

Romantic Relations, Psychological Well-Being, and Social Hopelessness in Adolescence: Role of Social Support and Attributional Styles



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NATIONAL INSTITUTE OF PSYCHOLOGY

Centre of Excellence

Quaid-i-Azam University, Islamabad

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By

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ABSTRACT

The study was designed to investigate the perception of adolescents' romantic relations, and to develop a comprehensive instrument for the assessment of romantic relations. Additionally, the effect of romantic relations on psychological well-being and social hopelessness in adolescence was studied. Further, role of social support, including parental and peer support, along with attributional styles was investigated for the relationship between romantic relations and psychological well-being as well as between romantic relations and social hopelessness. The study was carried out in three phases. Phase-I was further divided into three parts with part-I involving translation of instruments using back translation method. Part-II of the phase-I consisted of a qualitative study using focus group method for development of the comprehensive measure of the perception of romantic relations. Part-III was designed to establish factorial validity of the Romantic Relations Scale for Adolescents (RRS-A) on a sample of 506 adolescents (both boys and girls) from different public and private colleges of Rawalpindi and Islamabad. Principal Axis Factoring with Promax rotation was used for first order exploratory factor analysis (EFA) that resulted in 13 factors consisting of 74 items and explaining 47.66% of the variance. A second order EFA was conducted that resulted in three dimensions explaining 63.84% of the variance. In the finalized scale, the Intimacy dimension consisted of seven factors i.e., Sincerity, Expectations, Sharing, Closeness, Understanding, Pleasure, and Significance. The Passion dimension consisted of three factors i.e., Motive to love, Physical Attraction, and Companionship. And Distrust dimension also consisted of three factors i.e., Disloyalty, Negative Dating Attitude, and Lack of Commitment.

In the phase-II, a pilot study was conducted to establish the psychometric properties of the translated instruments to be used in the main study and to explore the data trends. For pilot study, a convenience sample of 316 adolescents was collected from different public and private colleges of Rawalpindi and Islamabad. All of them were regular students of 11th and 12th grade. Their age range was 16 to 18 years, and both of their parents were alive. Results showed that Cronbach's alpha values for study variables were in acceptable range. Additionally, factor structure of Urdu versions of Perceived Peer Support Scale, Attributional Style Questionnaire for

Adolescents, and Well-Being Questionnaire was confirmed through Confirmatory factor analysis (CFA). Pearson bivariate correlation analysis was conducted to see the trends of relationships among the study variables. Results of the pilot study showed that correlations among study variables were in expected directions. Henceforth, it was concluded that the measures are suitable for further investigation to test hypotheses of the main study.

Phase-III, the main study, was conducted on a convenience sample of 647 adolescents following the criteria used in the pilot study. Demographic sheet, Perceived Parental Support Scale (Kristjansson, Sigfusdottir, James, Allegrante, & Helgason, 2010), Perceived Peer Support Scale (Kristjansson et al., 2010), Attributional Style Questionnaire for Adolescents (Rodriguez-Naranjo & Cano, 2010), Social Hopelessness Questionnaire (Heisel et al., 2003), Well-Being Questionnaire (Bradley, 2000), and Romantic Relations Scale for Adolescents (Cheema & Malik, 2021a) were used in the main study. Construct validity of the Romantic Relations Scale for Adolescents (RRS-A), developed in first two phases of the present study, was confirmed using CFA on the main study sample. It is concluded that the structure of the romantic relations is a multidimensional concept that consists of both positive and negative dimensions. Cronbach's alpha for dimensions ranged from .80 to .94 in three different studies i.e., study-2, study-3, and study-4.

Finally, results of the main study showed that perceived peer support and perceived parental support has significant negative effect on social hopelessness and positive effect on psychological well-being. Attributional styles have significant positive effect on social hopelessness and negative effect on psychological well-being. Results also indicated that intimacy, passion, distrust, motive to love, disloyalty, and lack of commitment positively predicted social hopelessness whereas distrust and disloyalty had significant negative effect on psychological well-being. Overall, findings of the correlation and multiple linear regression analyses evidenced that romantic relations have negative effect on the psychological well-being of the adolescents whereas romantic relations were positively associated with social hopelessness in adolescents. Results of moderation analysis showed that perceived

parental support negatively moderated the effect of expectations in romantic relations on psychological well-being. Furthermore, perceived peer support negatively moderated the effect of expectations in romantic relations on social hopelessness. Peer support also negatively moderated the effect of disloyalty in romantic relations on the psychological well-being. Findings of moderation analysis also indicated that gender moderated the effect of perception of distrust in romantic relations on social hopelessness. Further, gender also moderated the effect of perception of disloyalty in romantic relations on social hopelessness. It is concluded that the non-acceptance of romantic relations in religious collectivist culture of Pakistan resulted in a compromise on psychological well-being of adolescents. However, parental and peer support have potential to counter that negative effect of romantic relations. It is therefore recommended that parent and peer support in reference to romantic relations shall be promoted as a protective measure in community interventions programs.

This study will help to explain perception of romantic relations in adolescents living in religious collectivist culture of Pakistan and it will also help in initiating and advancing research on this phenomenon. The findings of the study will also be helpful in planning interventions for adolescents and to help the parents and professionals to consider romantic relations in understanding and dealing with adolescents' problems.

INTRODUCTION

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Chapter-1

Introduction

Adolescence is a period of growing up that is moving of the individual from immaturity of childhood into maturity of adulthood. It is a period of transitions including biological, psychological, economic, social etc. Hence, it is a period during which individual/adolescent is going through number of dramatic changes. He/she becomes interested in sex and to have relations with opposite sex. He/she becomes wiser, more independent, more self-aware, and more concerned about future (Steinberg, 2005). So, there are remarkable changes in the lives of adolescents during this crucial time of their life.

There are also changes/transformations in interpersonal relationships of adolescents. There are significant changes in relationship with parents and other family members. There is decrease in interaction with parents and family. Adolescents spend more time with their peers than with their parents (Kiuru, Aunola, Nurmi, Salmela-Aro, & Leskinen, 2008). They have more interactions with peers than parents and have more activities involving peers than parents (Laursen & Williams, 1997). But even when peers' importance increases in adolescence, parents are still important for adolescents, and they remain a major source of support for them (Youniss & Smollar, 1985). But the most important change in the interpersonal relationships is the development of romantic relationships which are considered the hallmark of adolescence (Collins, Welsh, & Furman, 2009). These relations are considered very important in the development and well-being of the adolescents (Collins, 2003; Collins et al., 2009; Furman & Collins, 2009; Furman & Shaffer, 2003; Giordano, Manning, & Longmore, 2006). There is remarkable work on romantic relationships of adolescence all over the world. There are several edited volumes on romantic relations which have been published (Crouter & Booth, 2006; Florsheim, 2003; Furman, Brown, & Feiring, 1999). There are number of laboratories where research programs are focused on nature and process of adolescents' romantic relationship. It has been found that number of peer reviewed journal articles on romantic relations of adolescents have increased annually since 2000. Due to

importance of romantic relations in adolescence, it is considered as a main predictor of psychological well-being and social hopelessness in this study. Other variables included perceived social support (parental and peer support) and attributional styles.

First the basic constructs of the present study including romantic relations, social support, attributional styles, psychological well-being, and social hopelessness will be described and then their association will be discussed considering empirical and theoretical literature.

Romantic Relations

Romance, romantic love, passionate love, and romantic relations are not the new concepts. It is said that around 3500 BC, when writing was invented by Sumerians, passionate love was one of the first topics on which they had written (Hatfield, Bensman, & Rapson, 2012). Since that time philosophers, writers, poets, and artists had described the various aspects of passionate love, romantic love, and romantic relations.

There are different theories and perspectives regarding romantic love and romantic relations. According to Rubin (1970), romantic love consists of affiliative and dependent need, predisposition to help, and exclusiveness and absorption. He differentiated between romantic relationships and platonic friendship. He assumed that romantic relationships involve both love and liking for partner while platonic friendship involve only liking (Masuda, 2003). After Rubin's (1970) work, Hatfield and Walster (1978) gave a dichotomous taxonomy of love. They differentiated love with sexuality i.e., passionate love, from love without sexuality i.e., compassionate love. They defined passionate love as the love involving intense emotions, tenderness, and sexuality while compassionate love as the love containing friendly affection and deep attachment. Then Lee (1973) gave color theory of love. In his theory, he explained six love styles including Eros (love based on physical attraction to the partner), Agape (altruistic love), Storage (a love style based on slowly developing affection and companionship), Ludus (playful and game-like love), Mania (love involving obsession and jealousy), and Pragma (a love style involving conscious consideration of the objective and demographic characteristics of the loved one).

Sternberg (1986) presented triangular theory of love which explains the concept of love in terms of three components that is Intimacy, Passion, and Commitment. Based on different combinations of these three components he gave following eight different kinds of love:

1. **Nonlove.** It is characterized by absence of all the three components of love. Most of the interpersonal relationships which involve simple casual interactions, having no component of love, fall in this category.
2. **Liking.** It is characterized by presence of only intimacy in the absence of passion and commitment. This intimate feeling in relationships characterize true friendship, where person has intimate feelings of closeness, bondedness, and warmth for the other person, but has no feelings of passion and commitment.
3. **Infatuated love.** In common sense, it is “love at first sight”. It is characterized by presence of passion component in the absence of intimacy and commitment. There is high degree of passionate or physiological arousal that is manifested in the form of different somatic symptoms. This type of love appears almost instantaneously and may also disappear suddenly.
4. **Empty love.** This type of love characterized by presence of only commitment, in the absence of intimacy and passion. This type of love originates from one’s decision to love other, remain committed with that person but having no intimacy and passion component of love. This type of love can be found in those stagnant relationships which are from many years but both partners have lost physical attraction and emotional involvement which was once present in their relationship.
5. **Romantic love.** It is characterized by presence of a combination of intimacy and passion. In this type of love, romantic lovers are not only physically attracted towards each other, but they are also bonded emotionally.
6. **Compassionate love.** It is characterized by presence of a combination of intimacy and commitment. It is just like a long-term committed friendship. This type of love can be found in the marriages where physical attraction, that

is the main source of passion, has gone out of the relationship, but intimacy and commitment is present.

7. **Fatuous love.** This type of love involves the combination of passion and commitment in the absence of intimacy. In this type of love, commitment is made based on passion without intimate involvement. Passion can develop instantaneously but intimacy cannot, hence, the relationships which are based on the fatuous love are in the great risk of termination.
8. **Consummate love.** It is characterized by the presence of all the three components of love. It is a complete form of love. It is ideal relationship towards which people strive, especially in romantic relationships.

Later, certain modifications were incorporated in Sternberg's triangular theory (1986) and Yela (2006) presented a new configuration of Sternberg's model, where passion dimension is decomposed into erotic passion and romantic passion. It leads to the new hypothesis of tetra-factorial model of love (De Andrade, Wachelke, & Howat-Rodriguez, 2015) that is known as tetragonal model of love (Gracia, 1998; Yela, 1996). According to this model, there are four dimensions of love including Intimacy, Erotic Passion, Romantic Passion, and Commitment. In tetragonal model, intimacy refers to special affective bond of understanding, trust, communication, self-revelations, support, comfort, etc. between both partners. Erotic passion refers to experiencing those needs and desires which are physiological in nature that include general activation, tachycardia, sexual desire, physical attraction, etc. While romantic passion refers to those loving desires and needs which are psychological in nature, such as constantly thinking about loved one, intrusive thoughts, idealization of the loved one and ascribing romantic beliefs. Finally, commitment refers to have medium and long-term plans, to perceive relationship stable and to decide to maintain relationship despite of having difficulties due to special importance granted to partner or the relationship itself (Gracia, 1998; Yela, 2006).

Kokab and Ajmal (2012) investigated the perception of love in female young adults in Pakistan and presented three staged theory of love. First stage explains the process of falling in love. Second stage describe happiness and various associated factors that lead to happiness such as romanticism, commitment, understanding,

fantasy, honesty, ideal companionship, expectations, openness etc. This stage also portrays bias against love and the problems which young adults face within the family and in the society. In third stage love continues and there are expectations to get married. There are also expectations that the partner will be serious in his career to support a family.

Like romantic love, romantic relations are also very complex and diversified phenomena. Although, romantic relations can develop at any phase of life, but they are usually taken as a hallmark of adolescence (Collins et al., 2009). Literature also shows that adolescence and young adulthood are the important developmental periods during which exploration of romantic relations take place (Collins et al., 2009; Tolman & McClelland, 2011). These relationships develop gradually during adolescence. In early adolescence, although, adolescents show keen interest in romantic relations, yet actual participation is quite infrequent (Connolly, Craig, Goldberg, & Pepler, 1999). During middle adolescence, that is about 15- or 16-years age, 40 to 50 percent of adolescents are having romantic relations (Feiring, 1996). In late adolescence, most of the adolescents have experience of romantic involvement (Dickinson, 1975; Hansen, 1977).

Romantic relationships are the normally expected behaviour pattern in western countries. As studies from Australia (Zimmer-Gembeck, 1999), Germany (Seiffge-Krenke, 2000), America (Carver, Johner, & Udry, 2003) and Netherlands (De Graaf, Kruijer, Van Acker, & Meijer, 2012) had shown that most of the adolescents had one or more romantic relationships. In their study, Carver et al. (2003) showed that in America more than half of the adolescents reported that they had romantic relationship in the past 18 months.

According to Meier and Allen (2009), exploration of romantic relations that starts in early adolescence, usually involves group dating and is comparatively short in duration. In mid-adolescence, adolescents have multiple short-term romantic relations and have more emphasis on sexual and emotional intimacy. In late adolescence, they usually have one exclusive, sexual, committed romantic relationship. In early adolescence, romantic experiences are more affiliative and

companionate in nature as compared to romantic relationships of late adolescence which are more supportive, committed, and loving (Shulman & Kipnis, 2001; Shulman & Scharf, 2000).

There are different views and theories about romantic relationships of the adolescents. There are also remarkable efforts in defining and explaining this unique interpersonal relationship of the adolescents. According to a well-accepted definition, “romantic relationships refer to mutually acknowledged ongoing voluntary interaction. Compared to other peer relationships, romantic ones typically have a distinctive intensity, commonly marked by expressions of affection and current or anticipated sexual behaviour” (Collins et al., 2009, p. 2).

According to Brown, Feiring, and Furman (1999), adolescents’ romantic relationships have following characteristics. First, romantic relationships are on-going pattern of interaction and association between two persons who acknowledge it. Second, these relations are voluntary, means a matter of choice. And third, in these relations there is some form of attraction which is usually intense or passionate in nature and has a sexual component.

Romantic relations are the kind of interpersonal relationships which become very important for adolescents at this phase of life (Larson, Clore, & Wood, 1999). According to Sullivan’s interpersonal theory (1953), there are different social needs which arise at different stages of development and for each need there is some interpersonal relationship which can satisfy that need. He gave the concept of five social needs which include tenderness, companionship, acceptance, intimacy, and sexuality. He also explained six stages of development including infancy, childhood, juvenile era, preadolescence, early adolescence, and late adolescence. According to Sullivan, for early and late adolescence, the most important social need that emerged is romantic intimacy and that need is satisfied through romantic relationship. During late adolescence and adulthood, there is need of integration of a love relationship and that interpersonal need is satisfied through committed love relationship with partner.

Furman and Wehner (1994, 1997) gave a behavioural system approach to explain the adolescents’ romantic relationship. According to their behavioural system

approach, adolescents' romantic relationship involves the activation of four behavioural systems including affiliative, sexual/reproductive, attachment, and care giving. Affiliative system provides companionship, cooperation, and reciprocity. The sexual/reproductive system involves physical intimacy and potential for procreation. The attachment system is marked by closeness, bonding, love, and feelings of security. While care giving system is characterized by assistance and support between partners. Behavioural system approach suggests that these four behavioural systems are engaged in a cumulative fashion (Meier & Allen, 2009). It has also been suggested that complete integration of these behavioural systems does not occur until the development of stable, long term romantic relationship which develop during late adolescence and early adulthood (Hazan & Zeifman, 1994).

While Furman and Wehner (1994, 1997) explain the behavioural systems in romantic relationships of adolescents, Brown (1999), and Connolly and Goldberg (1999) gave phase or stage-based models to explain development of romantic relationships in adolescence. According to Brown's model of romantic development, there are four phases in development of romantic relations including the initiation phase, the status phase, the affiliation phase, and the bonding phase (Brown, 1999). While Brown (1999) gave four phases of romantic development, Connolly, and Goldberg (1999) gave four stages of development of romantic relations. Those four stages are infatuation, affiliation, intimacy, and commitment. At infatuation stage that is the first stage of romantic relationships in adolescence, interest in romantic relations is developed. The prominent features of this stage are physical attraction and passion. At affiliation stage, mixed-sex peer groups emerge, and casual dating is initiated within context of peer group. At this stage, adolescents have initial contact with romantic partner. At third stage, intimacy is developed with romantic partner that is expressed by emotional closeness, support, and sharing. Finally, at fourth stage that occurs at the end of adolescence, committed romantic relationships are developed. At this stage, there is a conscious decision to maintain relationship permanently through marriage or some form of socially recognized partnership (Connolly & Goldberg, 1999).

Sternberg's triangular model of love (1986, 1997) is considered the most relevant model to explain the phenomena of romantic relations (Masuda, 2003; Hatfield et al., 2012). According to this model, there are three components of romantic relationship: Intimacy, Passion, and Commitment. In this model, Intimacy refers to the feelings of proximity, bonds, consideration, and valuation of the relationship and of the partner (Sternberg, 1986; Yela, 2006). Passion refers to physical attraction and sexual contact. While the third component Commitment is considered responsible for the maintenance of romantic relationships and individual's decision of keeping himself/herself in the romantic relationships.

Ecological perspective, which is prominent theoretical paradigm in developmental psychology, also explains the romantic relationships. According to this perspective, changes in cognitions, behaviours, and social relations of the adolescents are the result of interaction between characteristics of the individual and socio-contextual factors, such as the relations with parents and peers (Bronfenbrenner & Ceci, 1994). This perspective gives importance to the social and cultural contexts that restraints or encourages close relationships. Based on this perspective, scholars have acknowledged that development of romantic relations during adolescence do not occur in social vacuum (Smetana, Campione-Barr, & Metzger, 2006). Rather, social, and cultural contexts and interpersonal relationships with significant others, e.g., parents, peers, and partners, play important roles in the process through which adolescents form their romantic relationships (Smetana et al., 2006). According to ecological perspective, events that occur in other relationships settings or contexts necessarily affect adolescents' romantic relationships which in turn can influence those settings/context (Larson & Wilson, 2004). Hence, the social contexts and interpersonal relations have become prominent in the study of romantic relations. The most studied contexts of romantic relationships of adolescents are network of families and peers (Connolly, Furman, & Konarski, 2000), religious institutions (Rostosky, Wilcox, Wright, & Randall, 2004), cultural/ethnic contexts (Giordano, Manning, & Longmore, 2005) and the mass media (Brown, Steele, & Walsh-Childers, 2002). On basis of this perspective parental support and peer support are taken as moderator to study the impact of these two types of support on the associations between romantic

relations and psychological well-being as well as between romantic relations and social hopelessness.

Although, romantic love, romance, and romantic relations are universal phenomena, but their perception varies not only from individual to individual but also from one age group to another and from one culture to another (Gottschall & Nordlund, 2006; Karandashev, 2015). In individualistic cultures, romantic relations are given a great importance and these relations are taken as a prologue in marriage (Simpson, Campbell, & Berschied, 1986), while in collectivist cultures least importance is given to romantic relations before marriage (Levine, Sato, Hashimoto, & Verma, 1995). In traditionalistic and collectivist societies, premarital romantic relations among youth are widely discouraged (Abraham & Kumar, 1999). Marriages approved and arranged by parents are the socially acceptable norm in those societies while premarital romantic relations are strongly resisted by parents and elders in the family and usually considered as an act of bringing dishonour for family (Desai, McCormick, & Gaeddert, 1990). In a study conducted by Levine, Sato, Hshimoto, & Verma (1995), it was found that romantic love and romantic relations tended to receive greatest importance in the western and westernized nations (such as United States, Brazil, Australia, and England) and least importance in the eastern nations (such as India, Pakistan, Thailand, and the Philippines).

Along with culture, religion also play important role in initiation and maintenance of romantic relations. In Islam, romantic relations are considered “*haram*” (forbidden) and these relations are taken as against the teachings of Islam (Fracechelli, 2017). In romantic relations, young boys and girls have frequent interactions while in Islam, lone meetings of the male and female are strictly not allowed (Sheikh, Bokhari, & Farooq, 2015). As Hazrat Umar (RA) narrated that the Prophet Muhammad (peace be upon him) said, “Not one of you should meet a woman alone unless she is accompanied by a relative (mahram)” (Bukhari/Sahih Muslim). In Islam, a non-mahram man and woman’s seeing each other and talking with lust and desires are not allowed and touching a non-mahram with lust and desires is forbidden. This is instructed to avoid any pre-marriage intimate and passionate interaction between a male and a female (Sheikh et al., 2015). While intimacy and passion are

important component of romantic relations (Gracia, 1998; Sternberg, 1986; Yela, 2006). It clearly shows that romantic relations before marriage are not allowed in Islam.

Imam Tirmidhi has recorded a narration on the authority of Hazrat Ali that Hazrat Muhammad (Pbuh) said “O’ Ali, do not delay in three things; Salah when its time arrives, offering jan azah when the bier is present, and marriage of woman whose match is found” (Sunan Tirmidhi, Hadith: 171 & 1075). In this hadith, when Muslim ummah is instructed to not delay the marriage of a woman, it’s to safeguard them against the premarital relations. Romantic relations of adolescents are premarital relations, hence not allowed in Islam.

Romantic Relations and Their Measurement

As romantic relations are among the important interpersonal relations hence, remarkable efforts had been made in past decades to measure these relations. Several instruments have been developed which measure romantic love and romantic relations. In the 1940s, social scientists started to take interest in the measurement of romantic love. They made great efforts in the measurement of emotion which they sometimes called passionate love and sometimes romantic love (Hatfield et al., 2012). The pioneers were mostly from the field of sociology. One of them was Gross (1944), who developed Attitudes Towards Romanticism Scale. Another one was Hobart (1958) who developed A Romanticism Scale that measured romantic beliefs. It was the short version of the Gross’ scale. Dean (1961), another sociologist, developed Romanticism Scale that measured the people’s attitude to give primary importance to romantic love in a relationship and take other considerations as unimportant. Reiss (1964) designed The Reiss Romantic Love Scale that measured beliefs about nature of romantic love. While Kephart (1967) developed Romantic Love Scale that measured characteristics of romantic love. Beside these sociologists, Hattis (1965), who was from field of medicine and public health, developed Hattis Love Scale to assess the people’s feelings of love.

In the field of Psychology, Rubin is considered pioneer in the measurement of love. He made love measurable by developing an objective psychological scale. As he

assumed that romantic relationships have characteristics of both love and liking hence, he developed Love Scale and Liking Scale to measure romantic love and liking (Masuda, 2003). His Love Scale was designed to measure the three components of love including affiliative and dependent need, a predisposition to help, and an orientation of exclusiveness and absorption (Rubin, 1970).

Dion and Dion (1973) designed Romantic Love Questionnaire to measure different parameters of romantic love including attitude toward romantic love, subjective emotional experiences in love and the intensity, frequency, and duration of romantic experiences. While Aron and Westbay (1996) designed Prototype of Love Scale that measure people's concept of love, and their experience of intimacy, passion, and commitment in their own relationship. Anjum and Batool (2017) developed Perception of Romantic Love Scale. This scale consists of seven sub-scales which are named as General, Behavioural, Cognitive, Emotional, Sexual, Marital, and Spiritual aspects of love.

Although, many scales are available to measure the romantic love, but the most popular ones, which are commonly used to measure passionate or romantic love, are Passionate Love Scale, Love Attitude Scale and Sternberg's Triangular Love Scale (Hatfield et al., 2012; Masuda, 2003). The Passionate Love Scale was developed by Hatfield and Sprecher (1986). They designed this scale to measure the physiological, cognitive, and behavioural aspects of the passionate love. Love Attitude Scale was developed by Hendrick and Hendrick (1986). This scale measures six types of love including pragma, mania, agape, eros, ludus, and storage. This scale was based on the Lee's color theory of love (1973).

Sternberg (1997) developed Sternberg's Triangular Love Scale. This scale measures three components of love including intimacy, passion, and commitment. Later, Lemieux and Hale (1999, 2002) also developed Triangular Love Scale that also measures intimacy, passion, and commitment. Both scales are considered as appropriate measures to assess the romantic relationship in adolescents. Additionally, both assess the same components of romantic relationships i.e., intimacy, passion, and commitment (Overbeek, Ha, Scholte, de Kemp, & Engels, 2007).

Other measures used to assess romantic relations are Relationship Rating Form by Davis (2001), and Romance Qualities Scale by Ponti, Guarnieri, Smorti, and Tani (2010). Relationship Rating Form was designed to assess the seven global characteristics and twenty facets of romantic relationships and friendships. The global characteristics measured by this scale include intimacy, passion, commitment, viability, care, global satisfaction, and conflict/ambivalence (Davis, 2001). Romance Qualities Scale, developed by Ponti et al., (2010) to measure five qualitative dimensions of romantic relationships including companionship, closeness, conflict, help, and security. This scale was designed to assess the quality of romantic relationships from adolescence to early adulthood (Ponti et al., 2010).

Although, the existing literature shows that many scales are available to measure romantic love and romantic relations. But very few are designed to assess romantic relations in adolescence. Even those which are designed for adolescents, they are based on western culture. Hence, these are not appropriate to be used in eastern religious collectivist culture of Pakistan.

It is common for adolescents whether they are living in western culture or non-western culture, to have some experience of romantic relations during this important phase of life. Adolescents are engaged in romantic relations either in form of private fantasies, or in the form of conversation with friends, or through social media, or through display of love and affection by physical gestures (Connolly & McDonald, 2020). Although emotional component of romantic relations is similar in almost all cultures, but expression and social acceptance of these relations vary from culture to culture. As in western cultures, adolescents' romantic relations have social acceptance hence, adolescents are free and enjoy autonomy to have these relations. While in collectivist cultures, romantic relationships are governed by social norms and rules (Connolly & McDonald, 2020). In religious, collectivist culture of Pakistan, adolescents' romantic relations have no acceptance. These relations are considered a threat for religious and social values. As 96% of Pakistanis are Muslims and they considered these relations "*haram*" (forbidden) according to their religious beliefs. Hence, due to non-acceptance of these relations, adolescents living in Pakistan, are usually reluctant to talk about these relations. Even when they are involved in these

relations, they are reluctant to accept or declare them openly. Mostly these relations are kept secret. Given these cultural differences related to acceptance of romantic relations, western culture-based scales do not seem appropriate to be used to assess the romantic relations of adolescents living in eastern religious collectivist culture of Pakistan.

Another reason for not using available measures is that the scales which are designed for the adolescent population are either scenario based where respondents are required to respond according to their feelings for their romantic partner for example the Relationship Rating Form (Davis, 2001) or they have to respond according to their current romantic relationships for instance Romance Qualities Scale (Ponti et al., 2010). Even Sternberg's Triangular Love Scale (Sternberg, 1997) and Triangular Love Scale (Lemieux & Hale, 1999, 2002) which are considered appropriate to assess romantic relationships in adolescents may not be appropriate for current study as these scales require the respondent to mentally imagine the name of his/her romantic partner to respond but the age group of the present study may not necessarily have romantic relations. Another reason is that these scales assess the actual romantic relations. And it is quite difficult to measure actual romantic relations due to non-acceptance of these relations in the society. In Pakistan even when adolescents have romantic relations, they deny them. However, due to globalization and exposure to social media, although they have concept and awareness of romantic relations, but they are usually reluctant to talk about these relations due to their social and religious values and sometimes due to fear of family and society. Following all these issues, available scales are not suitable for population of the current study. Hence the primary objective of this study is to develop an indigenous comprehensive scale to measure the perception of adolescents' romantic relations.

Social Support

According to ecological perspective, development of romantic relations during adolescence do not occur in social vacuum. Rather, social, and cultural contexts and interpersonal relations with significant others, e.g., parents and peers, and social support by them, play important roles in the process through which adolescents form their romantic relations (Smetana et al., 2006). On basis of this perspective social

support (parental support and peer support) is taken as important variable in the present study.

Social support pertains to the care, comfort, esteem or help available to someone from other people or group (Uchino, 2004). It can come from various sources such as family, friends, life partner, community organizations etc. It is the person's feeling of being valued, loved and being able to get help from others in time of need (Turner & Brown, 2010). Social support can be received support or perceived support. When a person believe that he/she is valued, loved and he/she is part of a social network that can help in time of need, in that case social support pertains to the actions performed by others so it is received support. While perceived support is one's perception that comfort, care, and help are available, if needed. So perceived support is a person's belief that he/she has a caring and available social network. Perceived social support is a subjective evaluation. It is also defined as the experience of being respected, cared about, valued, and loved by other people who are present in one's life (Gurung, 2006). Wethington and Kessler (1986) found that perceived social support is more important than received social support. Perceived support has been found to be more strongly associated with well-being and mental health than other forms of social support (Turner & Brown, 2010). It has been found to be positively associated with psychological well-being (Adyani, Suzanna, Safuwani, & Muryali, 2019; Awang, Kutty, & Ahmad, 2014).

The ecological Convoy model of social support (Kahn & Antonucci, 1980) takes human development as an interaction between individual and social context that entail continuity and change from birth to death. This model also highlighted the importance of interpersonal interactions across different social systems such as family, peers, school etc. that vary with developmental roles, needs and circumstances (Colarossi, 2001). According to this model, social support develops over time from individual environment interaction. And individual's need for social support varies with age-related changes such as changes in social roles, residence, and dependence on others. As life circumstances change, individual's social network and his/her needs for different types and amounts of support also change (Colarossi & Eccles, 2003).

Parents and peers are the important sources of social support during adolescence. Although, the relative importance of parental and peer support changes as adolescents grows older but both remain important for adolescents. And the adolescents live in a connected world with their parents and peers. Hence, support from both parents and peers have significance for them. It has been found that parental support and friends' support is associated with social adjustment and well-being (Gottlieb, 1985; Lee & Goldstein, 2015). However, in late adolescence, adolescents have more closeness with their romantic partner than with their best friends, parents, and siblings (Laursen, 1996). As they experience an increasing amount of interdependence and closeness in their romantic relationships hence it becomes the most important source of social support for them in their late adolescence (Furman & Buhrmester, 1992; Laursen & Williams, 1997).

In adolescence, peer groups become very important for adolescents. They spend more time with their peers than with their parents (Kiuru et al., 2008). Peer groups have been defined in different ways in the literature. Most of the definitions are based on neighbourhood and geographic proximity (Case & Katz, 1991; Evans, Oates, & Schwab, 1992) or school and/or grade levels (Clarke & Loheac, 2007; Gaviria & Raphael, 2001; Lundborg, 2006; Powell, Tauras, & Ross, 2005). Peer groups are broadly defined as individuals living in the same neighbourhood or attending the same school (Case & Katz, 1991; Gaviria & Raphael, 2001; Norton, Lindrooth, & Ennet, 1998).

The peer groups play an important role in development during adolescence. They provide support and approval in daily life, experience of cooperation and sharing, opportunities to experiment adult roles, social comparison standards, leisure time recreation, and a forum for sharing of personal and intimate experiences, thoughts, and ideas (Lerner, Weiner, Easterbrooks, & Mistry, 2003). Peer groups are also very important for social and emotional development of the adolescents as they require a sense of belonging and acceptance from their peers (La Greca & Prinstein, 1999).

There are significant evidence of gender differences on peer support. Female adolescents are found to be more inclined toward peers for social support as compared to male adolescents and more satisfied with the social support which they get from their peers (Colarossi, 2001). Ikiz and Caker (2010) found significant gender differences on the perceived peer support. They found that as compared to the boys, girls perceived higher social support from their friends. Findings of another study also show that girls perceived more peer support than boys during adolescence (Kerr, Preuss, & King, 2006).

In a study conducted by Colarossi (2001), adolescent girls as compared to adolescent boys, reported a greater number of supportive friends, and they also mentioned that they received more frequent support from their friends. Results of another study also indicate that adolescent girls perceived more support from their friends than adolescent boys (Colarossi & Eccles, 2003).

In adolescence, there are more interactions with peers than parents and adolescents have more activities involving peers than parents (Laursen & Williams, 1997). But it cannot be denied that even when peers' importance increases during adolescence, parents remain a major source of support (Youniss & Smollar, 1985) and they maintain that position throughout the college years of the adolescents (Furman & Wehner, 1997).

Attributional Styles

Attributional style or explanatory style refers to the specific way the individuals explain the causes of the different events. These events can be positive events or negative events. Seligman and his colleagues introduced the concept of attributional style, having three parameters i.e., internality, stability, and globality. They also differentiated between optimistic attributional style and pessimistic attributional style (Seligman, Abramson, Semmel, & Von Baeyer, 1979). Although, Seligman and his colleagues have discussed about attributional styles in terms of optimistic and pessimistic attributional styles but in literature attributional styles are also studied in terms of positive and negative attributional styles and as adaptive and maladaptive attributional styles.

Attributional style is the central concept of reviewed learned helplessness theory (Abramson, Seligman, & Teasdale, 1978) and its revision that is the theory of hopelessness (Abramson, Metalsky, & Alloy, 1989). The internal-external dimension of the attributional style refers to whether the causes of the events are attributed by the individual to him/herself or to some outside force. The stability-instability dimension refers to whether cause of the event is perceived as permanent or transient. And finally, the global-specific dimension refers to whether the individual perceive that the attributed cause can occur across situations or only in specific situation (Rodriguez & Pehi, 1998).

Concept of attributional style was originally introduced as a cognitive factor of depression (Seligman et al., 1979). According to attributional theory of depression, depressed individuals tend to attribute negative events to internal, global, and stable causes while positive events to external, specific, and unstable causes (Abramson et al., 1978). Gladstone and Kaslow (1995) reviewed 28 studies on depression and attributional styles in children and adolescents and found that depressive symptomatology was significantly associated with internal, stable, and global attributions for negative events and external, unstable, and specific attributions for positive events. Although findings of many studies have suggested that maladaptive attributional style cause depressive symptoms. However, some other psychopathologies are also linked with maladaptive attributional styles. Like Houston (1995) found that attributional style was more predictive of anxiety than depression. Negative attributional style has been found to be correlated with loneliness and social anxiety (Crick & Ladd, 1993).

Many studies have shown that there is inverse association between optimistic attributional style and depressive symptoms (Hankin & Abramson, 2002; Hankin, Abramson, & Siler, 2001), anxiety (Kopecky, Sawyer, & Behnke, 2004; Mineka, Pury, & Luten, 1995), hostility (Boman, Smith, & Curtis, 2003; Camunas et al., 1999) and negative affect (Ahrens & Haaga, 1993). While pessimistic style is found to lead to sense of hopelessness which leads to many symptoms of depression (Abramson, Alloy, & Metalsky, 1995; Lakdawalla, Hankin, & Mermelstein, 2007). Ciarrochi, Heaven, and Davies (2007) found that negative attributional style was the predictor of

increase in fear and hostility in adolescents while positive attribution style was the predictor of decrease in hostility and fear.

Social Hopelessness

Hopelessness is a very important variable in the psychological literature. The term hopelessness was used exclusively in 1979, when cognitive therapy of depression was published (Beck, Rush, Shaw, & Emery, 1979). Beck gave the concept of cognitive triad i.e., negative views/beliefs about self, world, and the future in his cognitive theory of depression. He referred to this cognitive triad variously as negative viewpoint, negative expectations about future, pessimism, or hopelessness (Beck, Weissman, Lester, & Trexler, 1974). He viewed hopelessness as determinant, characteristic, and component of depression (Davidson, 1997). Seligman (1974) presented the learned helplessness theory of depression. According to this theory, when people face repeated traumas or stressful events or experiences in their lives, and they perceive that they have no control on situations, they develop a sense of helplessness that leads to depression. This theory was revised, and Abramson et al. (1978) proposed the attributional reformation. Abramson et al. (1989) revised reformulated theory of helplessness and depression and proposed the hopelessness theory of depression. In this theory, hopelessness was highlighted as a symptom and cause of depression. According to Abramson et al. (1989), some forms of depression are caused due to hopelessness that is the expectations that undesirable outcomes will occur, or desirable ones will not occur, and person lack the responses to change that situation.

Hopelessness is an important construct that has not only been linked to depression but has also been associated with internalizing disorders. Previous research indicates that hopelessness is a predictor of suicidal ideation in adolescents (Beck, Steer, Kovacs & Garrison, 1985). It is also predictor of suicidal risk. Hopelessness and depression have been found to be the strong predictors of suicidal behavior in adolescents (Dori & Overholser, 1999; Mazza & Reynolds, 1998).

There are many factors which are related to hopelessness in adolescents. Uncontrollable stressors are found to be linked with hopelessness in adolescents

(Kashani, Dandoy, & Reid, 1992). Research showed that adolescents who are exposed to stressors which they perceive as uncontrollable are likely to manifest avoidant or passive coping behaviours and to experience hopelessness (Griffith, 1993). Adolescent girls have been found to have higher levels of hopelessness than adolescent boys (Mazza & Reynolds, 1998).

For a long time, hopelessness was taken as a global construct but soon after the researchers began to explore domain-specific dimensions of hopelessness. As in one study Hewitt, Norton, Flett, Callander, and Cowan (1998) assessed general hopelessness, social hopelessness, and achievement hopelessness among alcoholic sample and highlighted the importance of impaired interpersonal relations in promotion of suicidal crisis. They found that social hopelessness effectively discriminates between suicidal and non-suicidal subjects while general hopelessness does not differentiate. Hence, they concluded that social hopelessness is different from general hopelessness.

