

**BREAKING THE CYCLE: A STUDY ON HOW ART THERAPY
& MINDFULNESS CAN REDUCE FEAR OF COMMITMENT, &
INCREASE POSITIVE RELATIONSHIP EXPERIENCES.**

Thesis turned in to complete one aspect of the requirements for my degree

MASTERS OF ARTS IN PSYCHOLOG

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CERTIFICATE

This is to certify that the dissertation entitled "Breaking the Cycle: A Study on How Art Therapy & Mindfulness Can Reduce Fear of Commitment, & Increase Positive Relationship Experiences" is submitted in partial fulfilment of requirements for the award of the degree of Master of Arts in Psychology to Thapar Institute of Engineering and Technology, Patiala is a record of student work. The report has not been submitted for the award of any other degree or certificate in this or any other university or institute.

A rectangular box containing a handwritten signature in blue ink. The signature appears to be 'Preeti Sharma' written in a cursive style.

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This is to certify that the above statement made by the student concerned is correct and true to the best of my knowledge.

CANDIDATE'S DECLARATION

I hereby declare that the work presented in this thesis entitled, "Breaking the Cycle: A Study on How Art Therapy & Mindfulness Can Reduce Fear of Commitment, & Increase Positive Relationship Experiences" is submitted in partial fulfilment of requirements for the award of the degree of Master of Arts in Psychology to Thapar Institute of Engineering and Technology, Patiala, is an authentic record of my own work carried out under the supervision and guidance of Dr. Blessy Elizabeth David and refers other researchers work which is duly listed in the reference section. The content in the dissertation has not been submitted to any other university or institute for award of any other degree.

Date: May 2024

Place: Patiala

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This is to certify that the above declaration made by the student concerned is correct and true to the best of my knowledge.

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ABSTRACT

This master's thesis investigated the potential of a combined art therapy and mindfulness intervention to reduce fear of commitment (dependent variable) in young adults (aged 18-25) within romantic relationships. The study explored the influence of pre-existing close relationship experience and multidimensional jealousy (independent variables) on fear of commitment.

An initial sample of 110 participants in existing relationships was recruited. From this pool, 30 individuals scoring highest on the fear of commitment scale were selected. These 30 participants were then randomly divided into a control group (n=15) and an experimental group (n=15). The experimental group received a seven-week intervention combining art therapy and mindfulness exercises, designed to decrease fear of commitment and enhance positive relationship experiences. The control group participated in non-intervention sessions to avoid influencing their commitment levels.

Pre-test, post-test, and one-month follow-up assessments were conducted, measuring fear of commitment, close relationship experience, multidimensional jealousy, and emotional intelligence (additional variable). The results demonstrated significant positive effects of the intervention on all measured variables except partner phubbing (using a phone in the presence of a partner). These findings support the hypothesis that an art therapy and mindfulness intervention can effectively decrease fear of commitment in young adults within romantic relationships.

Keywords: Fear of commitment, close relationships, multidimensional jealousy, art therapy, mindfulness, intervention, young adults, romantic relationships.

CHAPTER 1: INTRODUCTION

1.1 FEAR OF COMMITMENT

- **1.1.a. What is Fear of commitment?**

Fear of commitment in romantic relationships, also known as "gamophobia", is a solid aversion to emotional intimacy and long-term commitment in romantic relationships (Cartner, 1987). It can manifest in various ways, such as avoiding emotional closeness, sabotaging relationships, or engaging in multiple relationships to avoid exclusivity.

Steven Carter first used the phrase "commitment phobia" in his 1987 book *Men Who Cannot Love*. Which is one of the important component in romantic relationships, when a person is suffering from any kind of commitment phobia, he or she is prone to fear love and connection when they are in a relationship. This results in a perplexing and harmful cycle of seduction and rejection, which the love object typically finds to be emotionally upsetting. It is globally known that commitment phobia is not gender-specific, even though it is typically associated only with men.

- **1.1.b. Impact of Past Relationships on Commitment**

The underlying causes of fear of commitment are anxiety which is intricate and varied, frequently stemming from a confluence of experiential, psychological, and emotional elements (Pirlott & Bodenheimer, 2013). There are some common contributors to this, which comes from previous relationships (Sharpsteen & Pierloot, 2017):

- Negative Relationship Experiences,
- traumatic breakups,
- betrayals,
- abandonment

These encounters may cause someone to believe closeness is always accompanied by suffering and disappointment (Feeney & Collins, 2015).

- **11.c. Barriers to Commitment in Close Relationships**

- First is 'Insecure Attachment Style', which results from early life experiences and affects how people see commitment and intimacy (Bowlby, 1982). Close, committed relationships might be challenging to establish and maintain in people with anxious or avoidant attachment styles.
- Second is 'Loss of Independence', which states that those with a strong feeling of independence could worry that being devoted will make them less accessible and independent. A person can be afraid that by any chance they somehow become like their partner or somehow things happens in a particular way that they lose their identity, of who they actually are (Solomon & Aron, 1998)
- Third is 'vulnerability phobia', which implies that Vulnerability is somehow necessary for intimacy and commitment, which can be intimidating to people who feel that they are afraid of being rejected, disappointed, or experiencing emotional distress (Levine, 1997). These kind of people try to make a boundary around themselves so that they can protect themselves from any kind of harm.
- Fourth is, the 'dread of failing', which makes committing intimidating (Fisher, 2000). People can self-sabotage and avoid situations out of fear of disappointing their partner or not meeting expectations.

In order to overcome a fear of commitment, one must be self-aware, accepting, and willing to address underlying problems by figuring out their causes, confronting negative ideas, getting

professional help, engaging in healthy communication, exposing oneself gradually, keeping one's attention in the here and now, and appreciating one's worth.

1.2 EMOTIONAL INTELLIGENCE

- **1.2.a What is Emotional Intelligence?**

One common term in today's world "Emotional Intelligence" (EQ), coined by (Salovey & Mayer, 1990). Individuals who have emotional intelligence are said that they can recognize their emotions, in such a way that they can create or construct a positive emotional construct for themselves that will help them to accomplish or achieve their objectives, desires and also helps them in building a strong and positive romantic relationship or any kind of relationship, with family or friends.

- **1.2.b Advantage of emotional intelligence in romantic relationships.**

Even if a person is high on the scale of emotional intelligence, it's said that they have various advantages in their romantic relationship, or their relationship with their partner.

- better and good communication with each other (Gottman, 2007),
- more comfortable in expressing their needs and desires to their partner (Brackett et. al., 2010),
- partners can be empathic towards each other (Goleman, 1995),
- know how to handle the situation when an argument is going on (Gottman, 1999).

- **1.2.c Four components of emotional intelligence and relationship management**

With the release of "Why It Can Happen More Than IQ" (Goleman, 1995), the field of Emotional Intelligence (EI) saw a meteoric rise in interest. Use of it thereafter expanded dramatically. Dr. Reuven Bar-On created the first emotionally intelligent scale with scientific validation with the Bar-On EQ-I. The definition of Emotional Intelligence by Bar-On is "a

collection of noncognitive assets, competencies, and skills (including social and emotional ones) that impact an individual's capacity to manage and adapt to pressures and demands in their environment" (Bar-On, 1997).

A trait model of emotional Intelligence was developed by K. V. Petrides (2009). It was divided into four sections. To begin with, a healthy person has qualities such as optimism, self-worth, and happiness. It involves managing stress, finding meaning or purpose, being happy, and maintaining an optimistic attitude. The second component is self-control, which encompasses intelligence control, emotional regulation, and stress management (Petrides, 2009). Controlling and adapting one's reactions to reduce negative behaviours, enhance positive ones, and achieve long-term goals is known as self-control. Emotional Intelligence, which encompasses empathy, emotional Intelligence, expression, and relationships, constitutes the third element. It comprises seeing and interpreting speech, face, and other visual and auditory cues, as well as one's own emotions. The fourth component for this is sociability, which encompasses assertiveness, social awareness, and emotional regulation (Petrides, 2009). Which means that the ability to recognize, react or understand other people's emotions with whom they are interacting in their daily social network.

Self-motivation and adaptability are two more characteristics for this, like the ability of a person to adjust in a particular environment and also adjusting with different individuals comes under the factor of adaptability. Also, a persons self motivation helps a person to pursue a particular goal which further helps in persons development or help that person to discover the meaning of life.

The human desire for connection is often tangled or mixed with a fear of commitment. This fear for commitment is shown in various ways starting from commitment phobia to ending on

settling down in a particular career. But as we know that the reason behind this fear of commitment is complex, or difficult to understand but still Emotional intelligence, plays an important role in navigating and overcoming it. Emotionally intelligent individuals possess a distinct advantage in confronting the fear of commitment.

After this, all the main components of EQ are emotional Intelligence, self-regulation, self-awareness, and social awareness, and they also help in better relationship management; these components help the person manage their emotional response and build healthy and committed relationships (Bar-On, 1997).

Couples should manage their emotions and try to understand the perspective of others; they should also try to empathize with each other. By Intelligence can build healthier, stronger connections and embrace commitment's reward. As they learn and grow together and flourish, their relationships.

1.3 MULTIDIMENSIONAL JEALOUSY

- **1.3.a Understanding the complexity of Multidimensional jealousy**

According to the theoretical concept of "multidimensional jealousy," is a complex emotion has three dimensions: cognitive, affective, and behavioural. The reason why jealousy can appear in so many various forms makes the multidimensional jealousy model helpful (Pfeiffer & Wrong, 1989). It also implies that various forms of envy can call for various responses. For instance, counselling or therapy may be the most effective means of treating cognitive jealousy, whereas behavioural modification strategies may be the most effective.

This Multidimensional Jealousy scale is also used when a person or individual wants to determine or detect how severe the jealousy is, Determining the forms of jealousy that provide the most challenges to an individual and evaluating the success of jealousy interventions.

One of the components of MJS is cognitive jealousy, which describes the unfavourable ideas and suspicions that surface when someone feels that their love relationship is in danger. It entails evaluating relationship risks or concerns about an infidelity-prone romantic partner. These doubts and thoughts can negatively affect spouses' emotional health and damage their relationship (Lazarus, 1999).

- **1.3.b Triggers of Jealousy in a relationship:**

First is “Past infidelity”, which tells that a partner's or previous partner's history of infidelity which can increase the fear of infidelity and further lead to cognitive jealousy (Buss, 2000).

Second is “low self-esteem”, which tells that a person with low self-esteem may struggle with their insecurities and fears of being abandoned or replaced, making them more susceptible to cognitive jealousy (Solomon & Gilmour, 1998).

Third factor is “Suspicious & lack of trust”, like individual who have anxious attachment style are fixated or are in need of their partners' availability and attention, which increases their susceptibility to cognitive jealousy, which can also be stoked by a partner's lack of trust, which can also contribute to this (Hazar & Shaver, 1987).

Fourth is “thoughts of disloyalty”, which tells that a person worries about their partner's fidelity and imagines scenarios of infidelity; suspicions of infidelity, which indicate he or she believes that their partner is seeing someone else; they have this continuous thought in their mind, which further make it difficult for them to concentrate or focus on other issues and overly vigilant monitoring behaviours, which involve keeping an eye on a partner's phone, social media, and whereabouts so that they can gather enough proof to confirm their suspicions (Mathes & Shaver, 1997).

- **1.3.c Types of jealousy and their effect on relationship**

Cognitive jealousy - sometime it have negative consequence for the relationship like it can damage the intimacy and trust in the relationship by creating a climate of constant suspicion and accusations, which makes it difficult for partners to feel safe and connected. One aspect of this is a communication breakdown, which focuses on the unfavorable environment brought about by cognitive jealousy, which obstructs honest and open conversation and diverts attention from the settlement of underlying problems (Buunk & Lemay, 2008). The harmful behaviour comes last. If cognitive jealousy is allowed to run amok, it can result in controlling actions, stalking, and even violence, all of which can strain the relationship even more.

Emotional Jealousy - When someone feels that their love connection is in danger, they may experience the complicated and frequently crippling emotion of emotional jealousy. It is typified by strong negative emotions in reaction to perceived threats to the intimacy or exclusivity of the relationship, such as fear, insecurity, embarrassment, rage, and grief.

Several things might cause emotional jealousy; such jealousy is frequently sparked by the perception or suspicion that one's partner is having emotional or physical intimacy with someone else, according to perceived infidelity or flirtation (White & Holtzworth & Munroe, 2009).

Being close to someone else reveals that a spouse may become envious of their partner if they form solid friendships or emotional bonds with others. They may also need to be included or retain their partner's interest. Another component that focuses on past experiences is betrayal or adultery in personal or familial relationships. These events can increase an individual's susceptibility to emotional jealousy in their relationships. Effects of insecurity and poor self-esteem Emotional jealousy might be more common in people with low self-esteem or doubts

about their beauty or worth. They are constantly afraid that their partner will find someone else more attractive.

Intense emotions linked to emotional jealousy can fuel frequent disagreements and conflicts, weakening the emotional bond between partners. Emotional jealousy can have a disastrous effect on romantic relationships, resulting in Constant conflict and arguments. Intimacy and trust are undermined by persistent accusations and suspicions that come along with emotional jealousy, making it harder for partners to feel safe and connected. Emotional jealousy can often result in controlling actions, such as keeping tabs on a partner's phone or social media, limiting their freedom, or keeping them apart from friends and family. Breaking up with someone is one of the critical elements. Emotional jealousy can cause resentment, animosity, and the relationship's breakup if it is not dealt with.

Behavioral Jealousy - The visible manifestation of jealousy in a love relationship is called behavioral jealousy, it can be seen in several ways like one person in the relationship is monitoring, which indicates that the envious partner may follow their partner around or keep an eye on their phone or social media usage. A man glancing at his spouse's phone or the envious partner may attempt to manage their partner's actions by demanding to be informed of their every step or restricting their communication with friends or relatives. To keep their partner alone, the envious spouse may try to prevent them from having supportive networks or good connections. In order to exert control over their partner, the jealous spouse may threaten or intimidate them by instilling feelings of guilt or fear. In difficult situations, the envious partner may act violently or emotionally against their partner (Baumeister, 2007).

