

SOCIAL RELATIONSHIP, INTERPERSONAL AND PSYCHOLOGICAL WELL-BEING AMONG UNIVERSITY STUDENTS IN PAKISTAN

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ABSTRACT

The primary objective of this study was to make a comparison in social relationship, interpersonal communication and psychological well-being on the basis of family system i.e. nuclear and joint family system and living status including rural and urban in Pakistan. After the details review of the literature following hypotheses were formulated 1). There would be correlation between social relationship, Interpersonal Communication Skills and the Psychological Well-being among university students. 2). There would be significant difference on social relationship, Interpersonal Communication Skills and the Psychological Well-being among university students living in rural and urban areas of the Faisalabad. 3). There would be significant difference on social relationship, Interpersonal Communication Skills and the Psychological Well-being among university students living in nuclear and joint family system. In order to collect the data social relationship scale, interpersonal communication scale and psychological well-being scale were applied and results were calculated by utilizing the SPSS via Pearson correlation and independent sample t-test. The findings of the study have shown that the 1st and 3rd hypotheses were partially approved $P < .05$ while the 2nd hypothesis was nor approved $P > .05$. The study is highly helpful for the university students, families of the students, teachers the management of educational institutes and the mental health professional to deal with the important issue regarding the social relationship, interpersonal communication and psychological well-being.

Keywords, Social relationship, Interpersonal Communication Skills and the Psychological Well-being, University students.

INTRODUCTION

The ideas of social capital, interpersonal communication abilities, and psychological well-being are highly associated and important when the discussion is going on the issues related to young adults. According to Putnam (2000), social capital is the support and resources that people have access to through their social networks, including social ties that are bonded, bridged, and linked. Because they provide a sense of belonging and provide access to both instrumental and emotional support, high levels

of social capital are linked to improved mental health and resilience (Bourdieu, 1986). Building and sustaining such networks requires interpersonal communication abilities such as assertiveness, empathy, and active listening (McCroskey & Richmond, 1996). These abilities help people successfully negotiate challenging social situations, strengthening bonds and lessening feelings of isolation and loneliness. It has been noted that approximately 20 years ago, social capital gained importance in the

health industry as a means of establishing these supportive environments by enabling networks that enhance the health of people, groups, and communities. According to Kawachi et al. (2008), social capital in this sense refers to the interpersonal processes that establish social networks, norms, and trust. Over the past 20 years, we have made great progress in understanding how social capital can improve health and wellbeing. At the very least, there are still different disciplinary perspectives within the research community, with some individuals choosing Coleman's educational method, Bourdieu's sociological ideology, or Putnam's work within a political framework (Putnam et al., 1993). It is also important to note that the social capitals have significant relationship with the inter-personal communication which is important element of the social relationship.

The interpersonal communication skills are critical for the formation and maintenance of social relationships. These skills include verbal communication, non-verbal communication, emotional intelligence, and conflict resolution abilities (Burleson, 2003). Effective communication skills facilitate the development of trust and reciprocity within social networks, which are essential components of social capital (Putnam, 2000). A multifaceted term, psychological wellbeing includes resilience, life satisfaction, emotional stability, and personal development. According to Ryff (1989), psychological wellness has six essential components: self-acceptance, positive interpersonal relationships, personal growth, autonomy, environmental mastery, and purpose in life. Young people's psychological wellbeing is frequently impacted by social connections, the development of their personal identities, and pressures from their jobs and studies.

The perspective of positive psychology, which emphasizes contentment, meaning, and personal fulfillment, can also be used to psychological wellbeing. Research indicates that the welfare of young adults is significantly impacted by social capital and interpersonal skills. Social capital provides emotional and practical support, which is crucial for psychological well-being. For example, Putnam (2000) argues that individuals with strong social networks experience lower levels of stress and higher levels of life satisfaction. Kawachi and Berkman (2001)

further highlight that social capital serves as a buffer against life stressors, reducing the impact of negative events on mental health.

It has been noted that the young adults' psychological well-being (PWB) includes autonomy, self-acceptance, purpose, and emotional stability (Ryff, 1989). Higher levels of wellbeing are linked to elements like interpersonal skills and social support. Studying strategies to improve PWB is crucial because this transitional phase frequently presents mental health hazards because of demands on relationships, careers, and schooling (Arnett, 2000). Strong interpersonal communication abilities have been linked to improved access to and mobilization of support within networks, according to research. Young adults with strong communication skills, for example, are better able to ask for assistance and guidance, which promotes mental health and lowers stress (Huang et al., 2014). Effective communication develops social capital by promoting trust and understanding between parties.

