Family Functioning, Growth Initiative and Psychological Wellbeing in Postgraduate Students

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A correlational research design was employed to investigate the impact of family functioning and personal growth initiative (PGI) on psychological wellbeing in postgraduate students. The hypotheses of this study were that there is a positive relationship between family functioning, personal growth initiative (PGI) and psychological wellbeing in postgraduate students. It was also hypothesized that family functioning and personal growth initiative (PGI) would predict psychological wellbeing in postgraduate students. Sample comprised of $N = 198$ postgraduate students $(M = 24, SD = 2.74)$ from Higher Education Comission (HEC) recognized universities. Measures included Family Assessment Device (FAD; Epstein et al., 1983), Personal Growth Initiative Scale-II (PGIS-II; Robitschek et al.,2012) and Ryff's Psychological Wellbeing Scale (PWB; Ryff, 1989). A positive significant correlation was found among the variables. Also, two subscales of Family Assessment Device (FAD) i.e., Affective Involvement and General Family Functioning along with Readiness for Change scale of Personal Growth Initiative Scale-II (PGIS-II) were found to be strong predictors of psychological wellbeing. Thus, the significance of family functioning along with PGI with regard to psychological wellbeing, has been highlighted in this study.

Keywords: personal growth initiative, family functioning, regression analysis, psychological wellbeing.

Family is an important institute that not only nourishes its members but also influences and shapes one's developmental, psychological and social aspects. Hence, the overall functioning and personality of an individual is influenced by the functioning of family on the whole. The healthy family environment and functioning can lead to healthy outcomes such as better wellbeing, adjustments, coping styles, PGI etc. (Burke et al., 2018).

Family is a unique psychosocial structure in which every member pursues their needs and goals, and the entire structure functions in a multidirectional and circular pattern to preserve the homeostasis (Babar et al., 2020).The systems approach explained by Epstein and Bishop (1973) perceives family as an open structure based on systems inside systems. This may include individual, marital, or dyads which connect to other systems such as family, educational institutes, religion and work places. The progressive family could not be merely bound to individuals' distinctiveness or connections among braces of members. However, there are many overt and embedded conventions of the family and actions by individual members which influence one another's behavior in this group (Zulkifli et al., 2017). This approach is further basis for the McMaster model of family functioning (1978), which underlies some major facets

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of the systems theory. The facets include that each component of the family is associated with another, and one element of the family cannot be apprehended in segregation from the rest (Mansfield et al., 2019). The McMaster model based on the systems approach focuses on six dimensions family functioning including communication, affective responsiveness, problem solving, roles, behavioral control and affective involvement. Each dimension provides a complete understanding of the family as a unit.

Research on family has shown that family not only influences adolescents and children, but also adults. Fallat and Wright (2017) determined the importance of family members' communication regarding the quality of family associations, satisfaction and relationships among university students. This entails chief role of family on adults such as affiliation in socialization (Lee, 2018). Family functioning has many outcomes including mental health and psychological wellbeing, which suggests that a family having healthy and efficient functioning, results in the satisfactory level of mental health of its members (Lu et al., 2017). Robitschek et al. (2019) as well as Cheung et al. (2019) revealed that family functioning had a significant positive correlation with coping strategies as well as psychological well-being. In addition, Davids et al. (2016) showed that family functioning is one of the predictors of PGI.

PGI is a skill including one's psychological and behavioral intentions to grow and is influenced by family functioning as stated earlier (Shigemoto & Robitschek, 2020; Zaman & Naqvi, 2018). According to psychologists it is exceedingly advantageous to be aware of purpose, behavior patterns as well as the capability to modify these in an optimistic way (Aranha & Premanand, 2019). Hence, the process through which an individual is concerned with deliberate change in themselves, and is enthusiastically and intentionally involved in the process of change in the domains of the life, is known as PGI (Soylu et al., 2021). Individuals who have a higher PGI, have awareness of personal modifications and take deliberate actions regarding searching for and taking benefit of chances for persistent improvement which is predicted by family functioning. In other words, family functioning plays a vital role in strengthening PGI (van Woerkom & Meyers, 2019; Weigold et al., 2018).

