

Linking Social Support, Social Anxiety and Maladaptive Daydreaming: Evidence from University Students of Pakistan

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The aim of the present study was to investigate the moderating role of social support between social anxiety and maladaptive daydreaming among university students. Furthermore, it was to examine the relationship among social anxiety, maladaptive daydreaming and social support among university students. The sample consisted of 200 university students (males=100, females=100), age range from 19 to 25, were recruited from various universities of Rawalpindi and Islamabad cities. Purposive sampling technique was used in a cross sectional design research. Three scales, Maladaptive Daydreaming Scale, Social Anxiety Scale and Social Support Scale were employed to measure Daydreaming, social support and social anxiety in university students. The results revealed that social anxiety was negatively non-significantly associated with maladaptive daydreaming ($r=-0.07, n.s$) and negatively significantly associated with social support ($r=0.40, p<0.01$) along with its subscales. In addition, it was revealed that maladaptive daydreaming is positively non-significantly related with social support ($r=0.08, n.s$) along with its subscales. The study also demonstrated that social anxiety was negatively non-significant predicting maladaptive daydreaming ($\beta=-.06, n.s$) among university students. This study result revealed that social support was not moderating on the relationship between social anxiety and maladaptive daydreaming among university students. These findings imply that social anxiety and social support could stimulate maladaptive daydreaming in University students. This study incorporated students merely from two major Pakistan's cities. Therefore, its findings could not be generalizable to the whole Pakistani population. In future, exploratory and experimental researches with more assorted sample will be beneficial to clarify the mechanism through which social anxiety and social support affect maladaptive daydreaming across student genders.

Keyword. Social anxiety, maladaptive daydreaming, social support.

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There is a consensus among researchers that students experience more social anxiety and maladaptive day dreaming in University's life (Somer, 2000; Somer, Soffer-Dudek & Ross, 2017; Somer & Herscu, 2017; Sommer & Soffer-Dudek, 2018; Somer & Soffer-Dudek, 2018). However, the underpinnings of the connection between social anxiety and maladaptive daydreaming are not comprehensively clear, with mere one ordinary explanation having been offered. For instance, this relationship could be fallacious, with a third righteous variable reasoning both social anxiety and maladaptive daydreaming in life of students. Social support has been proposed as the mainly potential specious variable (Somer & Herscu, 2017; Sommer & Soffer-Dudek, 2018; Somer & Soffer-Dudek, 2018). Several previous studies explained the association between social anxiety and maladaptive daydreaming in University students (Butler, 2006; Uslu, 2015; Somer & Herscu, 2017; Sommer & Soffer-Dudek, 2018; Somer & Soffer-Dudek, 2018). Daydreaming can be caused by many factors such as one important factor which causes daydreaming is external environment of the individual (Butler, 2006; Uslu, 2015). Other factors that can trigger daydreaming can be the cultural practices. Daydreaming is an elusive practice, shaped by frame of references and mutual understandings that are learned, shared, and conveyed in many ways (Ehn & Löfgren, 2010; Uslu, 2015). However, in many cases daydreaming reaches

to extreme level due to being used as a method of coping from loneliness and escaping from hostile environment (Wilson & Barber, 1982; Somer & Herscu, 2017). When an individual starts to daydream on extensive levels it turns into daydreaming disorder more commonly known as maladaptive daydreaming (Somer, 2002; Somer et al., 2016a, 2016b, 2016c; Somer, Soffer-Dudek & Ross, 2017). Maladaptive daydreaming is associated with harsh, physical or sexual abuse in childhood (Wilson & Barber, 1981; Soffer-Dudek & Somer, 2018). Those individuals which have experienced such harsh childhood trauma in most cases suffers from maladaptive daydreaming and also engages in monotonous physical movements (Somer, 2002). Bigelson & Schupak, (2011) identified the repeated physical movements as something associated with kinesthetic behavior. Their study also referred media consumption as an antecedent of maladaptive daydreaming. Around 73% of maladaptive daydreamers during research reported that books, television, music and other media were common triggers of Maladaptive daydreaming (Bigelson & Schupak's, 2011). Moreover, many other researchers have demonstrated daydreaming to be linked with social support deprivation and high level of lonely feelings (Killingsworth & Gilbert, 2010).

