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## Partner Commitment in Close Relationships Mitigates Social Class Differences in Subjective Well-Being

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Partner Commitment in Close Relationships Mitigates Social Class Differences in Subjective  
Well-Being

For Peer Review

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## Abstract

Close relationships can be a source of positive subjective well-being for individuals, but stresses of lower-class environments tend to negatively impact those relationships. The present exploratory research examined the possibility that commitment in close relationships among lower-class individuals, despite greater strains on those relationships, buffers them from poorer subjective well-being. In two samples of close relationship dyads, we found that when *partners* reported low commitment to the relationship, relatively lower-class individuals experienced poorer well-being than their upper-class counterparts, assessed as life satisfaction among romantic couples (Study 1) and negative affect linked to depression among ethnically diverse close friendships (Study 2). Conversely, when *partners* reported high commitment to the relationship, deficits in the well-being of lower-class relative to upper-class individuals were attenuated. These patterns were not found with actors' commitment. Implications of these findings for upending the class divide in subjective well-being are discussed.

*Keywords:* social class, commitment, relationships, subjective well-being

## **Partner Commitment in Close Relationships Mitigates Social Class Differences in Subjective Well-Being**

Close relationships with important others (e.g., friends, romantic partners) can shape one's self-concept and motivations (Andersen & Chen, 2002; Baldwin, 1995), and are essential to subjective well-being (Lyubomirsky, King, & Diener, 2005; Reis & Collins, 2004). However, resource constraints in lower-class environments often strain relationships (Conger, Rueter, & Elder, 1999; Papp, Cummings, & Geoke-Morey, 2009), preventing lower-class individuals from drawing on their relationships to improve their well-being. The present exploratory research examined relationship commitment in close relationships as a buffer against the negative impact of coming from lower-class backgrounds on well-being. Overall, we found that when *partner* commitment in close relationships was low, relatively lower-class individuals reported lower subjective well-being than their upper-class counterparts, whereas when *partner* commitment was high, the deficit in well-being of lower-class individuals was attenuated.

### **Social Class and Subjective Well-Being (SWB)**

Social class can influence the social contexts in which people relate to one another (Destin, Rheinschmidt-Same, & Richeson, 2017; Kraus, Piff, & Keltner, 2011). Two independent processes shape an individual's social class (Adler, Epel, Castellazzo, & Ickovics, 2000): One taps into the individual's objective access to material and social resources, assessed by reports of educational attainment (Snibbe & Markus, 2005), income, and occupation status (Oakes & Rossi, 2003). The other taps into the individual's subjective perceptions of their position in society relative to others, assessed by one's relative status in an interaction with a friend, in a social group, or in society as a whole (Adler et al., 2000).

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SWB includes three key components: positive affect, negative affect, and cognitive beliefs about life satisfaction (Diener, Lucas, & Smith, 1999). Studies consistently find that lower-class individuals report more negative life experiences, such as exposure to more interpersonal conflict and occupational stress (Matthews et al., 2000), and stronger experiences of dysphoric affect (Link, Lennon, & Dohrenwend, 1993) associated with poor well-being, although some research has found that this association is sometimes weak (Diener, Oishi, & Lucas, 2003; Howell & Howell, 2008). The effect of resources on individuals' life experiences can manifest across life domains. For lower-class individuals, their neighborhoods may be less safe, jobs may be more unstable, and daily stress from contending with financial challenges can affect them in work and leisure. They are also less able to draw on their social capital due to their limited social networks (Campbell, Marsden, & Hurlbert, 1986; Pichler & Wallace, 2009). Overall, unlike upper-class individuals who are equipped with abundant material and social resources, lower-class individuals have fewer resources to draw on to enhance their SWB.

**Importance of Relationships for Lower-Class Individuals' SWB**

The Stress Buffering Hypothesis (Cohen & Wills, 1985) posits that social support is more protective for individuals under high stress than low stress. Specifically, social support can help individuals under stress by changing their appraisals of a threatening situation as stressful (Thoits, 1986), or by providing them additional material or emotional resources to deal with the stresses (Cohen, Gottlieb, & Underwood, 2000; Cohen & McKay, 1984). This suggests that when faced with stresses stemming from economic, social, and structural disadvantage, being in close relationships that provide a stable source of social support can dampen the negative impact of such stressful environments and serve as an alternate source of positive SWB for lower-class individuals.

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3 However, developing stable relationships under resource scarcity is challenging. The  
4 Systemic-Transactional Model of relationships posits that stressors that occur outside a  
5 relationship (e.g., workplace, finances, and community) can spill over to the relationship and  
6 create stress within the relationship (Bodenmann, 1997). This is particularly true for lower-class  
7 individuals, who face more external stressors, such as financial stress and job insecurity, than  
8 upper-class individuals. These often spill over to their relationships, creating lower relationship  
9 quality among lower-class than upper-class individuals. Indeed, financial stress is a frequent  
10 source of marital conflict that elicits marital distress and poor relationship quality for lower-class  
11 couples (Conger et al., 1999; Papp et al., 2009), resulting in lower relationship satisfaction  
12 (Dakin & Wampler, 2008; Karney & Bradbury, 2005) and higher risk of marital dissolution  
13 (Bramlett & Mosher, 2002) among lower-class than upper-class couples. Therefore, even though  
14 the Stress Buffering Hypothesis suggests that being in supportive close relationships should be  
15 beneficial for lower-class individuals, this may not necessarily be the case because harsh  
16 economic circumstances often create dissatisfying and fragile relationships.

### 35 **The Role of Commitment in Close Relationships as a Buffer**

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37 Because close relationships among lower-class individuals tend to be lower in quality, the  
38 buffering effect of close relationships may depend on these individuals' beliefs that they and  
39 their partners are motivated to persist in such relationships. Therefore, we explored the  
40 possibility that *relationship commitment*—the degree to which a person experiences a long-term  
41 orientation toward and persistence in a relationship (Rusbult & Buunk, 1993; Rusbult, & Martz,  
42 & Agnew, 1998)—may reflect such beliefs. Specifically, we examined whether being in close  
43 relationships characterized by high reported commitment would buffer lower-class individuals  
44 against the impact of their negative life experiences, thus attenuating social class differences in  
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3 SWB. This possibility aligns with prior research showing that commitment directly promotes  
4 behaviors that mitigate negative affect and conflict in relationships, such as promoting sacrifice  
5 (Finkel, Rusbult, Kumashiro, & Hannon, 2002; Rusbult, Olsen, Davis, & Hannon, 2001; Righetti  
6 & Impett, 2018) and accommodations for a partner's negative behaviors (Rusbult, Verette,  
7 Whitney, Slovik, & Lipkus, 1991). Importantly, greater commitment also predicted relationship  
8 maintenance outcomes, such as lower likelihood of breakup (Arriaga & Agnew, 2001; Le &  
9 Agnew, 2003; Rhoades, Stanley, & Markman, 2010).

