel does not only mean a place of

living for students, it is also considered a human laboratory. Hence it is not only a place of residence but also a center of living. Students learn a lot from their fellows while staying at the hostel. It can be emotion regulation strategies or personality development (Gardiner & Santos, 2020).

Hostel life has a diverse impact on the student's pattern of life. The behaviors and social expressions of hostel students are different from others living in personal/ family residence. Hostels have a great impact on the personality of students, views, and perceptions regarding various things. As students are away from their families in hostels it may make them feel lonely and lack social support. This makes them self-reliant and self-dependent and shapes their personality accordingly (Sharma, 2017).

Students learn new experiences when they are living away from their families for a specific period. They learn to live independently while opting for a new lifestyle. Students learn to make compromises while living with roommates and other students (Khozai et.al, 2010). Hostel students face many difficulties while living in a hostel such as adjustment issues, financial crises, eating problems, sleep habits, distress, and helplessness. Hence empathy and emotional regulation are seen more in hostel students. Socialization among hostel students increases during their stay (Mimrot, 2012)

It is perceived that hostel life impacts different patterns in student's life. Hostel life makes students socially and behaviorally different. Students share their ideologies while living in hostels. It also enhances the views and perceptions of students. Hostel life makes students more ambitious and self-reliant. Students living in hostels are more confident than other students (Ahmad, 2006).

Hostel Life and Social Support, Personality and Emotional Regulation

Hostel life greatly impacts the personality and emotional regulation of students. Evidence has proved that when a person resides in temporary accommodation it impacts the personality and emotional regulation of hostel students (Dohrenwend et al, 2006). Establishing social support networks is lessened when a person lives in a hostel. Due to lessened social support, a person might get a toll on emotional well-being. This will eventually make emotion regulation difficult for the person. Hostel accommodation aggravates homelessness in students. Hence social support has a significant impact on the personality and emotional regulation of hostel students (Boyle & Pleace, 2017).

Students while living in hostels are staying away from their family members, neighbors, friends, and relatives therefore they go through certain experiences such as loneliness, lack of social support, and other issues. Due to the lack of social support, the personality development of students varied greatly. Moreover, emotional regulation and coping strategies are viewed differently among hostel students which indicates that poor social support is impacting their lives (Siyanna & Zinna, 2018.)

Moderating Role of Social Support

Social support is defined as resources that are provided by other individuals that are perceived as helpful in their time of need. Such resources include information, monetary, emotional, and tangible that are often provided in times of difficulty and stress. Research has shown that social support has positive effects on a person's health. It reduces the risk of depression and improves physical health and increases resilience in difficult situations (Uchina, 2011).

Social support plays a significant moderating role in the relationship between emotional regulation and personality. According to Aldo and Schweitzer (2010), social support buffers the negative outcomes of maladaptive emotional regulation strategies on psychological outcomes. The study revealed that individuals with a high level of social support were less likely to experience negative emotions. It is because they are using maladaptive emotional regulation strategies. Furthermore, research conducted by Gross and Jhon (2003) revealed that social support acts as a moderator in the relationship between personality traits and emotional regulation. The authors found that individuals who scored higher in neuroticism had higher levels of social support and were able to regulate their emotions rather than those who had lower levels of social support.

Social support also serves as a moderator in the association between stress and health outcomes. This suggests that social support protects a person's health against the deleterious consequences of stress. Furthermore, social support is linked to decreased levels of psychological discomfort as well as physical sickness symptoms. Individuals with higher levels of social support were less likely to have unpleasant emotions or health effects (Jhonson, 2010).

Social support can have a direct positive effect on health and well-being. In addition, social support is responsible for increasing self-esteem and enhancing feelings of belongingness and social connectedness. It also provides meaning in life and a sense of purpose (Taylor, 2011). The benefits provided by positive social support in turn promote positive health behaviors such as exercise and healthy eating. It reduces the risk of chronic heart disease and diabetes (Uchino, 2006).

However, social support is not always beneficial. Social support, in some cases, is harmful. Such as when it is unsolicited, overly intrusive, or perceived as judgmental or critical

(Bolger & Amarel, 2019). On the other hand, some individuals do not prefer social support rather they like to deal the difficult and stressful situations on their own. Therefore, individual differences are important to consider in the effectiveness of social support and to tailor support interventions to the specific needs and preferences of each individual (Thoits, 2011).

Research conducted by Lahey and Colleagues (2020) revealed that social support can mitigate the negative impact of neuroticism on emotional regulation. The individuals who had better social support around them and scored higher in neuroticism had better emotional regulation strategies. Similarly, a study conducted by Cheng and colleagues (2021) found the extraversion was associated with better emotional regulation in the presence of social support. According to them, social support can play a significant role in moderating the relationship between personality and emotional regulation along with the implications of mental health and well-being.

Summary

Personality traits play important role in shaping emotional regulation strategies of individuals, while emotional regulation is the process in which individual manage and control ones emotions. Social support on the other hand, is the aid individual gets from their family, friends and social network (Mwalil, 2020). Social support plays important role in managing emotions of individuals, especially those living inn hostel accommodations where students are prone to many stressors and challenges. Personality traits also influences the emotional regulation process of individuals. It is helpful to examine the moderating role of social support in relationship between personality and emotional regulation. This involves understanding personality traits such as antagonism or disinhibition, and how they interact with social support system to impact emotional regulation (Munar & Lexhagen, 2021).

Chapter 2

Literature Review

In this section of the study, studies explaining the relationship between social support, personality, and emotion regulation are documented. Moreover, the methodologies of these studies including research designs, population and sampling, measures, and statistical analysis techniques used in these studies are also reported.

McMordie (2020) performed a study on the coping and emotional regulation of students in hostel accommodation. According to him, living in a temporary place where there is little or no social support from friends; family, or relatives can harm emotional and social well-being. Other factors such as the mediocre quality of accommodation, living a lot of people, and large scale add a negative and drastic impact on the students living there. This qualitative study consisted of eight participants that were selected through purposive sampling. Research participants reported that they were stressed throughout their stay at the hostel. The participants somehow developed coping strategies to lessen their stress. The coping strategies included mastering, bearing, tolerating, and reducing the psychological impacts of stress. The study revealed that participants who had better-coping strategies and effective emotion regulation were willing to stay in a hostel. Whereas the participants with poor emotion regulation and coping strategies reported avoiding hostel accommodation.

A qualitative study was conducted by Ifthikar and Ajmal (2010). The research aimed to explore the impact of hostel life on the students living there. The study revealed that hostel life impacts the personality as well as the behavior of hostel students. The research consisted of ten participants and in-depth interviews from different hostels in Lahore. The participants were selected through convenient purposive sampling. In this qualitative study, the participants were

asked some open-ended questions. The results of the study showed that hostels play important roles in the educational lives of Pakistani students. Living in hostels makes the students independent and the social circle of students expands as in hostels there are many students from different multicultural backgrounds. Moreover, the study revealed that the personality of hostel students is enhanced during their stay at a hostel. The students become punctual, more confident, compromising, accepting, social, and comparatively sharp in different domains of life.

A correlation study was conducted by Siyanna and Zinna (2018). The study examined the relationship between loneliness and social support among university students. This research consisted of 123 participants ranging from age 18 to 25 years. The participants were selected through purposive sampling. According to the study, students live in hostels to pursue their education. During their stay at the hostel, students learn and experience various new things from their fellows and teachers. However, students in hostels are living away from their families which brings some enduring changes in them. The changes are loneliness, lack of social support, and many other issues. The study revealed that loneliness and social support were negatively correlated among hostel students. This indicated that the students get little or no social support due to which they might get lonely. The feeling of loneliness can impact the education of hostel students.

Another study was conducted by Upadhyaya (2016) on adjustment among day scholars and hostel students. Hostel students are living away from their families and relatives. Hostels do not provide a sense of home. Hence the students living in hostels might face adjustment issues during their stay. The study consisted of six hundred students; three hundred students were day scholars while the other three hundred were hostel students. Bells Adjustment inventory was used on the participants. The study revealed that there is a significant difference in the

adjustment level of day scholars and hostel students. The difference was seen in certain areas such as social perception, home environment, opportunities for health, and the way of expressing feelings. The study concluded that day scholars have better adjustment levels as compared to hostel students. The reason behind the better adjustment is the social and emotional support that they are getting.