Social hopelessness is an interpersonal form of hopelessness (Heisel, Flett, & Hewitt, 2003). It is characterized by negative beliefs and perceptions about one's impending interpersonal or social relationships. It is defined as the interpersonal belief about negative outcome expectations in the social domain, and especially in the type and availability of the relationships (Flett, Hewitt, Heisel, Davidson, & Gayle, 2019). Socially hopeless individuals anticipate that "they will be unlikely to experience positive interpersonal relationships, to 'fit in' in social situations, and to be comfortable in the presence of others" (Heisel et al., 2003, p. 223). They are unlikely to think of successful interpersonal relations in future. They have negative future expectations and perceived inefficacy regarding interpersonal relations (Heisel et al., 2003). Social hopelessness has been found to be linked with daily stress, self-esteem, perfectionism, coping responses, depression, and social anxiety among adolescents (Flett & Hewitt, 1994).

Psychological Well-being

There are two theoretical approaches in study and research on well-being, one is hedonic and other eudaimonic (Ryan & Deci, 2001). According to hedonic view,

well-being is an outcome. And it consists of an internal state of happiness and pleasure. This view focus on subjective well-being (Pavot & Diner, 2008; Ryan & Deci, 2001; Ryan, Huta & Deci, 2008). On the other hand, eudaimonic perspective put forward the idea that well-being is more than just happiness and pleasure (Decia & Ryan, 2008). It focusses on positive functioning and development of capacities and virtues (Ryan & Deci, 2001; Ryan et al., 2008). In this perspective, Ryff's multidimensional model of psychological well-being is well-known model, having enough empirical support (Ryff, 2014). According to this approach, well-being consists of six dimensions including autonomy, environmental mastery, personal growth, positive relationships with others, purpose in life, and self-acceptance. In this approach autonomy is the one's ability to regulate his/her own behaviour, to resist social pressures, and follow his/her own convictions even those that are against general opinion. Environmental mastery is one's ability to manage his/her environment and daily activities. While personal growth includes the process of developing one's own potential, to be open to new experiences, and to have feeling of improving with time. Positive relationships with others include to establish close, trusting, and meaningful relations with others, showing concern for others' well-being and to express affection, empathy, and intimacy. Purpose in life is setting such goals and objective which can provide meaning and direction to one's life. The last dimension self-acceptance is the ability to have positive attitude towards one's own self, to have feelings of satisfaction, and to accept one's own self with all good and bad qualities (Ryff & Singer, 2008).

Psychological well-being is considered an important aspect of one's life because it is taken as an indicator of positive mental health (Edward, 2005). It is often defined as a combination of positive affective states such as happiness and optimal effective functioning in individual and social life (Deci & Ryan, 2008). According to Huppert (2009), it is the state that someone is functioning effectively, and his/her life is going well.

Gender differences have been found on psychological well-being. As Kibret and Tareke (2017) found in a study that girls were more vulnerable to lower psychological well-being than boys. In another study conducted by Viejo, Gomez-

Lopez, and Ortega-Ruiz (2018), boys expressed a higher level of general well-being than girls.

After discussing the nature of main constructs of the present study i.e., romantic relations, social support, attributional styles, social hopelessness, and psychological well-being, now their association will be discussed on the basis of available empirical literature.

Romantic Relations, Psychological Well-being, and Social Hopelessness

Adolescents' romantic relationships are usually taken as short-lived, superficial, and lacking that depth and complexity that is considered characteristic of long-term committed relationships (Furman & Shaffer, 2003). But it cannot be denied that these relations have central place in adolescents' lives. These relations are major topic of conversation among the adolescents (Eder, 1993; Thompson, 1994). They spend a great deal of time talking about, thinking about, and being in these relationships (Furman, 2002). They have been found to spend more time, in middle to late adolescence, with their romantic partner than with their families and friends (Furman & Shaffer, 2003). High school students usually report that they have more frequent interaction with their romantic partner than with their parents, siblings, or friends (Laursen & Williams, 1997). Even when adolescents have no interaction with their romantic partners, they spend many hours in week thinking about him/her (Richards, Crowe, Larson, & Swarr, 1998). They gave much more importance to their romantic partner and support provided by romantic partner than anyone else. These relations are also considered important relational factors in the development and well-being of the adolescents (Collins, 2003; Collins & Van Dulman, 2006; Furman & Collins, 2009; Furman & Shaffer, 2003; Kansky & Allen, 2018).

In adolescence, there is transformation of family relationships and adolescents spend less time with their family members and more time with their romantic partners (Zimmer-Grembeck, 1999). Hence, romantic relationships provide important context of intimacy, companionship, and support (Bouchey & Furman, 2003). This context of romantic relationship has strong capacity to promote high levels of well-being and positive adaption (Collins & Van Dulmen, 2006; Kansky & Allen, 2018).

These relationships are important for adolescents as they affect their self-concept, quality of their future relationships and mental health (Collins et al., 2009; Joyner & Udry, 2000; Madsen & Collins, 2011). They provide social support, enhance self-esteem, develop intimacy, and prepare the adolescents for adult relationships (Bouchey & Furman, 2003; Collins, 2003; Connolly & Goldberg, 1999; Shulman, Davila, & Shachar-Shapira, 2011; Shulman & Scharf, 2000). In romantic relationships, adolescents develop many interpersonal skills, including communication, tolerance, and support for others (Furman & Shaffer, 2003).

Honghao, Po, and Tianyu (2021) explored the influence of adolescents' romantic relationships on their academic, emotional, and interpersonal development. They found that the adolescents who were involved in romantic relationships, their academic performance and risk of having negative emotions was lower than the adolescents who were not involved in romantic relations. They also found that romantic relations provide opportunity for learning that how to maintain intimate relationships and develop positive self-concept, and thus, have a positive effect on development of interpersonal abilities.

These relationships have been linked to a range of psychosocial benefits like positive commitment in relationships in early adulthood, higher levels of social support, fewer externalizing problems, and greater social competence, self-esteem, and self-worth (Collibee & Furman, 2015; Collins, 2003; Connolly et al., 1999; Furman, Low, & Ho, 2009; van Dulmen, Gony, Haydon, & Collins, 2008).

Romantic relationships influence the personal well-being of the adolescents (Tolman & Mc Clelland, 2011). Healthy romantic relations during this age are found to be correlated with higher self-esteem, confidence, and a positive romantic self-concept (Collins et al., 2009; Furman & Shaffer, 2003). Recent studies have shown the significance of romantic relations for the well-being of the adolescents (Collins, 2003; Collins et al., 2009; Giordano et al., 2006).

In their study Gomez-Lopez, Viejo, and Ortega-Ruiz (2019) found that romantic relationships were the predictor of psychological well-being in adolescents, having positive association with its two dimensions which were positive interpersonal

relationship and life development and negative association with its two other dimensions which were autonomy and self-acceptance.

Previous literature shows that there are gender differences on many aspects of romantic relationships. As Shulman and Scharf (2000) found in a study that adolescent girls stressed and valued more the care and attachment in their romantic relationships than adolescent boys. While boys perceived the romantic relationships more as game-playing love. Additionally, girls perceive their romantic relationships more supportive than boys (Conolly & Johnson, 1996).

Although literature shows that romantic relationships are beneficial for adolescents' social and emotional functioning, but there are also evidences of negative impact of these relationships on adolescents. Results of different studies show that romantic relationships, whether real or fantasized, are source of positive as well as negative emotions for adolescents (Larson & Asmussen, 1991; Seiffge-Krenke, 1995). Romantic relationships have been found to be associated with negative behaviors and poor psychological health and well-being (Davies & Windle, 2000; Furman & Collins, 2009; Neemann, Hubbard, & Masten, 1995; van Dulmen et al., 2008; Zimmer-Gemback, Siebenbruner, & Collins, 2004). Romantic relationships disturb relations with friends and parents (Joyner & Udry, 2000). For instance, if the adolescent face rejection or break-ups with the partner, it become disturbing and stressful for him/her (Joyner & Udry, 2000; Larson et al., 1999) and has negative impact on their mental health and interpersonal relations. Romantic break-ups are found to be strong predictor of depression, suicidal attempts, and successful suicide among adolescents (Brent et al., 1993; Joyner & Udry, 2000; Monore, Rohde, Seeley, & Lewinson, 1999).

Romantic relations during adolescence have been found to be associated with different negative outcomes and consequences for adolescents. There are the ample evidence that involvement in romantic relationship and dating during adolescence is associated with internalizing and depressive symptoms, especially among girls (Compian, Gowen, & Hayward, 2004; Davila, Steinberg, Kachadourian, Cobb, & Fincham, 2004; Joyner & Udry, 2000; Quatman, Sampson, Robinson, & Watson,

2001). Previous literature also shows that romantic involvement during adolescence is related to presence of different types of violence within the couples (Ackard & Neumark-Sztainer, 2002; Callahan, Tolman & Saunders, 2003), experiences of internalizing symptoms such as anxiety and depression (Soller, 2014), poor psychosocial functioning (Zimmer-Grembeck, Siehenbruner & Collins, 2001), and delinquency (Cui, Ueno, Fincham, Donnellan & Wickrama, 2012). Although, there is no direct evidence of association of romantic relations and social hopelessness but based on above-mentioned literature showing negative consequences of romantic relations for adolescents, it is assumed that romantic relations will have the positive association with social hopelessness.

Previous literature shows that although during adolescence, the importance of romantic relationships as target of intimacy and as providers of support increased but family members and friends also remain important for adolescents throughout adolescence (Shulman & Scharf, 2000).

Social Support and Romantic Relations

As romantic relationships are rooted in social networks, so their functioning is influenced by close network members e.g., parents and friends (Felmlee, 2001). When network members accept and approve romantic relationship, then they provide support and their approval influence the quality and success of the romantic relationship (De Goede, Branje, Van Duin, Van der Valk, & Meeus, 2012; Etcheverry & Agnew, 2004). Hence, positive opinions and support from friends and parents have been found to be associated with the initiation and maintenance of these relationships (Etcheverry, Le, & Charania, 2008). Adolescents develop close relationships with their friends in adolescence on basis of mutual respect. They value their opinions and are influenced by them (De Goede et al., 2012; Etcheverry & Agnew, 2004). Hence their support becomes a source of validation and influence the initiation and maintenance of the romantic relationships (Etcheverry, Le, & Hoffman, 2013; Etcheverry, et al., 2008; Furman & Buhrmester, 1992).

Adolescents usually spend more time with their peers than with their parents, hence ideas and concepts of romantic relations develop within the peer group

(Connolly et al., 2000). Peer groups are also source of support for romantic relations. Peer groups play an important role in the development of romantic relationships (Brown, 1999; Connolly & Goldberg, 1999).

Dunphy (1963) provided an insight that how peer groups support romantic involvement. He identified two types of peer structures which develop during adolescence; first one was cliques and second was crowds. He proposed that first same-sex cliques, that are small groups of same-sex close friends, merge, and form mixed-sex cliques. Then several mixed-sex cliques join and form mixed-sex crowds. According to Dunphy (1963), primary function of cliques is to help to form crowds. Mixed-sex crowds then serves as channel for the heterosexual development of adolescents as mixed-sex crowds provide access to romantic partners and provide a context for initial dating. Connolly et al. (2000) have found in a longitudinal study that small groups of close friends in adolescence were predictive of other-sex peer network and those other-sex peer groups were predictive of emergence of romantic relationship. It means peer groups in adolescence support the development of romantic relationships.

Along with friends, parental support becomes very important for maintenance of relationships. Parental support promotes adjustment and well-being in social relationship especially in romantic relationships (Mounts, Valentiner, Anderson, & Boswell, 2006). As parental support has been found to be associated with validation, future assistance, and perception of barriers which can prevent relationship dissolution, hence it promotes relationship maintenance (Felmlee, 2001; Sprecher & Felmlee, 2000). The absence of parental support may lead to the end of the romantic relationships (Sprecher & Felmlee, 1992) or a split with parents to continue the relationships (Downey, Bonica, & Rincon, 1999).

Social Support, Psychological Well-being, and Social Hopelessness

Social support has great significance for psychological well-being of adolescents. As in Pakistan, Batool and Ahmad (2013) investigated the effect of perceived social support on psychological well-being of adolescents. They found that perceived social support was significant predictor of psychological well-being of the

teenagers. Perceived social support has also been found to be positively associated with psychological well-being in other studies (Adyani et al., 2019; Awang et al., 2014).

Social support from both parents and peers has critical role for adolescents at this important phase of their life. It has been found that parental support and friends' support is associated with social adjustment and well-being (Gottlieb, 1985; Lee & Goldstein, 2015).

Although literature shows that peer groups become very important in adolescence, but it cannot be denied that parents remain a major source of support (Youniss & Smollar, 1985) and they maintain that position throughout the college years of the adolescents (Furman & Wehner, 1997). In a study, Hussy, Kanjilal, and Okunade (2013) found the parental support as a significant predictor of psychological well-being of the adolescents. High parental support and parental monitoring during adolescence have also been found to be related with high self-esteem (Parker & Benson, 2004).

During adolescence, close friends become so important for adolescents that they surpass parents as primary source of support and contribute to their self-concept and well-being (Furman & Buhrmester, 1992). As adolescents spend more time in their peer groups so peer group support is an important social context and source of learning, development, and psychological well-being for them. Peer group support promotes their individual well-being and success in academics (Kiuru, 2008). It contributes to good psychological wellness (Saric, Zganec & Sakic, 2008), and enhances happiness and ability to cope with stressors, and counteract isolation and loneliness (Basson, 2008). In another study, Kibret and Tareke (2017) found the peer support and teacher support as significant predictors of psychological well-being.

A history of poor relationships with peers (Kashani, et al., 1992) and lack of perceived peer support and family support (Kashani, Suarez, Allan & Reid, 1997) have been found to be significantly associated with hopelessness in adolescents. The results of a study conducted by Kashani et al. (1997) showed that the youngsters who

had high hopelessness scores, they perceived that their families and peers were providing them little support.

Cakar and Karatas (2012) conducted a study on adolescents and found causal relationship between self-esteem, perceived social support, and hopelessness. The findings of the study indicate that adolescents who have high self-esteem, they perceived more social support, and they have less hopelessness. In this study, the researchers found negative relationship between perceived social support and hopelessness.

Attributional Style, Psychological Well-being, and Social Hopelessness

People have different attributional styles. Their attributional style can be positive or negative and can be adaptive or maladaptive. Seligman and his colleagues, who introduced the concept of attributional style, differentiated between two types of attributional styles i.e., optimistic attributional style and pessimistic attributional style (Seligman et al, 1979). Those who have optimistic attributional style, they attribute negative outcomes to external, unstable, and specific causes and positive outcomes to internal, global, and stable causes. While those who have pessimistic style, they believe that negative events are due to internal, global, and stable causes while positive events are due to external, specific, and unstable causes. This pessimistic style leads to sense of hopelessness which leads to many symptoms of depression (Abramson et al., 1995; Lakdawalla et al., 2007). It has also been found that people who have pessimistic attributional styles when they encounter negative life events, they are more vulnerable to developing hopelessness and symptoms of hopelessness depression (Sturman, Mongrain, & Kohn, 2006).

In past, most of the attributional styles research focused on mental illness such as anxiety and depression (Cheng & Furnham, 2003). But recently that trend has changed. The focus in attributional style research has shifted from hopelessness, helplessness, pessimism, and depression towards the association between optimistic attributional style and psychological well-being (Cheng & Furnham, 2001, 2003; Sanjuan & Magallares, 2009). Optimistic attributional has been found to be linked with psychological and physical well-being (Sanjuan & Magallares, 2009). Cheng

and Furnham (2001) found that optimistic attributional style was the significant predictor of mental health/well-being and happiness. In another study Cheng and Furnham (2003) found that attributional style was a significant predictor of self-reported psychological well-being. Attributional styles have also been studied as predictor of emotional well-being and academic performance (Peterson & Barrett, 1987; Peterson & Steen, 2002).

Rationale of the Present Study

Adolescence is considered a very fascinating period of life. And usually, people think of adolescence as a carefree and happy time of life. But adolescents face many challenges and issues at this crucial time of their life. During this period, they are growing up and moving from immaturity of childhood to maturity of adulthood. It is period of transition for them during which rapid biological, psychological, and social changes take place. There are also changes in their interpersonal relationships. In recognizing the importance of interpersonal and emotional issues of this phase of life, and well-being of the adolescents, this study is conducted on romantic relations during adolescence.

In adolescence, there are remarkable changes in the interpersonal relationships of the adolescents. Although, parents remain important for adolescents but at this stage of life, they start to spend more time with their peers than with parents and family. They develop interest in opposite sex peers which leads to romantic relationships. Although, romantic relations may develop at any phase of life, however, they are considered hallmark of adolescence. There is an ample number of empirical studies on romantic relations of adolescents across the world but in Pakistan, there is a scarcity of empirical literature on this yet a very critical aspect of adolescence. That is why this study focused on this important phenomenon of interpersonal relationship which exists in the society, but the existence is denied due to social and religious norms and values. This study will help to explain that how romantic relations are perceived by adolescents living in religious collectivist culture of Pakistan. Although theoretical literature suggest that romantic relations have developmental significance for adolescents, but it has been ignored by researchers due to social, cultural, and

religious values in Pakistan. Therefore, this study will help to initiate research on this important phenomenon in Pakistan.

This study explores the nature of adolescents' romantic relations in context of Pakistani culture. For the purpose, focus group discussions will be held to understand that how adolescents, both boys and girls, living in a religious collectivist culture perceive romantic relations. The purpose is to develop a comprehensive instrument to measure the perception of romantic relations among adolescents. Although, many instruments are available to measure the adolescents' romantic relation, but they are based on western cultural values and hence they are not suitable to be used for adolescent living in the religious collectivist culture of Pakistan. Additionally, most of these instruments are scenario based and demand to respond according to current relationship. Therefore, these scales mostly measure actual romantic relations. In religious, collectivist culture of Pakistan, although adolescents may have romantic relations, but due to social, religious, and cultural values they are reluctant to accept and talk about these relations. That is why it is difficult to measure actual romantic relations, and hence perception of romantic relations is measured.

Existing literature mostly highlights the significance of romantic relations during adolescence and associates these relations with psychological well-being of the adolescents. As adolescents' romantic relations have no acceptance in religious collectivist culture of Pakistan, hence it is assumed that perception of romantic relations may negatively affect the psychological well-being of the adolescents. Hence, this study is designed to investigate true nature of the associations among romantic relations and psychological well-being in Pakistani adolescents. Further, it also extends the literature by investigating relationship between romantic relations and social hopelessness.

According to ecological perspective, development of romantic relations during adolescence does not occur in social vacuum. Rather, social, and cultural contexts and interpersonal relations with significant others, e.g., parents and peers, play important role in the romantic relations of the adolescents (Smetana et al., 2006). As in Pakistan, adolescents live in well-connected families, so parental support matters in their lives.

At the same time, peer support also has excessive importance for adolescents. As existing literature suggest a positive association of social support, both parental and peer support with psychological well-being and a negative association with hopelessness. Hence, this study is designed to investigate these proposed relationships of social support (parents and peers) with psychological well-being and social hopelessness in context of Pakistani culture. This study will focus on perceived parental and peer support instead of actual or received support. As literature shows that perceived social support is more important than actual or received support. Another reason is that, although, parents are trying their best to support their children in every aspect of life. But in most of cases they are unable to understand the emotional needs of their adolescent children. Therefore, it is more important that how adolescents perceive the support provided by their parents, particularly for their actual or perceived romantic relations. As peer group is going through same physical and psychological changes as the adolescent himself/herself. Adolescents discuss most of the developmental issues including romantic relations with their peers. Therefore, this study incorporated adolescents' perception of peer support and its influence on the relationship between perception of romantic relations and psychological well-being. This study will not only examine the direct effect of parental and peer support on psychological well-being and social hopelessness, but also investigate the role of perceived parental and peer support as moderator for the effect of perception of romantic relations on the psychological well-being and social hopelessness. As parental and peer support play an important role in initiation and maintenance of romantic relation, hence, it is assumed that perceived parental and peer support moderate the effect of romantic relations on psychological well-being and social hopelessness.

Previous studies show that attributional style is a significant predictor of psychological well-being and associated with hopelessness in adolescent. Hence, the study also incorporated attributional style as a parallel moderator for the effect of romantic relations on psychological well-being and social hopelessness. It is suggested that individuals' interpretations of the major life events, and their explanations for the causes of these events, may impact their psychological well-

being. Same is applied in adolescents' perception for their involvement in romantic relation. In other words, attributional style may not only affect psychological well-being and social hopelessness but also influence the relationship among perception of romantic relations, psychological well-being, and social hopelessness. As attributional style is a cognitive process, and literature shows that cognitions and cognitive processes play important role in translating the perception of romantic relations. Therefore, it is hypothesized that attributional styles moderate the effect of romantic relations on psychological well-being and social hopelessness.

In the present study, social hopelessness is taken as outcome instead of general hopelessness because social hopelessness is hopelessness in interpersonal context or social domain. Psychological well-being has been studied as an outcome of romantic relations in the different studies, but this study extends the empirical literature by investigating effect of romantic relations on social hopelessness along with psychological well-being. It is hypothesized that in the collectivist culture of Pakistan, perception of romantic relationships in adolescents is associated with increased social hopelessness. Adolescents are more likely to anticipate that they will not experience positive interpersonal relationships due to non-acceptance of romantic relationships and thus they may feel uncomfortable in social interaction.

The present study has empirical framework because all the factors which have been included in this study, although have been interlinked separately in different studies, but no attempt has been made before to explore their collective influence, particularly in explaining romantic relations. The study aims to test the conceptual model derived from the empirical literature. Although this study will be an initial step, but it will contribute towards understanding the importance of romantic relations, perceived parental and peer support, and attributional style in adolescence and their relation to social hopelessness and psychological well-being.

This study pioneers the research on the phenomenon of romantic relations which may exist in religious collectivist culture of Pakistan but is generally denied due to the religious and social values. The adolescents may be reluctant in expressing about romantic relations due to fear of criticism from society in general and losing

support from their family especially from their parents in specific. They have perception of romantic relations, and many of them may have actual experience due to globalization and exposure to social media, and they want to talk about these relations but avoid due to social values. They keep their romantic relations or even their perceptions of these relations as secret from their family and sometimes even from their friends. That may negatively affect their psychological/mental health. Hence, it is expected that the study will help parents to understand the nature of adolescents' romantic relations. Further, it will help parents and professionals to consider the romantic relations in understanding and treating adolescents' problems such as problems in academic performance or problems in family relations and peers' relations. This study will also help to understand the importance of parental, and peer support during adolescence. And most importantly, this study will contribute to enriching a research stream that is in an early stage of development in Pakistan.

METHOD AND RESULTS

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Chapter-2

Method and Results

Research Design

The study was carried out in three phases i.e., phase-I, phase-II, and phase-III. Phase-I was further divided into two parts. The main objectives of phase-I (Part-I) were to translate and adapt Perceived Parental Support Scale, Perceived Peer Support Scale, Attributional Style Questionnaire for Adolescents, and Social Hopelessness Questionnaire. Phase-I (part-II) constituted the study-1 (a qualitative study) with the objective to develop an indigenous scale to assess the perception of romantic relations during adolescence. The third part of the phase-I was study-2 that aimed at establishing factor structure of the newly developed scale for the study. Phase-II was designed to conduct a small-scale pilot study to establish the psychometric properties of translated and newly develop instruments including Perceived Parental Support Scale, Perceived Peer Support Scale, Attributional Style Questionnaire for Adolescents, Social Hopelessness Questionnaire, Well-Being Questionnaire, and Romantic Relations Scale for Adolescents; and to explore the data trends. Finally, Phase-III was designed to conduct the main study for testing of hypotheses. A detail description of these phases and parts is given ahead.

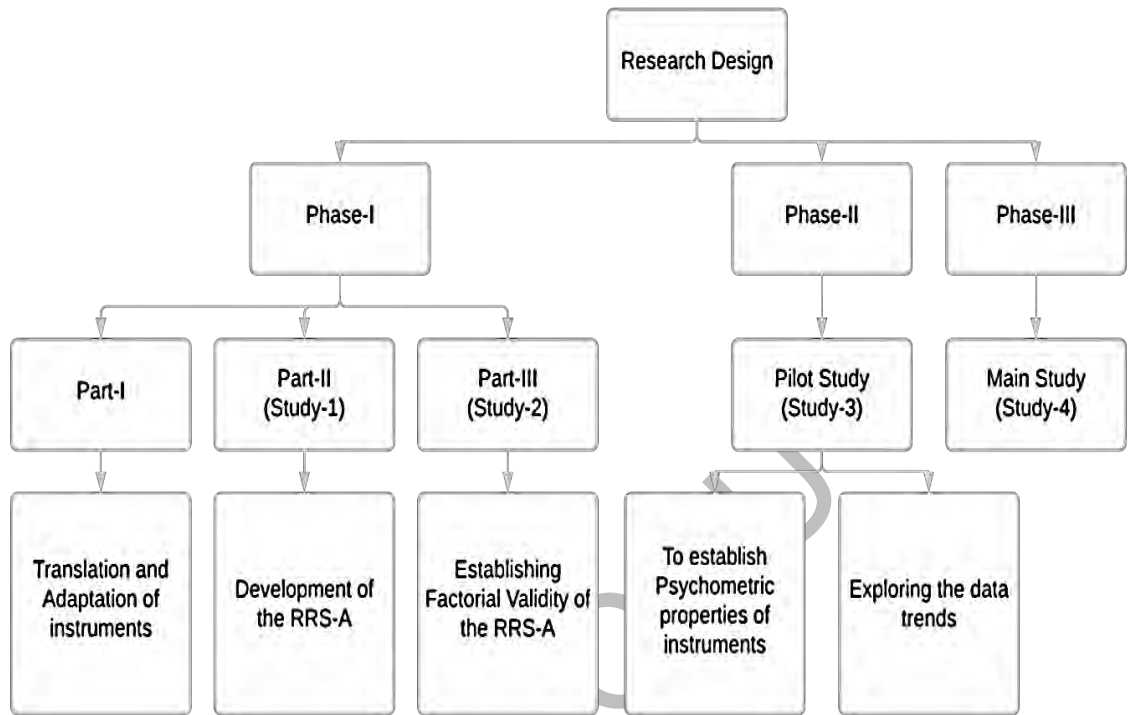


Figure 1. Research design of the study

Phase-I: Translation and Development of Instruments

The main objectives of this phase were to translate and adapt Perceived Parental Support Scale, Perceived Peer Support Scale, Attributional Style Questionnaire for Adolescents, and Social Hopelessness Questionnaire. Further, this phase was also aimed to develop an indigenous scale to assess the perception of romantic relations during adolescence. This phase consisted of following three parts.

Part-I. Translation and adaptation of instruments

Part-II (Study-1). Development of the Romantic Relations Scale for Adolescents (RRS-A)

Part-III (Study-2). Establishing factorial validity of the RRS-A

Part-I. Translation and Adaptation of Instruments

Objectives. To translate and adapt English language scales into Urdu to use in the present study.

Instruments. Following instruments were translated and adapted:

1. Perceived Parental Support Scale (Kristjansson, Sigfusdottir, James, Allegrante, & Helgason, 2010)
2. Perceived Peer Support Scale (Kristjansson et al., 2010)
3. Attributional Style Questionnaire for Adolescents (Rodriguez-Naranjo & Cano, 2010)
4. Social Hopelessness Questionnaire (Heisel et al., 2003)

Perceived Parental Support Scale (PPS). It is a five-item scale developed by Kristjansson, Sigfusdottir, Allegrante, & Helgason (2008), pertaining to adolescents' perceptions about parental support (see Appendix D). The scale has a stem in which respondents are asked "How easy or hard is it for you to receive the following from your parents", and that stem is followed by five-items. There are four response categories i.e., *very difficult*, *rather difficult*, *rather easy*, and *very easy*. The items are summed to get total score on the scale. Score on the scale ranged from 5 to 20. Cronbach's alpha for the scale have been found from .77 to .87 in different studies (Kristjansson et al., 2010; Kristjansson, Sigfusdottir, Karlsson, & Allegrante, 2011).

Perceived Peer Support Scale. It is a five-item scale developed by Kristjansson et al. (2010), pertaining to adolescents' perceptions about peer support (see Appendix F). For this scale only “friends” is substituted for “parents”, otherwise it has same stem followed by five items that was in the Perceived Parental Support Scale. There are same response categories and method of scoring. In this scale, also, the items are summed creating a scale score ranging from 5 to 20. Cronbach's alpha for Perceived Peer Support Scale is .86 (Kristjansson et al., 2010).

Attributional Style Questionnaire for Adolescents (ASQ-A). There are 18 hypothetical negative events/situations in ASQ-A (see Appendix I) developed by Rodriguez-Naranjo and Cano (2010). For each situation, respondents are asked to imagine the situation and write the most important cause of the situation. Then they have to respond to four items, followed by each situation, by using a seven-point rating scale (Rodriguez-Naranjo & Cano, 2010). The Cronbach's alpha were found to be .85 and .84 for total scale, .72 and .68 for Internality, .84 and .87 for Stability and .86 and .80 for Globality in two different studies by Rodriguez-Naranjo and Cano (2010).

Social Hopelessness Questionnaire (SHQ). The Social Hopelessness Scale (Heisel et al., 2003) assesses hopelessness regarding social or interpersonal cognitions and expectations for one's future relationships (see Appendix L). There are 20 items which assess interpersonal themes such as type and availability of relationships, lack of support, exposure to criticism, exposure to mistreatment, negative social comparisons, and direct estimates of hopelessness (Flett & Hewitt, 1994). It is a Likert type scale with five response options that are ranged from *strongly disagree* (1) to *strongly agree* (5). Total scores are derived by taking sum of 20 items. Total possible score ranges from 20 to 100. It is a unifactorial and internally consistent scale with Cronbach's alpha coefficient = .88 (Heisel et al., 2003).

Translation and Adaptation

All of these instruments are in the English language and based on western culture. As the sample of the study consisted of adolescents, living in Pakistan, who may not be able to understand English language properly and there is also cultural variation from western culture. Hence, it was decided to translate and adapt the instruments in order to use in the study. Formal permissions were taken from authors

of the instruments to translate, adapt, and use the measures (see Appendix C, H, & K). For the translation and adaptation of instruments back translation method (Brislin, 1980) was used. It consisted of following steps:

1. Forward translation
2. Committee approach
3. Back translation
4. Committee approach

Forward translation. It is the first step in the translation and adaptation of scales and questionnaires. For the translation of instruments into Urdu language, three bilingual translators, whose first language was Urdu, but they also had mastery on English language, were requested to translate each scale independently. Two of them had the qualification of MPhil in English literature, one of them was lecturer and other was an assistant professor in a public sector college. Third bilingual translator was a PhD scholar of Psychology with proficiency in both Urdu and English language. They were requested to maintain similarity between the content of the original instruments and Urdu translation of the instruments and were instructed to use simple language. They were also requested to identify those items which were deviating from Pakistani culture and needed some modifications or changes. They were asked to suggest culturally appropriate substitutions.

Committee approach. After translation, a committee of three members synthesized three drafts of translations. Committee members included PhD scholars of psychology who had experience of translation adaptation and had command on Urdu and English languages. All translations were discussed, and best translation of each item was selected by mutual consensus of committee members. For adaptation of instruments certain changes were made in some items in order to make them culturally appropriate. The committee suggested adding alternative words in parenthesis for some words which were most suitable words in Urdu but were difficult to comprehend by the study population. To make it sample appropriate, in situation five and six of Attributional Style Questionnaire for Adolescents, the word “school” was replaced by “college” on committee’s recommendation as target population of the study was college students. Committee also gave recommendation regarding the instructions of Attributional Style Questionnaire. In original

questionnaire, directions were given in two forms and were translated in the same way in the three translations. This was discussed by the committee members, and it was decided that it looked more appropriate to give instruction once, instead of repeating them. All members agreed that in paragraph form instructions looked more meaningful than in bullet form, so instructions in paragraph form were finalized.

Back translation. Back translation is a kind of validity check which help to insure that translated version has same item content as of the original version (Beaton, Bombardier, Guillemin & Ferraz, 2000). For back translation, three independent bilingual translators, who had mastery on Urdu and English language and were not exposed to the original instruments and were not involved in the process of forward translation, were requested to translate the Urdu version of the instruments into English language. Two of them had Masters in English and also had the diploma in English literature and were lecturers in public sector college. And one translator was a PhD scholar of Psychology with proficiency in both English and Urdu languages. They were given same instructions which were given to translators in forward translation process.

Committee approach. All the three translations were handed over to a committee of three experts. It was the same committee who evaluated Urdu translations after forward translation process. The best translations of items were selected as the final of back translation. The committee was also requested to analyse back translations and original instruments. They carefully compare original instruments and back translations of the instruments. As all the items were found to be conveying same meanings as that of original instruments, no item was eliminated from the scales and questionnaires. After the finalization by committee, items were arranged in the same order in the translated versions of the instruments as they were presented in the original instruments.

Pretest. Pretesting, that is field testing, help to ensure that the target population will comprehend the material (Brislin, 1980). Pretest is also considered the final stage of adaption process (Beaton et al., 2000). Hence, to see whether Urdu versions of the scales were understandable by the target population, translated versions were administered on a convenience sample of 20 adolescents from 11th grade and 12th grade. The age range of participants was from 16 to 18 years and both

of their parents were alive. They were instructed to fill the questionnaires and mentioned that which statements or words were difficult to understand. They were also asked to read instructions carefully and describe any difficulty in understanding them.

Problems mentioned by the students were discussed by researcher and supervisor of the present study. Some of problems were just typo errors which were corrected. It was observed that some words of Urdu were difficult for students to comprehend, and the participants were more comfortable with their English equivalents so for such words English equivalents were provided in parenthesis. Few statements, which were reported by some students as difficult to comprehend, were slightly rephrased to make them easier and more comprehensible without losing the content and context. All these changes were discussed with committee of experts again who endorsed those changes with mutual consensus. The Urdu versions of these instruments were finalized to be used in the study condition to a satisfactory psychometric evaluation in a pilot study.

Part-II (Study-1): Development of the Romantic Relations Scale for Adolescents (RRS-A)

Objective. To develop an indigenous scale to assess the perception of romantic relations in adolescence.

Procedure. To develop the scale, study was carried out in following steps:

1. Focus group discussions (FGDs)
2. Content analysis (Generation of item pool)
3. Evaluation by experts
4. Finalization of items

Focus Group Discussions (FGDs). Focus group discussions were conducted to investigate that how adolescents living in religious collectivist society of Pakistan perceive the romantic relations in this crucial time of their life. According to Vogt, King, and King (2004) members of target population should be consulted at initial stage of identification and specification of construct and for this purpose they suggest using focus group discussion method. Use of focus group methodology help the

researcher to understand the meaning of a construct from the perspective of population under study. It also helps the researcher to discover the units of concept from the perspective of population under study rather than imposing classification of the behaviour from a different cultural perspective (Pelto, 1970).

Focus group discussion is a moderator-facilitated discussion about specific topic involving multiple participants. It generates qualitative data that can be used to enrich the knowledge about that concept, and it also provide content that can be used to develop the items (O'Brien, 1993; Vogt et al., 2004). Knowledge gained from focus group discussion can improve the relevance and representativeness of items (Vogt et al., 2004). Another advantage of using focus group technique is that in this technique participants not only answer the questions of moderator, but they also respond each other which create enriched and in-depth discussion (Morgan, 1996). The knowledge about the language that participants use when they are discussing a construct helps in the phrasing of items (O' Brien, 1993).

In order to conduct focus group discussions, a focus group guideline was developed. Major theories, models, perspectives, and scales which were reviewed with the purpose to develop a focus group guideline were Sternberg's triangular theory/model of love (1986, 1997), tetragonal model of love (Gracia, 1998; Yela, 1996), theory of love by Kokab and Ajmal (2012), Sullivan's interpersonal theory (1953), behavioural system approach by Furman and Wehner (1994, 1997), Brown's model of romantic development (Brown, 1999), Connolly, and Goldberg's model of romantic development (Connolly & Goldberg, 1999), ecological perspective (Smetana et al., 2006), Sternberg's Triangular Love Scale (Sternberg, 1997), Triangular Love Scale by Lemieux and Hale (1999, 2002), Relationship Rating Form by Davis (2001), and Romance Qualities Scale by Ponti et al., (2010). Other available literature on romantic relations like articles and books/book chapters on romantic relations of adolescents were also reviewed. On the basis of this extensive literature review a focus group guideline was developed to facilitate focus group discussions. There were ten main questions in focus group guideline which are presented in Appendix P.

Three focus group discussions were held. Team which conducted focus group discussions consisted of two members, i.e., moderator and assistant moderator.

According to Krueger (1998), a focus group moderator should be well-informed of the goals of the study, must be skilled to focus and cover all major topic areas, and must be able to engage all the participants in the discussion. On the basis of this criteria, researcher of this study acted as moderator in all focus group discussions. While assistant moderator monitored audio recordings, took notes during discussions, and facilitated the moderator. All participants were encouraged by the moderator and the assistant moderator to participate actively in the discussions. Focus group discussions were audio recorded with the consent of participants. As recommended by Morgan (1997), in order to conduct focus groups in formal and comfortable settings, the participants in all focus group discussions were seated around the table which facilitated the participation of all group members. All focus group discussions were held within premises of the institutes of participants in the presence of moderator and assistant moderator.

Table 1

Descriptions of Focus Groups Discussions (FGDs)

S. No.	Nature of college	Participants	Gender	Mean age	Grade/Class	Duration
1 st FGD	Private	7	Girls	16.43	11 th	57 minutes
2 nd FGD	Private	8	Boys	17.25	11 th	90 minutes
3 rd FGD	Public	7	Girls	17.86	12 th	70 minutes

Focus Group 1.

Sample. A sample of seven girls was taken from a private college. Their age range was from 16 to 18 years ($M = 16.43$, $SD = 0.49$) and they were students of F.A/F.Sc., first year i.e., 11th grade.

