

## Psychological well-being among broken home young adults: The role of social anxiety disorder and hardiness

Helen Natalie<sup>1</sup>, Jessica Christina Widhigdo<sup>1\*</sup>

<sup>1</sup>School of Psychology, Ciputra University, Surabaya, Indonesia  
Corresponding author: [jessica.christina@ciputra.ac.id](mailto:jessica.christina@ciputra.ac.id)

### ARTICLE INFO

#### Article history

Received January 30, 2024

Revised July 1, 2024

Accepted July 7, 2024

#### Keywords

Broken home adults

Hardiness

Psychological well-being

Social anxiety disorder

### ABSTRACT

In Indonesia, 448.126 divorce cases were reported in 2023. Losing parent(s) as a consequence of parental divorce or death results in children becoming broken-home. In the absence of a parent figure, children experience harmful psychological effects, including ongoing social anxiety until they become young adults. This may disrupt young adults' developmental task to form intimacy hence leading to poor psychological well-being. Young adults from broken home families must possess hardiness to cope with daily stress and traumatic experiences. Therefore, this study aimed to investigate the role of social anxiety disorder and hardiness in psychological well-being among broken-home young adults. Participants of this study were 200 young adults with broken-home family. The scales used were The Indonesian version of the Psychological Well-being Scale, The Social Phobia Inventory (SPIN), and the DRS-15 Dispositional Resilience Scale. Data was analyzed using the Multiple Regression Model. The results showed that there was a significant contribution of social anxiety disorder and hardiness on psychological well-being, with a total contribution of 53.8 percent. It is recommended for future interventions to detect social anxiety disorder potency, as well as to include hardiness variable in optimizing psychological well-being quality, especially in broken-home young adults.

*This is an open access article under the CC BY-SA license.*



### Introduction

A functional family brings positive impacts on a child's development, including the cultivation of good habits (honesty, perseverance, lifestyle patterns, etc), internalization of norms and values, and the development of good social interaction skills within society (Leenders et al., 2017; Mo et al., 2021). This influence extends into adulthood. Conversely, parents who do not practice assertive communication, fail to provide material and emotional support, and lack appreciation for family members can lead to family dysfunction and various conflicts, resulting in divorce (Oktariani, 2021). Central Bureau of Statistic of Indonesia (2023) reported that divorce cases in Indonesia reached 448,126 in 2023, with continuous conflict being the most common reason for divorce (63.4%).

Divorce results in children becoming broken homes. Based on previous research (Ardilla & Cholid, 2021; Ariyanto, 2023; Muttaqin & Sulisty, 2019) broken home is characterized by the incomplete structure of a family or parents no longer residing together due to either divorce or death. The repercussions of a broken home can pose a threat to an

individual's psychological well-being (PWB). PWB refers to the state in which individuals have life goals and continuously evolve, enabling them to realize their potential and achieve happiness (Bradburn, 1969; Huppert, 2009; Ryff, 1989; Waterman, 1993). PWB consists of six dimensions: autonomy, self-acceptance, positive relations with others, personal growth, environmental mastery, and purpose in life. Individuals with high PWB are characterized by elevated levels of happiness, mental health, and the maximization of their potential. Elevated PWB can be indicated by the achievement of developmental tasks, including the establishment of intimate relationships with friends and partners during early adulthood, typically between the ages of 20-39 (Erikson, 1968). Sharing experiences, mutual support, understanding, and care with a partner can enhance life goals and self-acceptance (Czyzowska et al., 2020; Petegem et al., 2018).

Conversely, failure in these developmental tasks can jeopardize an individual's personality, giving rise to aggressive behaviors, reluctance to build interpersonal relationships, and even deep-seated isolation (Erikson, 1968; Santrock, 2011). Ramadhani et al. (2016) found that as many as 52% of vocational high school students with divorced parents exhibited low levels of psychological well-being. In line with Belung (2022), 73.5% of adolescents from broken homes still fall within the moderate to low categories of psychological well-being. During the transition to early adulthood, individuals from broken-home families experience unstable emotions and psychological trauma (Budiman & Widyastuti, 2022). The alteration in family structure can lead to a child manifesting symptoms of depression such as anxiety and inferiority, struggling with trust and forgiveness, and experiencing a loss of purpose in life until early adulthood (Czyzowska et al., 2020; Faisal et al., 2020; Harefa & Savira, 2021; Lie et al., 2019; Purwanto & Hendriyani, 2020; Sha & Desai, 2022). This is attributed to limited communication within the family post-divorce, and societal stigma can cause a child to develop low self-esteem and avoid social interactions (Mistiani, 2018).

The impacts of parental divorce, presenting challenges to the daily lives of children, can be felt for at least ten years into the future trauma (Liana & Suryadi, 2018). The condition of a broken home can also affect psychological well-being (PWB) in early adulthood. Limited communication within the family post-divorce and societal stigma can lead children to develop low self-esteem and avoid social interactions (Mistiani, 2018). Gul and Nadeemullah (2017) also found that 72.4% of children and adolescents experience feelings of low self-esteem and an inferiority complex due to their broken home backgrounds. These various conditions can impact an individual's psychological well-being, relating to their sense of autonomy, low self-acceptance due to tendencies of feeling inferior, restricted social relationships, and a general sense of helplessness.

Previous studies (Fu et al., 2017; Prusky, 2019) have found that parental absence or negative experiences in childhood indicate higher levels of social anxiety disorder. Social anxiety disorder (SAD) is an anxiety disorder characterized by excessive fear and apprehension due to the perceived judgment of others during specific social activities (Mattick & Clarke, 1998; Morrison & Heimberg, 2013; Nevid et al., 2018). Those with higher social anxiety disorder experience fear or anxiety in social situations, fearing negative evaluation and often avoiding them. These fears persist over six months, causing significant distress or impairment. Individuals with social anxiety show poor self-control abilities after social interactions, leading to diminished quality of interpersonal relationships and worsening symptoms of social anxiety (Blackhart et al., 2015). SAD is also associated with a decline in the quality of life in environmental, social, physical, and psychological domains, where individuals struggle to recognise their abilities, cope with daily stress, and work productively (Alsaraireh et al., 2023; Wersebe et al., 2018).