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19 Although we reasoned that relationship commitment should matter for the maintenance  
20 of close relationships for lower-class individuals, it is unclear whether the commitment of the  
21 actor or the partner in the relationship might be more critical in influencing their SWB. On one  
22 hand, highly committed actors likely increase their own effort and motivation to engage in pro-  
23 relationship behaviors that promote relationship stability (Finkel et al., 2002; Rusbult et al.,  
24 2001). Nonetheless, highly committed partners, while increasing their own effort and motivation  
25 towards the relationship may also, in the process, influence actor's belief that their partners are  
26 invested in their relationship. Indeed, research suggests that individuals who perceived their  
27 partner to be highly committed showed more gratitude toward their partner, increased their own  
28 commitment (Joel, Gordon, Impett, MacDonald, & Keltner, 2013), trust and reliance on the  
29 relationship (Wieselquist, Rusbult, Foster, & Agnew, 1999), and were more willing to stay in the  
30 relationship for the sake of their partner (Joel, Impett, Spielmann, & MacDonald, 2018). As  
31 distinct actor and partner commitment effects on relationship outcomes have been documented in  
32 prior research, we explored the unique impact of these effects on SWB as a function of social  
33 class in the current research.  
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3 Although we suggest that highly committed close relationships would be beneficial for  
4 lower-class individuals, we are not also suggesting that relationship commitment is  
5 inconsequential for upper-class individuals' SWB. Rather, because upper-class individuals have  
6 more sources of SWB upon which to draw, we expected that highly committed relationships  
7 would have a greater positive impact on the SWB of lower-class than upper-class individuals.  
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### 14 **The Present Investigation**

16 We explored the buffering effect of relationship commitment on poor SWB linked to  
17 lower-class backgrounds in two dyadic samples in different close relationship contexts: romantic  
18 couples (Study 1), and close friendships (Study 2). Both types of relationships are central to an  
19 individual's relational identity and known to influence SWB (Chen, Boucher, & Tapias, 2006;  
20 Dush & Amato, 2005). To this end, we tested if the effect of social class on SWB would be  
21 moderated by the commitment level of both partners within the Actor-Partner Interdependence  
22 Model (APIM; Garcia, Kenny, & Ledermann, 2015). Specifically, we examined the association  
23 between social class and SWB at high and low levels of actor commitment, as well as at high and  
24 low levels of partner commitment. No other variables were examined in both studies as  
25 moderators in this exploratory work.  
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### 40 **Study 1: Social Class, Commitment, and Life Satisfaction in Romantic Couples**

41 In Study 1, we investigated the links between social class, SWB and actor versus partner  
42 commitment in a sample of romantic couples whose data were collected as part of a larger dyadic  
43 study (masked for review). Cognitive assessments of life satisfaction (Diener, Emmons, Larsen,  
44 & Griffin, 1985) were obtained over a period of 14 days after an initial laboratory interaction. As  
45 objective and subjective social class are distinct constructs underlying one's social class identity  
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(Kraus et al., 2012), we examined associations with both objective social class, using participants' own educational attainment, and subjective social class rank.

## Method

### Participants

Eighty couples ( $n=160$ ) from the San Francisco Bay Area were recruited for a study of romantic relationships through advertisements on craigslist.org. Their mean age was 23.84 years old ( $SD=6.37$ ). Fifty-three percent self-identified as European or European American, 18% as Chinese or Chinese American, 8% as African or African American, 4% as Mexican or Mexican American, and 17% as other. The couples had been together between six months and 30 years ( $M=29.23$  months,  $SD=43.4$  months). Of the relationships, 75 were heterosexual and 5 were same-sex couples. The dyads were treated as indistinguishable.

The sample size was not specifically determined for the current research, because the data came from a larger project on romantic relationships (masked for review) collected in 2008. Nonetheless, we conducted a sensitivity analysis using G\*Power (Faul, Erdfelder, Buchner, & Lang, 2009) to test the minimum effect size that can be detected given 0.8 power, alpha-level at 0.05 and  $N=160$ . The analysis yielded a minimum effect size of  $R=0.22$  that can be detected with our sample. As our analyses involved examining interaction effects that the sample may be underpowered to estimate (Simonsohn, 2014), future research should explore these associations with larger samples.

### Procedure

Both members of the couple first completed an initial online survey in which they provided demographic information and answered questions about their romantic relationship. Following these measures, the couples attended a laboratory session where they engaged in

several dyadic conversations. After the lab interaction session, they participated in a 14-day daily experience study about their relationship, in which life satisfaction scores were assessed on each day (masked for review).

### Measures

**Social class.** Participants completed two measures of social class: their own educational attainment and subjective social class rank. Educational attainment was rated based on six categories provided: (a) high school graduate or less, (b) some college (not currently), (c) some college (currently), (d) technical school, (e) college graduate, and (f) graduate school (coded from 1 to 6;  $M=3.78$ ,  $SD=1.19$ ). Subjective social class rank was assessed by having participants rank themselves on a 10-rung ladder in the United States, with people at the top having the best jobs, most education, and earning the highest salaries ( $M=5.57$ ,  $SD=1.64$ ).

**Relationship commitment.** Both partners reported their relationship commitment on a standard seven-item measure (Rusbult et al., 1998). They responded to items such as “I want my relationship to last for a very long time” on 7-point scales (0=*strongly disagree*; 6=*strongly agree*;  $M=4.67$ ,  $SD=0.87$ ;  $\alpha=.93$ )

**Life satisfaction.** Satisfaction with life was assessed with a standard five-item measure (Diener et al., 1985). Participants responded to items such as “My life is close to my ideal” using 4-point scales (1=*strongly disagree*; 4=*strongly agree*). We computed a life satisfaction score averaged across the 14-day diary assessment ( $M=3.07$ ;  $SD=0.79$ ;  $\alpha=.98$ ).

