

**Interparental Conflict, Social Anxiety & Psychological
Wellbeing among Young Adults**



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BY

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RESEARCH COMPLETION CERTIFICATE

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A handwritten signature in black ink, appearing to read 'Afsheen Gul', with a horizontal line underneath.

Abstract

Exposure to interparental conflict makes young adults more vulnerable to developing social anxiety and having reduced psychological wellbeing. The aim of the current research was to explore the impact of interparental conflict on social anxiety and psychological wellbeing among emerging adults. 150 participants (75-males, 75-females) from across Pakistan filled out the questionnaire. The participants were between the age ranges of 18-25. A correlational study design was used in this research. The data was collected online as well as in person. The participants completed measures of Children's Perception of Interparental Conflict (CPIC), Social Interaction Anxiety Scale (SIAS) and Psychological Wellbeing Scale (PWB) presented by Carol Ryff. The results of this research suggest that interparental conflict has a significant impact on the social anxiety and psychological wellbeing of young adults. Young adults show a marked increase in social anxiety when exposed to interparental conflict.

Keywords: interparental conflict, social anxiety, psychological wellbeing, young adults.

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List of Abbreviations

Abbreviations	Full Form
CPIC	Children's Perception of Interparental Conflict
SIAS	Social Interaction Anxiety Scale
PWB	Psychological Wellbeing

List of Symbols

Symbols	Definition
<i>a</i>	Cronbach's index of internal consistency
<i>f</i>	Frequency
<i>k</i>	Total no of items
N	Total sample
<i>p</i>	Significant value
<i>SD</i>	Standard deviation

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CHAPTER I

Introduction

The most important pillar for an individual's social as well as psychological growth is family. Family provides the individual with a foundation to grow, care, support, trust and a loving environment where an individual can grow and flourish. One of the most important factors which negatively affect this supportive environment is interparental conflict. Conflicts and disagreement are a normal and inevitable part of a family and all families have arguments and conflicts. Interparental conflict is a conflict or a disagreement between parents it is known as interparental conflict. For interparental conflict it is not necessary that the parents are married, they can also be in a co-parenting situation. There are several negative impacts of interparental conflict not only on the family environment but also on the mental wellbeing of the children. These negative impacts include increase in stress level and behavioral problems in children and if we look at the overall impact of IPC then it may also impact the functioning of the family as a whole. Previous literature has repeatedly identified that interparental conflict is a significant risk factors for the mental health, social, emotional and behavioral problems of children (Hess, 2021).

Conflicts of any kind between parents is detrimental for their mental health, whatever the reason of the conflict be when children see their parents arguing or when they directly are involved in it is linked with high levels of stress, low levels of functioning in school, increased behavioral problems as well as decreased mental health. Conflicts which involve the children are especially upsetting for them. The most dreadful kind of interparental conflict is when the parents are arguing about the child or issues which are associated with the child for example the performance of children in school or the child's behavior with elders. When this happens the

child starts to view himself as the problem and starts to blame himself for the increasing problems among the parents. This then therefore leads to emotional insecurity. Interparental conflicts, weakened relation between parents or unresolved conflicts among parents lead to this. Emotional security is crucial for everybody regardless of their age, gender or race. Emotional security is feeling safe, protected and confident in the family. If an individual experiences emotional security leads to improved levels of physical as well as psychological health. For any child to witness conflicts between their parents is unpleasant and that child would behave in certain ways which would lead to reduce their exposure to those interparental conflicts (Martin et al., 2018).

Children who are living and witnessing high levels of interparental conflict are more prone to developing psychological problems. (Holmes, 2013) Children are exposed to externalizing as well as internalizing problems when they come from high conflict families. Internalizing problems include depression and anxiety whereas externalizing problems include delinquency and physical as well as verbal aggression. According to several different studies Individuals show increased behavioral and emotional problems when the interparental conflict in their homes is constant, severe and has been present for several years (Cummings, 1994).

Interparental conflict adversely affects the wellbeing of children. Thus, it is important for parents to set their differences and conflicts aside and focus on the wellbeing of the child and maintains a positive relationship with each other for the sake of children and the overall family life. In order to maintain the positive and supportive atmosphere at home the parents may seek couples counseling, seek social support from their friends and families or practice effective communication. There are numerous factors which contribute to interparental conflict. These factors include differences of opinions, different mindset, different values, and difference in

parenting styles, financial stress and issues in communication. These factors may be present in certain cultures and absent in others, such as Pakistan. Interparental conflict is very prevalent in Pakistan and some common reasons for it include:

- Communication issues: cultural and social norms, level of education and diversity of language all play an important part in communication issue within Pakistan. All these factors lead to poor communication which then leads to misunderstandings leading to conflict among partners.
- Cultural expectations: the cultural expectation in Pakistan is that household work is the responsibility of the women as well as raising children however when the two partners have opposing views regarding such cultural expectation it will lead to conflict
- Infidelity: interparental conflicts arise tremendously when infidelity is involved
- Financial stress: the average wage in Pakistan is very low due to which several individuals are unable to fulfill their basic needs and financial difficulties are one of the most common causes of interparental conflict.
- Family pressure: joint families are very common in Pakistan and in those houses where joint family system is followed the interference of in laws also creates tension between the couple.

These factors are not just causes for interparental conflict in Pakistan but also in other countries as well. A third party which is neutral is a best option to get guidance in order to search for solutions which are beneficial to the family as a whole.

Young adults are a population which is comparatively less studied in terms of wellbeing and interparental conflict. It is a period of time in which a lot of changes are taking place and the

individuals are transitioning from children to adults. It is a very crucial stage in an individual's life and in emerging adults unpredictable family environment is associated with poor mental health (Kolak, Van Wade, & Ross, 2018). Young adulthood is characterized with several features like self-focus, self-consciousness, finding ones identity. Young adulthood is the age from late teens till late twenties (Arnett, 2007). When children are exposed to conflicts between parents it leads to numerous negative impacts on the individual like behavior problems which includes aggression, sleep problems etc. it also impacts the individuals academic life as well as social life. These negative impacts of IPC on an individual continue till young adulthood (Amato & Sobolewski, 2001).

A developmental theory was put forward by Davies and Cummings in 1994 which was emotional security theory. According to this theory the quality of the family relations influence a child's emotional security. The better the family relations the more emotionally secure the child will feel and the more conflicts in a family the less secure the child will feel. The child's emotional security is either bettered or deteriorated depending on the family relations. Emotional security in individuals then further leads to emotional dysregulation among children which in turn leads to a harmful effect on the individual's capability to socialize and make social relations in future. It studies the effect that interparental conflict has on the individual's potential to adapt. According to the theory some of the impacts of interparental conflict on children include feeling emotionally insecure, changes behavior of children negatively for example they show aggression leading to psychological mal-adaptation. According to a vast number of researches it is seen that there is a link between interparental conflict and adjustments issues among children and adults like externalizing problems, internalizing problems, and academic difficulties (Adare et al., 2021).

Cognitive contextual theory states that the cognitive appraisals of parental conflict determine the extent to which the conflict affects the children. The process of appraisal can be divided into two stages i.e. primary processing and secondary processing. These processes are subject to the features of the interparental conflict like its regularity, severity, resolution as well as situational factors like the environment and emotions. The primary processing assesses the danger of the conflict among parents and self relevance whereas the second processing determines the reason for the conflict and the capacity of the individual to adapt to it. Based on this theoretical framework a scale was developed which is Children's Perception of Interparental Conflict Scale. The cognitive-contextual theory as well as the theory of emotional security, both explains the mechanisms by which the parental conflict affects the children's problems (Cummings & Davies, 2011).

A mental health problem which is related with extreme terror of being in social gatherings in which the individual is constantly concerned with what people think about him, being embarrassed in public is known as social anxiety disorder or social phobia. Those who suffer from social anxiety disorder tend to avoid social situations in order to lower their distress and even if they do face a social situation they encounter and face them with difficulty. There are several symptoms which characterize a social anxiety disorder such as being extremely self conscious, feeling anxiety in public, feeling as if the individual is being watched, shivering, increased heart rate, increased sweating and having a hard time maintaining eye contact with others. If an individual is suffering from social phobia then it is extremely important to get help from a psychologist in order to overcome the social fears of the individual. Social anxiety disorder is treatable and is managed through different therapies like CBT, medication or both. If the social anxiety disorder is severe then it interferes with the individual's personal life,

academic and social life and causes distress as it disrupts the normal functioning of his life (Eden et al., 2020). The fear in social anxiety disorder although extreme is also unreasonable.

Everybody experiences stress in social situations to some extent but individuals suffering from social phobia dread even the daily minor interactions. Normally, if the individual lacks good communication and social skills then he is nervous regarding interaction with others however in social anxiety disorder the individuals dread interaction as negative thoughts are a powerful barrier in communicating with others (Wagner, 2016).

There are several causes for social anxiety. Individuals suffering from social anxiety disorder reported several situations which trigger their anxiety these situations include talking to someone in authority, mixing in a party, picking up a phone or being asked to perform in any way etc. some individuals may find these instances extremely frightening that they may avoid them completely in order to escape them or face them which to them is a huge challenge. It isn't necessary that the individual faces the anxiety after the situation has ended he can face anxiety during or before a situation as well or at all three times i.e. before, during or after a situation. When faced with a social situation the behavior of the individual undergoes change like poor eye contact, mumbling, blushing and stuttering (National Collaborating Centre for Mental Health, 2013).

Looking at social anxiety from an evolutionary perspective we can say that social anxiety at the right levels is adaptive and helps us focus more on our actions and how we portray ourselves. Individuals experiencing social anxiety are mostly concerned with appearing boring or incapable and evidently suffer in social situations as can be seen from changes in their behavior and facial expressions. Another difficulty people with social anxiety disorder face is starting a conversation and thinking about topics to talk about. Social anxiety is not limited to a specific

gender or age range, anyone can suffer from this disorder which affects several domains of life and decreases the wellbeing of individuals. The effect of social anxiety disorder is broad like those who suffer from it have low work performance and miss more days from work. In educational institutes they are more likely to be picked on and be bullied leading to greater dropout rate and low academic performance and less number of friends. According to several studies the population of young adults is immensely impacted by social anxiety with rates of prevalence being 10% by late adolescence of which 90% of the cases occur by the age of 23. According to researches the reasons for this include spending a lot of time on social media making it easier to communicate virtually and digitally rather than face to face. This provides people with greater comfort from home and not spending actual quality time interacting with people (Jefferies & Ungar, 2020).

Young adulthood or early adulthood is a time of great difficulties and challenges. These challenges often escalate the intensity of signs of social anxiety especially among the young adults. Several studies also state that the amount of social anxiety increases drastically when an individual enters adulthood. Different factors separately or collectively cause symptoms of social anxiety amongst which interparental conflict is most important (Herman, 1998).