The four higher-order personal resources constructs of PsyCap hope, self-efficacy, resilience, and optimism can support the mental well-being of workers (Luthans, Youssef et al., 2007). PsyCap as a whole and each of its sub-constructs have the ability to affect organizational, team, and individual results. Additionally, PsyCap can affect the WWB at work when used in conjunction with workplace SC. SC is defined as the social connections among individuals by Putnam (2000). According to Anwaryah and Salendu (2012), WWB is a feeling of success that comes from one's job and can be advantageous to both the individual and the company.

By fostering a sense of community, boosting social support, and lowering stress, social capital promotes psychological well-being. Research indicates that lower rates of anxiety and depression are linked to higher levels of social capital (Kawachi & Berkman, 2001). High levels of social capital provide emotional support, practical assistance, and a sense of belonging, which are crucial for psychological well-being (Putnam, 2000). Active participation in community activities and networks can enhance feelings of purpose and self-worth (Coleman, 1988). Social capital can serve as a buffer against life stressors, reducing the impact of negative

events on mental health (Kawachi & Berkman, 2001). Effective interpersonal communication skills are essential for building and maintaining social capital. Burleson (2003) suggests that individuals with strong communication skills are better equipped to form meaningful relationships, thereby enhancing their social capital. Additionally, Canary and Lakey (2013) note that good communication skills help resolve conflicts within social networks, thus maintaining and strengthening social capital.

Effective communication skills are essential for forming and maintaining relationships, which in turn build social capital (Burleson, 2003). Good communication can help resolve conflicts within social networks, thereby maintaining and strengthening social capital (Canary & Lakey, 2013). Clear and empathetic communication fosters trust and reciprocity within social networks, enhancing social capital (Putnam, 2000).

Emotional Expression: Being able to express emotions effectively and understand others' emotions can lead to better mental health (Goleman, 1995). **Social Support:** Strong communication skills facilitate seeking and providing social support, which is crucial for psychological well-being (House, 1981). **Reduced Loneliness:** Good interpersonal communication can reduce feelings of loneliness and social isolation, contributing to better psychological well-being (Hawkey & Cacioppo, 2010).

In Pakistan, social capital plays a crucial role in determining both individual and group well-being. Because of the nation's collectivist social structure, young adults' chances and mental health outcomes are greatly influenced by their interactions with friends, family, and community members (Bano, 2018). Strong social networks improve employment, offer emotional and financial support, and improve health outcomes, according to research done in Pakistan (Naeem & Bhatti, 2020).

Significance of the Study

The relationship between social capital, interpersonal communication skills, and psychological well-being is a well-researched area in social sciences, with significant implications for the mental health of young adults. This literature review examines the interconnections among these constructs and explores how they

collectively influence psychological well-being. It is essential to comprehend the connection between psychological well-being, interpersonal communication abilities, and social capital in order to create strategies that effectively support young adults' mental health.

The literature highlights the importance of social networks and communication skills in fostering psychological well-being and suggests practical approaches for enhancing these elements. Future research should continue to explore these interconnections and develop interventions that leverage social capital and communication skills to support mental health of young adults.

Research Objectives

The goal of this study is to investigate the underlying dimensions of the three scales, and to explore relationship among social capital, psychological well-being, and interpersonal communication skills.

- The primary objective of the study was to investigate the relationship between social capital, interpersonal communication skills and psychological wellbeing among university students
- The 2nd objective of the current study was to investigate the prediction level of social capital on interpersonal communication skills and psychological wellbeing among university students.

Hypotheses

Research hypotheses have been developed in line with the research objectives as under. Each hypothesis will be tested across the major demographic attributes including gender, location, SES etc.

- There would be correlation between Social relationship, Interpersonal Communication Skills and the Psychological Well-being among university students.
- There would be significant difference on Social relationship, Interpersonal Communication Skills and the Psychological Well-being among university students living in rural and urban areas of the Faisalabad
- There would be significant difference on Social relationship, Interpersonal Communication Skills and the Psychological

Well-being among university students living in nuclear and joint family system.