Behavioural jealousy in a relationship can be caused by several things, such as Past experiences like people are more prone to display behavioural jealousy in their current

relationship if they have a history of infidelity or abuse in past relationships. Low self-esteem: People lacking self-worth may exhibit possessive and envious tendencies due to their intense fear of rejection or abandonment. Anxious attachment style gives us an overview that people who suffer from this are at high risk to be insecure about their partner as they are concerned about their availability and attention. Lack of trust: When someone does not trust their partner, it can cause mistrust and suspicion, showing itself as domineering and envious actions.

In romantic relationships, behavioural jealousy can have a some serious effect which becomes the cause for Emotional distress: Both partners sometimes may experience extreme emotional distress which results in manipulation, and control. Intimacy and trust are a culture of fear and worry, making open and honest communication impossible. Relationship breakdown: Unchecked behavioural jealousy can cause a partner to feel trapped and in control, ultimately leading to the relationship's breakup or damaged as a result of abusive and controlling behaviours, which makes it harder for partners to feel safe and connected.

1.4 PARTNER PHUBBING

- **1.4.a What is Partner Phubbing**

The term "commitment phobia" was originally introduced by Steven Carter book Men Who Can't Love. The love object usually finds this to be emotionally distressing as it creates a confusing and damaging loop of seduction and rejection. Although commitment phobia is usually associated with men, but also it's not gender specific (Carter, 1987).

Commitment anxiety has many different root causes, many of which are complex combinations of emotional, psychological, and sensory factors. Negative Relationship Experiences, which are associated with painful breakups, betrayals, or abandonment in prior relationships can build

an established fear of commitment, which as we discussed is one of the common factor in relationships.

- **1.4.b Focuses on Modern Challenges to Romantic Relationships**

The underlying causes of commitment anxiety are intricate and varied, frequently stemming from a confluence of experiential, psychological, and emotional elements. There are some common contributors to this which includes; Negative Relationship Experiences, which posits that traumatic breakups, betrayals, or abandonment in previous relationships, can create an ingrained dread of commitment (Smith, 2023). These encounters may cause someone to believe that closeness is always accompanied by suffering and disappointment.

As we all know, smart phones and electronic gadgets help people initiate and receive communication from others despite their distance. People can connect at any time and in any place they want. Everything that comes with benefits has some kind of disadvantage. The use of mobile phones affects romantic relationships or social bonds. The term "Partner Phubbing" comes from this (McDaniel, & Coye, 2016). Phubbing means when an individual is ignoring their partner just for the sake of their phones or rather than conversing, they are using their phones.

Phubbing or Partner Phubbing is a common habit of people, especially after COVID. Even when a person is in any kind of stress, anxiety or depression, they tend to go towards using phones rather than discussing, sharing or telling this with their partner or family. A 'Phubber' is a person who is partially or fully focusing his or her attention on his or her phone and ignoring his or her partner, whereas a 'Phubee' or 'Phubbed one' is just waiting for their partner to have a conversation or set their phone aside for them.

A study by Chotpitayasunondh and Douglas, 2016 shows a negative relationship satisfaction correlation between couples and phone usage.

- **1.4.c Focusing on the negative consequences of Partner Phubbing**

First is “Less closeness and communication” as it occurs when one person is not entirely focusing on their partner and is not in the present moment due to repeated phone checks. And the other one will definitely feel as they are not being heard, listened or understood which further lead to decline in closeness and communication (Przybylski & Weinstein, 2013).

Second is “Increased disputes” as it could also result from frequently ignored or interrupted partners becoming irritate or dissatisfied, which could spark arguments and physical altercations (McDaniel et. al., 2020). A spouse being phubbed is also more likely to report feeling unhappy and unfulfilled in their relationships, which is indicated by decreasing relationship satisfaction.

Despite its innocuous nature, partner phubbing can significantly affect relationship dynamics. It can fuel concerns and create an emotional distance, intensifying commitment fears and impeding the growth of intimacy and trust. In order to maintain a strong bond, both spouses must prioritize spending quality time together and exercise caution when using their phones. To have a safe and satisfying relationship, both open communication and a deliberate effort to be present are necessary (Robert & David, 2016).

- **1.4.d How emotional intelligence & partner Phubbing effect each other?**

The ability to recognize, comprehend, and positively regulate one's emotions and those of others is referred to as emotional intelligence (EQ). This delicate balance is upset by partner phubbing in a few different ways.

Phubbing, in the first place, shows a lack of consideration for the partner's emotional state and empathy. Selecting a phone call over in-person communication conveys the idea that your partner's emotions and ideas are not that important as compared to your phone. Intimacy and trust are essential elements of emotional intelligence undermined by this disdain.

Second, partner phubbing undermines another foundational element of emotional intelligence: effective communication. Understanding a partner's emotional needs requires attentive attention and a keen awareness of nonverbal clues. These indicators are overlooked when a phone gets in the way, which causes miscommunication and emotional annoyance.

Further, phubbing might exacerbate the "phubbed" partner's uneasiness and loneliness. This can appear as emotions of inadequacy, jealousy toward the phone, and an overall disconnected sensation. The couple's general emotional intelligence may suffer if a phubbing pattern develops. Couples lose their ability to effectively communicate, read each other's emotions, and settle disputes amicably.

1.5 EXPERIENCE IN CLOSE RELATIONSHIPS

- **1.5.a What is ECR?**

Each one of us who are in love or wants to be in a relationship have variety of different opinions or experience about close relationships, especially those romantic relationships. Nonetheless, specific recurring themes surface in various partnerships. The following are some of the typical occurrences in intimate partnerships. Like everyone has some positive or negative experiences.

- **1.5.b Building Blocks of a fulfilling romantic relationship**

First is “Love and affection” are the one of the most fulfilling parts of a close relationship, it is feeling your partner loves and cares for you.

Second factor is “emotional Intimacy”, which shows us that when we share our innermost thoughts or desires then it will help each one of us to build strong romantic relationship with our partners.

Third is “Friendship”, when there is one of the strong bond of companionship and friendship which are frequently produced by close interactions.

Forth is “Communication”, as exchange of stories and recollection of stories with their partners so that these things can deepen their relationship and provide stong memories.

Fifth is “Support”, sometimes there are things that are tough in a relationship so a person can learn problem solving skills from there partner for assistance in there difficult problems.

These five points was given by Gary Champan in The 5 love languages.

- **1.5.c The impact of negative emotions in a relationship**

Arise from bad experiences in close relationships. Conflict is a given in all relationships but can be harmful if handled poorly. First is “Jealousy” which start when a feel that their relationship is in danger, they may become jealous, which can cause tension and mistrust (Green et, al,. 2002).

Second is a “communication issue” which tells that misunderstandings, wounded sentiments, and animosity can result from poor communication.

Third is “Infidelity” which tells that if once trust has been damaged, mending can be challenging. Infidelity can destroy a relationship (Buss, 2004).

Fourth is “Breakup” it happens when one person leaves their partner on the feeling of confusion and aloneness. They can also be emotionally taxing and distressing (Lee & Agnew, 2006).

- **1.5.d Types of attachment styles & their impact on relationships**

There are two different attachment patterns that affect romantic or close relationships; these two factors are attachment avoidance and attachment anxiety.

In the Anxious attachment style, mostly people are concerned with their partner's availability and attention towards them. Research says that these kind of people usually suffer from anxiety or dread of being abandoned if they perceive their spouse to be cold or unresponsive. These people usually yearn for closeness and assurance.

Second factor that is attachment anxiety are usually in constant concern about their relationship. They need reassurance of people as they constantly ask their spouse for reassurance, such as unceasing declarations of love or devotion. Also, these individuals are sensitive to criticism which says that people who read criticism as a sign of rejection may be susceptible.

- **1.5.e Challenges of intimacy in Avoidant attachment style**

Intimacy follows avoidant attachment styles, and people who are suffering from attachment type often find emotional connection a source of discomfort. People can bury their emotions by respecting autonomy and self-sufficiency to keep from becoming vulnerable. Frequent occurrences in intimate relationships for those who fear attachment: Fear of Intimacy: They could worry about getting too attached to their partner and losing their individuality (Shaver et. al., 1998). Avoidance of conflict: They might do all in their power to avoid conflict, including suppressing their feelings or disregarding issues (Feeny et, al., 1990). Emotional expression

difficulties: They could find communicating their positive and negative sentiments challenging.

Emotional suppression: People may choose to repress their feelings in order to prevent feeling exposed or overpowered (Greenberg, 2003).

Meeting up with someone with a different attachment type could lead to a "pursuer" and "distancer" duality. In contrast to their anxious spouse, who may seek solace and Intimacy constantly, their avoidant partner may withdraw and isolate themselves.

CHAPTER 2: REVIEW OF LITERATURE

2.1 Fear of Commitment

The difficulties that individuals who are nervously attached experience to commit to love relationships are often contradictory. The role of apprehensive attachment is still unclear, even though Atsushi Shimotomai, Samantha Joel, and Geoff MacDonald discuss the fundamental prediction that pertains to romantic commitment. There is a great need for stability and connection in love relationships, even though this is the case. It has not yet been resolved whether or not there is a steady relationship between anxiously connected persons and the conflicting commitment demands that they face. It is said that Anxiety attachment and commitment are both positively correlated with one another. One data was collected from Australia with a total number of 5,137 participants, and this shows how safety and satisfaction in a relationship are two aspects that support reducing the impact of fear of commitment. An alternative study was also done in Japan with a total number of 5,159 participants, which illustrates that the effect of perceived security suppression is validated by the fact that reliance on the companion partly explains the remaining positive correlation between concerned attachment and commitment. According to this study's results, those with nervous attachments may have contradictory feelings about commitment. On the additional hand, the positive effects of factors such as obsession with relationships, discontentment, and apprehensions surrounding unfavorable judgment have the opposite effect of encouraging commitment (Shimotomai, 2017).

The findings of a research that was conducted by Giuseppe Pantaleo and Simona Sciara and titled "The impression of the perceived risk of terminating a romantic partnership on the side by side of romantic emotional investment and overall commitment to the relationship" The

application of emotional intensity theory to the whole sample of 104 individuals was the method that they claimed to have used to accomplish this. By illustrating how varying degrees of commitment alter the intensity of romantic relationships, and how all of this in some way influences the chance of divorce, they were able to accomplish this with their research. The degree of romantic sentiments always fluctuated according to the cubic function of the regulated risk of relationship collapse, as EIT expected. This was never the case. The level of risk associated with each of these consistently ranged from high to low. When it comes to the link between the expected danger and romantic commitment, the research also reveals that romantic sentiments of a partnership always operate as a mediator. There are two ideas, that someplace interfere the findings of this particular research. The first is that it highlights the fact that the managed risk of relationship breakup has barrier-like structures and that it has a direct effect on the expansion of passionate sentiments. In conclusion, by implying that limits of any sort have the capacity to systematically manage the intensity of romantic sentiments, either by raising or lowering it to the fact where these barriers are seen as "risky" for the imminent of the relationship, which is the last point (Baron, 1986).

One more research that was carried out by Gian C. Gonzaga and his colleagues, all of whom are affiliated with the University of California, Berkeley, "state in an additional article which concerns with the Love, and Commitment Problem, in Romantic Relations and Friendship." In light of the fact that love fosters devotion, these studies postulated that love in a relationship would encourage a course of action that would present a recognizable signal. Furthermore, they would be associated with the processes that improve commitment in situations when interpersonal connections are at danger. In addition, the researchers conducted an investigation that included both love and potential threats to the connection that is shared between partners in a

romantic relationship as well as between friends throughout the adolescent years. There is a correlation between the all-encompassing sense of love and the approach-related states such as feeling pity and desire. In addition, there are two more measures, such as self-reports and companion estimates, which suggest that love is associated with four positive affiliation signals. These cues include head nods, Duchene grins, gesticulation, and forward leans. These four indications convey nonverbal affection to the others. It was revealed that commitment-enhancing procedures (such as constructive conflict resolution and perceived trust) were connected with both the sensation of love and the expression of love when the relationship was in jeopardy by the circumstances. Love, good feelings, and interpersonal connections were the primary topics of discussion during the majority of the debate.

Another study that focuses on the topic of "Developmental Perspectives on Commitment in Adult Romantic Relationships" was conducted by M. Minda Oriña and her colleagues. The study investigated how a partner can become a "weak link" or "less devoted" partner towards the other, as well as how the absolute and relative degrees of commitment operate. They were under study from the moment they were born, and they were also involved in romantic relationships. They analyzed 78 people who were between the ages of 20 and 21. In this study, it was found that individuals or participants who experienced inadequate support or attention from their guardian when they were toddlers or who were unable to tenacity their conflicts with their close friends during their adolescent years are more likely to be perceived as a weak link in a romantic relationship that they are tangled in (M. Minda O, 2011).

The diverse causes of commitment unsureness, relationship termination, and alternative monitoring among young people are investigated in yet another fascinating research that was titled "breaking bad" was conducted by Kelley Quirk and her contemporaries. According to their

definition, commitment uncertainty is an emotion or feeling that occurs when a person experiences conflict while deciding the future with their romantic partner. Although this factor is largely overlooked, it is one of the most vital factors in young adult relationships that always affect the likelihood of the relationship ending. In addition, when a person is experiencing a feeling of insecurity over the commitment of the relationship, they may try to find other partnerships or actively go for them. In addition, it is said that if a person has a greater degree of commitment uncertainty, then there will be a larger probability of the relationship being terminated, as shown by the findings of the respective research. It is essential to note that thorough monitoring of other possibilities did not correlate with the finish of a relationship. Concerning the administration of these essential relationship processes, there is some advice given (Kelly M. Fincham, 2014).