Cultural factors play a huge role in social anxiety in Pakistan. Cultural as well as social factors in Pakistan which lead to social anxiety include expectations to follow the social norms that have already been established, financial problems, poverty, low income, access to good medical facilities is limited, illiteracy and the significance of saving face in social situations. Due to high rates of illiteracy and lack of awareness among the general public regarding mental health it is still considered a taboo in our society. There is still stigma attached to mental health issues. This stigma acts as a barrier for those individuals struggling with social anxiety to get the

help that they need and treat their disorder. It is extremely important for individuals to get help and cure themselves of this disorder as it would then start affecting the daily functioning of the individual's life. Having support and several treatment options from a certified psychologist would help out the individuals in bettering themselves. In order to deal with the stigma around mental health it is immensely important to raise awareness about mental health and educating the general public regarding it and this can help improve access to resources and support for those who need it.

Covid-19 has had an impact on overall mental health of individuals and has also contributed to some extent in the formation of social anxiety disorder. During the pandemic everyone was confined to their homes and was not interacting with anyone outside. All the interaction was taking place on social media platforms and it created an atmosphere of ease for the individuals and completely changed the way we interact today and has led to social anxiety among individuals.

When dealing with social anxiety the individuals start to avoid social situations and activities which they enjoy due to the fear of interacting socially and find a way to escape them as they lead to feelings of shame, consciousness, guilt and low self esteem among the individuals. However, avoiding the social situations also has a negative impact on the individual as it leads to isolation, the individual has trouble making and maintaining healthy relations which further affects an individual's psychological wellbeing. The influence of social anxiety on one area of life also impacts other areas of life for example, social anxiety leads to poor grades and low academic performance in school which would impact the career goals the individual has set for him. The symptoms of social anxiety itself are embarrassing and shameful for the individual and contribute to the feelings of low self esteem. Effective treatments for social anxiety include

CBT which helps the individual manage his own anxiety as well and keep it in check and under control.

According to the cognitive theory of social anxiety someone going through social anxiety emphasizes the negative features of interaction and minimizes the positive features of interaction. The minimal threat of interacting socially appears to be great for individuals with social anxiety. They also belittle their own capabilities of handling the pressure that comes with social interactions so in order to avoid the unpleasant and negative consequences of interaction the individuals refrain from it altogether. For example, to keep away of saying something embarrassing in a social group in public the individual with social anxiety would refrain from saying anything at all (Huppert, 2003).

Psychological wellbeing is a positive understanding of one's own mental health which covers the individuals' social, emotional and psychological abilities. The individual has an overall positive view of his own life; he feels mentally healthy can also be defined as psychological wellbeing. Psychological wellbeing is extremely important in having good mental health. Psychological wellbeing incorporates two kinds of happiness; eudemonic happiness which is derived from meaningful experiences and hedonic happiness which is derived from pleasure and enjoyment. Several positive and pleasant experiences in an individual's life lead him to have psychological wellbeing these include feeling good about one's own achievements, feeling in charge of one's own life, having healthy relations and having a sense of purpose. There are numerous components that lead to psychological wellbeing these include having supportive social relations, being actively involved in physical activities and taking part in significant and essential activities other than these components maintaining good mental health and looking after one also contributes to psychological wellbeing. Psychological wellbeing is defined by pleasant

positive emotions, being content with life and resilience it is not the lack of anxiety and difficulties. In order to be content with one's life it is essential that the person protects his mental health. Psychological wellbeing is not just important for young adults but also for all individuals of all ages from all races and cultures. However, the young adulthood period of life is crucial as the individual is undergoing several changes and in order to have long term happiness and overall health it is necessary to keep your mental health in check.

Factors that contribute to psychological well-being in young adulthood include:

- **Financial Stability:** if the individual is financially secure as well as independent in his young adulthood it improves his overall wellbeing and lowers the financial stresses.
- **Participating In Activities Which Are Purposeful:** meaningful activities may include interning in an institute, or ensuing hobbies and interests the individual likes. All these sort of activities improve the wellbeing of an individual.
- **Sense of Purpose:** if an individual believes that he was born for a specific purpose or his life has meaning it will increase his wellbeing.
- **Positive Relationships:** having positive social relations in life with ones friends and families also improves the wellbeing of an individual as these relations give support to the individual.
- **Practicing Self Care:** self care may be physical as well as psychological. Physical self care includes exercising, eating clean and healthy and sleeping for adequate hours.

Even if all these factors are present in young adulthood, individuals still might experience lower psychological wellbeing as during this age the individual is faced with several issues and pressures such as social pressures, pressure to fit in, academic pressure, career direction and

relationship issues. When faced with such pressures it is essential that individuals seek help from a mental health professionals or someone they trust and rely on like family members or friends.

In order to improve psychological wellbeing it is necessary to understand the concept of it and then focus on areas which need betterment and develop training programs accordingly. There has been a significant increase in awareness in recent times regarding mental health among the general public which was very important. Mental health is not just the existence of psychological wellbeing but also includes the absence of any mental ailment. Psychological wellbeing is a balance between ones thoughts, emotions, behaviors and relations (Tang et al., 2019).

Psychological well being is having good mental health and if an individual values his mental health and give importance to it suffer from fewer physical health risks and tend to be happier and have healthy relations throughout life. mental health concentrate on three important aspects which are the individuals state of mind, daily functioning of the mind and whether the individual suffers from mental illness of any sort. Psychological wellbeing is a step forward from mental health. An individual has psychological wellbeing when the individual feels good about his life. However, it is also possible that an individual does not feel good about his life but at the same time it is also possible that the individual has poor mental health this means that the mental health is not there yet. An individual's psychological as well as physical health is linked so if the psychological wellbeing is lower it also impacts ones physical health and vice versa. Similarly, having a positive state of mind lowers the risk of having heart related diseases. This link can be explained as those individuals who have higher psychological wellbeing are more focused on taking care of their physical health as well and maintain good and healthy social life. This is because of the fact that if one feels good about his overall life he is more likely to engage in

social interactions and activities. Having healthy relationships leads to good mental health which further leads to improved psychological wellbeing. Psychological wellbeing impacts the overall life of an individual.

As those individuals who have better psychological wellbeing have better physical wellbeing. So it can also be said that those individuals who have higher psychological wellbeing live longer as they take care of their health more and they have better quality of life. Those with high psychological also have less social problems as according to several studies high psychological wellbeing is also related to less engagement in criminal activities or use drugs etc. of individuals. There are several factors which undermine psychological wellbeing among individuals this is when negative unpleasant emotions are intense and persist over a long period of time, when they are long lasting they are bound to interfere with individuals daily functioning as well. Individuals who have high psychological wellbeing report being more happy, content and pleased with life. Minimal effort is required in order to establish habits which are healthy and promotes and improves ones emotional health (Amy Morin, 2022). Individuals with low levels of wellbeing when compared with those people with high levels of wellbeing perform worse at work, are less cooperative, have poor social relations which are not satisfying and it obviously has an impact on ones physical health as well like weakened immune system (Kun & Gadanecz, 2019).

There are several theories regarding psychological wellbeing and these focuses upon comprehending the structure of psychological wellbeing. Carol Ryff presented a theory on psychological wellbeing which stated that psychological wellbeing is a balance of multiple aspects of life and is not just associated with positive emotions or experiences. The Carol Ryff's six factor model of psychological wellbeing is very popular in psychology. Ryff recognized six

aspects which are important and lead to ones wellbeing. To evaluate ones wellbeing survey is conducted concentrating on those six aspects. These aspects include autonomy, environmental mastery, personal growth, **positive relationships with others, purpose in life and self acceptance** (Boogard). If an individual scores high in one aspect for instance in personal growth then that shows that the individual has high levels of personal growth. The higher the person scores in the six factors the higher their psychological wellbeing. The six factor theory states that daily experiences also determine ones psychological wellbeing. If the experiences are positive then they help individuals keep a good level of PWB and if are negative then the level of PWB deteriorates. Daily experiences are not solely responsible for higher or lower levels of PWB, early childhood experiences are also important as well as the individuals own personality characteristics (Robertson, 2022).

Interparental conflict, social anxiety and psychological wellbeing are all interconnected and affect the young adults considerably. Those individuals who face high levels of interparental conflict have high possibility of developing symptoms of social anxiety and suffering from poor psychological wellbeing. This would then act as a hindrance in developing healthy social relations and other aspects of the individual's life like personal as well as academic.

It is evident that interparental conflict has an important impact on the individuals' social anxiety and psychological wellbeing among young adults. It especially affects the young adults as it is a crucial stage in an individual's life and going through several changes. During this time the individuals are figuring out their identity, who they are and their social circle expands as they form more social relations outside of the family. According to several researches being exposed to marital conflict at a young age is detrimental for the psychological wellbeing of those children and young adults and puts them at high risk of developing social anxiety. McLeod and his

colleagues conducted a study on this in 2007 and according to its results it was evident that individuals who witnessed interparental conflict in their youth had higher rates of depression and social anxiety as compared to those individuals who didn't witness any interparental conflict during their youth. There are several means through which the detrimental effect of marital conflict on emerging adults can be described. Firstly, when the young adults witnesses interparental conflict he develops feelings of insecurity and hopelessness. These conflicts create a stressful environment at home. Secondly, having a supportive and loving family is a blessing and those young adults who grow up without the warmth and support of their families can develop feelings of loneliness and isolation which impacts the individuals social life as he has difficulty forming and maintaining healthy relationships and form a sense of identity. Finally, interparental conflict may create further conflicts in the family which leads to an overall stressful environment and disruption of communication this makes it difficult for young adults to navigate through life and deal with the various stressors of life.

Overall, it is evident that conflict between parents has a considerable impact upon social anxiety and psychological wellbeing of individuals. Parental should consider the fact that their marital conflicts is effecting not only their family environment but is also negatively affecting their children and so they should take steps in order to reduce their marital conflicts for which they might opt for a counselor. Parents should do whatever they can to form a supportive and warm environment which fosters growth for their children.

Cognitive Vulnerability-Stress Model (CVSM) explains the impact of conflicts within parents on social anxiety and psychological wellbeing. This theory states that individuals thinking patterns like negative self talk makes the individual more vulnerable and prone to developing depression and anxiety when they are faced with interparental conflict. According to

this theory those individuals who witness interparental conflicts develop negative thinking patterns making the young adults prone to develop distress and anxiety. This might be because interparental conflict leads to a stressful environment leading to the individuals feeling lack of safety and security; they may feel hopeless as well as helpless. Research also shows that increased exposure to interparental conflict leads to increased amount of anxiety and psychological distress as compared to those who didn't witness interparental conflict. CVSM makes an effort to help us understand how interparental conflict influences the thinking pattern and cognitive processes of the individual and their emotions.

Other than CVSM there are numerous theories which describe the influence of interparental conflict on social anxiety and psychological wellbeing among young adults. One of the common theories to explain this relation is social learning theory. Social learning theory states that young adults might observe the behavior of their parents and their negative coping strategies and learn those and may start to copy their behavior and actions portrayed during interparental conflict. For instance, if young adults see their parent's indulging in physical violence or verbal violence the individuals would learn to react with aggression in their own relations. As the young adults would have difficulty navigating through social situations in a healthy and positive way so this could lead to developing social anxiety and other mental disorder.