The construct of PGI originated in the late 1990s which was first conceptualized by Robitschek (1998) as a uni-dimensional construct based on cognitions. Lately, Robitschek et al. (2012) conceptualized it as multifaceted, consisting of two separate aspects involving cognitive and behavioral dimensions, (Beri & Jain, 2016). The construct is built on the significance of constant individual growth through life to be a healthy being, as individual encounters new challenges, alterations, and experiences (Ivtzan et al., 2011). The reviews revealed PGI to be interrelated with several variables such as psychological well-being, self-efficacy, family functioning, parental alcoholism, career exploration, and mental health (Sharma & Rani, 2013). A study focused on people's personal growth at variant ages, and concluded that students in colleges have higher growth as compared to adults, as college time is considered a duration of mindful growth (Lee, 2018).

As mentioned earlier, the construct of PGI is built on the notion of persistent personal growth through life as an individual, encountering new challenges, changeovers, and experiences (Polumbo & Proitti, 2018). Thus, adults are faced with lots of transitions and challenges in life, as well as responsibilities and jobs as well. PGI helps them on the path of personal growth and adjustability in new situations (Robitschek et al., 2019). PGI is a crucial concept enhancing well-being of individuals and empirical evidences suggests that it not only enhances wellbeing, but also works as a mediator between the crisis and one's mental health particularly related to family functioning (Weigold et al., 2020). Also, Noor et al. (2020) found that adolescents having a

higher level of PGI show greater psychological well-being, as compared to those who have a low PGI level. The concept of psychological well-being was initially proposed by Carol Ryff (1989) (as cited in Matud et al., 2019) who studied psychological well-being and individual's psychological functioning by focusing on life experiences of people and their understanding which influenced their well-being. The Ryff's psychological wellbeing is based on six dimensions of positive psychological health including self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth (Villarosa & Ganotice, 2018).

This study aimed to investigate the correlation amongst family functioning, PGI and psychological wellbeing, as it was evident that family functioning has positive correlation with psychological wellbeing (Kaur & Singh, 2017) as well as PGI (Robitschek etal., 2019). The current study's focus was to find a correlation between the variables. Another focus was to find out whether the family functioning and PGI predicts psychological wellbeing or not.

Being part of a collectivistic culture, the role of family in an individual's life cannot be ignored. Hence, the major researches in the field of family are based on adolescents and children. So, the study was carried out to highlight the importance of family in adult's life (Wong, 2012). Also, the existing literature suggests that PGI is an important skill which may also prevent one from developing distress or depression symptoms (Matsu, 2019). So, individuals with higher PGI may be able to look ahead of obscurities and make efforts to overcome their problems better as compared to individuals having low PGI. Unfortunately, adolescents and adults are more prone towards psychological distress and depression. Therefore, the present research study will also help to ascertain about the relationship between these variables, and identify the influence of family functioning on PGI. Consequently, the findings could be used to emphasize the need for counseling centers or curriculum modifications in order to enhance PGI of postgraduate students as well as to improve family functioning, which might help in improvement of psychological wellbeing.

Objectives of the Study
Following were the objectives of the study:
- To find out the relationship amongst family functioning, PGI and psychological wellbeing in postgraduate students
- To assess family functioning and PGI as predictors of psychological wellbeing in postgraduate students.

Hypotheses of the Study
The study had the following hypotheses: (a) There would be a positive relationship between family functioning, PGI and psychological wellbeing in postgraduate students. (b) Family functioning and PGI would predict psychological wellbeing in postgraduate students.

Method
Research Design
Co-relational research design was employed to explore the relationship amongst family functioning, PGI and psychological well-being in postgraduate students.

Sample
A sample of day scholar postgraduate students from both private and government universities were selected by employing purposive sampling strategy. The age range of

postgraduate students was 20 to 32 years *(M = 24.00, SD = 2.74)*. A total 207 postgraduate students were selected, but later on 9 questionnaires were discarded due to missing data. Thus, the final data comprised *N* = 198 postgraduate students (*n* = 100 men & *n* = 98 women), 117 from the government sector and 81 from private sector universities.

Assessment Measures

Family Assessment Device (FAD; Epstein et al., 1983)
The FAD developed by Epstein et al. (1983) is a 60-item scale with a 4-point Likert-type scale from *strongly disagree to strongly agree.* It is based on 6 domains, measuring family functioning including Problem Solving, Communication, Roles, Affective Responsiveness, Affective Involvement, and Behavior Control along with General Functioning scale. The high scores on FAD depicts ineffective family functioning whereas low scores illustrate healthy or effective family functioning. The FAD has Chronbach's alpha values ranging from .74 to .92 for its subscales and .78 in overall scale, and hence, a reliable instrument.

