



Social Capital, Interpersonal Communication Skills and Psychological Wellbeing among Young Adults

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This study explores the interplay between social capital, interpersonal communication skills, and psychological well-being among young adults. The research examines how social capital and communication skills contribute to well-being, emphasizing their role in fostering resilience, coping mechanisms, and a sense of belonging. The study collects data from young adults through surveys to identify patterns and correlations. The data were collected by using a convenience sampling techniques from Riphah International University, Faisalabad campus. The number of participants included in this study was 300, Males=49, Females=251. The following scales were used to assess the findings. Demographic sheets, social capital scale, interpersonal communication skills scale and psychological wellbeing scale among young adults. Pearson Correlation, regression, Independent sample T-test were used to analyze the data that was collected from the students. Findings reveal that higher levels of social capital and effective communication skills strongly predict better psychological well-being.



Introduction

The ideas of social capital, interpersonal communication abilities, and psychological well-being are intricately linked and especially important when discussing 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). Social capital is a

multifaceted concept that encompasses the resources available to individuals through their social networks (Nawaz, et al., 2023; Putnam, 2000).

The networks, connections, and social standards that permit group action within a society are referred to as social capital. The idea was made famous by Pierre Bourdieu and James Coleman, who framed social capital as a resource that is a part of social networks and that people can use for their own and society's advantage (Bourdieu, 1986; Coleman, 1988). According to research, social capital can affect mental health, employment opportunities, and academic achievement (Ellison et al., 2007). Psychological resilience, which is essential during the transition to maturity, is also influenced by social capital (Prakasha, et al., 2024).

Effective communicators are more likely to build connections based on cooperation, empathy, and trust (Baker & Watson, 2015). 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.

Social capital refers to the resources that individuals can access through their social networks and often includes reciprocity, trust, shared values, and relational support (Putnam, 2000; Coleman, 1988). It highlights the advantages of social networks as a whole, where trust and constructive social interactions support both individual achievement and communal cohesion. Since young adults frequently depend on peer networks, family, friends, and educational or professional settings for support throughout this life transition, social capital is especially important to them (Ellison et al., 2007).

Verbal and nonverbal communication skills that facilitate efficient interaction, relationship building, and the expression of thoughts and feelings are referred to as interpersonal communication skills. According to Knapp and Daly (2011), these abilities are fundamental for developing constructive social relationships, improving empathy, and reducing conflict. Building strong interpersonal communication skills is crucial for young adults to build lasting connections and land jobs and education, both of which are critical to their development (Spitzberg & Cupach, 2002).

By encouraging trust, empathy, and understanding, effective communication skills help people build and maintain solid relationships. Research shows that those with strong interpersonal communication abilities are more socially connected and have happier relationships (Burlinson & Kunkel, 2002). Strong interpersonal networks and communication abilities are associated with improved psychological well-being, according to empirical research. For example, studies demonstrate that social support networks boost resilience and act as a buffer against the effects of stress (Thoits, 2011).

Research indicates that the welfare of young adults is significantly impacted by social capital and interpersonal skills. Research shows that good communication skills and supportive social networks can promote positive wellbeing and act as a buffer against mental health issues, helping young adults deal with life's obstacles and uncertainties (Keyes, 1998; Diener & Seligman, 2002).

Psychological well-being encompasses aspects such as emotional stability, life satisfaction, a sense of purpose, and the ability to manage stress. It includes both positive affect (happiness, contentment) and the absence of negative affect (anxiety, depression) (Ryff & Singer, 2008).

Social capital, interpersonal communication, and psychological well-being are deeply interconnected constructs within the field of social sciences. Understanding their relationship is essential for comprehending how individuals and communities function, thrive, and support mental health. This introduction outlines the foundational concepts and existing research on these topics, providing a framework for further exploration (Nawaz, et al., 2024).

The ability to express emotions effectively and understand others' emotions is closely linked to psychological well-being. Goleman (1995) emphasizes the role of emotional intelligence in managing emotions and fostering social relationships, which in turn contribute to better mental health. House (1981) and Hawkey and Cacioppo (2010) also underscore the importance of communication skills in seeking and providing social support, which is crucial for psychological well-being.