Procedure. After taking formal permission from director of college, girls were asked about their willingness for participation in focus group discussion. Permission was also taken from their parents. Then necessary arrangements were made to conduct discussion. All participants were informed about time and location of the discussion. Moderator and assistant moderator welcomed participants on the day of

discussion. They were briefed about the purpose of the discussion and requested for active participation. Two audio devices were used for recording while assistant moderator also took notes and wrote down behavioral observations. Focus group guideline was used to facilitate discussion. Every participant was encouraged to participate. Discussion lasted for 57 minutes. Immediately after discussion, moderator and assistant moderator discussed their observations and important points were noted down in memo.

Focus Group 2.

Sample. A sample of eight boys was taken from a private college. The age range of participants was 16 to 18 years ($M = 17.25$, $SD = 0.35$) and they were students of F.A/F.Sc., 1st year i.e., grade 11.

Procedure. Formal permission was taken from director of college and parents of students. After taking the informed consent of participants, focus group discussion was arranged in library of the college. All participants were motivated to participate. Before starting discussion, they were briefed about the purpose of the discussion. It was very rich discussion as it lasted for one hour and thirty minutes and everyone participated very actively and showed keen interest in the discussion. Assistant moderator took notes and carefully observed the behavior of participants during discussion. Moderator and assistant moderator wrote down their observations in memo immediately after the focus group discussion.

Focus Group 3.

Sample. A sample of seven girls was taken from a government college. The age range of participants was 16 to 18 years ($M = 17.86$, $SD = 0.35$) and they were students of F.A/F.Sc., second year i.e., grade 12.

Procedure. Formal permission was taken from principal of the college and permission was also taken from parents of the participating students for conducting focus group discussion. After taking informed consent from participants, necessary arrangements were made for conducting discussion. Participants were briefed about purpose of the discussion, and they were requested for active participation. Discussion lasted for one hour and ten minutes. Participants openly discussed their point of view

regarding romantic relations. Whole session was audio recorded while assistant moderator also took notes actively. Moderator and assistant moderator discussed the proceedings just after discussion and wrote down their observations in memo. There was a saturation point as no new idea emerged in this third discussion. Thus, researcher felt confident that over adequately covering the construct of romantic relations. The researcher did not feel need to conduct any more focus group and hence after discussing with the supervisor, it was decided that three focus group discussions are sufficient.

Content analysis. Content analysis technique was used to analyze focus group discussion because this technique is considered a flexible method for analysis of text data (Cavanagh, 1997). This method is usually used to classify oral or written material into identified categories (Moretti et al., 2011). In content analysis of focus group discussions, there are two choices, either to use inductive content analysis approach or to use deductive content analysis approach (Elo & Kyngas, 2008; Hsieh & Shannon, 2005; Mayring, 2000). In this study, inductive content analysis that is a bottom-up approach was used to describe and to identify main categories of the phenomenon under study. This approach of content analysis is usually preferred when prior knowledge about some phenomenon is limited or fragmented (Elo & Kyngas, 2008). In inductive content analysis, categories and their names are directly and inductively derived from raw data and preconceived categories are not used by researchers (Elo & Kyngas, 2008; Hsieh & Shannon, 2005; Mayring, 2000). To generate items, deductive content analysis, that is a top-down approach, was used. Hence the content analyses were conducted with two main objectives, (1) to identify categories from focus group data to describe the phenomenon under study, and (2) to generate items on basis of analysis of content of the identified categories.

Procedure and results. The audio recordings of all focus group discussions were transcribed carefully in Roman Urdu. N-vivo version 10.0 was used to handle FGDs data for content analysis. Researcher of the study read all transcripts again and again in order to immerse herself in data, to get familiar with data and to obtain a sense of wholeness (Tesch, 1990). After that, each word and each line was read carefully to derive codes. Then codes having similar content were grouped into

categories. Finally, twenty-two categories were generated i.e., Attention, Attraction, Benefits, Care, Closeness, Commitment, Dating, Disadvantages, Emotions, Emotional Satisfaction, Expectations, Fascinations, Feelings, Assistance, Motivations, Physical Contact, Physical Features, Sharing, Sincerity, Companionship, Trust, and Understanding. Categories were named according to their text/ content. Then operational definitions of all categories were developed. Categories with their sources, references, and percentage coverage of data in each focus group discussion are given in the Table 2.

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Table 2

Categories, Sources, References, and Percentage Coverage in Each Focus Group Discussion

S. No.	Categories	Sources	References	Percentage Coverage		
				1 st FGD	2 nd FGD	3 rd FGD
1	Commitment	3	58	23.01	25.47	23.72
2	Companionship	3	48	23.30	13.00	24.01
3	Sincerity	3	31	24.92	7.16	20.03
4	Fascinations	3	29	3.09	5.57	15.84
5	Motivations	3	26	5.83	19.99	2.49
6	Attraction	3	24	2.98	8.99	4.77
7	Expectations	3	24	15.01	7.59	2.93
9	Sharing	3	24	7.24	16.79	10.34
8	Dating	3	23	3.31	3.73	24.10
10	Trust	3	23	9.99	10.44	12.07
11	Benefits	3	20	6.10	6.88	10.36
12	Care	3	16	13.36	0.23	2.89
13	Disadvantages	3	16	14.84	3.09	8.13
14	Understanding	3	15	6.19	2.66	0.31
15	Feelings	3	13	6.91	1.15	4.62
16	Physical Features	3	13	3.75	6.54	4.65
17	Physical Contact	3	11	4.35	1.64	2.82
18	Closeness	3	9	0.52	1.00	3.26
19	Emotions	3	8	5.07	1.13	5.95
20	Attention	3	7	4.27	1.75	1.82
21	Emotional Satisfaction	1	7	0.00	4.91	0.00
22	Assistance	2	5	2.12	0.00	2.40

Table shows that Commitment has maximum number of references i.e., 58. Companionship has 48 references followed by Sincerity with 31 references. Assistance has minimum number of references i.e., 5 only. References of other

categories are given in the Table 2. Percentage of coverage shows that first group gave maximum importance to sincerity, second group gave maximum importance to commitment while third group gave maximum importance to companionship.

After identifying categories, next objective was to generate item pool. To generate items from categories, deductive content analysis, that is a top-down approach, was used. For content analysis of categories, references of categories were read again and again. Every reference was very carefully analysed, and statements were generated. In this way a large pool of statements was generated. These statements were carefully evaluated, and necessary modifications were made. Finally, there were 209 statements which were arranged for experts' opinion. Statements of every category were written separately. Operational definitions of categories were also provided to experts so that they could evaluate content easily.

Evaluation by experts. Consultation with subject matter experts (SMEs) i.e., researchers having knowledge about specific topic, is considered a method of content validation (Vogt et al., 2004). Hence, four experts, who were PhD scholars and had knowledge about topic under study, were consulted. All of them had experience to work with adolescent population and also had experience of scale development. They were requested to evaluate statements for their face validity, language appropriateness, and construct relevance. They were asked to mention statements that need to rephrase, merge or discard. They were also requested to mention double barrel statements. On the basis of experts' opinion, only those statement were retained for the scale which were selected by at least three experts. Some statements were rephrased according to the suggestions given by experts. Some statements were merged, and some were discarded as they were mentioned as double barrel by experts. After making improvements on the basis of experts' suggestions, a total of 151 statements were finalized. The statements were arranged, and response categories were assigned with six-point rating scale. Written instructions for participants were also provided on the scale.

Pretesting. According to Vogt et al. (2004), at the stage of item development, members of target population can review items and provide input regarding ease of their understanding. Hence, scale was administered on a sample of 20 adolescents (12 girls, and 8 boys) who were students of F.A./F.Sc. and their age range was from 16 to 18 years. They were requested to read the items carefully and mention the words or

statements which were difficult to understand. Then improvements were made based on their suggestions and consultation with SMEs. For instance, English equivalents were provided in parenthesis for some Urdu words. Some typo errors, which were pointed by the respondents, were also corrected.

Finalization of items. After evaluation by experts and pretesting, 151 items with six response categories were finalized (see Appendix R). The response options that were used in the scale included *completely disagree* (0), *mostly disagree* (1), *slightly disagree* (2), *slightly agree* (3), *mostly agree* (4) and *completely agree* (5). Items were arranged in the scale with proper instructions for participants (see Appendix R).

Part-III (Study-2): Establishing Factorial Validity of the RRS-A

Objectives. The main objective of this study was to determine the factor structure and psychometric properties of the scale.

Sample. A convenience sample of 506 adolescents was taken from different public and private colleges of Rawalpindi and Islamabad (see Table 3). There were 229 boys (45.3%) and 277 girls (54.7%) in the sample. Their age ranged from 16 to 18 years. Among participants 156 (30.8%) were 16 years old, 194 (38.3%) were 17 years old, and 156 (30.8%) were 18 years old. All the participants were regular students of F.A./F.Sc., grade 11th ($n = 314$) and grade 12th ($n = 192$) from different public ($n = 297$) and private colleges ($n = 209$) sector colleges. Adolescents from joint family system constituted 32% ($n = 162$) of the sample while remaining 67.8% ($n = 343$) of the sample were from nuclear family system. Fathers of 216 adolescents were self-employed, 230 adolescents' fathers were government employees, and 58 adolescents' fathers were serving in private organizations. Mothers of majority of adolescents were housewives ($n = 458$), only 42 adolescents' mothers were government employees, and 6 adolescents' mothers were employees in private organizations.

Table 3
Demographic Descriptions of the Sample (N = 506)

Demographics	Groups	Frequency	Percentage
Age	16 years	156	30.8
	17 years	194	38.3
	18 years	156	30.8
Gender	Boys	229	45.3
	Girls	277	54.7
Class	1st year (11 th grade)	314	62.1
	2nd year (12 th grade)	192	37.9
College	Private	209	41.3
	Public	297	58.7
Family System	Joint	162	32.0
	Nuclear	343	67.8
Father's occupation	Self-employed	216	42.7
	Government employees	230	45.5
	Employee in private organization	58	11.5
Mother's occupation	Housewives	458	90.5
	Government employees	42	8.3
	Employee in private organization	6	1.2

Procedure. After taking formal permission from principals/directors of colleges and from parents of adolescents and informed consent of participants, the Romantic Relations Scale for Adolescents (RRS-A) along with a demographic sheet

(see Appendix B) was administered within premises of institutes/colleges of the students. They were briefed about purpose of the study, and they were also insured that their responses would be kept confidential and would be used only in this particular study. Written as well as verbal instructions were provided. Students responded in the presence of researcher of the study. Most of the students showed keen interest in the scale. They took about 80 to 90 minutes to complete the demographic sheet and the scale. After data collection, scoring was done. Score of 5 was given for *completely agree*, 4 for *mostly agree*, 3 for *slightly agree*, 2 for *slightly disagree*, 1 for *mostly disagree* and 0 for *completely disagree*.

Exploratory factor analysis (EFA). Although data was large enough for conducting exploratory factor analysis and to get a stable factor solution (Comrey & Lee, 1992; Field, 2009; Tabachnick & Fidell, 2007), but normality and appropriateness of data was further checked by Kaiser-Myer-Olkin measure of sampling adequacy (KMO) and Bartlett's test of sphericity to conduct first order exploratory factor analysis. KMO value was found to be .87 and at Bartlett's test of sphericity, $\chi^2 = 18437.29$, $df = 5671$, and $p = .000$. KMO value, that was found to be .87, is a good value according to criteria given by Hutcheson and Sofroniou (1999), and Bartlett's test of sphericity was also highly significant ($p < .001$) which indicated that data was appropriate for exploratory factor analysis (Field, 2009).

For first order EFA, Principal Axis Factoring with Promax rotation was used. Only those items were retained which had the factor loadings of $\lambda \geq .30$ (Kline, 2005). And those factors were selected which had at least three items (Comrey, 1973; Thurstone, 1947) and had Eigen values greater than 1 (Guttman, 1954; Kaiser, 1960, 1970). On the basis of above-mentioned criteria and content analysis, 13 factors consisting of 74 items, and explaining 47.66% of the variance, were finalized. Factor loadings of items for their respective factors ranged from $\lambda = .30$ to .92 (see Table 4).

Finally, a committee of three experts, who were familiar with phenomenon under study and had experience of scale development as well as having experience of working with adolescent population, were requested to select the appropriate titles for factors according to their contents. They studied the items of all factors carefully and recommended the titles with mutual consensus.

Table 4

Factor Loadings of Items in Romantic Relations Scale for Adolescents (N = 506)

S. No.	Item No.	Factor Loading	S. No.	Item No.	Factor Loading
<i>Sharing</i>			<i>Closeness</i>		
1	126	.79	39	24	.92
2	133	.78	40	23	.82
3	134	.74	41	29	.41
4	129	.73	42	26	.41
5	131	.73	43	34	.38
6	130	.68	44	145	.30
7	125	.68	<i>Negative Dating Attitude</i>		
8	127	.65	45	70	.89
9	128	.61	46	64	.70
10	91	.39	47	71	.58
11	87	.36	48	65	.49
<i>Disloyalty</i>			49	63	.47
12	112	.82	50	56	.32
13	142	.79	<i>Motive to Love</i>		
14	113	.71	51	81	.86
15	114	.69	52	82	.69
16	135	.57	53	80	.67
17	96	.48	<i>Expectations</i>		
18	111	.47	54	48	.82
19	110	.45	55	27	.49
20	66	.34	56	32	.48
<i>Physical Attraction</i>			57	107	.41
21	61	.84	58	102	.37
22	59	.75	59	53	.34
23	60	.70	<i>Lack of Commitment</i>		
24	62	.66	60	116	.88
25	55	.45	61	115	.81
26	58	.33	62	118	.64

Continued...

S. No.	Item No.	Factor Loading	S. No.	Item No.	Factor Loading
<i>Understanding</i>			<i>Significance</i>		
27	14	.82	63	74	.91
28	13	.74	64	88	.64
29	16	.74	65	84	.36
30	19	.68	66	122	.32
31	11	.68	<i>Companionship</i>		
32	12	.57	67	148	.87
33	17	.41	68	151	.57
34	7	.32	69	149	.50
<i>Pleasure</i>			70	146	.39
35	41	.83	<i>Sincerity</i>		
36	40	.75	71	140	.86
37	43	.41	72	139	.57
38	38	.39	73	108	.48
			74	137	.44

As first order EFA resulted in 13 factors which were large enough in number and their contents were also indicating the existence of some common themes. Hence, second order exploratory factor analysis was conducted. The second order EFA was conducted on the same sample which was used for first order EFA. In order to conduct second order EFA, items of respective factors were summed to compute factors and then these factors were used as indicators for EFA. To conduct second order exploratory factor analysis normality and appropriateness of data was checked by Kaiser-Myer-Olkin measure of sampling adequacy (KMO) and Bartlett's test of sphericity. KMO value was found to be .88 and at Bartlett's Test of Sphericity results presented $\chi^2 = 2822.10$, $df = 78$, and $p = .00$. KMO value is evaluated as excellent according to criteria given by Hutcheson and Sofroniou (1999), and Bartlett's test of sphericity was also highly significant ($p < .001$) which indicated that data was appropriate for the exploratory factor analysis. For second order EFA, Principal Axis Factoring with Promax rotation was used. Results showed that all thirteen factors loaded on three dimensions explaining 63.84% of the variance. Factor loadings of factors/facets for their respective dimensions ranged from $\lambda = .60$ to $.84$ (see Table 5).

Table 5

Factor Loadings of Second order EFA of Romantic Relations Scale for Adolescents (N = 506).

S. NO.	Factors	Dimensions	Factor loadings
Intimacy			
1	Sincerity		.84
2	Expectations		.84
3	Sharing		.81
4	Closeness		.80
5	Understanding		.75
6	Pleasure		.71
7	Significance		.60
Passion			
8	Motive to Love		.80
9	Physical Attraction		.72
10	Companionship		.67
Distrust			
11	Disloyalty		.79
12	Negative Dating Attitude		.78
13	Lack of Commitment		.65

Scree plot also supported the existence of three dimensions (see Figure 3). It is obvious from the scree plot that there are three dimensions which have Eigen values greater than 1 (Guttman, 1954; Kaiser, 1960, 1970). So, on the basis of scree plot and contents of factors included in each dimension, three dimensions were finalized.

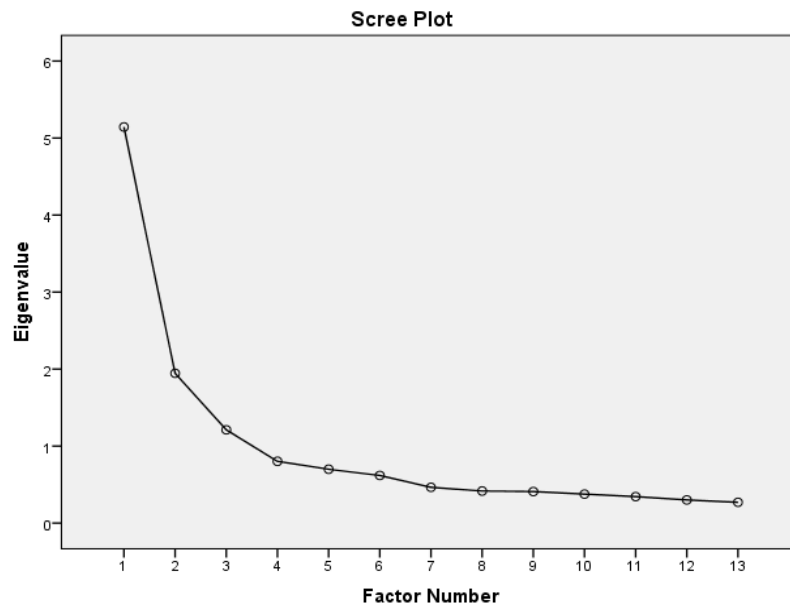


Figure 2. Scree plot of second order exploratory factor analysis

The committee of experts, who had decided names for factors, were requested to select the appropriate titles for dimensions also. They named these dimensions as Intimacy, Passion, and Distrust.

After second order factor analysis, Romantic Relations Scale for Adolescents (RRS-A) was finalized (see Appendix S) consisting of three dimensions i.e., Intimacy, Passion, and Distrust. The Intimacy dimension consisted of seven factors i.e., Sincerity, Expectations, Sharing, Closeness, Understanding, Pleasure, and Significance. The Passion dimension consisted of three factors i.e., Motive to Love, Physical Attraction, and Companionship. Distrust dimension also consisted of three factors i.e., Disloyalty, Negative Dating Attitude, and Lack of Commitment. The scale has a total of 74 items. Intimacy sub-scale consisted of 43 items, Passion sub-scale has 13 items and Distrust sub-scale has 18 items. While number of items in different factors of the sub-scales ranged from 3 to 11.

Psychometric evaluation. To determine the psychometric properties of factors and dimensions, Cronbach's alpha, and other descriptive statistics such as means, standard deviations, range, skewness, and kurtosis were calculated. Cronbach's alphas were calculated to determine the internal consistency of the factors

and dimensions. The values of Cronbach's alpha for factors ranged from .61 to .88 which indicates that factors had high degree of internal consistency. While for dimensions, the values of Cronbach's alpha ranged from .83 to .94 which indicates that dimensions have stable and reliable composition of their respective factors. Skewness and kurtosis values for factors and dimensions were in acceptable range i.e., $< \pm 2$ except for the kurtosis values for understanding, pleasure, expectations, sincerity, and intimacy which are high. However, according to central limit theorem a sampling distribution is normal if the sample is large enough (Field, 2012).

Table 6

Descriptive Statistics for Factors and Dimensions (N = 506)

Factors/ Dimensions	No. of Items	M	SD	Cronbach's Alpha	Range		Skew	Kurt
					Potential	Actual		
Sharing	11	42.91	9.37	.88	0-55	4-55	-1.18	1.83
Disloyalty	9	30.71	9.50	.84	0-45	0-45	-.58	-.24
Physical Attraction	6	20.11	6.98	.82	0-30	0-30	-.67	-.09
Understanding	8	31.15	6.75	.79	0-40	3-40	-1.39	2.42
Pleasure	4	16.93	3.50	.76	0-20	2.98-20	-1.74	3.29
Closeness	6	23.56	5.10	.74	0-30	3-30	-1.21	1.72
Negative Dating Attitude	6	19.64	6.96	.70	0-30	0-30	-.42	-.42
Motive to love	3	8.05	3.97	.65	0-15	0-15	-.20	-.60
Expectations	6	25.49	4.43	.71	0-30	8.96-30	-1.54	2.66
Lack of Commitment	3	8.94	3.84	.66	0-15	0-15	-.51	-.18
Significance	4	14.59	4.17	.65	0-20	0-20	-.88	.56
Companionship	4	15.37	3.68	.61	0-20	0-20	-1.03	1.21
Sincerity	4	16.28	3.55	.70	0-20	0-20	-1.37	2.29
Intimacy	43	170.91	29.49	.94	0-215	21.96-215	-1.40	2.77
Passion	13	43.52	11.66	.83	0-65	1-65	-.50	.04
Distrust	18	59.30	15.84	.84	0-90	0-90	-.51	-.09

Pearson bivariate correlations were calculated between the factors and dimension which were found to be significant in most of cases (see Table 7). For dimensions result shows that there was a significant positive correlation between Intimacy and Passion ($r = .56, p < .01$) while there was significant negative correlation between Intimacy and Distrust ($r = -.09, p < .05$). But correlation was not significant between Passion and Distrust.

Intimacy has significant positive correlation with its own factors (r ranging from .73 to .89, $p < .01$). It has also significant correlation with factors of Passion (r ranging from .26 to .55, $p < .01$). While in case of factors of Distrust, Intimacy has no significant correlation with Disloyalty and Lack of Commitment and has significant negative correlation with Negative Dating Attitude ($r = -.16, p < .01$).

Passion has significant correlation with its own factors (r ranging from .68 to .90, $p < .01$). It has also significant positive correlation with factors of Intimacy (r ranging from .33 to .52, $p < .01$). For factors of Distrust dimension, Passion has significant positive correlation with Disloyalty ($r = .24, p < .01$), significant negative correlation with Negative Dating Attitude ($r = -.21, p < .01$) and has non-significant correlation with Lack of Commitment.

Distrust has significant positive correlation with its own factors (r ranging from .57 to .88). For factors of Intimacy, it has significant positive correlation with Expectations ($r = .15, p < .01$), significant negative correlation with Sharing ($r = -.10, p < .05$), Closeness ($r = -.10, p < .05$), Understanding ($r = -.11, p < .05$), Pleasure ($r = -.11, p < .05$), and Significance ($r = -.14, p < .05$). While it has non-significant correlation with Sincerity. For factors of Passion dimension, Distrust has significant positive correlation with Motive to Love ($r = .24, p < .01$) and Companionship ($r = .14, p < .05$) and significant negative correlation with Physical Attraction ($r = -.11, p < .05$).

Table 7

Correlation Matrix Among Factors and Dimensions of Romantic Relations Scale for Adolescents (N = 506)

Factors/ Dimensions	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1 SIN	-	.53**	.66**	.53**	.46**	.42**	.52**	.12**	.31**	.31**	-.04	-.07	.01	.73**	.33**	-.06
2 EXP		-	.58**	.59**	.48**	.54**	.49**	.20**	.34**	.36**	.17**	.06	.09*	.74**	.39**	.15**
3 SHA			-	.67**	.58**	.58**	.65**	.23**	.50**	.43**	-.04	-.16**	-.00	.89**	.51**	-.10*
4 CLO				-	.57**	.62**	.62**	.19**	.50**	.35**	-.04	-.14**	-.05	.83**	.48**	-.10*
5 UND					-	.54**	.48**	.15**	.40**	.27**	-.08	-.16**	.04	.77**	.38**	-.11*
6 PLE						-	.56**	.25**	.43**	.32**	-.05	-.15**	-.04	.74**	.45**	-.11*
7 SIG							-	.34**	.48**	.37**	-.05	-.21**	-.05	.77**	.52**	-.14*
8 MTL								-	.39**	.33**	.31**	.01	.22**	.26**	.68**	.24**
9 PHA									-	.52**	.07	-.31**	-.04	.55**	.90**	-.11*
10 COM										-	.29**	-.10*	.07	.44**	.74**	.14*
11 DIS											-	.44**	.38**	-.03	.24**	.88**
12 NDA												-	.22**	-.16**	-.21**	.75**
13 LOC													-	.00	.07	.57**
14 INT														-	.56**	-.09*
15 PAS															-	.06
16 DIS																-

Note. SIN=Sincerity, EXP=Expectations, SHA=Sharing, CLO=Closeness, UND=Understanding, PLE=Pleasure, SIG=Significance, MTL=Motive to Love, PHA=Physical Attraction, COM=Companionship, DIS=Disloyalty, NDA=Negative Dating Attitude, LOC=Lack of Commitment, INT=Intimacy, PAS=Passion, DIST=Distrust, * $p < .05$, ** $p < .01$

Conceptual Model of the Study

This study has an empirical framework. Based on the literature review, focus group discussions, and findings of study-2, a conceptual model is designed (see Figure 1) which is depicting expected relationships of the study variables. Main predictor in this model is romantic relations. Literature shows that in the western cultures, adolescents' romantic relations are taken as important relational factors during adolescence and considered very important in the development and well-being of the adolescents (Collins, 2003; Collins & Van Dulmen, 2006; Collins et al., 2009; Giordano et al., 2006; Furman & Collins, 2009; Furman & Shaffer, 2003; Kanske & Allen, 2018; Tolman & Mc Clelland, 2011). Empirical literature also shows that romantic relations are the important predictor of psychological well-being in adolescents (Gomez-Lopez, et al., 2019). Although most of the western culture-based literature shows that romantic relations are beneficial for adolescents' social and emotional functioning, but there are also evidences of negative impact of these relations on adolescents. Results of different studies show that romantic relations, whether real or fantasized, are source of positive as well as negative emotions for adolescents (Larson & Asmussen, 1991; Seiffge-Krenke, 1995). Romantic relations have been found to be associated with negative behaviours and poor psychological health and well-being (Davies & Windle, 2000; Furman & Collins, 2009; Neemann, Hubbard, & Masten, 1995; van Dulmen et al., 2008; Zimmer-Gemback, Siebenbruner, & Collins, 2004). Romantic relations disturb relations with friends and parents (Joyner & Udry, 2000). As romantic relations are not allowed in Islam, which is the most practiced religion in Pakistan, hence many adolescents in focus group discussions mentioned the negative consequences of having these relations. They also said that romantic relations effect mental health and relations of adolescents with their family and especially with parents. Due to non-acceptance of romantic relations in religious collectivist culture of Pakistan, it is assumed that adolescents' romantic relations may negatively affect their psychological well-being. It is also assumed that romantic relations may induce social hopelessness in adolescents. Hence, in the conceptual model of the study, romantic relations including intimacy, passion, and

distrust are taken as negative predictors of psychological well-being and positive predictors of social hopelessness.

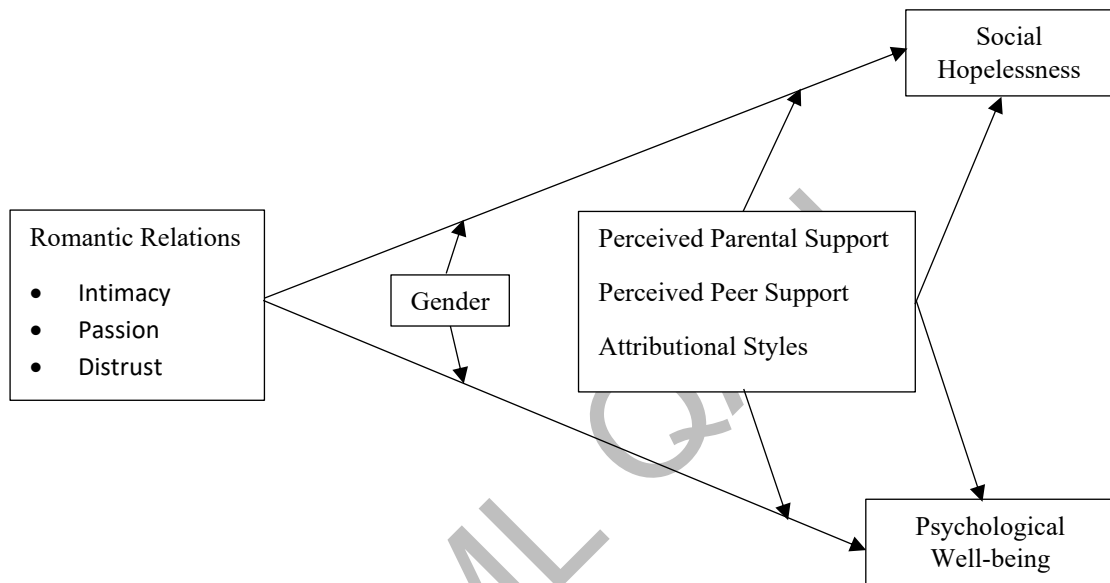


Figure 3. Conceptual model of the study

As literature show that parental support is related to greater well-being and social adjustment (Gottlieb, 1985; Lee & Goldstein, 2015); and it is important predictor of psychological well-being of the adolescents (Hussy et al., 2013). Further, literature indicate that peer group support is also an important source of learning, development, and psychological well-being during adolescence (Kiuru, 2008); and it is a significant predictor of psychological well-being as well (Kibret & Tareke, 2017). Therefore, perceived parental support and perceived peer support are incorporated as positive predictor of psychological well-being.

Previous literature showed negative associations of perceived peer and family support with hopelessness in adolescents. Empirical literature also supports a negative relationship between perceived social support from friends and family and hopelessness (Cakar & Karatas, 2012). It has been found that adolescents' perception

of lack of support from their families and peers is related to increase in hopelessness (Kashani et al., 1997). Hence, in the conceptual model of the study, perceived parental support and perceived peer support are taken as negative predictor of social hopelessness.

Similarly, previous literature showed that development of romantic relations during adolescence does not occur in social vacuum (Smetana et al., 2006). Rather, interpersonal relationships with significant others, e.g., parents, peers, and partners, play important roles in the process through which adolescents form their romantic relationships (Smetana et al., 2006). Hence, in recognition of the importance of parents and peer group in context of romantic relations, it is hypothesized that parental support and peer support negatively moderate the effect of romantic relations including intimacy, passion, and distrust on psychological well-being and social hopelessness.

The literature suggests that attributional style is significant predictor of mental health/well-being, happiness, and psychological well-being (Cheng & Furnham, 2001, 2003). Attributional styles have also been studied as predictor of emotional well-being and academic performance (Peterson & Barrett, 1987; Peterson & Steen, 2002). Furthermore, attributional style has also been found to be related to hopelessness as previous literature shows that pessimistic attributional style leads to sense of hopelessness (Abramson et al., 1995; Lakdawalla et al., 2007). Based on previous research, attributional style is taken positive predictor of social hopelessness and negative predictor of psychological well-being. As literature indicate that cognitions and cognitive processes play an important role in romantic relations (Harvey, Pauwels, & Zickmund, 2005; Karney, McNulty, & Bradbury, 2003). Hence, it is hypothesized that attributional style positively moderates the effect of romantic relations including intimacy, passion, and distrust on psychological well-being and social hopelessness. Finally, the review of the previous empirical literature showed that there are gender differences on many aspects of romantic relationships (Conolly & Johnson, 1996; Shulman & Scharf, 2000). Hence, gender is also taken as a moderator in the conceptual model of the present study.

Phase-II: Pilot Study

The main objectives of the pilot study were to establish the psychometric properties of Perceived Parental Support Scale, Perceived Peer Support Scale, Attributional Style Questionnaire for Adolescents, Social Hopelessness Questionnaire, Well-Being Questionnaire, and Romantic Relations Scale for Adolescents; and to explore the data trends.

This phase consisted of following two parts:

Part-I. To establish the psychometric properties of the instruments.

Part-II. To explore the data trends.

Part-I: To Establish the Psychometric Properties of the Instruments

Objectives. To establish the psychometric properties of the instruments used in the main study.

Instruments. Psychometric properties of the following instruments were determined:

1. Perceived Parental Support Scale (Kristjansson et al., 2010)
2. Perceived Peer Support Scale (Kristjansson et al., 2010)
3. Attributional Style Questionnaire for Adolescents (Rodriguez-Naranjo & Cano, 2010)
4. Social Hopelessness Questionnaire (Heisel et al., 2003)
5. Well-Being Questionnaire (Bradley, 2000)
6. Romantic Relations Scale for Adolescents

Sample. A convenience sample of 316 adolescents (boys = 149, girls = 167) was taken from different public ($n = 226$) and private ($n = 90$) colleges of Rawalpindi and Islamabad. Only those boys and girls were taken as participants who were the regular students of F.A./F.Sc., 11th ($n = 182$) and 12th grade ($n = 134$). Their age range was 16 to 18 years, and both of their parents were alive. In the sample 24.7% were 16 years old, 40.8% were 17 years old and 34.5% were 18 years old. Regarding family

system, 31.6% of sample was from joint family system and 68.4% of sample was from nuclear family system. In the sample, 47.5% adolescents' fathers were self-employed, 40.2% adolescents' fathers were government employees while 12% adolescents' fathers were employee in private organizations. In case of mother's occupation, majority of the adolescents' mothers were housewives (91.5%).

Table 8

Demographic Descriptions of Pilot Study Sample (N = 316)

Demographics	Groups	Frequency	Percentage
Age	16 years	78	24.7
	17 years	129	40.8
	18 years	109	34.5
Gender	Boys	149	47.2
	Girls	167	52.8
Class	1st year (11 th grade)	182	57.6
	2nd year (12 th grade)	134	42.4
College	Private	90	28.5
	Public	226	71.5
Family System	Joint	100	31.6
	Nuclear	216	68.4
Father's occupation	Self-employed	150	47.5
	Government employees	127	40.2
	Employee in private organization	38	12
Mother's occupation	Housewives	289	91.5
	Government employees	23	7.3
	Employee in private organization	4	1.3

Procedure. Before data collection formal permission was taken from principles/directors of the colleges and parents of the students. Informed consent was also taken from the participants. Students who were interested and fulfilled the inclusion criteria were briefed about the purpose of the study. They were insured about confidentiality. Oral as well as written instructions were provided in order to facilitate them. They were told that there is no time limit. On average students took almost two hours to complete the demographic sheet and scales/questionnaires. After data collection scoring was done.

For scoring of Perceived Parental Support Scale and Perceived Peer Support Scale, score of 1 was given for *very difficult*, 2 for *rather difficult*, 3 for *rather easy* and 4 for *very easy*. The score on each item was summed to generate individual's score on each scale. There was no reverse scoring.

For scoring of W-BQ12, scoring was done by using scale from *not at all* (0) to *all the time* (3). Item no. 6 and 7 were reversed score. Subscale totals were computed by adding up the scores of respective items. To find overall total i.e., Psychological Well-being score, following formula was used as given in W-BQ user guideline:

Psychological Well-being: $12 - \text{Negative W-B12} + \text{Energy} + \text{Positive W-B12}$

Item no. 1, 2, 3 and 4 were reversed score only to estimate reliability of whole scale.

For scoring of Social Hopelessness Questionnaire (SHQ), score of 1 was given for *strongly disagree*, 2 for *slightly disagree*, 3 for *neutral*, 4 for *slightly agree* and 5 for *strongly agree*. To get the total, score on 20 items were summed up. There was no reversed scoring.

For scoring of Attributional Style Questionnaire for Adolescents, each subscale was scored independently, and then composite score was calculated. For scoring of Internality, 1 to 7 score was given where 1 stands for *totally due to other people or circumstances*, and 7 for *totally due to me*. Similarly, for Stability, 1 to 7 score was given where 1 stands for *will never again be present*, and 7 for *will always be present*. For scoring of Globality, 1 to 7 score was given where 1 stand for *influences only this particular situation*, and 7 for *influences all the situations in my life*. For total score of

each subscale, scores for only those events were summed which were considered important by the individual i.e., on which individual scored 5 or above on the fourth item of particular event. Score on fourth item of each event ranged from 1 to 7 where 1 stands for *not at all important*, and 7 for *extremely important*. Total score on each subscale was divided by number of events considered important by the individual resulting in the final scores for each individual on each subscale. Sum of score on Internality, Stability, and Globality is the composite score on Attributional Style Questionnaire.

For scoring of RRS-A, score ranged from 0 to 5. Score of 5 was given for *completely agree*, 4 for *mostly agree*, 3 for *slightly agree*, 2 for *slightly disagree*, 1 for *mostly disagree* and 0 for *completely disagree*. Only item number 50 was reversed scored that item is pertaining to Negative Dating Attitude. Total score of each factor is the sum of scores on the items of that particular factor. While dimension/subscale score is the sum of scores on all factors of that dimension/subscale. After scoring, analysis was conducted.

Results. First of all, data was analysed for descriptive statistics i.e., means, standard deviations, Cronbach's alpha, range, skewness, and kurtosis. The results are given in the Table 9.