Personal Growth Initiative Scale-II (PGIS-II; Robitschek et al., 2009)
The PGIS-II, developed by Robitschek et al. (2009), is a revised multidimensional scale which measures the complex processes of PGI. It has 4 subscales including Planfulness, Readiness for Change, Using Resources, and Intentional Behavior. The ratings are on a Likert scale starting from 1 to 6 i.e., *Strongly Disagree to Strongly Agree*. The internal consistency of PGIS-II was over .90 plus test-retest reliability was over .60 across multiple time intervals for the subscales and overall score across samples.

Ryff's Psychological Well-being Scale (PWB; Ryff, 1989)
Ryff's Psychological Well-Being Scale (PWB) was developed by Ryff (1989). It consists of 54 items based on high scores versus low scores in six dimensions i.e. Autonomy, Positive Relations with Others, Purpose in Life, Self-acceptance, Environmental Mastery and Personal Growth. Each domain contains 7 items. The items are rated on 0 to 6 scales ranging from strongly disagree *to strongly agree*. The original version of the scale provided internal consistency for each sub-scale to be high. They ranged between .86 for autonomy and .93 for relation with others. The construct validity of the scale is high (Schultz, 2011).

Procedure
After conducting a pilot study on 10 participants, the main study was conducted in which first the Directors/Principals or Vice Rectors of different universities were approached for permission after explaining the purpose of the research, ensuring confidentiality. Then the administration was carried out in group setting after taking consent from the participants in the study and explaining them the researcher's affiliated university, department, and research topic to fulfil the ethical requirement of research. After the questionnaires were filled the researcher collected the forms from the participants.

Ethical Considerations
Ethical considerations were also followed by taking the written consent from the participants, ensuring volunteer participation and confidentiality. Also, participants were assured that they could draw back from research whenever they wanted to. After the procedure, participants were thanked for their cooperation.

Results
The Cronbach's alphas of scales and subscales are given below in Table 1.

Table 1
Psychometric Properties for the FAD and its Subscales

Scales	M	SD	Range	Cronbach's α
Family Assessment Device	125.05	13.13	75-153	.75
Problem Solving	10.05	1.91	5-19	.41
Communication	14.07	1.25	6-21	.21
Roles	20.16	2.63	14-28	.40
Affective Responsiveness	15.08	2.49	8-22	.32
Affective Involvement	17.88	2.80	9-26	.43
Behaviour Control	21.52	3.17	10-31	.54
General Family Functioning	26.56	4.64	12-37	.34

The value of Cronbach's alpha for FAD is .75 which indicates that the scale's reliability is good. The Cronbach alpha values of subscales' show average range.

Table 2
Psychometric Properties for the PGIS-II and its Subscales

Scales	M	SD	Range	Cronbach's α
Personal Growth Initiative Scale-II	13.23	3.17	4-20	.87
Readiness for Change	13.48	3.75	2-20	.74
Planfulness	16.63	4.52	5-25	.78
Using Resources	9.32	2.91	1-15	.59
Intentional Behaviour	13.63	3.74	3-20	.75

The Cronbach's alpha for PGIS-II is .87, showing its good reliability along with the subscales as their Cronbach alpha's values are also in good range.

Table 3
Psychometric Properties for the PWB and its Subscales

Scales	M	SD	Range	Cronbach's α
PWB	198.84	21.44	162-287	.78
Autonomy	31.91	4.76	20-47	.63
Environmental mastery	32.79	4.62	22-48	.56
Personal Growth	34.45	5.56	18-52	.56
Positive Relation with Others	34.00	6.18	19-54	.57
Purpose in Life	33.25	5.39	23-52	.62
Self-acceptance	32.32	4.47	21-47	.57

The Cronbach's alpha value of PWB is .78 that also shows its high reliability. Also, Cronbach's alpha of its subscales shows its good reliability.