The relationship between social capital, interpersonal communication skills, and psychological well-being among young adults is interactive and mutually reinforcing. Social capital can improve psychological well-being by creating networks that facilitate emotional and instrumental support, while interpersonal communication skills enable individuals to effectively leverage this support (Nawaz, et al., 2024; Song et al., 2010). However, this relationship can be complex. Young adults who lack interpersonal communication skills may struggle to build or maintain social networks, which can hinder their access to social capital and reduce their psychological well-being (Ahmad, et al., 2016). Additionally, the increased use of digital communication among young adults presents new challenges to traditional social capital and interpersonal communication dynamics. While digital platforms can expand social networks, they may also limit face-to-face interactions, which are crucial for developing deep social bonds and interpersonal communication skills (Hampton et al., 2011). This shift raises questions about the quality versus quantity of social interactions and their impact on mental health.

The primary goal of our study is to explore the inter-relationship among the interpersonal communication skills, social capital, and psychological well-being as exists in the young adults (Imran & Akhtar, 2023). Young adults confront particular difficulties that impact their psychological wellbeing in today's fast-paced, technologically-dominated culture. These difficulties include social media pressures, demands on their time and careers, and the difficulty of establishing and sustaining meaningful connections (Imran, et al., 2023).

Research on the precise interactions of these variables in the setting of young adults, who are traversing pivotal phases of their social and personal development, is, nevertheless, scarce. In order to determine how social capital, interpersonal communication abilities, and psychological wellbeing affect or improve young adults' mental health, this study will look into the connections between these factors. In order to promote improved mental health outcomes and social connectivity in this population, it also looks for possible therapies that can improve these abilities.

Research Objectives

- To find out the association between social capital interpersonal communication skills and psychological wellbeing among young adults.
- To predict the relationship between social capital, interpersonal communication skills and psychological wellbeing.
- To find out the variation on the bases of gender differences between social capital, interpersonal communication skills and psychological wellbeing among young adults.

Research Hypothesis

- Interpersonal Communication Skills and the Psychological Well-being are significantly and positively correlated with each other.
- Interpersonal Communication Skills and Personal Social Capital are significantly and positively correlated with each other.
- There is significant and positive relationship among Interpersonal Communication Skills, Personal Social Capital and the Psychological Well-being simultaneously.

Literature Review

Khosravi et al. (2018) used a quasi-experimental nonequivalent groups design to investigate whether a social capital-building intervention may enhance the mental health and social capital of international students at University Sains Malaysia. The results of the study showed that the intervention was successful in enhancing international students' mental health and social capital. Fafchamps (2006) explored the relationships between social capital and economic development in the light of the role of interpersonal relationships in the social exchange either through the market or through the public goods. He has listed lessons for the development policy as well (Rehan, et al., 2024).

Pirlo and Nikkhoo (2016) compared psychological capital, social capital, mental health and health literacy among the mothers of children with mental disabilities and mothers of normal children. The study population is consisted of all the mothers of children with intellectual disabilities and mothers of normal children in Urmia in 2015 that among them, 200 mothers are selected with random sampling, by using Morgan table (Nawaz, et al., 2016). The research method is causal comparative. Research tools are Luthans Psychological Capital Questionnaire (2007), and Delaviz Social capital questionnaire (2005). There was found a significant difference among the components of psychological capital and social capital components and mental health, in both of the groups of mothers of the disabled and normal children in Urmia. In comparison with health literacy, there is no difference between mothers of the disabled and normal children. Brehm and Rahn (1997) explored social capital as a property of communities, such that those communities with healthier stocks of social capital are better able to avoid coercive solutions to collective goods problems than those with weak stocks of social capital (Ismat, et al., 2016).