There are many causes as to what facilitates in the development of social anxiety disorder. Such as one example is of stuttering, which is characterized as disturbance in normal fluency

and time patterning of speech which is deemed inappropriate for an individual's age (Munjal, Schultheis & Ferrando, 2018), is one of many factors that increases the likelihood of development of social anxiety disorder (Craig & Tran, 2006; Iverach & Rapee, 2014; Ahmed & Mohammed, 2018). Similarly, social phobia is also highly comorbid with other psychiatric disorders such as substance use disorder (Brunello et al., 2000; Lydiard, 2001; Saha, Grant, Chou, Kerridge, Pickering & Ruan, 2018). Moreover, social phobia has also been found responsible for impairment in family & spouse relationships, social network and other areas of life (Alden & Taylor, 2004; Jaffar et al., 2018). People with social anxiety disorder are more likely to be isolated socially, and have a lesser chance of getting married or starting a romantic relationship and tends to have poor social relationship as well (Wittchen, Fuetsch, Sonntag, Muller, & Liebowitz, 2000; Waite, 2018). Social anxiety disorder is a persistent and exhausting psychiatric disorder which is often associated with conditions such as inferior educational & occupational achievements, difficulties in interpersonal and social interactions and significant psychiatric and medical co-morbidity (Grant et al., 2005; Barlow, 2014; Washburn, Wilson, Roes, Rnic & Harkness, 2016).

Existence of social anxiety disorder in adults is investigated and identified in a number of studies by different researchers (Stopa & Clark, 2000; Wilson & Rapee, 2005; Springer, Levy &

Tolin, 2018). Likewise, rapidly growing population of adolescents with social anxiety disorder has led researchers to extend their work to group of adolescents (Weems & Costa, 2005; National Institute for Clinical Excellence, 2013). Another study demonstrated that 9.3% students suffer from social anxiety and most of them were females (Afifi, 2012; Latifeh & Salloum, 2018). Such researches exhibit that social anxiety disorder is more common in females and young people (Crome et al., 2015; Shea, 2018).

Another very interesting variable that has been found to be significantly correlated in most people with social anxiety disorder is maladaptive daydreaming which can be observed in extensive work done by Sommers (2018), on maladaptive daydreaming. In his many researches at multiple accounts he has found a significant correlation between social anxiety disorder and maladaptive daydreaming (Somer, 2000; Somer, Soffer-Dudek & Ross, 2017; Somer & Herscu, 2017; Sommer & Soffer-Dudek, 2018; Somer & Soffer-Dudek, 2018).

The term Maladaptive Daydreaming was initially coined by Sommer (2002) and he defined it as, “Extensive fantasy activity that replaces human interaction and/or interfere with academic, interpersonal, or vocational functioning” (Sommer, 2002 p.199). Maladaptive daydreaming can be distinguished from normal

daydreaming activity as daydreaming is a typical mental experience and half of human thoughts consist of it (Singer, 1966; Klinger, 2009; Killingsworth & Gilbert, 2010; Bigelsen, Lehrfeld, Jopp & Somer, 2016). Daydreaming is a routinely mental activity but when individuals starts to daydream immoderately it in turns causes distress which disrupts the daily functional life developing daydreaming disorder known as maladaptive daydreaming. It is clinically well defined phenomenon but not yet diagnosed by statistical manuals (Somer, Soffer-Dudek, Ross & Halpern, 2017). Previous literature exhibits three styles of daydreaming: *Positive Constructive* daydreaming which induces positive emotions and positive thoughts and is characterized by enjoyment and acceptance of daydreaming that helps in problem solving. *Poor attentional* control which is another style of daydreaming identified by the incapacity to concentrate on either the ongoing thought process or the external environment. The third style of daydreaming is called *Guilty-dysphoric* daydreaming and is characterized by obsessive and painful fantasies (Singer, 1975; McMillan, Kaufman & Singer, 2013; Yousaf, 2015; Somer, Lehrfeld, Bigelsen & Jopp, 2016).