Purwaningsih et al. (2023) found that anxiety contributes to psychological well-being (PWB) by 17.05%. Consistent with a study by Morales-Rodríguez et al. (2020) in Spain, state anxiety showed a significant negative correlation with four dimensions of PWB, namely self-acceptance, environmental mastery, personal growth, and purpose-in-life. Several studies conducted in India and Pakistan (Nagaraj, 2017; Shahbaz et al., 2021; Sushma et al., 2016) have revealed that anxiety, including social interaction anxiety was negatively correlated with well-being, as children feel unworthy and incompetent. Children from broken homes may experience social anxiety disorder (SAD) which is characterized by difficulty in self-expression, fear of social situations, and low self-confidence (Murad, 2020). Moreover, other situations such as engaging in conversations, meeting strangers, being observed, and performing in front of others create pressure on these children. They tend to suppress their feelings and may choose to end relationships to resolve conflicts (Octavian & Cahyanti, 2023).

Several factors that can positively influence PWB include resilience, self-knowledge, hardiness, and mindfulness (Anjum, 2022; Fagbenro & Olasupo, 2019; Feldman et al., 2021; Harding et al., 2019). In their daily lives, children from broken homes with low PWB need to adopt an optimistic mindset, be goal-oriented, possess internal motivation, and exhibit good social skills to enhance their enthusiasm for life (Anjum, 2022). These children not only require resilience during traumatic experiences but also need a consistent character even when facing normal stress. This is because individuals tend to exhibit behavior consistent with their personality (Yeung & Hemsley, 1997).

Therefore, one of the essential personality traits that promote PWB among broken homes children is hardiness. Kobasa (1979) defines hardiness as a personality that enables an individual to remain healthy or unthreatened when under pressure. Several previous studies (Ausie et al., 2017; Hamida & Izzati, 2022; Nurjan et al., 2023) have found that hardiness has a significant positive correlation with PWB. In the context of a broken home, a hardy personality enables individuals to manage stress levels, be optimistic about the future, view life positively, feel grateful, not avoid problems, and refrain from engaging in harmful behaviors (Agustini, 2019; Anggraeni & Jannah, 2014). The research also discovered that the divorce of one's parents motivates individuals to become independent and use their parents' experiences as learning opportunities.

There has been no specific research examining the influence of hardiness and social anxiety disorder on the psychological well-being of broken-home young adults, particularly in the context of Indonesia. Investigating both factors concurrently facilitates an understanding of their interaction and potential for mutual counterbalancing. While social anxiety may adversely affect PWB, a hardiness personality can confer the resilience necessary to manage these challenges. Grasping this dynamic is essential for the development of targeted interventions designed to enhance hardiness traits, thereby mitigating the adverse effects of social anxiety. By examining SAD and hardiness personality traits in tandem, the research aims to offer a more comprehensive insight into the PWB of young adults from broken-home families. This dual focus ensures a holistic understanding, recognizing both the vulnerabilities and strengths inherent in this population. Previous studies that investigated PWB in individuals with social anxiety disorder (Wersebe et al., 2018), the relationship between state anxiety and PWB (Morales-Rodríguez et al., 2020), and social interaction anxiety and PWB (Shahbaz et al., 2021) focused on populations in Spain, Pakistan, Germany, Switzerland, and India, without limiting the conditions to the divorced status of parents. Additionally, there is a discrepancy in research findings, as Aslan and Bilgin (2020) found no significant relationship between well-being and SAD in adolescents.

On the other hand, previous research investigating the relationship between hardiness and PWB (Ausie et al., 2017; Hamida & Izzati, 2022; Nurjan et al., 2023) has focused on working participants, such as prospective military officers, Indonesian Migrant Workers, and port security officers, due to high job demands and strict, constantly changing government regulations. Additionally, there were studies examining the impact of hardiness on PWB (Anjum, 2022; Pambudi & Rusmawati, 2022) involving high school students and college students as the population. The novelty of this study lies in its focus on young adults from broken-home backgrounds. This demographic is significant because these individuals not only navigate high demands in their daily lives but also experience increased stress due to changes in family structure, low self-esteem, social anxiety disorder, and other related factors. Furthermore, previous studies have been conducted in countries such as Pakistan, Germany, Switzerland, and India, without specifically considering the divorced status of parents.

Based on the exposition and importance outlined above, this research will concentrate on examining the impact of social anxiety disorder and hardiness personality on the psychological well-being of early adults from broken homes. The hypothesis of this study posits that there are effects of social anxiety disorder and hardiness personality on psychological well-being.

## Method

### *Research Design*

The research design applied in this study is a quantitative method with a correlational prediction design. Correlational prediction is a non-experimental research conducted to explore causal relationships and to assess the extent to which predictors influence the dependent variable (Mekonnen, 2020).

### *Participants*

The research participants in this study were 200 young adults aged 20-37 from a broken-home family background. The status of a broken home was indicated by the individual's parents being divorced, either through a parental divorce or death. The sampling technique used in this research was non-probability sampling, specifically convenience sampling. Convenience sampling is a technique where participants are selected based on ease of access or availability while still meeting the criteria adjusted to the research context (Zickar & Keith, 2022). Data collection was conducted through various channels of social media (Twitter, WhatsApp, Line, Instagram, Telegram) and broken-home communities. All participants were given informed consent as an expression of their willingness to participate in the study. As a gesture of appreciation, five lucky participants were offered incentives in the form of e-money. The demographic data of participants are shown in Table 1. Based on the available demographic data, the majority of respondents in this study are female, with most of them being between the ages of 20 and 25. The majority of respondents are college students from divorced families, with the divorces having occurred within the last 1 to 5 years.