With the help of a cross-sectional study Sagone et al. (2023) explored the features of relationship among attachment style, well-being, and relationship status in a sample of Italian adults. Psychological well-being Scale and Attachment Style Questionnaire were used to take measurements. It was observed that individuals with stable close relationship had higher psychological well-being than singles. Unlike stable close relationship, attachment style of singles was found attributed to discomfort with closeness, relationships as secondary, and avoidance. For Thailand adolescents, Lucktong et al. (2018) studied how psychological well-being was affected by parental, peer as well as school attachment mediated by self-esteem. The mediation was effective for all domains of psychological well-being excluding pro-social behavior. Positive association was reported to be observed between life-satisfaction and parental as well as school attachment. Negative association was observed between parental attachment and total psychological difficulties, externalizing as well as internalizing problems.

Walsh and Zadurian (2022) explored that for adolescent quality of parent-child relationship depends not only upon parent attachment style but also on the temperament of the child. If only the

parent attachment style is considered, Anxiety related to attachment predicts the quality of parent-child relationship while avoidance has no significant effect upon the quality of the parent-child relationship. If only the child attachment style is considered, negative effect and affiliation predicts the relationship quality of parent and child. When both the attachments are considered, child temperament predicts the quality of parent-child relationship. No moderation effects were detected.

According to social identity theory, group attachments provide people a sense of belonging and self-worth. Because social capital depends on the reciprocity and trust created by these social ties, this is significant. People are more likely to cooperate and build trust when they feel like they belong to a group, which both increase social capital (Tajfel & Turner, 1986). According to research, those who feel they belong in a group are more likely to be psychologically well-off and have lower stress levels (Haslam, Jetten, Postmes, & Haslam, 2009).

George Homans first proposed social exchange theory, which was further developed by John Thibaut and Harold Kelley. It looks at how social relationships are predicated on the sharing of resources, whether they are material (like money or services) or immaterial (like support or trust). According to this idea, people participate in social networks and connections in order to minimize expenses and maximize gains. According to this theory, social capital is the advantage that both parties derive from preserving wholesome, reciprocal social ties (Homans, 1958; Thibaut & Kelley, 1959). According to social exchange theory, people create and preserve networks of relationships as long as the benefits outweigh the drawbacks in terms of social capital (Phulpoto, Oad, & Imran, 2024).

John Bowlby and Mary Ainsworth established attachment theory, which focuses on how early relationships with caregivers influence a person's emotional and social growth. Attachment theory has implications for understanding social capital, especially with regard to how attachment styles affect people's ability to establish and maintain supportive social networks as adults, even though it has historically been applied to parent-child relationships (Bowlby, 1969).

According to the Social Penetration Theory (Altman & Taylor, 1973), self-disclosure leads to an evolution in interpersonal communication over time. According to this view, as people disclose their innermost feelings, thoughts, and experiences, relationships move from being surface-level to being intimate (Silva, 2024). Psychological well-being is a broad construct that includes emotional stability, life satisfaction, a sense of purpose, and the ability to manage stress (Ryff & Singer, 2008). Numerous studies have demonstrated the critical role of social support and interpersonal relationships in fostering psychological well-being (House, 1981; Hawkey & Cacioppo, 2010).

Ryff's (1989) model of psychological well-being consists of six elements: self-acceptance, personal growth, autonomy, healthy relationships, environmental mastery, and life purpose. By focusing on elements that contribute to a meaningful existence rather than only pleasure, this model exemplifies eudemonic viewpoint (Ryff & Keyes, 1995).

Research Methodology

Research Design

Correlational design used in this research because we see the relationship of social capital, interpersonal communication skills and psychological well-being among young adults.

Sampling Techniques

Convenience sampling method was used to collect the data. So that the data could be collected from student's female and male in the university. The sample size of population was 300 students.

Participants of Study

Sample of total 300 participants due to the nature of the current study a convenient sample of adults will be taken who are senior students of the leading institutions of Faisalabad and perusing for their BS and MS degrees. These individuals will be requested to fill the questionnaire under the guidance of the researcher. The cooperation of the participants will be acknowledged by presentation of a letter of appreciation to each participant.

Inclusion Criteria

- i. All the young adult students who were able to response were the part of the current study.
- ii. Included students who were educating in Riphah university Faisalabad campus
- iii. The study included both married and unmarried participants.
- iv. Participant family type both nuclear and combine were represented in the sample
- v. Participant Location both urban and rural was included.