Attachment theory suggests that early attachment experiences of an individual's life are crucial and shape the individuals emotional as well as social development. According to it the early attachment experiences with the primary caregivers such as the parents is very important which in some cases may include exposure to interparental conflict. When young adults witness interparental conflict frequently over a long time they might form insecure attachment styles and

then the young adults have a hard time forming healthy positive relationships as they might develop trust issues, have difficulty establishing intimacy, communication problems and all these contribute to social anxiety or other mental disorders.

There are other theories as well which describe the link among interparental conflict, social anxiety and psychological wellbeing among young adults. These include cognitive behavior theory which states that individuals who are exposed to interparental conflict develop negative thoughts and mindset which further leads to issues of mental health. Other than CBT, the family system theory proposes that the family system and its dynamics also have a crucial part to play in the psychological wellbeing of an individual and interparental conflict might disturb the systems of the family. In general, the relationship between these three variables is likely versatile, multifaceted and complicated.

CHAPTER II

2.1 Literature Review

The current research is about the relationship of interparental conflict, social anxiety and psychological wellbeing among young adults. The current area of this research comes under the field of social psychology. Several studies have already been executed to see the association between these variables. These studies have been carried out by the western researchers but Pakistan has as of yet contributed less in this research. Therefore, a couple of researches exploring these variables are reviewed below.

The aim of Adare, Zhang, Hu and Wang's (2012) study was to find out an association between interparental conflict and symptoms of social anxiety among college students from china. The average age of the sample taken was 19. The symptoms of social anxiety in these participants were associated with two factors which are interparental conflict and peer as well as parental attachment. A survey was conducted by handing out questionnaire forms related to the variables being studied. The survey was taken from 707 college students. A positive association was identified among perceived marital conflict and symptoms of social anxiety and a negative association was found among parental marital conflicts and parental and peer attachment and a negative association between Parental and peer attachments and symptoms of social anxiety. The serial multiple mediation role of parental and peer attachment in the association between perceived parental marital conflict and social anxiety symptoms in participants was also talked about in this study (Adare et al., 2012).

Noureen, Syed, Ullah, Khalid and Iqbal (2022) explored the relation between social anxiety, social functioning and psychological well-being in young adults. 385 young adults were studied through a crosssectional study design in this research. Data collection was done from

various universities in Rawalpindi and Islamabad. The Social Anxiety Questionnaire was used to measure the social anxiety among young adults, Social Functioning Questionnaire was used to measure social functioning, and wellbeing was assessed by using Ryff's Psychological Well-being Scale. The results of the study showed that social anxiety is a negative predictor of social functioning and psychological well-being (Noureen et al., 2022).

The mediating effect of regulatory emotional self-efficacy and the moderating effect of meaning in life on the relationship between social anxiety and subjective well-being was studied by Ye et al., (2021). This study was conducted on 908 Chinese college students. Questionnaires related to subjective well being, social anxiety, meaning in life and regulatory emotional self efficacy was filled out by these students. In order to find out the link between the moderated mediation model and social anxiety and well being structural equation modeling (SEM) was used. According to the results the link the regulatory emotional self-efficacy fully mediated the relationship between social anxiety and college students' subjective well-being (Ye et al., 2021).

Data was gathered from 318 young adults in order to conduct a study on interparental Conflict, cognitive appraisals and emerging Adults' Psychological Distress by Ozdemir and Sagkal in 2019. The mean age of participants was 19.86 years. The Perception of Interparental Conflict Scale (CPIC) and Brief Symptom Inventory (BSI) questionnaires were filled out by the participants. The subscales of CPIC used in this study were threat and self blame. According to the findings it was evident that conflicts between parents impact the judgment of self blame and threat in emerging adulthood. The appraisals of threat and self blame completely mediate the association among interparental conflict and psychological distress according to the results obtained from multiple mediation analyses. In short, interparental conflict is associated with heightened appraisals of threat and self blame which is then linked to increased psychological

distress. By looking at the results it can be said that witnessing interparental conflict affects individuals even after they are past the stages of childhood and adolescence (Ozdemir & Sagkal, 2019).

A study was conducted in order to find whether there is any sort of link between social anxiety, optimism and self efficacy with psychological wellbeing by Khosroshahi and Nosrat Abad in 2012. This study included data taken from 400 students among which 200 were males and 200 females from Tabriz University. The type of sampling used was cluster sampling. The questionnaires used in this research were Watson's social anxiety questionnaire, Petterson test attributive style, Sherer's self-efficacy scale and Ryff psychological well-being questionnaire. Pearson correlation coefficient test and multiple regression test was used to analyze the data. Negative and significant link was found between social anxiety and psychological well-being by looking at the findings of the research. The result of regression analysis showed that 33% of psychological well-being variance can be explained through optimism, self-efficacy and social anxiety (Khosroshahi & Abad, 2012).

The link between interparental conflict, family attachment style and emotion regulation of emerging adults was studied by Kaylee Enevold in 2022. Purpose of this research was to find any relation between these three variables. To study the link 397 students aged 18-22 were included from Illinois state university. The data collection was done online. The family attachment anxiety and avoidance was anticipated to moderate the link between young adult emotional regulation and interparental conflict. This means that the more the attachment anxiety and avoidance of the young adult with his family would show a weak relation with having a hard time with emotion regulation and interparental conflict. To find out whether the six variables of family attachment were moderators for young adult emotion regulation and interparental conflict

three hierarchical multiple regression analysis was used. Only sibling attachment avoidance was found to be a moderator as it showed an association with interparental conflict. So, high level of sibling attachment avoidance had a weak relation with emotion regulation and interparental conflict (Enevold, 2022).

Nagaraj explored the link between anxiety and psychological wellbeing of old age individuals as well as adults in 2017. He also worked on finding whether there is a link between intensity of the symptoms and the time of evaluation. The data from 60 old aged individuals was collected from old age homes whereas the data from 60 adults was taken from the employed community. A total sample of 120 was used in this research and included both males and females. The scales used in the questionnaire were psychological well-being questionnaire, DASS-21. The gender differences in this research were studied through t test. To check the correlation of anxiety and psychological wellbeing Pearson 'r' method was employed. Results of Nagaraj's study showed a major difference between anxiety and psychological wellbeing between adult and adults. The correlation between anxiety and psychological wellbeing was found to be negative which means the higher the anxiety the lower the psychological wellbeing of individuals (Nagaraj, 2017).

Jenna R. Shimkowski, Paul Schrodtt & Erin K. Willer (2017) studied the difficulties in regulating emotions as moderators of interparental conflict and young adult children's mental well-being. This study explored the extent to which complications in emotion regulation moderate the negative link between interparental conflict and the mental wellbeing of young adults. Data was collected online from 171 participants. They were of ages 18-28 years, all of which belonged to intact families. Results were obtained from SEM and confirmatory factor analysis which tells us that when emerging adults struggle with regulating emotions the perceptions of conflict between

parents does not mean that signs of mental health are present. At the same time if an individual does not face great difficulty in regulating emotions it can actually intensify or amplify the negative impact of experiencing interparental conflict on the wellbeing of emerging adults (Shimkowski et al., 2017).

In 2013, the perceptions of interparental conflict, romantic attachment and psychological distress were studied by Cusimano, A. M., & Riggs, S. A. among college students. A strong association between interparental conflict and psychological functioning is present within individuals from childhood until young adulthood. There is limited study done on the attachment process and how it may mediate the early experiences of interparental conflict and mental distress during adulthood. The data collection was done online from 330 college students. The survey was related to perceptions of interparental conflict, romantic attachment styles and the present psychological symptoms. According to the findings of the study there appears to be a strong link between the early memories of interparental conflict and psychological functioning during early adulthood. The attachment style during adulthood also plays a crucial mediating role (Cusimano & Riggs, 2013).

The population of adolescents and young adults were studied in the study conducted by Melo and Mota in 2014 on the effect of interparental conflicts and the formation of psychopathology. The aim and purpose of this research was to find out the level of impact of interparental conflict or divorce on the psychopathological development in individuals belonging to intact families and families in which the parents are divorced. The sample included 827 participants of 13-25 years of age belonging to Portugal. In order to collect data two questionnaires used were Children's Perception of Interparental Conflict Scale and the Brief Symptom Inventory. The extremity of interparental conflict positively predicted the formation of psychopathology.

Critical differences were found in the psychopathology as well which were associated with age, gender and family structure. Higher solution level of interparental conflict, higher psychopathology levels perceive the occurrence and severity of the interparental conflict highly are perceived by individuals whose parents are divorced or separated. However, the family structure has no moderating effect on the interaction between inter parental conflicts and the development of psychopathology (Melo & Mota, 2014).

Russell & Topham worked towards finding the impact of social anxiety on student learning and well-being in 2012 among students from individuals enrolled in higher education. Two surveys were conducted online in the UK and total data was collected from 787 university students who through the questionnaires shared their experiences of going through social anxiety. Results from previous researches done on similar topics are compatible with the findings obtained from this current research that social anxiety impacts the learning as well as the wellbeing of the individuals. According to these results it is high time that academic support is provided to individuals suffering from social anxiety (Russell & Topham, 2012).

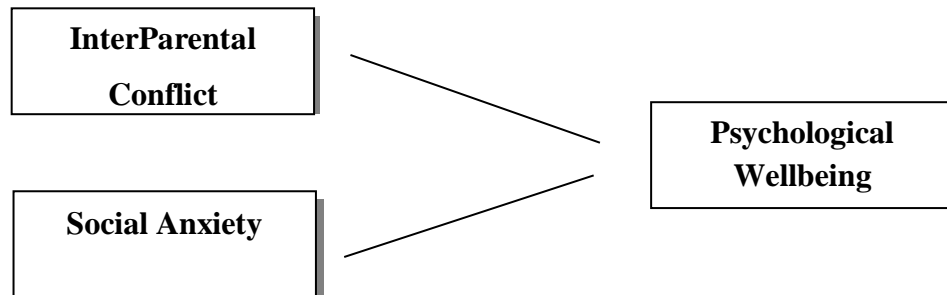
2.2 Rationale

The basic aim of this research is to explore and discuss the detrimental effect of interparental conflict and social anxiety on the psychological wellbeing of young adults. It can be identified from the literature that parental conflict is linked with a wide array of problems for individuals throughout their life, such as effects on psychological, social, cognitive and academic functioning. In developmental countries the interparental conflict is a great societal problem and is on the rise in developing countries like Pakistan. The effect of interparental conflict upon young adults is an issue of contemporary concern. The sample of young adults was chosen for this study because it is a crucial time for the growth and development of positive healthy habits

and way of living and the individual is identifying themselves and going through phase of various transitions and inter-parental conflicts and social anxiety has a notable influence on the actions and behavior of emerging adults as well as their mental health. Individuals residing in homes with nuclear family system were chosen as multiple generations usually reside under one roof in joint family systems. Multigenerational joint families are common in Pakistan however; this sort of family system forms a complex dynamic as different members of the family have opposing views, opinions and values. These opposing values and opinions may lead to interparental conflict as the members of the family are actively involved and the family members find it challenging to keep the needs and wants of themselves and the family members in a balance. The extended members of a family like grandparents or uncles either play a role in resolving any marital problems or may play a part in fueling the conflicts. Interparental conflict in a joint family system in Pakistan can arise due to a variety of reasons such as financial issues, differences in values, role expectations, cultural norms and personality differences. On the flip side of this in a nuclear family system the conflicts between parents is limited to themselves only and no other family members are involved in it. Fewer members are involved in the conflict which makes it relatively easier to manage conflicts. In Pakistani society where there is illiteracy and poverty, conflicts arise over petty matters. Therefore, it is crucial to understand how the relation between parents affects the psychological wellbeing of an individual. Social anxiety is also an increasing issue in today's society especially after COVID-19 when individuals got used to the comfort of their homes and staying at home not interacting with others. So now when they are faced with situations where they are supposed to interact with others, they have a hard time doing so. There have been limited studies studying the consequences of interparental conflict on

social anxiety and psychological wellbeing of young adults, however, there are even fewer studies regarding this topic conducted in Pakistan.