2.2 Emotional Intelligence

Emotional intelligence mediates the outcomes of courting fine, in link with "Walking in Each Other's Shoes - Perspective Taking which Mediates the Effects of Emotional Intelligence on Relationship Quality of couples" with the aid of using Michela S. D. et al. However, there may be a paucity of empirical studies that systematically examines emotional intelligence in romantic relationships the usage of suitable dyadic designs and analyses. Emotional Intelligence (EO) is applied to envision whether or not this aspect influences the depth of romantic relationships, the diploma of intimacy among partners, and the resilience in their messaging. The take a look at consisted of wonderful components. To commence, a web new release became introduced, which attracted a mixed participation of 19 heterosexual couples. The shielding impact of emotional intelligence (EQ) on courting fine became found in each the character and the couple. The next segment of the laboratory inquiry centered at the high-quality affects of emotional

intelligence (EQ) on marital delight and romantic partnerships. Additionally, mental closeness and courting delight have been located to be predictors of emotional intelligence (EQ).

The effect of EQ at the well-being of romantic relationships became investigated with the aid of using Sidhu et al. The effects recommend that couples should doubtlessly derive anxiety remedy in our fast-paced society with the aid of using utilizing each other's compassion and affection. Each associate needs to have a robust, thriving connection. Whether improved tiers of emotional intelligence are correlated with extra marital delight is the crucial inquiry that motivates this scholarship. EQ impacts the character, connection, or courting of couples, as proven with the aid of using the findings. High EQ couples are greater devoted to each other in romantic relationships in comparison to low EQ couples. Furthermore, an excellent correlation may exist between partners' levels of commitment and ratings of profound emotional intimacy, emotional accessibility, and emotional recognition. Emotional intelligence (EQ) has a non-stop effect at the diploma of fulfillment in interpersonal connections (Sidhu, 2019).

2.3 Multidimensional Jealousy

According to a critical study done by Annmarie C. et al. on the topic Romantic Jealousy and Affairs: Research and Implications for Couple Therapy, this post-situational emotion is usually perceived as a danger to one's intimate relationship and can incorporate other negative feelings like anger, fear, and sadness. If you or someone you're close to is prone to jealousy, there are some effects you can do and think to help yourself feel better or remain in the relationship. Still, these thoughts and actions could make relationship issues worse rather than better. While diagnosing and treating a relationship with jealousy issues, several factors must be considered. The best way to approach treating jealousy—and all accompanying matters, such as depression,

early family relationship problems, or a lack of commitment to the marital relationship—is to conduct individual assessments with each spouse to get a sense of the underlying issues they're facing. Despite the abundance of therapeutic suggestions made by clinical authors,⁶⁰ the methods included here are supported by theory and research from cognitive-behavioral therapy, systems treatment, and jealousy when applicable. As long as both people involved are genuinely devoted to the relationship, a dyadic framework can be a positive therapy for jealousy. A dyadic approach is more likely to reduce envy and promote marital happiness than individual cognitive-behavioural treatment for the noninvolved partner, while the former may help relieve sadness (Annmarie Canoco, 1997).

Embracing Complementarity in Relationships: A Multi-Factoral Approach by Michele Scheinkman. In the blink of an eye, envy may transform love into wrath and compassion into controlling, intimidating, or even murderous behaviour. Nonetheless, the area of couples therapy has astonishingly ignored it. From normative prediction to severely obsessive expressions, this study explores the many facets of jealousy. It offers a comprehensive definition as a centre of opposing feelings, ideas, beliefs, behaviours, and reactions. They use the vulnerability cycle model to explain how couples' fundamental relational duties may lead to envy and how it can derail their relationships. They also advise how to stop the relationship from worsening, break their power struggles and unproductive techniques, find out what the couple really wants and needs, and separate present-day meaning from meaning from the past or other places. The objective is to help people change themselves and their relationships so that their expectations may be more accurately met. Therapists might benefit from the study's thorough conceptual framework for addressing jealousy's many possible underlying dynamics since it blends intrapersonal and systemic components. The researcher will often interrupt the couple's

reactionary processes by bringing attention to their inherent weaknesses, power conflicts, and inefficient survival techniques. Differentiating the couple's present circumstance from feelings and thoughts influenced by the past and other circumstances is typically also important. Researchers also engage in individual efforts to hone self-aspects related to the dynamics of envy. This multi-faceted strategy paves the way for fresh ways to defuse envy. New capitals for dealing with issues beyond the immediate aftermath of infidelity-related repair work are also included of the package (Michael S., 2008).

In a study entitled "A Complex factor that can be influenced by numerous factors," Nancy Consuelo Martínez-León et al. investigated the multifaceted emotion in the form of romantic jealousy. This study was conducted to examine the grave consequences of romantic jealousy, which may at times lead to the demise of either the individual or the partner. Threats, whether genuine or imagined, are capable of inciting envy. Romantic jealousy has emerged as a critical health concern in contemporary society. The initial sub-component comprises personal variables, while the subsequent third component comprises sociocultural elements. The three sub-parts are further subdivided within it. A variety of factors comprise personal variables, such as attachment style, self-esteem, contraceptive use, and alcohol consumption, in addition to sexual orientation and gender disparities and hormone levels. The subsequent element consists of interpersonal aspects, encompassing subcategories such as romantic affection, aggression, and satisfaction. The sociocultural element, comprising elements such as social networks, transcultural comparison, and various adversary characteristics, constitutes the third and ultimate component. The researchers in this study provided suggestion that envy is a complex and multifaceted phenomenon, encompassing a range of influences (Martínez-León, 2017).

2.4 Partner Phubbing

Affect of companion phubbing on damaging feelings: a day by day journal look at of moderating components through way of implies of Michal Frackowiak et al. Intuitive among sentimental companions can be aggravated through way of implies of a co-gift cellular telecellsmartphone utilize while a companion overlooks their transaction companion in support of smartphone. This not unusualplace hone, known as phubbing, advances social dismissal and prohibition. Consequently the companion who gets phubbed might moreover also record terrible enthusiastic thinks about. In any case, those thinks about can be buffered through way of implies of a cognitive idea instrument while the companion's conduct remains seen as responsive (i.e., data or approving). In this way, we hypothesize that feeling caught on or confirmed moderates the hyperlink among phubbing profundity and awful feelings. To check our theories, we performed a day by day journal look at over seven days, employing a design of $N = 133$ individuals staying with their companions. Multilevel displaying was actualized to see at among- and within-individual forms. The discoveries recommend that the idea of the companion as data and approving, no matter the co-gift cellular tele cell smartphone utilize, diminishes the terrible passionate thinks about at a few organize in phubbing, and the transaction results recommend subtleties among phubbing and data and approval through way of implies of companion, which grow our hypothetical comprehension and recognize among the two, as partitioned relationship-associated builds. How “phubbing” will gotten to be the standard: The forerunners and impacts of reprimanding thru telecellsmartphoneVarothChotpitayasunondh et al. Smartphones allow people to put through to others from about all over at any time. Be that as it may, there may be creating trouble that smartphones might too also genuinely on event diminish, in inclination to complement, social intuitive. The term “phubbing” speaks to the act of reprimanding a individual

in a social putting by centering on one's telecellsmartphonein put of speakme to the person specifically. The display day have a see at ended up planned to consider a number of the mental predecessors and impacts of phubbing conduct. We examined the contributing parts of Web enslavement, stress of missing out, quality of intellect, and telecellsmartphone habit, and the way the recurrence of phubbing conduct and of being phubbed might too also each result within the conviction that phubbing is standardizing. The results found that Web enslavement, stress of missing out, and quality of intellect anticipated telecellsmartphone enslavement, which in flip anticipated the volume to which people phub. This course furthermore anticipated the volume to which people encounter that phubbing is regulating, each thru (a) the volume to which people are phubbed themselves, and (b) autonomously. Assist, sexual orientation directed the association among the volume to which people are phubbed and their conviction that phubbing is standardizing. The blessing findings advocate that phubbing is an significant viewpoint in cutting-edge discussion that warrants essentially examination (M. Frackowiak, 2022).

2.5 Experience in Close Relationship

Adolescent validity of the Experiences in Close Relationships-Relationship Structures (ECR-RS) measure was investigated by Dagmar Feddern Donbaeka of Ask Elkli. There are two dimensions of attachment, according to their research: avoidance and anxiety. In this study, we looked at a sample of 1999 adolescents (ranging from 15 to 18 years old) and measured their ECR-RS scores on items related to their parents and closest friends. Across domains, two indirect variables were identified, both of which demonstrated acceptable construct validity. These factors included discrimination across subgroups and factor-specific linkages to the adult attachment model (Bartholomew & Horowitz, 1991). Adolescents' relationship-specific attachment structures may be assessed using the ECR-RS, according to a thorough validation. According to the findings, the

attachment patterns that adolescents report having in their relationships are based on avoidance and anxiety. These findings lend credence to the growing agreement in personality and social psychology that adult attachment measures are necessary (D. F. Donbaek, 2014).

A screenplay for relationship failure: Attachment avoidance and commitment aversion was studied by Carolyn Birnie and M. Joy McClure. The participants in this study were undergraduates from Canada. They were inquired to use a card sorting process to rank a sequence of dating encounters, each representing an anticipation for a potential new romantic connection. The lack of commitment-enhancing and commitment-undermining events, as well as the anticipation of relationship breakdown, were shown to be connected with avoidance. A multiple mediation model revealed distinct pathways for good and negative outcomes, and commitment aversion mediated the association between avoidance and anticipated failure. It appears that people who have avoidant attachment often go into new relationships predisposed to fail because they have comprehensive scripts for commitment aversion (C. Birnie., 2009)

What follows is a Spanish translation of the ECR adult attachment questionnaire. The study conducted by Itziar Alonso-Arbiol et al. in 2017 which included married and cohabiting couples. The researchers found that the anxiety and avoidance subscales of the ECR-S, which are orthogonal, correlate with other relevant variables. These variables include relationship status, scores on K. Bartholomew and L. M. Horowitz's (1991) measure of adult attachment style, and different aspects of love and couple satisfaction. Finally, low levels of physiological arousal (i.e., romantic passion), low levels of romantic dependency, and inadequate communicative intimacy were all linked to avoidant attachment. Greater physiological arousal and romantic reliance were both related to anxious attachment. These results corroborate the ECR-S's reliability and perfectly agree with the expectations. Only in the context of romantic dependency did we find

evidence of a gender impact; generally speaking, males exhibited higher levels of romantic dependence than women (Itziar Alonso-Arbiol, 2017).

Tani, Franca; Pascuzzi, Debora; and Raffagnino, Rosalba conducted a research on the topic of emotion dysregulation processes and their impact on partner intimacy. The current research examined a set of people who were all share a committed heterosexual pair relationship to see if emotional dysregulation had any impact on the quality of their relationships. Difficulty in Emotion Regulation Scale and Couple Affectivity Scale were filled out by 100 participants. Descriptive statistics, correlations, and hierarchical regression were put to use in the data analysis process. Researchers found that couples whose partners struggle to control their emotions had worse quality relationships. There was a negative correlation between inability to control emotions and closeness in relationships, and more especially, the belief that one's partner was willing to engage in sexually suggestive conversation. People with difficulty controlling their emotions avoided intimate relationships and were terrified their partners would exert undue control over them because of their dysregulation. To conclude, there was no other variable that might predict sexual pleasure and self-disclosure like gender. The findings highlighted the importance of partners' ability to control their emotions as a hedge against relationship problems, particularly in the area of intimacy (Franca, 2015).

CHAPTER 3: RESEARCH GAP

3.1 MOTIVATION FOR THE STUDY

Few studies are done on relationships between young adults. But, in my research, I focused on some key components like fear of commitment, experience in close relationships, multi-dimensional jealousy, emotional intelligence and partner phubbing. It was also seen that people who are high on high fear of commitment do not have a good relationship, and their satisfaction level is low. Also, they don't care much about their partner, which is unhealthy in a romantic relationship. So, art therapy and mindfulness were used to try to lower people's fear of commitment issues so that they could have a good, satisfactory romantic relationship.

3.2 HYPOTHESES

For Phase 1 (Quantitative study)

H1: There is a positive correlation between fear of commitment and emotional intelligence in romantic relationships.

H2: There is a negative correlation between fear of commitment and Partner Phubbing in romantic relationships.

H3: There is a negative correlation between fear of commitment and experience in close relationships in romantic couples.

H4: There is a significant influence of fear of commitment on multidimensional jealousy.

H5: Multidimensional jealousy that is M, significantly meditates with the relationship between partner Phubbing that is X with fear of commitment that is Y,

H6: Multidimensional jealousy that is M, significantly meditates with the relationship between Emotional Intelligence that is X with fear of commitment that is Y,

H7: Multidimensional jealousy that is M, significantly meditates with the relationship between Experience in Close Relationships that is X with fear of commitment that is Y,

For Phase 2 (Interventions were used)

H1: There will be a significant difference in fear of commitment scores among participants in the intervention program compared to those who are in control group.

H2: There will be a significant difference in Multidimensional jealousy scores among participants in the intervention program compared to those who are in control group

H3: There will be a significant difference in fear experience in close relationship scores among participants in the intervention program compared to those who are in control group

H4: There will be a significant difference in fear experience in close relationship scores among participants in the intervention program compared to those who are in control group

H5: There will be a significant difference in fear experience in close relationship scores among participants in the intervention program compared to those who are in control group

CHAPTER 4: METHDOLOGY

4.1 Sample

Participants had to be between 18 and 25 to meet the study's eligibility requirements. In Phase 1, the mean age is 21.19091 and a standard deviation (SD) of 21.19091, 110 participants were enrolled. Part 2 included using purposive sampling to choose 30 participants randomly allocated to the experimental or control groups. For experimental group the mean age is 21.8 where as standard deviation is 1.146423008. For the control group the mean age is 22, where as standard deviation is 2.070196678.