A cross-sectional research was conducted by Hasan and colleagues (2017) on gender differences in adjustment issues, quality of life, and resilience among hostel students. The study consisted of 400 hostel students (183 females and 217 males). The participants were selected through purposive sampling. According to them, students living in hostels are more affected by adjustment issues as compared to students living with their parents. Research indicated that almost 90% of the students living in hostels face homesickness which in turn causes adjustment issues. Moreover, to have a better quality of life and purpose of living students must have resilience. Different measures were used to find out the results. The measures were Children's Apperception Test, 36-Item Short Form Survey, and Perceived Stress Scale. The study revealed that adjustment issues were very common in students living in hostels. It is because students face drastic changes while shifting from homes to hostels. The main cause of adjustment of issues can be a lack of social support and emotional issues (Sharma, 2012). According to Enchos and Rolad (2006), adjustment issues are faced by hostel students when they get little or no social support. Adjustment issues can create hurdles in academics. Due to the disturbed pattern, the quality of life is affected by hostel students. This study revealed that adjustment issues were more common in female hostel students than in males. Research indicated that female hostel students are subjected more to problems in hostel life as compared to males (Lama, 2018). According to other researchers, the main reason behind the better adjustment of male hostel students is that they are

less reliant on social support whereas females are more reliant on the social support of family or friends (Enochs & Renk, 2011).

Another study was conducted by Ishaq, Malik, and Asif (2018) on loneliness and psychological well-being in hostel students. The sample consisted of 300 students, 127 were males while 123 were females. The participants were selected through convenient sampling. The primary aim of this study was to examine the moderating role of self-esteem in the relationship between psychological well-being and loneliness among hostel students. Different instruments were used during the conduction of this study, such as Rosenberg's self-esteem scale, the University of California and Los angles loneliness scale, and Ryff's Psychological Well-being Scale. The results showed the prediction of psychological well-being and loneliness. According to the study, self-esteem plays an important role in the loneliness and emotional well-being of hostel students. Moreover, the study revealed that females were seen as lonelier than males. Psychological well-being is affected by loneliness. Therefore, girls will have more affected psychological well-being.

Exploratory research was conducted by Fauzee et l., (2014). This research aimed at examining the problems faced by students in adapting themselves to hostel lives. According to them, four factors were playing a very important role in the adaptation and those were gender, socioeconomic status, social support, and siblings who are pursuing higher education. The study consisted of 105 participants from different hostels. The students were selected through random sampling. The results of the study revealed that there is a visible difference seen in the adaptation among both genders. Males were adapting more than female students. Moreover, the study revealed that students have adaptation problems because of the transition from higher secondary to university education and the transition from households to hostels.

A study conducted by Kaur and Kaur (2020), conducted a study on the relationship between emotional regulation, personality traits, and social support in hostel students. The study revealed that social support acts as a mediator between emotional regulation and personality traits in hostel students. Specifically, the results revealed that social support and emotional regulation were positively correlated with agreeableness and conscientiousness. Whereas neuroticism was negatively correlated with emotional regulation and social support. Moreover, social support was found to mediate the relationship between emotional regulation and agreeableness.

Furthermore, a study conducted by Moradi, Abolhasemi, and Khairandish (2015) revealed that personality traits such as extraversion and emotional stability were positively associated with social support and effective emotional regulation among hostel students. Moreover, the study revealed that social support also has a significant mediating role in the relationship between personality and emotional regulation. They investigated the relationship between personality traits, social support, and academic performance in hostel students in Malaysian universities. They found that personality traits such as conscientiousness and extraversion were positively correlated with academic performance. Whereas, neuroticism was negatively associated with academic performance. Moreover, social support was found as mediator in the relationship between extraversion and academic performance.

Another study conducted by Sheikh and Yasmin (2019) was conducted study the impact of social support and personality on the adjustment of hostel students in Pakistan. It was a cross-sectional survey design. A convenience sampling technique was used to collect data. The total number of participants was 300; different scales were used such as the Multidimensional scale of perceived social support (MSPSS) and the Big Five Inventory (BFI). The study revealed that

both social support and personality traits particularly extraversion and emotional stability were important predictions of adjustment to hostel life. The collected data were analyzed using correlation analysis, descriptive statistics, and hierarchical regression. The result revealed that social support and personality traits significantly predicted the adjustment to hostel life among students in Pakistan.

The goal of Sharma and Sharma's (2019) study was to look into the relationship between emotional regulation and social support among hostel students. The research was carried out using a descriptive correlation design. The study included 200 individuals. There were 100 males and 100 females among them. The Emotional regulation questionnaire (ERQ) and the Multidimensional scale of perceived social support (MSPSS) were utilized to perform the research. Descriptive statistics were employed to analyze the data. The study discovered a substantial beneficial relationship between emotional management and social support. More crucially, cognitive reappraisal was associated with increased social support. Conversely, expressive suppression was found to be inversely connected to social support. Overall, they discovered that emotional regulation is critical for social support among dormitory students.

To conclude the studies mentioned above, it can be inferred that there is a significant relationship between social support, personality, and emotion regulation. Students with greater social support are more likely to develop emotional regulation and better personalities than students who are residents of hostels and are living away from their families, friends, and relatives. Moreover, gender also plays a significant role in the relationship between social support, personality, and emotion regulation.

Rationale of the Study

There are many past studies conducted by different researchers (Ifthikar & Ajmal, 2010; McMordie, 2020; Siyanna & Zinna, 2018; Upadhyaya, 2016) investigating social support, personality, emotion regulation, hostel accommodation, adaption, resilience, and life satisfaction, in the local context. Though these studies examined very important directions of human behaviors within the field of psychology' yet explored only linear and direct associations between study variables. These studies lack to explore how different personality characteristics predict emotional regulation at the different levels of perceived social support.

Moreover, earlier reported studies demonstrated that emotional regulation is linked to personality traits like neuroticism, extraversion, and conscientiousness. For example, people who are high in neuroticism may find it hard to control their negative feelings, while people who are high in conscientiousness may be better at controlling their emotions because they are more disciplined and in control of themselves (Khan & Jahanzaib, 2021).

Social support is also an important part of emotional control because it gives people the tools and ways to deal with their feelings that they need to do it well. When it comes to university hostel students, social support may be especially important because these students may be dealing with a variety of problems, such as academic stress, social separation, and homesickness (Babar, 2020). Researchers can learn more about how these factors work together to affect mental health and well-being by looking at how social support affects the link between personality and emotional regulation. To support emotional well-being and resilience, this knowledge can be used to create interventions and support programs that are tailored to the unique needs of university hostel students Srivastava (John, Gosling & Potter,2003).

Several well-established psychological theories explain why it makes sense to study how social support affects the link between personality and emotional regulation. Such as the transactional model of stress and coping says that people's responses to stressors depend on many things, like their nature and the resources they have, like social support. This model says that people with high levels of personality traits like neuroticism may be more likely to face stressors and may need more social support to deal with them (Lahley, 2020).

Moreover, considering the western literature, where significant work has been carried out direct and indirect associations between personality, emotional regulation, and social support in a sample of students, less has been performed in a sample of students living in hostel accommodation. Moreover, this study will cover the information vacuum in the Pakistani context. Other than that, this research is a valuable addition to previous literature as it explores moderating role of social support, in the link between personality and emotion regulation.

Objectives of the Study

Considering the available western and Pakistani literature review and theories explaining the links and justification between the study variables, following objectives are outlined.

- To examine the relationship between personality, social support, and emotional regulation.
- To explore the moderating role of social support in the link between personality and emotional regulation while controlling the demographic variables.

Hypotheses of the Study

Keeping in view the previous empirical studies, theoretical orientation, research gaps, rationale of the study, and objectives of the study following hypotheses are formulated

- There is likely to be an association between personality, social support, and emotional regulation.

- Personality is likely to predict social support and emotional regulation.

Social support is likely to play the role of moderator in the link between personality and emotional regulation.