2.3 Model of the Study



2.4 Objectives

1. To explore the relationship between interparental conflict, social anxiety and psychological wellbeing among young adults
2. To find out if interparental conflict and social anxiety are predictors of psychological wellbeing.
3. To explore gender difference in young adults on interparental conflict, social anxiety and psychological wellbeing.

2.5 Hypotheses

1. There would likely be a significant relationship between interparental conflict, social anxiety and psychological wellbeing among young adults.
2. Interparental conflict and social anxiety are likely to be correlated with psychological wellbeing.
3. There would likely be significant gender differences in young adults on interparental conflict, social anxiety and psychological wellbeing.

CHAPTER III: METHOD

3.1 Research Design

The research design used in this research will be a correlational research design to investigate if there is significant relationship between interparental conflict, social anxiety and psychological wellbeing among adolescents.

3.2 Sampling Strategy

A non-probability, convenient sampling technique will be used in this study.

3.3 Sample

The data for the current research will be taken from 150 participants (75-males, females-75) from around Pakistan.

3.4 Inclusion Criteria

- Participants must be 18-26 years of age (Bonnie et al., 2015)
- Participants must be residing in Pakistan
- Participants must be living in a nuclear family system
- Both the parents of the participant should be living together

3.5 Exclusion Criteria

- No prior medical or psychological problems
- Participants living in a joint family system
- Individuals with divorced parents

- One or both the parents of the participant deceased

Table 1*Sociodemographic Characteristics of Participants*

Variables	<i>M</i>	<i>SD</i>	<i>n</i>	<i>%</i>
Age	21.00	1.74	-----	-----
Gender				
Men	-----	-----	75	50
Women	-----	-----	75	50

Note. Men = 75; Women = 75

3.6 Operational Definition

3.6.1 Interparental Conflict

Interparental conflict can be defined as dispute between parents. These disputes could be due to any reason and may or may not be related to the child. It is operationally defined as high scores obtained on CPIC indicate increased exposure to interparental conflict.

3.6.2 Social Anxiety

Social anxiety is linked to social situations and is defined by fear of interacting with other individuals as one fear that he will be judged. It is operationally defined as high scores obtained on SIAS indicate severe social phobia.

3.6.3 Psychological Wellbeing

Psychological wellbeing is when an individual is mentally healthy and has a positive feeling and outlook about his life. It is operationally defined by scores on Ryff wellbeing scale.

3.7 Measures

3.7.1 Children's Perception of Interparental Conflict: To assess the interparental conflict Children's Perception of Interparental Conflict (CPIC) was developed by Grych, Seid, and Fincham in 1992. This scale will be used in this research. CPIC is a 48-item self-report measure which is designed for 9–17 year olds. It evaluates their point of view of parental conflict and child adjustment. This scale can be administered online or in person. The response format of this scale is 3-point Likert scale. Many items are reverse scored. The subscales reliable for use with young adults are researched to be 3: Conflict Properties (Frequency, Intensity, Resolution), Threat (Threat, Coping Efficacy) and Self-Blame (Content, self blame). The strength of CPIC is that it is a reliable measure and is easy to score. Evidence supports that the CPIC has good validity coefficients. Each subscale has good internal consistency, with all values higher than 0.70. The scoring range of CPIC is if scores ranges from 1-47 it shows mean mild perceived interparental conflict. A score from 48-83 shows moderate perceived interparental conflict and score from 84-126 means high perceived interparental conflict. Reliability of CPIC has also been seen with a sample of late adolescents. The reliability of it was measured by assessing the internal consistency and test-retest reliability of all subscales. Studies have assessed the measure using samples of adolescents and young adults between ages of 14–25 years old (Moura et al., 2010). The CPIC evidenced good internal consistency, with Cronbach alphas of .95 for the Conflict Properties scale, .88 for the Perceived Threat scale, and .85 for the Self-Blame scale. The factors of the CPIC also demonstrated good test-retest reliability with Pearson correlations of .95 for the Conflict Properties scale, .86 for the Perceived Threat scale, and .81 for the Self-

Blame scale. Numerous results from various studies confirm that CPIC is useful with late adolescents and young adults as well.

3.7.2 Social Interaction Anxiety Scale: Social anxiety will be measured using the social interaction anxiety scale developed by **Mattick and Clarke in 1989**. There was a lack of measures which assessed the social situations which are generally intimidating for the individuals which is why the Social Interaction Anxiety Scale (SIAS) was developed (Mattick & Clark, 1998). The SIAS includes 20 items evaluated on a 5-point Likert scale which ranges from “not at all” to “extremely”. Items are basically self-statements which explain the responses of individuals to social situations which include groups or a couple of people. A total SIAS score is computed by adding the scores after reverse scoring items which were positively worded. Mattick and Clark (1998) reported good test-retest reliability and internal consistency. Overall, SIAS has good psychometric properties. The SIAS has been found to have strong sensitivity to treatment change (Cox, et al., 1998).

3.7.3 Ryff’s Scale of Psychological Wellbeing: Psychological wellbeing will be measured using 18-item scale of psychological wellbeing which is developed by Carol D. Ryff. The scale includes 3 items for each of 6 subscales: self-acceptance, autonomy, environmental mastery, purpose in life, positive relations with others, and personal growth. Participant’s check how strongly they *agree* or *disagree* with the statements using a 7-point likert scale. The response format is 1 = strongly agree; 2 = somewhat agree; 3 = a little agree; 4 = neither agree nor disagree; 5 = a little disagree; 6 = somewhat disagree; 7 = strongly disagree. The participant’s responses are summed for each of the six categories. For each category, a high score indicates high mastery of that dimension of the individual’s life and vice versa. The total score is the average of the ratings, with a high score meaning higher well-being. Ryff’s original

paper revealed that the six scales exhibit acceptable internal consistency (α) ranging from .93 to .86. Further, test–retest reliability returned coefficients ranging from .88 to .81; this means that the participant’s answers to the questionnaire remain somewhat consistent over time. Overall, it can be said the questionnaire is sufficiently reliable. The scale exhibits convergent validity as well.

3.8 Procedure

Online as well as in person data was collected from participants. A form was designed on Googleforms which included all the items of all three scales selected. The link to the form was provided via WhatsApp and Instagram. The aim of the study was thoroughly explained to the participants beforehand in the description box. For the in-person collection of data the questionnaires included a brief paragraph at the top explaining the purpose and aims and that by filling out the form they give consent of using the information in this research. Various institutes in Lahore were visited for the purpose of gathering data. Questionnaire sheets were distributed amongst the students and they were asked to fill them individually. Over a period of few weeks the data from the selected sample of 150 participants was completed. All data collected was then organized, coded, and analyzed by using SPSS.

3.9 Ethical Considerations

The consent for participation of the students will be taken from the participants and privacy and confidentiality, aims, purposes, use of information will be thoroughly clarified to them. Prior to collecting data the students will be told regarding the purpose and type of the research and about the use of results. The participants will be provided with the opportunity to refuse and not take part in the research. They will also be told that they have the right to pull out from the research at

any stage of the research without any penalty. Also, they will be reassured that, the information they provide would remain entirely confidential and will be used entirely for research purposes after which the data collected will be destroyed.

3.10 Statistical Analysis

All data collected will be organized and analyzed by using SPSS program.

Pearson correlation coefficient will be used for correlation analysis and degree of significance will be identified. Pearson correlation coefficient determines whether there is any relation between variables. The values are between -1 and 1 , 0 means no correlation, 1 is total positive correlation, and -1 is total negative correlation. It determines the direction and strength of the relationship as well.

Multiple regression analysis will be used to estimate the relationship between a dependent variable and one or more independent variables. It is also used to determine the strength of the relationship among variables as well. In multiple linear regression analysis multiple independent variables are used.

The t-test is a statistical test that is used to determine if there is a significant difference between the mean or average scores of two groups and how they are interrelated. In the current research this analysis will be used in order to see whether there is a difference of scores between the male group of participants and female group of participants. It will be used to compare the means of two groups.

CHAPTER IV

Results

Before running the main analyses, data screening was done and assumptions were tested. The outliers were identified and removed. The values of skewness and kurtosis were checked whether they were between the range of ± 1.96 in order to check the assumption of data being normally distributed.

The reliability of the scales was also checked through the value of Cronbach alpha. The Cronbach alpha values for the scales used in this study are presented in table 2 below.

Table 2

Psychometric Properties of Study Variables (N = 150)

Variables	<i>M</i>	<i>SD</i>	<i>Range</i>	<i>Cronbach's a</i>
1. SIAS	32.99	12.60	0-80	0.86
2. PWB	68.45	9.37	18-108	0.57
3. CPIC	28.90	15.29	0-80	0.93

Note: SIAS= Social Interaction Anxiety Scale. CPIC = Children's Perception of Interparental Conflict. PWB = Psychological Wellbeing.

Results shown in table 2 show cronbach alpha values for all scales can and all values provide evidences of poor to excellent reliability of questionnaires used in this study. The Cronbach alpha value for social interaction anxiety scale is good. The Cronbach alpha value for CPIC

shows excellent reliability whereas the Cronbach alpha value psychological wellbeing scale is poor.

Means, standard deviations, and correlations across all variables are presented in table 3.

Table 3

Descriptive Statistics and Pearson Product Moment Correlation Coefficient among Interparental Conflict, Social Anxiety & Psychological Wellbeing among Young Adults

Variables	<i>n</i>	<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7	8	9	10
1.Conf Properties CPIC	150	15.03	9.64	-----									
2.Threat CPIC	150	9.73	4.72	.67**	-----								
3.Self Blame CPIC	150	5.67	5.61	.30**	.31**	-----							
4.SIAS	150	32.99	12.60	.36**	.34**	.14	-----						
5.Autonomy PWB	150	11.84	2.68	-.11	-.04	-.01	-.21**	-----					
6.Env Mas PWB	150	11.68	2.35	.10	.21*	.11	-.03	.43**	-----				
7.Per Grwth PWB	150	9.11	3.34	.03	-.04	-.38**	.06	-.21	-.20*	-----			
8.Pos Rel PWB	150	11.19	2.71	-.07	.03	.04	.17*	.23**	.06	-.18*	-----		
9.Purpose PWB	150	9.68	3.91	-.13	-.02	-.57**	-.09	.08	-.01	.49**	-.01	-----	
10.SelfAcceptancePWB	150	11.37	2.69	-.14	.00	.10	-.10	.39**	.43**	-.13	.08	.05	-----

Note: SIAS= Social Interaction Anxiety Scale. CPIC = Children's Perception of Interparental Conflict. PWB = Psychological

Wellbeing. Conf Properties= Conflict Properties. Env Mas= Environmental Mastery. Per Grwth= Personal Growth. Pos Rel= Positive Relations.