4.2 Design

The research has two parts, and the first includes three variables. Three categories of variables are considered: independent, dependent, and mediating. Three independent variables exist. Partner Phubbing, Emotional Intelligence (EQ), and Experience in Close Relationship scale - short form. For my study fear of commitment is dependent variable, whereas the mediating variable is multi-dimensional jealousy. The second part of this research is made up of two variables that is, dependent and independent variables. The dependent variable here is Fear of Commitment, whereas the independent factors are Emotional Intelligence (EQ) and Multi-dimensional Jealousy.

4.3 Participants inclusion and exclusion criteria

Inclusion criteria:

- Age range should be within 18-25
- You should be in a relationship for at least six months
- All the subjects were given informed consent to participate in the study.
- You can speak and understand the English language.

Exclusion Criteria:

- Those Individuals who are in any kind of preexisting condition like impairment in their neurocognitive abilities, such as a history of neurodegenerative diseases, epilepsy, stroke, head trauma, concussions, psychotic or mood disorders, or any other medical condition.
- Age ranges below 18 or above 25 were not allowed.

4.4 Tools used

1. The Lebanese fear of relationship commitment scale

Sahar Obeid created the LFRS-17. There are seventeen questions in this survey. This scale, further broken down into four components, is intended to gauge young people's fear of commitment. A negative view of oneself, one's partner, and the relationship is the first factor; fear of emotional commitment and financial dependency is the second; tension around the idea of marriage is the third; and personal priorities are the fourth. A 4-point rating system was used by the participants (1 to 5 where 1 strongly disagree; 2 disagree; 3 agree; and 4 strongly agree). As a valid and trustworthy tool for research and therapeutic use, the LFRC-17 measures dread of commitment in relationships. It brings together the mental, physical, and social aspects of

gamophobia. The Cronbach's alpha for this particular test is 0.789. While there was a correlation between lower FRC and better self-esteem ($\beta = -0.275$), high fear of commitment is associated with higher levels of social anxiety ($\beta = 0.073$) and general trust ($\beta = 0.393$).

2. Partner Phubbing

Phubbing with a partner. We utilized the nine-item Partner Phubbing Scale (Roberts & David, 2016). When participants considered their thoughts about moments with their spouse, they rated on a 5-point scale (1 is never, 5 is always) the extent to which several behaviours occur. "My partner glances at their cell phone when talking to

Me" is an example of an item. "My partner will check their phone for a lull in our conversation."

This scale's Cronbach's coefficient was 0.88.

3. Trait Emotional Intelligence Questionnaire – Short Form (TEIQue-SF).

The developer of it is K. V. Petrides (2009). There are two elements on this 30-item form for each of TEIQue's 15 facets. The participants used a seven-point Likert scale to rate (Completely Disagree 1, 2, 3, 4, 5, 6, 7 completely Agree). To guarantee comprehensive coverage of the construct's sample domain, items were chosen based on how factors are correlated with the associated total facet scores. It demonstrated respectable validity and reliability at the factor and global levels. Four aspects of emotional intelligence were assessed with the help of this questionnaire: sociability, emotionality, well-being, and self-control. Test-retest reliability for the total score was 86, and the TEIQue SF's internal consistency score was 81.

4. The Experiences in Close Relationship Scale (ECR)

Developed by Brennan, Clark, & Shaver, 1998 ECR-Short Form was used to measure the individual's experience in their relationship; this scale helps us to understand the two major aspects of relationship Attachment Anxiety, which tells that these people are always in need for the approval of their partner, whereas Attachment Avoidance tells that person feels higher need to feel self-reliance. Participants are rated on a seven point-likert-scale (1 as strongly disagree, 2 as Disagree, 3 as Slightly disagree, 4 as neutral, 5 as slightly agree, 6 as agree, 7 as strongly agree). The internal consistencies measured by Coefficient alphas were .78 (Anxiety) and .84 (Avoidance) for the 12-item ECR-S

5. Multidimensional jealousy

Susan M. Pfeiffer & Paul T. P. Wong developed them in 1989. This scale is further divided into factors: factor 1, cognitive jealousy; factor 2, emotional jealousy; and factor 3, behavioural jealousy. For each statement, there was a seven-point rating system. The scale went from 1 (never) to 7 (always), and in terms of emotions, it was 1 (very happy) to 7 (extremely sad). To account for the response-acquiescence bias, the rating scale for the cognitive component was inverted. All items in each subscale were because of the high item-total correlation (higher than 0.60). The reliability of the MJS was computed by mean Cronbach's alpha, and the cognitive, emotional and behavioural subscales reached alphas of 0.92, 0.85 and 0.89.

4.5 The intervention plan

Intervention is related to fear of commitment which is provided for seven sessions. In Part 1, the intervention plan for the experimental group is discussed, whereas in Part 2, the intervention plan for the control group is discussed. Each participant, whether in the experimental or control group, had individual sessions.

PART 1 (Experimental group) - 1st session

The session is well-structured, starting with rapport building, then moving to a relaxation activity, followed by an explanation of art therapy, mindfulness, and their combination.

Rectangle doodling is an excellent choice because it's straightforward, non-judgmental, and promotes focus; it's used while the rapport formation which took place in the starting of the session, for like 10–15 minutes (Levin K., 2009). Working within the confines of a rectangle can encourage creative problem-solving. It prompts individuals to think innovatively within a set boundary, balancing freedom and constraint. It provides an opportunity to explore artistic elements such as lines, shapes, colors, and patterns. Individuals may use colours, shapes, and lines to communicate and release emotions that may be challenging to express verbally. Rectangle doodling is a non-judgmental form of expression, allowing individuals to create without pressure to meet specific artistic standards. It's a personal and subjective process, promoting self-acceptance and self-expression.

Secondly, **psycho education** was provided to the participants on art therapy, and mindfulness as both are used together. The explanation is clear and concise, highlighting the benefits of each approach and how they work together. It helps each and every person to realize how both the approaches are high with artistic process as they provide mindful awareness of the present

moment. It may involve mindful breathing while creating art, cultivating awareness of sensory experiences during the creative process, and using art as a medium for mindful self-expression. This integrated approach can enhance self-awareness, reduce stress, and provide a unique avenue for individuals to explore and process their emotions. It emphasizes the interconnectedness of mind, body, and creative expression in the therapeutic process.

After that, some **emotion exercise** was done that helps the individual to explore different kinds of emotions in them. This is one of the best ways to demonstrate how people judge emotions (Plutchik, R., 2006). It prompts self-reflection and opens the door for discussion about emotional acceptance. Because it's crucial to recognize that emotions are subjective and context-dependent. What may be considered pleasant or unpleasant can vary among individuals and cultures. Moreover, all emotions serve a purpose and can provide valuable information about our needs, desires, and responses to the world. Embracing a more nuanced understanding of emotions can contribute to emotional intelligence and well-being.

Finally, the participants were asked to give the **feedback** of the session based on their own experiences.

PART 1 (Experimental group) - 2nd session

The session effectively breaks down the concept of self-awareness into its essential components and highlights the importance of mindfulness in cultivating it.

Self-awareness is important because it teaches an individual to recognize and comprehend their thoughts, feelings, behaviors, and identity. It involves consciously understanding oneself, including strengths, weaknesses, beliefs, values, and emotions. There are various factors that come under this were discussed like, Improved Emotional Regulation, Enhanced Decision,

Effective Communication, Increased Empathy, Personal Growth & Development (Shafir, H., & LeBoeuf, C., 2012).

Secondly, Actionable tips or techniques for practicing mindfulness, such as mindful breathing, observation, walking, and eating were taught. A few factors were discussed where both art therapy and mindfulness played a role together, like Present Movement Awareness, Non non-judgmental awareness, Stress Reduction, and Improved attention and concentration.

After that, the Engaging Relaxation Activity was done. The guided imagery meditation with a colourful and peaceful setting sounds like a beautiful way to introduce relaxation techniques.

At last, they were given **creative homework**. it was a collage activity related to a favorite quote is an innovative and personalized way for participants to connect with their values and aspirations. By understanding one's thoughts and feelings and how they impact oneself and others, by this a person gets better control over one's reactions and navigate life's situations more effectively. The collage activity lets the perosn to explore a quote that resonates with them, by visually expressing its meaning and potentially revealing aspects of oneself through the chosen imagery. It's a creative way to delve deeper into one's values and aspirations.

PART 1 (Experimental group) - 3rd session

In this session, **two self-awareness activities** were done with the participants. The first activity was where the person had to draw a figure of themselves, a stick figure or any figure representing themselves. After that, they have to write down the feelings, positive emotions, or traits they feel are present in themselves (Rayan, K., 2013). This activity aims to help a person identify their feelings and emotions. Even these things help a person to understand their strengths when dealing with difficult times.

The second activity involved the participants creating a visual representation of their cherished experiences, and these prompts were given to them. They had to answer according to themselves, and by that, they would identify their strengths, which led to increased self-awareness and positive self-reflection among participants in this art therapy activity compared to the control group.

Lastly, for **homework** purposes, one self-awareness worksheet was given to them, which consisted of seven questions. These questions will help the person to become a self-advocate. This will assist the person in becoming more conscious of all their advantages and disadvantages.

PART 1 (Experimental group) - 4th session

The development of **emotional acceptance** is going to be the primary focus of this counseling session. The ability to do so is an important component of emotional intelligence. In doing so, it teaches individuals how to deal with and accept the most difficult feelings they experience (Salovey & Mayer, 1990).

Within the context of the process of practicing emotional acceptance, some of the factors that are being focused on include the questioning of assumptions about emotions, the emphasis on the relevance of emotional acceptance, and the use of mindfulness during the process (.).

Additionally, the **Johari Window** is used to see how individuals facilitate the development of communication skills, the reduction of misconceptions in their connections, the strengthening of the relationship, and the reduction of misunderstandings related to others (Luft & Ingham, 1955).

For the **homework**, the participant was told to crush the sheet of paper, smoothen it out, and doodle on it for 1 minute after setting the timer. Then, the person has to colour the different boxes or shapes drawn on the paper. The intention behind this activity is that when we break up the paper, we will understand how to deal with obstacles and difficulties. Still, as the edges become softer, we know that we can overcome our fears and issues. We intentionally add colour to it by using our built-in emotions—fear, anger, and needing to fix the problems. This indicates that regardless of life's challenges, we can soften our edges, achieve life balance, and acquire new abilities, assets, and instruments.

PART 1 (Experimental group) - 5th session

This session focuses on the concept of self-belief and its importance in achieving goals and navigating challenges. It defines self-belief and explores its key components, including confidence, positive self-image, resilience, and a can-do attitude. It draws on the concept of mindfulness as a tool for cultivating self-belief. It highlights the importance of self-compassion, positive self-talk, and mindful awareness in developing a strong sense of self-belief (Kabat-Zinn, J. 2013).

One activity that was done with the individuals is that they were given five words: confidence, courage, self-trust, positivity, and belief in oneself. Each individual had to rate these words in the Likert format from 1 to 5, where one is Strongly Disagree, and five is Strongly Agree (Neff, K. D., 2003).

Second activity that was done with them, based on self-belief where they have to draw a flower in a sheet of paper, but with seven petals, in the centre they have to write self-belief, and for the

petals the participants were given prompts like I know, I can, I believe, I choose, I have, I will, I am, these prompts will help a person to identify the different aspects of self-belief.

For the **Homework** purpose the participants are asked to reflect on a personal experience where they displayed self-belief and stood up for something different but positive. This self-reflection exercise reinforces the concept and encourages participants to recognize their capabilities.

PART 1 (Experimental group) - 6th session

In the starting of the session, one activity was done with each participant, and they were given five words: confidence, courage, self-trust, positivity, and belief in oneself. Each individual had to rate these words in the Likert format from 1 to 5, where one is Strongly Disagree, and five is Strongly Agree (Neff, K. D., 2003).

After that the session that focuses on Self-Love starts. This session focuses on the concept of self-love and its significance for overall well-being. It defines self-love as a journey of accepting oneself, prioritizing well-being, and treating oneself with kindness and compassion. The session explores the benefits of self-love, including building healthy relationships, reaching one's full potential, and living a more fulfilling life.

The session emphasizes mindfulness as a tool for cultivating self-love. It highlights practices like meditation, self-affirmations, and mindful self-care as strategies to develop a compassionate and loving relationship with oneself.

Self-Love Practices with Mindfulness Integration covers topics as Loving-Kindness Meditation (Metta Meditation), Mindful Self-Care, Mindful Acceptance, Mindful Eating with Self-Love, Setting Boundaries Mindfully, Body Scan for Self-Compassion, Self-Compassionate, Mindful

Breathing, Positive Affirmations with Mindfulness, Gratitude Journaling, Mindful Self-Reflection, Mindful Self-Touch, Connect with Nature Mindfully (Hofman et. al., 2010)

For the **Homework** purpose, one 'I LOVE MYSELF BECAUSE' worksheet was given, which is used as a therapeutic tool in art therapy, this help individuals to develop self-esteem, self-compassion and also a positive self-image, this encourage participants to reflect on and celebrate their positive qualities achievements and self-worth through creative expressions. In the sheet a tree was drawn with hearts as leaves and the person has to write something positive about themselves in those hearts. Next, they have to decorate the tree with colors, symbols or anything that they feel are about them or their thinking pattern or something that tells the other person about how much that particular individual loves themselves.

PART 1 (Experimental group) - 7th session

As the 7th session is last for these intervention group it focuses mainly on Self-Love by Art therapy. In this, the participant was given three prompts, but first they were had to fold one sheet of paper into a card, or two-fold it, and then draw three giant hearts on it. They are allowed to use whatever color, pen, or paint that they feel they know how to use, or they feel like they want to use. In the first prompt, we asked, "What does Self-Love mean to you?", second is "Why Self-Love is important to you", and finally, the third question asks "how you express Self-Love to yourself" (Rubin, 2017).

We did this exercise in order to assist them become more aware of what they really do when it comes to self-love and how they might increase this practice of self-love.

PART 2 (Control group) - 1st session

The subject should be seated in a comfortable position. The participants were given basic instructions in the beginning of **word association test**: "Here we will start the test, I am going to present a list of words, one by one, and you have to respond by any word that comes to your mind first, like as soon as you hear the word."