Through reinterpreting the literature, it is revealed that while maladaptive styles of waking fantasy occur only in conditions of frequent daydreaming, it does not follow that habits of fantasizing are maladjusted because they are frequent (Regis,

2013). Prior studies in addition found that people with mental illnesses were more likely to have daydreams with narrations of death, suffering, power, revenge, and withdrawal (Zelin et al., 1983; Uslu, 2015). In a study conducted by Soffer-Dudek & Sommer (2018), maladaptive daydreaming displayed significant correlation with childhood trauma ($r_{15}=.24$) and social anxiety ($r_{25}=.25$). Similarly, in another research it was found that individuals experienced more social anxiety in days of intense daydreaming (Schneier, 2006; Fear, 2018; Soffer-Dudek & Sommer, 2018). These findings do lead to the conclusion that in fact maladaptive daydreaming and social anxiety disorder do correlate and a moderating variable maybe the solution required to decrease both M.D and S.A.D.

Social support refers to various forms of aid and assistance supplied by family members, friends, neighbors and others, which broadly encompasses a multitude of social interaction (Barrera et al., 1981; Kalsoom, Masood, & Jami, 2017). Social support is also explained in terms of a process of interaction between relationships which improves coping, esteem, belonging, and competence through real or perceived exchanges of physical or psychological resources (Cohen, Underwood & Gottlieb, 2000; Seo, Kim & Yang, 2016).

Social support was referred as a means of reducing depression and anxiety (Taylor, 2011). Many researchers suggested that people who had low social support were found to have more suicidal ideation tendencies (Casey, 2006; Hollingsworth, 2014; O'Connor & Kirtley, 2018). Whereas even patients with cancer showed more psychological adjustment if they were provided with more social support (Penninx et al., 1997; Rızalar, Ozbas, Akyolcu & Güngör, 2014; Worden, 2018).

It is suggested by buffering theory that in few cases social support protects people from threatening effects of stressful social situations (Cohen & Wills, 1985; Cohen & Pressman, 2004; Janicki-Deverts, Cohen & Doyle, 2017). For that to occur two important conditions must be satisfied in order for the buffering effect to happen which are:

(1) High level of stress must be experienced by the individual as a response to any stressful social situation.

(2) Social support is defined in terms of the obtainable interpersonal aid that can eventually nullify the needs elicited by the stressful event. This particular social support is often referred to as “instrumental support” (Cohen & Hoberman, 1988; Cohen & Wills, 1985; Cohen & Pressman, 2004; Pluut, Ilies, Curşeu & Liu, 2018).

Maladaptive daydreaming was defined as addiction to daydreaming (Sommer & Herscu, 2017) as for social anxiety, it is a persistent fear of social situations where a person is exposed to unfamiliar people (Heimberg et al., 2014; Murphy, 2018; Stevenson, 2018). Social support is taken as support and assistance provided by others (Barrera et al., 1981; Nurullah, 2012). The present study addressed relationship between social anxiety, maladaptive daydreaming and social support in university students. This study will spread awareness among people regarding maladaptive daydreaming and social anxiety. The main focus of current study is to find out moderating role social support between social anxiety and maladaptive daydreaming. Previous literature has demonstrated that maladaptive daydreamers report feelings of distress and intense shame stemming from their difficulty in controlling their MD yearnings and behavior that interference with social and daily functioning (Bigelsen & Schupak, 2011).

Method

Objectives

1. To study the relationship between maladaptive daydreaming, social anxiety and social support among university students.
2. To investigate the moderating role of social support between daydreaming and social anxiety in university students.

Hypothesis

1. Social anxiety will be positively correlated to maladaptive daydreaming in university student.
2. Social support will be negatively related to social anxiety and maladaptive daydreaming in university students.

Sample

For this particular study, purposive sampling technique was used as method of data collection. A total sample of N=200 students from various universities of Rawalpindi and Islamabad cities were taken. There were equal number of males (n=100) and females (n=100) participants in the study. Age ranged of the selected students were from 19 to 25 years. The inclusion criteria included participants who were all currently students attending university and had no physical or mental health related issues. All

were competent in reading and understanding. People other than student population was not selected for the study as previous studies suggests that student population suffers from social anxiety disorder the most (Mohapatra, Agarwal, & Sitholey, 2013; Creswell, Waite, & Cooper, 2014; Karande, Gogtay, Bala, Sant, Thakkar & Sholapurwala, 2018). Also, people with any other mental health issues or disorders were not selected for this study.

Measures

Social Anxiety Disorder. This scale was developed by Bhamani and Hussain (2012). This particular scale was constructed in order to assess level of social anxiety in university students. It is consisted of 15 items in total with Likert scale scoring method from 1-4 where; 1 represents “Never”, 2 represents “Rarely”, 3 represents “Sometimes” and 4 represents “Always”. There are no negative items present in the scale. The overall Cronbach's alpha for the scale was found to be 0.742 (Bhamani & Hussain, 2012).