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

Pearson product moment correlation analysis was used to investigate the link between interparental conflict, social anxiety and psychological wellbeing among young adults. The results showed that conflict properties have a significant, strong and positive relationship with threat. This suggests that those individuals who witnessed more conflict are more likely to feel threatened by it. Results also suggest that there is a significant, positive and moderate relationship between conflict, self blame and social anxiety, showing that those individuals facing more conflict were more prone to develop social anxiety and feel threatened by the interparental conflicts. Results also indicate that threat has a significant, positive and moderate

relationship with self blame and social anxiety. This implies that young adults who feel threatened by the interparental conflicts are more likely to blame themselves for those conflicts and have more social anxiety. The relationship between threat and environments mastery was significant, weak and positive. The results also show that self blame has a significant, strong and negative relationship with purpose however self blame has a significant, negative and moderate relationship with personal growth suggesting that young adults who blame themselves for the interparental conflicts have less personal growth. Social anxiety showed significant, positive and weak relationship with positive relations. The relationship between social anxiety and autonomy was seen to be significant, weak and negative. This shows that those individuals who have anxiety are less autonomous. The relationship between autonomy and environmental mastery and self acceptance is significant, positive and moderate. This shows that higher the autonomy the more self accepting the individuals are and have more capacity to manage the world around them. The results show that there is a significant, positive and weak relationship between autonomy and positive relations. Results also indicate that the relation between autonomy and purpose is significant, negative and weak. Environmental mastery was found to have a significant, positive and moderate relationship with self acceptance indicating that those individuals having environmental mastery are more likely to be accepting of themselves and their flaws. On the other hand environmental mastery was found to have significant, negative and weak relationship with personal growth. Personal growth was found to have significant, positive and moderate relationship with purpose which implies that young adults who are open to new experiences and focus on their growth are more likely to have a sense of purpose in life. it was also found to have significant, negative and weak relationship with positive relations.

The variables which were correlated were further tested through multiple linear regression in order to see how strong the link between the variables is. The results of multiple linear regression are shown in table 4.

Table 4

*Multiple Linear Regression
Anxiety as Predicted*

Predictors

Step I

Constant
Self Blame CI
Threat CPIC
SIAS

Step II

Constant
Self Blame CI

Step III

Constant
Threat CPIC

	Constant	9.97	8.76	11.18	.61	----
Step IV	SIAS	.04	.00	.07	.02	.17*
		Autonomy				
Step V						.04**
	Constant	13.32	12.12	14.51	.60	----
	SIAS	-.05	-.08	-.01	.02	-.21**

Note: SIAS= Social Interaction Anxiety Scale. CPIC = Children’s Perception of Interparental Conflict. PWB = Psychological Wellbeing; CI = confidence interval; LL = lower limit; UL = upper limit

*p<.05. **p<.01. ***p<.001

Multiple Linear Regression (Forced Enter Method) was used to test the predictors of psychological wellbeing among male and female young adults. Three dimensions of CPIC and social anxiety were entered as predictor variables in the regression model. Five dimensions of psychological wellbeing were entered as an outcome variable.

First, multiple linear regression (Forced Enter Method) was run to identify predictors of psychological wellbeing. No influential cases were observed in the data, all regression assumptions were fulfilled. The assumption of independent errors was met as the value of Durbin Watson was between the acceptable range of 1 and 3. The assumption of no perfect multicollinearity was tested by checking the tolerance values, and the assumption was met because all the values were greater than .2. The assumptions of homoscedasticity, linearity and normally distributed errors were also met.

In model I, three predictor variables were entered and the regression model was significant, $R^2 = .16$, $F(3, 146) = 9.38$, $p < .001$. Among all predictors entered, self blame emerged as significant and negative among young adults. This suggests that young adults who had personal growth were less likely to show patterns of self blame.

In model II, one predictor variable was entered and the regression model was significant, $R^2 = .32$, $F(1, 148) = 69.51$, $p < .001$. The predictor entered was seen to be as significant and negative among young adults. This suggests that young adults who had a sense of purpose in life were less likely to show patterns of self blame.

In model III, one predictor variable was entered and the regression model was significant, $R^2 = .04$, $F(1, 148) = 6.49$, $p = .01$. The predictor entered, environmental mastery did not appear significant.

In model IV, one predictor variable was entered and the regression model was significant, $R^2 = .03$, $F(1, 148) = 4.55$, $p = .04$. The predictor entered, social anxiety emerged as significant and positive among young adults. This suggests that young adults who had positive relations with others were more likely to show patterns of social anxiety.

In model V, one predictor variable was entered and the regression model was significant, $R^2 = .04$, $F(1, 148) = 6.85$, $p = .01$. Social anxiety emerged as significant and negative among young adults. This suggests that young adults who were autonomous were less likely to show symptoms of social anxiety.

Gender differences were found in terms of interparental conflict, social anxiety and psychological wellbeing among young adults. The results are shown in table 5 below.

Table 5

Independent Sample t-test showing Gender Differences in Interparental Conflict, Social Anxiety & Psychological Wellbeing among Young Adults

Variable	Males		Females		<i>t</i> (<i>df</i>)	<i>p</i>	95% <i>CI</i>		Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>	
1.ConProp CPIC	.65	.47	.94	.51	-3.63(148)	<.001***	-.45	-.13	-.59
2.Threat CPIC	.71	.36	.92	.40	-3.34(148)	<.001***	-.33	-.09	-.55
3.SelfBlame CPIC	.48	.46	.44	.39	.59(148)	.55	-.10	.18	.09
4.SIAS	1.64	.61	1.66	.65	-.21(148)	.83	-.23	.18	-.03
5.Autonomy PWB	3.70	.88	4.20	.84	-3.54(148)	<.001***	-.78	-.22	-.58
6.Env Mastery PWB	3.67	.76	4.12	.75	-3.69(148)	<.001***	-.70	-.21	-.60
7.Personal Growth PWB	3.28	1.07	3.17	1.51	.54(133.53)	.59	-.31	.54	.08
8. Positive Relations PWB	3.57	.87	3.89	.91	-2.17(148)	.03*	-.60	-.03	-.36
9. Purpose PWB	3.32	1.00	2.75	1.15	3.23(144.99)	.00**	.22	.92	.53
10. Self Acceptance PWB	3.64	.91	3.94	.87	-2.02(147.77)	.05*	-.58	-.01	-.34

Note: SIAS= Social Interaction Anxiety Scale. CPIC = Children's Perception of Interparental Conflict. PWB = Psychological Wellbeing. Males = 102; Females = 239; *M* = mean; *SD* = standard deviation; *CI* = confidence interval; *LL* = lower limit; *UL* = upper limit

p* < .05. *p* < .01. ****p* < .001

Results in table 5 indicate that gender differences are significant in terms of five aspects of psychological wellbeing i.e., autonomy, environmental mastery, positive relations, purpose and self acceptance and two subscales of interparental conflict i.e. conflict properties and threat. This suggests that females have significantly more autonomy, environmental mastery, positive relations and self acceptance than males whereas males have more feelings of purpose in life than females. Gender differences are not significant in terms of personal growth, social anxiety and self blame.

CHAPTER V

Discussion

The present research studied the link between interparental conflict, social anxiety and psychological wellbeing among young adults in Pakistan. There are several studies which have studied the detrimental effects of interparental conflicts on the wellbeing and social anxiety of individuals however; this has not been widely researched in developing countries like Pakistan which has high illiteracy rates where small issues are causes of interparental conflict. The research was conducted with a sample of 150 taken from Pakistan.

The results of this research show that there is a significant link of interparental conflict with social anxiety and psychological wellbeing. To better understand the impact of interparental conflict on social anxiety and psychological wellbeing Pearson correlation test, multiple linear regression and independent samples t-test was run to test three assumptions, (i) whether there is a significant relationship between interparental conflict, social anxiety and psychological wellbeing, (ii) interparental conflict and social anxiety are likely to be correlated with psychological wellbeing and (iii) there would be gender differences in terms of interparental conflict, social anxiety and psychological wellbeing among young adults. The findings of this research provide further insight related to the influence of interparental conflict on social anxiety and psychological wellbeing.

H1: There would likely be a significant relationship between interparental conflict, social anxiety and psychological wellbeing among young adults.

The results obtained from this research are in accordance with the previous researches which show that interparental conflict is positively correlated with social anxiety and negatively

correlated with psychological wellbeing. Young adults who are more exposed to interparental conflict are more likely to develop social anxiety and have less psychological wellbeing as compared to those young adults who have not witnessed interparental conflicts.

H1: Interparental conflict and social anxiety are likely to be correlated with psychological wellbeing.

The present results indicate that young adults who are exposed to more interparental conflict feel more threatened when exposed to it and as a result of it develop environmental mastery. Young adults due to repeated exposure of interparental conflict become strong in the face of hardships and in order to overcome the threat related to interparental conflict the young individuals might develop coping skills and environmental mastery. In response to the threat related to interparental conflict the young generation might as a result develop resilience as individuals who have higher environmental mastery have high levels of resilience in the face of threat and stress. The results also showed that the young adults who blame themselves for interparental conflict showed less personal growth and less sense of purpose in life. When parental get into conflicts regarding issues which involve the children, the children are more likely to blame themselves for the conflicts between their parents as a result of which their psychological wellbeing suffers. From the findings of the study it was also found that there is a negative relationship between social anxiety and autonomy as individuals who suffer from social anxiety are more likely to show signs of self consciousness and inferiority and this in turn makes it difficult for individuals to become autonomous. The social anxiety was seen to have a positive relation with positive relations with others, as our anxiety increases our need for having relations on which we can rely on increases. The research suggests that young adults may be more motivated to make more positive relations in life in order to reduce their anxiety. The individuals

realize that it is important to have and develop social connections and to manage their social anxiety as it can improve their overall wellbeing. In Pakistan, most individuals live with their parents throughout their lives until they get married, till then they are dependent upon their parents emotionally, socially, mentally and financially and so the family environment if disrupted impacts the psychological wellbeing of individuals greatly.

H1: There would likely be significant gender differences in young adults on interparental conflict, social anxiety and psychological wellbeing.

There are significant gender differences in terms of autonomy, environmental mastery, positive relations and self acceptance in females than males whereas males have more feelings of purpose in life than females. Males have a more feeling of purpose in life as in Pakistani society men are the sole earners of the family and they have more responsibility to make a career and get a good job and provide for their family. However, women of this day and age are also becoming independent and going out in the world and proving themselves just as capable as men. The women of today are more independent and more accepting of themselves. Gender differences were not significant in terms of personal growth, social anxiety and self blame.