PART 2 (Control group) - 2nd session

It is important that the subject be sitting in a posture that promotes comfort. **Short 15-item Big Five Inventory (BFI-S)** is used, the individual were told to provide with the instructions that are listed below. About thirty questions were included, and the subject was required to respond to them using a five point-Likert-scale, where one represents a strong disagreement, two representing a disagreement, three representing neutrality, four representing agreement, and finally five representing a strong agreement. After the given instructions the individuals were told to answer the given questions.

PART 2 (Control group) - 3rd session

The subject was being seated in a comfortable position, and the appropriate lighting layout was in place. In the beginning, the subject was provided with fundamental information on the manner in which the experiment is carried out. The name of the experiment is REVALT (Rey Auditory Verbal Learning Task). For example, the researcher will first deliver 15 words from List A to the subject, and the subject will be required to remember the list in the order that it was stated. This trial will be repeated a total of five times. After that, the experimenter will speak 15 words from List B, and the subject will be required to recollect it. In the third task, the subject is requested to recollect the List-A, and then those individuals were asked to answer a random question (a list of

demographic questions is employed in this situation). After five minutes the individuals were then asked to answer the List-A again. In order to complete this experiment, the subject must first determine whether the word that is stated by the experimenter is from List-A or List-B (Schmidt M., 1996).

PART 2 (Control group) - 4th session

When the patient is sitting, they should be in a posture that is comfortable for them. To begin the experiment, which was referred to as **the Zigarnic Effect**, the volunteers were provided with the instructions that are listed below. "The participant was told that there are total of twenty assignments, and that he or she is required to respond to the questions as rapidly as their ability allows. Following the completion of these twenty activities, the individuals then told to answer those twenty tasks from their memory. Within this experiment, there were a total of ten tasks that were finished, and ten assignments that were not finished. The experimenter, who is myself, is required to stop the subject in between the unfinished tasks in order to prevent him or her from completing the specific tasks, so as to check whether this incomplete task stays in the subject's mind or not (Zigarnic B., 1927).

PART 2 (Control group) - 5th session

In front of the computer screen, the subject has to in a comfortable manner that suits their comfort zone. In the starting of the experiment called Stroop Task, each individual has to be instructed was as follows: "At the beginning, they will see different color names (red, green, blue, and yellow) in different "print" colors." It's mandatory for each of them to react to the color of the print. For example if a person sees the color blue, but the color that is printed is red, then they have to click on the button that is linked with the color Blue that is 'B'. Some examples of buttons that may be used in this context are the letters "r" for red, "b" for blue, "y" for yellow,

and "g" for green. The name and the ink of the color can be confusion and vary from one individual to other, also can be a bit challenging. But, the primary attention needs to be directed on the meaning of the color word. There will be a number of trials, and the total time required to finish it is around five minutes. At the conclusion, you will be provided with your response time (J.R., 1935).

PART 2 (Control group) - 6th session

A comfortable position should be chosen for the participant to sit in. Following are the instructions that were provided to the participants at the commencement of the experiment, which was referred to as the General Health Questionnaire, or GHQ In this, there are a total of 38 statements, and the directions that were provided to the participant were that he or she to tick the box in front of the statement that they believe is relevant and to cross the box in front of the statement that they believe no one can relate to (D.P., 1978).

PART 2 (Control group) - 7th session

When an individual is sitting, they should be in a posture that is comfortable for them. As always some basic instructions regarding the experiment was given like "A total of 57 questions will be asked, and the answer response to these 57 questions is either yes or no. Some statements may certainly determine whether or not a person is lying, and that's why it's asked from them to respond according to their first answer that's comes in their mind.

4.6 Procedure

Those who were afraid about commitment concerns were chosen as participants. Thirty people were enrolled and split evenly between a control group and an experimental group. Then, plans for seven sessions of intervention were developed for both the experimental and control groups. Whereas, the control group took a number of tests that had nothing to do with commitment anxiety or fear of commitment, such as the Word Association Test (created by Kent Rosanoff), REVALT (an auditory verbal learning task), Zigarnic Effect, Stroop Task, General Health Questionnaire, and Eysenck's Personality Inventory. Psycho education, art therapy relaxation methods, guided mindfulness, emotion acceptance, self-awareness, self-belief, and self-love are all components of the intervention plan for the experimental group. The control and intervention groups were examined after seven sessions, and then when one month will pass the assessment will be done again as a follow-up. All these responses were recorded, coded and analyzed.

4.7 Follow up

For this research, a follow-up was carried out in order to determine the impact of the intervention after a period of one month had passed. This was done since it was essential to ascertain whether or not the improvement was just for the intervention process or beyond that. The results of this follow-up also indicate that the treatments were effective and worthwhile for continued use.

This follow-up was carried out after the post-assessment phase, which lasted for one month. The participants were once again requested to respond on the scales of fear of commitment, multidimensional jealousy, and experience in intimate relationships.

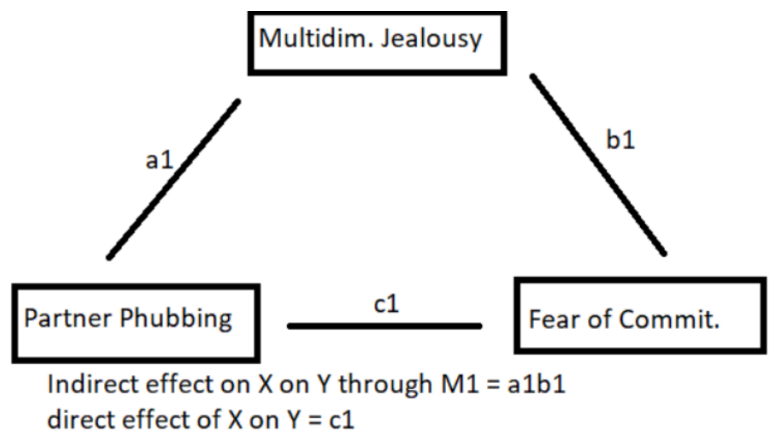
Once the data had been collected, another round of analysis was carried out to determine the outcomes.

4.8 Statistical analysis

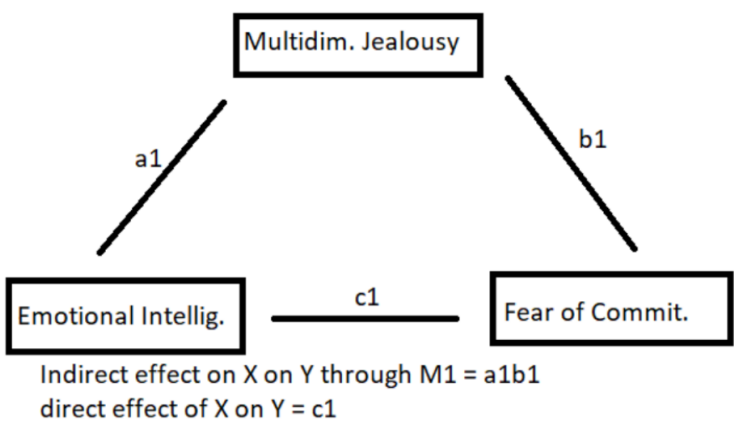
Part 1

In this phase quantitative study was done. Total number 110 sample was collected The analysis part for this study was conducted by using SPSS-23, which we all know stands for “Statistical Package for the Social Sciences-23”. Correlation and mediation was done between the variables.

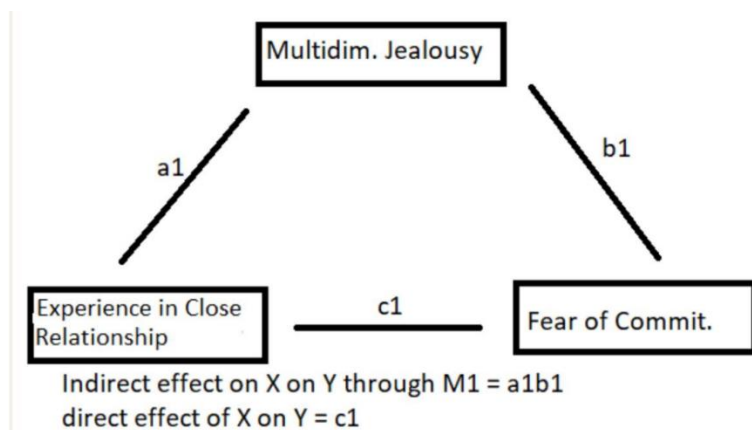
Mediation 1 was done where the relationship of multidimenitonal jealousy was seen with partner Phubbing is X and fear of commitment is Y.



Mediation 1 was done where the relationship of multidimenitonal jealousy was seen with partner Phubbing is X and fear of commitment is Y.



Mediation 1 was done where the relationship of multidimensional jealousy was seen with partner phubbing is X and fear of commitment is Y.



Part 2

The post-intervention phase is the phase that follows the intervention, during which the experimental group used the appropriate interventions module, whilst the control group utilized a variety of scales that did not in any way influence the fear of commitment of the individuals who were in the control group. Total 30 individuals were taken who were suffering from fear of commitment that is the main variable of the study and the important key factor in relationships. Fear of commitment, emotional intelligence, partner phubbing, multidimensional jealousy, and experience in close relationships were the five factors that were included in this study. In all, there were five variables that were investigated. One-way analysis of variance (ANOVA) and independent t-test were used in this study's analysis, which was carried out with the help of SPSS-23, which is an acronym that stands for "Statistical Package for the Social Sciences-23." Following the completion of the analyses portion, the scores were interpreted.

Part 3

In this particular research, the analysis was carried out with the assistance of SPSS-23, which, as we are all aware, is an acronym that stands for "Statistical Package for the Social Sciences-23." As part of this study, a follow-up was carried out on three different factors. These variables include fear of commitment, multidimensional jealousy, and experience in close relationship scale. A one-way ANOVA and an independent t-test were performed in SPSS-23 according to these factors in order to examine the findings.

CHAPTER 5: RESULTS

The mean, standard deviation, correlation and mediation were performed for the variables being studied in Pre-Assessment Phase.

TABLE 1: Descriptive Statistics

	N	Mean	Std. Deviation
Fear of Commitment	110	48.88	6.29
Factor 1	110	18.86	3.71
Factor 2	110	14.96	3.17
Factor 3	110	6.80	1.67
Factor 4	110	7.94	2.53
Multidimensional Jealousy	110	87.27	24.65
Cognitive jealousy	110	23.66	14.24
Emotional jealousy	110	22.19	14.13
Behavioral jealousy	110	41.4	11.40
Emotional intelligence	110	142	23.2
Partner Phubbing	110	24.05	9.65
Experience-in-close-relationship	110	34.22	10.00

Attachment avoidance	110	20.8	6.86
Attachment avoidance	110	13.42	6.14

This is the descriptive statistic of the data and different kinds of scales are used in this. The total numbers of participants are 110. For fear of commitment scale the mean is 48.88 whereas the standard deviation is 6.29. It divided it into 4 factors like for factor 1 the mean is 18.86 and standard deviation is 3.71. For factor 2 the mean is 14.96 and standard deviation is 3.17. For factor 3 the mean is 6.80 and the standard deviation is 1.67. For factor 4 the mean is 7.94 and standard deviation is 2.53. Second scale, that was used in the study is multidimensional jealousy, for that the mean is 87.27 and standard deviation is 24.65; this scale is further divided into 3 scales one is cognitive jealousy, second is emotional jealousy and for third it is behavioral jealousy. For first component that is cognitive jealousy the mean is 23.66 and standard deviation 14.24, for second variable that is emotional jealousy the mean is 22.19 and standard deviation is 14.13, for third variable that is behavioral jealousy the mean is 41.4 and standard deviation is 11.40. For the third scale that is emotional intelligence the score is 142 whereas the standard deviation of scores is 23.2. fourth scale that is partner Phubbing the mean of total scores is 24.05 and standard deviation is 9.65. The last scale for the study that is experienced in close relationships, the mean of total scores is 34.33 whereas the standard deviation is 10.00, this scale again, like the previous scales is divided into attachment anxiety and attachment avoidance. The mean for attachment anxiety is 20.8 and standard deviation is 6.86, where as the mean for attachment avoidance is 13.42 and standard deviation is 6.14

TABLE 2: Correlation analysis: Variables that are used are Fear of Commitment, Multidimensional Jealousy, Emotional Intelligence, Partner Phubbing and experience in close relationships.

		FofC	M.Jea	CogJ	EmJ	BehJ	EI	part.P	ECRS
FofC	Pearson Correlation	1							
M.Jea	Pearson Correlation	-.163	1						
CogJ	Pearson Correlation	-.279**	.836**	1					
EmoJ	Pearson Correlation	-.299**	.860**	.760**	1				
BehaJ	Pearson Correlation	.371**	.021	-.406**	.356*	1			
EI	Pearson Correlation	.413**	-.208*	-.296**	.242*	.231*	1		
part.P	Pearson Correlation	-.102	.020	.087	.027	-.085		1	
ECRS	Pearson Correlation	-.605**	.162	.348**	.230*	.378	.134		1

**

(*) - Correlation is significant at 0.05 level (2-tailed); (**) - Correlation is significant at 0.01 level (2-tailed)

Correlation between fear of commitment, multidimensional jealousy and their sub-topics that is cognitive jealousy, behavior jealousy and emotional jealousy, including emotional intelligence, Partner Phubbing and experience in close relationship scale is shown. FofC as Fear of Commitment, M.Jea as multidimensional jealousy, Cog.J as cognitive jealousy, Emo.J as emotional jealousy, BehaJ as behavioral jealousy. EI as emotional jealousy, Part.P as partner phubbing and ECRS as experience in close relationship.

Results indicates that fear of commitment is negatively correlated with cognitive jealousy, emotional jealousy at 0.01 level, whereas behavioral jealousy is positively correlated with fear of commitment at 0.01 level. but the all over scale the multidimensional jealousy is not correlated with fear of commitment. The second component that is emotional intelligence, it is positively correlated with Fear of Commitment, .413 at 0.01 level. Another component that is Partner Phubbing is not correlated with fear of commitment -.102. The last scale that is experience is close relationship is negatively correlated with fear of commitment at 0.01 level.