METHODOLOGY

The methodology chapter, it has been provided a detailed description how to conduct the study as whole. how to collect the, selection, collection, and analysis, along with information on the study's location, participants, ethical considerations, statistical procedures, and a summary of the measures used. Key terms were defined, and all necessary topics were addressed before exploring the specific approaches taken at each stage of the investigation. Additionally, G*Power software was used to calculate the sample size, ensuring that the results would be both reliable and generalizable.

Research Design

This study uses a correlational design to examine the relationships between social capital, interpersonal communication skills, and psychological well-being among young adults. Correlation research investigates connections between variables without manipulating them, allowing for the assessment of strength and direction of relationships (Creswell & Creswell, 2018).

Sampling Techniques

The data of the current study were collected via using a convenience sampling method while the convenient sampling has been defines as ~~~~~.

Participants of Study

A total of 300 participants approximately 150 males and 150 female were selected from the different government and private universities located in the city of Faisalabad. Only those participants were selected for this study that was fulfill the criteria of the study. Their cooperation will be acknowledged with a letter of appreciation.

Inclusion Criteria

All young adult students who were able to respond were included in the study.

Participants were students enrolled at Riphah University, Faisalabad Campus.

Both married and unmarried students were part of the sample.

The sample included participants from both nuclear and joint family systems.

Students from both urban and rural areas were represented.

3.5 Exclusion Criteria

Participants were excluded if they were unable to understand the questionnaire, forms, or provide informed consent.

Individuals who appeared to be intoxicated at the time of data collection were also excluded.

To prevent potential negative impacts on the study, participants with physical or mental impairments were either not included or did not participate.

Rapport and Trust of Participants

To conduct successful research, establishing trust and rapport with participants was essential. Before data collection, the researcher introduced the study's purpose and objectives, ensuring participants felt comfortable in the evaluation setting. Participants were assured of the confidentiality of their psychological test results. Throughout the process, the researcher addressed all concerns positively and clearly. Participants were also informed they could request any additional information if needed.

Ethical Consideration

All necessary safety measures were taken before and during the study. The research topic was first approved by the Psychology Department's Research Board, followed by the Board of Study (BOS) and the Board of Advanced Study and Research (BASR). The study was conducted with full respect for the participants' dignity, rights, and welfare. Participants were informed about the study's purpose, confidentiality policies, and that no compensation would be provided. This process ensured ethical standards were thoroughly upheld.

Instruments

These instruments were used to assess social capital, interpersonal communication skills, and psychological well-being.

Demographic Sheet

To collect personal information, the examiner developed a demographic information form that included fields for Name, Email, Age, Gender,

Marital Status, Location, Family Type, and Education Program.

Social Capital Questionnaires

Social capital, as defined by Wang et al. (2014), refers to the resources within social networks that individuals use to achieve goals. The Social Capital Scale, consisting of 16 items, includes two subscales: bonding (items 1–8) and bridging (items 9–16). Participants rate their responses on a scale from 1 (a few) to 5 (a lot). The Social Capital Questionnaire evaluates relational, structural, and cognitive components, measuring aspects like trust, norms, and mutual obligations. This tool provides valuable insights into how social capital impacts community engagement, socioeconomic development, and overall well-being.

Interpersonal Communication Skills Scale

The Interpersonal Communication Skills Questionnaire, created by Bienvenu (1971), assesses individuals' ability to communicate effectively in social and private settings. This 40-item scale offers three response options: Yes (Usually), No (Seldom), and Sometimes. The questionnaire includes five components and focuses on interactions with non-family members. It encourages self-awareness and the development of communication skills, fostering healthier relationships. This tool is particularly valuable in educational, counseling, and organizational contexts, where effective communication is essential for personal and professional growth.

Psychological Wellbeing (Ryff, 2010)

The scale measures psychological well-being through 18 items, each with seven response options ranging from "strongly agree" to "strongly disagree." It evaluates six dimensions of psychological wellness: Autonomy (items 15, 17, 18), Environmental Mastery (items 4, 8, 9), Personal Growth (items 11, 12, 14), Positive Relationships with Others (items 6, 13, 16), Life Purpose (items 3, 7, 10), and Self-Acceptance (items 1, 2, 5). Certain items require reverse scoring (Q1, Q2, Q3, Q8, Q9, Q11, Q12, Q13, Q17, and Q18). Participants rate their agreement with each statement using a seven-point scale, where higher scores reflect greater psychological well-being in each dimension.