5.2 Conclusion

The current study sheds light on the impact of interparental conflict on social anxiety and psychological wellbeing among young adults. A significant relation was found between these variables. It was seen that as interparental conflict increases the social anxiety among young adults increased and the psychological wellbeing of young adults decreased. The findings of this research highlights the importance of managing conflicts between parents in the Pakistani society

and seeking professional help in order to manage symptoms of social anxiety. When both these factors are sorted the psychological wellbeing of individuals will automatically improve.

5.3 Limitations

Although the present study, adds to the limited literature regarding interparental conflict, social anxiety and psychological wellbeing among young adults in Pakistan it has several limitations aswell.

1. The present study focuses solely on the social anxiety and psychological wellbeing among young adults. The results obtained are just for young adults and not for the different age ranges. The results cannot be generalized to individuals in their adolescence or childhood.
2. Secondly, the data collected was just from Pakistan and so the results cannot be generated to other cultures.
3. The study may also include self-report bias from the participants as the participants may not be truthful in their answers and extraneous variables such as the environment and mood might affect the participants answer. The individuals may have answered in ways which they think is socially desirable.

Despite these limitations the current research provides crucial data relating interparental conflict with social anxiety and psychological wellbeing among young adults.

5.4 Suggestions

1. It can be suggested that the future studies on the topic interparental conflict, social anxiety and psychological wellbeing cover different age groups as well.
2. In the future studies different measuring tools may also be used to see the findings from them

3. Different demographic variables may be studied as well such as the education level of parents or the duration of marriage.
4. Future studies may also study on individuals whose parents are separated or divorced.
5. A longitudinal study may also be conducted in order to see the impact of interparental conflict later in life.

5.5 Future Implications

1. The future implications of this study could be significant, as this research expands our understanding of the detrimental effects of interparental conflict and social anxiety on the psychological well-being of young adults. By investigating this topic in the context of Pakistan, where interparental conflict is prevalent and social anxiety is on the rise, the study provides insights into the challenges faced by young adults in this cultural setting.
2. This information can be used to inform policies and interventions aimed at promoting mental health and well-being in this population. Such interventions may focus on building conflict resolution skills, enhancing communication within families, and providing support for social anxiety management. For example, the findings of this study could be used to develop targeted interventions for young adults who have experienced interparental conflict or social anxiety. Such interventions could focus on building resilience, developing coping strategies, and improving social skills to help young adults navigate difficult family dynamics and social situations.

3. Additionally, this study could contribute to the growing body of research on interparental conflict and its impact on child and adolescent development.
4. The findings of this study could be used to inform future research on this topic, including longitudinal studies that examine the long-term effects of interparental conflict and social anxiety on young adults' mental health and well-being.
5. Researchers in the field can build upon these findings and conduct further studies to explore the underlying mechanisms and processes through which these factors affect psychological well-being. This could include investigating potential mediating or moderating variables, such as coping strategies, social support, or cultural factors that may influence the relationship between interparental conflict, social anxiety, and psychological well-being.

Overall, the results of this study could have important implications for mental health policies and interventions aimed at promoting the well-being of young adults in Pakistan and other developing countries.

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APPENDIX A

Questionnaire Permission Forms

← **Re: Seeking ^_Permission^_ to use Sc...**
 Reply Reply all More

 **Grych, John**
 to Me ☆
 13/11/2022, 20:35

Dear Fatima,

You are welcome to use the CPIC in your research. I have attached a document that includes the questionnaire in English, scoring directions, and some psychometric information. I also have attached a version that has been translated into Urdu, and the abstract for a published paper investigating the validity of an Urdu version.


Good luck with your work.


Best regards,
 John

John Grych, Ph.D (he/him/his)
 Professor of Psychology
 Cramer Hall
 Marquette University
 Milwaukee, WI 53201-1881
 414-288-7460

For express mail use:
 Department of Psychology
 Cramer Hall
 604 N. 16th Street
 Milwaukee, WI 53233

← **RE: Seeking ^_Permission^_ for Using...**

 **Me** 14/11/22
 ...this email to request ^_permission^_ to use the scale... ☆
[View message](#)

 **THERESA M BERRIE**
 to Me ☆
 15/11/2022, 19:54

Greetings,

Thanks for your interest in the well-being scales.

I am responding to your request on behalf of Carol Ryff.

She has asked me to send you the following:

You have her permission to use the scales for research or other non-commercial purposes.

They are attached in the following files:

"Ryff PWB Scales" includes:

- psychometric properties
- scoring instructions

APPENDIX B**Demographic Information Sheet**

RESPONSE# _____

DEMOGRAPHIC SHEET

Age:

Gender:

City:

Family System:

- Joint family system
- Nuclear family system

Both Parents

- Alive
- One of them is Alive
- Dead

Marital Status of Parents

- Married
- Separated
- Divorced

Any physical/psychological illness

- Yes
- No

Family Disagreements

I live with _____ both my mom and my dad
 _____ one of my parents and a stepmom or stepdad
 _____ just my mom or my dad
 _____ another relative (e.g., grandmother, aunt)

In every family there are times when the parents don't get along. Below are some things that kids sometimes think or feel when their parents have arguments or disagreements. We would like you to write what you think or feel when your parents argue by answering each of the sentences below.

If your parents are not living together, answer these questions in regard to the parent and stepparent (or your parent's boyfriend/girlfriend) that you spend the most time with. If your parents are not living together and neither one is living with a new partner, think about times when your parents are together and don't get along when you answer the questions.

T = TRUE
 ST = SORT OF OR SOMETIMES TRUE
 F = FALSE

1. T ST F I never see my parents arguing or disagreeing
2. T ST F When my parents have an argument they usually work it out
3. T ST F My parents often get into arguments about things I do at school
4. T ST F When my parents argue I end up getting involved somehow
5. T ST F My parents get really mad when they argue
6. T ST F When my parents argue I can do something to make myself feel better
7. T ST F I get scared when my parents argue
8. T ST F I feel caught in the middle when my parents argue
9. T ST F I'm not to blame when my parents have arguments
10. T ST F They may not think I know it, but my parents argue or disagree a lot
11. T ST F Even after my parents stop arguing they stay mad at each other
12. T ST F When my parents argue I try to do something to stop them
13. T ST F When my parents have a disagreement they discuss it quietly
14. T ST F I don't know what to do when my parents have arguments
15. T ST F My parents are often mean to each other even when I'm around
16. T ST F When my parents argue I worry about what will happen to me
17. T ST F I don't feel like I have to take sides when my parents have a disagreement
18. T ST F It's usually my fault when my parents argue
19. T ST F I often see or hear my parents arguing
20. T ST F When my parents disagree about something, they usually come up with a solution
21. T ST F My parents' arguments are usually about me
22. T ST F When my parents have an argument they say mean things to each other
23. T ST F When my parents argue or disagree I can usually help make things better
24. T ST F When my parents argue I'm afraid that something bad will happen.
25. T ST F My mom wants me to be on her side when she and my dad argue

T = TRUE ST = Sort of True F= FALSE

26. T ST F Even if they don't say it, I know I'm to blame when my parents argue
27. T ST F My parents hardly ever argue
28. T ST F When my parents argue they usually make up right away
29. T ST F My parents usually argue or disagree because of things that I do
30. T ST F I don't get involved when my parents argue
31. T ST F When my parents have an argument they yell at each other
32. T ST F When my parents argue there's nothing I can do to stop them
33. T ST F When my parents argue I worry that one of them will get hurt
34. T ST F I feel like I have to take sides when my parents have a disagreement
35. T ST F My parents often nag and complain about each other around the house
36. T ST F My parents hardly ever yell when they have a disagreement
37. T ST F My parents often get into arguments when I do something wrong
38. T ST F My parents have broken or thrown things during an argument
39. T ST F After my parents stop arguing, they are friendly towards each other
40. T ST F When my parents argue I'm afraid that they will yell at me too
41. T ST F My parents blame me when they have arguments
42. T ST F My dad wants me to be on his side when he and my mom argue
43. T ST F My parents have pushed or shoved each other during an argument
44. T ST F When my parents argue or disagree there's nothing I can do to make myself feel better
45. T ST F When my parents argue I worry that they might get divorced
46. T ST F My parents still act mean after they have had an argument
47. T ST F Usually it's not my fault when my parents have arguments
48. T ST F When my parents argue they don't listen to anything I say

Social Interaction Anxiety Scale (SIAS)

Page 1 of 1

Patient Name: _____ Date: _____

Instructions: For each item, please circle the number to indicate the degree to which you feel the statement is characteristic or true for you. The rating scale is as follows:

- 0 = **Not at all** characteristic or true of me.
- 1 = **Slightly** characteristic or true of me.
- 2 = **Moderately** characteristic or true of me.
- 3 = **Very** characteristic or true of me.
- 4 = **Extremely** characteristic or true of me.

CHARACTERISTIC	NOT AT ALL	SLIGHTLY	MODERATELY	VERY	EXTREMELY
1. I get nervous if I have to speak with someone in authority (teacher, boss, etc.).	0	1	2	3	4
2. I have difficulty making eye contact with others.	0	1	2	3	4
3. I become tense if I have to talk about myself or my feelings.	0	1	2	3	4
4. I find it difficult to mix comfortably with the people I work with.	0	1	2	3	4
5. I find it easy to make friends my own age.	0	1	2	3	4
6. I tense up if I meet an acquaintance in the street.	0	1	2	3	4
7. When mixing socially, I am uncomfortable.	0	1	2	3	4
8. I feel tense if I am alone with just one other person.	0	1	2	3	4
9. I am at ease meeting people at parties, etc.	0	1	2	3	4
10. I have difficulty talking with other people.	0	1	2	3	4
11. I find it easy to think of things to talk about.	0	1	2	3	4
12. I worry about expressing myself in case I appear awkward.	0	1	2	3	4
13. I find it difficult to disagree with another's point of view.	0	1	2	3	4
14. I have difficulty talking to attractive persons of the opposite sex.	0	1	2	3	4
15. I find myself worrying that I won't know what to say in social situations.	0	1	2	3	4
16. I am nervous mixing with people I don't know well.	0	1	2	3	4
17. I feel I'll say something embarrassing when talking.	0	1	2	3	4
18. When mixing in a group, I find myself worrying I will be ignored.	0	1	2	3	4
19. I am tense mixing in a group.	0	1	2	3	4
20. I am unsure whether to greet someone I know only slightly.	0	1	2	3	4

