

# The Big Five Personality Traits as a moderator of the Relationship between Foreign Language Classroom Anxiety and Creative Personality

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The current research is devoted to determining the influence of creative personality traits and Big Five personality traits on the components of foreign language anxiety (test anxiety, communication apprehension, and fear of negative evaluation). Respondents ( $N=452$ ) aged between 16 and 45 ( $M=23,41$ ,  $SD=7,22$ ) received the Renzulli Creative Personality Assessment scale, the Big Five Personality Traits survey proposed by Gosling, Renfrow and Swann, and the foreign language classroom anxiety scale (FLCAS) proposed by Horwitz. The present study hypothesised that creative personality traits influence FLCA components, and the Big Five moderate the relationship between creative personality and FLCA. The results of the study showed that the scale of creative personality predicts all FLA components. It was also concluded that agreeableness moderates the relationship between creative personality and FLA in groups with a certain socio-economic status. Based on the results, we suggest that teachers pay more attention to the individual differences of students control the level of language anxiety.

**Keywords:** foreign language classroom anxiety; foreign language learning; creative personality; Big Five personality traits.

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# Большая пятерка личностных черт как модератор связи между языковой тревожностью и чертами креативной личности

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Представлены результаты исследования, посвященного определению характера связи черт креативной личности и личностных черт Большой пятерки с компонентами языковой тревожности (тревожность при тестировании, боязнь общения и боязнь негативной оценки). Респондентам ( $N=452$ ) в возрасте от 16 до 45 лет ( $M=23,41$ ,  $SD=7,22$ ) были предложены шкала оценки креативной личности Рензулли, опросник личностных черт Большой пятерки (С.Д. Гослинг, П.Д. Ренфтроу, В.Б. Свонн мл.), и шкала языковой тревожности на занятиях иностранным языком Е.К. Хорвитц. Гипотеза настоящего исследования состояла в том, что черты креативной личности определенным образом связаны с компонентами языковой тревожности (ЯТ), а пять основных черт Большой пятерки модулируют отношение между чертами креативной личности и ЯТ. Результаты проведенного исследования показали, что шкала креативной личности определяет уровень языковой тревожности. Также было установлено, что доброжелательность является модератором связи между креативной личностью и языковой тревожностью в группах с определенным социально-экономическим статусом (СЭС). На основании полученных результатов преподавателям предлагается обращать особое внимание на индивидуальные различия обучающихся с целью контроля уровня языковой тревожности.

**Ключевые слова:** языковая тревожность; изучение иностранного языка; креативная личность; Большая пятерка личностных черт.

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## Introduction

Nowadays, creativity and its nature have become of great interest in many fields — from fashion design and literature to business and management. Creativity became one of the central topics in education in general [23;37] and in foreign language acquisition in particular [26; 35;

43]. Meanwhile, teachers, linguists, psychologists, and experts in cross-cultural communication aim to indicate predictors of success in foreign language acquisition [4; 6]. The success of language acquisition is linked to a student's ability to be an independent and self-governing learner. Since creativity is associated with brand-new ideas, imagination, and experiments [43],

it is no surprise that there are creative approaches to teaching a foreign language.

Horwitz, Hortwitz, and Cope were the first ones to suggest the term *foreign language anxiety* (FLA) [24]. According to their study, FLA consists of the following components: test anxiety, communication apprehension, and fear of negative evaluation. According to MacIntyre and Gardner, FLA is situation-specific anxiety that is associated with a feeling of tension in language learning [33]. FLA is closely related to academic performance and language achievement [22] and leads to low self-esteem, lack of self-confidence, and difficulty acquiring new information [47].

An extensive body of literature focuses on FLA sources [31; 41]. Some studies suggest that sociodemographic factors influence FLA. For instance, it was found that some socioeconomic status (SES) contribute to FLA. Subjective SES means how individuals evaluate their social class compared to others [14]. Thus, fear of negative evaluation, communication apprehension and test anxiety were significantly predicted by the current subjective SES of the respondents [17]. Other studies suggest that FLA is predicted by internal and external motivation [29; 30], language aptitude [34], and personality traits [48; 49]. One of the most popular models to assess is the Big Five Personality Traits (BFPT). This model includes five dimensions: openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism (emotional stability), and there are many studies about the influence of the BFPT on different constructs [15; 38; 42; 45].

There are several definitions of creative personality [44; 49]. High levels of intelligence, openness to experience and emotion, freedom from restraints, aesthetic sensitivity, flexibility, and independence in thoughts and actions are the characteristics of a creative personality, according to Vervalin [49]. According to Stein, a creative

personality is a curious, self-assured, and ambitious achiever [44]. They are also self-critical, conventional, self-sufficient, intuitive, and empathic.