**Table 1**  
*Demographic Data of Participants*

	Category	Frequency	Percentage
Gender	Male	28	14%
	Female	172	86%
Age	20-22 years old	79	39.6%
	23-25 years old	66	32.9%
	26-28 years old	36	11.4%
	32-34 years old	20	6.3%
	35-37 years old	25	7.9%
Occupation	College student	122	61.3%
	Staff/Employee	47	23.6%
	Freelancer	8	4%
	Self-employed	8	4%
	Others (Housewife, State Apparatus)	10	5%
Relationship Status	Not in a relationship	142	71.4%
	In a dating relationship	48	24.1%
Parental Divorce Status	Married	9	4.5%
	By Divorce	111	55.5%
Parental Divorce Duration	By Death	89	45.5%
	< 1 year	13	6.5%
	1-5 years	91	45.7%
	6-10 years	38	19.1%
	11-15 years	24	12.1%
Residence Status	>15 years	33	16.6%
	Living alone	49	24.6%
	Living with one parent	126	63.3%
	Living with sibling(s)	8	4%
	Living with spouse	3	1.5%
	Living with other family members (grandparents, cousins)	13	6.5%

### ***Instruments***

Psychological Well-being (PWB) was measured using the Psychological Well-being Scale created by Ryff et al. (2021). This instrument comprises 6 dimensions, further broken down into 42 items that measure purpose in life (e.g., “I have a sense of direction and purpose in life.”), self-acceptance (e.g., “In general, I feel confident and positive about myself.”), positive relations with others (e.g., “Most people see me as loving and affectionate.”), environmental mastery (e.g., “I am quite good at managing the many responsibilities of my daily life.”), personal growth (e.g., “For me, life has been a continuous process of learning, changing, and growth.”), and autonomy (e.g., “I am not afraid to voice my opinions, even when they are in opposition to the opinions of most people.”). The scale employs a likert scale with scores ranging from 1 to 7 for each item, where 1 = Strongly Agree, 2 = Agree, 3 = Somewhat Agree, 4 = Neutral, 5 = Somewhat Disagree, 6 = Disagree, 7 = Strongly Disagree. The level of an individual's PWB is considered high when the obtained total scale score is high, and low when the obtained total scale score is low.

The measurement instrument for Social Anxiety Disorder (SAD) employed in this study was The Social Phobia Inventory (SPIN) created by Connor et al. (2000). This instrument comprises 3 dimensions, further broken down into 17 items that measure social avoidance, fear, and physiological discomfort in various social contexts (e.g., “I avoid doing things or speaking to people for fear of embarrassment”). The scale utilizes a Likert scale with scores ranging from 0 to 4 for each item, where 0 = Not at all, 1 = A little bit, 2 =

Moderately, 3 = Very, and 4 = Extremely. The level of an individual's SAD is considered high when the obtained total scale score is high, and low when the obtained total scale score is low

The personality hardiness measurement instrument used was the Dispositional Resilience Scale (DRS-15) developed by Bartone (2007). Despite its name, the Dispositional Resilience Scale (DRS-15) focuses on measuring hardiness, emphasizing dimensions like commitment, control, and challenge appraisal. While it draws from the framework of (Kobasa, 1979), its broader assessment of resilience highlights its versatility in examining adaptive coping strategies. This instrument consists of 3 dimensions, further broken down into 15 items that measure an individual's commitment, control, and challenge when facing stress (e.g., "My choices make a real difference in how things turn out in the end"). The scale employs a Likert scale with scores ranging from 0 to 3 for each item, where 0 = Not true at all, 1 = Slightly true, 2 = Moderately true, and 3 = Very true. The level of an individual's hardiness personality is considered high when the obtained total scale score is high, and low when the obtained total scale score is low

All three scales have been translated into Indonesian. Furthermore, a content validity test is conducted through a language test, expert judgment, and statistical testing. The language test was carried out by determining the participants' understanding of the use of words or sentences in the translated instrument. In this study, the researcher conducted a language test with 5 participants outside the research sample with similar criteria. After the language test, several items underwent minor revisions, such as changes to difficult terms, simplification of sentences, and restructuring of sentence structures. Expert judgment involves constructive assessments from experts who conduct research or publish scientific journals related to the research (Roebianto et al., 2023). In this study, the researcher conducted expert judgment with two experts. After expert judgment, several items underwent minor revisions, such as sentence simplification and changes in word choices.

The researcher assessed the reliability of each measurement instrument using the Unidimensional Reliability feature in the JASP software. According to Janssens et al. (2008), a Cronbach's Alpha value between 0.6-0.8 is considered acceptable or sufficiently good, while reliability in the range of 0.8-0.95 is deemed excellent and does not require item elimination. The researcher conducted a construct validity test by exploring the correlation between the total score of variables and variable items. An item was considered valid if the p-value was  $< 0.05$  (Sugiyono, 2014). The results of the reliability and construct validity test are shown in

Table 2.

**Table 2**  
*Alpha Cronbach, Total Score and Item Significance*

Scale	Cronbach's $\alpha$	Total Score and Item Significance
The Psychological Well-being Scale	0.92	All items $< 0.05$
The Social Phobia Inventory (SPIN)	0.94	All items $< 0.05$
The Dispositional Resilience Scale (DRS-15)	0.66	All items $< 0.05$

### ***Assumption Checks***

Before hypothesis testing, four assumption tests were conducted: residual normality, linearity, multicollinearity, and heteroscedasticity. The residual normality test showed a normal distribution with a centered histogram curve and aligned Q-Q plot points. Linearity was confirmed using partial regression plots, which indicated a significant relationship

between the independent variables (SAD and hardiness) and the dependent variable without curvatures. Multicollinearity was assessed through tolerance (0.74) and VIF (1.34) values, as shown in Table 5. The heteroscedasticity test, using a residual vs. predicted values plot, showed no curve formation, indicating uniform variance across populations.