Table 9

Descriptive Statistics for Study Variables (N = 316)

Variables	No. of items	M	SD	Cronbach's Alpha	Range		Skew	Kurt
					Potential	Actual		
Peer Support	5	15.46	2.78	.61	5-20	5-20	-.51	.13
Parental Support	5	16.50	2.96	.72	5-20	5-20	-.98	1.00
Negative Well-being	4	3.75	3.20	.76	0-12	0-12	.83	-.05
Energy	4	7.65	2.73	.63	0-12	0-12	-.48	-.16
Positive Well-being	4	7.97	2.71	.60	0-12	0-12	-.39	-.36
Psychological Well-being	12	23.87	6.65	.79	0-36	4-36	-.48	-.06
Internality	18	5.15	1.10	.82	0-7	1-7	-.83	.86
Stability	18	3.96	1.28	.87	0-7	1-7	-.10	-.41
Globality	18	4.65	1.22	.86	0-7	1-7	-.60	.32
Attributional Styles	54	13.74	2.36	.87	0-21	4.13-20.24	-.37	1.25
Social Hopelessness	20	61.26	14.94	.87	20-100	21-97	-.11	-.39
Intimacy	43	172.94	27.12	.93	0-215	42.40-214	-1.34	2.48
Passion	13	42.92	11.43	.82	0-65	2-65	-.54	.34
Distrust	18	58.64	15.79	.84	0-90	0-90	-.48	.07
Sincerity	4	16.40	3.47	.73	0-20	3-20	-1.36	1.97
Expectations	6	25.62	4.17	.67	0-30	9-30	-1.54	2.70
Sharing	11	43.56	8.95	.87	0-55	5-55	-1.22	2.04
Closeness	6	23.89	4.60	.72	0-30	9-30	-.97	.68
Understanding	8	31.64	5.97	.75	0-40	9-40	-1.20	1.48
Pleasure	4	17.01	3.18	.77	0-20	7.40-20	-1.38	1.37
Significance	4	14.82	4.01	.65	0-20	0-20	-.92	.93
Motive to Love	3	7.74	3.92	.63	0-15	0-15	-.24	-.61
Physical Attraction	6	19.94	6.73	.80	0-30	0-30	-.61	-.06
Companionship	4	15.24	3.62	.61	0-20	1-20	-1.13	1.56
Negative Dating Attitude	6	20.00	6.96	.71	0-30	0-30	-.38	-.58
Disloyalty	9	29.80	9.55	.83	0-45	0-45	-.59	-.16
Lack of Commitment	3	8.83	3.73	.61	0-15	0-15	-.53	-.06

Descriptive statistics show that Cronbach's alpha for study variables ranged from .60 to .93. Positive well-being has lowest value of Cronbach's alpha i.e., $\alpha = .60$ but it is still in acceptable range (Ursachi, Horodnic, & Zait, 2015). Internality, stability, globality, attributional styles, social hopelessness, intimacy, passion, distrust, sharing, physical attraction, and disloyalty have very good reliabilities as Cronbach's alpha values for these measures $\geq .80$. Cronbach's alpha values for

parental support, negative well-being, psychological well-being, sincerity, closeness, understanding, pleasure, and negative dating attitude show that they have good internal consistency. While peer support, energy, positive well-being, expectations, significance, motive to love, companionship, and lack of commitment have reliabilities ranging from $\alpha = .60$ to $.70$ that is acceptable level of reliability (Ursachi et al., 2015). Skewness and Kurtosis values for study variables are within acceptable range i.e., $< \pm 2$ except the kurtosis values for intimacy, expectations, and sharing, which are high. However, according to central limit theorem a sampling distribution is normal if the sample is large enough (Field, 2012).

Confirmatory factor analysis was conducted by using Mplus (V-7) in order to confirm the factor structure of the Perceived Parental Support Scale, Perceived Peer Support Scale, Attributional Style Questionnaire for Adolescents, Social Hopelessness Questionnaire, and Well-Being Questionnaire. Factor structure of the Romantic Relations Scale for Adolescents (RRS-A) was confirmed on the main study sample.

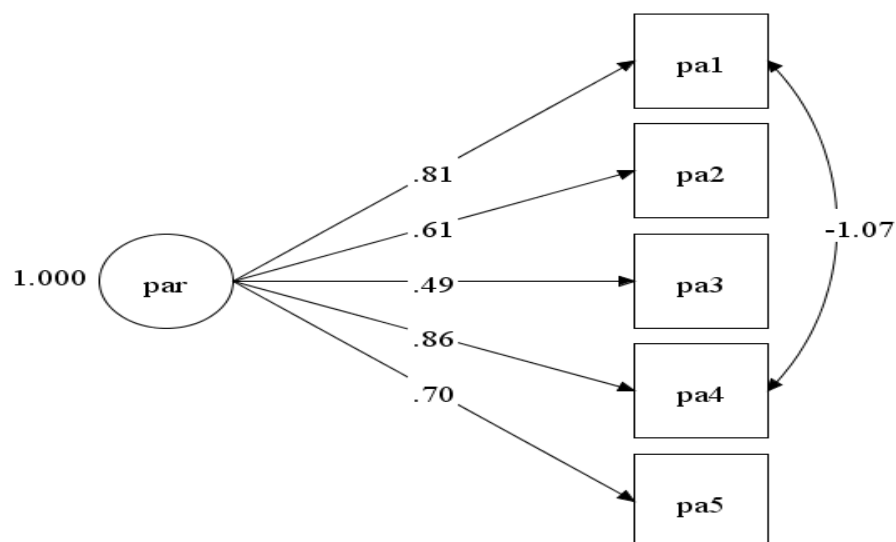


Figure 4. Confirmatory factor analysis of the Perceived Parental Support Scale

Table 10

Estimation of fit indices for the Perceived Parental Support Scale (N = 316)

Models	χ^2	Df	P	χ^2/df	RMSEA	CFI	TLI	$\Delta\chi^2(df)$
M1	24.95	5	.00	4.99	.11	.96	.92	
M2	7.61	4	.11	1.90	.05	.99	.98	17.34(1)

Note. M1 = Default model, M2 = Finally fitted model

Result shows that default model has significant chi-square value ($\chi^2 = 24.95$, $p = .00$), and the value of Root Mean Square Error of Approximation (RMSEA) is high (RMSEA = .11) while other model fit indexes such as Comparative Fit Index (CFI) and Tucker-Lewis Index (TLI) are in acceptable range. In second step of the analysis, one error covariance was allowed between item number 1 and 4 that resulted in significant improvement in model with $\Delta\chi^2(df) = 17.34(1)$, RMSEA = .05, CFI = .99, and TLI = .98. But value of error covariance was greater than 1, so, it was decided to run CFA on main study sample again.

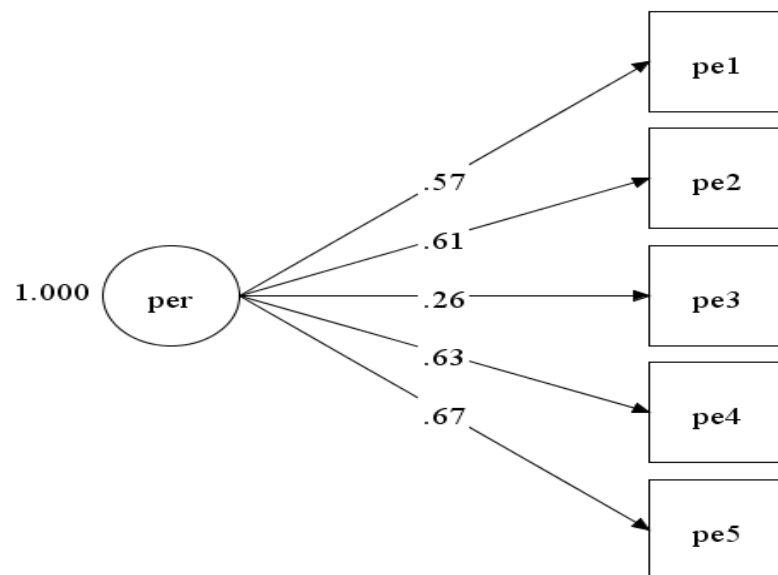


Figure 5. Confirmatory factor analysis of the Perceived Peer Support Scale

Results shows that χ^2 value of default model is non-significant ($\chi^2(df) = 4.96(5)$, $p = .42$) and other model fit indices are also in acceptable range (RMSEA = .00,

CFI = 1.00, and TLI = 1.00) that is confirming factor structure of the original scale. Factor loadings of items ranged from $\lambda = .57$ to $.67$ except loading of third item. The loading is slightly less than the criteria i.e., $\lambda = .30$, but the item is important, and do not influence the model fit indices hence it is retained.

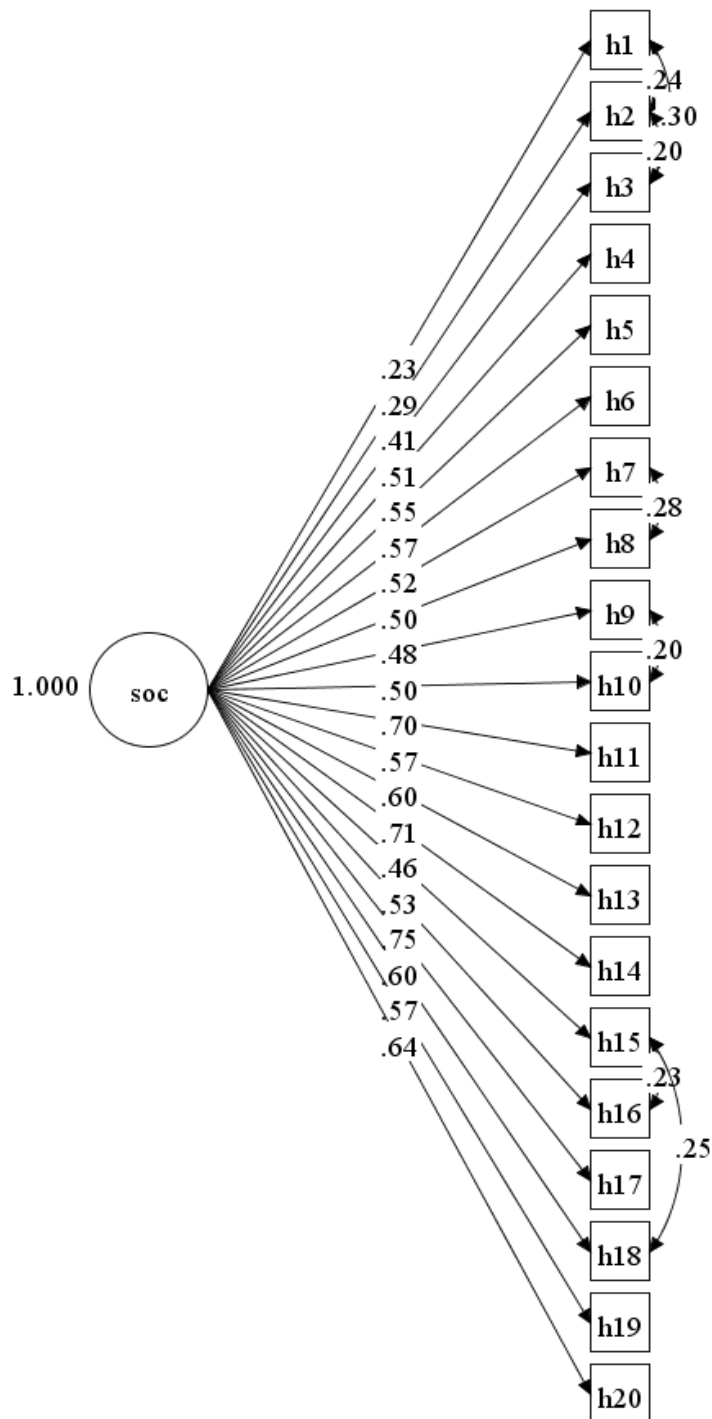


Figure 6. Confirmatory factor analysis of the Social Hopelessness Questionnaire

Table 11

Estimation of fit Indices for the Social Hopelessness Questionnaire (N = 316)

Models	χ^2	Df	p	χ^2/df	RMSEA	CFI	TLI	$\Delta \chi^2(df)$
M1	429.45	170	.00	2.53	.07	.92	.91	
M2	320.26	163	.00	1.96	.05	.95	.94	108.19(7)

Note. M1 = Default model, M2 = Finally fitted model

Result shows that default model of Social Hopelessness Questionnaire has significant χ^2 value ($\chi^2 = 429.45$, $p = .00$), and values of CFI and TLI are good (CFI = .92, TLI = .91) but RMSEA is slightly high (RMSEA = .07). Error covariance were allowed for items having related content. First error covariance was allowed between item number 1 and 3, as both have related content that is difficulty related to facing people or coping with people who are not liked by the individual. Second error covariance was allowed between item 7 and 8, as both are related to hopelessness regarding friends and friendship. Third error covariance was added between item 1 and 2. These items are related to hopelessness regarding people in one's life or having feelings of no control over having desired relations in life. Fourth error covariance was allowed between item 2 and 3 as both are related to problem in relations with people.

Fifth error covariance emerged between item number 15 and 18, as both items are related to hopelessness regarding social/interpersonal relationship. Sixth error covariance was allowed between item 15 and 16, which are about hopelessness in interpersonal relationships. Seventh error covariance was allowed between item 9 and 10 which reflected pessimistic views about future.

Above mentioned error covariance resulted in improvement of model with $\Delta \chi^2(df) = 108.19(7)$, RMSEA = .06, CFI = .95, and TLI = .94. Model fit indices shows that model fitted the data well and confirmed factor structure of the Social Hopelessness Questionnaire. Result shows that factor loadings of 1st and 2nd item are less than $\lambda = .30$ but the items are important, hence items are retained. Further it was decided to recheck their factor loadings on the main study sample.

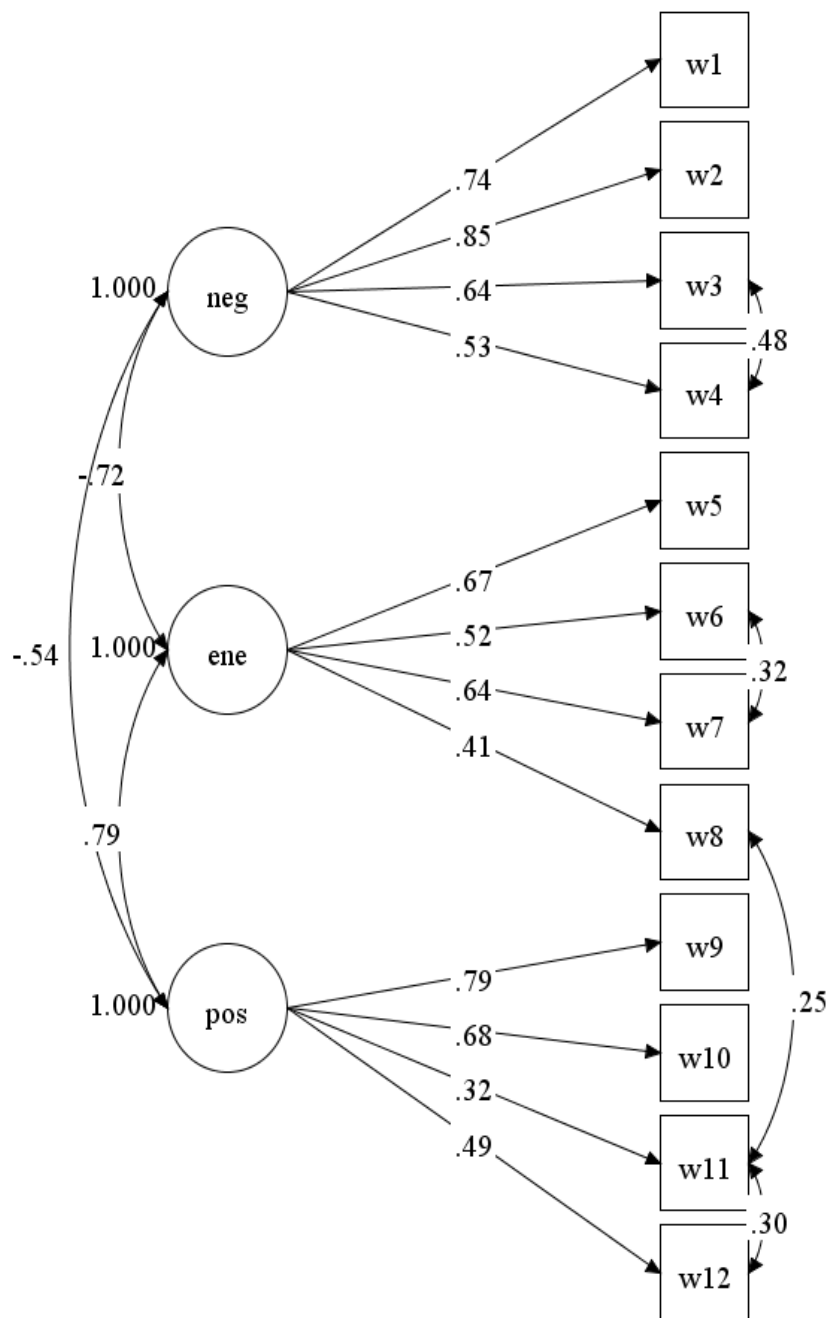


Figure 7. Confirmatory factor analysis of the Well-Being Questionnaire (W-BQ12)

Table 12

Estimation of fit indices for the Well-Being Questionnaire (N = 316)

Models	χ^2	Df	p	χ^2/df	RMSEA	CFI	TLI	$\Delta\chi^2(df)$
M1	193.81	51	.00	3.80	.09	.90	.87	
M2	112.93	47	.00	2.40	.06	.96	.94	80.88(4)

Note. M1 = Default model, M2 = Finally fitted model

Results show that for the default model, χ^2 value is significant ($\chi^2 = 193.81$, $p = .00$) due to large sample size. CFI is acceptable (CFI = .90) while other model fit indices are not in acceptable range (RMSEA = .09, TLI = .87). Error covariance was allowed for items having related content. First error covariance was added between item 3 and 4, as these items show general fear and anxiety. Second error covariance was added between item 11 and 12, as these items show positive attitude about life, or positive state of mind where individual think that he/she has control over life. Third error covariance emerged between item 8 and 11, as these items have related content. Both items show that person is active in life. Fourth error covariance was added between item 6 and 7, both of which show lack of energy. Inclusion of these error covariance resulted in improvement of the model with $\Delta\chi^2(df) = 80.88(4)$, RMSEA = .06, CFI = .96, and TLI = .94. The values of model fit indices show that model fitted the data well and confirmed factor structure of the questionnaire. Factor loadings of items ranged from .32 to .85 for their respective subscales. Further, intra-scale correlations showed that negative well-being has significant negative correlation with energy ($r = -.41$, $p < .01$), positive well-being ($r = -.29$, $p < .01$), and the overall scale ($r = -.77$, $p < .01$). Energy has significant positive correlation with positive well-being ($r = .48$, $p < .01$), and the overall scale ($r = .80$, $p < .01$). Similarly, positive well-being also has significant positive correlation with the overall scale ($r = .74$, $p < .01$).

Table 13

Correlation Between the Subscales and Composite Score of the Well-Being Questionnaire (W-BQ12)

Measures	1	2	3	4
1. Negative Well-being	—	-.41**	-.29**	-.77**
2. Energy		—	.48**	.80**
3. Positive Well-being			—	.74**
4. Psychological Well-being				—

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

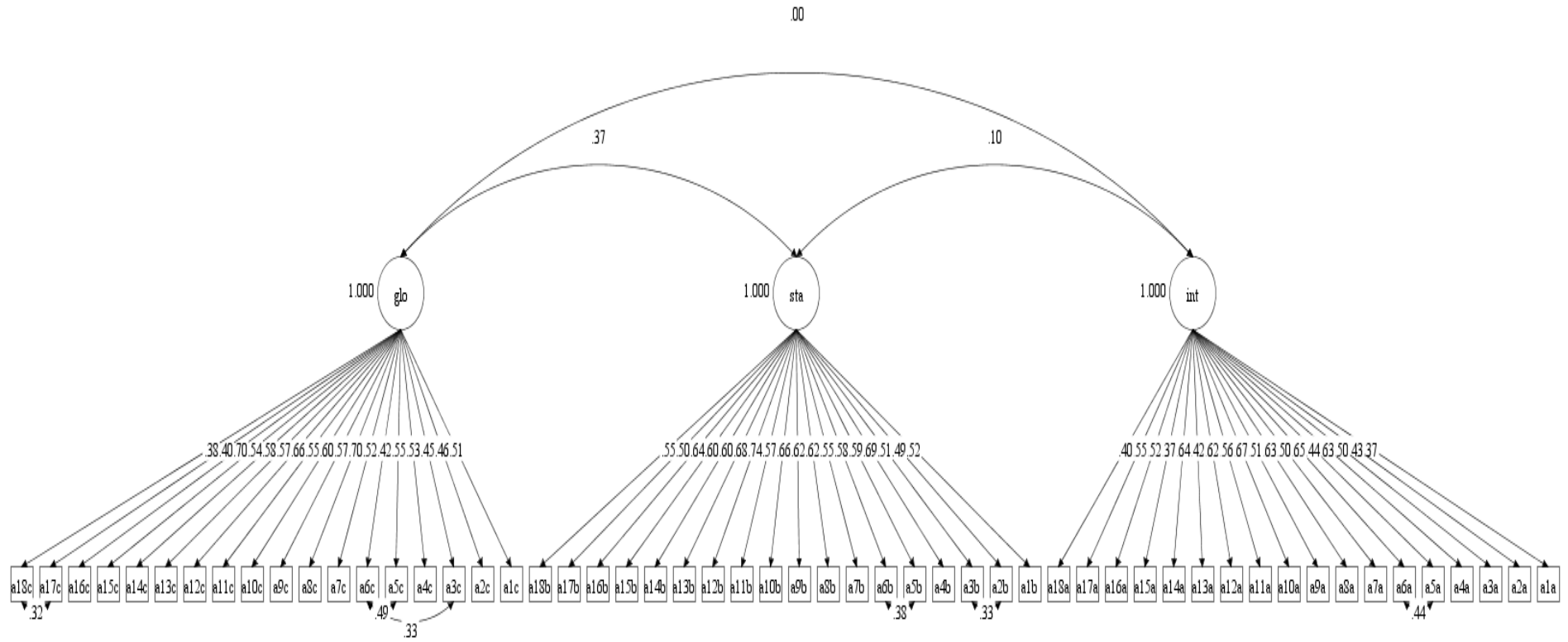


Figure 8. Confirmatory factor analysis of the Attributional Style Questionnaire

Table 14

Estimation of Fit Indices for the Attributional Style Questionnaire (N = 316)

Models	χ^2	Df	P	χ^2/df	RMSEA	CFI	TLI	$\Delta \chi^2(df)$
M1	2115.95	1374	.00	1.54	.04	.87	.86	
M2	2011.22	1368	.00	1.47	.04	.89	.88	104.73(6)

Note. M1 = Default model, M2 = Finally fitted model

Results show that for the default model χ^2 value is significant ($\chi^2 = 2115.95$, $p = .00$). RMSEA is good (RMSEA = .04) while other model fit indices are not in acceptable range (i.e., CFI = .87, TLI = .86). Error covariance were allowed for items having related contents. First error covariance was allowed between item A5c and A6c. Both are the items of globality related to situation five and six. Both situations are related to college and have related content that some negative situation has arisen in college due to which one has some negative consequence. Second error covariance was added between internality items of situation five and six. And third error covariance emerged between stability items of the same situations. Fourth error covariance was allowed between stability items of situation 17 and 18. Both situations are related to problems in friendship. Fifth error covariance was added between items of situation three and six pertaining to globality. Both situations are related to problems which students usually face in process of education. Sixth error covariance was allowed between stability items of situation two and three. Both situations are related to examination. Addition of above-mentioned error covariance resulted in improvement of model with $\Delta \chi^2(df) = 104.73(6)$, RMSEA = .04, CFI = .89, and TLI = .88. RMSEA value is in range but CFI and TLI values are slightly less than the acceptable criteria. That may be due to the reason that Internality subscale has non-significant correlation with other subscales i.e., Stability and Globality (see Table 15) and hence incorporating these three constructs in one measurement model did not result in a very good fit of the model to the data. However, this correlation pattern was same that was reported in the development of this scale (Rodriguez-Naranjo & Cano, 2010). As factor loadings of items for their respective subscale are above .30 (see

Table 16) that indicated validity of the indicators. And Cronbach's alpha values for scale and subscales ranged from .82 to .87 that showed high degree of internal consistency of the subscales and the scale. Hence, the scale is considered suitable for use in the main study.

Pearson correlations were computed between subscales and scale (see Table 15). It is found that internality has no significant correlation with stability and globality. But there is a significant correlation between stability and globality ($r = .33$, $p < .01$). While all subscales have significant positive correlation with scale (r ranging from .50 to .76, $p < .01$). Results of correlations among scale and subscales found in this study are same as reported in the development and validation of this scale (Rodriguez-Naranjo & Cano, 2010). Factor loadings of items for their respective subscales ranged from .37 to .74 (see Table 16).

Table 15

Correlation Between Subscales and Scale (N = 316).

Measures	Internality	Stability	Globality	Attributional style
Internality	–	.10	-.04	.50**
Stability		–	.33**	.76**
Globality			–	.69**
Attributional style				–

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

Table 16

Factor Loadings of Items of ASQ-A for Their Respective Subscales

Internality		Stability		Globality	
Items	Factor loadings	Items	Factor loadings	Items	Factor loadings
A1a	.37	A1b	.52	A1c	.51
A2a	.43	A2b	.49	A2c	.46
A3a	.50	A3b	.51	A3c	.45
A4a	.63	A4b	.69	A4c	.53
A5a	.44	A5b	.59	A5c	.54
A6a	.65	A6b	.58	A6c	.42
A7a	.50	A7b	.55	A7c	.52
A8a	.63	A8b	.62	A8c	.71
A9a	.51	A9b	.62	A9c	.57
A10a	.67	A10b	.66	A10c	.60
A11a	.56	A11b	.57	A11c	.55
A12a	.62	A12b	.74	A12c	.66
A13a	.42	A13b	.68	A13c	.57
A14a	.64	A14b	.60	A14c	.58
A15a	.37	A15b	.60	A15c	.54
A16a	.52	A16b	.64	A16c	.70
A17a	.55	A17b	.50	A17c	.40
A18a	.40	A18b	.55	A18c	.38

Part II: Exploring the Data Trends

Pearson bivariate correlation analysis was conducted to see the trends of relationships between study variables. It was found that in most of cases correlation was significant and in expected directions between study variables. Correlation matrix is given in the Table 17.

Results show that peer support has significant positive correlation with psychological well-being ($r = .18, p < .01$) and significant negative correlation with social hopelessness ($r = -.24, p < .01$). Parental support has significant positive correlation with psychological well-being ($r = .27, p < .01$) and significant negative correlation with social helplessness ($r = -.13, p < .01$). While attributional styles have significant negative correlation with psychological well-being ($r = -.15, p < .01$) and significant positive correlation with social helplessness ($r = .14, p < .05$). The results show that peer support, parental support, and attributional styles have association with psychological well-being and social hopelessness that are parallel with previous findings.

Although, intimacy has non-significant correlation with psychological well-being and social hopelessness, but direction of correlation is in expected direction. Passion ($r = -.16, p < .01$) and distrust ($r = -.12, p < .05$) have negative correlation with psychological well-being. While passion ($r = .36, p < .01$) and distrust ($r = .18, p < .01$) have significant positive correlation with social hopelessness. These results support the proposed directions of the conceptualization of present study.

Results also show that intimacy has significant positive association with passion ($r = .52, p < .01$) while significant negative association with distrust ($r = -.12, p < .05$). Passion has non-significant association with distrust. These correlation results are same as found in study-2.

Henceforth, on the basis of results of correlation analysis, it is concluded that further investigation may be carried out by using these measures. Furthermore, it was also decided that the demographic variables, as age, father's education, mother's education, and monthly income shall be controlled statistically in analyses for testing the hypothesized relationships as they may act as confounding variables.

Table 17. *Correlation Matrix Among Demographic and Study Variables (N = 316)*

S.No.	Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1	AGE	-	-.12*	-.09	-.10	-.08	-.03	.01	.04	.02	.02	-.01	.08	-.09	-.01	-.04	.00	.01	-.07
2	FYFE		-	.60**	.25**	.08	.03	.02	-.01	.03	-.00	.13*	.07	.03	.10	-.07	-.00	-.08	.14*
3	FYME			-	.28**	.04	.02	-.00	.00	.09	.04	.08	.03	.09	.09	-.12*	.01	-.06	.10
4	MI				-	.04	.03	.01	-.04	-.05	-.04	.06	.10	-.04	.06	.08	.05	.04	-.01
5	PES					-	.34**	-.14*	.13*	.15**	.18**	.17**	-.08	-.14*	-.03	-.24**	.10	-.02	-.01
6	PAS						-	-.18**	.16**	.29**	.27**	.16**	-.12*	-.12*	-.05	-.13*	.03	-.03	.04
7	NWB							-	-.41**	-.29**	-.77**	-.14*	.13*	.20**	.11*	.30**	.12*	.11*	.05
8	ENE								-	.48**	.80**	.04	-.15**	-.18**	-.17**	-.19**	-.06	-.12*	-.15**
9	POW									-	.74**	.12*	-.08	-.12*	-.07	-.20**	-.01	-.12*	-.08
10	PWB										-	.13*	-.16**	-.22**	-.15**	-.30**	-.09	-.16**	-.12*
11	INT											-	.10	-.04	.50**	-.07	.13*	.07	-.01
12	STA												-	.33**	.76**	.13*	-.06	.04	.11*
13	GLO													-	.69**	.19**	-.03	.05	.16**
14	ATS														-	.14*	.01	.10	.14*
15	SOH															-	.08	.36**	.18**
16	INT																-	.52**	-.12*
17	PAS																	-	.00
18	DIST																		-

Note. FYFE = Formal years of father's education, FYME = Formal years of mother's education, MI = Monthly income in terms of 10k, PES = Peer Support, PAS = Parental Support, NWB = Negative Well-being, ENE = Energy, POW = Positive Well-being, PWB = Psychological Well-being, INT = Internality, STA = Stability, GLO = Globality, ATS = Attributional Style, SOH = Social Hopelessness, INT = Intimacy, PAS = Passion, DIST = Distrust, * $P < .05$, ** $p < .01$

Phase-III: Main Study

Objectives

The objectives of the main study are following:

1. To confirm factor structure of Perceived Parental Support Scale, Social Hopelessness Questionnaire, and Romantic Relations Scale for Adolescents.
2. To investigate the association of intimacy, passion, and distrust with social hopelessness and psychological well-being.
3. To investigate the association of factors of intimacy, passion, and distrust with social hopelessness and psychological well-being.
4. To investigate the association of perceived parental support, perceived peer support and attributional styles with social hopelessness and psychological well-being.
5. To explore the role of perceived parental support, perceived peer support, attributional styles, and gender as moderator for the effect of intimacy and its factors on social hopelessness and psychological well-being.
6. To explore the role of perceived parental support, perceived peer support, attributional styles, and gender as moderator for the effect of passion and its factors on social hopelessness and psychological well-being.
7. To explore the role of perceived parental support, perceived peer support, attributional styles, and gender as moderator for the effect of distrust and its factors on social hopelessness and psychological well-being.
8. To explore differences on study variables across demographics i.e., gender, college (public vs private), family system (joint vs nuclear) and fathers' occupations (self-employed, government employees and employees in private organizations).

Hypotheses

The study was carried out to test the following hypotheses:

Hypothesis of prediction.

1. Perceived parental support and perceived peer support are the positive predictors of psychological well-being.
2. Perceived parental support and perceived peer support negatively predict social hopelessness.
3. Attributional styles positively predict social hopelessness.
4. Attributional styles negatively predict psychological well-being.
5. Perception of intimacy, sincerity, expectations, sharing, closeness, significance, understanding, and pleasure in romantic relations are the positive predictors of social hopelessness.
6. Perception of intimacy, sincerity, expectations, sharing, closeness, significance, understanding, and pleasure in romantic relations have negative effect on the psychological well-being.
7. Perception of passion, motive to love, physical attraction, and companionship in romantic relations are the positive predictors of social hopelessness.
8. Perception of passion, motive to love, physical attraction, and companionship in romantic relations have negative effect on the psychological well-being.
9. Perception of distrust, disloyalty, negative dating attitude, and lack of commitment in romantic relations are the positive predictors of social hopelessness.
10. Perception of distrust, disloyalty, negative dating attitude, and lack of commitment in romantic relations have negative effect on psychological well-being.

Hypothesis of differences

11. Girls score higher than boys on perceived parental support, perceived peer support, attributional styles, and social hopelessness whereas boys score higher than girls on psychological well-being only.

12. Girls score higher than boys on perception of intimacy, sincerity, expectations, sharing, significance, closeness, understanding, pleasure, distrust, disloyalty, negative dating attitude, and lack of commitment in romantic relations.
13. Boys score higher than girls on perception of passion, motive to love, physical attraction, and companionship in romantic relations.
14. Adolescents studying in private sector colleges score higher than adolescents in public sector colleges on perceived parental support, perceived peer support, and psychological well-being whereas adolescents studying in public sector colleges score higher than adolescents in private sector colleges on attributional styles and social hopelessness.
15. Adolescents studying in private sector colleges score higher than adolescents in public sector colleges on intimacy, passion, and their factors.
16. Adolescents studying in public sector colleges score higher than adolescents in public sector colleges on distrust and its factors.
17. Adolescents living in joint family system score higher than adolescents living in nuclear family system on perceived parental support, perceived peer support, and psychological well-being whereas adolescents living in nuclear family system score higher than adolescents living in joint family system on attributional styles and social hopelessness.
18. Adolescents living in nuclear family system score higher than adolescents living in joint family system on intimacy, passion, and their factors.
19. Adolescents living in joint family system score higher than adolescents living in nuclear family system on distrust and its factors.

Hypothesis of moderations

20. Perceived parental support negatively moderates the effect of perception of intimacy, sincerity, expectations, sharing, closeness, significance, understanding, and pleasure in romantic relations on psychological well-being.
21. Perceived parental support negatively moderates the effect of perception of passion, motive to love, physical attraction, and companionship in romantic relations on psychological well-being.

22. Perceived parental support negatively moderates the effect of perception of distrust, disloyalty, negative dating attitude, and lack of commitment in romantic relations on psychological well-being.
23. Perceived peer support negatively moderates the effect of perception of intimacy, sincerity, expectations, sharing, closeness, significance, understanding, and pleasure in romantic relations on psychological well-being.
24. Perceived peer support negatively moderates the effect of perception of passion, motive to love, physical attraction, and companionship in romantic relations on psychological well-being.
25. Perceived peer support negatively moderates the effect of perception of distrust, disloyalty, negative dating attitude, and lack of commitment in romantic relations on psychological well-being.
26. Attributional styles positively moderate the effect of perception of intimacy, sincerity, expectations, sharing, closeness, significance, understanding, and pleasure in romantic relations on psychological well-being.
27. Attributional styles positively moderate the effect of perception of passion, motive to love, physical attraction, and companionship in romantic relations on psychological well-being.
28. Attributional Styles positively moderate the effect of perception of distrust, disloyalty, negative dating attitude, and lack of commitment in romantic relations on psychological well-being.
29. Gender positively moderates the effect of perception of intimacy, sincerity, expectations, sharing, closeness, significance, understanding, and pleasure in romantic relations on psychological well-being.
30. Gender positively moderates the effect of perception of passion, motive to love, physical attraction, and companionship in romantic relations on psychological well-being.
31. Gender positively moderates the effect of perception of distrust, disloyalty, negative dating attitude, and lack of commitment in romantic relations on psychological well-being.

32. Perceived parental support negatively moderates the effect of perception of intimacy, sincerity, expectations, sharing, closeness, significance, understanding, and pleasure in romantic relations on social hopelessness.
33. Perceived parental support negatively moderates the effect of perception of passion, motive to love, physical attraction, and companionship in romantic relations on social hopelessness.
34. Perceived parental support negatively moderates the effect of perception of distrust, disloyalty, negative dating attitude, and lack of commitment in romantic relations on social hopelessness.
35. Perceived peer support negatively moderates the effect of perception of intimacy, sincerity, expectations, sharing, closeness, significance, understanding, and pleasure in romantic relations on social hopelessness.
36. Perceived peer support negatively moderates the effect of perception of passion, motive to love, physical attraction, and companionship in romantic relations on social hopelessness.
37. Perceived peer support negatively moderates the effect of perception of distrust, disloyalty, negative dating attitude, and lack of commitment in romantic relations on social hopelessness.
38. Attributional styles positively moderate the effect of perception of intimacy, sincerity, expectations, sharing, closeness, significance, understanding, and pleasure in romantic relations on social hopelessness.
39. Attributional styles positively moderate the effect of perception of passion, motive to love, physical attraction, and companionship in romantic relations on social hopelessness.
40. Attributional styles positively moderate the effect of perception of distrust, disloyalty, negative dating attitude, and lack of commitment in romantic relations on social hopelessness.
41. Gender positively moderates the effect of perception of intimacy, sincerity, expectations, sharing, closeness, significance, understanding, and pleasure in romantic relations on social hopelessness.

42. Gender positively moderates the effect of perception of passion, motive to love, physical attraction, and companionship in romantic relations on social hopelessness.
43. Gender positively moderates the effect of perception of distrust, disloyalty, negative dating attitude, and lack of commitment in romantic relations on social hopelessness.

Operational Definitions

Operational definitions of the study variables are following:

Romantic relations. Sternberg (1986) defined romantic relationship as the relationship consisting of three components i.e., Intimacy, Passion, and Decision/Commitment. According to findings of the Study-2, romantic relations are defined as adolescents' perception of intimacy, passion, and distrust in the intimate relationship with member of opposite sex.

Intimacy. Intimacy refers to the feelings of proximity, bonds, consideration, and valuation of the relationship and of the partner (Sternberg, 1986; Yela, 2006). According to findings of study-2, intimacy pertains to perception of having emotional closeness and connectedness; expectations of care, love, attention, and trust; sincerity; sharing; understanding; pleasure involved in the relationship; and emotional recognition of significance of these intimate relationships. Intimacy sub-scale of the Romantic Relations Scale for Adolescents (Cheema & Malik, 2021a) is used to determine the perception of intimacy. The higher score on the sub-scale is the indicator of high perception of intimacy and vice versa.

Passion. Sternberg (1986) described that “the passion refers to the drives that lead to romance, physical attraction, sexual consummation, and related phenomena in loving relationship” (Pp.214). As per findings of study-2, passion pertains to perception of physical attraction, companionship, and other culturally bound reasons of having romantic relations. Passion sub-scale of the Romantic Relations Scale for Adolescents (Cheema & Malik, 2021a) is used to determine the perception of passion. The higher score on the sub-scale is the indicator of high perception of passion and vice versa.

Distrust. As per Merriam-Webster's dictionary (n.d.), "Distrust is the lack or absence of trust". According to findings of Study-2, Distrust pertains to individual's perception of lack of trust on dating, dating behaviour, loyalty, and commitment in the romantic relations. Distrust sub-scale of the Romantic Relations Scale for Adolescents (Cheema & Malik, 2021a) is used to determine the perception of distrust. The higher score on sub-scale is the indicator of high perception of distrust and vice versa.