TABLE 3: Mediation analysis between Fear of Commitment, Emotional Intelligence where Mediating factor is Multidimensional Jealousy

	Jealousy				Fear of Commitment			
	B	SE	t	R-Square	B	SE	t	R-Square
constant	86.04	6.27	13.71	.0004	54.06	2.65	20.36	.0362
Partner Phub.	.05	.24	.21		-.06	.06	-1.04	
Multidimensional J.	-	-	-	-	-.04	.02	-1.69	

Direct and Indirect effect of Y that is Fear of Commitment on X that is Partner Phubbing

effect	SE	t	p	LLCI	ULCI
-.0645	.0619	-1.0418	.2998	-.1872	.0582

Table 3 presents the results of a mediation analysis exploring the relationships between fear of commitment, emotional intelligence, and multidimensional jealousy. The focus is on understanding how multidimensional jealousy mediates the association between fear of commitment and partner phubbing.

The regression coefficient (B) for fear of commitment is 54.06, with a standard error (SE) of 2.65 and a t-value of 20.36. By this table we got to know that there is a statically significant

relationship between fear of commitment and partner phubbing. The R-Square value of 0.0362 indicates that fear of commitment explains 3.62% of the variance in partner phubbing. The regression coefficient for multidimensional jealousy is -0.04, with a standard error of 0.02 and a t-value of -1.69. While the relationship is statistically significant, the effect size is relatively small. Multidimensional jealousy is hypothesized to mediate the relationship between fear of commitment and partner phubbing.

The direct effect of fear of commitment on partner phubbing is estimated at -0.0645, with a standard error of 0.0619 and a t-value of -1.0418. The p-value of 0.2998 indicates that the direct effect is not statistically significant at conventional significance levels ($\alpha = 0.05$). The 95% confidence interval for the direct effect ranges from -0.1872 to 0.0582, further emphasizing the uncertainty in the estimate.

There is significance between two factors like fear of commitment and partner phubbing which tells that people who experience fear of commitment may be more likely to come in phubbing behaviors. The mediating role of multidimensional jealousy introduces a nuanced perspective. It implies that the impact of fear of commitment on partner phubbing may be partially explained by heightened feelings of jealousy. However, the non-significant direct effect raises questions about the strength and specificity of the mediation.

TABLE 4: Mediation analysis between Fear of Commitment, Emotional Intelligence where Mediating factor is Multidimensional Jealousy

	Jealousy				Fear of Commitment			
	B	SE	t	R-Square	B	SE	t	R-Square
Constant	117.66	13.95	8.43	.0432	35.67	4.33	8.22	.1768
Emotional Intel.	-.21	.09	-2.20		.10	.02	4.42	
Multidimensional J.	-	-	-		-.02	.02	-.89	

Direct and Indirect effect of Y that is Fear of Commitment on X that is Emotional Intelligence

effect	SE	t	p	LLCI	ULCI
.1060	.0240	4.4217	.0000	.1536	.3965

Table 4 outlines the results of a mediation analysis investigating the intricate relationships among fear of commitment, emotional intelligence, and multidimensional jealousy. The focus is on understanding how multidimensional jealousy mediates the association between fear of commitment and emotional intelligence.

The regression coefficient (B) for fear of commitment is 35.67, with a standard error (SE) of 4.33 and a t-value of 8.22, indicating that there is statistically significant relationship with (EI) emotional intelligence. The R-Square value of 0.1768 suggests that fear of commitment explains 17.68% of the variance in emotional intelligence.

The regression coefficient for (EI) emotional intelligence is 0.10, with a standard error of 0.02 and a t-value of 4.42. This indicates a positive significant relationship with constant that is fear of commitment. The R-Square value is not provided, but statistically significant relationship tells us that somewhere emotional intelligence affects fear of commitment.

The regression coefficient for multidimensional jealousy is -0.02, with a standard error of 0.02 and a non-significant t-value of -0.89. This suggests a weak and non-significant relationship between multidimensional jealousy and emotional intelligence.

Mediation Analysis explains that the p-value for multidimensional jealousy in mediating the relationship between fear of commitment and emotional intelligence is 0.0294, indicating statistical significance. The direct effect of fear of commitment on emotional intelligence is estimated at 0.1060, with a standard error of 0.0240 and a t-value of 4.4217. The confidence interval is 95% for the direct effect ranges from 0.1536 to 0.3965, tells us a significant and positive direct effect of fear of commitment on emotional intelligence.

TABLE 5: Mediation analysis between Fear of Commitment, Experience in Close Relationship where mediating factor is Multidimensional Jealousy

	Jealousy				Fear of Commitment			
	B	SE	t	R-Square	B	SE	t	R-Square
Constant	73.78	8.22	8.96	.0263	63.18	2.27	27.79	.3707
ECRS	.39	.23	1.70		-.37	.04	-7.65	
Multidimensional J.	-	-	-		-.01	.02	-.85	

Direct and Indirect effect of Y that is Fear of Commitment on X that is Multidimensional Jealousy

effect	SE	t	p	LLCI	ULCI
-.3744	.0489	-7.6512	.000	-.4714	-.2774

The results of this table tells that the mediation analysis examining the intricate relationships between fear of commitment, experience in close relationships, and multidimensional jealousy.

The study aims to unravel the mediation effect of multidimensional jealousy in the association between fear of commitment and experience in close relationships.

The regression coefficient (B) for fear of commitment is 63.18, with a standard error (SE) of 2.27 and a t-value of 27.79. This signifies that fear of commitment and the outcome variable shares a highly significant positive relationship. The R-Square value of 0.3707 suggests that fear of commitment explains a substantial 37.07% of the variance in the outcome variable.

The regression coefficient for experience in close relationships is -0.37, with a standard error of 0.04 and a t-value of -7.65. This tells us that there is negative relationship between experience in close relationships and the outcome variable.

The regression coefficient for multidimensional jealousy is -0.01, with a standard error of 0.02 and a t-value of -0.85. Although the relationship is not statistically significant, it is essential to explore its potential role in the mediation process.

Mediation analysis explains that there is a direct effect of fear of commitment on multidimensional jealousy which is estimated at -0.3744, with a standard error of 0.0489 and a t-value of -7.6512. The p-value of 0.0000 indicates a highly or positive significant direct effect, by suggesting that fear of commitment is associated with multidimensional jealousy but on lower level. The 95% confidence interval for the direct effect ranges from -0.4714 to -0.2774, underscoring the precision of the estimate.

FIGURE 1: Mediation diagram, where X represents Partner Phubbing, Y represents Fear of Commitment where as M represents multidimensional jealousy.

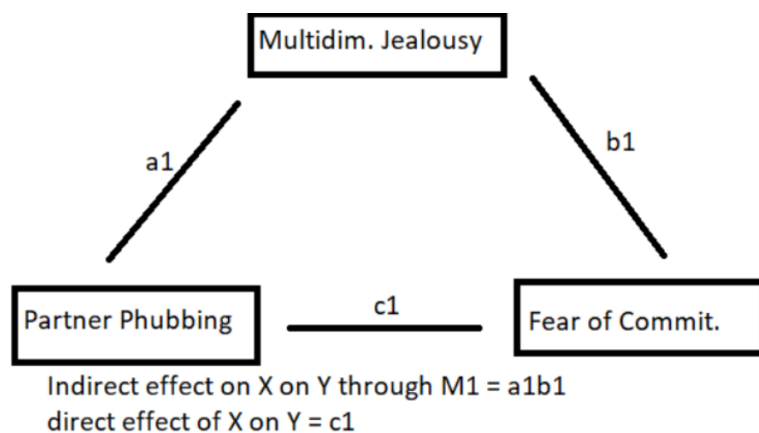


FIGURE 2: Mediation diagram, where X represents Emotional Intelligence, Y represents Fear of Commitment where as M represents multidimensional jealousy.

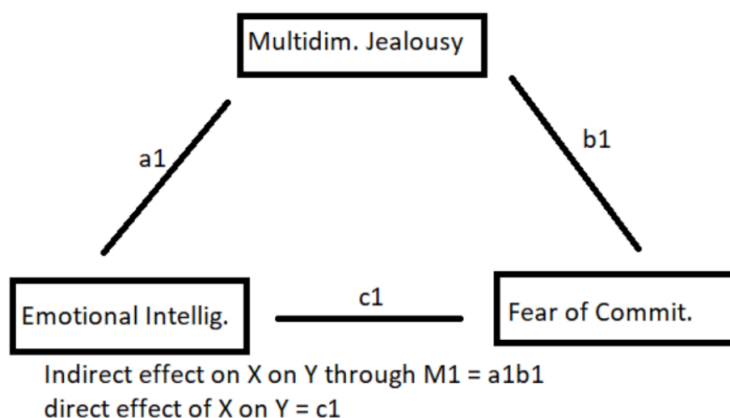
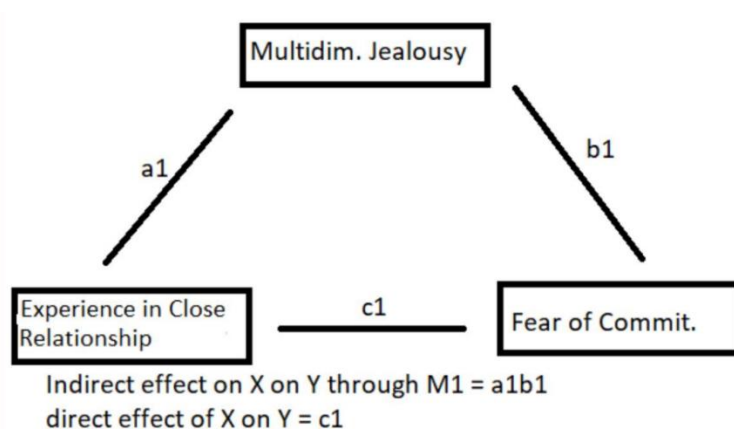


FIGURE 3: Mediation diagram, where X represents Experience in Close Relationship, Y represents Fear of Commitment where as M represents multidimensional jealousy.



The mean, standard deviation, regression and one-way ANOVA were performed for the variables being studied in Post-Assessment Phase.

TABLE 6: Descriptive Statistics

Variables	N	Mean	Std. Deviation
Fear of Commitment	30	45.8	10.60
Multidimensional Jealousy	30	102.2	23.829
Emotional intelligence	30	143.15	31.08
Partner Phubbing	30	21.8	7.95
Experience-in-close-relationship	30	36.36	9.96

Table 6, the descriptive statistics for the psychological variables measured in post-assessment. The N is 30 means total 30 individuals were taken. The variables included are Fear of Commitment with a mean of 45.8 and a standard deviation of 10.60, Multidimensional Jealousy with a mean of 102.2 and a standard deviation of 23.829, Emotional Intelligence with a mean of 143.15 and a standard deviation of 31.08, Partner Phubbing with a mean of 21.8 and a standard deviation of 7.95, and Experience in Close Relationships with a mean of 36.36 and a standard deviation of 9.96.

TABLE 7: Descriptive Statistics Follow Up

Variable	N	Mean	Std. Deviation
Fear of Commitment	30	44.86	11.17
Multidimensional Jealousy	30	98.23	21.22
Experience-in-close-relationship	30	34.33	19.08

Table 7 extends the descriptive analysis to a follow-up period. It includes Fear of Commitment with a mean of 44.86 and a standard deviation of 11.17, Multidimensional Jealousy with a mean of 98.23 and a standard deviation of 21.22, and Experience in Close Relationships with a mean of 34.33 and a standard deviation of 19.08.

TABLE 8: Regression Pre-Assessment

Model	Unstandardized Coefficients		Standardized Coefficients		R	Sig.	Adjusted square
	B	Std. Error	Beta	t			
1 (Constant)	57.980	2.228		26.025		.000	.091
M.J	-.073	.045	-.298	-1.648		.111	
ECR	-.026	.023	-.200	-1.107		.278	

This table presents a regression analysis that aims to assess certain variables before an intervention or treatment. It includes the regression model statistics such as unstandardized coefficients, standardized coefficients (Beta), t-values, significance levels (Sig.), and the adjusted R-square. The data points include a constant with an unstandardized coefficient of 57.980, a significant t-value of 26.025, and an extremely low significance level (.000), suggesting a very strong effect. Two predictor variables, "M.J" and "ECR", show their respective coefficients, standard errors, Beta values, t-values, and significance levels. "M.J" has a Beta of -.298 with a t-

value of -1.648 and a significance level of .111, indicating a non-significant negative relationship. "ECR" also shows a non-significant negative relationship with a Beta of -.200, a t-value of -1.107, and a significance level of .278. The adjusted R-square for the model is .091, indicating that approximately 9.1% of the variance in the dependent variable is explained by the model.

TABLE 9: Regression Post-Assessment

Model	Unstandardized Coefficients		Standardized Coefficients	t	R	Sig.	Adjusted square
	B	Std. Error	Beta				
1 (Constant)	43.622	9.627		4.531		.000	.359
M.J	-.459	.160	-.431	-2.875		.008	
ECR	-.185	.067	.415	2.765		.010	

This table details the regression analysis conducted after the same intervention or treatment as in Table 1. It also displays model statistics including unstandardized coefficients, standardized coefficients, t-values, significance levels, and adjusted R-square values. The results show a constant with an unstandardized coefficient of 43.622, a significant t-value of 4.531, and a significance level of .000, suggesting a strong effect. The predictor "M.J" has a Beta of -.431 with a significant negative relationship indicated by a t-value of -2.875 and a significance level of .008. This suggests that the post-assessment condition had a substantial impact on "M.J". The variable "ECR" shows a Beta of .415, a t-value of 2.765, and a significance level of .010, indicating a significant positive relationship post-intervention. The adjusted R-square is notably higher at .359, showing that about 35.9% of the variance is now explained by the model, which is a substantial increase from the pre-assessment model.