The first hypothesis that there would be a relationship between family functioning, PGI and psychological functioning in postgraduate students was analyzed using the Pearson product moment correlation. The results in Table 4 depicts that there is a significant negative correlation between family functioning and PGI as the higher score of FAD shows ineffective family functioning. Thus it is evident from the table that a postgraduate student having ineffective family functioning will have low level of PGI. The results also revealed that ineffective family functioning has significant negative correlation with traits of PGI including readiness for change, planfulness, intentional behavior as well as using resources.

The significant relationships between the subscales of both FAD and PGIS-II illustrates that the ineffective problem-solving results in decreased planfulness along with intentional behavior, which are traits of PGI. Also, unhealthy communication is significantly negatively correlated with PGI. Unhealthy role play has a negative correlation with readiness for change, planfulness and intentional behavior. The affective responsiveness had a significant negative correlation with readiness for change and planfulness, while the behavior control subscale showed a significant negative correlation with readiness for change and intentional behavior. General family functioning decreases individual's readiness for change, planfulness and intentional behavior.

Table 4 also revealed a significant negative correlation between family functioning and psychological wellbeingg over various other domains such as ineffective problem-solving negatively affects all the domains of psychological wellbeing except purpose in life. Similarly, ineffective communication has a significant negative relationship with environmental mastery, positive regards with other and self-acceptance domains of psychological wellbeing. Also, ineffective affective responsiveness showed significant negative correlation with self-acceptance and purpose in life. Other domains including affective involvement, roles and general family functioning, as well as family assessment were found to be significantly negatively correlated with psychological wellbeing, while unhealthy behavior control influences negatively all domains of one's psychological wellbeing except autonomy. The correlation between PGI and psychological wellbeing was significantly positive. Moreover, details depicted that PGI's trait readiness for change had a significant positive correlation with environmental mastery, personal growth, positive regards with others, self-acceptance and purpose in life of psychological wellbeing. While planfulness is significantly positively correlated with psychological wellbeing except for personal growth. Using resources had significant positive correlation with only purpose in life and self-acceptance while intentional behavior was found to have significant positive correlation with all subscales of psychological wellbeing except personal growth.

Table 4

Descriptive Statistics and Correlations for Family Functioning, PGI *and Psychological Wellbeing.*

Variables	M	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1. PS	10.05	1.95	-	.30**	.20**	.10	.04	.19**	.43**	.46**	-.10	-.19**	-.08	-.18*	-.16*	-.20**	-.18*	-.14*	-.20**	-.08	-.22**	-.27**
2. COM	14.07	2.35		-	.33**	.30**	.15*	.22**	.49**	.60**	-.15*	-.20**	-.20**	-.20**	-.22**	-.10	-.27**	-.06	-.28**	-.07	-.28**	-.29**
3. ROL	20.16	2.63			-	.38**	.44**	.41**	.52**	.74**	-.15*	-.20**	-.13	-.19**	-.19**	-.27**	-.33**	-.20**	-.36**	-.25**	-.32**	-.43**
4. AR	15.08	2.49				-	.29**	.21**	.31**	.55**	-.20**	-.15*	-.12	-.13	-.17*	-.13	-.13	-.08	-.09	-.15*	-.26**	-.21**
5. AI	17.88	2.80					-	.36**	.35**	.60**	-.12	-.10	-.08	-.18*	-.14	-.20**	-.20**	-.25**	-.31**	-.27**	-.26**	-.37**
6. BC	21.52	3.17						-	.39**	.66**	-.13	-.19**	-.08	-.21**	-.17*	-.12	-.22**	-.28**	-.25**	-.25**	-.28**	-.34**
7. GFF	26.57	4.64							-	.83**	-.23**	-.27**	-.09	-.29**	-.26**	-.28**	-.37**	-.21**	-.36**	-.26**	-.44**	-.48**
8.Total FAD	125.05	13.13								-	-.21**	-.27**	-.16*	-.29**	-.27**	-.29**	-.37**	-.29**	-.42**	-.30**	-.47**	-.53**
9. RFC	13.48	3.75									-	.82**	.40**	.76**	.88**	.33**	.34**	.09	.26**	.21**	.42**	.38**
10. PF	16.63	4.53										-	.45**	.79**	.90**	.35**	.30**	.07	.21**	.18*	.49**	.36**
11. US	9.32	2.91											-	.53**	.71**	.14	.01	-.11	.06	-.24**	.47**	.05
12. IB	13.63	3.74												-	.91**	.33**	.33**	.10	.27**	.17*	.48**	.39**
13.TotalPGIS	13.23	3.17													-	.34**	.28**	.04	.23**	.09	.55**	.35**
14. AUT	31.91	4.76														-	30**	.23**	.35**	.23**	.32**	.56**
15. EM	32.79	4.62															-	.24**	.48**	.44**	.43**	.68**
16. PG	34.45	5.56																-	.50**	.54**	.23**	.70**
17. PRFO	34.01	6.18																	-	.45**	.40**	.81**
18. PIL	33.25	5.39																		-	.25**	.72**
19. SA	32.32	4.47																			-	.64**
20. Total PWB	198.84	21.44																				-