Sincerity. As per Merriam-Webster's dictionary (n.d.), "Sincerity is the quality or state of being sincere". As emerged in study-2, it is the perception of to be sincere with each other, to understand each other's problems, to help and protect each other in case of some problem. Sincerity factor of Intimacy sub-scale of the Romantic Relations Scale for Adolescents (Cheema & Malik, 2021a) is used to determine the perception of sincerity. The higher score on the factor is the indicator of high perception of sincerity in romantic relations and vice versa.

Expectations. Expectations refer to the anticipated characteristics of a specific relationship (Vannier & O'Sullivan, 2016). As per finding of study-2, expectations can be defined as the perception regarding expectations of love, care, attention, trust, understanding, and sincerity in romantic relationship. Expectations factor of Intimacy sub-scale of the Romantic Relations Scale for Adolescents (Cheema & Malik, 2021a) is used to determine the perception of expectations in romantic relations. The higher score on the factor is the indicator of high perception of expectations in romantic relations and vice versa.

Sharing. As emerged in study-2, it pertains to perception of sharing of personal information, daily routine, likeness/dis-likeness, hobbies, personal problems, personal and family affairs, and everything which can be shared with a friend or some close one. Sharing factor of Intimacy sub-scale of the Romantic Relations Scale for Adolescents (Cheema & Malik, 2021a) is used to determine the perception of sharing. The higher score on the factor is the indicator of high perception of sharing in romantic relations and vice versa.

Closeness. Closeness refers to the strength of the emotional connection and attachment, along with the sense of affection or specialness that a person experience with the partner (Ponti et al., 2010). According to study-2, closeness is the perception of emotional connection, attachment and sense of affection and specialness due to trust, attraction, and feelings of love for each other. Closeness factor of Intimacy sub-scale of the Romantic Relations Scale for Adolescents (Cheema & Malik, 2021a) is used to determine the perception of closeness. The higher score on the factor is the indicator of high perception of closeness in romantic relations and vice versa.

Understanding. Understanding is the subjective feeling of the people that they understand their partner and their partner also understand them (Pollmann & Finkenauer, 2009). According to study-2, understanding in romantic relationship pertains to know that what kind of person the other individual is, to help, support, and protect each other in case of having some problem, and to understand the importance of mutual understanding in romantic relationship. Understanding factor of Intimacy sub-scale of the Romantic Relations Scale for Adolescents (Cheema & Malik, 2021a) is used to measure the perception of understanding. The higher score on the factor is the indicator of high perception of understanding in romantic relations and vice versa.

Pleasure. As emerged in Study-2, it is the perception of having good feelings in the presence of each other, and by talking, watching, and looking at each other. It is measured by using Pleasure factor of Intimacy sub-scale of the Romantic Relations Scale for Adolescents (Cheema & Malik, 2021a). The higher score on the factor is the indicator of high perception of pleasure in romantic relations and vice versa.

Significance. As emerged in study-2, it is the perception of valuation, importance, or advantages of having romantic relations in adolescence. Significance factor of Intimacy sub-scale of the Romantic Relations Scale for Adolescents (Cheema & Malik, 2021a) is used to determine the perception of significance. The higher score on the factor is the indicator of high perception of significance of romantic relations and vice versa.

Motive to love. As per findings of study-2, it is the perception of reasons or motives to have romantic relations in adolescence. It is measured by using Motive to

Love factor of Passion sub-scale of the Romantic Relations Scale for Adolescents (Cheema & Malik, 2021a). The higher score on the factor is the indicator of high perception of motives/reasons to involve in love or romantic relationship and vice versa.

Physical attraction. As emerged in study-2, it is the perception of going for date, to kiss or hug each other, to hold each other's hand, and to express feelings and emotions in presence of each other. It is measured by using Physical Attraction factor of Passion sub-scale of the Romantic Relations Scale for Adolescents (Cheema & Malik, 2021a). The higher score on the factor is the indicator of high perception of physical attraction in romantic relationship and vice versa.

Companionship. Ponti et al., (2010) described that "Companionship refers to the amount of time that people voluntarily spend together" (Pp. 77). According to the study-2, companionship is the perception of amount of time that adolescents, who have romantic relations, voluntarily spend together. Companionship factor of the Passion sub-scale of the Romantic Relations Scale for Adolescents (Cheema & Malik, 2021a) is used to determine the perception of companionship. The higher score on the factor is the indicator of high perception of companionship in romantic relations and vice versa.

Negative dating attitude. As emerged in study-2, it is the negative perception about dating and dating behaviours such as kissing and hugging. Negative Dating Attitude factor of Distrust sub-scale of the Romantic Relations Scale for Adolescents (Cheema & Malik, 2021a) is used to determine the perception of negative dating attitude. The higher score on the factor is the indicator of high perception of negative attitude towards dating in romantic relations and vice versa.

Disloyalty. As per finding of study-2, disloyalty can be defined as the perception that boys are not loyal, sincere, and committed in romantic relations, they just flirt, have relations with many girls, they use and blackmail girls. Perception of disloyalty in romantic relations is measured by using Disloyalty factor of Distrust sub-scale of the Romantic Relations Scale for Adolescents (Cheema & Malik, 2021a). The

higher score on the factor is the indicator of high perception of disloyalty in romantic relations and vice versa.

Lack of commitment. As emerged in study-2, perception of lack of commitment in romantic relations is the perception of not being committed to stay involved in the relationship and to maintain it in case of having problems especially with parents. Lack of Commitment factor of Distrust sub-scale of the Romantic Relations Scale for Adolescents (Cheema & Malik, 2021a) is used to determine the perception of lack of commitment. The higher score on the factor is the indicator of high perception of lack of commitment in romantic relations and vice versa.

Perceived parental support. It is adolescent's perception about care, warmth, assistance, and advice provided to him/her by parents and their involvement in his/her personal affairs (Kristjansson et al., 2010; Kristjansson et al., 2011). Perceived parental support is measured by using the Perceived Parental Support Scale (Kristjansson et al., 2010). The higher score on scale is the indicator of higher perception of parental support and vice versa.

Perceived peer support. It is adolescent's perception about care, warmth, assistance, and advice provided to him/her by peer groups and their involvement in his/her personal affairs (Kristjansson et al., 2010). Perceived peer support is assessed by using the Perceived Peer Support Scale (Kristjansson et al., 2010). The higher score on scale is the indicator of higher perception of peer support and vice versa.

Attributional style. Attributional style refers to the specific way in which people explain the causes of different events in their lives (Abramson et al., 1978; Seligman et al., 1979; Abramson et al., 1989). It may be the adaptive attributional style or maladaptive attributional style (Rodriguez-Naranjo & Cano, 2010). Attributional Style Questionnaire for Adolescents (Rodriguez-Naranjo & Cano, 2010) is used to determine the attributional style. The higher score on scale was the indicator of maladaptive attributional style and lower score was the indicator of adaptive attributional style.

Social hopelessness. Social hopelessness is characterized by negative perceptions and beliefs about one's social or interpersonal relationships, with socially

hopeless individuals anticipating that they will be unlikely to experience positive interpersonal relationships, to “fit in” in social situations, and to be comfortable in the presence of others (Flett, Hewitt, Gayle, & Davidson, 2003). Social hopelessness is measured by using the Social Hopelessness Questionnaire (Heisel et al., 2003). According to scale, social hopelessness is characterized by negative perceptions and beliefs about one’s social or interpersonal relationships, about other people, and future; and having negative expectations in social domain. Higher scores on the scale reflect higher levels of hopelessness and vice versa.

Psychological well-being. To have self-acceptance, personal growth, autonomy, environmental mastery, positive relations with others, and to have a purpose in life, is psychological well-being (Ryff, 1989). Psychological well-being is measured by using the Well-being Questionnaire (Bradley, 2000). According to W-BQ12, to feel himself/herself physically and mentally healthy, to be active in daily life, to be free of anxieties and worries, and to be satisfied with life is psychological well-being. The higher score on questionnaire shows the higher degree of well-being (Medin, 2010).

Instruments

The following instruments were used in the main study:

1. Demographic sheet
2. Perceived Parental Support Scale (Kristjansson et al., 2010)
3. Perceived Peer Support Scale (Kristjansson et al., 2010)
4. Attributional Style Questionnaire for Adolescents (Rodriguez-Naranjo & Cano, 2010)
5. Social Hopelessness Questionnaire (Heisel et al., 2003)
6. Well-Being Questionnaire (Bradley, 2000)
7. Romantic Relations Scale for Adolescents (Cheema & Malik, 2021a)

Demographic Sheet. Before responding on the instruments, used in the study, respondents have to fill a demographic sheet (see Appendix B). In that sheet they are asked about age, gender, class (grade), nature of college, father’s education, father’s

occupation, mother's education, mother's occupation, family system, number of siblings, birth order, and family's monthly income.

Perceived Parental Support Scale (PPS). The Perceived Parental Support Scale (see Appendix D) developed by Kristjansson et al. (2008) is used to assess adolescents' perception for support from parents. The scale consists of five items with four response categories i.e., *very difficult* (1), *rather difficult* (2), *rather easy* (3), and *very easy* (4). The items are summed creating a score ranging from 5 to 20. The higher score on scale is the indicator of higher parental support. In previous studies, Cronbach's alpha values of the scale ranged from .77 to .87 (Kristjansson et al., 2010; Kristjansson et al., 2011). It is translated in Urdu in phase-I of present study and psychometric properties are determined in phase- II. In pilot study, the Cronbach's alpha is .72 for the translated version of the scale.

Perceived Peer Support Scale. The Perceived Peer Support Scale (see Appendix F) developed by Kristjansson et al. (2010) is used to assess adolescents' perception for support from peer group. For this scale only "friends" is substituted for "parents", otherwise it has same stem followed by five items that was in the Perceived Parental Support Scale (Kristjansson et al., 2010). There are four response categories i.e., *very difficult* (1), *rather difficult* (2), *rather easy* (3), and *very easy* (4). The items are summed creating a score ranging from 5 to 20. The higher score on the scale is the indicator of higher peer support. In a previous study, Cronbach's alpha for Perceived Peer Support Scale was found to be .86 (Kristjansson et al., 2010). It is translated in Urdu in phase-I of present study and psychometric properties are determined in phase-II. In pilot study, the Cronbach's alpha is .61 for the translated version of the scale.

Attributional Style Questionnaire for Adolescents (ASQ-A). Attributional Style Questionnaire (see Appendix I) developed by Rodriguez-Naranjo and Cano (2010) is used to determine the attributional style of the adolescents. The questionnaire consists of 18 hypothetical negative events/situations. For each event/situation, respondents have to first imagine the event/situation and to write the most important cause of that event/situation in their own words. Then for every event/situation, they have to respond four items by using seven-point rating scale.

First item measures Internality, second Globality, third Stability, and fourth item measures importance of that event for the individual. The higher score on scale is the indicator of maladaptive attributional style and lower score is the indicator of adaptive attributional style. In two different studies, the Cronbach's alpha was .84 and .85 for total scale, .68 and .72 for Internality, .87 and .84 for Stability, and .80 and .86 for Globality (Rodriguez-Naranjo & Cano, 2010). The scale is translated in Urdu in phase-I of present study and psychometric properties are determined in phase-II. In pilot study, the Cronbach's alpha is .87 for total scale, .82 for Internality, .87 for Stability, and .86 for Globality for the translated version of the scale.

Social Hopelessness Questionnaire (SHQ). Social Hopelessness Questionnaire (Heisel et al., 2003) is used to determine the social hopelessness in the adolescents (see Appendix L). The questionnaire consists of 20 items. It is a five-point rating scale. Response options on the scale range from *strongly disagree* (1) to *strongly agree* (5). The items are summed creating a score ranging from 20 to 100. It is a unifactorial and internally consistent scale with Cronbach's alpha of .88 (Heisel et al., 2003). It is translated in Urdu in phase-I of present study and psychometric properties are determined in phase-II. In pilot study, the Cronbach's alpha is .87 for the translated version of the questionnaire.

Well-being Questionnaire (W-BQ12). The Well-being Questionnaire (W-BQ12) developed by Bradley (Bradley, 2000) is used to measure psychological well-being, including negative well-being, energy, and positive well-being (see Appendix O). There are 12 items which make three, 4-item subscales i.e., negative well-being, energy and positive well-being, and the 12-item overall scale i.e., psychological well-being. Positive well-being has only positively worded items while negative well-being has only negatively worded items. The subscale energy has two positively worded and two negatively worded items. Each item is rated on a four-point rating scale. The higher scores show the higher degree of well-being (Medin, 2010). In a previous study Cronbach's alpha coefficient was found to be .87 (Sagduyu et al., 2003). In present study, Urdu version of W-BQ12 is used to assess the psychological well-being of the adolescents. Its psychometric properties are determined in phase-II. In pilot

study, the Cronbach's alpha is .76 for negative well-Being, .63 for energy, .60 for positive well-Being, and .79 for psychological well-being.

Romantic Relations Scale for Adolescents (RRS-A). It is developed in Phase-I of the present study. It measures adolescents' perception of the intimate relationship with member of opposite sex. The scale consists of 74 items (see Appendix S). Responses are collected on a six-point rating scale with *completely disagree* (0), *mostly disagree* (1), *slightly disagree* (2), *slightly agree* (3), *mostly agree* (4), and *completely agree* (5). It has three dimensions i.e., intimacy, passion, and distrust. The intimacy dimension consists of seven factors i.e., sincerity, expectations, sharing, closeness, understanding, pleasure, and significance. Cronbach's alpha reliability of the intimacy dimension is .93 in the pilot study whereas reliabilities of the factors of intimacy dimension range from .65 to .87. The passion dimension consists of three factors including motive to love, physical attraction, and companionship. Cronbach's alpha reliability of the passion dimension is .82 in the pilot study whereas reliabilities of the factors of passion dimension range from .61 to .80. The distrust dimension also consists of three factors i.e., disloyalty, negative dating attitude, and lack of commitment. Cronbach's alpha reliability of the distrust dimension is .84 in the pilot study whereas reliabilities of the factors of distrust dimension range from .61 to .83.

Sample

A convenience sample of 647 adolescents was taken from different public and private colleges of twin cities that is Rawalpindi and Islamabad. Sample of the main study consisted of 285 boys (44%) and 362 girls (56%). In the sample, 144 (22.3%) adolescents were 16 years old, 237 (36.6%) were 17 years old and 266 (41.1%) were 18 years old. Among participants, 361 (55.8%) were students of 11th grade and 286 (44.2%) were students of 12th grade. In the sample, 231 (35.7%) students were from private colleges and 416 (64.3) were from public sector colleges. Adolescents from joint family system were 218 (33.7%) and 429 (66.3%) were from nuclear family system. Fathers of 234 adolescents (36.2%) were self-employed, 230 (35.5%) adolescents' fathers were government employees, 153 (23.6%) adolescents' fathers were serving in private organizations, 22 (3.4%) adolescents' fathers had been retired from some government organization, and only 2 (0.3%) adolescents' fathers were politician. Mothers of majority of adolescents i.e., 602 (93%) were housewives, only

30 (4.6%) adolescents' mothers were government employees, 7 (1.1%) adolescents' mothers were employees in private organizations, and 8 (1.2%) were self-employed. During data collection phase, 54 girls and 9 boys, who were less than 18 years age, could not get permission for participation from their parents, although, they were quite interested. Hence, they were not included in study.

Inclusion criteria. Only those adolescents, both boys and girls, were taken as participants who were 16 to 18 years old. Both of their parents were alive. And they were the regular students of F.A. and F.Sc., 11th or 12th grade in some public or private college.

Table 18
Demographic Descriptions of Main Study Sample (N = 647)

Demographics	Groups	Frequency	Percentage
Age	16 years	144	22.3
	17 years	237	36.6
	18 years	266	41.1
Gender	Boys	285	44.0
	Girls	362	56.0
Class	1st year (11 th grade)	361	55.8
	2nd year (12 th grade)	286	44.2
College	Private	231	35.7
	Public	416	64.3
Family System	Joint	218	33.7
	Nuclear	429	66.3
Father's Occupation	Self-employed	234	36.2
	Government employees	230	35.5
	Employee in private organization	153	23.6
	Retired	22	3.4
	Politician	2	.3
Mother's Occupation	Housewives	602	93.0
	Government employees	30	4.6
	Employee in private organization	7	1.1
	Self-employed	8	1.2

Procedure

Before data collection, formal permission was taken from principals/directors of the colleges and parents of the boys and girls. All the ethical obligations were strictly observed by complying with the considerations of informed consent, confidentiality, and debriefing of the students. Brief introduction was always given about the study and students were told about the objectives of the study before administering the scales. In order to facilitate their understanding, written as well as verbal instructions were given. There was no time restrictions for the completion of the scales and students usually took almost two hours to complete the demographic sheet and scales/questionnaires. After data collection, scoring was done.

Results

First of all, descriptive statistics of the study variables were calculated which are displayed in the Table 19. Results show that internality, stability, globality, attributional styles, social hopelessness, intimacy, passion, distrust, and disloyalty have very good reliabilities as Cronbach's alpha values for these variables are $\geq .80$. Cronbach's alpha values for parental support, psychological well-being, expectations, sharing, closeness, understanding, pleasure, and physical attraction show that they have good internal consistency. While negative well-being, positive well-being, sincerity, significance, motive to love, companionship, negative dating attitude, and lack of commitment have reliabilities from .60 to .70 that is acceptable level of reliability (Ursachi et al., 2015). Cronbach's alpha values for peer support and energy are low i.e., .54, and .57, respectively. Reliability of perceived peer support was compromised as there is diversity in indicators of the construct being measured and there was also low number of indicators/items. Kline (1999) has argued that psychological construct with such issues, as mentioned above, can be measured even with alpha as low as .50. Similarly, reliability of energy sub-scale of W-BQ12 was compromised as there were low number of indicators and it was sub-scale of a standardized instrument. Skewness values are within acceptable range i.e., $< \pm 2$. Kurtosis values are also in acceptable range i.e., $< \pm 2$, except the values for sincerity, expectations, closeness, and pleasure factors of RRS-A, which are high. However,

according to central limit theorem a sampling distribution is normal if the sample is large enough (Field, 2012).

Table 19

Descriptive Statistics for Study Variables (N = 647)

Variables	<i>k</i>	<i>M</i>	<i>SD</i>	Alpha	Range		Skew	Kurt
					Potential	Actual		
Peer Support	5	15.31	2.64	.54	5-20	7-20	-.42	-.13
Parental Support	5	16.44	2.93	.73	5-20	5-20	-.93	.58
Negative WB	4	3.96	2.86	.70	0-12	0-12	.63	-.14
Energy	4	7.30	2.66	.57	0-12	0-12	-.30	-.45
Positive WB	4	7.99	2.65	.63	0-12	0-12	-.47	-.44
PWB	12	23.33	6.06	.74	0-36	3-36	-.39	.01
Internality	18	5.19	1.06	.81	0-7	1.25-7	-.62	.25
Stability	18	3.80	1.10	.84	0-7	1-7	.02	-.38
Globality	18	4.61	1.09	.83	0-7	1-7	-.35	.08
Att. Styles	54	13.60	2.05	.84	0-21	5.17-19.33	-.24	.73
S. Hopelessness	20	60.49	13.63	.84	20-100	24-98	-.08	-.33
Intimacy	43	166.42	27.13	.93	0-215	58-212	-1.18	1.91
Passion	13	44.58	10.73	.80	0-65	8-65	-.57	.14
Distrust	18	60.56	15.03	.83	0-90	10-89	-.56	-.25
Sincerity	4	16.78	3.18	.66	0-20	2-20	-1.46	2.39
Expectations	6	25.56	4.59	.75	0-30	4.98-30	-1.79	4.24
Sharing	11	38.53	8.98	.79	0-55	1-55	-.89	1.09
Closeness	6	23.31	5.0	.76	0-30	1-30	-1.28	2.50
Understanding	8	31.36	5.81	.74	0-40	9-40	-.95	1.03
Pleasure	4	16.78	3.45	.77	0-20	0-20	-1.84	4.45
Significance	4	14.05	4.60	.70	0-20	0-20	-1.04	.73
Motive to Love	3	8.05	3.97	.64	0-15	0-15	-.27	-.61
Physical Att.	6	21.19	6.30	.78	0-30	0-30	-.86	.47
Companionship	4	15.35	3.94	.69	0-20	0-20	-1.09	1.12
NDA	6	21.15	6.39	.70	0-30	1-30	-.63	-.27
Disloyalty	9	30.35	10.02	.86	0-45	2-45	-.69	-.18
LOC	3	9.07	3.62	.60	0-15	0-15	-.54	-.16

Note. *k* = number of items, *M* = Mean, *SD* = Standard deviation, Negative WB = Negative Well-being, Positive WB = Positive Well-being, PWB = Psychological Well-being, S. Hopelessness = Social Hopelessness, Att. Styles = Attributional Styles, Physical Att. = Physical Attraction, NDA = Negative Dating Attitude, LOC = Lack of Commitment

Confirmatory factor analysis (CFA) was conducted to confirm the factor structure of the Perceived Parental Support Scale, Social Hopelessness Questionnaire, and Romantic Relations Scale for Adolescents. Mplus (V-7) was used for

confirmatory factor analysis. CFA of the Perceived Parental Support Scale and Social Hopelessness Questionnaire was already conducted on pilot study data, but it was decided to explore them further in the main study with larger sample. Because factor loadings of two items of the Social Hopelessness Questionnaire were below the criteria and in case of the Parental Support Scale there was a large error covariance. However, results of confirmatory factor analysis of the Social Hopelessness Questionnaire and Parental Support Scale had confirmed the factor structure on Pakistani adolescent population.

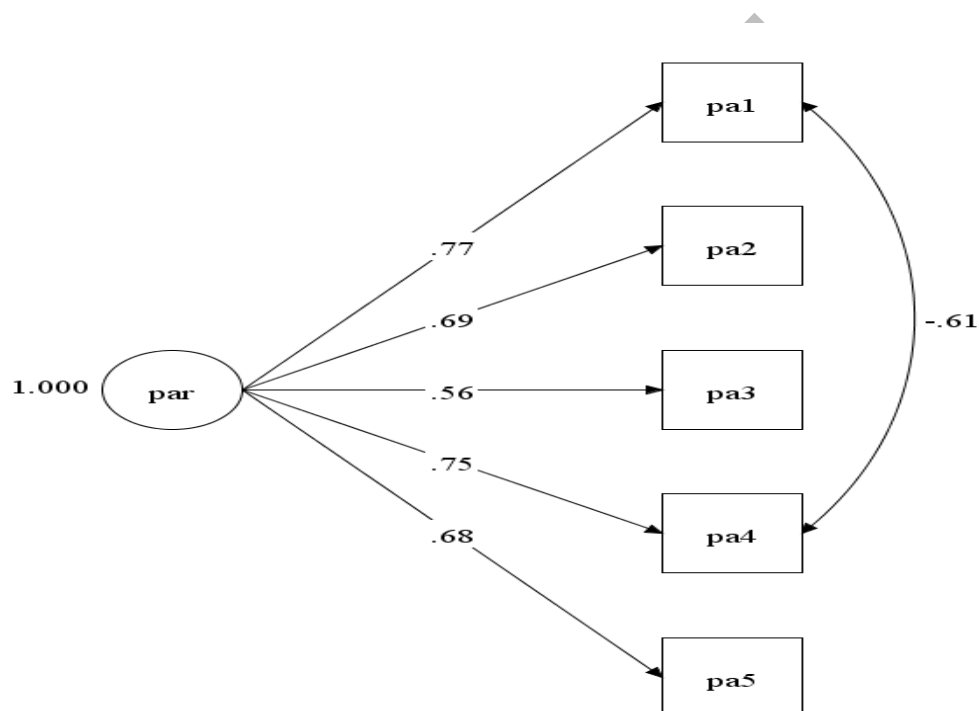


Figure 9. Confirmatory factor analysis of the Perceived Parental Support Scale

Table 20

Estimation of fit indices for the Perceived Parental Support Scale (N = 647)

Models	χ^2	<i>df</i>	<i>p</i>	χ^2/df	RMSEA	CFI	TLI	$\Delta\chi^2(df)$
M1	38.71	5	.00	7.74	.10	.97	.93	
M2	14.62	4	.01	3.66	.06	.99	.97	24.09(1)

Note. M1 = Default model, M2 = Finally fitted model

Results show that default model has significant chi-square value ($\chi^2 = 38.71$, $p = .00$) due to large sample size. Value of Root Mean Square Error of Approximation is high (RMSEA = .10) while other model fit indices such as Comparative Fit Index (CFI = .97) and Tucker-Lewis Index (TLI = .93) are good. In second step of the analysis, one error covariance was added between item 1 and 4 that resulted in significant improvement in model with $\Delta\chi^2(df) = 24.09(1)$, RMSEA = .06, CFI = .99, and TLI = .97. The negative direction of the error covariance may be due to the fact that during adolescence, advice, and guidance (item 4) is negatively perceived as unnecessary interference and adolescents may feel that their parents are not caring. Factor loadings ranged from $\lambda = .56$ to .77.

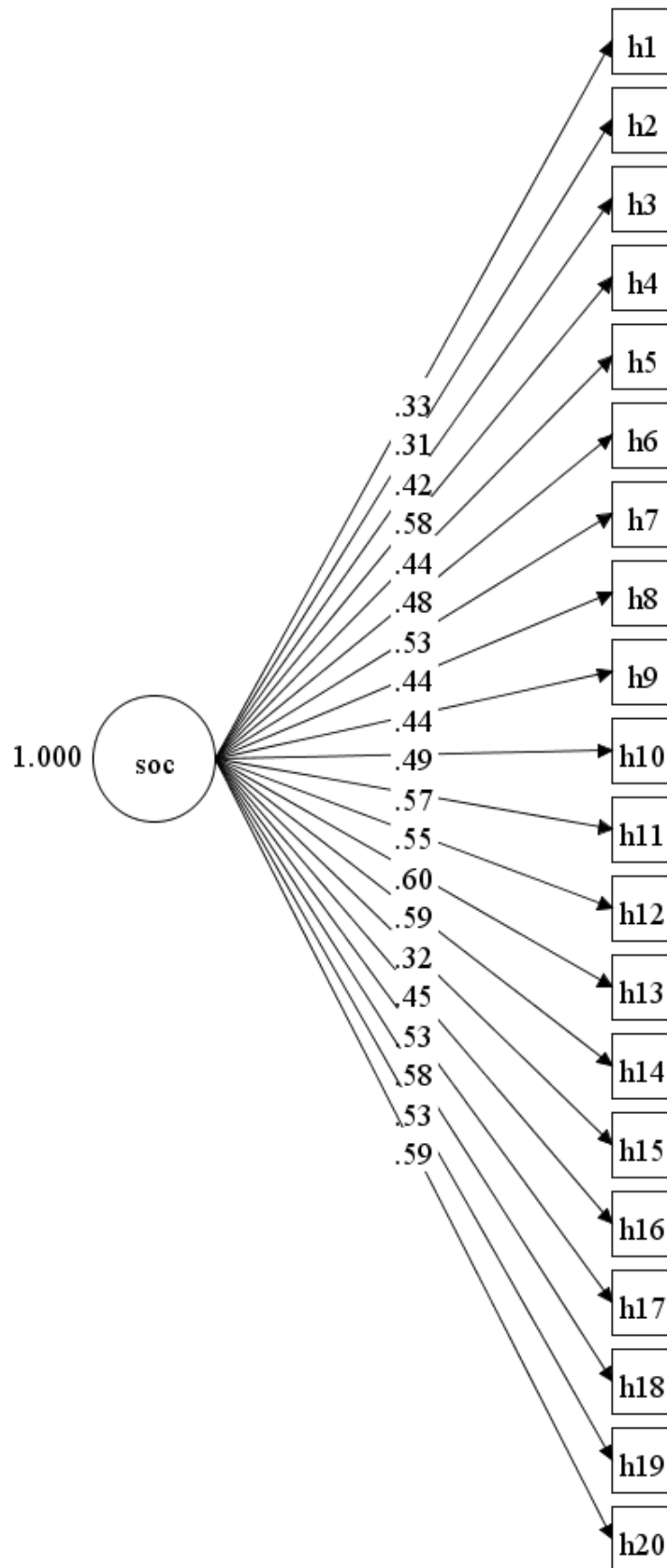


Figure 10. Confirmatory factor analysis of the Social Hopelessness Questionnaire

Results show that default model of the Social Hopelessness Questionnaire has significant χ^2 value ($\chi^2 (df) = 384.71 (170), p = .00$) due to large sample size but other model fit indices are good (RMSEA = .04, CFI = .95, TLI = .95). It shows a good model fit. Factor loadings ranged from $\lambda = .31$ to .60.

To confirm the factor structure of the Romantic Relations Scale for adolescents, developed in phase-I, confirmatory factor analysis was conducted. The main objective of the CFA was to confirm the factor structure extracted in EFA. For first order confirmatory analysis of intimacy dimension, all factors were treated individually. While for passion and distrust dimension, all factors of respective dimension were taken within single model. Overall results of first order CFA show that chi-square values are significant in most of cases due to large sample size, but other model fit indices such as CFI, TLI and RMSEA are in acceptable range. The results of first order CFA show that CFA models fitted the data well and confirmed the factor structure at the facet/factor level.

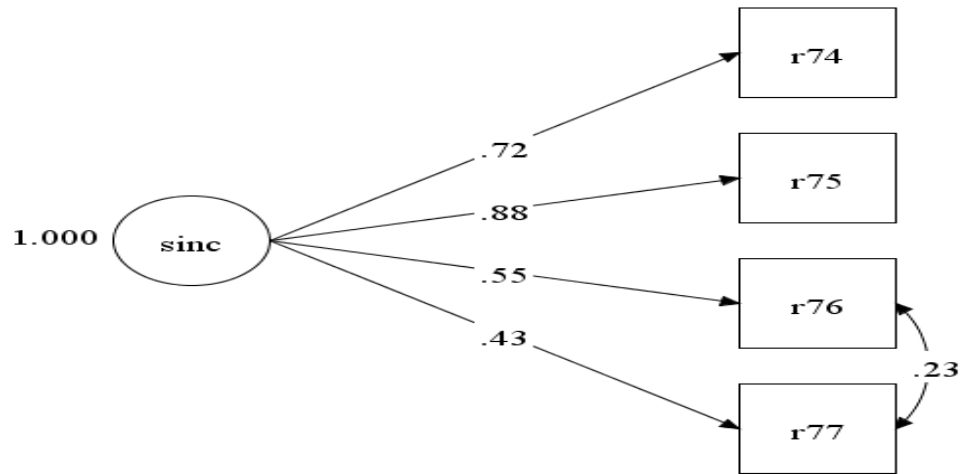


Figure 11. *Confirmatory factor analysis of Sincerity*

Table 21

Estimation of fit indices for Sincerity (N = 647)

Models	χ^2	df	p	χ^2/df	RMSEA	CFI	TLI	$\Delta\chi^2(df)$
M1	27.01	2	.00	13.50	.14	.97	.90	
M2	0.11	1	.74	0.11	.00	1.00	1.00	26.90(1)

Note. M1 = Default model, M2 = Finally fitted model

Result of CFA of sincerity show that chi-square value of default model is significant ($\chi^2 = 27.01$, $p = .00$) due to large sample size so other model fit indices are considered. CFI and TLI values are good (CFI = .97, TLI = .90) but value of RMSEA is high (RMSEA = .14). Error covariance was added between the items “I think, those who love each other, they hide each other’s faults and shortcomings” and “Often boys and girls are very sincere to each other after entering in this romantic relationship”. Because they have related content that adolescents who have romantic relations, they are sincere with each other. Addition of error covariance resulted in improvement in

the model with $\Delta\chi^2(df) = 26.90(1)$, RMSEA = .00, CFI = 1.00, and TLI = 1.00. Factor loadings of items ranged from $\lambda = .43$ to .88.

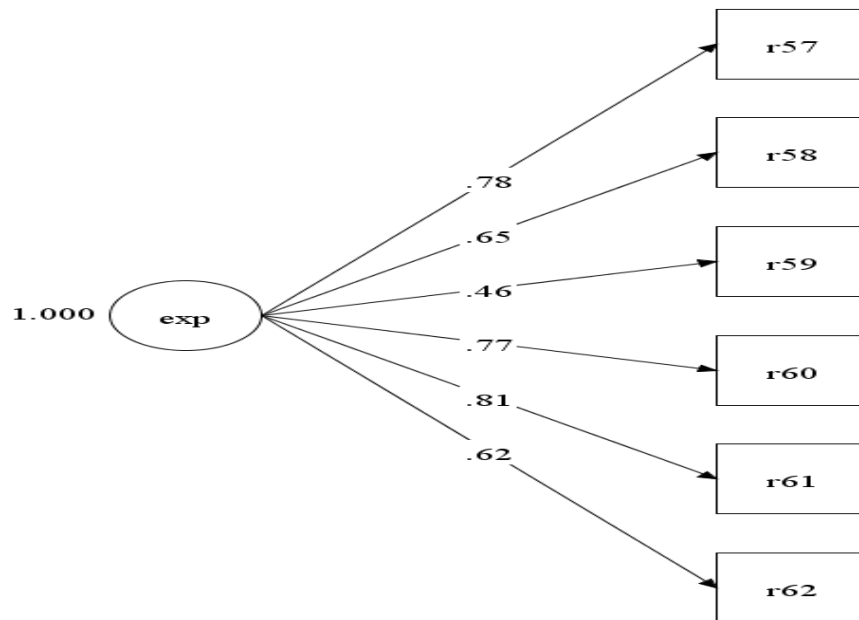


Figure 12. Confirmatory factor analysis of Expectations

Result shows that the default model of expectations has significant χ^2 value ($\chi^2(df) = 19.44(9), p = .02$) due to large sample size but other model fit indices are good (RMSEA = .04, CFI = .99, TLI = .99). It shows a good model fit. Factor loadings ranged from $\lambda = .46$ to .81.

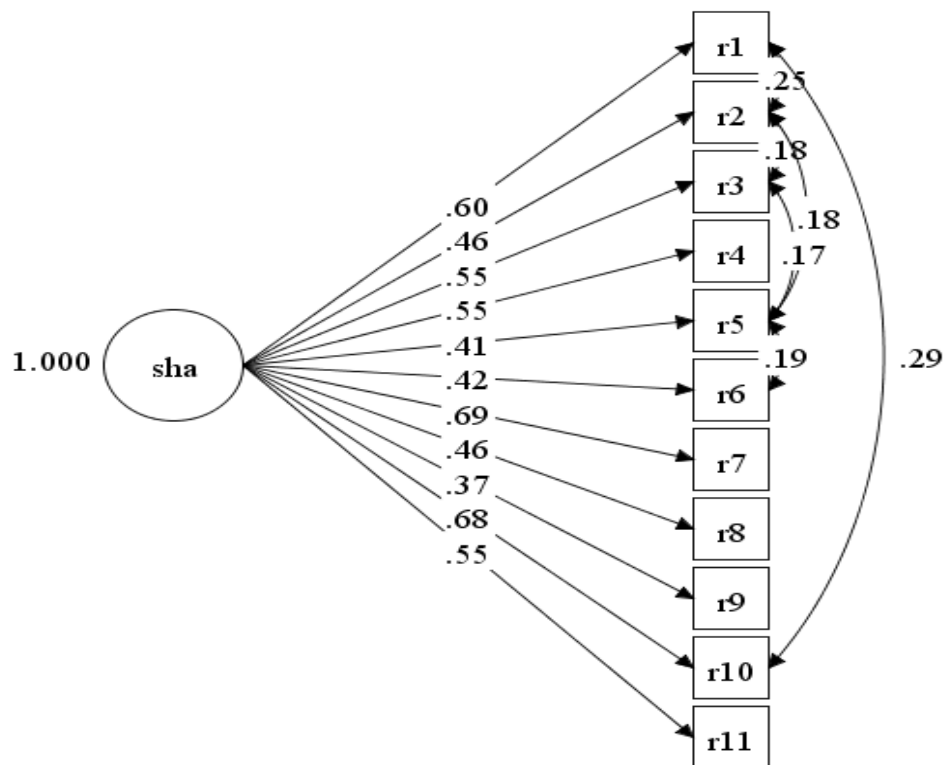


Figure 13. Confirmatory factor analysis of Sharing

Table 22

Estimation of fit indices for Sharing ($N = 647$)

Models	χ^2	df	p	χ^2/df	RMSEA	CFI	TLI	$\Delta \chi^2(df)$
M1	226.28	44	.00	5.14	.08	.92	.90	
M2	124.20	38	.00	3.27	.06	.96	.94	102.08(6)

Note. M1 = Default model, M2 = Finally fitted model

Result shows that default model of sharing has significant χ^2 value ($\chi^2 = 226.28, p = .00$), and other model fit indices such as CFI and TLI are good (CFI = .92, TLI = .90) but RMSEA value is high (RMSEA = .08). In second step of analysis, errors within indicators of sharing were allowed to covary. First error covariance was added between the items “Due to romantic relations, boy and girl find a person with whom they can share their everything” and “Boy and girl find a person due to

romantic relation with whom they can share their every problem”. These items have common theme that when adolescents are in romantic relations, they have someone with whom they can share. Second error covariance was allowed between items “Due to romantic relations, boy and girl find a person with whom they can share their everything” and “Boy and girl, share their daily routine and everything with each other”. These items have related content that adolescents having romantic relations share everything with each other. Third error covariance was added between the items “Boy and girl tell each other their personal and family matters” and “Boy and girl share with each other the things of personal attachment”. Both the items are about sharing of personal matters. Fourth error covariance was added between the items “Boy and girl, share their daily routine and everything with each other” and “Boy and girl tell each other their personal and family matters”. These items have related theme that is sharing of each and everything with each other whether it is daily routine, personal matters, or family matters. Fifth error covariance was allowed between the items “Boy and girl, share their daily routine and everything with each other” and “Boy and girl talk to each other about every such thing which can be discussed with some very close person or friend”. These items have related content as these items are about sharing of every matter with each other. Last error covariance was added between the items “Boy and girl talk to each other about every such thing which can be discussed with some very close person or friend” and “Boy and girl tell each other their personal and family matters”. As these items show level of confidence and level of intimate personal sharing among adolescents romantically involved with each other. Addition of error covariances resulted in improvement in the model with $\Delta\chi^2(df) = 102.08(6)$, RMSEA = .06, CFI = .96, and TLI = .94. Factor loadings of items ranged from $\lambda = .37$ to .69.