Research Setting

In addition to collecting data in a controlled and unbiased manner, key techniques were employed to ensure accuracy. The measures were assessed based on expert evaluation, and significant efforts were made to prevent any disruptions. The administration procedure was consistently followed in all cases, maintaining uniformity throughout the process. The management medium remained consistent, and all guidelines and protocols were strictly adhered to, as outlined in the procedural instructions.

Research Site

The current study was conducted at Riphah International University, Faisalabad Campus, involving young adults who are pursuing their education. The sample included both married and unmarried individuals, as well as male and female participants.

Procedure

Data collection is a critical phase in research, involving systematic methods to gather information aligned with study objectives. Researchers choose appropriate techniques, such as surveys, interviews, observations, or experiments, depending on whether qualitative, quantitative, or mixed data is needed. Tools are developed and tested for reliability through pilot studies, with necessary adjustments made. Ethical considerations, including informed consent and confidentiality, are maintained throughout. After collection, data is organized for analysis to derive meaningful insights.

Process of Scoring

The scoring process was completed using the instructions provided in the questionnaire manual after data collection was finalized.

3.8 Analytical Statistics

After scoring each metric according to the manual's guidelines, the data were entered into a Microsoft Excel sheet. The results were then analyzed using the Statistical Package for the Social Sciences (SPSS, Version 27). Both descriptive and inferential statistics were applied to the entire sample. To analyze the data and test the hypotheses, techniques such as t-test analysis,

linear regression, and Pearson correlation for random samples were employed.

Data Analysis

Data management and analysis in this study will follow established standards outlined in the literature. The collected data will be stored electronically in SPSS data files. After verifying the assumptions, statistical analysis and modeling will be conducted using SPSS and AMOS. Descriptive analysis will be included as a key component of the study, while inferential analysis will assess the statistical significance of effects, differences, and relationships.

Operational definitions

Social Capital

The networks, collection, and reciprocity and trust standard that allow people and groups to collaborate successfully are referred to as social capital. It includes the tools made available by social ties that might promote collaboration and group efforts (Putnam, 2000).

Interpersonal Communication Skills

People with interpersonal communication skills are able to communicate both verbally and non-verbally with others, effectively exchanging ideas,

information and feelings. These abilities include clarity, empathy, active listening and the capacity to modify communication methods according to various social situations (De-Vito, 2019).

Psychological Wellbeing

A person's subjective perception of good mental health, which includes things like life satisfaction, emotional equilibrium, self acceptance, independence and life purpose, is referred to as psychological wellbeing. It displays a person's capacity for constructive behavior and efficient stress management (Ryff, 1989).

RESULTS AND DISCUSSION

In order to conduct this study, a variety of questionnaires were used to collect data from participants and the data were collected from the several government and private university located in the city of Faisalabad, to assess their psychological well-being, interpersonal communication skills, and social capital. Descriptive and inferential statistics were computed using SPSS 26 to analyze the data. The following tables provide detailed information on data-related concepts, including frequency, descriptive statistics, reliability analysis, correlation, t-tests.

Table no. 1

Demographic Information of the Participants (N=300).

Variables	N	%	Cumulative
Gender			
Female	251	83.7	100.0
Male	49	16.3	16.3
Marital Status			
Married	38		12.7
Unmarried	262	12.7 87.3	100.0
Location			
Urban	208	69.3	69.3
Rural	92	30.7	100.0
Family Type			
Nuclear	196	65.3	65.3
Combine	104	34.7	100.0
Program			
BS	175	58.3	58.3
Mphil	125	41.7	100.0

Table 1 Shows that the frequency and percentage of participants according to program, location, family type, gender, and marital status.

49 men (16.3%) and 251 women (83.7%) make up the gender gap. There are 262 unmarried people (87.3%) and 38 married people (12.7%).

The locations are 92 Rural (30.7%) and 208 Urban (69.3%). 196 Nuclear (65.3%) and 104 Combine (37.7%) are the family types. 125

MPhil (41.7%) and 175 BS (58.3%) make up the program.