### Data Analysis

Multiple linear regression analysis aims to determine the influence of independent variables on the dependent variable (Budiastuti & Bandur, 2018). If the regression analysis results show a P-value > 0.05, the independent variable has a significant impact on the dependent variable, while adjusted R<sup>2</sup> indicates the percentage of contribution (Goss-Sampson, 2018).

### Results

To examine the relationships between the variables, Pearson correlation coefficients were calculated. Table 3 presents the bivariate correlations among the dependent variable and the independent variables.

**Table 3**  
*Bivariate Analysis*

		PWB	SAD
SAD	Pearson	-0.590	
	p value	<.001	
Hardiness	Pearson	0.709	-0.457
	p value	<0.001	<0.001

Following the bivariate analysis, a multiple regression was conducted to predict PWB based on social anxiety disorder and hardiness personality. The regression model was statistically significant,  $F(2, 197) = 117.045$ ,  $p < .001$ , and explained 54.3% of the variance in PWB ( $R^2 = .543$ , Adjusted  $R^2 = .538$ ).

**Table 4**  
*Multiple Regression Analysis Results*

	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Sum of Squares	df	Mean Square	F	p Value
Regression	0.737	0.543	0.538	119507.576	2	59753.788	117.045	< 0.001
Residual				100572.299	197	510.519		
Total				220079.875	199			

Table 5 provides the unstandardized regression coefficients (B), standardized regression coefficients ( $\beta$ ), and significance levels (p-values) for each predictor. SAD was a significant predictor of PWB ( $B = -0.728$ ,  $SE = 0.117$ ,  $\beta = -0.347$ ,  $p < .001$ ). Hardiness was also a significant predictor of PWB ( $B = 2.905$ ,  $SE = 0.326$ ,  $\beta = 0.498$ ,  $p < .001$ ). The multiple linear regression equation used is  $Y = B1.X1 + B2.X2 + C$ , where Y represents the dependent variable (Psychological Well-being), X1 represents the first independent variable (Social Anxiety Disorder), X2 represents the second independent variable (Hardiness Personality), B1 represents the unstandardized regression coefficient for X1, B2 represents the unstandardized regression coefficient for X2, and C represents the unstandardized intercept. From this equation, the resulting multiple linear regression model is: Psychological Well-being =  $-0.685$  (Social Anxiety Disorder) +  $3.526$  (Hardiness Personality) +  $95.536$ . Between

the two independent variables in this study, the hardiness personality variable has a stronger contribution of influence compared to the social anxiety disorder variable.

**Table 5**  
*Influence of Independent Variables*

	Unstandardized	Standard Error	Standardized ( $\beta$ )	t	p	Collinearity Statistics	
						Tolerance	VIF
(Intercept)	103.785	13.076		7.937	<.001		
SAD	-0.728	0.117	-0.347	-6.211	<.001	0.743	1.345
Hardiness	2.905	0.326	0.498	8.91	<.001	0.743	1.345

## Discussion

The research findings indicate that Social Anxiety Disorder (SAD) and hardiness personality collectively influence Psychological Well-being (PWB). These results indicate that each change in one unit of SAD and hardiness personality leads to a corresponding change in PWB. This discovery contributes to the research on PWB in the context of broken homes, as there has been no prior study examining these three variables simultaneously.

In correlational research, Shahbaz et al. (2021) found a significant negative correlation between social interaction anxiety and PWB. Similarly, Wersebe et al. (2018) reported that individuals with social phobia exhibit significantly lower levels of PWB compared to those without social phobia. Generally, individuals from broken homes experience fear and anxiety when facing challenges, difficulty in openness, sensitivity to their surroundings, and a potential risk of SAD (Munandar et al., 2020). Based on the study's findings, 83% of respondents exhibited moderate (64%) to high (19%) levels of SAD. Regarding its influence on the self-acceptance dimension of PWB, individuals with SAD tend to negatively evaluate themselves, struggle to accept mistakes or adopt perfectionist attitudes, and believe they will fail and receive negative evaluations from others (Brijwani, 2022). In terms of environmental mastery, young adults with moderate levels of SAD tend to avoid public speaking or group discussions, while those with high levels may experience panic attacks in social situations (Alomari et al., 2022). This suggests that individuals struggle to adapt and tend to avoid situations or activities that could promote personal growth.

In terms of autonomy, individuals with SAD tend to rely on others' opinions to avoid mistakes or negative judgments (Sushma et al., 2016). Regarding purpose in life, SAD can hinder individuals' ability to form romantic relationships, friendships, and even maintain optimal performance (Dryman et al., 2016). Consequently, individuals with SAD often feel dissatisfied with various aspects of their lives and struggle to find meaning in positive or negative experiences. In the personal growth dimension, individuals with SAD are sensitive to change and threats to their safety (Meng et al., 2021). This attitude contradicts individuals' desire to realize their potential through various challenges and self-exploration, especially in social situations. Hur et al. (2020) explained that emotional experiences can reduce stress levels in intimate relationships with friends, family, or partners. However, individuals with higher levels of SAD spend less time with close individuals. Not only that, but various forms of emotional distress such as stress, anxiety, loneliness, and discomfort in social situations are also found in individuals with SAD (Russell & Topham, 2012). As a result, individuals struggle to form meaningful relationships and face obstacles in their daily lives, such as declining social relationship quality, mental health, and physical health (Alsaireh et al., 2023).