Exclusion Criteria

- i. Participants were ignorant if they were unable to understand the data paper and forms and give their informed information.
- ii. Participants who were thought to be intoxicated at the time the data were gathered were also not included the study.
- iii. To safeguard the study from any potential negative effects that the participants' physical and mental impairments might have, those people were either excluded from the study or did not participate in it.

Rapport and Trust of Participants

In order for researchers to conduct successful research, it is important to remember that trust and a good rapport between the researcher and the participants are essential components. Therefore, before beginning data collection, it was also necessary to establish a good rapport with those participating. The researcher introduced the participants in the evaluation settings and also explained the purpose of the current study and its objectives to the participants. Additionally, the researcher assured the participants that the psychological tests would be kept private, and throughout the course of conducting the psychological tests, the researcher positively clarified and simplified all participant concerns and questions. The members were informed that they would receive any information they might require.

Ethical Consideration

Every safety measure was taken before the study was prepared and during its execution. Before the study's topic was approved by the Board of the Study (BOS) and the Board of Advance Study and Research (BASR), it was first approved by the psychology department's research board. The purpose and confidentiality policies of the study were explained to the participants.

Instruments

These instruments are used here social capital, interpersonal communication skills and psychological wellbeing.

Demographic sheet

In order to collect personal information, the person performing the examination produced a demographic information form that includes the following: Name, Email, Age, Gender, Marital Status, Location, Family type, and Education program.

Social Capital Questionnaires

According to Wang et al. (2014), social capital is the accumulation of resources inside social networks that people can use to accomplish a variety of goals. There are 16 items of social capital scale and this scale is in English version. There are two subscales bonding and bridging in this scale. 1 to 8 items are bonding subscales and 9 to 16 items are bridging subscale of social capital. The response scale for question assessing participants' rating of their response size was: 1 (*a few*), 2 (*less than average*), 3 (*average*), 4 (*more than average*) and 5 (*a lot*). The Social Capital Questionnaire was created by Wang and associates to evaluate the various facets of social capital, such as its relational, structural, and cognitive components. To measure the quality and extent of people's social networks, trust, shared norms, and mutual obligations all of which are essential for promoting cooperation, knowledge exchange, and general well-being the questionnaire is used.

Interpersonal Communication Skills Scale

Bienvenu (1971) created the Interpersonal Communication Skills Questionnaire to evaluate people's capacity for meaningful and successful communication in a range of social and private settings. This scale is in English version. There are 40 items of interpersonal communication scale and these responses are three. These three responses are (1) *Usually = Yes*, (2) *Seldom = No*, and (3) *Sometime*. When the question may be answered as occurring frequently or typically, the yes column should be utilized. When the question may be answered with the words "rarely" or "never," the no column should be utilized. When you are equally unable to answer "yes" or "no," you should mark the "sometimes" section. There are five components of interpersonal communication inventory.

Psychological Wellbeing (Ryff, 2010)

The scale, which measures psychological wellness levels. This scale has 18 total items and the scale has seven responses. One indicates (*strongly agree*), two (*somewhat agree*), three (*a little agree*), four (*disagree*), five (*a little disagree*) and seven (*strongly disagree*). The six dimensions of psychological wellness that the scale is intended to measures. The participants use a seven-point rating system to indicate how much they agree or disagree with each statement. In general, higher scores signify greater psychological wellbeing in the corresponding dimensions.

Research Setting

In Riphah International University of Faisalabad Campus the current study was conducted with the young adults those who are getting their education. This was conducted on both married and unmarried, male and female.

Procedure

Choosing the right techniques, such as surveys, interviews, observations, or experiments, and determining whether qualitative, quantitative, or mixed data is required are the first steps in the process. While focus groups and interviews offer more in-depth qualitative insights, surveys frequently employ structured questionnaires to collect vast amounts of quantitative data. Following technique selection, researchers create tools, test their dependability in pilots, and make any necessary adjustments. Throughout, ethical factors including getting informed consent and maintaining confidentiality are crucial. After being gathered, data is methodically arranged and ready for analysis to produce insightful findings that are consistent with

Process of Scoring

Psychological measurement instructions for scoring was used to finish the scoring after the data had been collected by questionnaire manual.