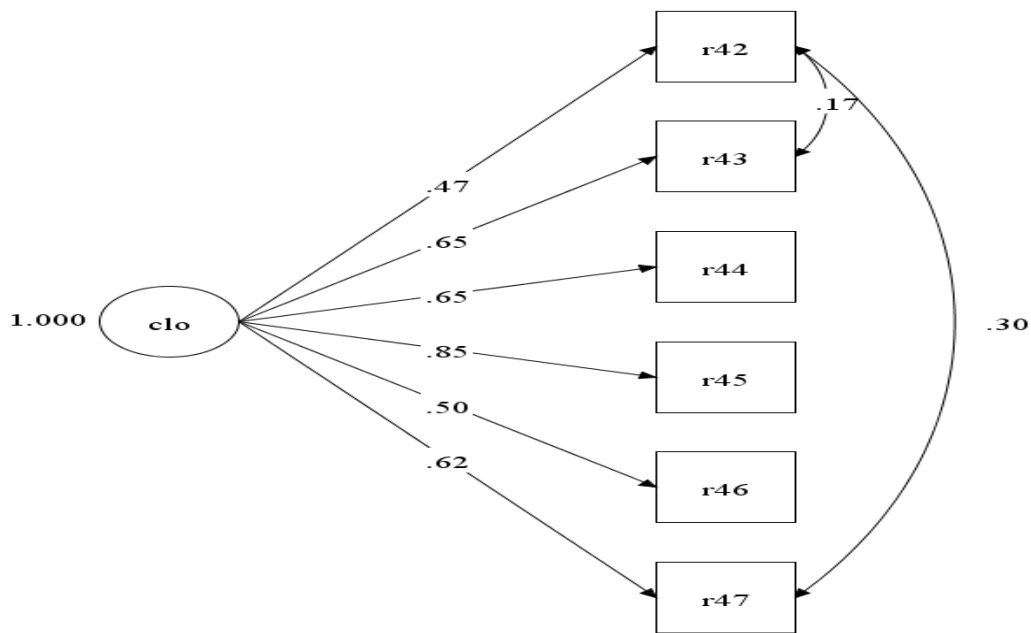


Figure 14. Confirmatory factor analysis of Closeness

Table 23

Estimation of fit indices for Closeness ($N = 647$)

Models	χ^2	Df	p	χ^2/df	RMSEA	CFI	TLI	$\Delta \chi^2(df)$
M1	58.06	9	.00	6.45	.09	.97	.95	
M2	11.54	7	.12	1.65	.03	1.00	.99	46.52(2)

Note. M1 = Default model, M2 = Finally fitted model

Result shows that default model of closeness has significant χ^2 value ($\chi^2 = 58.06, p = .00$), and other model fit indices such as CFI and TLI are good (CFI = .97, TLI = .95) while RMSEA value is high (RMSEA = .09). At next step, error covariances were allowed among indicators. First error covariance was added between the items “Attraction of opposite gender brings boy and girl close to each other” and “Boy and girl like to spend time with each other”. As these items show that closeness between adolescent boy and girl in romantic relations is by their own desire to be close to opposite gender. Second error covariance was added between the items “Attraction of opposite gender brings boy and girl close to each other” and “Adolescent boy’s and girl’s feelings for each other bring them close together”. As

these items show the role of feelings and emotions in closeness. Addition of error covariances resulted in improvement in the model with $\Delta\chi^2(df) = 46.52(2)$, RMSEA = .03, CFI = 1.00, and TLI = .99. Factor loadings of items ranged from $\lambda = .47$ to .85.

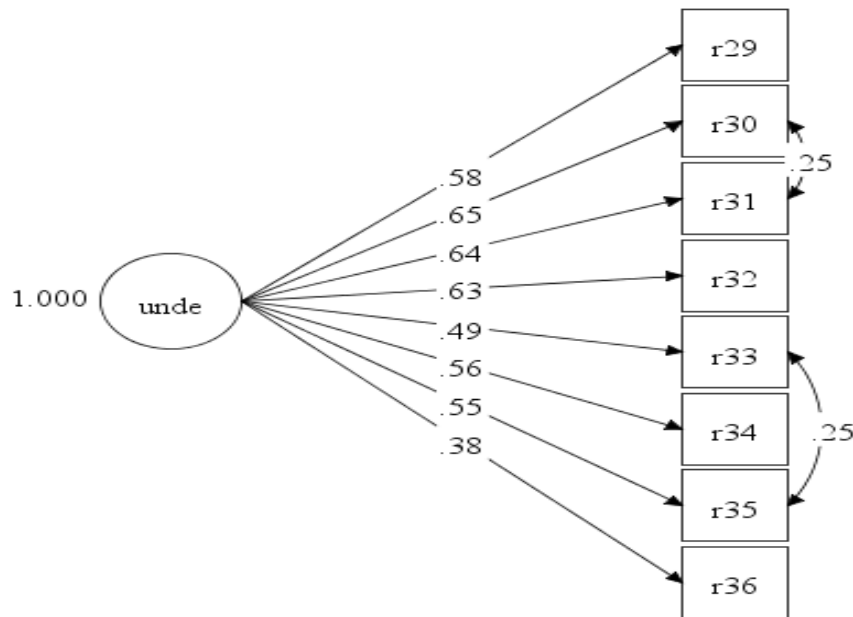


Figure 15. Confirmatory factor analysis of Understanding

Table 24

Estimation of fit indices for Understanding ($N = 647$)

Models	χ^2	df	p	χ^2/df	RMSEA	CFI	TLI	$\Delta\chi^2(df)$
M1	128.06	20	.00	6.40	.09	.93	.91	
M2	76.38	18	.00	4.24	.07	.96	.94	51.68(2)

Note. M1 = Default model, M2 = Finally fitted model

Result shows that the default model of understanding has significant χ^2 value ($\chi^2 = 128.06$, $p = .00$). Other model fit indices such as CFI and TLI are good (CFI = .93, TLI = .91) while RMSEA value is high (RMSEA = .09). In second step of analysis, errors within indicators were allowed to covary. First error covariance was added between the items “When adolescent boy and girl talk to each other, then

understanding develops between them” and “When any adolescent boy and girl spend time together then understanding develops between them”. These items have related content that understanding in romantic relations develop when adolescent boy and girl spend some time together. Second error covariance was added between the items “If there is understanding with each other then romantic relations reach to the point of marriage” and “When there is understanding with each other then boy and girl help each other in solving the problems”. These items are based on concept of mutual understanding and its positive consequences for adolescents. Addition of error covariances resulted in improvement in the model with $\Delta\chi^2(df) = 51.68(2)$, RMSEA = .07, CFI = .96, and TLI = .94. Factor loadings of items ranged from $\lambda = .38$ to .65.

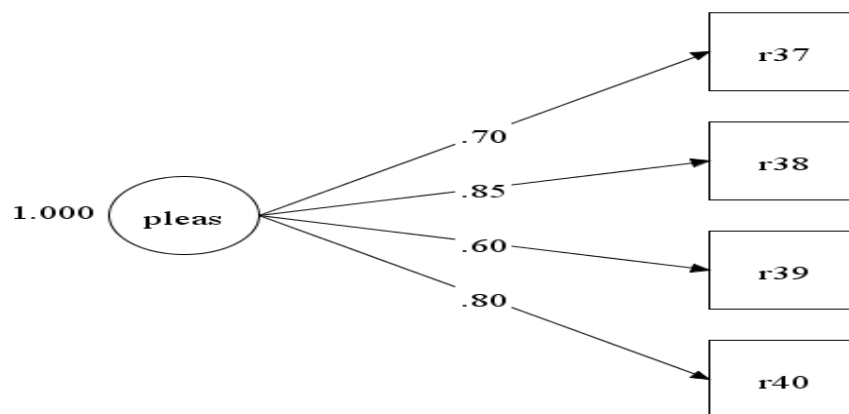


Figure 16. Confirmatory factor analysis of Pleasure

Result shows that default model of pleasure has non-significant χ^2 value ($\chi^2(df) = 2.68(2), p = .26$) and other model fit indices are also good (RMSEA = .02, CFI = 1.00, TLI = 1.00). It shows a good model fit. Factor loadings ranged from $\lambda = .60$ to .85.

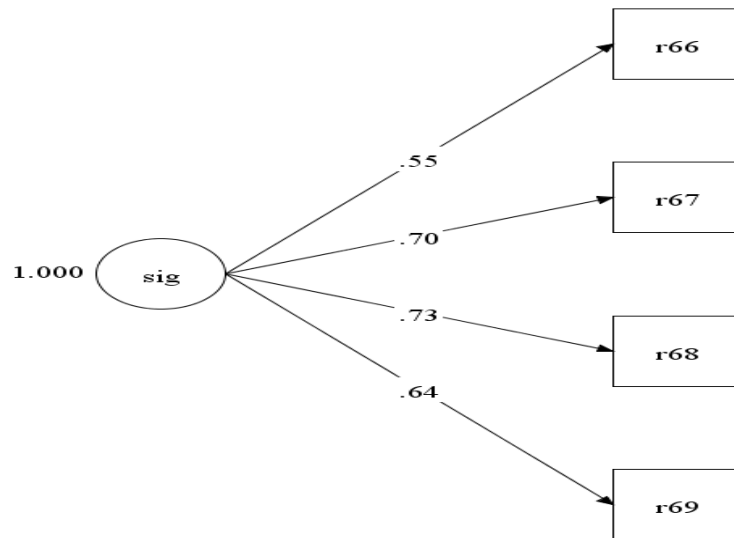


Figure 17. Confirmatory factor analysis of Significance

Result shows that default model of significance has significant χ^2 value (χ^2 (df) = 7.74 (2), $p = .02$) due to large sample size but other model fit indices are good (RMSEA = .07, CFI = .99, TLI = .98). It shows a good model fit. Factor loadings ranged from $\lambda = .55$ to .73.

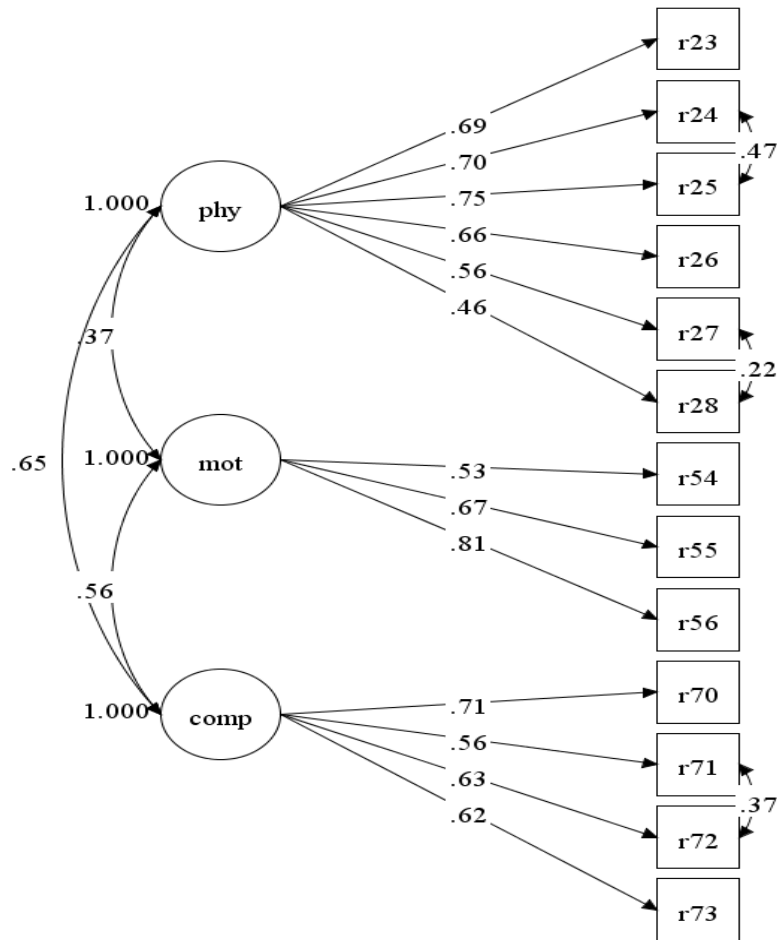


Figure 18. Confirmatory factor analysis of Physical Attraction, Motive to Love, and Companionship.

Table 25

Estimation of fit indices for Physical Attraction, Motive to Love, , and Companionship (N = 647)

Models	χ^2	Df	p	χ^2/df	RMSEA	CFI	TLI	$\Delta \chi^2(df)$
M1	240.70	62	.00	3.88	.07	.96	.95	
M2	112.18	59	.00	1.90	.04	.99	.98	128.52(3)

Note. M1 = Default model, M2 = Finally fitted model

For CFA of the factors of the passion dimension, all factors including physical attraction, motive to love, and companionship were tested in a single model. Result shows that default model has significant χ^2 value ($\chi^2 = 240.70, p = .00$) due to large sample size. Other model fit indices such as CFI and TLI values are good (CFI = .96, TLI = .95) but RMSEA value is high (RMSEA = .07). Error within indicators were allowed to covary at next step of analysis. First error covariance was added between the items “Those adolescent boys and girls, who have romantic relations with each other, walk by holding each other’s hand” and “Kissing and hugging by adolescent boys and girls is an expression of their love/romance”. As both items are about physical contact and physical attraction in romantic relations. Another error covariance was added between the items “To spend time together, adolescent boys and girls bunk the college and go somewhere outside” and “In this age, boys and girls who have romantic relations, go for outing together”. These items have related content that adolescents who are in romantic relation, they go out to spend some time together. Third error covariance was added between the items “Boys and girls, who have romantic relations, go on a date” and “On a date, boys and girls express their emotions in front of each other”. As both items are based on concept of dating in romantic relations. Addition of error covariances resulted in improvement in the model with $\Delta\chi^2(df) = 128.52(3)$, RMSEA = .04, CFI = .99, and TLI = .98. Factor loadings of items for physical attraction are from $\lambda = .46$ to .75, motive to love are from $\lambda = .53$ to .81, and for companionship are from $\lambda = .56$ to .71.

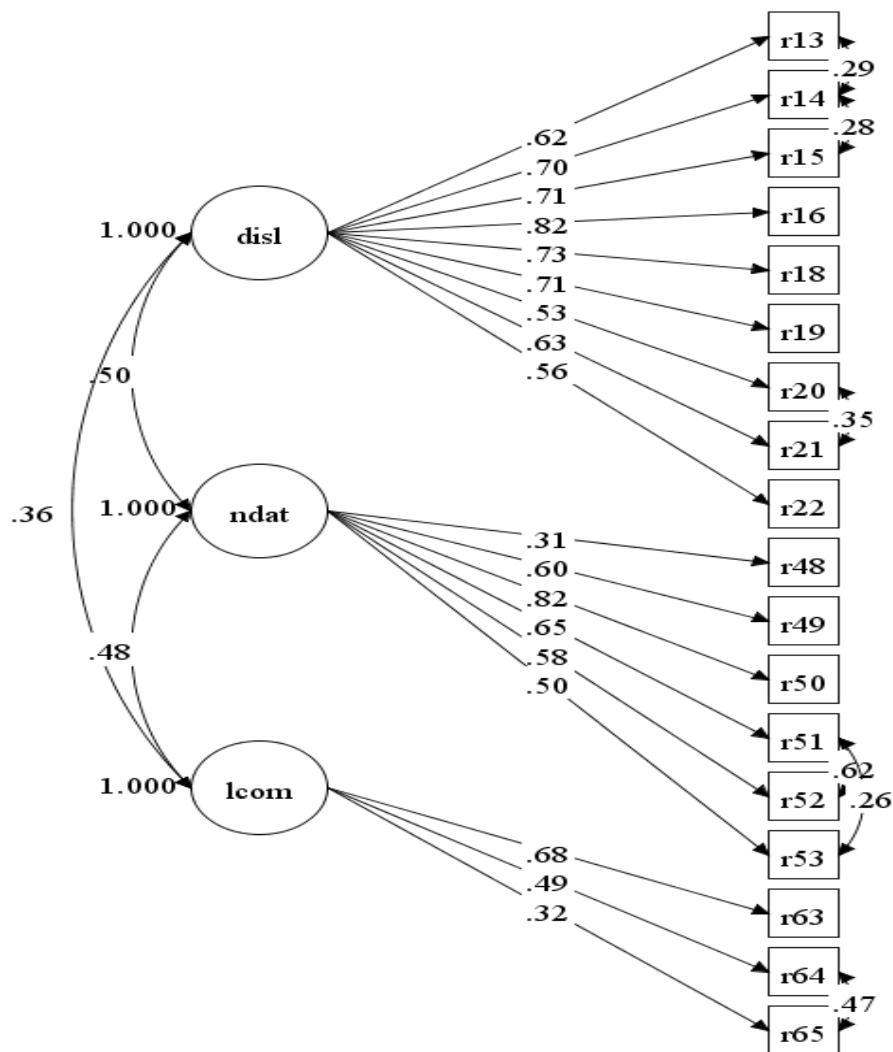


Figure 19. Confirmatory factor analysis of Disloyalty, Negative Dating Attitude, and Lack of Commitment

Table 26

Estimation of fit indices for Disloyalty, Negative Dating Attitude, and Lack of Commitment ($N = 647$)

Models	χ^2	df	p	χ^2/df	RMSEA	CFI	TLI	$\Delta\chi^2(df)$
M1	537.29	132	.00	4.07	.07	.94	.93	
M2	255.39	126	.00	2.03	.04	.98	.98	281.9(6)

Note. M1 = Default model, M2 = Finally fitted model

CFA of factors of distrust dimension was conducted by taking all factors including disloyalty, negative dating attitude and lack of commitment in one model. Result shows that default model has significant χ^2 value ($\chi^2 = 537.29, p = .00$), and other model fit indices such as CFI and TLI are good (CFI = .94, TLI = .93) while RMSEA value is high (RMSEA = .07). At second step of analysis, errors within indicators were allowed to covary. First error covariance was added between the items “If parents do not agree then this relationship is breakup/ended” and “Adolescent boys and girls breakup this relation on parents’ order or due to harshness/punishment by them”. These items are based on concept of lack of commitment in romantic relations. They have related content that when parents do not accept the romantic relations, then adolescents breakup or end up these relations. Second error covariance was allowed between the items “Adolescent boys and girls should not go on date” and “Adolescent boys’ and girls’ kissing or hugging is not appropriate/acceptable behaviour”. These items have related content. These items show the negative perception regarding dating and different dating behaviours. These items also show aversion/disliking for dating. Third error covariance was added between the items “In adolescence, romantic relations do not last long” and “In adolescence, romantic relations are kept to pass time”. Both items are based on the concept that adolescents’ romantic relations are not long lasting, they are for short period, just to pass the time. Fourth error covariance was added between the items “Boys have romantic relations to pass time” and “Mostly boys are not sincere so they have romantic relations with many girls at a time”. As both items have the related concept that boys are usually not loyal or sincere in romantic relations. Fifth error covariance was added between the items “Mostly boys are not sincere so they have romantic relations with many girls at a time” and “When boys have breakup with one girl, they start relation with another girl”. As these items have related content that boys are not loyal with their girlfriends. Last error covariance was added between the items “Adolescent boys and girls should not go on date” and “If I will be in love with someone, I will like to go on a date with him/her”. As latter one is reverse coded so if someone score high on both items it show dis-likeness for dating and vice versa. Hence both items have related content that is attitude towards dating although concept is asked in two different ways. Addition of error covariances resulted in improvement in the model with $\Delta\chi^2(df) =$

281.9(6), RMSEA = .04, CFI = .98, and TLI = .98. Factor loadings of items for disloyalty are $\lambda = .54$ to .82, for negative dating attitude from $\lambda = .31$ to .82 and for lack of commitment are from $\lambda = .32$ to .68.

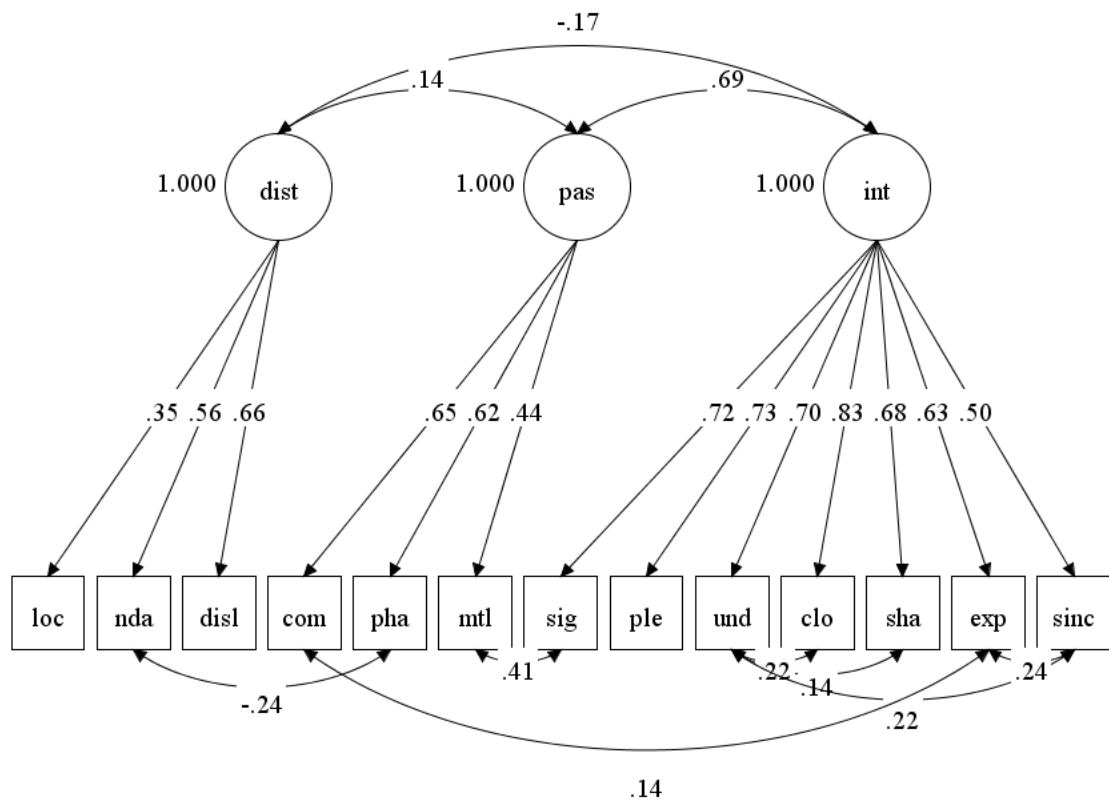


Figure 20. Confirmatory factor analysis of Intimacy, Passion, and Distrust (N = 647)

Table 27

Estimation of fit indices for Intimacy, Passion, and Distrust (N = 647)

Models	χ^2	Df	p	χ^2/df	RMSEA	CFI	TLI	$\Delta \chi^2(df)$
M1	413.03	62	0.00	6.66	0.09	0.87	0.84	
M2	200.70	55	0.00	3.65	0.06	0.95	0.92	212.33(7)

Note. M1 = Default model, M2 = Finally fitted model

After the confirmation of factor structure in first order CFA, second order CFA was conducted on the same sample on which first order CFA was performed. Overall results show that second order CFA has confirmed the presence of three

dimensions which were extracted in second order EFA. For default model chi-square value is significant ($\chi^2 = 413.03, p = .00$). And other model fit indices are also not good (RMSEA = .09, CFI = .87, TLI = .84). Error covariance were added between factors on the basis of the nature of their relationship. First error covariance was allowed between significance, indicating the importance of romantic relationship, and motive to love. Both factors directly or indirectly indicate reasons of having romantic relations. Second error covariance was added between sincerity and expectations. As in romantic relations sincerity is a common expectation and hence both are related. Third error covariance was added between sincerity and understanding as both are strongly related. Understanding is developed when there is sincerity in the relationship. A negative error covariance was added between negative dating attitude and physical attraction. Both factors have concept of physical relations but physical attraction has items with positive connotation while negative dating attitude has items which show negative attitude towards dating and physical relations. Fifth error covariance was added between companionship and expectations. In romantic relations there are expectations of companionship and there is also a strong conceptual relationship between these two factors. Another error covariance was added between closeness and understanding. Both of these factors belong to intimacy dimension and conceptually closeness and connectedness leads to understanding with each other. Last error covariance was added between understanding and sharing. There is no doubt that sharing is enhanced when someone believes that the other person is understanding. Addition of these error covariances resulted in significant improvement in the model with $\Delta\chi^2(df) = 212.33(7)$, RMSEA = .06, CFI = .95, and TLI = .92. Factor loadings of factors for intimacy dimension are $\lambda = .50$ to $.83$, for passion dimension are from $\lambda = .44$ to $.65$ and for distrust dimension are from $\lambda = .35$ to $.66$.

To test the hypothesis related to gender differences, *t*-test was used on all study variables. Means, standard deviations, and *t*-values on study variables are given in the Table 28. Results show that there are significant mean differences between boys and girls on peer support, negative well-being, energy, psychological well-being, intimacy, passion, distrust, sincerity, expectations, sharing, closeness, understanding,

pleasure, significance, motive to love, physical attraction, companionship, negative dating attitude, disloyalty, and lack of commitment. Cohen's criteria that 0.2 is small, 0.5 is medium and 0.8 is large effect size (Cohen, 1992) is used to explain the effect of difference found between groups.

Results show that girls scored significantly higher than boys on peer support (Mean difference = $-.69$, $p < .01$) and Cohen's d value shows that there is medium effect of the difference ($d = .26$). While boys' score is significantly higher than girls' score on psychological well-being (Mean difference = 2.22 , $p < .01$) and that difference has medium effect size ($d = .38$). These results partially support the hypothesis no. 11 (i.e., Girls score higher than boys on perceived parental support, perceived peer support, attributional styles, and social hopelessness whereas boys score higher than girls on psychological well-being only).

Results indicate that girls' score is significantly higher than boys' score only on two factors of intimacy including sincerity (Mean difference = $-.49$, $p < .05$) and expectations (Mean difference = -1.34 , $p < .01$). Girls have significantly higher score than boys on distrust (Mean difference = -15.14 , $p < .01$), disloyalty (Mean difference = -9.29 , $p < .01$), negative dating attitudes (Mean difference = -4.86 , $p < .01$) and lack of commitment (Mean difference = $-.99$, $p < .01$). These results are support for the hypothesis no.12 (i.e., Girls score higher than boys on perception of intimacy, sincerity, expectations, sharing, significance, closeness, understanding, pleasure, distrust, disloyalty, negative dating attitude, and lack of commitment in romantic relations). The values of Cohen's d show that the effect of difference is small for sincerity ($d = .15$); medium for expectations ($d = .29$) and lack of commitment ($d = .27$); large for negative dating attitude ($d = .81$); and very large for distrust ($d = 1.15$) and disloyalty ($d = 1.03$).

Results show that boys have higher score than girls on intimacy (Mean difference = 5.94 , $p < .01$), sharing (Mean difference = 2.58 , $p < .01$), significance (Mean difference = 2.30 , $p < .01$), closeness (Mean difference = 1.14 , $p < .01$), understanding (Mean difference = $.99$, $p < .01$), and pleasure (Mean difference = $.74$, $p < .01$). Although results are not supporting above mentioned hypothesis no.12 but indicating significant gender differences on intimacy, sharing, significance, closeness, understanding, and pleasure. The values of Cohen's d show that intimacy, closeness,

understanding, and pleasure have small effect size ranging from $d = .17$ to $.23$ while sharing ($d = .29$) and significance ($d = .52$) have medium effect size.

Boys have higher scores than girls on passion (Mean difference = 4.44, $p < .01$), motive to love (Mean difference = 2.12, $p < .01$), physical attraction (Mean difference = 1.36, $p < .01$) and companionship (Mean difference = .95, $p < .01$) that support the hypothesis no.13 (i.e., Boys score higher than girls on perception of passion, motive to love, physical attraction, and companionship in romantic relations). Results also show that effect of difference is small for physical attraction ($d = .22$) and companionship ($d = .25$); medium for passion ($d = .43$); and large for motive to love ($d = .56$).

Table 28

Means, Standard Deviations and t-Values for Boys and Girls on Study Variables (N = 647)

Variables	Boys (n=285)		Girls (n=362)		t(645)	p	95% CI		Cohen's d
	M	SD	M	SD			LL	UL	
Peer Support	14.92	2.46	15.61	2.75	-3.38	.00	-1.10	-.29	.26
Parental Support	16.50	2.80	16.40	3.03	0.44	.66	-.35	.56	.03
Negative WB	3.19	2.67	4.56	2.86	-6.25	.00	-1.81	-.94	.49
Energy	7.66	2.68	7.01	2.61	3.11	.00	.24	1.06	.25
Positive WB	8.10	2.60	7.91	2.69	0.92	.36	-.22	.61	.07
PWB	24.58	5.73	22.35	6.13	4.71	.00	1.30	3.15	.38
Internality	5.23	1.10	5.16	1.02	0.88	.38	-.09	.24	.07
Stability	3.82	1.16	3.79	1.05	0.41	.68	-.14	.21	.03
Globality	4.53	1.07	4.67	1.10	-1.61	.11	-.31	.03	.13
Att. Styles	13.59	2.21	13.62	1.91	-0.18	.86	-.35	.29	.01
S. Hopelessness	59.77	13.02	61.06	14.09	-1.19	.23	-3.41	.83	.09
Intimacy	169.76	24.54	163.80	28.76	2.84	.01	1.84	10.08	.22
Passion	47.06	9.52	42.62	11.22	5.44	.00	2.83	6.04	.43
Distrust	52.09	13.80	67.23	12.38	-14.49	.00	-17.19	-13.08	1.15
Sincerity	16.51	3.12	17.00	3.22	-1.97	.05	-.99	-.00	.15
Expectations	24.81	4.26	26.14	4.76	-3.71	.00	-2.04	-.63	.29

Continued...

Variables	Boys (<i>n</i> =285)		Girls (<i>n</i> =362)		<i>t</i> (645)	<i>p</i>	95% CI		Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>	
Sharing	39.98	8.36	37.40	9.29	3.71	.00	1.22	3.95	.29
Closeness	23.95	4.65	22.81	5.21	2.94	.00	.38	1.90	.23
Understanding	31.92	5.23	30.93	6.19	2.21	.03	.11	1.87	.17
Pleasure	17.20	3.20	16.46	3.61	2.77	.01	.22	1.27	.22
Significance	15.34	3.78	13.04	4.93	6.72	.00	1.63	2.98	.52
Motive to Love	9.24	3.41	7.11	4.12	7.17	.00	1.54	2.71	.56
Physical Att.	21.95	6.21	20.60	6.31	2.74	.01	.38	2.33	.22
Companionship	15.88	3.34	14.93	4.30	3.17	.00	.36	1.54	.25
NDA	18.43	6.35	23.28	5.57	-10.19	.00	-5.79	-3.92	.81
Disloyalty	25.15	10.11	34.44	7.83	-12.78	.00	-10.72	-7.86	1.03
LOC	8.52	3.71	9.51	3.49	-3.48	.00	-1.55	-.43	.27

Note. Negative WB = Negative Well-being, Positive WB = Positive Well-being, PWB = Psychological Well-being, S. Hopelessness = Social Hopelessness, Att. Style = Attributional Style, Physical Att. = Physical Attraction, NDA = Negative Dating Attitude, LOC = Lack of Commitment

To test the hypothesis related to the differences among adolescents living in joint or nuclear family system, *t*-test was used on all study variables. Means, standard deviations, and *t*-values on study variables are given in the Table 29. Results show that there are only significant differences, on basis of nature of family system in which adolescents were living, on energy, psychological well-being, distrust, understanding, negative dating attitude and disloyalty. Adolescents living in joint family system have significantly higher score than adolescents living in nuclear family system on psychological well-being (Mean difference = 1.02, $p < .05$) that support a part of hypothesis no. 17 (i.e., Adolescents living in joint family system score higher than adolescents living in nuclear family system on perceived parental support, perceived peer support, and psychological well-being whereas adolescents living in nuclear family system score higher than adolescents living in joint family system on attributional style and social hopelessness). Although difference is significant ($p < .05$), but its effect is small ($d = .17$).

Adolescents living in nuclear family system have significantly higher score than adolescents living in joint family system on distrust (Mean difference = -3.67, p

< .01), disloyalty (Mean difference = -2.44, $p < .01$), and negative dating attitude (Mean difference = -1.09, $p < .05$). The results do not support hypothesis no. 19 (i.e., Adolescents living in joint family system score higher than adolescents living in nuclear family system on distrust and its factors). The values of Cohen's d show the effect of difference is small ranging from $d = .17$ to $.24$.

Adolescents living in nuclear family system have significantly higher score than adolescents living in joint family system only on one factor of intimacy that is understanding (Mean difference = -.96, $p < .05$) and that difference has small effect ($d = .16$). Hence, the result support only one segment of hypothesis no. 18 (Adolescents living in nuclear family system score higher than adolescents living in joint family system on intimacy, passion, and their factors).

Table 29

Means, Standard deviations, and t-values for adolescents living in joint and nuclear family system on study variables (N = 647)

Variables	Joint (n=218)		Nuclear (n=429)		$t(645)$	p	95% CI		Cohen's d
	M	SD	M	SD			LL	UL	
Peer Support	15.41	2.43	15.25	2.75	0.75	.45	-.26	.57	.06
Parental Support	16.60	2.71	16.36	3.04	0.99	.32	-.24	.72	.08
Negative WB	3.67	2.76	4.10	2.90	-1.80	.07	-.89	.04	.15
Energy	7.59	2.56	7.15	2.71	1.97	.05	.00	.87	.17
Positive WB	8.10	2.45	7.94	2.75	0.74	.46	-.26	.58	.06
PWB	24.01	5.73	22.99	6.19	2.03	.04	.03	2.01	.17
Internality	5.16	1.12	5.21	1.02	-0.51	.61	-.22	.13	.05
Stability	3.85	1.12	3.78	1.09	0.85	.39	-.10	.26	.06
Globality	4.52	1.08	4.65	1.10	-1.43	.15	-.31	.05	.12
Att. Styles	13.54	2.17	13.64	1.98	-0.56	.57	-.43	.24	.05
S. Hopelessness	60.78	13.86	60.35	13.53	0.38	.71	-1.80	2.66	.03
Intimacy	164.44	28.24	167.43	26.52	-1.33	.18	-7.42	1.44	.11
Passion	44.78	11.14	44.48	10.53	0.34	.73	-1.45	2.06	.03
Distrust	58.13	15.68	61.80	14.55	-2.95	.00	-6.11	-1.23	.24
Sincerity	16.63	3.14	16.86	3.21	-0.88	.38	-.75	.29	.07

Continued...

Variables	Joint (<i>n</i> =218)		Nuclear (<i>n</i> =429)		<i>t</i> (645)	<i>p</i>	95% CI		Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>	
Expectations	25.14	4.76	25.77	4.50	-1.65	.10	-1.38	.12	.13
Sharing	38.30	9.05	38.65	8.95	-0.48	.63	-1.83	1.11	.04
Closeness	22.95	5.29	23.50	4.84	-1.32	.19	-1.37	.26	.11
Understanding	30.73	5.91	31.69	5.73	-2.00	.05	-1.91	-.02	.16
Pleasure	16.67	3.81	16.84	3.26	-0.62	.54	-.74	.39	.05
Significance	13.99	4.95	14.08	4.42	-0.22	.83	-.84	.67	.02
Motive to Love	8.16	3.73	7.99	4.09	0.49	.63	-.49	.81	.04
Physical Att.	21.01	6.57	21.28	6.16	-0.51	.61	-1.30	.76	.04
Companionship	15.62	3.73	15.21	4.03	1.26	.21	-.23	1.05	.11
NDA	20.42	6.67	21.51	6.23	-2.06	.04	-2.13	-.05	.17
Disloyalty	28.73	10.74	31.17	9.55	-2.83	.01	-4.13	-.74	.24
LOC	8.98	3.62	9.12	3.63	-0.46	.64	-.73	.45	.04

Note. Negative WB = Negative Well-being, Positive WB = Positive Well-being, PWB = Psychological Well-being, S. Hopelessness = Social Hopelessness, Att. Style = Attributional Style, Physical Att. = Physical Attraction, NDA = Negative Dating Attitude, LOC = Lack of Commitment

To test the hypothesis related to differences among adolescents studying in private sector colleges and public sector colleges, *t*-test was used on all study variables. Means, standard deviations, and *t*-values on study variables are given in the Table 30. Results show that there are significant mean differences between adolescents of private sector colleges and adolescents of public sector colleges on negative well-being, energy, psychological well-being, internality, social hopelessness, distrust, sharing, disloyalty, negative dating attitude and significance. While on other variables, there are no significant differences.

Adolescents studying in the private sector colleges have significantly higher score than adolescents studying in public sector colleges on psychological well-being (Mean difference = 1.53, $p < .01$) and that difference has medium effect ($d = .26$). Results also show that adolescents of the public sector colleges have significantly higher score than adolescents of private sector colleges on social hopelessness (Mean difference = -2.29, $p < .05$). Although difference is significant, but value of Cohen's *d* show that effect of difference is small ($d = .17$). These results support hypothesis no.

14 (i.e., Adolescents studying in private sector colleges score higher than adolescents in public sector colleges on perceived parental support, perceived peer support, and psychological well-being whereas adolescents studying in public sector colleges score higher than adolescents in private sector colleges on attributional style and social hopelessness) to some extent.