Hardiness personality is described as a commitment to oneself, work, and the world despite pressure (Bartone, 2007; Kobasa, 1979). Research findings reveal that 10% of respondents have low hardiness levels, 69% moderate, and 21% high levels. Other studies (Hamida & Izzati, 2022; Pambudi & Rusmawati, 2022; Paramita & Huwae, 2023) also demonstrate the significant influence of hardiness personality on PWB, with respective impacts of 64.3%, 36.4%, and 51.3%. Correlational studies (Anjum, 2022; Ausie et al., 2017; Nurjan et al., 2023) have found a positive relationship between hardiness personality and PWB. In terms of environmental mastery, individuals with high hardiness can leverage societal knowledge, social skills, and motivation to realize their potential and develop constructive strategies (Albakova et al., 2020). Similarly, in the autonomy dimension, individuals recognize their abilities and actively confront challenges (Hamida & Izzati, 2022).

Moreover, individuals can control or overcome unexpected problems (Maeshade et al., 2023). Thus, socializing with new or close contacts, regulating emotions, and continuous self-development remain under individual control. In the purpose in life dimension, hardy individuals strive for personal development, future hope, and decision-making based on those aspirations (Kinanthy & Jannah, 2016). This indicates their ability to attribute meaning to actions, decisions, and life experiences, orienting toward life goals. In terms of personal growth, hardiness enables individuals to view daily challenges as opportunities for development (Shabrina & Hartini, 2021). Individuals with high hardiness scores adopt positive coping strategies, remaining open to activities or experiences fostering self-growth. In the self-acceptance dimension, hardiness prevents self-blame and fosters appreciation for all experiences (Paramita & Huwae, 2023). Lastly, individuals with high hardiness maintain quality interpersonal relationships and are motivated to confront daily challenges, thus enhancing their psychological well-being (Ausie et al., 2017; Paramita & Huwae, 2023).

Several limitations were identified in this study, namely, the social media platforms used for data collection were not sufficiently diversified, thus potentially introducing subjectivity and hindering the representation of the entire population. Additionally, limited comparisons could be made with previous research findings due to the scarcity of literature addressing psychological well-being, social anxiety disorder, and hardiness personality simultaneously. Consequently, the researcher offers recommendations for future researchers and the research subjects. Future researchers are encouraged to concentrate on young adults with divorced parents who are still alive compared to those with divorced parents who are deceased as they have lower psychological well-being levels while utilizing a random sampling technique. Moreover, future researchers could explore the integration of the personality hardiness variable to enhance the psychological well-being levels among individuals from broken homes. For early adults with a broken-home status, fostering hardiness personality traits could be achieved through training or coaching initiatives. Seeking professional assistance to detect potential social anxiety disorders is also advisable.

## Conclusion

This research demonstrates that the variables of Social Anxiety Disorder and Personality Hardiness significantly influence Psychological Well-being. Additionally, possessing a hardy personality is crucial for individuals from broken homes to navigate through both traumatic experiences and daily pressures successfully. Therefore, early detection of the potential emergence of social anxiety disorder and the enhancement of personality hardiness in individuals from broken homes is essential.

### Acknowledgment

The authors would like to thank all of the participants and experts who participated in this study.

### Declarations

**Author contribution.** HN established the research topic, designed the study, collected and analyzed data, and wrote the manuscript. JCW supervised the whole study process, reviewed research data, and gave constructive feedback on the manuscript.

**Funding statement.** This study received no support from any funding agency

**Conflict of interest.** The authors declare no conflict of interest.

**Additional information.** No additional information is available for this paper

### References

- Agustini, N. I. (2019). Hardiness personality in young adults with divorced parents. *5th ASEAN Conference on Psychology, Counselling, and Humanities (ACPOCH 2019)*, 72(3), 281–283. <https://doi.org/10.1111/j.1741-3737.2010.00723.x>
- Albakova, Z. A. M., Ezhov, K. S., Umerkaeva, S. Sh., Antonova, M. A., Kidinov, A. V., Aigumova, Z. I., & Klepach, Y. V. (2020). Social and psychological features of hardiness in personality of students of higher education institutions. *Propósitos y Representaciones*, 8(SPE2). <https://doi.org/10.20511/pyr2020.v8nSPE2.660>
- Alomari, N. A., Bedaiwi, S. K., Ghasib, A. M., Kabbarah, A. J., Alnefaie, S. A., Hariri, N., Altammar, M. A., Fadhel, A. M., & Altowairqi, F. M. (2022). Social anxiety disorder: Associated conditions and therapeutic approaches. *Cureus*, 14(12), 1–7. <https://doi.org/10.7759/cureus.32687>
- Alsaraireh, F., Althnaibat, H., Leimoon, H., Al-Mrayat, Y., & Dalaeen, R. Al. (2023). The psychological effects of social phobia on undergraduate students in the south of Jordan. *Journal of Population Therapeutics and Clinical Pharmacology*, 30(8), 367–377. <https://doi.org/10.47750/jptcp.2023.30.08.040>
- Anggraeni, T. P., & Jannah, M. (2014). The relationship between psychological well-being and hardiness personality with stress in port security officers. *Character: Journal of Psychology Research*, 3(2), 1–5. <https://doi.org/10.26740/cjpp.v3i2.10984>
- Anjum, R. (2022). Role of hardiness and social support in psychological well-being among university students. *MIER Journal of Educational Studies Trends and Practices*, 12(1), 89–102. <https://doi.org/10.52634/mier/2022/v12/i1/2172>
- Ardilla, & Cholid, N. (2021). The effect of broken homes on children. *STUDIA: Journal of Student Research Results*, 6(1), 1–14. <https://doi.org/10.32923/stu.v6i1.1968>
- Ariyanto, K. (2023). The impact of broken home families on children. *Jayapangus Press Metta: Journal of Multidisciplinary Science*, 3(1), 15–23. <https://doi.org/10.37329/metta.v3i1.2380>
- Aslan, M. F., & Bilgin, O. (2020). Investigation of the relationship between well-being, social anxiety and self-regulation skills in adolescents. *International Journal of Progressive Education*, 16(6), 283–295. <https://doi.org/10.29329/ijpe.2020.280.17>
- Ausie, R. K., Wardani, R., & Selly. (2017). The relationship between hardiness and psychological well-being in prospective non-commissioned officers of the army women's corps (KOWAD) at the KOWAD Bandung education center. *Humanitas*, 1(3), 209–219. <https://doi.org/https://doi.org/10.28932/humanitas.v1i3.758>