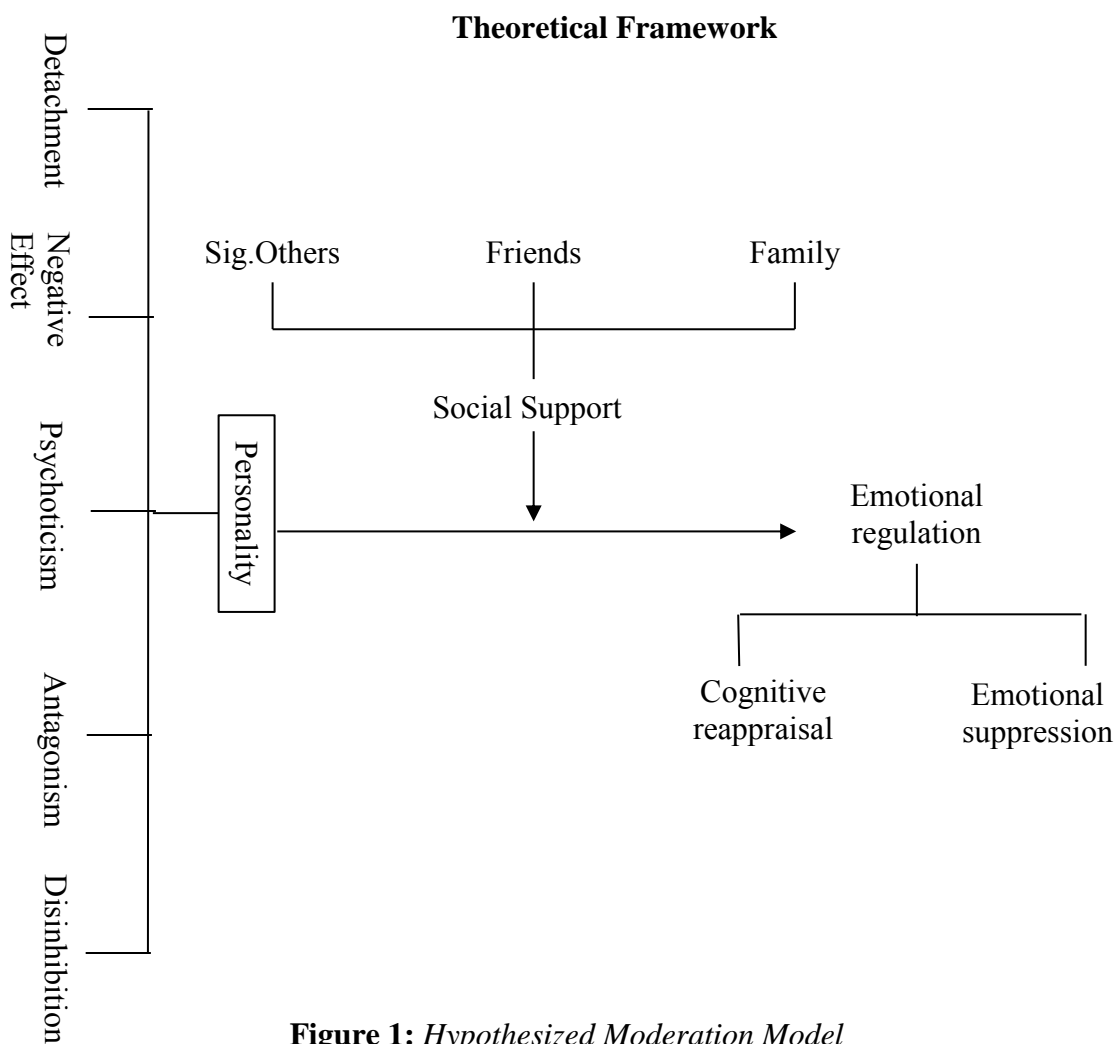


Figure 1: *Hypothesized Moderation Model*

Chapter 3

Methodology

Research Design

The correlational research design was used in this study as the objective of this research is to investigate the associations between personality traits, social support, and emotional regulation in a sample of university hostel students.

Participants and Sampling Strategy

The participants included in this study were university hostel students from Lahore, Pakistan. The total number of participants in the current study was 501. Male to female students were well proportionate (251:250) ages between 18-24 ($M=20.84$, $SD= 1.45$). For the current study, the sample size was calculated by using G* Power calculator. The data were selected by using a convenient sampling strategy from the hostels of two govt. universities. All of the data was collected in the form of questionnaires and by approaching the participants directly. The response rate of participants was 90% because the some participants excused from participation due to unavailability at that time. The data was collected in March 2023.

Inclusion/Exclusion Criteria

To filter out the participants, demographic variables based on the inclusion/exclusion criteria of the study were added to the questionnaire. The participants who can comprehend English were contacted as the questionnaire was in English. Only those participants were approached who have been living in hostels since the start of the program in which they are enrolled in. students who recently joined a hostel or living temporarily were excluded from the study sample. Furthermore, who sought any psychical or psychological assistance and who had any mental or physical disability were excluded from the sample.

Operational Definition of Study Variables

The operational definition of the constructs used in the current study is as mentioned below.

Social Support

Social support is defined as the broad construct that comprises the social structure of a person's life and some functions served by interpersonal relationships (Uchino & Cronan, 2018).

Personality Traits

A personality trait is defined as important and prevalent tendencies that constitute the main currents of human personality rather than superficial and external traits (Floyd & Gorden, 1921).

Emotional Regulation

Emotional regulation is defined as the process through which individuals identify which emotions they have, and when and how they experience those emotions. Emotional regulation is both automatic or controlled and conscious or unconscious (Gross, 1998).

Tools of Assessment

In the current study, a self-constructed demographic questionnaire and self-report measures of Multidimensional Scale of Perceived Social Support (MSPSS: Zimet, Dahlem, Zimet & Farley, 1988), The Personality Inventory for DSM-5, Brief Form (PID-5-BF: Krueger, Derringer, Markon, Watson, Skodol, 2013) and Emotional Regulation Questionnaire (ERQ: Gross & Jhon, 2003), and were utilized.

Demographic Questionnaire

A demographic questionnaire was added, which included questions about the age, gender (male/female), education (metric, intermediate, undergraduate, masters), family system (nuclear,

joint), birth order (first born, middle born, last born and only child) and employment status (employed and unemployed).

Multidimensional Scale of Perceived Social Support (MSPSS: Zimet et al., 1988)

MSPSS consists of 12 items which are marked on a 7-point Likert scale. The scale is used to identify the perceived level of social support that an individual requires from a significant other, friends, and family. The response options on MSPSS range from *1=very strongly disagree* to *5=very strongly agree*. This scale consists of a further 3 sub-scales. The sub-scales are Significant others ($n=4$), Family ($n=4$), and Friends ($n=4$). The items of the significant others subscale are (item no.1,2,5,8), family (item no.3,4,8,11), and friends (item no.6,7,9,12). The items of subscales are *my friends really try to help me (item=6)* and *I can count on my friends when things get wrong (item=7)*. The score on this scale ranges from 12-84; high scores are indicator of high level of perceived social support. None of the items is reversed scored. The validity studies by the original authors and other successive authors show that this scale has good internal reliability (Wongpakaran, 2011). Moreover, the scale has strong factorial validity for the sub-scales Family and Significant others (Zimet et al, 1988). In this research, the alpha coefficient of the composite score on scale is 0.84 (see Table 2).

The Personality Inventory for DSM-5, Brief Form (PID-5-BF: Krueger et al., 2013)

The Personality Inventory for DSM-5 is a self-report questionnaire that assesses personality in 5 domains. This scale consists of 25 items. It is a 4-point Likert scale which ranges from *0=very false* to *3= very true*. The PID-5-BF is for adults of 18 years or more and assesses the personality traits in five domains such as negative affect ($n=5$), detachment ($n=5$), antagonism ($n=5$), disinhibition ($n=5$), and psychoticism ($n=5$). Each of the subscales contains 5 items. The items for negative affect (items no. 8, 9, 10, 11, and 15). Similarly, items for

detachment (items no.4,13,14,26,18), antagonism (item no.17,19,20,22,25), disinhibition (item no. 1,2,3,5,6), and psychoticism (item no.7,12,21,23,24). Sample items includes *I worry about almost everything* (item no. 8).The lower to higher scores for PID-5-BF are 0-75; high scores are indicator of high level of personality malfunctioning. The alpha coefficient of PID-5-BF for the current study ranged from 0.64 to 0.59 (see Table 2).

Emotional Regulation Questionnaire (ERQ: Gross & Jhon, 2003)

The emotional regulation questionnaire is a self-report scale that is used to measure the habitual use of two strategies: cognitive reappraisal and emotional suppression. The scale consists of 10 items on a 7-point Likert scale. The response options in ERQ are *1= strongly disagree* to *7= strongly agree*. Cognitive reappraisal includes thinking differently about the situation to alter a person's emotional experience. Whereas emotional suppression consists of decreasing the outward expression of emotion. Cognitive reappraisal consists of 6 items (item no.1, 3, 5, 7) such as *When I want to feel less negative emotion (such as sadness or anger, I change what I'm thinking about (item=3)*. On the other hand, Emotional suppression consists of 4 items (item no.2, 4, 6, 8) such as *When I am feeling positive emotions, I am careful not to express them (item=4)*. In order to score Emotional regulation Questionnaire the score from both the subscales are calculated. For sub scale cognitive reappraisal the sum of item number 1,3,5,7 and 9 is calculated. Similarly, for expressive suppression sum of item numbers 2,4,6,8 and 10 are calculated. Validity studies by original and successive authors show that ERQ has excellent levels of internal consistency reliability. This scale is valid and reliable to measure emotional regulation (Gross & John, 2003). In this study, the alpha reliability of emotional suppression is 0.70, and cognitive reappraisal is 0.72.

Ethical Considerations

This study was approved by the Thesis Committee, Department of Humanities, COMSATS University Islamabad, and Lahore Campus. The informed consent form was signed by the study participants. Moreover, the participants were briefed about the study. They were assured about the confidentiality and privacy of their provided information. They were informed that the collected information will only be used for research purpose. They were also informed that the study is completely voluntary. If they don't feel like doing it in the mid-way and wanted to withdraw the questionnaire they can do so without any penalty. Participants were told that their information will be kept confidential and would be only used for research purposes. The safety and respect of the participant were also considered. No participants' safety and dignity were compromised during the research.