TABLE 10: Regression Follow Up

Model	Unstandardized Coefficients		Standardized Coefficients		Sig.	Adjusted R square
	B	Std. Error	Beta	t		
1 (Constant)	26.167	2.0917		12.512	.000	.960
M.J	-.013	.025	-.025	-.529	.601	
ECR	.583	.028	.994	20.932	.000	

This table presents a follow-up regression analysis conducted after further interventions or treatments beyond those discussed in previous tables. The table details the unstandardised coefficients, standardised coefficients (Beta), t-values, significance levels (Sig.), and the adjusted R-square for the model, which is notably high. It includes a constant with an unstandardised coefficient of 26.167 and a t-value of 12.512, showing a highly significant effect with a p-value of .000. The predictor "M.J" has a negligible Beta of -.025, a t-value of -.529, and a non-significant p-value of .601, indicating no substantial influence. The variable "ECR" shows a Beta of .994, with an exceptionally high t-value of 20.932 and a p-value of .000, demonstrating a very significant and strong positive relationship. The adjusted R-square is exceptionally high at .960, suggesting that the model explains about 96% of the variance in the dependent variable.

TABLE 11: Independent t-test (Fear of Commitment)

Group	M	SD	t	df	p	sig. (2-tailed)
PRE experiment.	52.9333	2.28244	-.898	28	3.353	.377
control	53.8667	3.31375	-.898	24.843		.378
Post experiment	35.6667	2.87021	-21.754	28	.171	.000
control	55.9333	2.18654	-21.754	26.156		.000
Foll experiment	34.0667	2.34419	-28.079	28	.288	.000
Control	55.6667	1.83874	-28.079	26.497		.000

Table 11 presents an independent t-test analysis for the variable "Fear of Commitment" measured across three different stages: Pre assessment, Post assessment, and Follow-Up. For the Pre stage,

the experiment group had a mean of 52.9333 with a standard deviation of 2.28244, while the control group had a mean of 53.8667 with a standard deviation of 3.31375, both resulting in non-significant t-values and p-values indicating no significant difference. In the Post stage, the experiment group tells a significant decrease in fear with a mean of 35.6667, while the control group had a higher mean of 55.9333, both groups are showing highly significant negative t-values indicating significant differences. If we compare the follow-up with the post-assessment it tells that there is significant difference between experimental and control group, which highlights the impact of interventions over the time.

TABLE 12: Independent t-test (Emotional Intelligence)

Group	M	SD	t	df	p	sig. (2-tailed)
PRE experiment.	145.2000	30.08132	-.350	28	.080	.729
control	148.9333	28.32583	-.350	27.899		.729
Post experiment	157.3333	17.62979	9.496	28	.1771	.000
control	103.9333	12.78653	9.496	25.537		.000

Table 12 details the independent t-test results for "Emotional Intelligence." At the Pre assessment stage, there is no significant difference between the experimental and control groups show no significant difference with nearly identical non-significant t-values and p-values. However, the Post stage shows a significant improvement in the experimental group's mean score of 157.3333 compared to the control group's mean of 103.9333, with a highly significant t-value. This indicates a substantial increase in emotional intelligence in the experimental group post-intervention.

TABLE 13: Independent t-test (Partner Phubbing)

Group	M	SD	t	df	p	sig. (2-tailed)
PRE experiment.	28.0667	13.37090	.527	28	.308	.602
control	25.7333	10.72691	.527	26.743		.602
Post experiment	20.6667	7.90720	-.775	28	.337	.445
control	22.9333	8.11935	-.775	27.980		.445

Table 13 explores "Partner Phubbing" using independent t-tests. In the Pre stage, the experimental group as compare to the control group had a slightly higher mean, but the difference between the two was not statistically significant, as shown by the t-values and p-values. The Post assessment results are similar, but with slightly lower means for both groups and still no significant differences, suggesting that the intervention had little to no effect on partner phubbing behaviors.

TABLE 14: Independent t-test (Multidimensional Jealousy)

Group	M	SD	t	df	p	sig. (2-tailed)
Pre experiment.	86.5333	23.99960	.939	28	1.227	.356
control	78.9333	20.18297	.939	27.200		.356
Post experiment	91.9333	20.73805	-2.580	28	.351	.015
control	112.4667	22.80935	-2.580	27.750		.015
Foll experiment	86.2667	10.59290	-3.704	28	8.171	.001
Control	110.2000	22.67535	-3.704	19.833		.001

Table 14 conducts an independent t-test for "Multidimensional Jealousy." Initially, in the Pre stage, both groups had close means and no significant differences. However, in the Post and Follow-Up stages, the experimental group showed less jealousy compared to the control, with

significant negative t-values indicating a successful reduction in jealousy levels among participants in the experimental group because of the intervention.

TABLE 15: Independent t-test (Experience in Close Relationship)

Group	M	SD	t	df	p	sig. (2-tailed)
PRE experiment.	35.6000	14.72025	.997	28	6.962	.327
control	31.4000	7.01834	.997	20.052		.320
Post experiment	40.6000	7.00816	2.535	28	2.657	.017
control	32.1333	10.87505	2.535	23.918		.018
Foll experiment	15.8000	1.08233	-33.695	28	6.547	.000
Control	52.8667	4.12080	-33.695	15.922		.000

Table 15 analyzes "Experience in Close Relationship" using independent t-tests at three stages. Initially, there no significant differences was observed between the groups in Pre assessment stage. However, in the Post assessment stage, the intervention group that is experimental group showed a notable improvement in their experience in close relationships, with a mean increase and a significant t-value. The Follow-Up results showed a dramatic reduction in the experimental group's mean, diverging significantly from the control group's increase, indicating substantial changes over time following the intervention.

TABLE 16: One way ANOVA (Fear of Commitment)

Group		ss	df	Mean Square	F	sig.
Pre	Between groups	6.533	1	6.533	.807	.377
	Within Groups	226.667	28	8.095		
	Total	233.200	29			
Post	Between Groups	3080.533	1	3080.533	473.235	.000
	Within Groups	182.267	28	6.510		

	Total	3262.800	29			
Follow	Between Groups	3499.200	1	3499.200	788.446	.000
	Within Groups	124.267	28	4.438		
	Total	3623.467	29			

This table uses a one-way ANOVA to analyze the variance in Fear of Commitment across three different stages (Pre, Post, Follow-Up). It provides sums of squares (ss), degrees of freedom (df), mean squares, F-values, and significance levels, showing significant findings in the Post and Follow-Up assessments with F-values of 473.235 and 788.446, respectively, and corresponding significance levels of .000.

TABLE 17: One way ANOVA (Emotional Intelligence)

Group		ss	df	Mean Square	F	sig.
Pre	Between groups	104.533	1	104.533	.122	.729
	Within Groups	23901.333	28	853.619		
	Total	24005.867	29			
Post	Between Groups	21.386.700	1	21386.700	.90.181	.000
	Within Groups	6640.267	28	237.152		
	Total	28026.967	29			

This table assesses Emotional Intelligence across two stages using one-way ANOVA, tells that F-values shows significant increase as it's now 90.181 in the Post-Assessment, which further highlighting a significant or positive change in Emotional Intelligence following the interventions or conditions applied.

Table18: One way ANOVA (Partner Phubbing)

Group		ss	df	Mean Square	F	sig.
Pre	Between groups	40.833	1	40.833	.278	.602
	Within Groups	4113.867	28	146.924		
	Total	4154.700	29			
Post	Between Groups	38.533	1	38.533	.600	.445
	Within Groups	1798.267	28	64.224		
	Total	1836.800	29			

This table analyzes Partner Phubbing at different stages, with F-values showing no significant differences, by telling that the variance in Partner Phubbing did not show any significant change over time.

TABLE 19: One way ANOVA (Multidimensional Jealousy)

Group		ss	df	Mean Square	F	sig.
Pre	Between groups	433.200	1	433.200	.881	.356
	Within Groups	13766.667	28	491.667		
	Total	14199.867	29			
Post	Between Groups	3162.133	1	3162.133	6.655	.015
	Within Groups	13304.667	28	475.167		
	Total	16466.800	29			
Follow	Between Groups	4296.033	1	4296.033	13.717	.001
	Within Groups	8769.333	28	313.190		
	Total	13065.367	29			

This table compares Multidimensional Jealousy across the same three stages using one-way ANOVA, with F-values of .881 in Pre-Assessment and 6.655 and 13.717 in Post-Assessment and Follow-Up respectively, showing a significant increase in variance explained by the models over time.

TABLE 20: One way ANOVA (Experience in Close Relationships)

Group		ss	df	Mean Square	F	sig.
Pre	Between groups	132.300	1	132.300	.995	.327
	Within Groups	3723.200	28	132.971		
	Total	3855.500	29			
Post	Between Groups	537.633	1	537.633	6.424	.017
	Within Groups	2343.333	28	83.690		
	Total	2880.967	29			
Follow	Between Groups	10304.533	1	10304.533	1135.337	.000
	Within Groups	254.133	28	9.076		
	Total	10558.667	29			

Table 20 which evaluates the changes in Experience in Close Relationships over the three stages, with a notable increase in the F-value to 1135.337 in the Follow-Up, indicating a significant impact of the interventions or conditions assessed.

CHAPTER 6: DISCUSSION

6.1 Fear of commitment

The analysis of Fear of Commitment across three stages—Pre-assessment, Post-assessment, and Follow-Up—reveals a significant transformation attributable to the intervention, which tells that there is a statistically significant decrease in the scores of fear of commitment in post and pretest also the follow up shows the same significant results. Initially, during the Pre-assessment phase, the experimental as well the control group both were indistinguishable in terms of statistical significance. However, the subsequent phases demonstrated remarkable changes, with both the Post-assessment and Follow-Up stages showing highly significant reductions in fear of commitment among participants who underwent the intervention (experimental group) as compare to those who were doing random activities (control group).

The observed decrease in the variable of fear of commitment can be attributed to the multi-faceted intervention, which incorporated art therapy and mindfulness techniques.

Also, A more positive and receptive attitude towards commitment was likely fostered by the synergy of these complimentary techniques, which addressed distinct parts of participants' emotional and cognitive processes. At first, the self-awareness sessions help the participants explore their thoughts and emotions, which further helps them to gain a deeper insights into their fears and motivations regarding commitment. Second, The intervention facilitated the development of self-confidence and self-assurance, enabling participants to trust their ability and navigate intimate relationships successfully. Third, the participants were helped to promote their self-compassion and self-care, which helped them cultivate a more nurturing and accepting relationship with themselves, and minimizing the basic need for external affirmation and

alleviating one component that is fear of rejection. Fourth, when a person do regular exercises that, it helps take one's emotions without judgement and allows them to process their fears regarding commitment without becoming overwhelmed.

Lastly, mindfulness breathing exercises and visually guided meditation play essential roles in helping individuals to be grounded in the present moment, which helps reduce anxiety about future consequences and fosters a sense of calm and clarity regarding commitment.

6.2 Emotional Intelligence

When comparing Emotional Intelligence (EI) scores before and after an intervention, it clearly shows that there was a significant increase in the performance after the session. With comparable mean scores and non-significant t-values, it was clear that the experimental group and control group did not vary significantly during the pre-assessment period. Yet, after the session, there were significant improvements in EI in the experimental group as compared to the control group, indicating that the intervention was effective in promoting Emotional intelligence.

It could possibly be enhanced with the help of art therapy and mindfulness intervention kit. Individuals may have gained a more profound comprehension of their feelings, ideas, and actions as a result of engaging in activities that promote self-awareness, such as self-awareness exercises. Afterwards, taking part in exercises that boost confidence and self-belief gave individuals faith in their capacity to handle difficult emotional circumstances. Participants were likely to develop a healthier and more supportive self-image as a result of practices that promoted self-compassion and self-care, which in turn improved their emotional resilience and overall health. Fourthly, individuals were able to behave more adaptively after using mindfulness methods including visual guided meditation and mindfulness breathing exercises, which allowed

them to accept their feelings without judgment. Lastly, mindfulness activities improve emotional intelligence by helping individuals control their emotions, lower their stress levels, and remain focused and present.

6.3 Partner Phubbing

The analysis of Partner Phubbing behaviours across different stages—Pre-assessment and Post-assessment—reveals that neither the independent t-tests nor the one-way ANOVA shows significant differences between the groups (experimental and control group). These results tell that the intervention had minimal to no effect on partner phubbing behaviours, as indicated by the lack of significant changes in means and variance over time.

Factors contributing to the insignificant results can be because Phubbing behaviours involve intricate interactions between individuals and their devices and interpersonal dynamics within relationships. Addressing these complexities requires more tailored or targeted intervention in the specific relationship dynamics. Secondly, Some behaviours, such as phubbing, may be deeply ingrained and resistant to change, particularly within romantic relationships where habits and patterns are established over time. This means there is resistance towards change in the context of partner phubbing over the phone. Third, as the intervention included components such as self-awareness, self-belief, and mindfulness, these may not have directly targeted partner phubbing behaviours or addressed the underlying mechanisms driving such behaviours. Lastly, Partner phubbing behaviours may be influenced by external factors not addressed by the intervention, such as individual personality traits, relationship dynamics, and societal norms regarding technology use.

6.4 Multidimensional Jealousy

There was a statistically significant decrease in jealousy levels among intervention participants when looking at Multidimensional Jealousy throughout three stages: Pre-assessment, Post-assessment, and Follow-Up. With comparable mean scores and non-significant t-values, it was clear that both the groups (experimental and control) did not vary significantly during the pre-assessment period. However, in Post-assessment and Follow-Up phases, the experimental group which is the intervention group shows much less jealousy than control group, as seen by the negative t-values and highly significant p-values.

Factors contributing to the results can be an improvement in the scores of fear of commitment, as the intervention likely addressed underlying fears and insecurities related to commitment, enabling participants to feel more secure and confident in their relationships. As fear of commitment decreased, feelings of jealousy may have diminished as participants felt more assured of their partner's commitment. The second factor could be the enhancement of emotional intelligence. Participants have developed greater emotional awareness, empathy, and self-regulation skills through the intervention, allowing them to manage jealousy triggers better and communicate their feelings effectively with their partners.