Maladaptive Daydreaming. Maladaptive daydreaming was defined as “Extensive fantasy activity that replaces human inter-action and/or interferes with academic, interpersonal, or vocational functioning” (Somer, 2000; Somer & Soffer-Dudek, 2018). Maladaptive Daydreaming Scale (MDS-16) constructed by Somer, Bigelsen, Lehrfeld, & Jopp (2016). The 16-item maladaptive daydreaming scale was a revised version of previously 14 item maladaptive daydreaming scale. Scale ranged from 0% to

100% with 10% intervals (0%=Never /none of the times to 100%=All of the time/ Extreme amount).

Social Support. Social support refers to various forms of aid and assistance supplied by family members, friends, neighbors and others, which broadly encompasses a multitude of social interaction (Barrera et al., 1981). Social support was operationally measured through Interpersonal Support Evaluation List (ISEL) constructed by Cohen and Hoberman in 1983. It comprises of 40 items and has four subscales that are *Tangible Support Scale*, *Belonging Support Scale*, *Self-esteem Support Scale*, *Appraisal Support Scale*. Items 3, 6, 9, 10, 11, 13, 14, 15, 17, 24, 25, 27, 28, 29, 30, 34, 35, 36, 39, and 40 are reverse scored. Items 1, 6, 11, 17, 19, 22, 26, 30, 36, and 38 make up the *Appraisal Support Subscale* Items 2, 9, 14, 16, 18, 23, 29, 33, 35, and 39 make up the *Tangible Support Subscale* Items 3, 4, 8, 13, 20, 24, 28, 32, 37, and 40 make up the *Self-Esteem Support Subscale* Items 5, 7, 10, 12, 15, 21, 25, 27, 31, and 34 make up the *Belonging Support Subscale*.

Procedure

The data of 200 students was collected from various universities of Rawalpindi and Islamabad cities through purposive sampling technique. All the participants were explained about the purpose of the study and informed consent was taken from all

participants beforehand. The participants were also briefed before the study that there would be no right or wrong answer and all the information collected would be kept confidential and their identities will not be revealed. After the participants agreed to participate in the study they were given demographic forms along with test scales. After all the data was collected it was coded and put into S.P.S.S for further statistical analysis. The current study was endorsed by the ethical review committee of Foundation University, Rawalpindi Campus.

Results

Table 1

Mean, Standard Deviation, Alpha Reliability and Correlation Matrix of Social Anxiety, Maladaptive Daydreaming and Social Support in University Students (N=200).

Variable	M	SD	α	1	2	3	4	5	6	7
1.SA	40.22	6.75	0.67	–	-.07	-.40**	-.30**	-.39**	-.39**	-.30**
2.MDD	662.50	264.02	0.90		–	.08	.09	.03	.03	.06
3.SS	60.46	13.36	0.76			–	.80**	.80**	.80**	.74**
4.AS	15.33	4.30	0.51				–	.59**	.59**	.42**
5.TS	14.85	4.10	0.46					–	1.00**	.46**
6.SE	14.85	4.10	0.47						–	.46**
7.BS	14.64	4.60	0.34							–

*Note.*SA= Social Anxiety; MDD= Maladaptive Daydreaming; SS= Social Support; AS=Appraisal Support; TS= Tangible Support; SE=Self Esteem Support; BS= Belonging Support.

Table1 revealed that social anxiety was negatively non-significant associated with maladaptive daydreaming($r=-0.07$,n.s). Also, it was exhibited that social anxiety was negatively significant

associated with social support ($r=0.40$, $p<0.01$) along with its subscales. Table 1 in addition revealed that maladaptive daydreaming was positively non-significantly related with social support along with its subscales. In regards to hypothesis no 1 which stated that, social anxiety was positively related to maladaptive day dreaming was not supported by this current study. However, hypothesis no 2 which stated that, social support was negatively associated with social anxiety and maladaptive daydreaming in university students was partially supported in the current study.

Table 2

Regression Analysis Shown Impact of Social Anxiety and Social Support along with Subscales on Maladaptive Daydreaming in University Students (N=200).