### Results and Discussion

The zero-order correlations among all variables assessed are presented in Table 1, and the correlations among all the actor and partner variables are presented in Table 2.

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We conducted the analysis using the APIM moderation ShinyApp developed by Kenny (2015). Structural equation modeling was used to estimate two models: an interaction model with four interaction effects (i.e., actor vs. partner social class crossed with actor vs. partner commitment), and a reduced model with only additive effects (Garcia et al., 2015). A poorer fit of the reduced model indicated that a moderation effect exists, and the interaction effects were then inspected. For significant interaction effects, simple slopes of participant social class at low (-1 SD) and high commitment (+1 SD) levels were examined<sup>1</sup>. All social class and commitment variables in the models were centered.

For the analysis with objective social class, the reduced model revealed only a main effect of actor commitment,  $\beta=0.20$ ,  $p<.001$ , 95% CI [0.10, 0.29], such that actors who reported higher commitment also reported greater life satisfaction on average. There were no significant main effects of partner commitment,  $\beta=0.040$ ,  $p=.40$ , 95% CI [-0.053, 0.134], actor social class,  $\beta=0.029$ ,  $p=.43$ , 95% CI [-0.044, 0.10], and partner social class,  $\beta=-0.044$ ,  $p=.23$ , 95% CI [-0.053, 0.028].

Importantly, the test of the interaction model predicting participants' life satisfaction averaged across 14 days was significant, indicated by the poorer fit of the reduced model,  $\chi^2(4)=25.16$ ,  $p<.001$ , RMSEA=0.181. Within this model, only a significant interaction between actor social class and partner commitment emerged,  $\beta=-0.15$ ,  $p<.001$ , 95% CI [-0.23, -0.059]. Simple slopes analyses revealed that at low partner commitment, relatively lower-class participants reported significantly lower life satisfaction than upper-class participants,  $\beta=0.16$ ,  $p=.002$ , 95% CI [0.058, 0.27]. Conversely, at high partner commitment, relatively lower-class participants showed a non-significant tendency to report higher life satisfaction than upper-class

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<sup>1</sup> For all analyses, we also examined simple slopes of commitment at low (-1 SD) and high (+1 SD) levels of social class, which are reported in the Supplemental Materials.

## PARTNER COMMITMENT, SOCIAL CLASS &amp; WELL-BEING

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3 participants,  $\beta=-0.10$ ,  $p=.067$ , 95% CI [-0.21, 0.007]. These patterns are depicted in Figure 1. No  
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5 other interaction effects emerged.

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8 For the analysis with subjective social class, the reduced model revealed the following  
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10 main effects: There was a significant main effect of partner social class,  $\beta=-0.069$ ,  $p=.008$ , 95%  
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12 CI [-0.051, -0.018], such that participants with relatively lower-class partners reported greater  
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14 life satisfaction than those with upper-class partners. Relatively lower-class actors also showed a  
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16 non-significant tendency to report lower life satisfaction than upper-class actors,  $\beta=0.048$ ,  
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18  $p=.063$ , 95% CI [-0.003, 0.098]. A significant main effect of actor commitment also emerged,  
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20  $\beta=0.23$ ,  $p<.001$ , 95% CI [0.14, 0.32], such that actors who reported higher commitment also  
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22 reported greater life satisfaction. There was no significant effect of partner commitment,  $\beta=0.039$ ,  
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24  $p=.39$ , 95% CI [-0.051, 0.13].

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29 Critically, the test of the interaction model was also significant, as indicated by the poorer  
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31 fit of the reduced model,  $\chi^2(4)=13.00$ ,  $p=.011$ , RMSEA=0.118. Similar to the results for objective  
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33 social class, only a significant interaction between actor social class and partner commitment  
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35 emerged,  $\beta=-.074$ ,  $p=.008$ , 95% CI [-0.13, -0.019]. Simple slopes analyses revealed similar  
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37 patterns to those of objective social class: At low partner commitment, relatively lower-class  
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39 participants reported significantly lower life satisfaction than upper-class participants,  $\beta=0.12$ ,  
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41  $p<.001$ , 95% CI [0.049, 0.18], whereas at high partner commitment, relatively lower- and upper-  
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43 class participants reported comparable levels of life satisfaction,  $\beta=-0.020$ ,  $p=.61$ , 95% CI [-  
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45 0.095, 0.056]. These patterns are depicted in Figure 2. Again, no other interaction effects  
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47 emerged.

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53 Study 1 provided initial evidence that relationship commitment moderates social class  
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55 differences in participants' SWB, with the effect observed specifically with partner's  
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commitment: In romantic relationships, relatively lower-class individuals reported lower life satisfaction than their upper-class counterparts when their partner reported low commitment, but were buffered from the deficits in life satisfaction when their partner reported high commitment.

## **Study 2: Social Class, Relationship Commitment, and Negative Affect in a Sample of Female Friends**

We extended our investigation to dyadic friendships by examining a sample of close female friends of diverse ethnic backgrounds who engaged in an interaction task in the laboratory. Based on available indices in the dataset, we examined the negative affective component of SWB: state-trait anxiety and dysphoric affect (Diener et al., 1999).

### **Method**

#### **Participants**

Two hundred and forty-four female undergraduate friends (122 friendship dyads) participated in a friendship study advertised in classroom and university announcements at a West Coast public university. The participants ranged in age from 18 to 25, and the ethnic distribution was 46.1% European American, 38.2% Latina, 13.2% Black, and 2.5% multiethnic. Participants had been friends for an average of 2.5 years ( $M=31.52$  months,  $SD=36.32$ ). The dyads were treated as indistinguishable.

The sample size was not specifically determined for the current research, because the data was collected as part of a larger study of friendships in 2006 (masked for review). As in Study 1, we conducted a sensitivity analysis using G\*Power to test the minimum effect size that can be detected given 0.8 power, alpha-level at 0.05 and  $N=244$ . The analysis yielded a minimum effect size of  $R=0.18$  that can be detected with our sample.