Statistical Analysis

In the current study, the data was processed and analyzed using descriptive and Inferential statistics. Descriptive statistics were analyzed by calculating the mean (M), Standard deviation (SD), frequencies (f), percentage (%), graphs, Skewness, Kurtosis, and Alpha coefficients. On the other hand, inferential statistics were also estimated by running the Pearson Product Moment Correlational Analysis and Regression Analysis using Process Macross (Andrew & Hayes, 2006) on SPSS version 26.

Chapter 4

Results

Analysis Plan

In this section preliminary analysis, descriptive analysis, and inferential analysis are addressed. By the use of preliminary analysis the missing values, outliers, and random responses were identified and cleaned out. Then, frequencies, percentages, mean, standard deviation, skewness, kurtosis, and alpha coefficient were calculated through descriptive analysis. Moreover, inferential analysis was performed. Including Pearson Product Moment Correlation Analysis and Regression Analysis.

Preliminary Analysis

In the first phase of the study, the data was cleaned for outliers and random responses and the response rate was checked. The response rate of the participants was 100% because each participant was reached by the researcher and a questionnaire was asked to fill in hard form. It was made sure that each participant responded to each question on the questionnaire. The responses of participants were directly entered in SPSS and further analysis was carried out.

Descriptive Analysis

Table 1 shows the descriptive analysis of the sample. In the current study, the participants were University hostel students between the age of 18 to 24 years; the mean age ($n=501$) was 20.84 years, and the standard deviation was 1.45. The study's total sample comprised 501 students (male=251, female=250). The reported education level of young adults was divided into four categories. People who just passed intermediate and were in the initial years of their bachelor's comprised, 8% ($n=41$) of the sample, and 92% ($n=460$) of the individuals were undergraduates. The family system was divided into two categories. In this study, 57% ($n= 286$)

of the participants belonged to nuclear families, and 43% ($n=215$) of the participants were from joint families. The birth order was divided into four categories: first born ($n=130$, 26%), middle born ($n=208$, 42%), last born ($n=122$, 24%), and only child ($n=41$, 8%). Moreover, the employment status was divided into two categories. The participants who were employed comprised 131 ($n=26\%$) of the sample, and 370 ($n=74\%$) participants were unemployed.

Table 1

Descriptive Characteristics of Demographic Variables

<i>Variables</i>	<i>M</i>	<i>SD</i>	<i>Min-Max</i>	<i>f</i>	<i>%</i>
Age (years)	20.84	1.45	18-24		100%
Gender					
Female				250	49%
Male				251	51%
Education					
Intermediate				41	8%
Bachelors				460	92%
Family system					
Nuclear				286	57%
Joint				215	43%
Birth order					
Firstborn				130	26%
Middle born				208	42%
Last born				122	24%
Only child				41	8%
Employment status					
Employed				131	26%
Unemployed				370	74%

Table 2*Descriptive Statistics of Study Variables*

<i>Variables</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>α</i>	<i>Min-Max</i>		<i>S</i>	<i>K</i>
					Actual	Observed		
Social support	12	59.69	12.76	.84	12-84	25-84	-.15	-.90
i. Significant others	4	19.76	5.20	.65	4-28	4-28	-.29	-.63
ii. Family	4	20.11	5.37	.76	4-28	4-28	-.24	-.93
iii. Friends	4	19.81	5.19	.72	4-28	4-28	-.37	-.29
Emotional Regulation	10							
i. Cognitive reappraisal	6	29.36	6.85	.72	6-42	12-42	-.18	-.71
ii. Emotional suppression	4	19.26	5.01	.69	4-28	6-28	-.45	-.72
Personality	25							
i. Negative affect	5	8.44	3.08	.60	0-15	0-15	-.72	.27
ii. Detachment	5	8.16	3.03	.49	0-15	0-15	-.20	-.45
iii. Antagonism	5	6.47	3.34	.64	0-15	0-15	-.02	-.68
iv. Disinhibition	5	7.42	3.15	.63	0-15	0-15	-.03	-.29
v. Psychoticism	5	8.19	3.01	.61	0-15	0-15	-.34	.039

Note: (n) = no. of items, (S) = skewness, (k) = kurtosis, (M) = Mean, (SD) = Standard Deviation, (α) = Alpha

Table 2 shows Cronbach's Alpha, the number of items, mean, standard deviation, internal consistency, actual and observed maximum and minimum scores of the variables, skewness, and kurtosis. To measure the internal consistency alpha coefficients for all the scales and subscales were assessed. The alpha coefficient for study variables ranged from 0.50 to 0.84. The alpha reliability value above 0.9 is considered excellent, the value between 0.75 to 0.9 is considered good, and the alpha reliability value of 0.5 to 0.75 is considered moderate. An alpha value below

0.5 shows poor reliability (Koo & Li, 2016). The Cronbach's alpha reliability value for social support is 0.84. However, the alpha reliability values for significant others and friends are comparatively low but acceptable, which is 0.65 and 0.72 respectively, collectively, it was sufficient (0.84). The alpha reliability value for emotional regulation ranged from 0.69 to 0.72, which is considered moderate but acceptable. Similarly, the alpha reliability values for personality were moderate for all subscales which is 0.60 for negative effect, 0.64 for antagonism, 0.63 for disinhibition, and 0.61 for psychoticism. However, the alpha coefficient value for detachment is 0.49 which shows poor reliability (see table 2).

Table 3 showed a correlation between the demographic and study variables. It demonstrated that there was a significant relationship between gender and emotional suppression ($r=-.13^{**}$), negative affect ($r=-.12^{**}$), and antagonism ($r=.08^*$). A significant relationship was again observed between the family system and emotional suppression ($r=-.19^*$) and negative affect ($r=.08^*$). Similarly, there was a significant relationship between employment status and psychoticism ($r=.09^*$). Birth order has a significant relationship with negative effect ($r=-.13^{**}$), detachment ($r=-.20^{**}$), antagonism ($r=-.10^*$), and disinhibition ($r=-.10^*$). Furthermore, there was a significant relationship between Education and cognitive reappraisal ($r=.169^{**}$), emotional suppression ($r=.08^*$), negative affect ($r=.19^{**}$), and detachment ($r=.110^*$).

Cognitive reappraisal had a significant relationship with emotional suppression ($r=.50^{**}$), antagonism ($r=-.10^*$), and disinhibition ($r=.10^*$). Similarly, emotional suppression had a significant relationship with antagonism ($r=-.16^{**}$) and disinhibition ($r=.16^{**}$). Negative effect had significant relation with all other subscales of the Personality Inventory; detachment ($r=.37^{**}$), antagonism ($r=.29^{**}$), disinhibition ($r=.48^{**}$), and psychoticism ($r=.48^{**}$) (See Table 3).

Regression Analysis

A series of moderation analyses were executed by running regression analysis through Model 1 Process V4.0 by Hayes (2016) process on SPSS version 26. The moderating role of social support with emotional regulation and personality was estimated in moderation analysis. Moderation analyses were run between all subscales (significant others, friends support, and family support) of social support with subscales of personality (antagonism and disinhibition) and emotional regulation (emotional suppression and cognitive reappraisal).

Some of the moderation analyses between the variables were significant. The results of the moderation analysis revealed that the analysis of Model 1 was insignificant. However, in second moderation analysis friends support ($\beta=.21^{**}$) was a significant predictor of antagonism ($\beta=-.97^{***}$) and emotional suppression. At low levels of friend support, the relationship between emotional regulation and antagonism is positive (see Figure 2). Similarly, Friends support ($\beta=.63^{***}$) was a significant predictor of cognitive reappraisal and antagonism ($\beta=-.97^{***}$). At low levels of friend support, the relation between antagonism and cognition is positive. Similarly, as the friends' support increases the relation between antagonism and cognitive reappraisal becomes less positive (see Figure 3).