Some studies investigated the relationship between the BFPT and creativity [23; 25; 27]. Kaspi-Baruch concluded that high extraversion and emotional stability, together with low conscientiousness result in the highest creativity levels in individuals oriented toward learning [27]. They suggested that openness predicted creativity. This finding is in line with Jir sek and Sudzina's research [25]. The same study found similar yet less significant evidence for the link between extraversion and creativity. They also found a negative relationship between conscientiousness and creativity. Unlike most studies,

At the same time, numerous studies investigated the influence of BFPT on FLA development [7; 13; 32; 42]. Some studies reported a significant positive relationship between neuroticism and FLA [7;13]. On the contrary, MacIntyre and Charos did not find any connection between emotional stability and language anxiety [32]. There are also inconsistent findings regarding the link between extraversion and FLA. MacIntyre and Charos suggested that FLA is associated with higher levels of extraversion [32]. However, Dewaele found that the relationship between these two variables is only moderately significant and was only found in one sub-group [13]. Vural suggested that all five personality traits predict anxiety — openness, conscientiousness and extraversion are negatively related, whereas agreeableness and neuroticism are positively related to speaking anxiety [50]. Toyama and Yamazaki pointed out two BFPTs that influence FLA — neuroticism and openness to experience [48]. Erzhanova, Kharkhurin and Koncha suggested neuroticism, extraversion, and openness to experience predict all three components of FLCA [16].

Similarly, certain studies discovered associations between trait anxiety and creativity [10]. They found significant positive correlations between creative ability and trait anxiety. More frequent research on negative correlations suggested that other factors may moderate the relationship between these two factors [9]. Daker and colleagues found that levels of anxiety were higher for situations that required creativity compared with the same situations that did not [11].

The reviewed literature suggested a relationship between FLA and creativity. At the same time, BFPT revealed an influence on both FLA and creativity. These findings raise the question: can BFPT impact the existing relationship between creative personality and FLA components?

#### *Present study*

The current study examines the influence of BFPT on the relation between creative personality and FLA. We advanced the following hypotheses: First, creative personality predicts FLA components of fear of negative evaluation, test anxiety, and communication apprehension. Second, BFPT moderates the relationship between creative personality and FLA component.

## **Methods**

#### *Participants*

Four hundred twenty-four individuals (66 males and 358 females) aged between 16 and 45 ( $M=23.41$ ,  $SD=7.22$ ) participated in the survey. All respondents were foreign language learners. The recruitment of the participants was organised through social media (VK, Facebook). The respondents were native Russian speakers from 31 countries, mostly from Russia (317) and Kazakhstan (31). We ensured that all respondents were competent in Russian because the survey was administered in that language; their self-reported proficiency in Russian was  $M=4.72$  out of 5.00 ( $SD=.69$ ;

see description of the language assessment below).

#### *Procedure*

The data was collected online using a reliable survey platform ([www.1ka.si/](http://www.1ka.si/)). It took roughly 20 minutes to complete the survey. Before taking part in the survey, the respondents were informed that their participation was voluntary and uncompensated. The HSE University Ethics Committee approved the survey and the informed consent form was presented to participants.

## **Instruments**

#### *Socioeconomic status*

To evaluate respondents' socioeconomic status (SES), we asked them to indicate their SES on a 5-point Likert scale (very advantaged, advantaged, average, disadvantaged, very disadvantaged). The same instrument was used in the studies by Kharkhurin and Okamoto [28; 36].

#### *Foreign Language Anxiety Assessment*

Participants' levels of FLA are assessed using the Foreign Language Classroom Anxiety Scale (FLCAS) [24]. We used a Russian version of the survey adapted by Kalganova and Mardanshina [2]. FLCAS demonstrated high internal consistency ( $\alpha=.93$ ) [24]. 33 5-Likert scale items from the questionnaire are divided into three categories: test anxiety, communication apprehension, and fear of negative evaluation. «I am usually at ease during tests in my class» is an example of a test anxiety item. «I get nervous when I do not understand every word the teacher says» is an example of a communication item. «I feel confident when I speak in the class» represents a fear of a negative evaluation item. The participants' overall scores ranged from 33 to 132 points; greater scores indicated more anxiety on each scale.

#### *Creative Personality*

To assess creative personality, we used the adapted version of The Scale

for Rating Behavioral Characteristics of Superior Students [39]. The survey has four subscales — learning, motivation, creativity, and leadership. The only scale used in this study is the Creative Personality scale, which consists of 10 4-point Likert-type questions assessing a person’s creativity. One example of an item is “A high-risk taker; adventurous and speculative”. The maximum score is 40 points, calculated as the sum of all answers to all questions. According to Renzulli., the Creative Personality Characteristics scale has a good coefficient of stability ( $\alpha=.79, p<.01$ ) [39].

*Personality traits assessment*

The adapted version of the Ten Item Personality Inventory for Russian-speaking people was used to evaluate the personality traits of the participants [21]. The initial assessment was developed by Gosling, Rentfrow and Swann and includes a list of ten pairs of adjectives (two pairs representing each personality trait) [20]. The Russian version of it was adapted by Tunik [5]. Each pair of terms represents opposite poles of the personality traits. On a 7-point Likert scale, the participants were

asked to evaluate how well these combinations suit their personalities (“I view myself as...”). The five subscales included in the evaluation tool include openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism. Kornilova and Chumakova employed the forward-backwards and dual-panel processes to translate the questionnaire into Russian [3].