#### **Procedure**

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3 Friendship pairs received a packet of questionnaires that they were instructed to fill out  
4 before attending a main laboratory session together. This packet assessed demographic  
5 information and friendship behaviors, including their commitment to the friend in the interaction  
6 study. Approximately one week later, friendship pairs arrived together at the laboratory to  
7 engage in a number of social interaction tasks and to fill out measures of emotion and SWB.  
8 Among these measures were assessments of state-trait anxiety and dysphoric affect, which  
9 participants filled out at a table across from their friend. At the end, participants received  
10 payment or course credit for participation, and were debriefed about the purpose of the study.  
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## 22 **Measures**

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24 **Social class.** Social class was assessed using participant reports of parental educational  
25 attainment and annual household income as in prior research (Adler et al., 2000). Each parent's  
26 education attainment was assessed using six categories: (a) did not finish high school, (b)  
27 finished high school, (c) some college, (d) bachelor's degree, (e) some graduate work, and (f)  
28 advanced degree. Annual household income was assessed using seven categories: (a) less than  
29 \$11,000, (b) \$11,000-\$20,999, (c) \$21,000-\$30,999, (d) \$31,000-\$40,999, (e) \$41,000-\$50,999,  
30 (f) \$51,000-\$60,999, and (g) more than \$60,999. As household income, mother's education, and  
31 father's education were highly correlated ( $r_s = .59$  to  $.73$ ,  $p_s < .05$ ), they were each standardized  
32 and then averaged to create a single index of social class ( $\alpha = .78$ ).  
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44 **Friendship commitment.** Participants completed several subjective ratings about their  
45 friendship prior to arriving at the laboratory, and we used a subset of these items to indicate  
46 commitment to the friendship. Seven items that were most face valid were chosen (e.g., "How  
47 likely is it that your friendship will be permanent?"), each answered on a 5-point scale (1=*not at*  
48 *all*; 5=*completely*;  $M = 4.33$ ,  $SD = 0.56$ ;  $\alpha = .88$ ).  
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**Negative affect in SWB.** Using the 20-item State-Trait Anxiety Inventory (STAI; Spielberger, Gorsuch, Lushene, Vagg, & Jacobs, 1983), participants rated how much state-related anxiety (e.g., I am tense, I feel calm) and trait-related anxiety (e.g., I worry too much over something that really doesn't matter) they experienced on a 4-point scale (1=*almost never*, 4=*almost always*;  $M=2.13$ ,  $SD=0.53$ ;  $\alpha=.91$ ). Dysphoric affect was also assessed using the 20-item Center for Epidemiological Studies Depression Scale (CES-D; Radloff, 1977), in which participants rated how they felt during the past week (e.g., "I thought my life had been a failure") on a 4-point scale (1=*rarely or none of the time*, 4=*most of the time*;  $M=1.88$ ,  $SD=0.56$ ;  $\alpha=.75$ ).

### Results and Discussion

The zero-order correlations among all the variables assessed are presented in Table 3, and the correlations among all the actor and partner variables are presented in Table 4. For data analysis, we used the same analytic strategy as in Study 1.

**State-trait anxiety.** In the reduced model, there were main effects of actor social class,  $\beta=-0.10$ ,  $p<.001$ , 95% CI [-0.16, -0.048], and partner social class,  $\beta=-0.089$ ,  $p=.002$ , 95% CI [-0.18, -0.033], such that both relatively lower-class actors and partners experienced greater state-trait anxiety than upper-class actors and partners. While there was no significant effect of actor commitment,  $\beta=0.014$ ,  $p=.74$ , 95% CI [-0.07, 0.098], there was a main effect of partner commitment,  $\beta=-0.092$ ,  $p=.032$ , 95% CI [-0.18, -0.008], such that actors with partners who reported lower commitment reported higher state-trait anxiety.

Importantly, the reduced model showed a poorer fit,  $\chi^2(4)=13.78$ ,  $p=.008$ , RMSEA=0.099, indicating that the test of the interaction model was significant. Within this model, only a significant interaction between actor social class and partner commitment emerged,  $\beta=0.14$ ,  $p=.026$ , 95% CI [0.016, 0.26]. Simple slopes analyses revealed patterns that were

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consistent with those found in Study 1: at low partner commitment, relatively lower-class participants reported significantly higher state-trait anxiety than upper-class participants,  $\beta = -0.19, p < .001, 95\% \text{ CI } [-0.28, -0.094]$ . Conversely, at high partner commitment, relatively lower- and upper-class participants reported comparable levels of state-trait anxiety,  $\beta = -0.020, p = .66, 95\% \text{ CI } [-0.11, 0.071]$ . These patterns are depicted in Figure 3. As in Study 1, no other interaction effects emerged.

**Dysphoric affect.** In the reduced model, only the main effects of actor social class,  $\beta = -0.11, p < .001, 95\% \text{ CI } [-0.056, -0.13]$ , and partner social class emerged,  $\beta = -0.082, p = .005, 95\% \text{ CI } [-0.117, -0.025]$ , such that both relatively lower-class actors and partners experienced greater dysphoric affect than upper-class actors and partners. There were no main effects of actor commitment,  $\beta = -0.018, p = .67, 95\% \text{ CI } [-0.10, 0.065]$ , and partner commitment,  $\beta = -0.034, p = .43, 95\% \text{ CI } [-0.12, 0.050]$ .

Nonetheless, the reduced model this time showed mediocre fit,  $\chi^2(4) = 9.62, p = .047, \text{ RMSEA} = 0.075$ , suggesting a weaker interaction between actor social class and partner commitment,  $\beta = 0.10, p = .047, 95\% \text{ CI } [-0.021, 0.22]$ . Simple slopes analyses revealed similar patterns as with state-trait anxiety: at low partner commitment, relatively lower-class participants reported significantly higher dysphoric affect than upper-class participants,  $\beta = -0.14, p = .005, 95\% \text{ CI } [-0.24, -0.043]$ , whereas at high partner commitment, the pattern was attenuated such that relatively lower-class participants reported only marginally higher dysphoric affect than upper-class participants,  $\beta = -0.085, p = .084, 95\% \text{ CI } [-0.18, 0.011]$ . These patterns are depicted in Figure 4.