<i>DV</i>	<i>IV</i>	<i>B</i>	<i>SE</i>	β	<i>p</i>
MD	SA	-2.82	2.77	-.072	.30
	SS	2.32	5.38	.11	.66
	AS	4.05	8.91	.06	.65
	SE	-6.29	8.94	-.09	.48
	BS	-.53	7.68	-.00	.94

Note. MDD=Maladaptive Daydreaming; SA=Social Anxiety; SS=Social Support; AS=Appraisal Support; SE=Self Esteem Support; BS= Belonging Support.

Table 2 revealed that social anxiety was negative non-significant predicting ($\beta = -.07$, n.s) maladaptive daydreaming in university students. Furthermore, table 2 also revealed that social support had positive non-significant predicting maladaptive daydreaming ($\beta = .11$, n.s). Moreover, it was also demonstrated that appraisal support had positive non-significant predicting maladaptive daydreaming ($\beta = .06$, n.s) in university students. Table 2 also depicted that self-esteem support and belonging support was negatively non-significant predicting maladaptive daydreaming among university students.

Table 3

The Moderating Role of Social Support between Social Anxiety and Maladaptive Daydreaming in University Students (N=200).

<i>DV</i>	<i>IV</i>	<i>B</i>	<i>SE</i>	β	<i>p</i>	ΔR^2	ΔF	<i>p</i>
MDD	(Constant)	636.59	181.24		.00	.008	1.499	.222
	SA	-2.41	3.06	-.06	.43			
	SS	1.91	1.60	.09	.23			
	INT_SA_SS	-17.77	14.52	-.09	.222			

Note. MDD=Maladaptive Daydreaming; SA=Social Anxiety; SS=Social Support; INT_SA_SS=Interaction Term of Social Anxiety and Social Support.

Table3 displayed that social anxiety was negatively non-significant predicting maladaptive daydreaming ($\beta=-.06$, n.s) among university student. The table further demonstrated that social support was positively non-significant predicting maladaptive daydreaming ($\beta=.09$, n.s) among university students. The table in addition demonstrated that interaction between social support and social anxiety was negatively non-significant in predicting maladaptive daydreaming ($\beta=-.09$, n.s) among university students. Which in regards to objective 1 which stated that social support had moderating role between social anxiety and maladaptive daydreaming, was not supported by present study results.

Table 4

The Moderating Role of Appraisal Support between Social Anxiety and Maladaptive Daydreaming in University Students (N=200)

<i>DV</i>	<i>IV</i>	<i>B</i>	<i>SE</i>	β	<i>p</i>	ΔR^2	ΔF	<i>p</i>
MDD	(Constant)	655.06	154.29		.00	.008	.34	.56
	SA	-2.08	2.93	-.05	.47			
	AS	5.78	4.68	.09	.21			
	INT_SA_AS	-8.88	15.22	-.04	.56			

Note. MDD=Maladaptive Daydreaming; SA=Social Anxiety; AS=Appraisal Support; INT_SA_AS=Interaction Term of Social Anxiety and Appraisal support.

Table 4 demonstrated that social anxiety was negatively non-significant in predicting maladaptive daydreaming ($\beta=-.05$, n.s) among university student. The table furthermore identified that appraisal support was positively non-significant predicting maladaptive daydreaming ($\beta=.09$, n.s) in university students. The table also showed that interaction between appraisal support and social anxiety was negatively non-significant predicting maladaptive daydreaming ($\beta=-.04$, n.s) in university students. Regarding to objective 2 which exclaimed that social support had moderating role between social anxiety and maladaptive daydreaming in university students was not supported by present study.

Table 5

The Moderating Role of Tangible Support between Social Anxiety and Maladaptive Daydreaming in University Students (N=200).

<i>DV</i>	<i>IV</i>	<i>B</i>	<i>SE</i>	β	<i>p</i>	ΔR^2	ΔF	<i>p</i>
MDD	(Constant)	771.67	166.33		.00	.009	1.82	.17
	SA	-3.42	3.06	-.08	.26			
	TS	1.37	5.03	.02	.78			
	INT_SA_TS	-20.83	15.43	-.10	.17			

Note. MDD =Maladaptive Daydreaming; SA=Social Anxiety; TS=Tangible Support; INT_SA_TS=Interaction Term of Social Anxiety and Tangible Support.