**Results**

*Correlational analyses*

Table 1 presents descriptive statistics (means and standard deviations) and Pearson correlations for the research variables. The correlation analysis depicts the way how different scales of BFPT and FLA questionnaires are correlated.

Agreeableness is found to be associated with conscientiousness ( $r=-.302, p<.01$ ), creative personality ( $r=.104, p<.05$ ), and fear of negative evaluation ( $r=.105, p<.05$ ). Conscientiousness was negatively associated with openness to experience ( $r=-.386, p<.01$ ) and creative personality ( $r=-.132, p<.01$ ).

In addition, neuroticism was positively associated with creative personality

Table 1

**Correlation matrix between the research variables in the current study (N = 424)**

Variable	M	SD	1	2	3	4	5	6	7	8	9
1. Extraversion	3.38	.89	—								
2. Agreeableness	3.17	1.16	-.049	—							
3. Conscientiousness	4.40	1.03	.108*	-.302**	—						
4. Emotional stability	2.98	1.16	-.127**	.058	-0.042	—					
5. Openness to experience	4.02	1.11	-.027	.021	-.386**	-.030	—				
6. Creative Personality	23.13	5.49	-.148**	.104*	-.132**	.447**	.078	—			
7. Fear of negative evaluation	39.88	12.34	-.193**	.105*	-0.014	.222**	-.188**	.217**	—		
8. Communication apprehension	39.31	13.44	-.264**	.074	0.013	.234**	-.187**	.295**	.861**	—	
9. Test anxiety	8.22	2.98	-.190**	.028	0.078	.172**	-.212**	.151**	.710**	.717**	—

Note. \*  $p < .05$ . \*\*  $p < .01$ .

( $r=.447, p<.01$ ) as well as with all three components of foreign language anxiety: fear of negative evaluation ( $r=.222, p<.01$ ), communication apprehension ( $r=.234, p<.01$ ) and test anxiety ( $r=.172, p<.01$ ). Openness to experience was significantly correlated with fear of negative evaluation ( $r=-.188, p<.01$ ), communication apprehension ( $r=-.187, p<.01$ ), and test anxiety ( $r=-.212, p<.01$ ).

Fear of negative evaluation was found to be positively related to communication apprehension ( $r=.861, p<.01$ ) and test anxiety ( $r=.710, p<.01$ ). In turn, communication apprehension was positively associated with test anxiety ( $r=.717, p<.01$ ).

*H1: Creative Personality Contributes to Foreign Language Anxiety*

Table 2 presents the results of the linear regression analysis used to test the first hypothesis on how creative personality may predict foreign language anxiety (fear of negative evaluation, communication apprehension and test anxiety). The results demonstrate that the creative personality contributes to all three components of foreign language anxiety: fear of negative evaluation ( $\beta=.082, p<.01$ ), communication apprehension ( $\beta=.723, p<.001$ ) and test anxiety ( $\beta=.488, p<.001$ ). Therefore, it can be concluded that a creative personality contributes to foreign language anxiety. So H1 is confirmed.

*H2: BFPT moderates the relationship between creative personality and foreign language anxiety components*

Finally, we tested the hypothesis about the moderation effect of BFPT on the relationship between creative personality and foreign language anxiety components. To test the moderation hypotheses, a regression model according to Figure 1 was constructed.

Annex A presents the results of the moderation paths for the creative personality variable. The results demonstrate some weak interaction effects between agreeableness on the relationship between creative personality and test anxiety and agreeableness on the relationship between creative personality and communication apprehension. However, the R square for both models is low ( $R^2=.095$  and  $.030$  respectively), therefore, it is impossible to conclude an interaction effect between the research variables.

However, following the previous research findings by Erzhanova and colleagues, there is a need to investigate the relationship between the research variables by dividing the sample into sub-groups of the SES of the respondents [17]. Annex B presents the detailed results of the sub-group moderation analysis. We do not consider the models with interaction effects where R2 is rather low. As recommended by Dawson, the moderator was divided into low and high slopes based on the outcome in which low

Table 2

**Results of linear regression analysis between Creative Personality and Foreign Language Anxiety (N = 424)**

Predictor	Outcome	Estimate	SE	t	p	Stand. Estimate	95% Confidence Interval	
							Lower	Upper
Creative Personality	Test anxiety	.082 **	.026	3.147	.002	.151	.031	.133
	Communication Apprehension	.723***	.114	6.350	.000	.295	.499	.946
	Fear of Negative Evaluation	.488	.107	4.575	.000	.217	.278	.698