Study 2 provided additional evidence for the buffering role of partner commitment: In friendships in which partner commitment was low, relatively lower-class individuals reported



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3 higher state-trait anxiety and dysphoric affect than their upper-class counterparts, whereas in  
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5 friendships where partner commitment was high, relatively lower-class individuals were buffered  
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7 from the deficits in negative affect compared to upper-class individuals.<sup>2</sup>  
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### 10 **General Discussion**

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12 Across two dyadic samples, the current research presented correlational evidence that a  
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14 partner's commitment to the relationship acted as a buffer against the poorer SWB of relatively  
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16 lower-class individuals compared to upper-class individuals. Specifically, when partner  
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18 commitment was low, relatively lower-class participants reported poorer SWB than upper-class  
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20 participants, whereas this deficit was attenuated when partner commitment was high. This was  
21  
22 not observed with actor commitment. Nonetheless, we reiterate the exploratory and correlational  
23  
24 nature of this work—caution should be taken in drawing any causal inferences from these  
25  
26 findings.  
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30  
31 Dovetailing with prior work on the positive impact of perceived partner commitment on  
32  
33 relationship trust (Wieselquist et al., 1999) and on own relationship commitment (Joel et al.,  
34  
35 2013), the current findings suggest that the partner's commitment influences relatively lower-  
36  
37 class individuals' belief about their partner's effort and motivation to invest in their relationship,  
38  
39 despite its low quality. Interestingly, actor commitment did not appear to be protective of  
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41 relatively lower-class individuals' SWB in either study. In our view, if the relationships of lower-  
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47 <sup>2</sup> For both studies, we also conducted post-hoc power analyses using the APIM Power Shinyapp  
48 (Ackerman & Kenny, 2016) to determine the power for detecting our interaction effects. For  
49 Study 1, given our sample of 80 dyads at alpha level of .05, the power for detecting the  
50 interaction effect between actor social class and partner commitment was 0.445 with objective  
51 social class, and 0.143 with subjective social class. For Study 2, given our sample of 122 dyads  
52 at alpha level of .05, the power for detecting the interaction effect between actor social class and  
53 partner commitment was 0.533 for state-trait anxiety, and 0.311 for dysphoric affect. We  
54 acknowledge that future replications of these findings with a much larger sample size are needed.  
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## PARTNER COMMITMENT, SOCIAL CLASS &amp; WELL-BEING

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3 class individuals are indeed lower in quality, it is possible that some of these highly committed  
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5 actors were investing in relationships with unresponsive partners. In other words, some of these  
6  
7 highly committed actors may be alone in wanting to persist in the relationship, resulting in their  
8  
9 poorer SWB. To some extent, this underscores the importance of the partner's commitment  
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11 relative to the actor's commitment for lower-class individuals' SWB—that their beliefs about  
12  
13 their own persistence is insufficient, and that their beliefs about their partner's persistence is  
14  
15 particularly important because it means that they can count on their partner, even in times of  
16  
17 difficulty. One issue, though, is that it is unclear whether the relatively lower-class partner's  
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19 reported commitment in the current studies indeed elicited those beliefs among the lower-class  
20  
21 actors. As mentioned, this work was exploratory so those beliefs were not measured in both  
22  
23 studies. Therefore, future replication of this study is needed with measures of actors' beliefs  
24  
25 about their partners' motivation and persistence included to ascertain this mechanism.  
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31 We should also caution against inferring that lower-class individuals' own commitment  
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33 to the relationship does not matter at all. Close relationships are by nature interdependent (Kelley  
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35 & Thibaut, 1978; Thibaut & Kelley, 1959), implying that the mutuality of commitment between  
36  
37 both partners in a relationship is crucial (Drigotas, Rusbult, & Verette, 1999). From this  
38  
39 perspective, it is possible that lower-class individuals may be most strongly buffered from poorer  
40  
41 SWB when both actors and partners are committed to the relationship compared to when only  
42  
43 the partners are committed. As investigating this would involve examining a three-way  
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45 interaction, which the current studies were not designed and are underpowered to test, future  
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47 research could examine this possibility along with direct replications of the current analyses  
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49 using larger samples.  
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## PARTNER COMMITMENT, SOCIAL CLASS &amp; WELL-BEING

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3 The buffering effect of partner commitment for relatively lower-class individuals' SWB  
4 was observed across both romantic relationships and close friendships, suggesting that these are  
5 alternative sources of positive SWB upon which lower-class individuals can draw. However, the  
6 effects obtained with close friendships were also notably weaker than those found among  
7 romantic partners. It is likely that perceiving security in romantic relationships may be more  
8 important and beneficial than perceiving security in friendships. Nonetheless, both studies also  
9 differed in other aspects, including the type of sample (community vs. college participants) and  
10 the type of SWB outcome measure (life satisfaction vs. negative affect). These distinctions raise  
11 important future research questions about the relational variables that moderate the role of  
12 partner commitment in shaping SWB among lower-class individuals.  
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26 Some limitations of the current research are worth noting. First, the correlational nature  
27 of both studies limits causal links that can be drawn between commitment levels and SWB. It is  
28 entirely possible that an individual's SWB can also affect their partner's level of commitment.  
29 Future work could elucidate the causal direction by manipulating perceptions of partner's  
30 commitment and its effect on the link between social class and SWB or tracking the links among  
31 all the variables in a longitudinal design. Study 2 also had constraints with respect to the sample  
32 characteristics: the friendship dyads were a college sample, which tends to have a restricted  
33 range in social class. Thus, it remains unclear if the effects obtained in the study only apply to  
34 relatively lower-class individuals but not for those living under absolute poverty. As well, in both  
35 studies, different measures were used based on the availability of measures in each dataset, so it  
36 is unclear whether the observed effects are specific to certain SWB measures, or reflect a more  
37 general phenomenon. Relatedly, although we found converging patterns between objective and  
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## PARTNER COMMITMENT, SOCIAL CLASS &amp; WELL-BEING