Note. 1.PS=Problem Solving; 2.COM= Communication; 3.ROL=Roles; 4.AR=Affective Responsiveness; 5.AI=Affective Involvement; 6.BC=Behavior Control; 7.GFF=General Family Functioning; 8.FAD=Family Assessment Device; 9.RFC=Readiness for Change; 10.PF=Planfulness; 11.US=Using Resources; 12.IB=Intentional Behavior; 13.PGIS=Personal Growth Initiative Scale; 14.AUT=Autonomy; 15.EM=Environmental Mastery; 16.PG=Personal Growth; 17.PRFO= Positive Regard for Others; 18.PIL=Purpose in Life; 19.SA=Self-acceptance; 20.PWB= Psychological Wellbeing.
p <.05. **p* <.01.

After correlation analysis, regression analysis with the forward method was conducted in order to test the second hypothesis that family functioning and PGI will be significant predictors of psychological wellbeing in postgraduate students. Psychological wellbeing was the outcome variable, while subscale scores of family assessment device and PGI were entered as predictors.

Table 5

Predictors of Psychological Wellbeing from Family Functioning and PGI *among Postgraduate Students*

Variables	Psychological Wellbeing			95 % CI
	Model 1 B	Model 2 B	Model 3 B	LL-UL
Constant	256.75	227.93	250.22	[226.89,273.57]
FAD scale7	-2.17***	-1.91***	-1.57***	[-2.17, -.97]
PGIS scale1	-	1.61***	1.57***	[.85,2.29]
FAD scale5	-	-	-1.72**	[-2.69, -.75]
R^2	.23	.30	.35	
F	51.49***	37.50***	30.72***	
ΔR^2	.26	.30	.34	
ΔF	51.49	18.38	12.25	

Note 1. Only significant predictors are mentioned
Note 2. CI=Confidence interval, LL= Lower limit, UL=Upper limit, FAD scale7=General Family Functioning subscale, PGISscale1=Readiness for Change, FADscale5=Affective Involvement subscale,
*** $p < .001$.

The assumption of independent observation of error and the assumption of multicollinearity was fulfilled. The analysis revealed the model to be highly significant ($p < .001$)*, F* (1,171) = 12.29. The results also depicted that general family functioning and readiness for change and affective involvement were highly significant predictors ($p < .001$) of psychological wellbeing in postgraduate students, while affective involvement was elicited as a significant predictor ($p = .001$) of psychological wellbeing.

Discussion
The findings suggested that participants with ineffective family functioning have a low level of PGI and psychological wellbeing. Hence, the hypothesis was accepted as there is a significant relationship among variables of the study; family functioning, PGI and psychological wellbeing. The significant correlation found in the present study was also evident from previous studies as Robitschek et al. (2019) as well as Kaur and Singh (2017) reported that family functioning affects the level of PGI in both men and women. So, it may be stated that family having effective functioning will engage in the process of one's growth as effective family functioning including better problem-solving abilities, communication skills, appropriate affects and tendencies to act appropriately in danger situations will enhance one's overall skills in respective domains (Akram, 2019; Malik & Riaz, 2018). These findings could be attributed to the cultural context, as in Pakistan's collectivistic culture, one's self-image is highly dependent on others appraisals which, in turn, impacts the individuals' growth initiative. An individual with a healthy family set up will have better psychological wellbeing as he/she will have better self-esteem and confidence level (Babar et al., 2020).