Table5 revealed that social anxiety was negatively non-significant predicting maladaptive daydreaming ($\beta=-.08$, n.s) in university student. In addition, the table demonstrated that tangible support was positively non-significant predicting maladaptive daydreaming ($\beta=.02$, n.s) among university students. Table also explained that interaction between tangible support and social anxiety was non-significant negatively predicting maladaptive daydreaming. As claimed by objective 2 that social support had moderating role between social anxiety and maladaptive daydreaming, it was not supported by the results of present study.

Table 6

The Moderating Role of Self-esteem Support between Social Anxiety and Maladaptive Daydreaming in University Students (N=200).

<i>DV</i>	<i>IV</i>	<i>B</i>	<i>SE</i>	β	<i>p</i>	ΔR^2	ΔF	<i>p</i>
MDD	(Constant)	771.67	166.33		.000	.009	1.82	.17
	SA	-3.42	3.06	-.08	.26			
	SE	1.37	5.03	.02	.78			
	INT_SA_SE	-20.83	15.43	-.10	.17			

Note. MDD =Maladaptive Daydreaming; SA=Social Anxiety; SE=Self-esteem Support; INT_SA_SE=Interaction Term of Social Anxiety and Self-esteem Support.

Table 6 showed that social anxiety was negatively non-significant predicting maladaptive daydreaming ($\beta=-.08$, n.s) among university student. The table moreover displayed that self-esteem support was positively non-significant predicting maladaptive daydreaming ($\beta=.02$, n.s) among university student. The table furthermore identified that interaction between self-esteem support and social anxiety was negatively non-significant predicting maladaptive daydreaming ($\beta=-.10$, n.s) among university students. So, in justification of objective 2 which stated that social support had moderating role between social anxiety and maladaptive daydreaming did not support the results of this research.

Table 7

The Moderating Role of Belonging Support between Social Anxiety and Maladaptive Daydreaming in University Students (N=200).

DV	IV	B	SE	β	p	ΔR^2	ΔF	p
MDD	(Constant)	710.21	149.63		.000	.006	1.26	.26
	SA	-2.91	2.95	-.07	.32			
	BS	4.33	4.58	.07	.34			
	INT_SA_BS	-19.56	17.37	-.08	.26			

Note. MDD =Maladaptive Daydreaming; SA=Social Anxiety; BS=Belonging Support; INT_SA_BS=Interaction Term of Social Anxiety and Belonging Support.

Finally, Table 7 revealed that social anxiety was negatively non-significant predicting maladaptive daydreaming ($\beta=-.07$, n.s) among university student. The table additionally showed that belonging support was positively non-significant predicting maladaptive daydreaming ($\beta=.07$, n.s) among university students. The table also demonstrated that interaction between belonging support and social anxiety was negatively non-significant predicting maladaptive daydreaming ($\beta=-.08$, n.s) among university students.

Discussion

Maladaptive daydreaming was stated as excessive daydreaming that impairs social and functional life of individual (Sommer, 2002; Sommer & Soffer-Dudek, 2018). In addition, previous literature revealed that content analysis of daydreams identifies other-related thoughts (Andrew, Kaiser, Turner, Reineberg, Godinez, Dimidjian, & Banich, 2013) and illustrates social nature of daydreaming (Mar et al., 2012). Also, cognitive theories of adjustment proposed that repetitive thinking is responsible for predicting adjustment to environmental challenges (Segerstrom et al., 2003; Poerio, Totterdell, Emerson, & Miles, 2016). A variety of repetitive thought have been distinguished which includes both adaptive as well as maladaptive outcomes with reference to adjustment and wellbeing these includes worry, rumination, mental simulation, cognitive and emotional processing, and reflection (Watkins, 2008; Segerstrom, Eisenlohr-Moul, Evans, & Ram, 2015). Moreover, all such attempts of integrating the allegedly inconsistent effects of repetitive thought have generated different dimensional approaches, which posits that the weather its positive or negative effect on adjustment of cognitionit solely depends on the content (Segerstrom et al., 2003; Watkins, 2008; Poerio, Totterdell, Emerson, & Miles, 2016). Similarly, the Content Regulation Hypothesis exclaims that the maladaptive effect of daydreaming on psychological well-being

depends on the content (Smallwood & Andrews, 2013; Poerio, Totterdell, Emerson, & Miles, 2016). Additionally, daydreams with a positive emotional content (Poerio et al., 2013) and content of interest to the daydreamer (Franklin et al., 2013) have all been associated with positive emotional outcomes.