- Badan Pusat Statistik. (2023). *Indonesian Statistics 2023*. <https://www.bps.go.id/publication/2023/02/28/18018f9896f09f03580a614b/statistik-indonesia-2023.html>
- Bartone, P. T. (2007). Test-retest reliability of the dispositional resilience scale-15, a brief hardiness scale. *Psychological Reports, 101*(3), 943-944. <https://doi.org/10.2466/pr0.101.3.943-944>.
- Belung, Y. K. (2022). *The relationship between forgiveness and psychological well-being in adolescents with broken home background at SMK Negeri 1 Limboto*. Maulana Malik Ibrahim State Islamic University
- Blackhart, G. C., Williamson, J., & Nelson, L. (2015). Social anxiety in relations to self-control depletion following social interactions. *Journal of Social and Clinical Psychology, 34*(9), 747-773. <https://doi.org/10.1521/jscp.2015.34.9.747>
- Bradburn, N. M. (1969). *The structure of psychological well-being*. Oxford: Aldine Publishing Company.
- Brijwani, S. (2022). Social anxiety, self-esteem, and resilience among young adult females. *Indian Journal of Mental Health, 9*(2), 158-164.
- Budiastuti, D., & Bandur, A. (2018). *Validity and reliability of research*. Bogor: Mitra Wacana Media.
- Budiman, M., & Widyastuti, W. (2022). Psychological dynamics of adolescents who experience broken homes due to divorced parents. *Cognicia, 10*(2), 72-79. <https://doi.org/10.22219/cognicia.v10i2.22072>
- Connor, K. M., Davidson, J. R. T., Erik Churchill, L., Sherwood, A., Foa, E., & Weisler, R. H. (2000). Psychometric properties of the social phobia inventory (SPIN). New self-rating scale. *British Journal of Psychiatry, 176*, 379-386. <https://doi.org/10.1192/bjp.176.4.379>
- Czyzowska, D., Gurba, E., Czyzowska, N., & Kalus, A. M. (2020). Intimate relationship and its significance for eudaimonic well-being in young adults. *Health Psychology Report, 8*(2), 155-166. <https://doi.org/10.5114/HPR.2020.93768>
- Dryman, M. T., Gardner, S., Weeks, J. W., & Heimberg, R. G. (2016). Social anxiety disorder and quality of life: How fears of negative and positive evaluation relate to specific domains of life satisfaction. *Journal of Anxiety Disorders, 38*, 1-8. <https://doi.org/10.1016/j.janxdis.2015.12.003>
- Erikson, E. H. (1968). *Identity: Youth and Crisis*. New York: W.W. Norton Company.
- Fagbenro, D. A., & Olasupo, M. O. (2019). Psychosocial antecedents of psychological well-being of local government employees. *Open Journal for Psychological Research, 3*(2), 55-68. <https://doi.org/10.32591/coas.ojpr.0302.03055f>
- Faisal, M., Hood, H. S., Said, K., & Said, M. (2020). The social psychological of children of broken home family and its problem solving. *Palarch's Journal of Archaeology of Egypt/ Egyptology, 17*(7), 4918-4925. Retrieved from <https://www.archives.palarch.nl/index.php/jae/article/view/2611>
- Feldman, I. L., Agapov, V. S., Feoktistova, S. V., & Griboyedova, O. I. (2021). Factors of psychological well-being of adolescents in the aspect of self-knowledge. *SHS Web of Conferences, 122*(5), 1-5. <https://doi.org/10.1051/shsconf/202112206004>
- Fu, M., Xue, Y., Zhou, W., & Yuan, T. F. (2017). Parental absence predicts suicide ideation through emotional disorders. *PLoS ONE, 12*(12), 1-10. <https://doi.org/10.1371/journal.pone.0188823>
- Goss-Sampson, M. A. (2018). *Statistical Analysis in JASP - A Students Guide v2* (2nd ed.). Mark A Goss-Sampson.