Third, The intervention may have fostered positive relationship experiences, such as increased intimacy, trust, and satisfaction, associated with lower levels of jealousy. As participants' overall relationship quality improved, feelings of jealousy may have naturally decreased. Fourth is open communication between partners. Effective communication allows partners to express their needs, concerns, and boundaries, reducing misunderstandings and jealousy-inducing behaviours.

Lastly, it can increase trust between the partners. As participants developed confidence in themselves and their partners through practices such as self-awareness and mindfulness, by this individuals can feel more secure in their relationships. Trust forms the foundation of healthy relationships and is a buffer against jealousy and insecurities.

6.5 Experiences in Close Relationship

The data analyzed from the one-way ANOVA and independent t-tests on the Experience in Close Relationships measured across multiple phases of assessment illustrate a significant progression in the effectiveness of the intervention. During the pre-assessment (Phase 1), results indicated no significant differences between groups, reflecting a baseline status in the participants' experience in their close relationships. However, post-intervention assessments (Phase 2 and Follow-up) revealed significant improvements, suggesting that the intervention effectively enhanced relational dynamics among participants. This progression underscores the intervention's success in addressing and alleviating factors that impede the development of healthy, intimate relationships.

The significant improvement from the pre-assessment to post-assessment and follow-up can be attributed to several critical elements incorporated in the intervention. First can be the decreased fear of commitment when interventions are given. It helps in long-term commitment, which allows the individual to feel more secure and dedicated towards the relationship.

Second is, decrease in fear of intimacy, as interventions help individuals overcome barriers to emotional closeness, which enables a deeper and strong connection with their partners. Third, the

intervention activity on self-belief helps the participants foster a strong sense of self and gain confidence, which is crucial for trusting themselves and their partners. Fourth, interventions also help individuals with different skills, like assisting individuals in learning how to express their emotions as they feel, like expressing their feelings how they are and understanding their partner better, making them assertive and empathetic towards their partner.

Lastly, improvement in experience in close relationships is also seen because interventions help the individual develop conflict resolution skills and strategies to handle disagreements, which is important for healthy relationships.

CHAPTER 7: CONCLUSION, LIMITATIONS AND FUTURE STUDY

7.1 Conclusion

The present study aimed to investigate the effectiveness by art therapy and mindfulness intervention in reducing fear of commitment and fostering positive relationship functioning. The findings provide an important support for the hypothesized relationships. Participants with higher pre-intervention fear of commitment scores who acknowledged the art therapy and mindfulness intervention exhibited a substantial decrease in fear of commitment compared to the control group. Furthermore, the intervention group testified more positive relationship experiences than the control group.

Additionally, the study bares a significant suggestion between fear of commitment and other variables. Multidimensional jealousy, emotional intelligence, and experience in close relationships demonstrated substantial correlations with fear of commitment, highlighting the complex interplay of factors that influence commitment in close relationships. Interestingly, Partner Phubbing (distraction by a mobile device) did not show a significant association with fear of commitment in this study.

These verdicts propose that art therapy and mindfulness interventions can be an appreciated tool for individuals struggling with fear of commitment. By promoting self-awareness, emotional regulation, and creative expression, these interventions may help individuals build healthier and more fulfilling relationships.

7.2 Implication

1. The effective use of art therapy and mindfulness helps reduce the fear of commitment.
2. The follow-up data provides valuable initial insights, but longer-term studies could help track participants for months or even years to understand the lasting impact of interventions on commitment levels and relationship satisfaction.
3. Exploring different variables and gathering them all in one study is essential to this study.
4. Relationships often suffer because of fear of commitment, so addressing this variable is essential to this study.

7.3 Limitations

1. The study design should be more sensitive to capture the nuances of partner phubbing behaviour and its influence on fear of commitment.
2. The relatively small sample size (n=15) in the experimental group limits the generalizability of the findings to the larger population.
3. The gender imbalance (unspecified details) restricts the ability to analyze potential gender differences in the relationships between the variables.
4. Diversity was absent as the sample was taken from Punjab only.
5. The sample was comprised solely of participants from Punjab, India. This limits the generalizability of the findings to other cultural contexts.

7.4 Future Directions

1. Other intervention techniques, such as communication skills training or cognitive-behavioral therapy (CBT), should be explored to see which slants are most operative for commitment-phobic individuals.
2. The significant role of emotional intelligence in relationship satisfaction highlights the necessity for future research to explore the efficacy of emotional regulation programs intended explicitly for couples.
3. Expanding research to include diverse populations could reveal how cultural factors influence fear of commitment, jealousy, and overall relationship dynamics.
4. Exploration of the context of Partner Phubbing (frequency, intent), its impact on different relationship types, and potential moderating variables like attachment styles.

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APPENDICES APPENDIX A: CONSENT FORM (Pre-Assessment)

You are invited to participate in a research study exploring people's perception about how they generally feel in relationships. My name is Preeti Sharma, I am a student of Masters of Arts in Psychology, specializing in Counseling psychology from the THAPAR SCHOOL OF LIBERAL ARTS AND SCIENCE (TSLAS), at THAPAR INSTITUTE OF ENGINEERING AND TECHNOLOGY (TIET), Patiala. As a part of my dissertation, I am conducting a study under the guidance of Dr. Blessy Elizabeth David. Please read the instructions properly before filling out the responses.

Eligibility Criteria: You are between 18-25years of age. You are not suffering or being diagnosed with any mental health or physical health condition. You should be in a relationship for at least 6 months. You can speak and understand the English language.

Your participation is strictly voluntary and you are free to withdraw from this study at any point, and will not be penalized for the same. Once the study has concluded, you will also be debriefed about it. Your responses will be kept confidential and will only be used for the purpose of the study. Your name will not be associated with any of the research findings.

Kindly participate by accepting the following:

I..... voluntarily agree to participate in this research study.

I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind.

I understand that all information I provide for this study will be treated confidentially. I understand that in any report on the results of this research my identity will remain anonymous. This will be done by changing my name and disguising any details of my interview which may reveal my identity or the identity of people I speak about.

AGE – _____ _GENDER - _____

DURATION OF YOUR RELATIONSHIP - _____

CONTACT NUMBER - _____ EMAIL ADDRESS -

YOU'RE SIGNATURE - _____

IS YOUR FAMILY OPEN ABOUT YOU BEING IN A RELATIONSHIP:- _____

WHO INITIATED FOR THE RELATIONSHIP:- _____

ARE YOU THE ONLY CHILD: YES/NO

IF NOT THEN: Eldest, Second born, Third child, youngest one.

APPENDICES APPENDIX A: CONSENT FORM (Intervention)

You are invited to participate in a research study exploring people's perceptions about how they generally feel in relationships. My name is Preeti Sharma; I am a student of Masters of Arts in Psychology, specialising in Counseling Psychology from the THAPAR SCHOOL OF LIBERAL ARTS AND SCIENCE (TSLAS), at THAPAR INSTITUTE OF ENGINEERING AND

TECHNOLOGY (TIET), Patiala. As a part of my dissertation, I am conducting a study under the guidance of Dr. Blessy Elizabeth David. Please read the instructions properly before filling out the responses.

The study aims to explore how interventions over a period of approximately two months, with weekly meetings can contribute to personal growth, decision-making in relationships, and overall improvement in relationship dynamics. You will be engaged in weekly meetings as part of the intervention plan. These sessions will involve discussions, activities and interventions.

Your participation is strictly voluntary, and you are free to withdraw from this study at any point. You will not be penalised for the same. Once the study has concluded, you will also be debriefed about it. Your responses will be kept confidential and will only be used for the purpose of the study. Your name will not be associated with any of the research findings.

Kindly participate by accepting the following:

I _____ voluntarily agree to participate in this research study.

I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without any consequences of any kind.

I understand that all information I provide for this study will be treated confidentially. I understand that in any report on the results of this research, my identity will remain anonymous. This will be done by changing my name and disguising any details of my interview that may reveal my identity or the identity of people I speak about.

Participants Signature:- _____

Date:- _____

FEAR OF COMMITMENT

1 = Strongly Disagree

2 = Disagree

3 = Agree

4 = Strongly Agree

1. I have a low self-confidence and a low self-esteem.
2. I do not trust my partner and I am afraid to leave or be left.
3. I am afraid that I am not good enough for my partner.
4. I hate the idea of spending the rest of my life with only one person.
5. I am afraid to lose someone better while I am committed to a relationship with a particular partner.
6. I am afraid that my emotional relationship will end with divorce and I am therefore afraid that I will suffer as a result.
7. I am afraid that my emotional commitment contradicts my freedom and my privacy.
8. I am afraid that my partner will depend on me financially and emotionally.
9. I am afraid of being financially and emotionally dependent on my partner.
10. I fear the responsibilities of being emotionally committed.
11. I am afraid of attachment.
12. I feel uncomfortable at a wedding and when I see others get married.

13. I feel uneasy, and even feel panic attacks when talking about marriage.
14. I put my relationship as a priority.
15. I am looking forward to marriage.
16. I consider my partner as part of my future plans.
17. I put myself and my family and friends as a priority before my partner

EMOTIONAL INTELLIGENCE (EQ)

1 = Strongly Disagree

2 = Disagree

3 = Slightly Disagree

4 = Neutral

5 = Slightly Agree

6 = Agree

7 = Strongly Agree

1. Expressing my emotions with words is not a problem for me.
2. I often find it difficult to see things from another person's viewpoint.
3. On the whole, I'm a highly motivated person.
4. I usually find it difficult to regulate my emotions.
5. I generally don't find life enjoyable.
6. I can deal effectively with people.

7. I tend to change my mind frequently.
8. Many times, I can't figure out what emotion I'm feeling.
9. I feel that I have a number of good qualities.
10. I often find it difficult to stand up for my rights.
11. I'm usually able to influence the way other people feel.
12. On the whole, I have a gloomy perspective on most things.
13. Those close to me often complain that I don't treat them right.
14. I often find it difficult to adjust my life according to the circumstances.
15. On the whole, I'm able to deal with stress.
16. I often find it difficult to show my affection to those close to me.
17. I'm normally able to "get into someone's shoes" and experience their emotions.
18. I normally find it difficult to keep myself motivated.
19. I'm usually able to find ways to control my emotions when I want to.
20. On the whole, I'm pleased with my life.
21. I would describe myself as a good negotiator.
22. I tend to get involved in things I later wish I could get out of.
23. I often pause and think about my feelings.
24. I believe I'm full of personal strengths.
25. I tend to "back down" even if I know I'm right.
26. I don't seem to have any power at all over other people's feelings.
27. I generally believe that things will work out fine in my life.
28. I find it difficult to bond well even with those close to me.
29. Generally, I'm able to adapt to new environments.

30. Others admire me for being relaxed.

PARTNER PHUBBING

1= Never

2 = Rarely

3 = Sometimes

4 = Often

5 = All the time.

1. During a typical mealtime that my partner and I spend together, my partner pulls out and checks his/her cell phone (slight modification).
2. My partner places his or her cell phone where they can see it when we are together.
3. My partner keeps his or her cell phone in their hand when he or she is with me.
4. When my partner's cell phone rings or beeps, he/she pulls it out even if we are in the middle of a conversation (slight modification).
5. My partner glances at his/her cell phone when talking to me.
6. During leisure time that my partner and I are able to spend together, my partner uses his/her cell phone (slight modification).
7. My partner does not use his or her phone when we are talking (R).
8. My partner uses his or her cell phone when we are out together.
9. If there is a lull in our conversation, my partner will check his or her cell phone.

EXPERIENCE IN CLOSE RELATIONSHIP

All the time (1, 2, 3, 4, 5, 6, 7) Never

1. It helps to turn to my romantic partner in times of need.
2. I need a lot of reassurance that I am loved by my partner.
3. I want to get close to my partner, but I keep pulling back.
4. I find that my partner doesn't want to get as close as I would like.
5. I turn to my partner for many things, including comfort and reassurance.
6. My desire to be very close sometimes scares people away.
7. I try to avoid getting too close to my partner.
8. I don't worry about being abandoned.
9. I usually discuss my problems and concerns with my partner.
10. I get frustrated if my romantic partner is not available when I need them.
11. I am nervous when my partner gets too close to me.
12. I worry that a romantic partner won't care about me as much as I care about them.

MULTIDIMENSIONAL JEALOUSY

All the time (1, 2, 3, 4, 5, 6, 7) Never

1. I suspect that X is secretly seeing someone of the opposite sex.
2. I am worried that some member of the opposite sex may be chasing after X.
3. I suspect that X may be attracted to someone else.
4. I suspect that X may be physically intimate with another member of the opposite sex behind my back.

5. I think that some members of the opposite sex may be romantically interested in X.
6. I am worried that someone of the opposite sex is trying to seduce X.
7. I think that X is secretly developing an intimate relationship with someone of the opposite sex.
8. I suspect that X is crazy about members of the opposite sex.
9. X comments to you on how great looking a particular member of the opposite sex is.
10. X shows a great deal of interested or excitement in talking to someone of the opposite sex.
11. X smiles in a very friendly manner to someone of the opposite sex.
12. A member of the opposite sex is trying to get close to X all the time.
13. X is flirting with someone of the opposite sex.
14. Someone of the opposite sex is dating X.
15. X hugs and kisses someone of the opposite sex.
16. X works very closely with a member of the opposite sex (in school or office).
17. I look through X's drawers, handbag, or pockets.
18. I call X unexpectedly, just to see if s/he is there.
19. I question X about previous or present romantic relationships.
20. I say something nasty about someone of the opposite sex if X shows an interest in that person.
21. I question X about his/her telephone calls.
22. I question X about his/her whereabouts.
23. I join in whenever I see X talking to a member of the opposite sex.
24. I pay X a surprise visit just to see who is with him/her.