Table no.2

Significant correlations between social relationship, interpersonal communication and psychological well-being among university students (N=300)

Variables	M	SD	1	2	3
Social relationship	39.88	10.35	-	-.098	-.091
IPCS	84.00	7.34	-	-	.239***
Psy-Wellbeing	48.47	11.76	-	-	-

**p <.05

The table no 1 shows that there is no significant relationship existed between social relationship, interpersonal communication and psychological well-being with mean 39.88, SD 10.35 and p value -.098 and -.091. Furthermore, it also be

noted in the table that there is significant relationship existed between interpersonal communication and psychological well-being with the mean 84.00, sd 7.34 and with the p value .239***.

Table No. 3

On the basis of living areas of the Pakistan, including the rural and the urban areas differences a comparison on the variables of social relationship, interpersonal communication skills and psychological wellbeing. (N=300)

Variable	Rural (n = 92)		Urban (n = 208)		95%CI				Cohen's d
	M	SD	M	SD	t	P	LL	UL	
Social relationship	39.29	10.86	41.23	10.98	-1.61	.10	-4.30	0.43	-0.17
IPCS	83.99	7.27	84.07	7.50	-0.22	.82	-1.85	1.88	-0.01
Psy-Wellbeing	88.44	11.5	88.53	12.43	-0.05	.95	-3.67	3.49	-0.00

In the above given table is no significant difference existed between the population of urban and rural on the variable of social relationship with M is 39.29, SD is 10.86 among rural and M 41.23, SD is 10.98 among urban population. The t value is -1.61 while p = .10. There are also no significant differences existed

on the variable interpersonal communication skills between the both urban and rural population with mean 83.99 and SD 7.27 in rural and mean 84.07 and 7.50 SD in urban population. In the 3rd variable of psychological well-being there also no significant difference existed between the urban and rural population.

Table 4

On the basis of family system nuclear and joint family set up, differences a comparison on the variables of social relationship, interpersonal communication and psychological well-being (N=300)

Variable	Nuclear (n = 196)		Joint (n = 104)		95%CI				Cohen's d
	M	SD	M	SD	T	P	LL	UL	
Social relationship	40.27	11.08	39.15	8.81	.95	.34	-1.19	3.42	0.11
IPCS	83.42	7.15	85.08	7.58	-1.83	.05	-3.43	.12	0.22
Psy-Wellbeing	89.03	11.8	87.39	11.62	.98	.32	-1.65	4.93	0.14

In the table at 4, the findings of the study have shown that there no significant differences existed on the basis of family system including joint and nuclear family shows in the variables including social relationship, interpersonal communication and psychological well-being and the P value is P>.05 on all the above given variable.

DISCUSSION

In the current chapter i.e., Discussion of this study, the findings and the causing factors be discussed in detail. The analysis of the results explained and the main factors which are the main etiologies are behind these significant

findings. These findings are integrated with preceding researches. The discussion will climax those factors and elements which are playing their role as underlying factors and due to that the students of the university including male and female students who are studying in the different governed and private universities, are at high risk of development of several of psychological and emotional problem as well as in the development of these problems what is the contribution of the social relationship, interpersonal communication, and psychological well-being among the university students. In this chapter there will also be discussed that what type of internet use cause pathology and the pathological social relationship and interpersonal communication and psychological well-being among the university students. It has been noted that the poor social relation may lead to problems like poor interpersonal relationship and lower psychological well-being in the university students.

Many of the scientific studies broadly expressed several of imperious elements which are predominant and significant contribution in the poor social relationship are highly associated with the psychological problems including lower level of psychological well-being and poor interpersonal communication among the university students. The discussion on these important factors will help us to ornamental our sympathetic situation on the results of the causing the poor social relationship, poor interpersonal communication and psychological well-being.

The 1st hypothesis of the current study "There would be correlation between Social relationship, Interpersonal Communication Skills and the Psychological Well-being among university students, has been partially approved $P > .05$ which shown that there is significant relationship existed between interpersonal communication $< .05$ while no significant relationship prevails in social relationship and interpersonal communication ($P > .05$). The findings of the present study are incorporated with the previous studies (Belaunzaran, 2019; Turluc & Candel, 2012). There can be many of the reason behind these phenomena of the results and the foremost reason can be the same environment and the social circle of the population. It has been noted

that the people living in the same environment and the social circle have the same circumstances, may have the same psychological problems.