Table 3*Inter-correlation between Demographic Characteristics, Emotional Regulation, and Personality.*

Measures	1	2	3	4	5	6	7	8	9	10	11	12	13
1 Age	-	.26**	.03	-.10*	.01	.09*	.00	-.02	.07	.05	.13**	-.02	.02
2 Gender		-	.06	-.13**	.05	-.13**	.02	-.13**	-.12**	-.03	.09*	.06	-.08
3 Family System			-	-.09*	.00	-.06	-.06	-.11*	.09*	.06	.04	.02	.05
4 Employment Status				-	.03	-.02	.054	.06	.01	-.06	-.07	.02	.09*
5 Birth Order					-	-.05	-.032	-.05	-.13**	-.21**	-.10*	-.10*	-.06
6 Education						-	.169**	.09*	.19**	.11*	.07	.02	.06
7 Cognitive reappraisal							-	.50**	.02	.01	-.10*	.10*	-.01
8 Emotional suppression								-	.04	.08	-.16**	.16**	.03
9 Negative effect									-	.37**	.29**	.49**	.49**
10 Detachment										-	.39**	.43**	.42**
11 Antagonism											-	.36**	.38**
12 Disinhibition												-	.40**
13 Psychoticism													-

Note: * = $p < .05$, ** = $p < .01$; Gender: male=1, female=2; Family system: nuclear=1, joint=2; Employment status: employed=1, unemployed=2; Birth order: first born=1, middle born=2, last born=3, only child=4; Education: metric=1, intermediate=2, bachelors=3, masters=4

Table 4*Standard Regression Weights of Social Support, Personality Traits and Emotional Regulation.*

Measures	Emotion Suppression		Cognitive reappraisal	
	<i>B</i>	SE	<i>B</i>	SE
Model 1				
Gender	-.83*	.38	1.11**	.40
Family system	-.59	.38	-.03	.40
Education	-.21	.71	.96	.75
Antagonism	-.56*	.26	-.44	.278
Family support	.32**	.08	.82***	.09
Antagonism × family support	.02	.01	.02	.01
Model 2				
Gender	-1.34**	.39	.05	.45
Family system	-.81*	.38	-.48	.45
Education	1.15	.71	3.85***	.82
Antagonism	-.97***	.23	-.97***	.26
Friends	.21**	.07	.63***	.08
Antagonism × friends	.03**	.01	.03**	.01
Model 3				
Gender	-.95*	.40	.75	.30
Family system	-.99*	.40	-.53	.30
Education	.90	.74	1.99***	.56
Antagonism	-.80**	.26	-.34	.19
Significant others	.16	.09	1.02***	.06
Antagonism × significant others	.03*	.01	.01	.01
Model 4				
Gender	-1.06**	.36	.52	.21
Family system	-.66	.36	.01	.21
Education	.04	.67	1.11**	.40
Antagonism	-.66*	.28	.19	.16
Social support	.15***	.03	.51***	.01
Antagonism × social support	.01	.00	-.00	.0026

Note: * = $p < .05$, ** = $p < .01$

Table 5*Standard Regression Weights of Social Support on Personality Traits and Emotional Regulation*

Measures	Emotion suppressions		Cognitive reappraisal	
	β	SE	β	SE
Model 5				
Gender	-1.05**	.38	1.07**	.40
Family system	-.56***	.38	-.04	.40
Education	-.38	.70	.97	.74
Disinhibition	.71*	.28	.16	.30
Family support	.63	.10	.96***	.11
Disinhibition \times family support	-.02	.01	-.00	.01
Model 6				
Gender	-1.68***	.39	-.24	.46
Family system	-.69	.39	-.33***	.45
Education	1.03	.70	3.80	.831
Disinhibition	1.05***	.27	1.09***	.32
Friends	.76***	.11	1.24***	.13
Disinhibition \times friends	-.03**	.01	-.04**	.015
Model 7				
Gender	-1.26**	.41	.68*	.30
Family system	-.94*	.40	-.52	.30
Education	.69	.74	1.94***	.55
Disinhibition	.44	.28	-.09	.21
Significant others	.45***	.10	1.05***	.07
Disinhibition \times significant others	-.01	.01	.01	.01
Model 8				
Gender	-1.37**	.36	.41	.22
Family system	-.58	.36	.03	.21
Education	-.10	.66	1.12**	.39
Disinhibition	.94**	.31	.59**	.18
Social support	.30***	.03	.55***	.02
Disinhibition \times social support	-.01*	.00	-.01**	.00

Note: * = $p < .05$, ** = $p < .01$

In the third moderation analysis, significant others ($\beta=.16$) was a significant predictor of the antagonism ($\beta=-.80^{**}$) and emotional suppression. At low levels of significant others, the relationship between emotional regulation and antagonism is positive (see figure 4). However, significant others were insignificant predictors of antagonism and cognitive reappraisal. The

fourth moderation analysis was insignificant which carried between antagonism and emotional regulation when social support was the moderator. Moreover, the moderation analysis between antagonism, cognitive reappraisal, and social support was also insignificant.

Similarly, the fifth moderation analysis was carried out between disinhibition, social support, cognitive reappraisal, and emotional suppression. The results showed that it was insignificant.

The results of the sixth moderation analysis revealed that friends support ($\beta=.76^{***}$) support was a significant predictor of disinhibition ($\beta=1.05^{***}$) and emotional suppression. At low levels of social support, the relationship between emotional suppression and disinhibition is negative. With the high levels of social support the relationship between emotional suppression and disinhibition becomes more negative (see Figure 5). Moreover, the friend's support ($\beta=1.24^{***}$) was a significant predictor of disinhibition ($\beta=1.09^{***}$) and cognitive reappraisal. At low levels of friend support the relationship between cognitive reappraisal and disinhibition is negative. Whereas, when the friend's support increases the relationship between cognitive reappraisal and disinhibition becomes slightly positive (see Figure 6).

The results of the seventh moderation analysis revealed that significant others ($\beta=.45^{***}$) were significant predictors of disinhibition ($\beta=.44$) and emotional suppression. At low levels of social support, the relationship between cognitive reappraisal and disinhibition is negative. Whereas, when the social support increases the relationship between cognitive reappraisal and disinhibition becomes slightly positive. But the results were insignificant in moderation analysis between significant others, disinhibition, and cognitive reappraisal (see Figure 7).

Similarly, the results of the eighth moderation analysis revealed that social support ($\beta=.30^{***}$) was a significant predictor of interaction between emotional suppression and

disinhibition ($\beta=.94^{**}$). At low levels of social support the relationship between emotional suppression and disinhibition is negative. As the social support increases the relationship between emotional suppression and disinhibition becomes slightly positive (see Figure 8). Moderation analysis showed that social support ($\beta=.55^{***}$) was a significant predictor of interaction between disinhibition ($\beta=.59^{**}$) and cognitive reappraisal.

Figure 2

Moderating Role of Friends Supports between Emotion Suppression and Antagonism.

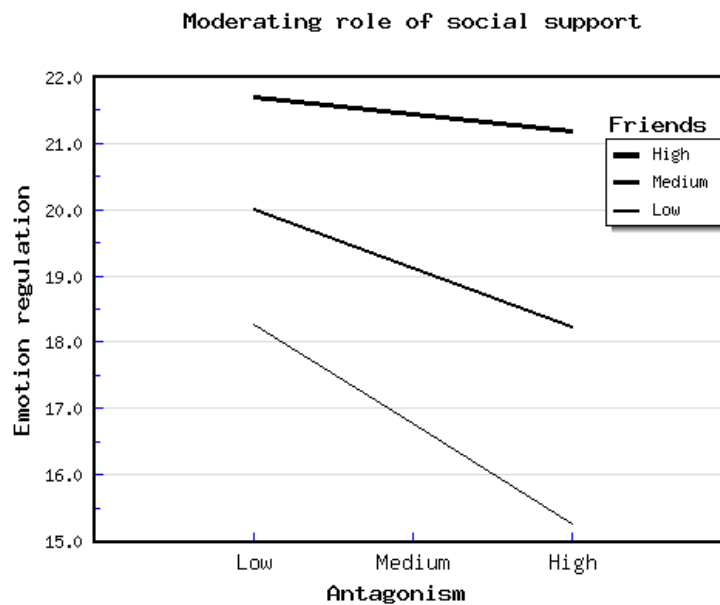
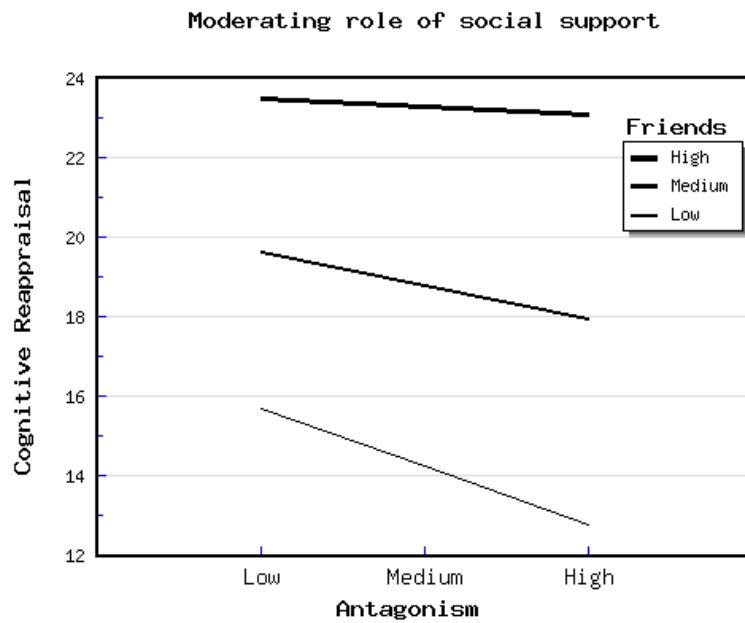


Figure 3

Moderating Role of Friends Support between Cognitive Reappraisal and Antagonism.