Results indicate that adolescents of the private sector colleges have significantly higher score than adolescents of public sector colleges on two factors of intimacy including sharing (Mean difference = 1.66, $p < .05$), and significance (Mean difference = .97, $p < .01$). The effect size is small for both sharing ($d = .19$) and significance ($d = .21$). The results partially support hypothesis no. 15 (i.e., Adolescents studying in private sector colleges score higher than adolescents in public sector colleges on intimacy, passion, and their factors).

It is evident from results that the adolescents of public sector colleges have significantly higher scores than adolescents of private sector colleges on distrust (Mean difference = -5.55, $p < .01$), disloyalty (Mean difference = -3.99, $p < .01$), and negative dating attitude (Mean difference = -1.96, $p < .01$). The results support hypothesis no. 16 (i.e., Adolescents studying in public sector colleges score higher than adolescents in private sector colleges on distrust and its factors). The results show that differences between adolescents of public sector colleges and adolescents of private sector colleges on distrust, disloyalty, and negative dating attitude are significant ($p < .01$) and effect size is medium ranging from $d = .31$ to $.40$.

Table 30
Means, standard deviations, and t-values for adolescents studying in private sector and public sector colleges on study variables (N = 647)

Variables	Private (n=231)		Public (n=416)		<i>t</i> (645)	<i>p</i>	95% CI		Cohen's <i>d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>	
Peer Support	15.54	2.74	15.18	2.59	1.64	.10	-.07	.78	.13
Parental Support	16.42	3.08	16.45	2.85	-0.13	.89	-.50	.44	.01
Negative WB	3.51	2.81	4.20	2.86	-2.95	.00	-1.15	-.23	.24
Energy	7.66	2.62	7.10	2.67	2.57	.01	.13	.99	.21
Positive WB	8.17	2.50	7.89	2.73	1.33	.18	-.13	.70	.11
PWB	24.32	5.69	22.79	6.19	3.10	.00	.56	2.50	.26
Internality	5.33	1.14	5.11	1.00	2.43	.02	.04	.40	.20
Stability	3.76	1.15	3.82	1.08	-0.70	.48	-.24	.11	.05
Globality	4.53	1.09	4.65	1.09	-1.40	.16	-.30	.05	.11
Att. Styles	13.62	2.15	13.59	1.99	0.17	.86	-.30	.36	.01
S. Hopelessness	59.02	12.41	61.31	14.21	-2.13	.03	-4.40	-.18	.17
Intimacy	168.65	25.77	165.19	27.81	1.55	.12	-.91	7.82	.13
Passion	44.29	11.15	44.75	10.50	-0.52	.60	-2.19	1.27	.04
Distrust	57.00	15.18	62.54	14.59	-4.57	.00	-7.93	-3.16	.37
Sincerity	16.64	3.06	16.86	3.25	-0.87	.39	-.74	.29	.07
Expectations	25.43	4.06	25.62	4.87	-0.54	.59	-.89	.51	.04
Sharing	39.60	8.19	37.94	9.34	2.26	.02	.22	3.10	.19
Closeness	23.68	4.79	23.11	5.11	1.38	.17	-.24	1.37	.11
Understanding	31.79	5.68	31.13	5.87	1.40	.16	-.27	1.60	.11
Pleasure	16.83	3.50	16.76	3.43	0.27	.79	-.48	.63	.02
Significance	14.67	4.29	13.70	4.74	2.58	.01	.23	1.71	.21
Motive to Love	8.42	3.81	7.84	4.04	1.77	.08	-.06	1.21	.15
Physical Att.	20.89	6.39	21.35	6.25	-0.88	.38	-1.47	.56	.07
Companionship	14.97	4.07	15.55	3.85	-1.80	.07	-1.21	.05	.15
NDA	19.89	6.36	21.84	6.32	-3.77	.00	-2.98	-.94	.31
Disloyalty	27.78	10.23	31.77	9.63	-4.94	.00	-5.58	-2.40	.40
LOC	9.33	3.65	8.93	3.60	1.36	.17	-.18	.99	.11

Note. Negative WB = Negative Well-being, Positive WB = Positive Well-being, PWB = Psychological Well-being, S. Hopelessness = Social Hopelessness, Att. Style = Attributional Style, Physical Att. = Physical Attraction, NDA = Negative Dating Attitude, LOC = Lack of Commitment

ANOVA was used to investigate difference among adolescents on study variables against the categories of father's occupations i.e., self-employed, govt. employees and employees in private organizations. Means, standard deviations, and F -values for father's occupations on study variables are given in the Table 31. Results indicate that difference among categories of adolescents, whose fathers were self-employed, government employees and employees in private organizations, are non-significant on all study variables except on perceived parental support ($F = 4.32, p < .01$). Then post-hoc analysis was conducted on perceived parental support across categories of father's occupations. Result suggest that there is only significant difference between adolescents whose fathers are self-employed and the adolescents whose fathers are government employees on perceived parental support (Mean Difference = .78, $p < .05$).

Table 31

Means, standard deviations, and F-values for different categories of adolescents' father's occupations on study variables (N = 647)

Variable	Self-employed (n=234)		Govt. employee (n=230)		Employees in private org. (n=153)		F	P	η^2
	M	SD	M	SD	M	SD			
Peer Support	15.35	2.68	15.36	2.73	15.29	2.45	0.03	.97	.00
Parental Support	16.12	3.05	16.90	2.74	16.47	2.67	4.32	.01	.01
Internality	5.23	1.04	5.21	1.05	5.21	1.08	0.02	.98	.00
Stability	3.81	1.14	3.79	1.07	3.76	1.08	0.10	.90	.00
Globality	4.63	1.08	4.58	1.15	4.66	.99	0.29	.75	.00
Att. Styles	13.68	2.13	13.58	2.11	13.64	1.84	0.12	.88	.00
S. Hopelessness	61.40	14.02	60.48	13.54	60.02	12.88	0.53	.59	.00
Negative WB	4.02	2.70	3.70	2.79	4.27	2.95	1.97	.14	.01
Energy	7.35	2.59	7.44	2.76	6.87	2.58	2.33	.10	.01
Positive WB	8.12	2.40	8.00	2.79	7.83	2.74	0.57	.57	.00
PWB	23.46	5.65	23.74	6.10	22.42	6.11	2.38	.09	.01

Continued...

Variable	Self-employed (<i>n</i> =234)		Govt. employee (<i>n</i> =230)		Employees in private org. (<i>n</i> =153)		<i>F</i>	<i>P</i>	η^2
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			
Intimacy	168.28	26.46	165.56	27.33	166.39	25.97	0.63	.54	.00
Passion	45.16	10.70	44.27	10.48	44.55	11.29	0.41	.66	.00
Distrust	59.67	14.94	60.53	15.56	62.22	14.27	1.35	.26	.00
Sincerity	16.79	3.21	16.79	3.02	16.82	3.27	0.00	.99	.00
Expectations	25.44	4.63	25.66	4.31	25.88	4.49	0.46	.63	.00
Sharing	39.35	8.68	38.33	8.49	38.05	9.33	1.26	.28	.00
Closeness	23.54	5.16	23.13	5.03	23.53	4.58	0.49	.61	.00
Understanding	31.76	5.76	31.16	6.00	31.16	5.55	.76	.47	.00
Pleasure	17.02	3.33	16.56	3.68	16.87	3.25	1.03	.36	.00
Significance	14.31	4.53	13.92	4.70	14.03	4.51	0.44	.65	.00
Motive to Love	8.15	3.96	8.09	3.94	8.14	4.14	0.02	.98	.00
Physical Att.	21.71	6.19	20.61	6.26	21.27	6.53	1.78	.17	.01
Companionship	15.30	4.05	15.57	3.83	15.14	3.87	0.60	.55	.00
Disloyalty	29.60	10.24	30.02	10.28	31.98	9.06	2.82	.06	.01
NDA	20.85	6.45	21.35	6.47	21.47	6.30	0.55	.58	.00
LOC	9.21	3.46	9.15	3.72	8.77	3.77	0.78	.46	.00

Note. Negative WB = Negative Well-being, Positive WB = Positive Well-being, PWB = Psychological Well-being, S. Hopelessness = Social Hopelessness, Att. Style = Attributional Style, Physical Att. = Physical Attraction, NDA = Negative Dating Attitude, LOC = Lack of Commitment

Pearson bivariate correlation analysis was conducted to see the relationships among study variables. Results show that perceived peer support has significant positive correlation with psychological well-being ($r = .18, p < .01$). And perceived parental support also has significant positive correlation with psychological well-being ($r = .31, p < .01$). Results also indicate that perceived peer support ($r = -.21, p < .01$) and perceived parental support ($r = -.19, p < .01$) have significant negative correlation with social hopelessness. Attributional styles is significantly negatively correlated with psychological well-being ($r = -.11, p < .01$) and significantly positively correlated with social hopelessness ($r = .34, p < .01$).

Results indicate that intimacy ($r = -.10, p < .05$) and its four factors, including expectations ($r = -.12, p < .01$), closeness ($r = -.11, p < .01$), significance ($r = -.09, p < .05$), and pleasure ($r = -.13, p < .01$), have significant negative correlation with psychological well-being. Passion ($r = -.09, p < .05$) and its only one factor i.e., motive to love ($r = -.08, p < .05$) has significant negative correlation with psychological well-being. The results show that distrust and its two factors have non-significant correlation with psychological well-being while its one factor that is disloyalty has significant negative correlation with psychological well-being ($r = -.10, p < .05$).

Intimacy ($r = .18, p < .01$), and all its factors, including sincerity ($r = .11, p < .01$), expectations ($r = .11, p < .01$), sharing ($r = .10, p < .05$), closeness ($r = .17, p < .01$), understanding ($r = .13, p < .01$), pleasure ($r = .16, p < .01$), and significance ($r = .22, p < .01$), have significant positive correlation with social hopelessness. Results show that passion ($r = .23, p < .01$) and its all factors, including motive to love ($r = .24, p < .01$), physical attraction ($r = .15, p < .01$), and companionship ($r = .16, p < .01$), have significant positive correlation with social hopelessness.

Results also indicate that distrust ($r = .13, p < .01$) and its two factors, including disloyalty ($r = .13, p < .01$) and lack of commitment ($r = .11, p < .01$), have significant positive correlation with social hopelessness. While negative dating attitude has non-significant correlation with social hopelessness.

The findings of Pearson bivariate correlations analysis also indicate that correlations among factors and dimensions of Romantic Relations Scale for Adolescents are significant in most of cases (see Table 32). More specifically, results show that there is a significant positive correlation between intimacy and passion ($r = .51, p < .01$) while there is significant negative correlation between intimacy and distrust ($r = -.11, p < .01$). But correlation is not significant between passion and distrust.

The results show that intimacy dimension is significantly positively correlated with its own factors (r ranging from .60 to .83, $p < .01$) and significantly positively correlated with passion dimension ($r = .51, p < .01$) and its factors (r ranging from .31

to $.41, p < .01$) whereas significantly negatively correlated with distrust dimension ($r = -.11, p < .01$) and its two factors i.e., disloyalty ($r = -.10, p < .05$) and negative dating attitude ($r = -.11, p < .01$) but has no significant correlation with its third factor i.e., lack of commitment.

Passion dimension is significantly positively correlated with its own factors (r ranging from $.64$ to $.83, p < .01$) and also significantly positively correlated with factors of intimacy (r ranging from $.22$ to $.51, p < .01$). Passion dimension has no significant correlation with distrust dimension and one of its factors i.e., lack of commitment whereas it has significant positive correlations with its disloyalty factor ($r = .14, p < .01$) and significant negative correlation with negative dating attitude factor ($r = -.12, p < .01$).

Distrust dimension is significantly positively correlated with its own factors (r ranging from $.49$ to $.86, p < .01$) and significantly negatively correlated with four factors of intimacy dimension including sharing, closeness, understanding and significance (r ranging from $-.08$ to $-.16, p < .05$), whereas significantly positively correlated with its one factor i.e., expectations ($r = .10, p < .05$) and has no significant correlation with sincerity and pleasure factor. Finally, distrust dimension had no significant correlation with passion dimension and its factors.

Table 32
Correlation Matrix Among Study Variables (N = 647)

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1 PES	-	.30**	-.15**	.12**	.13**	.18**	.08*	-.02	.01	.04	-.21**	.11**	.00	.08*
2 PAS		-	-.18**	.20**	.32**	.31**	.13**	-.16**	-.08*	-.06	-.19**	-.02	.01	.07
3 NWB			-	-.35**	-.24**	-.73**	-.16**	.06	.24**	.08	.36**	.12**	.06	.08*
4 ENE				-	.38**	.77**	.08	-.18**	-.16**	-.15**	-.26**	-.02	-.09*	-.07
5 POW					-	.72**	.18**	-.13**	-.09*	-.02	-.26**	-.07	-.04	.03
6 PWB						-	.19**	-.17**	.22**	-.11**	-.40**	-.10*	-.09*	-.05
7 INT							-	.03	.00	.53**	-.08	.06	.01	.06
8 STA								-	.25**	.69**	.11**	.05	-.03	-.04
9 GLO									-	.67**	.22**	.12**	.05	.07
10 ATS										-	.34**	.12**	.02	-.04
11 SOH											-	.18**	.23**	.13**
12 INT												-	.51**	-.11**
13 PAS													-	.05
14 DIST														-

Continued.....

Variables	15	16	17	18	19	20	21	22	23	24	25	26	27
1 PES	.09*	.06	.13**	.07	.10*	.06	.03	-.09*	.03	.04	.07	.04	.10**
2 PAS	.07	-.04	-.02	-.01	.02	-.04	-.10*	-.05	.04	.03	.09*	.01	.11**
3 NWB	.09*	.12**	.05	.12**	.08*	.14**	.09*	.07	.04	.03	.04	.10**	-.02
4 ENE	.00	-.06	.03	-.05	.00	-.06	-.04	-.06	-.08*	-.06	-.02	-.11**	.05
5 POW	-.03	-.08*	-.04	-.06	-.05	-.08*	-.06	-.05	-.02	-.01	.03	-.01	.10**
6 PWB	-.06	-.12**	-.03	-.11**	-.06	-.13**	-.09*	-.08*	-.07	-.05	-.02	-.10*	.08
7 INT	.14**	.06	.04	.02	.04	.03	.03	.04	-.03	.04	.07	.01	.09*
8 STA	-.02	.03	.10*	.03	-.01	.05	.02	-.02	-.03	-.02	-.03	-.04	-.01
9 GLO	.06	.18**	.10*	.09*	.07	.11**	.08	.02	.03	.08*	.06	.04	.06
10 ATS	.09*	.14**	.13**	.07	.05	.10**	.07	.02	-.02	.05	.05	.01	.07
11 SOH	.11**	.11**	.10*	.17**	.13**	.16**	.22**	.24**	.15**	.16**	.04	.13**	.11**
12 INT	.61**	.71**	.82**	.83**	.80**	.72**	.75**	.31**	.41**	.41**	-.11**	-.10*	.02
13 PAS	.22**	.34**	.37**	.43**	.39**	.42**	.51**	.64**	.83**	.74**	-.12**	.14**	.01
14 DIST	.05	.10*	-.14**	-.14**	-.08*	-.07	-.16**	.01	.03	.07	.72**	.86**	.49**

Continued.....

Variables	15	16	17	18	19	20	21	22	23	24	25	26	27
15 SIN	-	.49**	.34**	.44**	.50**	.33**	.38**	.10*	.17**	.22**	.10*	-.02	.08*
16 EXP		-	.46**	.56**	.46**	.46**	.46**	.21**	.23**	.37**	.04	.11**	.04
17 SHA			-	.56**	.55**	.51**	.52**	.20**	.32**	.28**	-.12**	-.14**	-.01
18 CLO				-	.67**	.63**	.60**	.28**	.35**	.35**	-.13**	-.12**	-.00
19 UND					-	.52**	.50**	.21**	.35**	.29**	-.06	-.11**	.04
20 PLE						-	.53**	.22**	.37**	.34**	-.09*	-.05	-.01
21 SIG							-	.47**	.35**	.36**	-.22**	-.10*	.01
22 MTL								-	.25**	.36**	-.07	.06	.03
23 PHA									-	.42**	-.13**	.14**	-.03
24 COM										-	-.03	.11**	.04
25 NDA											-	.34**	.26**
26 DIS												-	.20**
27 LOC													-

Note. PES= Peer support, PAS = Parental support, NWB = Negative Well-being, ENE = Energy, POW = Positive Well-being, PWB = Psychological Well-being, INT = internality, STA = Stability, GLO = Globality, ATS = Attributional styles, SOH = Social hopelessness, INT = Intimacy, PAS = Passion, DIST = Distrust, SIN = Sincerity, EXP = Expectations, SHA = sharing, CLO = Closeness, UND = Understanding, PLE = Pleasure, SIG = significance, MTL = Motive to Love, PHA = Physical attraction, COM = Companionship, NDA = Negative dating attitude, DIS = Disloyalty, LOC = Lack of commitment, * $p < .05$, ** $p < .01$

Table 33

Multiple Linear Regression Analysis Predicting Social Hopelessness Controlling for Effect of Demographics (N = 647)

Predictors	Social Hopelessness				
	Model 1 <i>B</i>	Model 2 <i>B</i>	Model 3		
			<i>B</i>	95% CI	
				<i>LL</i>	<i>UL</i>
Constant	38.23**	49.68**	42.21**	17.54	66.88
Age	1.27	1.14	.29	-1.01	1.60
Father's Education	.32	.38*	.38*	.09	.68
Mother's Education	-.19	-.11	-.12	-.35	.12
Monthly Income	-.30*	-.28*	-.20	-.47	.07
Peer Support		-.85**	-.99**	-1.39	-.60
Parental Support		-.62**	-.65**	-1.01	-.29
Attributional Style		.93**	.76**	.28	1.25
Intimacy			.05*	.01	.10
Passion			.21**	.11	.32
Distrust			.14**	.07	.20
<i>R</i> ²	.02	.09		.17	
<i>F</i>	2.69*	9.21**		12.68**	
ΔR^2		.08		.08	
ΔF		17.61**		18.94**	

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

Results show that perceived peer support ($B = -.99$, $p < .01$) and perceived parental support ($B = -.65$, $p < .01$) have significant negative effect on social hopelessness. The results supported the study hypothesis no. 2, stating that perceived parental support and perceived peer support negatively predict social hopelessness. Attributional styles have significant positive effect on social hopelessness ($B = .76$, $p < .01$) that provide support to hypothesis no. 3 (i.e., Attributional style positively predicts social hopelessness). Results indicate that intimacy ($B = .05$, $p < .05$), passion ($B = .21$, $p < .01$) and distrust ($B = .14$, $p < .01$) positively predict social hopelessness. These results support the assumptions related to effect of intimacy, passion, and

distrust on social hopelessness in hypothesis no. 5 (i.e., Perception of intimacy, sincerity, expectations, sharing, closeness, significance, understanding, and pleasure in romantic relations are the positive predictors of social hopelessness), hypothesis no. 7 (i.e., Perception of passion, motive to love, physical attraction, and companionship in romantic relations are the positive predictors of social hopelessness), and hypothesis no. 9 (i.e., Perception of distrust, disloyalty, negative dating attitude, and lack of commitment in romantic relations are the positive predictors of social hopelessness). Second model shows that peer support, parental support, and attributional style are explaining 8% variance in social hopelessness (adjusted $R^2 = .08$). Third model shows that intimacy, passion, and distrust are explaining 8% variance in social hopelessness (adjusted $R^2 = .15$).

Table 34

Multiple Linear Regression Analysis Predicting Social Hopelessness Controlling for Effect of Demographics (N = 647)

Predictors	Social Hopelessness				
	Model 1 <i>B</i>	Model 2 <i>B</i>	Model 3		
			<i>B</i>	95% CI	
				<i>LL</i>	<i>UL</i>
Constant	38.23**	54.25**	48.14**	23.80	72.48
Age	1.27	.89	.08	-1.20	1.37
Father's Education	.32	.41**	.40**	.11	.69
Mother's Education	-.19	-.16	-.12	-.36	.11
Monthly Income	-.30*	-.27	-.17	-.43	.09
Peer Support		-.85**	-.95**	-1.34	-.56
Parental Support		-.52**	-.54*	-.90	-.18
Internality		-.62	-.96*	-1.88	-.03
Stability		.47	.62	-.29	1.53
Globality		2.64**	2.36**	1.44	3.30
Sincerity			.32	-.06	.70
Expectations			-.36*	-.64	-.07
Sharing			-.01	-.15	.14

Continued.....

Predictors	Social Hopelessness				
	Model 1 <i>B</i>	Model 2 <i>B</i>	<i>B</i>	Model 3	
				95% CI	
			<i>LL</i>	<i>UL</i>	
Closeness			.15	-.16	.47
Understanding			.03	-.22	.27
Pleasure			.12	-.27	.50
Significance			.31	-.01	.62
Motive to Love			.44**	.15	.72
Physical Attraction			.10	-.08	.28
Companionship			.10	-.18	.41
Disloyalty			.16**	.05	.27
Negative Dating Attitude			.08	-.10	.25
Lack of Commitment			.34*	.06	.62
<i>R</i> ²	.02	.12		.22	
<i>F</i>	2.69*	9.91**		8.02**	
ΔR^2		.11		.10	
ΔF		15.43**		6.00**	

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

Results show that perceived peer support ($B = -.95, p < .01$) and perceived parental support ($B = -.54, p < .01$) have significant negative effect on social hopelessness that provide additional affirmed support to hypothesis no. 1 (i.e., Perceived parental support and perceived peer support negatively predict social hopelessness). Expectations ($B = -.36, p < .05$) have significant negative effect on social hopelessness that is against hypothesis of the study i.e., Perception of intimacy, sincerity, expectations, sharing, closeness, significance, understanding, and pleasure in romantic relations are the positive predictors of social hopelessness. Motive to love is positively predicting social hopelessness that is partially supporting hypothesis no. 7 (i.e., Perception of passion, motive to love, physical attraction, and companionship in romantic relations are the positive predictors of social hopelessness). Disloyalty ($B = .16, p < .01$) and lack of commitment ($B = .34, p < .05$) have significant positive effect on social hopelessness that show partial support for hypothesis no. 9 (i.e.,

Perception of distrust, disloyalty, negative dating attitude, and lack of commitment in romantic relations are the positive predictors of social hopelessness). Second model shows that peer support, parental support, internality, stability, and globality are explaining 11% variance in social hopelessness (adjusted $R^2 = .11$). Third model shows that sincerity, expectations, sharing, closeness, understanding, pleasure, significance, motive to love, physical attraction, companionship, disloyalty, negative dating attitude, and lack of commitment are explaining 10% variance in social hopelessness (adjusted $R^2 = .20$).

Table 35

Multiple Linear Regression Analysis Predicting Psychological Well-Being Controlling for Effect of Demographics (N = 647)

Predictors	Psychological Well-being				
	Model 1 <i>B</i>	Model 2 <i>B</i>	<i>B</i>	Model 3	
				95% CI	
				<i>LL</i>	<i>UL</i>
Constant	29.22**	19.35**	21.08**	9.92	32.25
Age	-.35	-.29	-.10	-.69	.49
Father's Education	.00	-.04	-.04	-.17	.10
Mother's Education	.02	-.04	-.04	-.14	.07
Monthly Income	-.01	.00	-.02	-.14	.11
Peer Support		.24**	.28**	.10	.46
Parental Support		.59**	.59**	.43	.75
Attributional Styles		-.27*	-.23*	-.45	-.01
Intimacy			-.02	-.04	.00
Passion			-.03	-.08	.02
Distrust			-.03*	-.06	-.00
R^2	.00	.12		.14	
F	.42	12.11**		9.86**	
ΔR^2		.12		.02	
ΔF		27.63**		4.17**	

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

Results show that perceived peer support ($B = .28$, $p < .01$) and perceived parental support ($B = .59$, $p < .01$) are significantly positively predicting psychological well-being. Results support the hypothesis no. 1 of the study i.e.,

perceived parental support and perceived peer support are the positive predictors of psychological well-being. Attributional styles have significant negative effect on psychological well-being ($B = -.23, p < .05$) that support the hypothesis no. 4 (i.e., Attributional style negatively predicts psychological well-being). Distrust has significant negative effect on psychological well-being ($B = -.03, p < .05$). The results are supporting assumption related to effect of distrust on psychological well-being in hypothesis no. 10 (i.e., Perception of distrust, disloyalty, negative dating attitude, and lack of commitment in romantic relations have negative effect on psychological well-being). Second model shows that peer support, parental support, and attributional style are explaining 12% variance in psychological well-being (adjusted $R^2 = .11$). Third model shows that intimacy, passion, and distrust are explaining 2% variance in psychological well-being (adjusted $R^2 = .12$).

Table 36

Multiple Linear Regression Analysis Predicting Psychological Well-Being Controlling for Effect of Demographics (N = 647)

Predictors	Psychological Well-being				
	Model 1 <i>B</i>	Model 2 <i>B</i>	<i>B</i>	Model 3	
				95% CI	
			<i>LL</i>	<i>UL</i>	
Constant	29.22**	16.62**	19.58**	8.74	30.44
Age	-.35	-.15	.03	-.54	.60
Father's Education	.00	-.05	-.05	-.18	.08
Mother's Education	.02	-.01	.01	-.10	.11
Monthly Income	-.01	-.00	-.04	-.16	.07
Peer Support		.23**	.25**	.07	.42
Parental Support		.49**	.48**	.32	.64
Internality		.91**	.97**	.50	1.38
Stability		-.48*	-.53*	-.94	-.12
Globality		-1.00**	-.91**	-1.32	-.49
Sincerity			-.14	-.31	.03
Expectations			-.02	-.14	.11
Sharing			.04	-.02	.11
Closeness			-.07	-.21	.07
Understanding			.01	-.10	.11
Pleasure			-.15	-.32	.02
Significance			.03	-.11	.17
Motive to Love			-.08	-.21	.05
Physical Attraction			-.02	-.11	.06
Companionship			.03	-.10	.16
Disloyalty			-.06*	-.11	-.01
Negative dating attitude			-.02	-.10	.05
Lack of commitment			.13*	.00	.25
<i>R</i> ²	.00	.18		.22	
<i>F</i>	.42	15.25**		7.76**	
ΔR^2		.18		.04	
ΔF		27.05**		2.29**	

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

Results show that perceived peer support ($B = .25, p < .01$) and perceived parental support ($B = .48, p < .01$) are positively predicting psychological well-being. Hence, hypothesis no. 1 (i.e., Perceived parental support and perceived peer support are the positive predictors of psychological well-being) has received additional support from these findings. Disloyalty has significant negative effect on psychological well-being ($B = -.06, p < .05$) that provide partial support to hypothesis no.10 (i.e., Perception of distrust, disloyalty, negative dating attitude, and lack of commitment in romantic relations have negative effect on psychological well-being). While lack of commitment has significant positive effect on psychological well-being ($B = .13, p < .05$) that do not support above mentioned hypothesis no.10. Second model shows that peer support, parental support, internality, stability, and globality are explaining 18% variance in psychological well-being (adjusted $R^2 = .17$). Third model shows that sincerity, expectations, sharing, closeness, understanding, pleasure, significance, motive to love, physical attraction, companionship, disloyalty, negative dating attitude, and lack of commitment are explaining 4% variance in psychological well-being (adjusted $R^2 = .19$).

Table 37

Moderating Role of Perceived Parental Support for the Effect of Expectations in Romantic Relations on Psychological Well-Being (N = 647)

Predictors	Psychological Well-being		
	B	95% CI	
		LL	UL
Constant	27.55**	17.17	37.92
Age	-.21	-.80	.37
Father's Education	-.03	-.16	.11
Mother's Education	-.04	-.15	.07
Monthly Income	.02	-.10	.13
Expectations	-.16**	-.26	-.06
Parental Support	.63**	.47	.79
Expectations*Parental Support	.04*	.01	.08
R^2		.12	
F		12.14**	

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

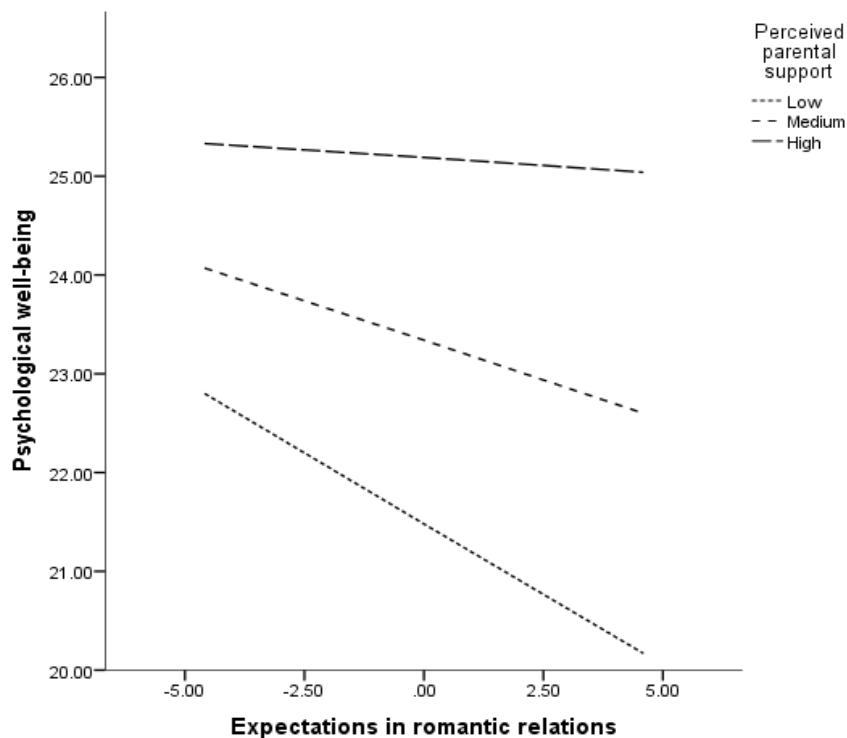


Figure 21. Moderating role of perceived parental support for the effect of expectations in romantic relations on psychological well-being

Results show that expectations in romantic relations have significant negative effect on psychological well-being ($B = -.16, p < .01$). And perceived parental support has negatively moderated the effect of expectations in romantic relations on psychological well-being (B interaction = $.04, p < .05$). The moderation model explains a total of 12% variance ($R^2 = .12$) in psychological well-being. Moderation graph shows that slopes for low level of parental support ($B = -.29, p < .01$) and medium level of parental support ($B = -.16, p < .01$) are significant while slope for high level of parental support is non-significant. Slope is steepest for low parental support. It means relationship between expectations in romantic relations and psychological well-being is strongest for those who have low parental support. These results show that parents' support is helpful in countering the negative consequences of expectations in romantic relations. Children of supportive parents have advantage to avoid negative consequences of romantic relations over the children of non-supportive parents.

Table 38

Moderating role of Perceived Peer Support for the effect of Expectations in Romantic Relations on Social Hopelessness (N = 647)

Predictors	Social Hopelessness		
	<i>B</i>	95% CI	
		<i>LL</i>	<i>UL</i>
Constant	42.47**	18.51	66.43
Age	.99	-.37	2.35
Father's Education	.34*	.03	.65
Mother's Education	-.19	-.43	.06
Monthly Income	-.21	-.49	.07
Expectations	.33**	.10	.56
Peer Support	-1.03**	-1.43	-.64
Expectations*Peer Support	-.09*	-.17	.00
<i>R</i> ²		.07	
<i>F</i>		7.16**	

p*<.05, *p*<.01

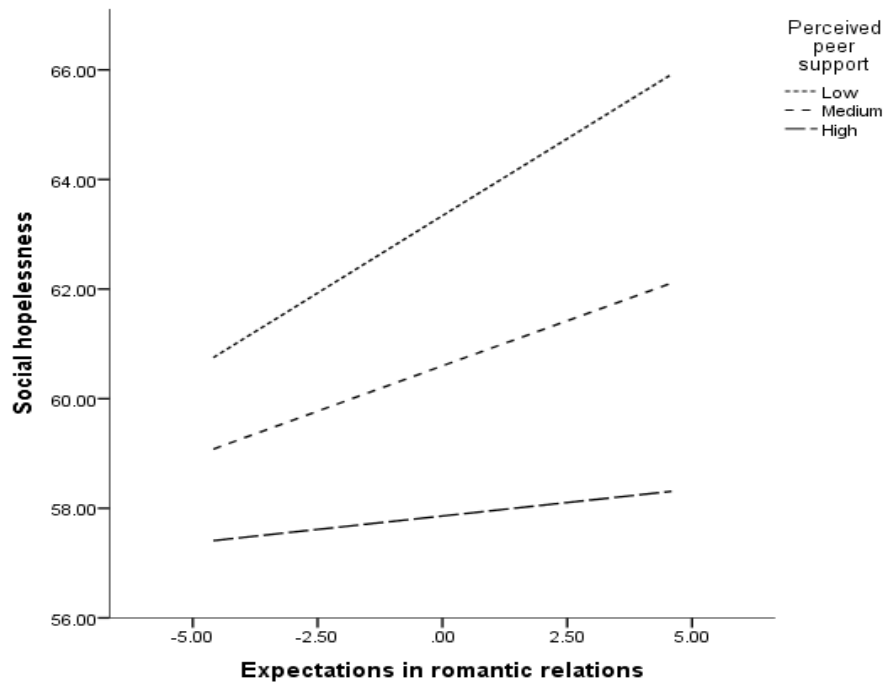


Figure 22. Moderating role of perceived peer support for the effect of expectations in romantic relations on social hopelessness

Results show that expectations in romantic relations have significant positive effect on social hopelessness ($B = .33, p < .01$). And result of moderation analysis show that perceived peer support negatively moderate the effect of perception of expectations in romantic relations on social hopelessness (B interaction = $-.09, p < .05$). Moderation graph shows that slopes for low level of peer support ($B = .56, p < .01$) and medium level of peer support ($B = .33, p < .01$) are significant while slope for high level of peer support is non-significant. Slope is steepest for low peer support. There is increase in social hopelessness with increase in perception of expectations in romantic relations. But this effect of expectations in romantic relations on social hopelessness become non-significant with increase in peer support. The moderation model explains a total of 7% variance ($R^2 = .07$) in social hopelessness.

Table 39
Moderating Role of Gender for the Effect of Distrust in Romantic Relations on Social Hopelessness (N = 647)

Predictors	Social Hopelessness		
	<i>B</i>	95% CI	
		<i>LL</i>	<i>UL</i>
Constant	36.95**	12.57	61.34
Age	1.30	-.08	2.68
Father's Education	.33*	.02	.65
Mother's Education	-.20	-.45	.05
Monthly Income	-.29*	-.57	-.01
Distrust	.12**	.04	.20
Gender	.28	-2.20	2.76
Distrust*Gender	.17*	.01	.33
<i>R</i> ²		.04	
<i>F</i>		3.74**	

* $p < .05$, ** $p < .01$, (boys = 0, girls = 1)

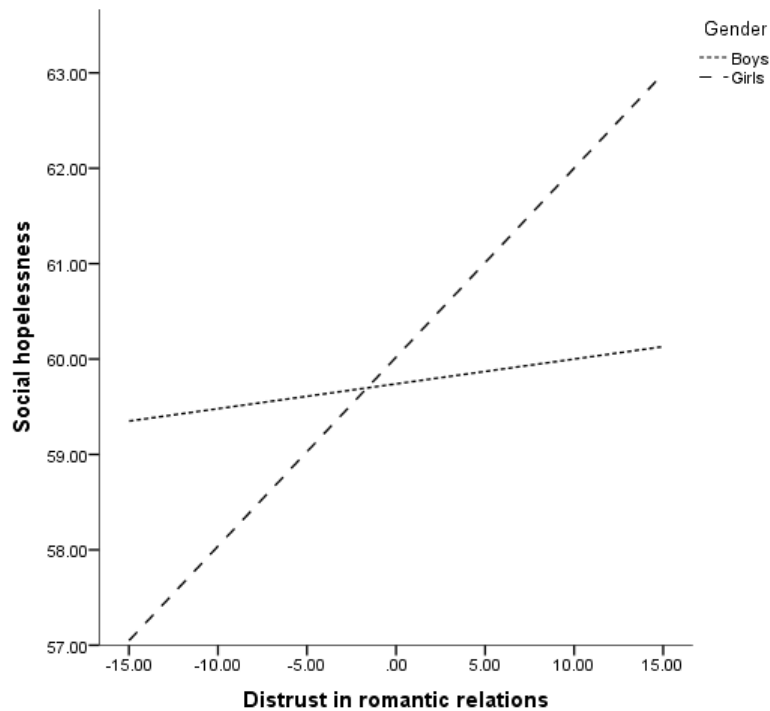


Figure 23. Moderating role of gender for the effect of distrust in romantic relations on social hopelessness

Results show that distrust in romantic relations has significant positive effect on social hopelessness ($B = .12, p < .01$). The interaction suggest that gender positively moderate the effect of distrust in romantic relations on social hopelessness (B interaction = $.17, p < .05$) of adolescents that is effect of distrust on social hopelessness increases for girls. The moderation model explains a total of 4% variance ($R^2 = .04$) in social hopelessness. There is more increase in social hopelessness with increase in distrust for girls than for boys. Slope is steeper for girls than for boys. It means the relationship between distrust in romantic relations and social hopelessness is stronger for girls than boys. Simple slope analysis shows that there is significant slope for girls ($B = .20, p < .01$) while slope is non-significant for boys ($B = .03, p > .05$).