It has been noted that in the young adults, social relationship, interpersonal communication skills, and psychological well-being are closely interconnected. The concept of *social relationship* referring to the networks, norms, and trust that facilitate cooperation and mutual benefit within a society was popularized by Bourdieu (1986) and Coleman (1988). Among young adults, social relationship often manifests through peer groups, friendships, and online communities. Research indicates that strong social networks can offer emotional support and a sense of belonging, which are associated with better psychological well-being (Putnam, 2000).

The 2nd hypothesis of the present "There would be significant difference on Social relationship, Interpersonal Communication Skills and the Psychological Well-being among university students living in rural and urban areas of the Faisalabad, was not approved $> .05$ which indicated that there is no significant differences existed on the basis of rural and urban living status in the Pakistan. It is very important to note that the literature of the studies was strongly indicated that in the variables of social relation relationship, interpersonal communication and psychological well-being is strongly differences but in the current study findings are not incorporated which need to be studies in the future researches and need to be probed this phenomena in the future for new findings.

The 3rd hypothesis of the present study was also partially approved $P < .05$ which indicated that the on Social relationship, Interpersonal Communication Skills and the Psychological Well-being among university students living in nuclear and joint family system in Faisalabad Pakistan. These findings are very important in this study and incorporated with the previous studies (Muzaffar, 2016; Afzaal et al., 2023; Muzaffar, et. al. 2020; Muzaffar, & Javaid, 2018 & Bismar et al., 2021). There are many of the reasons existed behind the phenomena of these results and from them some of the important factors are being discussed below.

Family structure and family processes is a state in which the individual is able to develop their

potential, productivity, build strong relationships with others, and contribute to their family, community, and nation. The student period of youngsters is exciting and stressful, as individuals try on a variety of different roles and have several milestones marking the transition from child to young adulthood. In addition, this period of life is generally considered a time of good social, psychological, physical health and wellbeing, and may play the role as backbone in developing a young individual's personality and life goals. At the same time a multidimensional range of factors from family structure and processes are affecting the overall wellbeing and life of an individual. To ensure positive wellbeing it is important to note the extent to which these factors have their effect on the wellbeing of students.

Furthermore, it has been noted that are social relationship, Interpersonal Communication Skills and the Psychological Well-being among university students are directly associated with the living in nuclear and joint family system of the participants. Additionally, the increasing dependence of young adults on digital communication platforms has sparked debates about the impact of technology on interpersonal skills and mental health. While some studies suggest that online interactions can complement and even enhance face-to-face communication, others highlight potential risks such as reduced empathy and increased social comparison and psychological well-being as well (Twenge et al., 2018).

Psychological well-being encompasses dimensions such as autonomy, personal growth, life purpose, and the quality of interpersonal relationships (Ryff, 1989). Young adults with strong interpersonal communication skills and robust social networks are more likely to report higher levels of psychological well-being. Supportive relationships with family and close friends have been shown to buffer the effects of stress and foster resilience (Cohen & Wills, 1985). Conversely, social disconnection or perceived deficiencies in communication abilities can contribute to negative emotional states and decreased life satisfaction. Interventions aimed at enhancing interpersonal communication such as counseling and skills training programs have demonstrated

effectiveness in strengthening social capital and improving psychological well-being among young adults (Segrin, 2001). In addition, socio-cultural factors such as community norms, socioeconomic status, and access to resources play a significant role in shaping the connections between social capital, communication skills, and well-being. Young adults from disadvantaged backgrounds may face challenges in building social capital due to limited access to supportive networks or opportunities for skill development (Lin, 2001).

Recommendations

Recommendations in terms of Implications and Limitations are being listed in the following subsections. Keeping in view the presence of a reasonable proportion of young population in the country it is important to consider that the present study can be extended in future in different contexts and scenarios.

In the current study, the selected population only belongs to the city and the surrounding of the Faisalabad so results of the present study cannot be generalized to the whole province or even whole division of the Faisalabad so it is strongly recommended that for the future studies population must be taken from the other cities and areas of the Pakistan as well.

it is also recommend that the social communication is not only the problems of the university but it's a problems of the whole society and people who are living in the society so in the future studies sample may be collected from the other participants like teacher, and other common people in the society. Furthermore the sample of the study may also be increase to generalize the results.

Implications

The present study will highlight the importance of Social relationship and Interpersonal Communication to improve the Psychological Well-being of the young adults and this study will be helpful for the students, teacher and mental health professional to improve their social relationship, interpersonal communication and psychological well-being in the young populations.

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