- Gul, A., & Nadeemullah, M. (2017). Psycho-social consequences of broken homes on children: A study of divorced, separated, deserted and blended families. *Pakistan Journal of Applied Social Sciences*, 6(1), 17-36. <https://doi.org/10.46568/pjass.v6i1.307>
- Hamida, C. S., & Izzati, U. A. (2022). The relationship between hardiness personality and psychological well-being in employees. *Character: Journal of Psychology Research*, 9(5), 14-25. <https://doi.org/10.26740/cjpp.v9i5.46617>
- Harding, T., Lopez, V., & Klainin-Yobas, P. (2019). Predictors of psychological well-being among higher education students. *Psychology*, 10(4), 578–594. <https://doi.org/10.4236/psych.2019.104037>
- Harefa, I. E., & Savira, S. I. (2021). Phenomenological study of forgiveness in early adult women from broken home families. *Character: Journal of Psychology Research*, 8(1), 167–184. <https://doi.org/10.26740/cjpp.v8i1.38699>
- Huppert, F. A. (2009). Psychological well-being: Evidence regarding its causes and consequences. *Applied Psychology: Health and Well-Being*, 1(2), 137–164. <https://doi.org/10.1111/j.1758-0854.2009.01008.x>
- Hur, J., Deyoung, K. A., Islam, S., Anderson, A. S., Barstead, M. G., & Shackman, A. J. (2020). Social context and the real-world consequences of social anxiety. *Psychological Medicine*, 50(12), 1989–2000. <https://doi.org/10.1017/S0033291719002022>
- Janssens, W., Wijnen, K., Pelsmacker, P. D., & Kenhove, P. V. (2008). *Marketing research with SPSS*. England: Pearson Education Limited.
- Kinanthi, G. W., & Jannah, M. (2016). An overview of the hardiness personality of paralympic athletes in sprint athletics. *Journal of Theoretical and Applied Psychology*, 6(2), 91-101. <https://doi.org/10.26740/jppt.v6n2.p91-101>
- Kobasa, S. C. (1979). Stressful life events, personality, and health: An inquiry into hardiness. *Journal of Personality and Social Psychology*, 37(1), 1–11. <https://doi.org/https://doi.org/10.1037/0022-3514.37.1.1>
- Leenders, M. V. E., Buunk, A. P., & Henkens, K. (2017). The Role of the relationship with parents with respect to work orientation and work ethic. *Journal of General Psychology*, 144(1), 16–34. <https://doi.org/10.1080/00221309.2016.1258386>
- Liana, I., & Suryadi, D. (2018). Overview of trust in early adults who experience parental divorce and are dating (Case Study in Jakarta). *Journal of Social Sciences Estuary, Humanities, and Arts*, 2(1), 378-385. <https://doi.org/10.24912/jmishumsen.v2i1.1768>
- Lie, F., Ardini, P. P., Utoyo, S., & Juniarti, Y. (2019). Growth and development of broken home children. *Journal of Pelita PAUD*, 4(1), 114–123. <https://doi.org/https://doi.org/10.33222/pelitapaud.v4i1.841>
- Maeshade, S., Armalita, R., & Rahayuningsih, T. (2023). An overview of hardiness in Padang State University (UNP) students who work part time. *Innovative: Journal of Social Science Research*, 3(2), 9156–9166. <https://doi.org/10.31004/innovative.v3i2.1488>
- Mattick, R. P., & Clarke, J. C. (1998). Development and validation of measures of social phobia scrutiny fear and social interaction anxiety. *Behavior Research and Therapy* 36, 36(4), 455–470. [https://doi.org/10.1016/s0005-7967\(97\)10031-6](https://doi.org/10.1016/s0005-7967(97)10031-6)
- Mekonnen, W. (2020). Review on correlation research. *International Journal of English Literature and Culture*, 8(4), 99-106. <https://doi.org/10.14662/IJELC2020.085>
- Meng, T., He, Y., Zhang, Q., Yu, F., Zhao, L., Zhang, S., Chen, Z., Wang, S., Gong, J., & Liu, J. (2021). Analysis of features of social anxiety and exploring the relationship between childhood major adverse experiences and social anxiety in early adulthood

- among Chinese college students. *Journal of Affective Disorders*, 292, 614–622. <https://doi.org/10.1016/j.jad.2021.05.105>
- Mistiani, W. (2018). The impact of broken home families on children's psychology. *MUSAWA: Journal for Gender Studies*, 10(2), 322–354. <https://doi.org/10.24239/msw.v10i2.528>
- Mo, X., Wang, Z., & Shao, J. (2021). Parent-child attachment and good behavior habits among Chinese children: Chain mediation effect of parental involvement and psychological Suzhi. *PLoS ONE*, 16(1). <https://doi.org/10.1371/journal.pone.0241586>
- Morales-Rodríguez, F. M., Espigares-López, I., Brown, T., & Pérez-Mármol, J. M. (2020). The relationship between psychological well-being and psychosocial factors in university students. *International Journal of Environmental Research and Public Health*, 17(13), 1–21. <https://doi.org/10.3390/ijerph17134778>
- Morrison, A. S., & Heimberg, R. G. (2013). Social anxiety and social anxiety disorder. *Annual Review of Clinical Psychology*, 9, 249–274. <https://doi.org/10.1146/annurev-clinpsy-050212-185631>
- Munandar, A., Purnamasari, S. E., & Peristiano, S. V. (2020). Psychological well-being pada keluarga broken home. *Insight: Scientific Journal of Psychology*, 22(1), 46–52. <https://doi.org/10.26486/psikologi.v22i1%20Feb.959>
- Murad, O. S. (2020). Social anxiety in relation to self-esteem among university students in Jordan. *International Education Studies*, 13(2), 96–103. <https://doi.org/10.5539/ies.v13n2p96>
- Muttaqin, I., & Sulisty, B. (2019). Analyze the causes and effects of broken home families. *Raheema: Journal of Gender and Child Studies*, 6(2), 245–256. <https://doi.org/10.24260/raheema.v6i2.1492>
- Nagaraj, M. (2017). Anxiety and psychological well-being among adult and old age. *The International Journal of Indian Psychology*, 4(3), 191–195. DOI: 10.25215/0403.099
- Nevid, J. S., Rathus, S. A., & Greene, B. (2018). *Abnormal psychology: In a world of growing* (9th ed.). Jakarta: Erlangga.
- Nurjan, M., & Wati, L. (2023). The relationship between hardiness and psychological well-being in Indonesian workers residing in Saudi Arabia. *Phronesis: Scientific Journal of Applied Psychology*, 12(1), 1–6. Retrieved from <https://journal.untar.ac.id/index.php/phronesis/article/view/23592>
- Octavian, M. R. D., & Cahyanti, I. Y. (2023). An overview of the interpersonal competence of adolescents from parents who experienced divorce. *Sikontan journal*, 1(3), 215–224. <https://doi.org/10.54443/sikontan.v1i3.541>
- Oktariani, O. (2021). The impact of toxic parents on children's mental health. *Journal of Education, Psychology and Health Research*, 2(3), 215–222. <https://doi.org/10.51849/j-p3k.v2i3.107>
- Pambudi, B., & Rusmawati, D. (2022). The relationship between hardiness and psychological well being in 11th grade students of public high school 2 Magelang city. *Empathy Journal*, 11(1), 44–49. <https://doi.org/https://doi.org/10.14710/empati.2022.33359>
- Paramita, A., & Huwae, A. (2023). Hardiness and psychological well-being in caregiver cancer. *Paper presented at Proceedings of the 1st International Conference on Psychology and Health Issues (ICOPHI 2022)*. [https://doi.org/10.2991/978-94-6463-212-5\\_10](https://doi.org/10.2991/978-94-6463-212-5_10)
- Petegem, S. Van, Brenning, K., Baudat, S., Beyers, W., & Zimmer-Gembeck, M. J. (2018). Intimacy development in late adolescence: Longitudinal associations with perceived