**Figure 4**

Moderating the Role of Significant Others between Emotional Suppression and antagonism

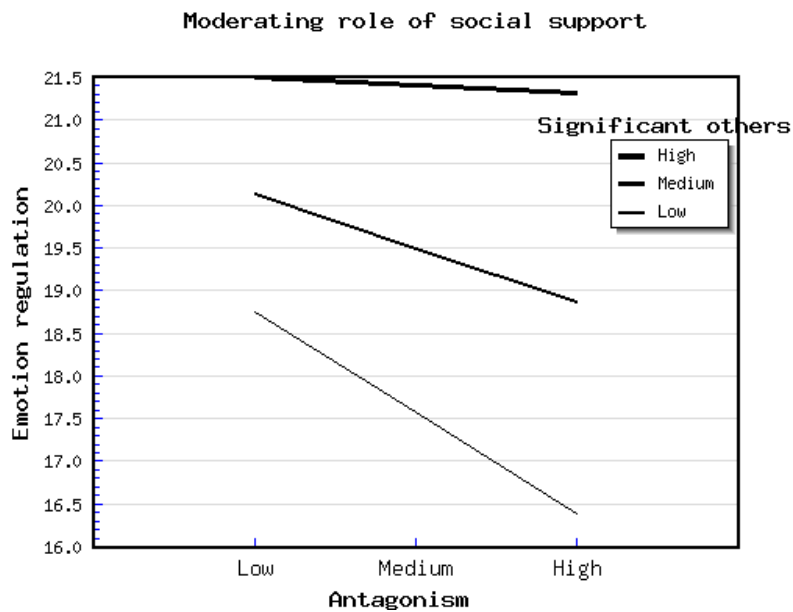
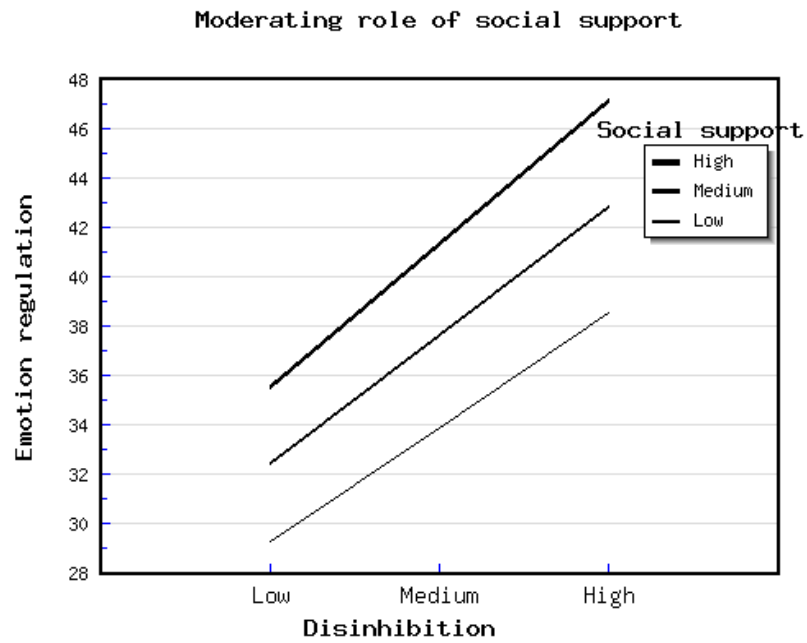


Figure 5

Moderating Role of Social Support between Emotion Suppression and Disinhibition.

**Figure 6**

Moderating Role of Friends Support between Cognitive Reappraisal and Disinhibition.



Figure 7

Moderating Role of Social Support between Cognitive Reappraisal and Disinhibition.

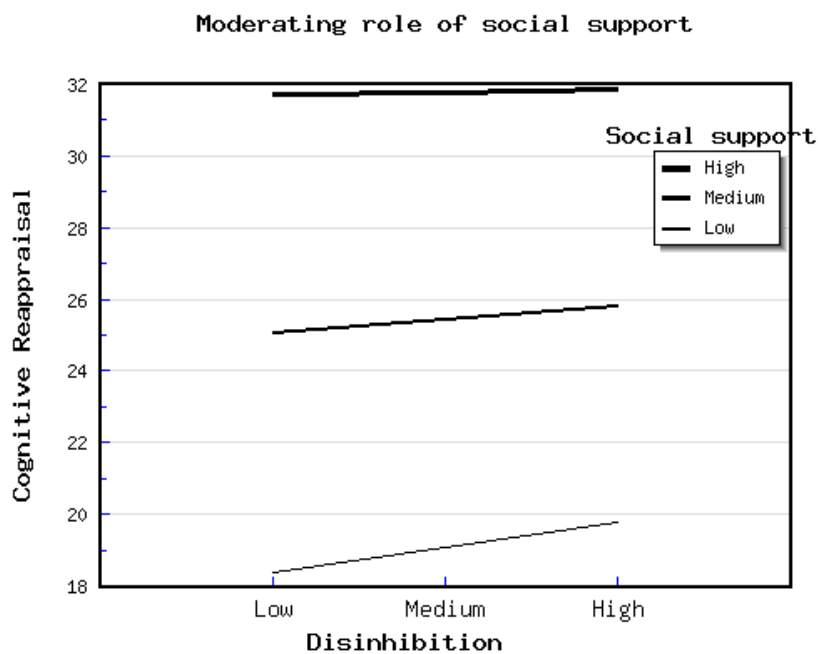


Figure 8

Moderating Role of Social Support between Emotional Suppression and Disinhibition

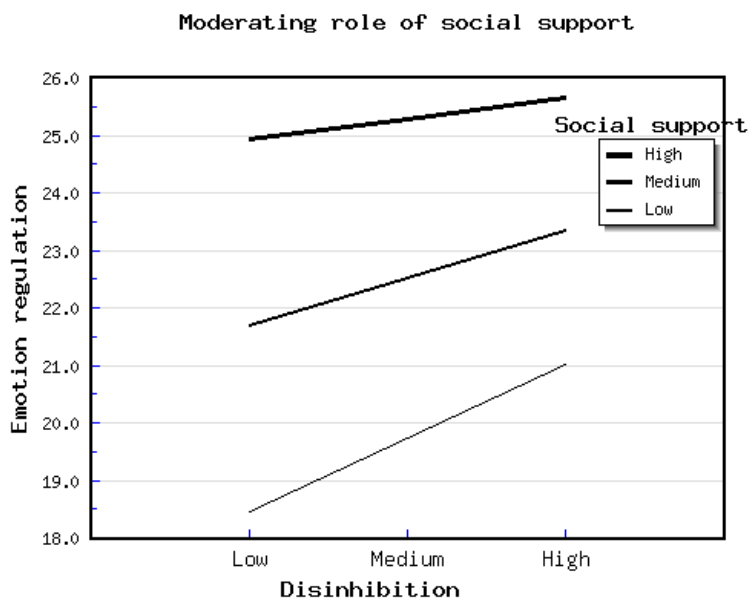


Figure 9

Moderating Role of Friends Support between Emotional Suppression and Disinhibition.