Data Analysis

The collected data will be stored electronically by using SPSS data files. After the check regarding fulfillment of the assumptions, the Statistical analysis and modeling of the data will be conducted employing two popular software tools SPSS and AMOS. Both descriptive and inferential statistics were applied to the full sample. Techniques including t-test analysis, linear regression, and random sample Pearson correlation were employed to compute the data and test the hypotheses.

Results

A range of questionnaires were utilized to gather information from young adults in order to evaluate their psychological wellness, interpersonal communication skills, and social capital. Descriptive inferential statistics were computed and SPSS 26 was utilized to evaluate the data. The following tables offer thorough additional information to clarify data-related concepts: frequency, descriptive statistics, reliability analysis, correlation, regression, and T-test.

Table 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	12.7
Unmarried	262	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: Displays 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 2: Descriptive Statistic between Social Capital Interpersonal Communication Skills and Psychological Wellbeing among Young Adults (N=300)

Variables	M	S.D	Skewness	Kurtosis
Social Capital	2.49	.64	.20	-.13
Interpersonal Communication Skills	2.09	.18	.00	-.28
Psychological Wellbeing	3.59	.68	.10	-.33

Table 2: is show that the statistical characteristic of Social Capital , Interpersonal communication Skills and Psychological Wellbeing among young adults. The Mean of Social Capital is 2.4927 and S.D is .64691 The Means of Interpersonal communication skills is 2.0999 and S.D is .18341. The Means of Psychological Wellbeing is 3.5969 and S.D is .68069.

Table 3: Reliability Scales Analysis between Social Capital Interpersonal Communication Skills and Psychological Wellbeing among Young Adults (N=300)

Variables	No. of items	Cronbach's Alpha
Social Capital	16	.80
Interpersonal Communication Skills	40	.56
Psychological Wellbeing	18	.80

Table 3: is shown that the reliability of the variables are there Social Capital Scale Consist 16 items to measures it and Cronbach's alpha of .808 indicates good internal consistency. Interpersonal Communication Skills have 40 items and the Cronbach's alpha value is .565 is Questionable and acceptable internal consistency. Psychological wellbeing consist 18 items and Cronbach's alpha .806 indicates Good internal consistency. All three measures have high internal consistency, according to the reliability study, which makes them trustworthy tools for assessing Social Capital, Interpersonal communication Skills and Psychological Wellbeing in the sample of 300 participants.

Table 4: Correlation between Social Capital Interpersonal Communication Skills and Psychological Wellbeing among Young Adults (N=300)

Variables	M	SD	SC	ICS	PW
Social Capital	2.49	.64	-	-.09	.90**
Interpersonal Communication Skills	2.09	.18		-	.19**
Psychological Wellbeing	3.59	.68			-

Table 4: Correlation of Social Capital with Psychological Wellbeing is significant (p=0.00).Correlation of Interpersonal communication Skills with Psychological wellbeing is also significant (p=0.0).

Table 5: Summary of linier Regression with Social Capital Interpersonal Communication Skills and Psychological Wellbeing among Young Adults (N=300)

Variables	R	R ²	Adj.R ²	Std. Error	F	Sig
	0.94	0.89	0.89	0.22	1271.79	0.000
Model	Un. Std. C			Std. C	T	Sig
	B	Std. Error		B		
(Constant)	-1.07	0.16			-6.69	0.00
SC	1.06	0.07		0.28	15.16	0.00
IC	0.97	.02		0.93	49.35	0.00

Table 5: Shows that social capital interpersonal communication skills are independent. The effect of social capital on psychological wellbeing is significant (p= 0.00).Table 5 also shows that the coefficient of determinations 0.89 which means 89.5% in psychological wellbeing is explained by social capital and interpersonal communication skills. Rest of the 10.5% variation is explained by independent variable not included in the model. This table also shows that the overall model is significant and the strongest predictor is interpersonal communication skills followed by the social capital.