PSYCHOLOGICAL WELL-BEING (PWB) - 18 Items

Circle the number that best describes your present agreement or disagreement with each statement.	Strongly disagree	Disagree Somewhat	Disagree Slightly	Agree slightly	Agree Somewhat	Strongly agree
1. I like most aspects of my personality.	1	2	3	4	5	6
2. When I look at the story of my life, I am pleased with how things have turned out.	1	2	3	4	5	6
3. Some people wander aimlessly through life, but I am not one of them	1	2	3	4	5	6
4. The demands of everyday life often get me down.	1	2	3	4	5	6
5. In many ways, I feel disappointed about my achievements in life.	1	2	3	4	5	6
6. Maintaining close relationships has been difficult and frustrating for me.	1	2	3	4	5	6
7. I live life one day at a time and don't really think about the future.	1	2	3	4	5	6
8. In general, I feel I am in charge of the situation in which I live.	1	2	3	4	5	6
9. I am quite good at managing the many responsibilities of my daily life.	1	2	3	4	5	6
10. I sometimes feel as if I've done all there is to do in life.	1	2	3	4	5	6
11. For me, life has been a continuous process of learning, changing, and growth.	1	2	3	4	5	6
12. I think it is important to have new experiences that challenge how you think about yourself and the world.	1	2	3	4	5	6
13. People would describe me as a giving person, willing to share my time with others.	1	2	3	4	5	6
14. I gave up trying to make big improvements or changes in my life a long time ago.	1	2	3	4	5	6
15. I tend to be influenced by people with strong opinions.	1	2	3	4	5	6
16. I have not experienced many warm and trusting relationships with others.	1	2	3	4	5	6

Circle the number that best describes your present agreement or disagreement with each statement.	Strongly disagree	Disagree Somewhat	Disagree Slightly	Agree slightly	Agree Somewhat	Strongly agree
17. I have confidence in my opinions, even if they are contrary to the general consensus.	1	2	3	4	5	6
18. I judge myself by what I think is important, not by the values of what others think is important.	1	2	3	4	5	6

APPENDIX C

SPSS OUTPUT

Frequencies

Statistics

gender of the participants

N	Valid	150
	Missing	0

gender of the participants

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	75	50.0	50.0	50.0
	Female	75	50.0	50.0	100.0
	Total	150	100.0	100.0	

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
age of the participants	150	18	25	21.00	1.742
Valid N (listwise)	150				

Reliability

Scale: SIAS

Case Processing Summary

Cases	N		%	
	Valid	Excluded ^a	Total	
	150	0	150	100.0
				.0
Total	150		150	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	
	Standardized Items	N of Items
.860	.863	20

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum
Item Means	1.650	1.227	2.120	.893	1.728

Summary Item Statistics

	Variance	N of Items
Item Means	.062	20

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
32.9933	158.745	12.59940	20

Reliability

Scale: CPIC

Case Processing Summary

		N	%
Cases	Valid	150	100.0
	Excluded ^a	0	.0
	Total	150	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.932	.929	40

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	.723	.253	1.467	1.213	5.789	.076	40

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
28.9000	233.809	15.29081	40

Reliability

Scale: PWB SCALE

Case Processing Summary

		N	%
Cases	Valid	150	100.0
	Excluded ^a	0	.0
	Total	150	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.547	.572	18

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.803	3.060	4.547	1.487	1.486	.173	18

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
68.4533	87.793	9.36980	18

Correlations

Correlations

		ConProp_TScoreCPIC	Threat_TScoreCPIC	SelfBlame_TScoreCPIC
ConProp_TScoreCPIC	Pearson Correlation	1	.669**	.299**
	Sig. (2-tailed)		.000	.000
	N	150	150	150
Threat_TScoreCPIC	Pearson Correlation	.669**	1	.306**
	Sig. (2-tailed)	.000		.000
	N	150	150	150
SelfBlame_TScoreCPIC	Pearson Correlation	.299**	.306**	1
	Sig. (2-tailed)	.000	.000	
	N	150	150	150
SIAS_TScore	Pearson Correlation	.358**	.338**	.141
	Sig. (2-tailed)	.000	.000	.086
	N	150	150	150
Autonomy_TScorePWB	Pearson Correlation	-.112	-.042	-.011
	Sig. (2-tailed)	.171	.608	.893
	N	150	150	150
EnvMas_TScorePWB	Pearson Correlation	.100	.205	.114
	Sig. (2-tailed)	.221	.012	.166
	N	150	150	150
VAR00001	Pearson Correlation	-.130	-.022	-.565**
	Sig. (2-tailed)	.113	.794	.000
	N	150	150	150
PosRel_TScorePWB	Pearson Correlation	-.070	.029	.036
	Sig. (2-tailed)	.397	.726	.658
	N	150	150	150

Correlations

		SIAS_TScore	Autonomy_TS corePWB	EnvMas_TScor ePWB
ConProp_TScoreCPIC	Pearson Correlation	.358**	-.112	.100
	Sig. (2-tailed)	.000	.171	.221
	N	150	150	150
Threat_TScoreCPIC	Pearson Correlation	.338**	-.042	.205*
	Sig. (2-tailed)	.000	.608	.012
	N	150	150	150
SelfBlame_TScoreCPIC	Pearson Correlation	.141	-.011	.114
	Sig. (2-tailed)	.086	.893	.166
	N	150	150	150
SIAS_TScore	Pearson Correlation	1	-.210**	-.025
	Sig. (2-tailed)		.010	.759
	N	150	150	150
Autonomy_TScorePWB	Pearson Correlation	-.210**	1	.434**
	Sig. (2-tailed)	.010		.000
	N	150	150	150
EnvMas_TScorePWB	Pearson Correlation	-.025	.434**	1
	Sig. (2-tailed)	.759	.000	
	N	150	150	150
VAR00001	Pearson Correlation	-.092	.081	-.006
	Sig. (2-tailed)	.265	.322	.941
	N	150	150	150
PosRel_TScorePWB	Pearson Correlation	.173*	.229**	.061
	Sig. (2-tailed)	.035	.005	.455
	N	150	150	150

Correlations

		VAR00001	PosRel_TScor ePWB	VAR00002
ConProp_TScoreCPIC	Pearson Correlation	-.130	-.070	.028
	Sig. (2-tailed)	.113	.397	.735
	N	150	150	150
Threat_TScoreCPIC	Pearson Correlation	-.022	.029	-.040
	Sig. (2-tailed)	.794	.726	.631
	N	150	150	150
SelfBlame_TScoreCPIC	Pearson Correlation	-.565**	.036	-.383**
	Sig. (2-tailed)	.000	.658	.000
	N	150	150	150
SIAS_TScore	Pearson Correlation	-.092	.173*	.057
	Sig. (2-tailed)	.265	.035	.492
	N	150	150	150
Autonomy_TScorePWB	Pearson Correlation	.081	.229**	-.207*
	Sig. (2-tailed)	.322	.005	.011
	N	150	150	150
EnvMas_TScorePWB	Pearson Correlation	-.006	.061	-.196*
	Sig. (2-tailed)	.941	.455	.016
	N	150	150	150
VAR00001	Pearson Correlation	1	-.012	.489**
	Sig. (2-tailed)		.885	.000
	N	150	150	150
PosRel_TScorePWB	Pearson Correlation	-.012	1	-.181*
	Sig. (2-tailed)	.885		.026
	N	150	150	150

Correlations

		SelfAcc_TScorePWB
ConProp_TScoreCPIC	Pearson Correlation	-.144
	Sig. (2-tailed)	.079
	N	150
Threat_TScoreCPIC	Pearson Correlation	.000
	Sig. (2-tailed)	.996
	N	150
SelfBlame_TScoreCPIC	Pearson Correlation	.097
	Sig. (2-tailed)	.238
	N	150
SIAS_TScore	Pearson Correlation	-.100
	Sig. (2-tailed)	.224
	N	150
Autonomy_TScorePWB	Pearson Correlation	.392**
	Sig. (2-tailed)	.000
	N	150
EnvMas_TScorePWB	Pearson Correlation	.434**
	Sig. (2-tailed)	.000
	N	150
VAR00001	Pearson Correlation	.053
	Sig. (2-tailed)	.521
	N	150
PosRel_TScorePWB	Pearson Correlation	.075
	Sig. (2-tailed)	.363
	N	150

Correlations

		ConProp_TScoreCPIC	Threat_TScoreCPIC	SelfBlame_TScoreCPIC
VAR00002	Pearson Correlation	.028	-.040	-.383**
	Sig. (2-tailed)	.735	.631	.000
	N	150	150	150
SelfAcc_TScorePWB	Pearson Correlation	-.144	.000	.097
	Sig. (2-tailed)	.079	.996	.238
	N	150	150	150

Correlations

		SIAS_TScore	Autonomy_TS corePWB	EnvMas_TSc rePWB
VAR00002	Pearson Correlation	.057	-.207*	-.196*
	Sig. (2-tailed)	.492	.011	.016
	N	150	150	150
SelfAcc_TScorePWB	Pearson Correlation	-.100	.392**	.434**
	Sig. (2-tailed)	.224	.000	.000
	N	150	150	150

Correlations

		VAR00001	PosRel_TScor ePWB	VAR00002
VAR00002	Pearson Correlation	.489**	-.181	1
	Sig. (2-tailed)	.000	.026	
	N	150	150	150
SelfAcc_TScorePWB	Pearson Correlation	.053	.075	-.130
	Sig. (2-tailed)	.521	.363	.113
	N	150	150	150

Correlations

		SelfAcc_TSc rePWB
VAR00002	Pearson Correlation	-.130
	Sig. (2-tailed)	.113
	N	150
SelfAcc_TScorePWB	Pearson Correlation	1
	Sig. (2-tailed)	
	N	150

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Regression

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	SIAS_TScore, SelfBlame_TScoreC PIC, Threat_TScoreCPIC ^b		Enter

a. Dependent Variable: VAR00002

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.402 ^a	.162	.144	3.08604

a. Predictors: (Constant), SIAS_TScore, SelfBlame_TScoreCPIC, Threat_TScoreCPIC

ANOVA^a

Model		Sum of Squares	df	Mean Square	F
1	Regression	267.839	3	89.280	9.375
	Residual	1390.454	146	9.524	
	Total	1658.293	149		

ANOVA^a

Model		Sig.
1	Regression	.000 ^b
	Residual	
	Total	

a. Dependent Variable: VAR00002

b. Predictors: (Constant), SIAS_TScore, SelfBlame_TScoreCPIC, Threat_TScoreCPIC

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	9.284	.780	
	SelfBlame_TScoreCPIC	-.246	.047	-.413
	Threat_TScoreCPIC	.039	.059	.055
	SIAS_TScore	.026	.021	.096

Coefficients^a

Model		t	Sig.
1	(Constant)	11.904	.000
	SelfBlame_TScoreCPIC	-5.186	.000
	Threat_TScoreCPIC	.651	.516
	SIAS_TScore	1.195	.234

a. Dependent Variable: VAR00002

Regression

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	SelfBlame_TScoreC PIC ^b	.	Enter

a. Dependent Variable: VAR00002

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.383 ^a	.147	.141	3.09221

a. Predictors: (Constant), SelfBlame_TScoreCPIC

ANOVA^a

Model		Sum of Squares	df	Mean Square	F
1	Regression	243.152	1	243.152	25.430
	Residual	1415.141	148	9.562	
	Total	1658.293	149		

ANOVA^a

Model		Sig.
1	Regression	.000 ^b
	Residual	
	Total	

a. Dependent Variable: VAR00002

b. Predictors: (Constant), SelfBlame_TScoreCPIC

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients
		B	Std. Error	Beta
1	(Constant)	10.399	.360	
	SelfBlame_TScoreCPIC	-.228	.045	-.383