The present study also validated a significantly positive relationship between family functioning and psychological wellbeing. These findings are also in line with another research conducted by Cheung et al. (2019) who reported that family functioning was significantly related to measures of adolescent psychological well-being, school adjustment and problem behavior. The findings could be explained in terms of the cultural context, as in Pakistan, family setup and support are considered as vital factors in one's mental health. Individuals who live in a healthy family environment tend to have a better psychological wellbeing as they have better self-esteem and level of confidence. They also tend to exhibit appropriate communication skills and emotional expressions (Oltean, 2019).

The significant relationship between PGIS-II, PWB and their subscales was found in the present study which was also supported by a previous research study by Weigold et al. (2020). They suggested a positive relation of PGI with psychological well-being and the opposite for psychological distress. Similarly, Weigold et al. (2018) concluded that PGI was associated with higher positive affect, and lower self-discrepancies among students. Similarly, another research by van Woerkom and Meyers (2019) concluded that PGI and its three domains except 'using resources' had significant positive relationship with mental health. In Pakistan, individuals are rarely encouraged to be independent due to cultural expectations of being interdependent and working in groups. So, an individual who plans for his independence and practically tries to achieve individuation will consequently have enhanced self-esteem, self-reliance and better decision making powers which may ultimately increase his psychological wellbeing, as they will not only have tendencies to accept all aspects of their selves, but will also have a better power of decision making for his own growth and individuation (Shah et al., 2019; Bornstein & Lansford, 2019).

The second hypothesis of the study was tested by regression analysis. The results of the study suggested that family functioning and PGI were strong predictors of psychological wellbeing. Therefore, the proposed hypothesis was partially accepted, as ''Readiness for Change'' subscale of PGIS-II and "affective involvement'' and "general family functioning" of FAD were proved to be strong predictors. Previously available studies also support the findings of the present study. For example, studies conducted by Davids et al, (2016), Shigemoto and Robitschek (2020) as well as Zaman and Naqvi (2018) suggested that PGI was a predictor of mental health domains; psychological, emotional and social well-being. Thus, a person having the tendencies and acceptance for change and agreeableness to change will consequently have greater acceptance of their all aspects which will enhance their psychological wellbeing.

Family functioning proved to be a significant predictor psychological wellbeing in present study. This is also in lines with previous research study conducted by Khan and Kamal (2019) which reported that family functioning predicts psychological wellbeing. Results revealed that individuals having families with affective involvement and general family functioning will consequently have higher psychological wellbeing. Keeping in view the cultural context, it could be said the family plays a vital role in individuals' lives in Pakistan. Hence, individuals whose family exhibits concern for each other and express their emotions and interest in each other's matters, have more feelings of relatedness and security (Shaikh, 2018).

Conclusion

Conclusively, a significant relationship is present among family functioning, PGI and psychological wellbeing in postgraduate students. Individuals having healthy family functioning will have better PGI and higher psychological wellbeing. They will have more tendencies of self-improvement and will take more steps to bring positive changes within themselves and

consequently, they will have better psychological wellbeing and mental health. In addition, the findings also revealed PGI to be a significant predictor of psychological wellbeing which signifies that postgraduate's psychological wellbeing can be enhanced by working on their PGI through counseling.

Limitations and Suggestions

Family assessment device is developed by the western culture and thus, could not cover all the aspects of family functioning in a collectivist culture. Hence, an indigenous tool must be devised to assess family functioning in a collectivistic culture. Also, as PGI is a new construct it was difficult to explore the determinants and relations of the construct with various important constructs. So, more research should be conducted in the respective field to explore the predictors of this variable as well as to identify the effects on the lives of individuals across different age groups. Besides this, the role of personality traits should also be studied with reference to PGI.

Implications of Research Findings

The results of the current study validate the correlation of PGI with psychological wellbeing. These findings could help to emphasize the need to include various courses in the curriculum focusing on raising students' self-awareness and to guide them towards personal growth. Hence, counseling courses or centers, developed by universities and other educational institutes should foster PGI. This would help individuals to enhance their skills to deal with challenging situations and maintain their mental health.

It was also found that postgraduate students having a higher level of family functioning also have higher psychological wellbeing. So, these findings could also help to emphasize the need of interventions that may focus on enhancing the skills important in effective family functioning such as communication, responsiveness, and ways to express emotions. This would improve relationships with families and consequently lead to a greater sense of wellbeing.

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Sr. No.	Author	Contribution
1.	Tabinda Masood	Write-up, Data Collection, Methodology
2.	Tehreem Arshad	Conceptualization, Critical Review