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

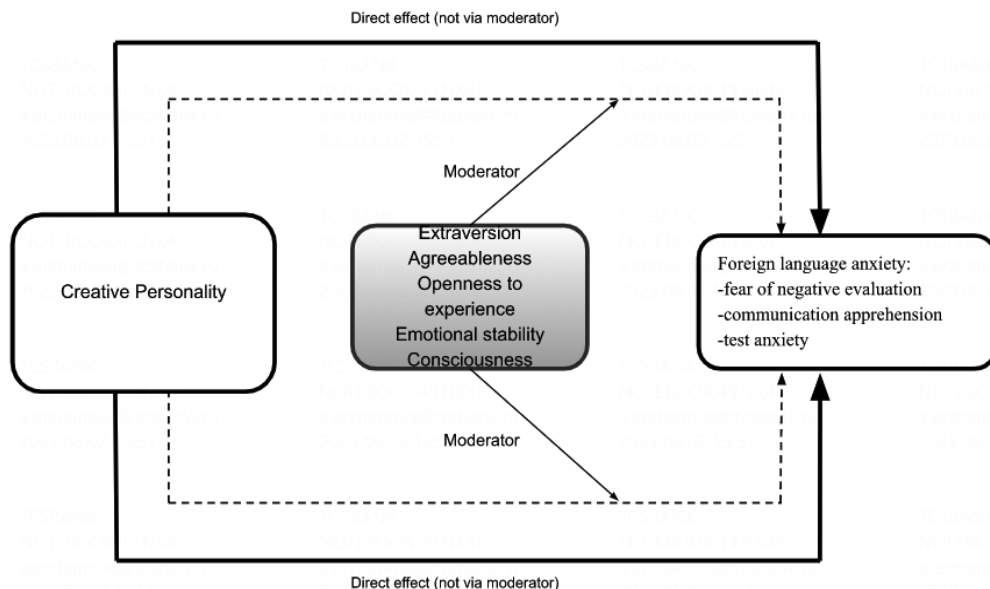


Fig. 1. A conceptual model of the association between research variables

and high values for quantitative moderators are mean and minus/plus one SD from the mean for all moderation models [12].

Considering the moderation model of the agreeableness on the link of creative personality on test anxiety, the results showed that this interaction occurs in the high slope of the moderator ( $\beta = -.382, p < .05$ ) for very advantaged SES, in the high slope of the moderator ( $\beta = .341, p < .001$ ) for advantaged SES. As for the moderation effect of the agreeableness on the relationship between creative personality and communication apprehension, the results demonstrate that this interaction occurs in the low slope of the moderator ( $\beta = -.854, p < .01$ ) and in the high slope of the moderator ( $\beta = 1.643, p < .001$ ) for the advantaged SES group. The results of the moderation analysis of agreeableness on the creative personality and fear of negative evaluation showed that the interaction occurs in the high slope of the moderator ( $\beta = 1.375, p < .001$ ) for the advantaged SES group.

Considering the moderation model of the extraversion on the link between creative personality and fear of negative evaluation, the results showed that this interaction occurs in the high slope of the moderator ( $\beta = 1.025, p < .01$ ) for very advantaged SES.

As for the moderation effect of emotional stability on the relationship between creative personality and communication apprehension, the results demonstrate that this interaction occurs in the low slope of the moderator ( $\beta = -7.048, p < .05$ ) for a very advantaged SES.

Considering the moderation model of the openness to experience on the link of creative personality on test anxiety, the results showed that this interaction occurs in the low slope of the moderator ( $\beta = .648, p < .05$ ) for very advantaged SES.

## Discussion

The current research investigates whether creative personality impacts FLA develop-

ment and whether there is a moderating effect of the BFPT on the relationship between creative personality and FLA. The study's results demonstrate that creative personality is a positive predictor of FLA. Interestingly, we also found that some of the BFPT have a moderating effect on the relationship between creative personality and FLA components in only advantaged and very advantaged SES groups. Thus, agreeableness has a moderating effect on the relationship between creative personality and FLA. Extraversion, emotional stability and openness to experience were found to be moderators between creative personality and fear of negative evaluation, communication apprehension and test anxiety respectively. At the same time, openness to experience moderates the relationship between creative personality and communication apprehension.

#### *Creative Personality predicts FLA*

The results of the current study suggest that creative personality predicts fear of negative evaluation, communication apprehension, and test anxiety. Interestingly, higher scores of creative personality are associated with higher levels of FLA components. The predictive nature of creative personality for FLA contradicts some previous findings in the literature. According to some authors, creativity is positively related to an individual's mental health as it promotes relaxation and reduces stress [40]. In the current research, we speculate that creative personality predicts all three components of FLA since sensitive people are more creative [8].

Reflected by higher levels of neuroticism, creative personalities often report high anxiety scores [19]. It might also be explained by the findings that the creative process is often associated with a lack of energy and intense frustration [18]. The same study highlights that creative individuals are inclined to doubt themselves, as novelty and originality demand develop-

ing new skills and ideas. Learning a foreign language requires much time and effort, and there is never an immediate result. It takes much practice and patience to master a new language, while creative people are often impatient.