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3 subjective social class indices in Study 1, we could not demonstrate that in Study 2, as subjective  
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5 social class measures were not available in the data.  
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8 Power analyses in both studies also revealed low power to detect the specific interaction  
9  
10 effects we found, although the sensitivity analyses revealed that we were at least powered to  
11  
12 detect an approximately typical effect in social psychology (Richard, Bond, & Stokes-Zoota,  
13  
14 2003). We acknowledge that this is an inherent limitation of the current research and strongly  
15  
16 encourage future research in conducting a more rigorous empirical test of our observed patterns  
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18 with a much larger sample of relationship dyads. However, despite the inherent weakness with  
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20 the current data, we pressed on with these findings because large samples of dyadic data that  
21  
22 assess commitment of both partners are notoriously difficult to collect and completely absent  
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24 from the literature on social class and SWB. Moreover, we view these patterns as important  
25  
26 enough to investigate in less than ideal conditions: Understanding the relational contexts that  
27  
28 buffer lower-class individuals from lower SWB has direct bearing on a question—the association  
29  
30 between social class and SWB—that has fascinated psychologists and economists for decades.  
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32 How close relationships play a potential role in protecting relatively lower-class individuals from  
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34 the harsher contexts of their environments has far reaching implications for the studies of SWB  
35  
36 and social class. We hope that research that transparently acknowledges these shortcomings is  
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38 viewed as an important enough contribution to the literature, and worthy of follow-up by  
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40 researchers who might not have considered relationships as a central moderator in the social  
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42 class and SWB association.  
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49 To conclude, despite the challenges faced by lower-class individuals due to greater social  
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51 and economic uncertainty in their environments, we demonstrate that gaps in well-being are not  
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53 an inevitable outcome. The observed benefits of being in close relationships with highly  
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## PARTNER COMMITMENT, SOCIAL CLASS &amp; WELL-BEING

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3 committed partners illustrate the capacity for communities with scarce resources to cope with the  
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5 external stressors from their environments. We hope these findings will help to motivate and  
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7 promote efforts to support relationships for the lowest status members of society and improve  
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9 their overall subjective well-being.  
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## PARTNER COMMITMENT, SOCIAL CLASS &amp; WELL-BEING

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## PARTNER COMMITMENT, SOCIAL CLASS &amp; WELL-BEING

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## PARTNER COMMITMENT, SOCIAL CLASS &amp; WELL-BEING

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## PARTNER COMMITMENT, SOCIAL CLASS &amp; WELL-BEING

Table 1. Zero-order correlations between social class, relationship commitment, and life satisfaction in romantic couples (Study 1).

	Objective social class (Education)	Subjective social class	Commitment	Life-satisfaction <sub>14-day</sub>
Objective social class (Education)	—			
Subjective social class	.21*	—		
Commitment	.15	-.12	—	
Life-satisfaction	.04	.06	.28**	—

\* $p < .05$ , \*\* $p < .01$

## PARTNER COMMITMENT, SOCIAL CLASS &amp; WELL-BEING

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Table 2. Zero-order correlations between actor and partner variables of social class, relationship commitment, and life satisfaction in romantic couples (Study 1).

<i>Actor variables</i>	Objective social class (Education)	Subjective social class	Commitment	Life-satisfaction
<i>Partner variables</i>				
Objective social class (Education)	.59**			
Subjective social class	.15	.21**		
Commitment	.16*	-.028	.46**	
Life-satisfaction	-.031	-.11	.21**	.52**

\* $p < .05$ , \*\* $p < .01$

## PARTNER COMMITMENT, SOCIAL CLASS &amp; WELL-BEING

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Table 3. Zero-order correlations between social class, relationship commitment, and dysphoric affect in female friendship dyads (Study 2).

	Social class	Commitment	Dysphoric affect	State-trait anxiety
Social class	—			
Commitment	-.03	—		
Dysphoric affect	-.19*	-.04	—	
State-trait anxiety	-.18*	-.02	.75**	—



## PARTNER COMMITMENT, SOCIAL CLASS &amp; WELL-BEING

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Table 4. Zero-order correlations between actor and partner variables of social class, relationship commitment, and dysphoric affect in female friendship dyads (Study 2).

<i>Actor variables</i>	Social class	Commitment	State-trait anxiety	Dysphoric affect
<i>Partner variables</i>				
Social class	.35**			
Commitment	-.023	.52**		
State-trait anxiety	-.16*	-.072	.27**	
Dysphoric affect	-.16*	-.021	.34**	.44**

## PARTNER COMMITMENT, SOCIAL CLASS &amp; WELL-BEING

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Table 5. Summary of findings from Study 1 and 2.

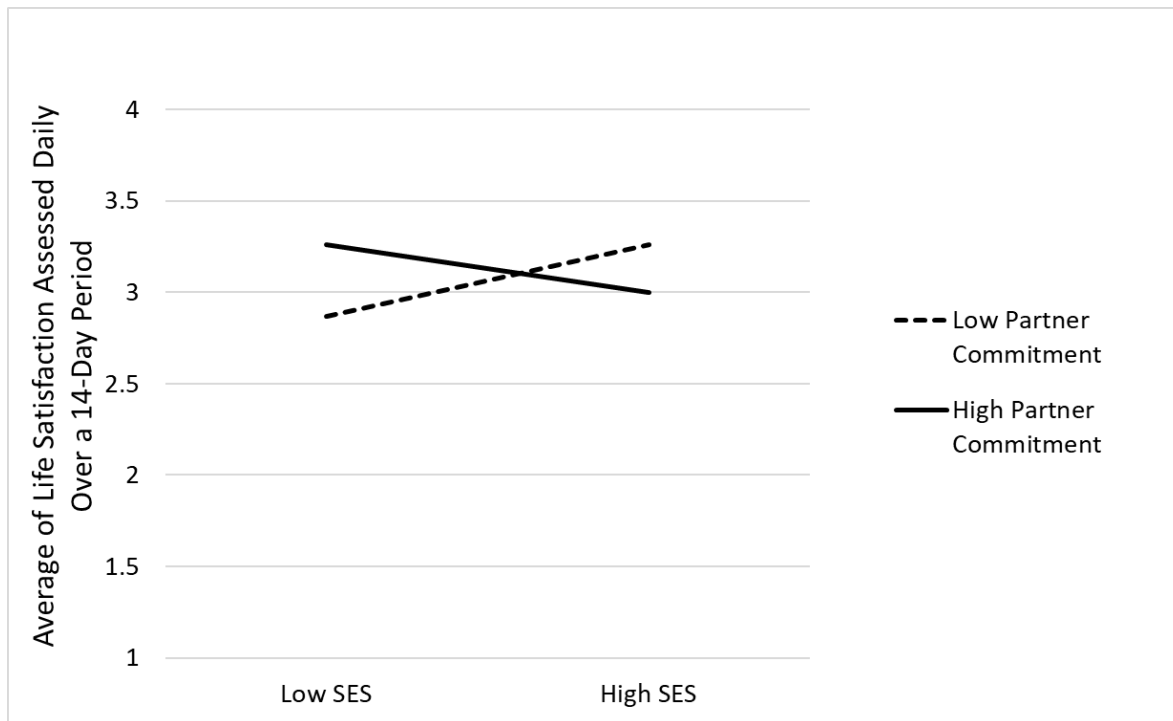
Outcome Variables	Predictors				
	Social class (SES)	Actor Commitment	Partner Commitment	SES x Actor Commitment	SES x Partner Commitment
<i>Study 1</i>					
Life Satisfaction (with Objective SES)	0.029	0.20***	0.040	-0.073	-0.15***
Life Satisfaction (with Subjective SES)	0.048	0.23***	0.039	-0.006	-0.074**
<i>Study 2</i>					
State-Trait Anxiety	-0.10***	0.014	-0.092*	0.049	0.14*
Dysphoric Affect	-0.11***	-0.018	-0.034	0.047	0.10

\* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$

## PARTNER COMMITMENT, SOCIAL CLASS &amp; WELL-BEING

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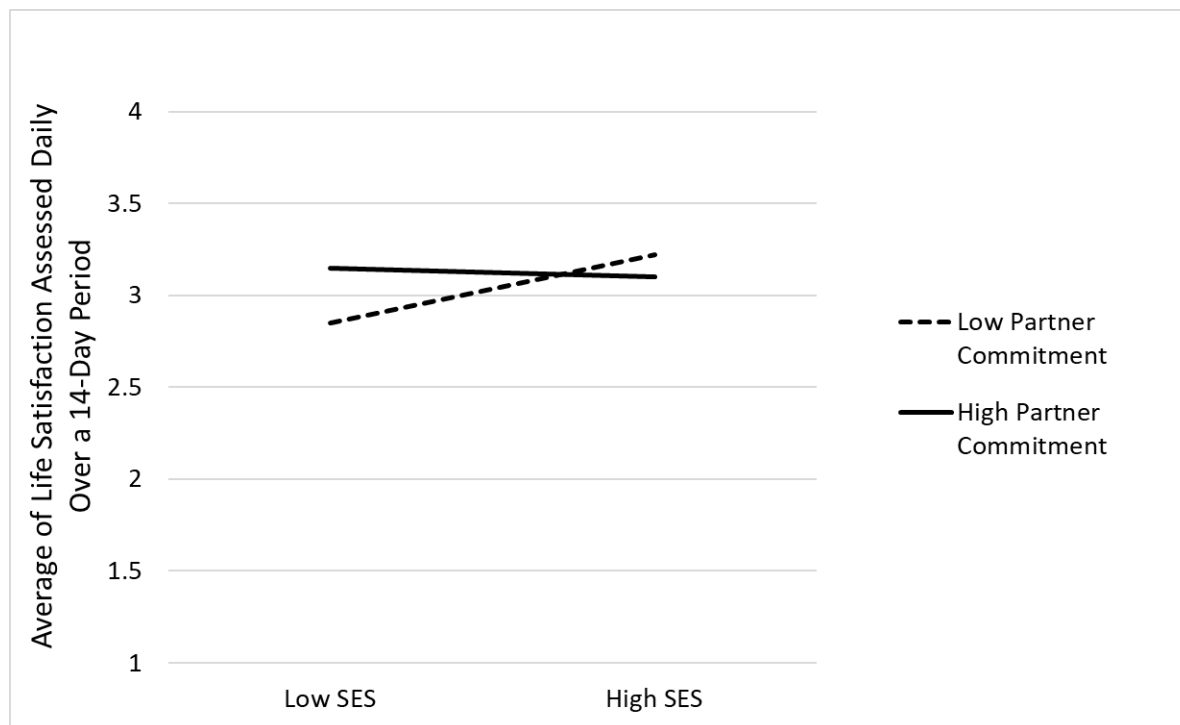
**Figure 1.** The association between actor objective social class and 14-day life satisfaction as a function of partner commitment. High and low refer to estimated values for individuals at 1 SD above and below the mean (Study 1).



## PARTNER COMMITMENT, SOCIAL CLASS &amp; WELL-BEING

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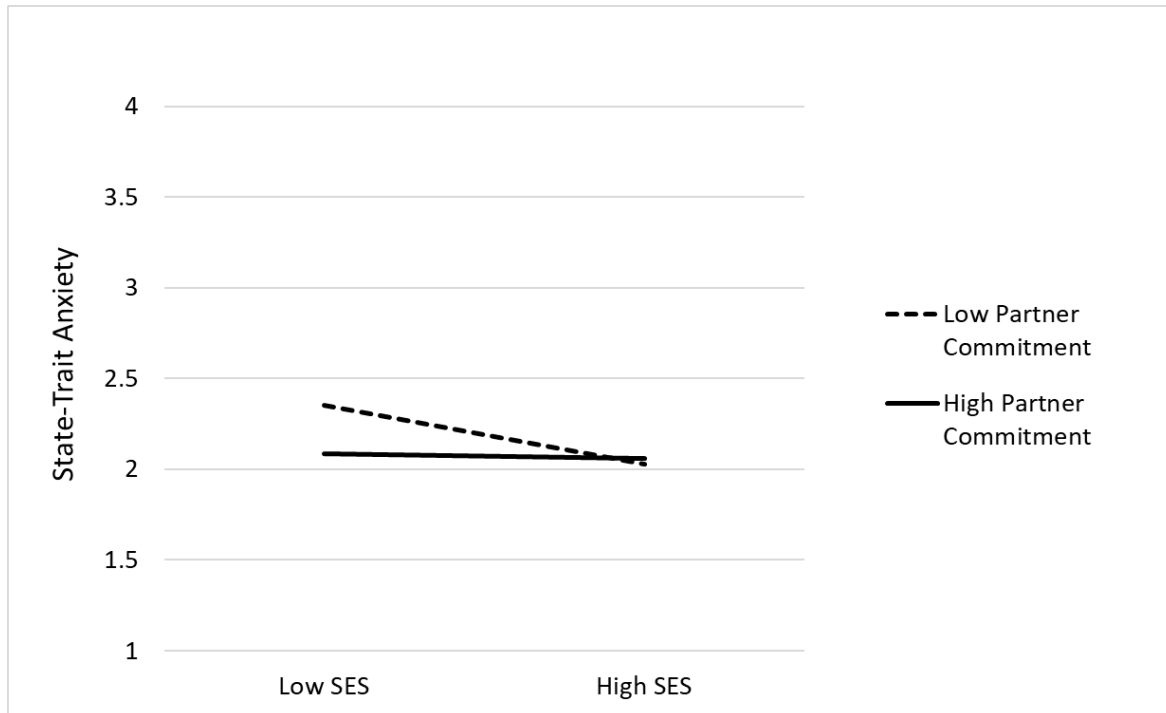
**Figure 2.** The association between actor subjective social class and 14-day life satisfaction as a function of partner commitment. High and low refer to estimated values for individuals at 1 SD above and below the mean (Study 1).