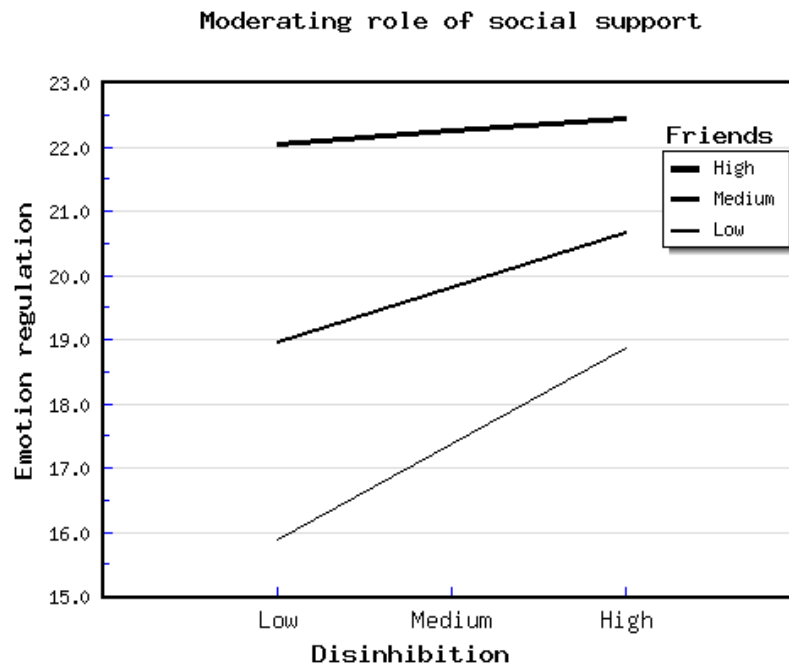
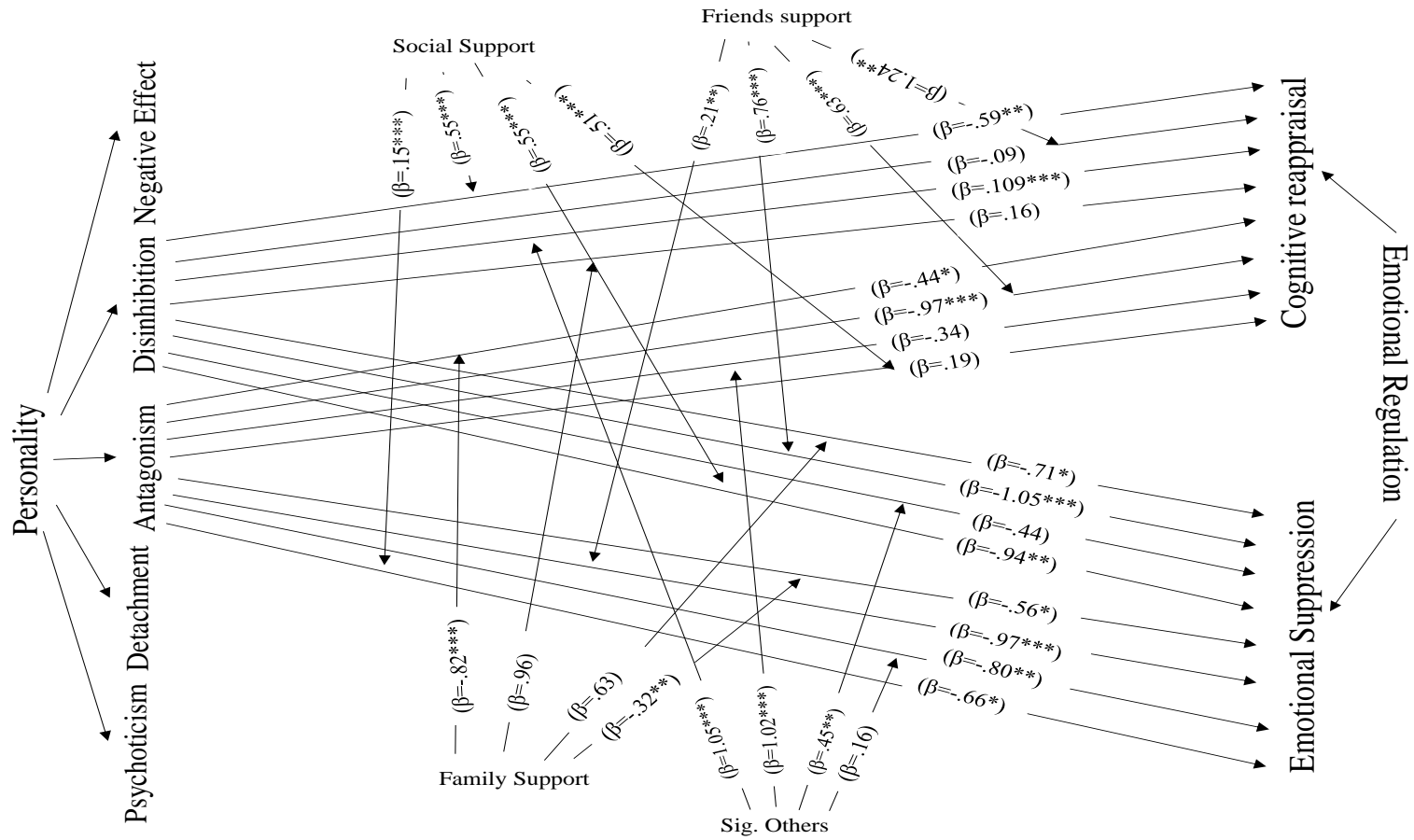


Figure 10: Emerged Moderation Model



The figure illustrates the moderating role of social support between personality traits and emotional regulation.

Chapter 5

Discussion

The objective of the current study was to examine the relationship between personality, social support, and emotional regulation. Other than that, the research also aimed to explore the moderating role of social support in the link between personality and emotional regulation while controlling the demographic variables. The current research findings demonstrated the link between emotional regulation and personality and the moderating role of social support in the relationship between emotional regulation and personality. This part of the current research aims to discuss the current results in light of previous studies, theories, and local context.

One of the current study hypotheses explored the association between personality, social support, and emotional regulation. The results proved an association between personality, social support, and emotional regulation. Previous research also supported current study findings as Liu and Chen (2021) performed a study and found that personality, social support, and emotional regulation are interrelated constructs that influence the well-being and mental health of individuals. According to the study personality traits such as neuroticism are associated with lower levels of social support and poorer emotional regulation. Similarly, extraversion is linked to higher level of social support and better emotional regulation.

The results of the current study were also consistent with the study performed by Huang and colleagues (2020). The result findings of their study revealed that personality traits such as neuroticism are associated with lower levels of social support and emotional regulation is poor. On the other hand, extraversion is linked to better social support and a higher level of emotional regulation. Li (2021) also investigated to explore the link between personality, social support, and emotional regulation. The result findings of this research revealed that social support is

positively associated with emotional regulation. Which serves as a buffer against stress and promotes adaptive coping strategies. Higher levels of social support mean that emotional regulation is better. Similarly, lower levels of social support indicated poorer emotional regulation.

Another study by Chen (2020) also supported the hypothesis and findings of the study that personality, social support, and emotional regulation are associated. The study findings revealed that individuals with higher levels of extraversion and openness to experience were more likely to seek social support and engage in positive coping strategies to regulate their emotions.

Lakey and Cassady (2021) performed a meta-analysis studying the relationship between social support, emotional regulation, and personality. His study findings revealed that social support was positively associated with emotional regulation. Moreover, the findings showed that the relationship between social support and emotional regulation was particularly strong for individuals with higher levels of neuroticism and lower levels of extraversion. Another study performed by Sari and colleagues (2021) revealed that individuals who had higher levels of social support reported better emotion regulation. Moreover, they possessed lower levels of anxiety and depression. Especially for those who had higher levels of agreeableness and contentiousness.

The current study results are also supported by research carried out by Tamir and colleagues (2020). Their study findings revealed that people who were more emotionally expressive and had higher levels of social support reported better emotion regulation when they encountered stress. Furthermore, a study by Kafetosis and colleagues (2021) found that individuals who scored higher in extraversion and agreeableness were more likely to seek social

support when experiencing negative emotions. Social support was associated with better emotional regulation.

The current study findings were also justified in the light of different theoretical frameworks. Lazarus and Folkman (1984) proposed a transactional model of stress and coping. According to this model personality traits influence the way individuals appraise stressful situations, as a result, their coping strategies are affected. Social support acts as a buffer against stress and provides individuals with resources to cope with the stressful situation. Moreover effective emotional regulation also plays an important role in coping with stress. It helps individuals to manage their stress through emotional responses.

Another theoretical framework attachment theory was proposed by Bowlby (1979). According to this theory, attachment developed in the early years by toddlers towards their caregivers helps in shaping the beliefs and expectations of individuals about their relationships. This attitude influences an individual's social support-seeking behavior. Individuals having secure attachment styles are more likely to receive social support, whereas those having insecure attachment styles may avoid seeking support or may not receive adequate support. Moreover, affective emotion regulation is also related to attachment experiences, as secure attachment is responsible for promoting the development of effective emotion regulation strategies.

Coan and colleagues (2015) proposed a social baseline theory. According to this theory, social support is an evolved adaptation that is used by individuals to regulate their emotions and cope with stressful situations. This theory suggests that the presence of others provides a sense of safety and security which in turn allows individuals to conserve cognitive resources that are otherwise used to monitor their environment for potential threats. Moreover, cognitive conservation allows individuals to engage in more effective emotion regulation strategies.

The local context of Pakistan also tried to explain the link between personality, social support, and emotional regulation. Mahmood and Shahzad (2019) conducted research in Pakistan to study the association between personality, social support, and emotional regulation. The study findings revealed that social support is linked to better emotional regulation and higher levels of psychological well-being in the Pakistani context. Another research was conducted by Suhail (2014) to study the link between personality, social support, and emotional regulation. The cultural norms in Pakistan emphasize collectivism and interdependence. Therefore, according to the research findings, the collectivistic nature of Pakistani culture fosters a sense of belongingness and connectedness, which in turn positively impacts an individual's emotional regulation and well-being.

Research carried out by Khan et al. (2020) affirms the results of the current study. According to the research findings, individuals with higher levels of extraversion were more likely to seek social support. Such individuals also had better emotional regulation strategies as compared to those who had low levels of extraversion. Similarly, individuals possessing higher levels of neuroticism had poorer emotional regulation and social support.

The current study hypothesis is that personality is likely to predict social support and emotional regulation. The results proved that personality is likely to predict social support and emotional regulation. The results of a study conducted by Feeney and Collins (2020) were in accordance with recent research. The study findings revealed that individuals higher in agreeableness and extraversion were more likely to receive social support from others. While those individuals who had higher scores in neuroticism were less likely to receive social support. Moreover, the results of this study revealed that individuals who have better emotional stability have better-coping skills to regulate their emotions and cope with stressful situations.