Moreover, creativity is associated with imagination [1]. Creative individuals might feel extra tension when speaking a foreign language or taking a language exam, as they can vividly imagine the possible consequences of making mistakes in that context. These feelings of frustration and self-doubt might be the grounds for developing a fear of negative evaluation, communication apprehension, and test anxiety.

#### *Agreeableness has a moderating effect on the relationship between Creative Personality and FLA in advantaged SES groups*

Based on the study results, agreeableness has a moderating effect on the relationship between creative personality and all FLA components in advantaged SES groups. Being associated with an advantaged SES might lead to having expectations for achievement and success. First, agreeableness lead to a stronger positive relationship between creative personality and fear of negative evaluation. We speculate that these expectations from an advantaged group contribute to feeling pressured to perform well in evaluative situations, while people with high scores in agreeableness also tend to follow the rules [46]. Second, higher levels of agreeableness lead to a stronger positive relationship between creative personality and communication apprehension. This FLA component is "social" as it involves the context of direct interaction with people. At the same time, agreeableness is also a socially oriented trait. We speculate that the moderating role of agreeableness, in this case, is connected to these constructs' great extent of social orientation, especially in advantaged SES groups, where the image



and impression they have on a companion are important. Third, agreeableness has a moderating effect on the relationship between creative personality and test anxiety. According to some studies, agreeableness positively relates to academic performance [38]. We speculate that by being academically more successful, learners feel more pressure in the examination context.

*Extraversion has a moderating effect on the relationship between Creative Personality and Fear of Negative evaluation in advantaged SES groups*

We found that, for a very advantaged SES group, extraversion is a moderator between creative personality and fear of negative evaluation. We speculate that a very advantaged SES group has better access to resources, that can amplify the positive effects of a creative personality (creative workshops, social skills training, innovative thinking). High creative personality enhances the positive aspects of extraversion, which might contribute to reducing fear of negative evaluation.

*Emotional stability has a moderating effect on the relationship between Creative Personality and Communication Apprehension in advantaged SES groups*

Based on the results, agreeableness moderates the relationship where higher levels of creative personality leads to higher level of communication apprehension. Individuals with low emotional stability are more sensitive to feedback and more likely to perceive others' responses as critical or negative, leading to higher communication apprehension.

Openness to experience has a moderating effect on the relationship between Creative Personality and Communication Apprehension and Test Anxiety in specific SES groups

Individuals with high openness are generally more adaptable and resilient in the face

of challenging situations like tests. They may see tests as opportunities for learning and intellectual engagement rather than threatening. In advantaged SES groups, where educational environments might be more stimulating and supportive, high openness can mitigate test anxiety. These students may benefit from education that encourages exploration and creative problem-solving, making test situations less stressful.

## Conclusion

Creativity is a viral construct in the education field. Many teachers and methodologists tend to implement creative approaches in the learning context and develop creativity in their students. However, the topic of creativity in foreign language acquisition is not fully understood to date. We found that creative personality contributes to all three FLA components — fear of negative evaluation, communication apprehension, and test anxiety. In addition, we also found that some of the BFPT have a moderating effect on the relationship between creative personality and FLA components in only advantages and very advantages SES groups.

The current research has some *limitations*. First, the age range of the respondents is considerably wide. Even though the recent study by Erzhanova, Koncha, and Kharkhurin suggested that age does not predict the level of FLA components [17], different age groups have specific personality characteristics, which might lead to different levels of FLA.

Second, the sample of the current research is gender imbalanced. The sample mainly consists of female representatives, which may play a role in the studied relationships between the variables.

Third, to assess the SES of the respondents we used a self-reported instrument containing one question about the perceived status of the participants. This might have impact on the responses due to social desirability and response bias. Also,

to further investigate the influence of SES on FLA we suggest that a more complex instrument (involving questions about parents' level of education, level of income and employment status) is used.

This study has *theoretical and practical implications*. First, we aim to fill the gap in the literature regarding the role of creative personality in FLA. To date, there has been a lack of empirical research and evidence on how creativity relates to FLA. Second, unlike other findings that emphasise the stress-

reducing role of creativity [49], the current research suggests that creative personality predicts FLA. Based on these findings, we recommend that teachers pay more attention to their learners and be more conscious when implementing creative techniques. Third, it is crucial to train teachers to understand the diverse needs of students with different personality traits and SES backgrounds. Workshops can focus on how to recognize and support creative personalities in language learning process.