The current research aimed at finding relationship among social anxiety, maladaptive daydreaming and social support. However, the results of the present study regarding to hypothesis 1 which posits that social anxiety was positively related to maladaptive daydreaming, were not consistent with prior findings. As previous studies suggested that excessive daydreaming was mean of coping with loneliness (Wilson & Barber, 1982; Uslu, 2015; Somer & Herscu, 2018). And literature review displayed that 27% of 90 MD respondents had experienced childhood abuse and that about a quarter of them reported social avoidance or social phobia (Bigelsen & Schupak, 2011). Another study showed that maladaptive daydreamers are self-conscious about their condition and feared of revealing it which creates social withdrawal (DeLongis & Holtzman, 2005; Uslu, 2015). Out of 39 participants 43.59% of them shown social anxiety as comorbid disorder with maladaptive daydreaming (Somer, Dudek, & Ross, 2017). In consideration to this relationship between daydreams and external factors, it can be suggested that daydreams are not only psychological occurrences, but in fact are also cultural practices.

One such kind of daydreaming that is extraordinarily dependent on culture is “maladaptive daydreaming.” In their work, Ehn and Löfgren (2010), define daydreaming as an “elusive practice, shaped by contexts and collective understandings that are learned, shared, and communicated in many ways” and call for a cultural point of view to understand daydreams (Ehn & Löfgren, 2010).

The 2nd hypothesis of the study suggested that social support was negatively associated with social anxiety and maladaptive daydreaming. This hypothesis was partially supported by the results, as social anxiety had negative significant relationship with social support ($r=0.40$, $p<0.01$), which confirmed the buffering hypothesis which explained that social support protects individual from harmful effects of stressful events (Cohen, 1988; Cohen & Wills, 1985; Cohen & Pressman, 2004; Pluut, Ilies, Curşeu & Liu, 2018).

Childhood traumatic events such as sexual abuse, parent’s separation, violence or illness in childhood are responsible in causing social anxiety (Wilson & Barber, 1981; Bandelow et al., 2004; Soffer-Dudek & Somer, 2018). In addition, increased level of stress and cortisol can also cause anxiety especially in adolescents and young adults (Essex et al., 2010; Romeo, 2013; Laurent, Gilliam, Wright, & Fisher, 2015). Moreover, previous literature also demonstrated that children suffering from higher

level of maternal stress were at higher risk to develop social anxiety as well (Essex et al., 2010; Chan et al., 2018). Similarly, elementary age girls who showed elevated fear responses to social and nonsocial situations and who had higher levels of cortisol were more likely to develop social anxiety disorder. Such evidences constitute the link between anxiety and stress (Essex et al., 2010; Van-den-Bos, Top, & Westenberg, 2017). The current study also identified that social anxiety was negatively non-significant ($\beta=-.05$, n.s) in predicting maladaptive daydreaming among university student. Further it demonstrated that appraisal support was positively non-significant ($\beta=.09$, n.s) in predicting maladaptive daydreaming among university students. As well as the interaction between appraisal support and social anxiety was negatively non-significant ($\beta=-.04$, n.s) in predicting maladaptive daydreaming among university students.

Limitations

The limitations of present study must be acknowledged. A major limitation was that sample was not selected randomly, which in term produced biasness and also sample was unlikely to be representative of the whole population. Although purposive sampling technique was used to select sample that consists of students from universities across Rawalpindi and Islamabad cities still it was not enough to be generalized to whole population of university students. There was also limitation of time for data

collection that might have affected the results of study. If random technique was used for data collection and more time was available the results of the current study might have been different.

Conclusion

As previous literature suggested that social anxiety and maladaptive daydreaming was positively related. However, unlike the prior studies the present study suggested that positive relationship was not necessary between the two variables. It was identified that there was negative non-significant impact of social anxiety on maladaptive daydreaming. Since the results of moderation analysis were non-significant it posits that social support could not act as moderator between social anxiety and maladaptive daydreaming. Which hence suggests that other variables should be studied in future that might have moderating role between social anxiety and maladaptive daydreaming. These findings imply that social anxiety and social support could stimulate maladaptive daydreaming in University students.

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