- parental autonomy support and adolescents' self-worth. *Journal of Adolescence*, 65(1), 111–122. <https://doi.org/10.1016/j.adolescence.2018.03.008>
- Prusky, S. (2019). Keeping it in the family: How family functioning and childhood environment impacts social anxiety in college students. *Senior Project Spring*, 317. [https://digitalcommons.bard.edu/senproj\\_s2019/317](https://digitalcommons.bard.edu/senproj_s2019/317)
- Purwaningsih, I. E., Sugiarto, R., & Budiarto, S. (2023). Psychological well-being in relation to anxiety and social support. *SOSIOHUMANIORA: Scientific Journal of Social Sciences and Humanities*, 9(1), 1–16. <https://doi.org/10.30738/sosio.v9i1.13427>
- Purwanto, M. D., & Hendriyani, R. (2020). Growing from wounds: An overview of post-traumatic growth in early adults after parental divorce. *INTUITION: Journal of Scientific Psychology*, 12(2), 185–197. <https://doi.org/https://doi.org/10.15294/intuisi.v12i2.24697>
- Ramadhani, T., Djunaedi, & Sismiati, A. S. (2016). Psychological well-being of students whose parents are divorced (a descriptive study conducted on students at SMK Negeri 26 Pembangunan Jakarta). *Insight: Journal of Guidance Counseling*, 5(1), 108–115. <https://doi.org/https://doi.org/10.21009/INSIGHT.051.16>
- Roebianto, A., Savitri, S. I., Aulia, I., Suciyan, A., & Mubarakah, L. (2023). Content validity: definition and procedure of content validation in psychological research. *TPM - Testing, Psychometrics, Methodology in Applied Psychology*, 30(1), 5–18. <https://doi.org/10.4473/TPM30.1.1>
- Russell, G., & Topham, P. (2012). The impact of social anxiety on student learning and well-being in higher education. *Journal of Mental Health*, 21(4), 375–385. <https://doi.org/10.3109/09638237.2012.694505>
- Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57(6), 1069–1081. <https://doi.org/10.1037/0022-3514.57.6.1069>
- Ryff, C. D., Almedia, D. M., Ayanian, J. Z., Carr, D. S., Cleary, P. D., Coe, C., Davidson, R. J., Krueger, R. F., Lachman, M. E., Marks, N. F., Mroczek, D. K., Seeman, T. E., Seltzer, M. M., Singer, B. H., Sloan, R. P., Tun, P. A., Weinstein, M., & Williams, D. R. (2021). *Midlife in the United States (MIDUS 2), 2004-2006 documentation of psychosocial constructs and composite variables in MIDUS 2*. <https://doi.org/https://doi.org/10.3886/ICPSR04652.v8>
- Santrock, J. W. (2011). *Life-span development* (13th ed.). New York: The McGraw-Hill Companies.
- Sha, M. E. K., & Desai, P. H. (2022). Psychological problems of children in broken family: a qualitative case study. *International Journal of Humanities and Social Science Invention*, 11(10), 49–53. <https://doi.org/10.35629/7722-11104953>
- Shabrina, S., & Hartini, N. (2021). The relationship between hardiness and daily spiritual experience with college students' psychological well-being. *Bulletin of Psychology and Mental Health Research*, 1(1), 930–937. <https://doi.org/10.20473/brpkm.v1i1.27599>
- Shahbaz, K., Amjad, S., Azhar, S., Khan, A., Mujeeb, A., Shahid, M. M., & Hafsa, S. Z. N. (2021). Parental bonding: A significant link to social interaction anxiety and psychological well-being among adolescents. *International Transaction Journal of Engineering*, 12(6), 1–9. <https://doi.org/10.14456/ITJEMAST.2021.120>
- Sugiyono. (2014). *Quantitative, qualitative and R&D research methods*. Bandung: Alfabeta.
- Sushma, B., Padmaja, G., & Agarwal, S. (2016). Well-being, psychosocial problems and social interaction anxiety in children. *The International Journal of Indian Psychology* 3(59), 31–43. DOI: 10.25215/0304.060

- 
- Waterman, A. S. (1993). Two conceptions of happiness: Contrasts of personal expressiveness (Eudaimonia) and hedonic enjoyment. *Journal of Personality and Social Psychology*, 64(4), 678-691. <https://doi.org/10.1037/0022-3514.64.4.678>
- Wersebe, H., Lieb, R., Meyer, A. H., Hofer, P., & Gloster, A. T. (2018). The link between stress, well-being, and psychological flexibility during an acceptance and commitment therapy self-help intervention. *International Journal of Clinical and Health Psychology*, 18(1), 60–68. <https://doi.org/10.1016/j.ijchp.2017.09.002>
- Yeung, R. R., & Hemsley, D. R. (1997). Personality, exercise and psychological well-being: Static relationships in the community. *Personality and Individual Differences*, 22(1), 47-53. [https://doi.org/10.1016/S0191-8869\(96\)00158-4](https://doi.org/10.1016/S0191-8869(96)00158-4)
- Zickar, M. J., & Keith, M. G. (2022). Annual review of organizational psychology and organizational behavior innovations in sampling: Improving the appropriateness and quality of samples in organizational research. *Annual Review of Organizational Psychology and Organizational Behavior*, 10, 315–337. <https://doi.org/10.1146/annurev-orgpsych-12092>