**Annex A**

**Results of moderating role of Big 5 components on Creative Personality — Foreign Language Anxiety link using standardized coefficients (N = 424)**

Effect	$\beta$	SE	t	p	LLCI	ULCI
Constant	9.701	7.584	1.279	.202	-5.205	24.608
Direct effect of Creative Personality on communication apprehension***	1.224	.329	3.723	.000	.578	1.870
Direct effect of Agreeableness on communication apprehension*	4.153	2.255	1.841	.066	-.281	8.586
Creative Personality× Agreeableness*	-.160	.096	-1.663	.097	-.349	.029
$R^2 = .0951; F(3, 420) = 14.7134. p = .0000$						
Effect	$\beta$	SE	t	p	LLCI	ULCI
Constant	14.983	12.120	1.236	.217	-8.8403	38.807
Direct effect of Creative Personality on communication apprehension*	.923	.519	1.779	.076	-.097	1.943
Direct effect of Conscientiousness on communication apprehension	1.621	2.614	.620	.536	-3.517	6.759
Creative Personality× Conscientiousness	-.041	.114	-.363	.717	-.264	.182
$R^2 = .0903; F(3, 420) = 13.8956. p = .0000$						
Effect	$\beta$	SE	t	p	LLCI	ULCI
Constant ***	47.284	10.565	4.475	.000	26.516	68.051
Direct effect of Creative Personality on communication apprehension	.163	.434	.374	.708	-.691	1.016
Direct effect of Extraversion on communication apprehension*	-6.637	2.906	-2.284	.023	-12.349	-.924
Creative Personality× Extraversion	.138	.121	1.141	.255	-.099	.376
$R^2 = .1395.; F(3, 420) = 22.7011. p = .0000$						
Effect	$\beta$	SE	t	p	LLCI	ULCI
Constant ***	28.307	6.045	4.683	.000	16.426	40.189
Direct effect of Creative Personality on communication apprehension	.265	.278	.955	.340	-.281	.812
Direct effect of Emotional stability on communication apprehension	-.927	1.976	-.469	.639	-4.812	2.958

Creative Personality× Emotional stability	.106	.083	1.281	.201	-.057	.269
$R^2 = .1038; F(3, 420) = 16.2085, p = .0000$						
<b>Effect</b>	<b><math>\beta</math></b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Constant *	20.615	9.541	2.161	.031	1.859	39.369
Direct effect of Creative Personality on communication apprehension**	1.277	.422	3.027	.003	.448	2.106
Direct effect of Openness to Experience on communication apprehension	.213	2.253	.095	.925	-4.215	4.642
Creative Personality× Openness to Experience	-.125	.099	-1.265	.207	-.319	.069
$R^2 = .1350; F(3, 420) = 21.8431, p = .0000$						
<b>Effect</b>	<b><math>\beta</math></b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Constant *	3.490	1.740	2.006	.046	.069	6.910
Direct effect of Creative Personality on test anxiety**	.204	.075	2.698	.007	.055	.352
Direct effect of Agreeableness on test anxiety*	.899	.518	1.737	.083	-.118	1.916
Creative Personality× Agreeableness*	-.038	.022	-1.727	.085	-.082	.005
$R^2 = .0300; F(3, 420) = 4.3236, p = .005$						
<b>Effect</b>	<b><math>\beta</math></b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Constant	2.436	2.767	.880	.379	-3.003	7.875
Direct effect of Creative Personality on test anxiety <sup>+</sup>	.198	.118	1.671	.096	-.035	.431
Direct effect of Conscientiousness on test anxiety	.834	.597	1.398	.163	-.339	2.007
Creative Personality× Conscientiousness	-.024	.026	-.941	.347	-.075	.027
$R^2 = .0346; F(3, 420) = 5.0250, p = .002$						
<b>Effect</b>	<b><math>\beta</math></b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Constant ***	9.838	2.457	4.004	.000	5.008	14.668
Direct effect of Creative Personality on test anxiety	.015	.101	.149	.882	-.184	.214
Direct effect of Extraversion on test anxiety	-.934	.676	-1.382	.168	-2.263	.395
Creative Personality× Extraversion	.015	.028	.547	.585	-.040	.071
$R^2 = .0522; F(3, 420) = 7.7167, p = .0000$						
<b>Effect</b>	<b><math>\beta</math></b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Constant ***	6.029	1.389	4.341	.000	3.299	8.759
Direct effect of Creative Personality on test anxiety	.051	.064	.804	.422	-.074	.177
Direct effect of Emotional stability on test anxiety	.344	.454	.758	.449	-.548	1.237
Creative Personality× Emotional stability	-.000	.019	-.017	.986	-.038	.037
$R^2 = .0366; F(3, 420) = 5.3161, p = .0013$						
<b>Effect</b>	<b><math>\beta</math></b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Constant **	6.209	2.185	2.842	.005	1.914	10.505
Direct effect of Creative Personality on test anxiety*	.197	.097	2.037	.042	.007	.387
Direct effect of Openness to Experience on test anxiety	-.037	.516	-.071	.944	-1.051	.978
Creative Personality× Openness to Experience	-.026	.023	-1.129	.259	-.070	.019
$R^2 = .0761; F(3, 420) = 11.5289, p = .0000$						
<b>Effect</b>	<b><math>\beta</math></b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Constant **	18.697	7.107	2.631	.009	4.727	32.667
Direct effect of Creative Personality on fear of negative evaluation **	.804	.308	2.609	.009	.198	1.409