Table 6: Independent Sample T-test Between Social Capital Interpersonal Communication Skills and Psychological Wellbeing among Young Adults (N=300)

Variables	Male N=49		Female N=251		T	P	95 %CI		Cohins d
	M	SD	M	SD			UL	LL	
SC	2.55	.67	2.48	.64	.73	.46	.27	-.12	0.10
ICS	2.12	.15	2.09	.18	1.13	.25	.08	-.02	0.07
PW	3.71	.69	3.57	.67	1.36	.17	.35	-.06	0.20

Table 6: Shows that mean and variance of social capital, interpersonal communication skills and psychological wellbeing are the same across the gender. It means male and female respondents have the same amount of social capital, interpersonal communication skills and psychological wellbeing based on the empirical evidence.

Table 7: A regression Analysis with Psychological Well-being as dependent variable and subscales of Social Capital as independent variable (N=300)

	R	R ²	Adj.R ²	Std. Error	
	0.90	.81	.81	.29	
	Sum ²	Df	Mean ²	f	sig
Regression	112.96	2	56.48	655.99	.00
Residual	25.57	297	.086		
Total	138.54	299			
	Un. std. Coefficients		Std. Coefficients		
	B	Std. Err		t	Sig
Model					
(Constant)	1.24	.06		18.09	.00
SCBond	.45	.02	.50	18.76	.00
SCBridg	.49	.02	.59	22.23	.00

a. Dependent Variable : PW

Table 7: A regression model with Psychological Well-being as dependent variable and subscales of Social Capital as independent variable was run and its findings are being presented here. The table depicts that this model is overall significant ($F=655$, $P=0.000$) which means at least one of the subscales of Social Capital has significant effect on the Psychological Well-being. It is also noted that 81.5% variation in Psychological Well-being is being defined by the dimensions or subscales of the social capital i.e. Bonding and Bridging ($R\text{-square} = 0.815$). It is clear that both the dimensions of Social Capital i.e. Bonding Social Capital ($T=18.77$, $P=0.000$) and Bridging Social Capital ($T=22.24$, $P=0.000$) have Significant effect on the Psychological Well-being. It is interesting to note that Bridging Social Capital is the stronger predictor of Psychological Well-being as compare to Bonding Social Capital. One unit increase in Bonding Social Capital and Bridging Social Capital brings about 0.45 and 0.5 units increase in Psychological Well-being respectively.

Table 8: Bivariate Correlations between Subscales of Psychological Well-being (N=300)

Variables	PWSA	PWPL	PWPR	PWPG	PWEM	PWA
PWSA	–	.41**	.39**	.54**	.43**	.57**
PWPL		–	.27**	.37**	.17**	.31**
PWPR			–	.45**	.33**	.39**
PWPG				–	.49**	.49**
PWEM					–	.51**
PWA						–

Table 8: Subscales of Psychological Well-being refer to the six Dimensions namely Self-Acceptance (PWSA), Purpose in Life (PWPL), and Positive Relations with Others (PWPR), Personal Growth (PWPG), Environmental Mastery (PWEM), and Autonomy (PWA). This table presents that correlation between each pair of subscales is significant. The moderate significant correlation has been observed between Self-Acceptance and Autonomy subscales ($R = 0.573$, $P = 0.000$).

Table 9: Cronbach Alpha of Subscales of Social Capital and of Psychological Well-being (N=300)

Subscales	Cronbach's Alpha	N of Items
Social Capital	.525	2
Psychological Well-being	.810	6

Table 9: presents that if each of subscale of Social Capital is considered an item then the Cronbach Alpha of the subscales of Social Capital is 0.526 which may be considered 0.6 after upward rounding, this value is no doubt questionable but not unacceptable. On the other hand, if each subscale of Psychological Well-being is considered an item the Cronbach Alpha of the subscales is 0.810 which may be considered 0.9 after upward rounding, and as per criterion this value of Cronbach Alpha refers to an Excellent level of internal consistency.