The third hypothesis of the current study was that social support is likely to play the role of moderator in the link between personality and social support. The results of the current study are also supported by past research. A meta-analysis performed by Li and colleagues (2020) affirms the current study. The writers looked at 119 studies and did a meta-analysis. They found that social support changed the link between emotional regulation and well-being. In particular, social support made the link between emotional control and well-being stronger for people with high levels of extraversion and conscientiousness, but it made the link weaker for people with high levels of neuroticism.

Another research Social support as a moderator of the relationship between emotional intelligence and mental health among adolescents was published by Singh and colleagues in 2021. The researchers discovered that the connection between emotional intelligence and mental health was altered by the presence of social support. This suggested that the beneficial association between emotional intelligence and mental health was stronger for teenagers who had high levels of social support for themselves and their peers.

Limitations and suggestions

Like all other studies, the present study also has certain limitations and drawbacks that can be rectified in future research. The current study has limited generalizability. As the study consisted of a sample size of 500 participants. There is a possibility that the 500 individuals might not adequately represent all of the adult hostel students. As a consequence, the findings of the study might not apply to other population subsets. Therefore, increasing the sample size may increase the generalizability of the study findings. It will also increase the statistical power of the study. However, increasing the sample size might need more resources.

Other than that, the current study has a sampling bias. As a result, there is a possibility that the sample is not a representative sample of the adult student population at the hostel. If the sample was only gathered from a single place or location, for instance, it is possible that it does not accurately represent the total community. Techniques of random sampling can be used to cut down on sampling bias and boost sample representativeness, both of which are necessary steps in the process of eliminating sampling bias.

Another limitation of the study is its limited scope. The size of the study may be limited by a sample number of 500. Some study questions may require a larger sample size to identify significant effects or associations. This limitation can be fixed by having people from different places or parts of the country take part in a study can make the results more applicable to a wider range of situations.

Furthermore, due to response bias, the scope of the current study might be limited. It is possible that the individuals will not give correct replies because of social desirability bias or other factors that have the potential to influence their responses. It is recommended that when collecting data, using validated measures can assist eliminate reaction bias and result in more accurate data collection.

Implications and benefits

The current research has many implications and potential benefits for researchers, practitioners, and psychotherapists in conducting research and assessments. The current research findings are beneficial and of interest to theoretical and applied psychologists and other relevant fields. The current study concluded that there is an association between personality, social support, and emotional regulation among a sample of university hostel students.

Moreover, the current study findings demonstrated that social support is a mediator in the relationship between personality and emotion regulation among a sample of university hotel students. This shows that social support is the reason why people grow their personalities and emotions better. Also, programs that aim to improve mental health may want to focus on how people control their emotions. People with certain personality traits will be better able to control their emotions and improve their general health if they work on improving their emotional regulation skills and get social support.

Results could also help initiate educational workshops and programs to educate individuals that how better social support can enhance their emotional regulation and personality. On the other hand, the current study shows how important it is to understand the complicated link between social support, personality, and managing emotions. This means that researchers should keep looking into these connections in the future to learn more about the processes behind mental health outcomes.

Conclusion

The overall findings of the current study concluded that there is an association present between personality, social support, and emotional regulation. Also, personality is likely to predict social support and emotional regulation. Social support acts as a moderator between emotional regulation and personality. The moderation analysis revealed that social support was a significant moderator in the relationship between personality and emotional regulation in a sample of university hostel students.

The findings of the current study are consistent with previous research that has explored the moderating role of social support in the relationship between personality and emotion regulation. The present study is a unique and novel contribution to society and academia as there

are no prominent studies present in which moderating role of social support in the relationship between personality and emotion regulation is studied, especially in a sample of university hostel students. This study will aid individuals to understand the role of social support and how it influences personality and emotion regulation in hostel students. Moreover, it helps in identifying that social support can be used to enhance the emotional regulation of hostel students.

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APPENDICES

Appendix A

Informed consent

Your cooperation is required for psychological research. The purpose of this research is to study the relationship between social support, emotional regulation and personality. You have to complete a questionnaire. The research questionnaire has three parts. Participating individual's responses will remain anonymous. No individual responses will be reported in any way. All information you provide will only be used for research purposes. Possible benefits include the fact that you may learn something about how research studies are conducted and you may learn something about this area of research.

Thank you for your participation! Signature of Participant _____

Age: _____ **Gender:** a- Female b- Male **Religion:** _____

Family system: a- Nuclear b- Joint **Employment status:** a- Employed

b- Unemployed

Birth Order: a. first born b. Middle born c. Last born d- Only child

Marital Status: a- Single b- Married c- Separated d- Divorce e- Widowed

Mother Tongue: a- Urdu b- Punjabi c- Pashto d- Sindhi e- Other

Education: a- Metric b- Intermediate c- Bachelors d- Masters

Appendix B

Multidimensional Scale of Perceived Social Support

Instructions

Please read each statement and circle accordingly.

No.	Items	Very Strongly Disagree	Strongly Disagree	Mildly Disagree	Neutral	Mildly Agree	Strongly Agree	V. Strongly Agree
1.	There is a special person who is around when I am in need.	1	2	3	4	5	6	7
2.	There is a special person with whom I can share my joys and sorrows.	1	2	3	4	5	6	7
3.	My family really tries to help me.	1	2	3	4	5	6	7
4.	I get the emotional help and support I need from my family.	1	2	3	4	5	6	7
5.	I have a special person who is a real source of comfort to me	1	2	3	4	5	6	7
6.	My friends really try to help me.	1	2	3	4	5	6	7
7.	I can count on my friends when things go wrong	1	2	3	4	5	6	7
8.	I can talk about my problems with my family.	1	2	3	4	5	6	7
9.	I have friends with whom I can share my joys and sorrows.	1	2	3	4	5	6	7
10.	There is a special person in my life who cares about my feelings.	1	2	3	4	5	6	7
11.	My family is willing to help me make decisions.	1	2	3	4	5	6	7
12.	I can talk about my problems with my friends.	1	2	3	4	5	6	7

Appendix C

The Personality Inventory for DSM-5, Brief Form

No.	Items	Disagree Completely	Disagree Somewhat	Disagree A Little	Neither Agree/ Disagree	Agree a Little	Agree Somewhat	Agree Completely
1.	When I want to feel more positive emotion (such as joy or amusement), I change what I'm thinking about.	1	2	3	4	5	6	7
2.	I keep my emotions to myself.	1	2	3	4	5	6	7
3.	When I want to feel less negative emotion (such as sadness or anger), I change what I'm thinking about.	1	2	3	4	5	6	7
4.	When I am feeling positive emotions, I am careful not to express them.	1	2	3	4	5	6	7
5.	I have a special person who is a real source of comfort to me	1	2	3	4	5	6	7
6.	When I'm faced with a stressful situation, I make myself think about it in a way that helps me stay calm.	1	2	3	4	5	6	7
7.	I control my emotions by not expressing them.	1	2	3	4	5	6	7
8.	I control my emotions by changing the way I think about the situation I'm in.	1	2	3	4	5	6	7
9.	When I am feeling negative emotions, I make sure not to express them.	1	2	3	4	5	6	7
10.	When I want to feel less negative emotion, I change the way I'm thinking about the situation.	1	2	3	4	5	6	7

Appendix D

Emotional Regulation Questionnaire

No.	Items	Very False or Often False	Sometimes or Some what False	Sometimes or Some what True	Very True or Often
1.	People would describe me as reckless.	0	1	2	3
2.	I feel like I act totally on impulse.	0	1	2	3
3.	Even though I know better, I can't stop making rash decisions.	0	1	2	3
4.	I often feel like nothing I do really matters.	0	1	2	3
5.	Others see me as irresponsible.	0	1	2	3
6.	I'm not good at planning ahead.	0	1	2	3
7.	My thoughts often don't make sense to others	0	1	2	3
8.	I worry about almost everything.	0	1	2	3
9.	I get emotional easily, often for very little reason.	0	1	2	3
10.	I fear being alone in life more than anything else.	0	1	2	3
11.	I get stuck on one way of doing things, even when it's clear it won't work.	0	1	2	3
12.	I have seen things that weren't really there.	0	1	2	3
13.	I steer clear of romantic relationships	0	1	2	3
14.	I'm not interested in making friends.	0	1	2	3
15.	I get irritated easily by all sorts of things.	0	1	2	3
16.	I don't like to get too close to people.	0	1	2	3
17.	It's no big deal if I hurt other peoples' feelings.	0	1	2	3
18.	I rarely get enthusiastic about anything.	0	1	2	3
19.	I crave attention.	0	1	2	3
20.	I often have to deal with people who are less important than me.	0	1	2	3
21.	I often have thoughts that make sense to me but that other people say are strange.	0	1	2	3
22.	I use people to get what I want.	0	1	2	3
23.	I often zone out and then suddenly come to and realize that a lot of time has passed.	0	1	2	3
24.	Things around me often feel unreal, or more real than usual.	0	1	2	3
25.	It is easy for me to take advantage of others.	0	1	2	3