Direct effect of Agreeableness on fear of negative evaluation	3.262	2.114	1.543	.124	-.893	7.417
Creative Personality× Agreeableness	-.105	.090	-1.160	.247	-.282	.073
$R^2 = .0571$ ; $F(3, 420) = 8.4728$ , $p = .0000$						
<b>Effect</b>	<b><math>\beta</math></b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Constant +	20.229	11.379	1.778	.076	-2.139	42.597
Direct effect of Creative Personality on fear of negative evaluation+	.822	.487	1.688	.092	-.135	1.779
Direct effect of Conscientiousness on fear of negative evaluation	1.841	2.454	.750	.454	-2.983	6.665
Creative Personality× Conscientiousness	-.074	.107	-.693	.489	-.283	.136
$R^2 = .0486$ ; $F(3, 420) = 7.1475$ , $p = .0000$						
<b>Effect</b>	<b><math>\beta</math></b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Constant ***	52.089	10.036	5.190	.000	32.362	71.816
Direct effect of Creative Personality on fear of negative evaluation	-.184	.413	-.446	.656	-.995	.627
Direct effect of Extraversion on fear of negative evaluation*	-6.441	2.761	-2.333	.020	-11.867	-1.014
Creative Personality× Extraversion	0.178	0.115	1.550	0.122	-0.048	0.404
$R^2 = .0788$ ; $F(3, 420) = 11.9838$ , $p = .0000$						
<b>Effect</b>	<b><math>\beta</math></b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Constant ***	32.604	5.656	5.765	.000	21.487	43.720
Direct effect of Creative Personality on fear of negative evaluation	.085	.260	.327	.744	-.426	.596
Direct effect of Emotional stability on fear of negative evaluation	-.208	1.849	-.112	.911	-3.842	3.427
Creative Personality× Emotional stability	.082	.078	1.064	.288	-.069	.235
$R^2 = .0692$ ; $F(3, 420) = 10.4122$ , $p = .0000$						
<b>Effect</b>	<b><math>\beta</math></b>	<b>SE</b>	<b>t</b>	<b>p</b>	<b>LLCI</b>	<b>ULCI</b>
Constant ***	33.845	8.985	3.767	.000	16.184	51.507
Direct effect of Creative Personality on fear of negative evaluation	.665	.397	1.674	.095	-.116	1.446
Direct effect of Openness to Experience on fear of negative evaluation	1.528	2.122	-.720	.472	-5.698	2.642
Creative Personality× Openness to Experience	-.034	.093	-.368	.713	-.218	.149
$R^2 = .0899$ ; $F(3, 420) = 13.8300$ , $p = .0000$						

Note. +  $p < .1$ . \*  $p < .05$ . \*\*  $p < .01$ . \*\*\*  $p < .001$

## Annex B

Effect	$\beta$	SE	t	p
Constant				
Direct effect of Creative Personality on communication apprehension***				
Direct effect of Agreeableness on communication apprehension*				
Creative Personality× Agreeableness	2.11	2.26	.093	.043

$R^2 = .0951; F(3, 420) = 14.7134, p = .0000$				
Effect	$\beta$	SE	t	p
Constant	14.983	12.120	1.236	.217
Direct effect of Creative Personality on communication apprehension*	.923	.519	1.779	.076
Direct effect of Conscientiousness on communication apprehension	1.621	2.614	.620	.536
Creative Personality $\times$ Conscientiousness	-.041	.114	-.363	.717
$R^2 = .0903; F(3, 420) = 13.8956, p = .0000$				
Effect	$\beta$	SE	t	p
Constant ***	47.284	10.565	4.475	.000
Direct effect of Creative Personality on communication apprehension	.163	.434	.374	.708
Direct effect of Extraversion on communication apprehension*	-6.637	2.906	-2.284	.023
Creative Personality $\times$ Extraversion	.138	.121	1.141	.255
$R^2 = .1395; F(3, 420) = 22.7011, p = .0000$				
Effect	$\beta$	SE	t	p
Constant ***	28.307	6.045	4.683	.000
Direct effect of Creative Personality on communication apprehension	.265	.278	.955	.340
Direct effect of Emotional stability on communication apprehension	-.927	1.976	-.469	.639
Creative Personality $\times$ Emotional stability	.106	.083	1.281	.201
$R^2 = .1038; F(3, 420) = 16.2085, p = .0000$				
Effect	$\beta$	SE	t	p
Constant *	20.615	9.541	2.161	.031
Direct effect of Creative Personality on communication apprehension**	1.277	.422	3.027	.003
Direct effect of Openness to Experience on communication apprehension	.213	2.253	.095	.925
Creative Personality $\times$ Openness to Experience	-.125	.099	-1.265	.207
$R^2 = .1350; F(3, 420) = 21.8431, p = .0000$				
Effect	$\beta$	SE	t	p
Constant *	3.490	1.740	2.006	.046
Direct effect of Creative Personality on test anxiety**	.204	.075	2.698	.007
Direct effect of Agreeableness on test anxiety*	.899	.518	1.737	.083
Creative Personality $\times$ Agreeableness*	-.038	.022	-1.727	.085
$R^2 = .0300; F(3, 420) = 4.3236, p = .005$				
Effect	$\beta$	SE	t	p
Constant	2.436	2.767	.880	.379
Direct effect of Creative Personality on test anxiety*	.198	.118	1.671	.096
Direct effect of Conscientiousness on test anxiety	.834	.597	1.398	.163
Creative Personality $\times$ Conscientiousness	-.024	.026	-.941	.347
$R^2 = .0346; F(3, 420) = 5.0250, p = .002$				
Effect	$\beta$	SE	t	p
Constant ***	9.838	2.457	4.004	.000