Internal consistency of Scales is measured by Cronbach Alpha. A value of Cronbach alpha greater than or equal to 0.9 is referred as excellent, greater than or equal to 0.8 but less than 0.9 is referred as Good, greater than or equal to 0.7 but less than 0.8 is referred as Acceptable, greater than or

equal to 0.6 but less than 0.7 is referred as Questionable, greater than or equal to 0.5 but less than 0.6 is referred as Poor while less than 0.5 is referred as Unacceptable.

Discussion

Particularly for young adults, social capital, interpersonal communication abilities, and psychological well-being are intimately related. Bourdieu (1986) and Coleman (1988) popularized the term "social capital," which describes the networks, norms, and trust that promote collaboration and reciprocal gain in a society. Social capital among young adults frequently takes the form of peer groups, friendships, and online communities. Because strong social networks provide emotional support and a sense of belonging, research shows that higher levels of social capital are linked to improved psychological well-being (Putnam, 2000). Conversely, inadequate communication abilities might impede the formation of significant relationships, which could result in emotions of loneliness and isolation. These emotions have been linked to negative mental health consequences, such as anxiety and sadness (Cacioppo & Cacioppo, 2018). Furthermore, conversations concerning the effects of technology-mediated communication on interpersonal skills and psychological well-being have been sparked by young adults' growing reliance on digital communication platforms. While some research suggests that digital connections can enhance in-person communication, other studies point to possible drawbacks such as diminished empathy and heightened social comparison (Twenge et al., 2018).

The concept of psychological well-being includes aspects like autonomy, personal development, life purpose, and positive relationships (Ryff, 1989). Young adults who have strong interpersonal skills and strong social networks are more likely to report psychological well-being; for example, having supportive family relationships and close friends has been shown to reduce the effects of stress and promote resilience (Cohen & Wills, 1985); on the other hand, social disconnection or perceived inadequacies in communication skills can lead to negative emotional states and lower life satisfaction; and interventions that focus on improving interpersonal communication, such as counseling or training programs, have been successful in increasing social capital and promoting psychological well-being in this population (Segrin, 2001). Socio cultural elements like community norms, financial standing, and resource accessibility also have an impact on the relationship among social capital, communication abilities, and well-being. It may be difficult for young adults from underprivileged backgrounds to create social capital because they have less access to networks of support or chances to learn new skills. A comprehensive strategy that blends individual-level therapies with larger societal activities to promote inclusive and supportive environments is needed to address these inequities (Lin, 2001).

Conclusions

The Psychological Well-being of the young adults was studied as a function of psychosocial attributes namely Social Capital, and Interpersonal Communication Skills. It was discovered that Social Capital and Interpersonal Communication Skills are not only positively correlated but also predict the Psychological Well-being of the young adults positively and significantly. Findings of multiple-linear regression analysis and the results of correlation analysis supported the hypotheses of the study. Among the two predictors namely Social Capital, and Interpersonal Communication Skills, Social Capital was found to be the strongest predictor of the Psychological Well-being followed by the Interpersonal Communication Skills.

It was interesting to note that Interpersonal Communication Skills and Social Capital were found to be insignificantly different across the gender while the Psychological Well-being was observed to be significantly different across the gender on the average at 5% level of significance based on the empirical evidence. Internal consistency in terms of Cronbach Alpha of each of the three scales of the Social Capital, the Interpersonal Communication Skills, and the Psychological Well-being were found to be in the acceptable range. The findings of this study suggest some useful advice for the university administration to improve Psychological Well-being of the students.

Recommendations & Limitations

Recommendations in terms of Implications and Limitations are being listed in the following sub-sections. 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.

Like every study the present study is subject to some limitations in terms of generalizability, measurement bias and selection bias, cause and effect relationship, and extraneous factors. Findings of this study are generalizable to the population from which the sample was taken i.e. Riphah International University, Faisalabad Campus. This was due to limitations of resources and time. If funding is available a greater project can be conducted on the part of University administration, some NGO or a National Organization like HEC to enhance the psychological well-being of the students and young adults at large which are an asset of Pakistan.

Use of more effective and advanced measurement tools and the use more appropriate probability sampling design may lead to the reduction of bias subject to the condition that more suitable data collections methods may be incorporated with all respects.

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