Coefficients^a

Model		t	Sig.
1	(Constant)	28.910	.000
	SelfBlame_TScoreCPIC	-5.043	.000

a. Dependent Variable: VAR00002

Regression

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Threat_TScoreCPIC ^b	.	Enter

a. Dependent Variable: EnvMas_TScorePWB

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.205 ^a	.042	.036	2.31035

a. Predictors: (Constant), Threat_TScoreCPIC

ANOVA^a

Model		Sum of Squares	df	Mean Square	F
1	Regression	34.655	1	34.655	6.492
	Residual	789.985	148	5.338	
	Total	824.640	149		

ANOVA^a

Model		Sig.
1	Regression	.012 ^b
	Residual	
	Total	

a. Dependent Variable: EnvMas_TScorePWB

b. Predictors: (Constant), Threat_TScoreCPIC

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t
		B	Std. Error	Beta	
1	(Constant)	10.685	.434		24.645
	Threat_TScoreCPIC	.102	.040	.205	2.548

Coefficients^a

Model		Sig.
1	(Constant)	.000
	Threat_TScoreCPIC	.012

a. Dependent Variable: EnvMas_TScorePWB

Regression

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	SIAS_TScore ^b	.	Enter

a. Dependent Variable: PosRel_TScorePWB

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.173 ^a	.030	.023	2.67478

a. Predictors: (Constant), SIAS_TScore

ANOVA^a

Model		Sum of Squares	df	Mean Square	F
1	Regression	32.532	1	32.532	4.547
	Residual	1058.862	148	7.154	
	Total	1091.393	149		

ANOVA^a

Model		Sig.
1	Regression	.035 ^b
	Residual	
	Total	

a. Dependent Variable: PosRel_TScorePWB

b. Predictors: (Constant), SIAS_TScore

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t
		B	Std. Error	Beta	
1	(Constant)	9.970	.614		16.238
	SIAS_TScore	.037	.017	.173	2.132

Coefficients^a

Model		Sig.
1	(Constant)	.000
	SIAS_TScore	.035

a. Dependent Variable: PosRel_TScorePWB

Regression

Group Statistics

	gender of the participants	N	Mean	Std. Deviation
SelfBlame_MScoreCPIC	Male	75	.4815	.46331
	Female	75	.4400	.39026
Threat_MScoreCPIC	Male	75	.7056	.36307
	Female	75	.9156	.39599
ConProp_MScoreCPIC	Male	75	.6463	.46568
	Female	75	.9354	.50856
SelfAcc_MScorePWB	Male	75	3.6444	.90599
	Female	75	3.9378	.87111
Purpose_MScorePWB	Male	75	3.5822	.78287
	Female	75	3.3689	.96106
PosRel_MScorePWB	Male	75	3.5733	.86916
	Female	75	3.8889	.91260
PerGr_MScorePWB	Male	75	3.6533	.88437
	Female	75	4.3067	.81421
EnvMas_MScorePWB	Male	75	3.6667	.75536
	Female	75	4.1200	.75066
Autonomy_MScorePWB	Male	75	3.6978	.88221
	Female	75	4.1956	.84023
SIAS_MScore	Male	75	1.6387	.61406
	Female	75	1.6607	.64944

Group Statistics

	gender of the participants	Std. Error Mean
SelfBlame_MScoreCPIC	Male	.05350
	Female	.04506
Threat_MScoreCPIC	Male	.04192
	Female	.04573
ConProp_MScoreCPIC	Male	.05377
	Female	.05872
SelfAcc_MScorePWB	Male	.10461
	Female	.10059
Purpose_MScorePWB	Male	.09040
	Female	.11097
PosRel_MScorePWB	Male	.10036
	Female	.10538
PerGr_MScorePWB	Male	.10212
	Female	.09402
EnvMas_MScorePWB	Male	.08722
	Female	.08668
Autonomy_MScorePWB	Male	.10187
	Female	.09702
SIAS_MScore	Male	.07091
	Female	.07499

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	SIAS_TScore ^b	.	Enter

a. Dependent Variable: Autonomy_TScorePWB

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.210 ^a	.044	.038	2.63132

a. Predictors: (Constant), SIAS_TScore

ANOVA^a

Model		Sum of Squares	df	Mean Square	F
1	Regression	47.428	1	47.428	6.850
	Residual	1024.732	148	6.924	
	Total	1072.160	149		

ANOVA^a

Model		Sig.
1	Regression	.010 ^b
	Residual	
	Total	

a. Dependent Variable: Autonomy_TScorePWB

b. Predictors: (Constant), SIAS_TScore

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t
		B	Std. Error	Beta	
1	(Constant)	13.317	.604		22.049
	SIAS_TScore	-.045	.017	-.210	-2.617

Coefficients^a

Model		Sig.
1	(Constant)	.000
	SIAS_TScore	.010

a. Dependent Variable: Autonomy_TScorePWB

T-Test

Independent Samples Test

		Levene's Test for Equality of Variances	
		F	Sig.
SelfBlame_MScoreCPIC	Equal variances assumed	1.958	.164
	Equal variances not assumed		
Threat_MScoreCPIC	Equal variances assumed	1.163	.283
	Equal variances not assumed		
ConProp_MScoreCPIC	Equal variances assumed	1.048	.308
	Equal variances not assumed		
SelfAcc_MScorePWB	Equal variances assumed	.157	.692
	Equal variances not assumed		
Purpose_MScorePWB	Equal variances assumed	7.555	.007
	Equal variances not assumed		
PosRel_MScorePWB	Equal variances assumed	.055	.815
	Equal variances not assumed		
PerGr_MScorePWB	Equal variances assumed	2.123	.147
	Equal variances not assumed		
EnvMas_MScorePWB	Equal variances assumed	.000	.996
	Equal variances not assumed		
Autonomy_MScorePWB	Equal variances assumed	.004	.950
	Equal variances not assumed		
SIAS_MScore	Equal variances assumed	.074	.787
	Equal variances not assumed		

Independent Samples Test

		t-test for Equality of Means		
		t	df	Significance One-Sided p
SelfBlame_MScoreCPIC	Equal variances assumed	.593	148	.277
	Equal variances not assumed	.593	143.846	.277
Threat_MScoreCPIC	Equal variances assumed	-3.385	148	.000
	Equal variances not assumed	-3.385	146.899	.000
ConProp_MScoreCPIC	Equal variances assumed	-3.631	148	.000
	Equal variances not assumed	-3.631	146.866	.000
SelfAcc_MScorePWB	Equal variances assumed	-2.021	148	.023
	Equal variances not assumed	-2.021	147.772	.023
Purpose_MScorePWB	Equal variances assumed	1.490	148	.069
	Equal variances not assumed	1.490	142.184	.069
PosRel_MScorePWB	Equal variances assumed	-2.168	148	.016
	Equal variances not assumed	-2.168	147.649	.016
PerGr_MScorePWB	Equal variances assumed	-4.707	148	.000
	Equal variances not assumed	-4.707	147.000	.000
EnvMas_MScorePWB	Equal variances assumed	-3.687	148	.000
	Equal variances not assumed	-3.687	147.994	.000
Autonomy_MScorePWB	Equal variances assumed	-3.538	148	.000
	Equal variances not assumed	-3.538	147.650	.000
SIAS_MScore	Equal variances assumed	-.213	148	.416
	Equal variances not assumed	-.213	147.538	.416

Independent Samples Test

		t-test for Equality of Means	
		Significance Two-Sided p	Mean Difference
SelfBlame_MScoreCPIC	Equal variances assumed	.554	.04148
	Equal variances not assumed	.554	.04148
Threat_MScoreCPIC	Equal variances assumed	.001	-.21000
	Equal variances not assumed	.001	-.21000
ConProp_MScoreCPIC	Equal variances assumed	.000	-.28912
	Equal variances not assumed	.000	-.28912
SelfAcc_MScorePWB	Equal variances assumed	.045	-.29333
	Equal variances not assumed	.045	-.29333
Purpose_MScorePWB	Equal variances assumed	.138	.21333
	Equal variances not assumed	.138	.21333
PosRel_MScorePWB	Equal variances assumed	.032	-.31556
	Equal variances not assumed	.032	-.31556
PerGr_MScorePWB	Equal variances assumed	.000	-.65333
	Equal variances not assumed	.000	-.65333
EnvMas_MScorePWB	Equal variances assumed	.000	-.45333
	Equal variances not assumed	.000	-.45333
Autonomy_MScorePWB	Equal variances assumed	.001	-.49778
	Equal variances not assumed	.001	-.49778
SIAS_MScore	Equal variances assumed	.831	-.02200
	Equal variances not assumed	.831	-.02200

Independent Samples Test


		t-test for Equality of Means	
		Std. Error Difference	95% Confidence ...
			Lower
SelfBlame_MScoreCPIC	Equal variances assumed	.06995	-.09675
	Equal variances not assumed	.06995	-.09678
Threat_MScoreCPIC	Equal variances assumed	.06204	-.33259
	Equal variances not assumed	.06204	-.33260
ConProp_MScoreCPIC	Equal variances assumed	.07962	-.44647
	Equal variances not assumed	.07962	-.44648
SelfAcc_MScorePWB	Equal variances assumed	.14513	-.58012
	Equal variances not assumed	.14513	-.58013
Purpose_MScorePWB	Equal variances assumed	.14313	-.06952
	Equal variances not assumed	.14313	-.06961
PosRel_MScorePWB	Equal variances assumed	.14552	-.60313
	Equal variances not assumed	.14552	-.60313
PerGr_MScorePWB	Equal variances assumed	.13881	-.92763
	Equal variances not assumed	.13881	-.92765
EnvMas_MScorePWB	Equal variances assumed	.12297	-.69633
	Equal variances not assumed	.12297	-.69633
Autonomy_MScorePWB	Equal variances assumed	.14068	-.77578
	Equal variances not assumed	.14068	-.77578
SIAS_MScore	Equal variances assumed	.10320	-.22595
	Equal variances not assumed	.10320	-.22595

Independent Samples Test

		t-test for Equality of ...
		95% Confidence ...
		Upper
SelfBlame_MScoreCPIC	Equal variances assumed	.17971
	Equal variances not assumed	.17974
Threat_MScoreCPIC	Equal variances assumed	-.08741
	Equal variances not assumed	-.08740
ConProp_MScoreCPIC	Equal variances assumed	-.13178
	Equal variances not assumed	-.13177
SelfAcc_MScorePWB	Equal variances assumed	-.00654
	Equal variances not assumed	-.00654
Purpose_MScorePWB	Equal variances assumed	.49618
	Equal variances not assumed	.49628
PosRel_MScorePWB	Equal variances assumed	-.02798
	Equal variances not assumed	-.02798
PerGr_MScorePWB	Equal variances assumed	-.37903
	Equal variances not assumed	-.37902
EnvMas_MScorePWB	Equal variances assumed	-.21034
	Equal variances not assumed	-.21034
Autonomy_MScorePWB	Equal variances assumed	-.21978
	Equal variances not assumed	-.21977
SIAS_MScore	Equal variances assumed	.18195
	Equal variances not assumed	.18195

APPENDIX D

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