Direct effect of Creative Personality on test anxiety	.015	.101	.149	.882
Direct effect of Extraversion on test anxiety	-.934	.676	-1.382	.168
Creative Personality× Extraversion	.015	.028	.547	.585
	$R^2 = .0522$ ; $F(3, 420) = 7.7167$ , $p = .0000$			
<b>Effect</b>	<b><math>\beta</math></b>	<b>SE</b>	<b>t</b>	<b>p</b>
Constant ***	6.029	1.389	4.341	.000
Direct effect of Creative Personality on test anxiety	.051	.064	.804	.422
Direct effect of Emotional stability on test anxiety	.344	.454	.758	.449
Creative Personality× Emotional stability	-.000	.019	-.017	.986
	$R^2 = .0366$ ; $F(3, 420) = 5.3161$ , $p = .0013$			
<b>Effect</b>	<b><math>\beta</math></b>	<b>SE</b>	<b>t</b>	<b>p</b>
Constant **	6.209	2.185	2.842	.005
Direct effect of Creative Personality on test anxiety*	.197	.097	2.037	.042
Direct effect of Openness to Experience on test anxiety	-.037	.516	-.071	.944
Creative Personality× Openness to Experience	-.026	.023	-1.129	.259
	$R^2 = .0761$ ; $F(3, 420) = 11.5289$ , $p = .0000$			
<b>Effect</b>	<b><math>\beta</math></b>	<b>SE</b>	<b>t</b>	<b>p</b>
Constant **	18.697	7.107	2.631	.009
Direct effect of Creative Personality on fear of negative evaluation **	.804	.308	2.609	.009
Direct effect of Agreeableness on fear of negative evaluation	3.262	2.114	1.543	.124
Creative Personality× Agreeableness	-.105	.090	-1.160	.247
	$R^2 = .0571$ ; $F(3, 420) = 8.4728$ , $p = .0000$			
<b>Effect</b>	<b><math>\beta</math></b>	<b>SE</b>	<b>t</b>	<b>p</b>
Constant +	20.229	11.379	1.778	.076
Direct effect of Creative Personality on fear of negative evaluation*	.822	.487	1.688	.092
Direct effect of Conscientiousness on fear of negative evaluation	1.841	2.454	.750	.454
Creative Personality× Conscientiousness	-.074	.107	-.693	.489
	$R^2 = .0486$ ; $F(3, 420) = 7.1475$ , $p = .0000$			
<b>Effect</b>	<b><math>\beta</math></b>	<b>SE</b>	<b>t</b>	<b>p</b>
Constant ***	52.089	10.036	5.190	.000
Direct effect of Creative Personality on fear of negative evaluation	-.184	.413	-.446	.656
Direct effect of Extraversion on fear of negative evaluation*	-6.441	2.761	-2.333	.020
Creative Personality× Extraversion	0.178	0.115	1.550	0.122
	$R^2 = .0788$ ; $F(3, 420) = 11.9838$ , $p = .0000$			
<b>Effect</b>	<b><math>\beta</math></b>	<b>SE</b>	<b>t</b>	<b>p</b>
Constant ***	32.604	5.656	5.765	.000
Direct effect of Creative Personality on fear of negative evaluation	.085	.260	.327	.744
Direct effect of Emotional stability on fear of negative evaluation	-.208	1.849	-.112	.911
Creative Personality× Emotional stability	.082	.078	1.064	.288

	R <sup>2</sup> = .0692; F(3, 420) = 10.4122, p = .0000			
<b>Effect</b>	<b>β</b>	<b>SE</b>	<b>t</b>	<b>p</b>
Constant ***	33.845	8.985	3.767	.000
Direct effect of Creative Personality on fear of negative evaluation	.665	.397	1.674	.095
Direct effect of Openness to Experience on fear of negative evaluation	1.528	2.122	-.720	.472
Creative Personality × Openness to Experience	-.034	.093	-.368	.713
	R <sup>2</sup> = .0899; F (3, 420) = 13.8300, p = .000			

Note. + p < .1. \* p < .05. \*\* p < .01. \*\*\* p < .001

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