## PARTNER COMMITMENT, SOCIAL CLASS &amp; WELL-BEING

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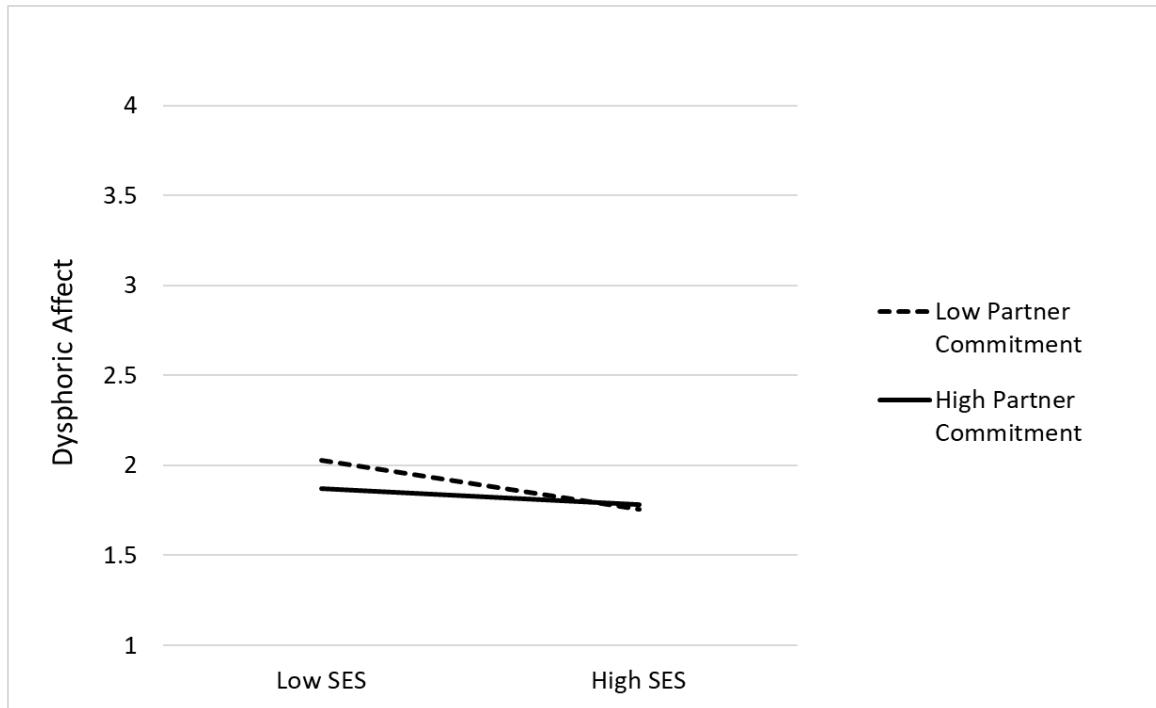
**Figure 3.** The association between actor objective social class and state-trait anxiety as a function of partner commitment. High and low refer to estimated values for individuals at 1 SD above and below the mean (Study 2).



## PARTNER COMMITMENT, SOCIAL CLASS &amp; WELL-BEING

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**Figure 4.** The association between actor objective social class and dysphoric affect as a function of partner commitment. High and low refer to estimated values for individuals at 1 SD above and below the mean (Study 2).



## Supplemental Materials

### Additional Results

In Study 1, we also conducted simple slopes analyses for partner commitment at levels of social class. The following patterns were observed with objective social class: relatively lower-class participants reported significantly lower life satisfaction when their partners reported low commitment than when their partners reported high commitment,  $\beta=0.213$ ,  $p<.001$ , 95% CI [0.088, 0.339]. Conversely, upper-class participants showed a non-significant tendency to report higher life satisfaction when their partners reported low commitment than when their partners reported high commitment,  $\beta=-0.132$ ,  $p=.086$ , 95% CI [-0.283, 0.019].

With subjective social class, the following patterns were observed: relatively lower-class participants reported significantly lower life satisfaction when their partners reported low commitment than when their partners reported high commitment,  $\beta=0.16$ ,  $p=.005$ , 95% CI [0.048, 0.272]. Upper-class participants, in contrast, did not differ in reports of their life satisfaction when their partners reported low versus high commitment,  $\beta=-0.082$ ,  $p=.25$ , 95% CI [-0.222, 0.058].

We conducted simple slopes analyses for partner commitment at levels of social class in Study 2 as well. The following patterns were observed for state-trait anxiety: Relatively lower-class participants reported significantly higher state-trait anxiety when their partners reported low commitment than when their partners reported high commitment,  $\beta=-0.207$ ,  $p=.002$ , 95% CI [-0.340, -0.075]. In contrast, upper-class participants did not differ in their reported levels of state-trait anxiety when their partners reported low versus high commitment,  $\beta=0.024$ ,  $p=.72$ , 95% CI [-0.108, 0.155].

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3 For dysphoric affect, participants did not differ in their reported levels of  
4  
5 dysphoric affect when their partners reported low versus high commitment, regardless of  
6  
7 whether they were relatively lower-class,  $\beta=-0.074$ ,  $p=.30$ , 95% CI [-0.213, 0.066], or  
8  
9 relatively upper-class,  $\beta=0.007$ ,  $p=.92$ , 95% CI [-0.129, 0.143]  
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For Peer Review



Table 1. Descriptive information for all social class (SES) and commitment measures in Study 1 and 2.

	Mean	SD	Minimum	Maximum
<i>Study 1</i>				
Objective SES (Education)	3.78	1.19	1	6
Subjective SES	5.57	1.64	1	9
Commitment	6.13	0.91	3.14	7
<i>Study 2</i>				
Objective SES	-0.092	0.85	-1.86	1.49
Commitment	4.26	0.62	2.17	5