Table 40

Moderating Role of Gender for the Effect of Disloyalty in Romantic Relations on Social Hopelessness (N = 647)

Predictors	Social Hopelessness		
	B	95% CI	
		LL	UL
Constant	36.11**	11.98	60.23
Age	1.31	-.06	2.67
Father's Education	.35*	.03	.66
Mother's Education	-.18	-.43	.07
Monthly Income	-.28*	-.56	.00
Disloyalty	.23**	.11	.35
Gender	.17	-2.23	2.56
Disloyalty*Gender	.47**	.23	.70
R ²		.06	
F		5.36**	

* $p < .05$, ** $p < .01$, (boys = 0, girls = 1)

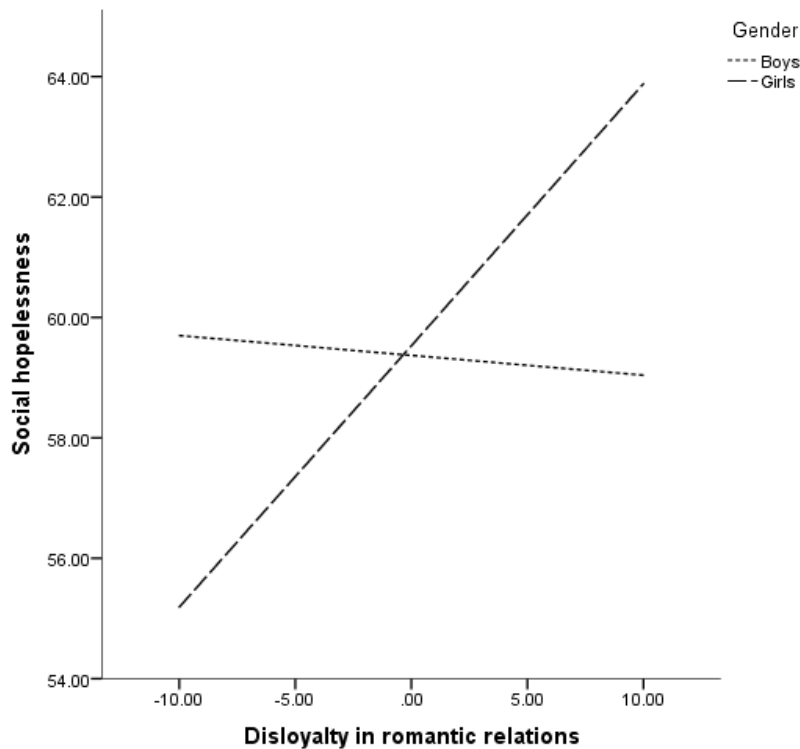


Figure 24. Moderating role of gender for the effect of disloyalty in romantic relations on social hopelessness

Results show that disloyalty in romantic relations has significant positive effect on social hopelessness ($B = .23, p < .01$). And results suggest that gender positively moderate the effect of disloyalty in romantic relations on social hopelessness (B interaction = $.47, p < .05$) of adolescents that is effect of gender increase from boys to girls. The moderation model explain a total of 6% variance ($R^2 = .06$) in social hopelessness. There is more increase in social hopelessness with increase in perception of disloyalty in romantic relations for girls than for boys. Steepness of slope for girls is more than boys. It means the relationship between disloyalty and social hopelessness is stronger for girls than boys. Simple slope analysis shows that there is significant slope for girls ($B = .43, p < .01$) while slope is non-significant for boys ($B = -.03, p > .05$).

Table 41

Moderating Role of Perceived Peer Support for the effect of Disloyalty in Romantic Relations on Psychological Well-being (N = 647)

Predictors	Psychological Well-being		
	<i>B</i>	95% CI	
		<i>LL</i>	<i>UL</i>
Constant	30.01**	19.34	40.67
Age	-.37	-.98	.23
Father's Education	-.02	-.16	.12
Mother's Education	.03	-.08	.14
Monthly Income	-.07	-.19	.06
Disloyalty	-.06**	-.11	-.01
Peer Support	.42**	.24	.60
Disloyalty*Peer Support	.02*	.00	.04
<i>R</i> ²		.05	
<i>F</i>		5.26**	

p*<.05, *p*<.01

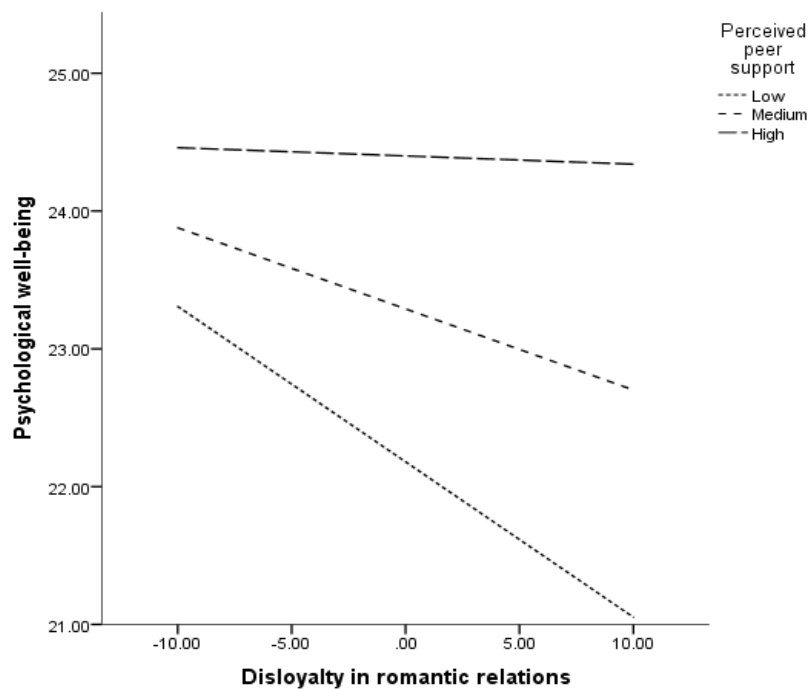


Figure 25. Moderating role of perceived peer support for the effect of disloyalty in romantic relations on psychological well-being

Results show that disloyalty in romantic relations has significant negative effect on psychological well-being ($B = -.06, p < .01$). And results also show that perceived peer support negatively moderate the effect of perception of disloyalty in romantic relations on psychological well-being (B interaction = $.02, p < .05$). Moderation graph shows that slopes for low level of peer support ($B = -.11, p < .01$) and medium level of peer support ($B = -.06, p < .01$) are significant while slope for high level of peer support is non-significant. The moderation model explain a total of 5% variance ($R^2 = .05$) in psychological well-being. Slope is steepest for low peer support. There is decrease in psychological well-being with increase in disloyalty in romantic relations. But this effect of disloyalty on psychological well-being become non-significant with increase in peer support. It is evident from the results that peer support can counter the negative effect of disloyalty in romantic relations on psychological well-being of adolescents.

DISCUSSION

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Discussion

The main objective of this study was to explore the perception of romantic relations among adolescents living in eastern religious collectivist culture of Pakistan. This objective encompassed the development of an indigenous instrument to measure the perception of romantic relations. Further, the study investigated the association of romantic relations, including dimensions and factors, with the psychological well-being and social hopelessness in adolescents. Other main objectives were to investigate the role of social support, including perceived parental support and perceived peer support, and attributional styles as predictors of social hopelessness and psychological well-being. And also, to explore the role of perceived parental support, perceived peer support, attributional styles, and gender as moderators. The study was carried out in three phases i.e., phase-I, phase-II, and phase-III.

In Phase-I (Part-I) of the study, the Perceived Parental Support Scale (Kristjansson et al., 2010), Perceived Peer Support Scale (Kristjansson et al., 2010), Attributional Style Questionnaire for Adolescents (Rodriguez-Naranjo & Cano, 2010), and Social Hopelessness Questionnaire (Heisel et al., 2003) were translated and adapted. Translation and adaption of existing standardized measures is very common practice especially in social sciences. The main purpose of translation and adaptation was that English is not the first language of the adolescents living in Pakistan. Most of the adolescents usually have difficulty in understanding the content in English language while they can understand same content in Urdu language in a better way. The main reason is that Urdu is their national language, and they are familiar and comfortable with it. Another reason for translation and adaptation was that original scales were developed for western culture which has differences from Pakistani culture; hence there was also a need of adaptations. In process of adaption, some changes were made in the content of the items according to Pakistani culture.

In the process of translation and adaption, instructions and scoring categories were also given special attention. And all efforts were made to make instructions self-explanatory. For the translation and adaptation of scales back translation method (Brislin, 1980) was used. In forward translation, translators were requested to use

simple language to ensure that participants can easily comprehend items. Experts also tried to make translation easy to comprehend during committee approach. The committee of experts played very important role in finalizing Urdu translations, in adaptation, and then in finalizing back translation of those Urdu versions. After translating instruments into Urdu language, they were back-translated into source language that is English, in order to ensure that contents of items in translated version were same as in the original instruments which provided a validity check of translation (Beaton et al., 2000). To identify any comprehension issues, the instruments were given to target population to evaluate the items. That pretesting was done to ensure that the target population will comprehend the material (Brislin, 1980). The responses of the target population helped to improve the language. On the basis of participants' response and experts' suggestions, substitutes for some words were added in parenthesis which enhanced the understanding of the items.

Another objective of the Phase-I was to develop an indigenous scale to measure the perception of romantic relations by adolescents. There were multiple reasons to develop an indigenous scale instead of using already developed scales. First reason was that most of available scales measured romantic love or passionate love like The Reiss Romantic Love Scale (Reiss, 1964), Romantic Love Scale (Kephart, 1967), Romantic Love Questionnaire (Dion & Dion, 1973), Passionate Love Scale (Hatfield & Sprecher, 1986), and Love Attitude Scale (Hendrick & Hendrick, 1986) etc., and very few addressed the romantic relations e.g., Relationship Rating Form (Davis, 2001), Romance Qualities Scale (Ponti, et al., 2010). And even those that measured romantic relations and considered suitable for adolescents population like Sternberg's Triangular Love Scale (Sternberg, 1997) and Triangular Love Scale (Lemieux & Hale, 1999, 2002), could not be used in Pakistan due to cultural differences. As in Western and American culture, adolescents' romantic relations have open acceptance, and these relations are considered as hallmark of adolescence (Giordano et al., 2006). Western and American literature also support the developmental significance of these relations during adolescence. As literature shows that romantic relations during adolescence provide social support to adolescence, increase their self-esteem, develop intimacy, and prepare them for adult relationships

(Bouchey & Furman, 2003; Collins, 2003; Connolly & Goldberg, 1999; Shulman et al., 2011; Shulman & Scharf, 2000). Western literature also support the significance of these relations for well-being of the adolescents (Collins, 2003; Collins et al., 2009; Giordano et al., 2006). But in Pakistan, the situation is quite different. Not only there is scarcity of literature on romantic relations of adolescents in Pakistan but also there is a no acceptance of these relations from the community. Although the concept of adolescents' romantic relations is prevalent in literature, movies, songs, and dramas but in real life people do not accept these relations and consider these relations as western norms.

Extra marital relations and pre-marital relations are considered *Haram* (forbidden) in Islam, which is the religion of majority of the population in Pakistan, and hence any romantic relations without a legal marital bound have no social, religious, and moral acceptance in Pakistan. Due to these cultural differences, western culture-based instrument could not be used in Pakistan. Another reason was that the available scales to measure romantic relations, were scenario based, in which respondents are asked to respond according to their feelings for their romantic partner e.g., Relationship Rating Form (Davis, 2001) or they are asked to respond according to their current romantic relations e.g., Romance Qualities Scale (Ponti et al., 2010). And on some scales, like Sternberg's Triangular Love Scale (Sternberg, 1997) and Triangular Love Scale (Lemieux & Hale, 1999, 2002), each item has a blank and respondent has to mentally fill the blank with the name of his/her romantic partner in order to respond. Therefore, these scales were measuring actual romantic relations. While it's quite difficult to measure actual romantic relations in Pakistan where adolescents have romantic relations, but they are not ready to accept them openly due to social, cultural, and religious values and norms. Hence, due to these cultural issues and to increase generalizability of scale, it was decided to develop a scale to measure the perception of romantic relations during adolescence.

To explore the phenomenon of romantic relations in perspective of target population and to generate items, focus group discussions were held which is not only a strength of this study, but also increase the validity of the scale. According to Vogt et al., (2004) when target population is not considered at early stage of instrument

development to identify and specify the construct, it can result in concepts/constructs which are faulty and items which do not address important aspects of the constructs. Focus group discussions generated the qualitative data that not only helped to understand that how the adolescents living in religious collectivist culture of Pakistan perceive the romantic relations, but it also provided the content that was used to develop the items of the scale. Knowledge gained from focus group discussions improved the relevance and representativeness of the items. Further, the knowledge about the language that participants used when they were discussing the construct of romantic relations helped in the phrasing of the items.

Focus group discussions were analysed by using the method of content analysis because this technique is considered a flexible method for analysis of text data (Cavanagh, 1997). Inductive content analysis, that is a bottom-up approach, was used to identify categories while deductive content analysis, that is a top-down approach, was used to generate items. Inductive content analysis resulted in 22 categories of construct of romantic relations. Some of the categories were same as were found in previous literature while some categories seemed new and culture specific. Commitment (Garcia, 1998; Kokab & Ajmal, 2012; Sternberg, 1986; Yela, 1996), companionship (Kokab & Ajmal, 2012; Furman & Wehner, 1994,1997), fascinations (Garcia, 1998; Yela, 1996, 2006), attraction (Brown et al., 1999; Garcia, 1998; Gottschall & Nordlund, 2006; Sternberg, 1986; Overbeek et al., 2007; Yela, 1996), expectations (Cionea, Hoelscher, Van Gilder, & Anagondahalli, 2015; Collins, 2003; Gottschall & Nordlund, 2006; Kokab & Ajmal, 2012), sharing (Garcia, 1998), trust (Garcia, 1998; Yela, 1996), understanding (Garcia, 1998; Kokab & Ajmal, 2012; Yela, 1996, 2006), closeness (De Andrade et al., 2015; Furman & Wehner, 1994,1997; Overbeek et al., 2007; Sternberg, 1986; Yela, 2006) and assistance (Furman & Wehner, 1994,1997) have been discussed in previous literature. Dating is also not a new concept because dating is a prevalent phenomenon in western culture. In Pakistani culture, although dating is not very common, however we cannot deny its existence. As in focus group discussions, it was found that participants had not only the concept of dating, but they also reported that adolescents in Pakistan are indulged in dating.

Sincerity appeared as a culture sensitive category as adolescents, both boys and girls gave importance to sincerity in romantic relations. Categories like motivations, benefits, care, disadvantages, feelings, physical features, physical contact, emotions, and attention although seems novel but they have been discussed indirectly in the literature on love and romantic relations. Results of content analysis of focus group discussions shows that adolescents living in religious collectivist culture of Pakistan had very clear concept of romantic relations that is not completely different from west that may be due to globalization and their exposure to social media. But it was found that they did not always evaluate the romantic relations positively because they reported lack of sincerity, trust, and commitment again and again. They also reported the disadvantages of having romantic relations along with benefits. Some participants also said that these relations are against social and religious values so adolescents should not indulge themselves in these relations. Hence, on the basis of focus group discussion, it can be said that although adolescents living in Pakistan had concept of romantic relations, but cultural differences also exist which cannot be denied.

Items were generated on the basis of deductive content analysis of the categories. As items were drawn from content collected from target population hence it can be assumed that they represent target population's perception of romantic relations. Subject matter experts (SMEs) were involved to evaluate the items which extended the evidence of the content validity of the scale. Scale was administered on a small sample of target population. According to Vogt et al. (2004), at the stage of item development, members of target population can review items and provide input regarding ease of their understanding. This step enhanced the content validity and generalizability of the scale.

In order to establish factorial validity of the scale, exploratory factor analysis was conducted. For exploratory factor analysis, Principal Axis Factoring with Promax rotation was used. First order EFA resulted in 13 factors, consisting of 74 items, explaining 47.66% of the variance. While second order EFA resulted in 3 dimensions and explained 63.84% of item variance. Dimensions were named Intimacy, Passion, and Distrust. Intimacy has seven factors i.e., Sincerity, Expectations, Sharing,

Closeness, Understanding, Pleasure, and Significance. Passion has three factors i.e., Motive to Love, Physical Attraction, and Companionship. Third dimension that was named Distrust also included three factors i.e., Disloyalty, Negative Dating Attitude, and Lack of Commitment. The values of Cronbach's alpha for factors ranged from .61 to .88 while for dimensions, the values ranged from .83 to .94 which indicates that all factors and dimensions have high degree of internal consistency.

In Phase-II, a Pilot study was conducted to establish psychometric properties of the scales, and to explore trends in the data. The objective was to establish the psychometric properties of Urdu versions of the instruments, translated and adapted in first phase of the study including Perceived Parental Support Scale (Kristjansson et al., 2010), Perceived Peer Support Scale (Kristjansson et al., 2010), Attributional Style Questionnaire for Adolescents (Rodriguez-Naranjo & Cano, 2010), and Social Hopelessness Questionnaire (Heisel et al., 2003). Furthermore, it was extended to check the psychometric properties of already existing Urdu version of Well-Being Questionnaire (Bradley, 2000); and to establish psychometric properties of newly developed scale namely Romantic Relations Scale for Adolescents.

Results of reliability analysis showed that internality, stability, globality, attributional styles, social hopelessness, intimacy, passion, distrust, sharing, physical attraction, and disloyalty had Cronbach's alpha values $\geq .80$ which indicate that these measures have very good reliability (Ursachi et al., 2015). Parental support, negative well-being, psychological well-being, sincerity, closeness, understanding, pleasure, and negative dating attitude had good reliabilities (Ursachi et al., 2015) alpha ranging from .71 to .79. While peer support, energy, positive well-being, expectations, significance, motive to love, companionship, and lack of commitment had reliabilities alpha ranging from .60 to .70 that is acceptable level of reliability (Ursachi et al., 2015). Cronbach's alpha value for Perceived Peer Support Scale was .61 in the pilot study, although it was in acceptable range, but for original scale Cronbach's alpha was .86 (Kristjansson et al., 2010). According to Beaton et al., (2000), whenever we translate and adapt some questionnaire/instrument, we try to produce equivalence between content of the source version i.e., original version and the target version i.e., translated version. And it is assumed that this process will ensure the retention of the

psychometric properties of the scale or questionnaire. But it does not happen always because of cultural differences. Same may be had happened in the case of the Perceived Peer Support Scale, that Cronbach's alpha value of pilot study is .25 points lower than Cronbach's alpha value reported for the scale earlier (Kristjansson et al., 2010).

Skewness values for all study variables were within acceptable range i.e., $< \pm 2$. Kurtosis values were also in the acceptable range i.e., $< \pm 2$, except the values for intimacy, expectations, and sharing, which were high. As romantic relations involves lot of intimacy and sharing with partner, and there are many expectations regarding relationship and romantic partner that's why kurtosis values for these variables are quite logical to be high. However, according to central limit theorem a sampling distribution is normal if the sample is large enough (Field, 2012). Overall results of descriptive statistics that is Cronbach's alpha, skewness and kurtosis indicate the appropriateness of the measures to be used in the main study.

Confirmatory factor analysis of the Urdu versions of Perceived Peer Support Scale, W-BQ12, and ASQ-A confirmed the factor structure which shows the generalizability of the factor structures and suitability of these scales for study population. In case of CFA of Perceived Peer Support Scale, chi-square value was non-significant and other model fit indices met the criteria that confirmed the stability of the factor structure. Results of CFA of W-BQ12 also confirmed the applicability of the factor structure on adolescent population in Pakistan.

In case of CFA of Attributional Style questionnaire, RMSEA value was in range but CFI and TLI values were slightly less than the acceptable criteria. That may be due to the reason that Internality subscale has non-significant correlation with other subscales i.e., Stability and Globality and hence incorporating these three constructs in one measurement model did not result in a very good fit of the model to the data. However, this correlation pattern was same that was reported in the development of this scale (Rodriguez-Naranjo & Cano, 2010). As factor loadings of items for their respective subscale were above .30 that indicated validity of the indicators. And Cronbach's alpha values for scale and subscales ranged from .82 to .87 that showed

high degree of internal consistency of the subscales and the scale. Hence, the scale was considered suitable for use in the main study.

Results of CFA of Social Hopelessness Questionnaire confirmed the factor structure on Pakistani adolescent population. But it was decided to repeat its CFA on the main study sample as two items have factor loadings below the criteria. Same is the case with Perceived Parental Support Scale where all model fit indices supported the factor structure but due to large error covariance, it was decided to repeat CFA on the main study sample.

Second objective of the phase-II was to explore the data trends. In order to see the data trends the Pearson bivariate correlations were computed between demographic, and study variables. Results showed that there was positive correlation between perceived parental support and psychological well-being. There was also positive correlation between perceived peer support and psychological well-being. It was aligned with previous literature that parental and peer support is related to well-being of adolescents (Lee & Goldstein, 2015). Attributional style had positive correlation with social hopelessness and negative correlation with psychological well-being. Passion and distrust had positive correlation with social hopelessness and negative correlation with psychological well-being. Results of Pearson bivariate correlation showed that most of the study variables had significant correlation in expected direction which was a clear indication that measurements were suitable for the study variables and can be used for hypotheses testing in the main study.

In phase-III i.e., main study, confirmatory factor analysis was conducted to confirm the factor structure of Perceived Parental Support Scale, Social Hopelessness Questionnaire, and Romantic Relations Scale for Adolescents (RRS-A). Confirmatory factor analysis of Perceived Parental Support Scale and Social Hopelessness Questionnaire was already done on pilot study data but there were some problems, and hence it was decided to repeat these analyses in the main study with larger sample. When CFA of Perceived Parental Support Scale was conducted on pilot study sample, large error covariance was appeared. However, when CFA was done on main study sample, only one error covariance appeared between two items, and addition of

this error covariance improved the model significantly. In case of Social Hopelessness questionnaire, it had good model fit indices when CFA was conducted on the pilot study sample. But two items had factor loadings less than .30. However, when CFA was conducted on the main study sample, results showed that default model has good model fit indices and factor loadings of all items were above the criteria i.e., .30 (Kline, 2005). Results of CFAs showed that both instruments have good model fit indices. As CFA has confirmed the factor structure of the Urdu translations of Perceived Parental Support and Social Hopelessness questionnaire on sample of adolescents living in collectivist culture of Pakistan, hence, these instruments can be used with confidence on study sample.

Construct validity of the Romantic Relations Scale for Adolescents (RRS-A) developed in first two phases of the present study, was confirmed through Hierarchical confirmatory factor analysis. Result showed that although χ^2 value was significant in most of cases due to large sample size but other model fit indices such as RMSEA, CFI, and TLI were in acceptable range that confirm factor structure found in first order and second order EFA. Factor loadings of all items for their respective factors were .30 or above (Kline, 2005) in first order CFA. In second order CFA, where computed factors were taken as indicators, factor loadings ranged from .35 to .83. First order CFA confirmed the existence of 13 factors while second order CFA confirmed the presence of three dimensions. Hence, after CFA, it is confirmed that RRS-A has three dimensions i.e., intimacy, passion, and distrust. Intimacy consisted of seven factors, sincerity, expectations, sharing, closeness, understanding, pleasure, and significance. Passion has three factors which are motive to love, physical attraction, and companionship. Distrust also has three factors, disloyalty, negative dating attitude, and lack of commitment.

The structure of the Romantic Relations Scale for Adolescents showed that romantic relation is a multidimensional concept that consists of both positive and negative dimensions. Intimacy and passion are the positive dimensions while distrust is the negative dimension in Romantic Relations Scale for Adolescents. The structure of the scale is aligned with previous literature that suggests that the concept of

romantic relations is multidimensional in nature having both positive and negative aspects (Ponti et al., 2010).

Initially, before the development of the indigenous scale for adolescents to measure their perception of romantic relations, it was assumed that perception of romantic relations in religious collectivist culture of Pakistan would be different from west. Given that romantic relations of adolescents have acceptance in western culture while these relations are not accepted in Pakistan, it was assumed that the adolescents living in Pakistan will have different perception of romantic relations as compared to adolescents living in west. But results of focus group discussions and then structure of RRS-A showed that the perception of romantic relations among adolescents living in Pakistan is not completely different from that of the west. That may be due to the globalization and exposure of adolescents to social media. The conceptual framework of the phenomena of romantic relations found in this study is almost aligned with already existing well-established theories/model of romantic relations like Sternberg's triangular theory (1986) and tetra-factorial model of love (Gracia, 1998; Yela, 1996). In case of RRS-A, it was found that some dimensions and factors are not new, and that they have been measured directly or indirectly by different instruments while some novel dimensions and factors appeared that may be associated with cultural diversity.

A review of the existing literature shows that intimacy and passion have been measured by Prototype of Love Scale (Aron & Westbay, 1996), Relationship Rating Form (Davis, 2001), Sternberg Triangular Love Scale (Strenberg, 1997) and Triangular Love Scale (Lemieux & Hale, 1999, 2002). Factors which are also part of existing instruments include closeness and companionship, which have been measured by Romantic Qualities Scale (Ponti et al., 2010), sharing and understanding measured by Relationship Rating Form (Davis, 2001) and feelings of closeness and intimacy which have been measured by Hattis Love Scale (Hattis, 1965).

Factors and dimensions of RRS-A, which are not found to be measured by some available instruments include expectations, significance, sincerity, pleasure, physical attraction, motive to love, distrust, negative dating attitude, disloyalty, and

lack of commitment. In focus group discussions, adolescents talk about sincerity in romantic relations, and it has also emerged as an important factor of intimacy dimension in EFA and CFA, but there is no available empirical literature in support for this factor, and it seems novel for the study population. Sincerity is not only novel but also culturally sensitive. As in religious culture of Pakistan, adolescents conceptualize that the romantic relations are *Haram*, hence deception in these relations is generally expected that may create doubts about sincerity in romantic relations. And they also expressed their doubts and their perception of lack of sincerity in romantic relation during focus group discussions. Another reason may be that there is a general perception that adolescents' romantic relations are short-lived as a time-pass activity further adding doubts to the sincerity in such relationship. Hence, adolescents show concern about sincerity in focus group discussions. It emerged as a novel and culture sensitive factor. Significance, expectations, pleasure, motive to love, and physical attraction also seems to be novel factors as there is no available instrument for measurement of these factors. Distrust and its factors that include negative dating attitude, disloyalty, and lack of commitment are very unique and novel concepts in the assessment of romantic relations. Commitment is a well-studied factor and had been measured by Prototype of Love Scale (Aron & Westbay, 1996), Sternberg Triangular Love Scale (Sternberg, 1997), Triangular Love Scale (Lemieux & Hale, 1999, 2002), and Relationship Rating Form (Davis, 2001). However, lack of commitment is a new dimension and shows that adolescents in Pakistan have a negative attitude for romantic relation and perceive lack of commitment in romantic relations. Distrust and its factors are not only new and culture specific but also show a generic negative conceptualization of romantic relations in Pakistan. This dimension and its factors show that adolescents living in collectivist culture although have concept of romantic relation, but they perceive it negatively due to their cultural, social, and religious norms.

Cronbach's alpha for dimensions ranged from .80 to .94 in three different studies i.e., study-2, study-3, and study-4. While for factors Cronbach's alpha values ranged from .60 to .88 in these studies. These high Cronbach's alpha values support the good internal consistency of the scale.

Results of Pearson bivariate correlation analysis showed that intimacy dimension is positively correlated with passion dimension as both are positive dimensions while negatively correlated with distrust dimension which is a negative aspect of perception of romantic relations. Correlation between passion and distrust is non-significant. The finding suggest that both perception of passion in romantic relations, and perception of distrust are independent of each other. Intimacy is not only positively correlated with passion dimension but also positively correlated with all its factors. The main reason is that both are positive dimensions of romantic relations. While intimacy has negative correlation with distrust and its two factors that is disloyalty and negative dating attitude. Because intimacy is positive aspect of romantic relations while distrust is negative aspect/dimension of romantic relations. Another reason may be that when there is perception of intimacy in romantic relations, there are very few chances to have perception of distrust, and disloyalty in romantic relationship or to have negative dating attitude.

Passion dimension has positive correlation with factors of intimacy. It has positive correlation with one of the factors of distrust that is disloyalty because it is possible to have perception of physical attraction, companionship, and other culturally bound reasons of having romantic relations and at the same time to have perception of disloyalty in romantic relations. Passion has significant negative correlation with negative dating attitude because passion includes positive perception of physical attraction and dating behaviours in romantic relations while negative dating attitude focus on negative perception regarding dating.

Distrust is negatively correlated with sharing, closeness, understanding and significance because when there is distrust, there is no closeness, sharing, understanding and evaluation of importance of having romantic relations during adolescence. There was positive correlation between distrust and expectations. It may be due to the reason that on distrust dimension when adolescents are reporting lack of commitment, disloyalty, and negative dating attitude, they are showing negative expectations regarding romantic relations. As these expectations are acceptable regarding romantic relations in religious collectivist society of Pakistan so that positive correlation may exist.

The intra-scale correlations, internal consistency and other psychometric properties of the scale are strong evidence for the effectiveness of the scale for measuring perception of romantic relations. Scale showed evidence for content and construct validity. It is concluded that Romantic Relations Scale for Adolescents (RRS-A) is a comprehensive and reliable indigenous instrument that can be used to measure the adolescent's perception of romantic relations in Pakistan.

In main study, Cronbach's alpha values for study variables were in acceptable range (Ursachi et al., 2015) except for perceived peer support where alpha value was low. Reliability of perceived peer support was compromised as there was diversity in indicators of the construct being measured and there is also low number of items in the scale. Kline (1999) has argued that psychological construct with such issues, as mentioned above, can be measured even with alpha as low as .50. Another reason was that, although reliability was only .54 yet the scale was retained to use in the main study due to the fact that it is equivalent to the version for measuring parental support and hence it is a good fit as a comparison measure. Additionally, it has only five items and seems very comprehensive to measure perceived peer support. And it has also good model fit indices representing stability of the construct as found in the pilot study.

Skewness values for all study variables were within acceptable range i.e., $< \pm 2$. Kurtosis values were also in acceptable range, except the values for sincerity, expectations, closeness, and pleasure factors of RRS-A, which are high. It seems quite logical to have high kurtosis values on these factors. All these are the factors of intimacy dimension. In romantic relations there is always high perception of intimacy. Sincerity is culture sensitive factor of romantic relations which was given high importance by adolescents in focus group discussions. Adolescents have high expectations in romantic relations. They also have perception of having closeness in romantic relations and they perceived high pleasure in this relationship.

Results of Pearson bivariate correlation analysis showed that perceived parental support is significantly positively associated with psychological well-being of the adolescents. Further, the findings of multiple regression analyses indicated that

parental support is the positive predictor of psychological well-being in the adolescents. Results are aligned with previous literature showing that parental support is related to greater well-being and social adjustment (Gottlieb, 1985; Lee & Goldstein, 2015); and it is important predictor of psychological well-being of the adolescents (Hussy et al., 2013). While perceived parental support in present study has been found positively associated with psychological well-being in correlation analysis, it has been found significantly negatively associated with social hopelessness. It means when there is low perceived parental support, there is high social hopelessness and vice versa. The results of multiple regression analyses indicated that parental support is the significant negative predictor of social hopelessness in the adolescents. Previous literature also shows a significant association between lack of perceived peer and family support and hopelessness in adolescents. It has been found that when adolescents perceive that their families and peers are providing them little support, they have high scores on the hopelessness (Kashani et al., 1997).

Literature shows that in adolescence, peer groups become more important than parents and adolescents spend more time with their peer groups than with their parents (Kiuru et al., 2008). Peer group support is an important source of learning, development, and psychological well-being during adolescence (Kiuru, 2008). Additionally, peer support is also a significant predictor of psychological well-being (Kibret & Tareke, 2017). Results of correlation analysis in the present study showed that perceived peer support is positively associated with psychological well-being. And the findings of multiple regression analyses indicated that peer support is the positive predictor of psychological well-being in the adolescents. Hence, results of correlation analysis and multiple regression analysis are aligned with previous literature. In present study, it was also found that peer support is significantly negatively associated with social hopelessness. Further, the results of multiple regression analyses indicated that peer support is the significant negative predictor of social hopelessness in the adolescents. These results are supported by previous literature showing that there is negative relationship between perceived social support from friends and family and hopelessness (Cakar & Karatas, 2012).

Results of correlation analysis indicated that there is a positive association between attributional style and social hopelessness and negative association between attributional style and psychological well-being. Further, the findings of multiple regression analyses showed that attributional styles have significant positive effect on social hopelessness and significant negative effect on psychological well-being. Hence, results of present study are aligned with previous literature suggesting that attributional style is significant predictor of mental health/well-being, happiness, and psychological well-being (Cheng & Furnham, 2001, 2003). Attributional style has been found to be related to hopelessness as previous literature shows that pessimistic attributional style leads to sense of hopelessness which leads to many symptoms of hopelessness depression (Abramson et al., 1995; Lakdawalla et al., 2007).

Main variable in this study was romantic relations of the adolescents. In west, romantic relations are taken as hallmark of the adolescence (Collins et al., 2009). In their culture, romantic relations are taken as important relational factors during adolescence and considered very important in the development and well-being of the adolescents (Collins, 2003; Collins & Van Dulmen, 2006; Furman & Collins, 2009; Furman & Shaffer, 2003; Kanske & Allen, 2018). But in traditional or conventional society of Pakistan, premarital romantic relations between opposite genders are not appreciated. Even though attraction between opposite gender is natural, it is not accepted in Pakistani society (Ali, 2011). However, although, societal norms are against romantic relations, people still have these relations (Kokab & Ajmal, 2012). Concept of romantic love is present in folk stories such as Heer Ranjha, Sassi Punno, Sohni Mahiwal etc. Songs, movies, dramas, and novels contain concept of romantic relations. But still romantic relations are not accepted in Pakistani society (Cheema & Malik, 2021b). In religious collectivist culture of Pakistan, adults are not ready to accept these relations. As pre-marital relations are considered “*Haram*” in Islam, so they do not accept romantic relations. They also consider these relations as threat to social values and traditional family system where decisions regarding marriage are usually taken by family. But situation is quite different when we talk about adolescents. Recently, concept of romantic relationships has become popular among teenagers due to rapid westernization, globalization and increase in use of social media. It has been observed during the study that adolescents showed a keen interest

in the topic of the study during focus group discussion and later at data collection phase. Although, some girls were reluctant to participate due to sensitivity of this topic, but overall, adolescents' attitude was very positive. And many adolescents even said that they want to talk about this topic, and they also said that were very happy that someone is discussing to them and asking them about this important issue. Although, adolescents confirmed the existence of these relations, but in society, there is overall non-acceptance of these relations. Hence, in religious collectivist culture of Pakistan, although concept of romantic relations is present, and they are practiced but people do not accept these relations due to their social, cultural, and religious values. Hence, it was assumed in the present study that romantic relations negatively affect the psychological well-being of adolescents. It was also assumed that romantic relations or perception of romantic relations has positive association with social hopelessness. Due to the non-acceptance of romantic relations, when adolescents have romantic relations or high perception of romantic relation, it may induce social hopelessness.

Results of the correlation analyses showed that intimacy, passion, expectations, closeness, pleasure, significance, motive to love, and disloyalty have significant negative association with psychological well-being. Further, the findings of multiple regression analyses indicated that distrust and disloyalty in romantic relations negatively predicted psychological well-being. Overall, results of the study showed that romantic relations have negative effect on the psychological well-being of the adolescents. Hence, results of present study are aligned with previous literature suggesting that adolescents' romantic relations are associated with negative behaviors and poor psychological health and well-being (Davis & Windle, 2000; Furman & Collins, 2009; Neemann et al., 1995; van Dulmen et al., 2008; Zimmer-Gemback et al., 2004). The negative association of romantic relations with psychological well-being found in this study may be due to the reason that in religious collectivist societies where romantic relations are not accepted, adolescents hide their romantic relations and even they do not openly talk or support the concept of romantic relations. These relationships are usually kept private and parents, family, and some time even close friends are blind about it. The main reason behind such secrecy is the

concern over anticipated social disapproval. That may influence their psychological well-being and may also be the reason of the positive association of romantic relations with social hopelessness that is found in this study.

Results of correlation analyses showed that intimacy, passion, distrust, and all of their factors, except negative dating attitude has positive association with social hopelessness. Results of multiple regression analyses indicated that intimacy, passion, distrust, motive to love, disloyalty, and lack of commitment positively predicted social hopelessness. Hence, overall results showed that romantic relations are positively associated with social hopelessness in adolescents. The main reason of these findings is that as adolescents' romantic relations have no acceptance in religious collectivist culture of Pakistan, so these relations positively predict social hopelessness in adolescents. In focus group discussions, many adolescents said that society, especially parents, do not accept adolescents' romantic relations. When parents discover that their adolescent boy/girl has romantic relations, or even indulge in fantasies of having romantic relations, they discourage or even punish him/her. They take it as matter of disgrace for family. They do not trust them anymore. They readily enforce many restrictions on them. They tried to restrict their movement and keep a strict check on them. Adolescents have to face many negative consequences. Most importantly, they have no more normal relations with family especially parents. Society consider them as having bad character. Hence, due to non-acceptance of romantic relations in society, when someone has even perception of romantic relations, it produces negative perception and beliefs about one's social status and interpersonal relationships. So, perception of romantic relations may cause social hopelessness. The finding that perception of romantic relations is positively associated with social hopelessness, suggesting that increased perception of romantic relations increases social hopelessness and vice versa.

In present study, perceived parental support, perceived peer support, attributional styles, and gender were taken as moderator. Results showed that attributional styles did not moderate the effect of any component of romantic relations on psychological well-being and social hopelessness in this study. These results are supported by findings of a study conducted by Walsh (2004) for the non-significant

moderating role of attributional styles. The results of that study also showed that attributional style did not moderate the association between negative life events and hopelessness. The results of correlation analyses indicated that attributional style has positive association with social hopelessness and negative association with psychological well-being of the adolescents. And findings of multiple regression indicated that attributional style positively predicts social hopelessness and negatively predicts psychological well-being in adolescence. But results do not support the assumption of the study that attributional style moderate the effect of any component of romantic relations on the psychological well-being and social hopelessness.

Perceived Parental support negatively moderated the effect of expectations in romantic relations on psychological well-being. Expectations are natural phenomenon, and in every culture, people have certain expectations regarding the behaviour of other people with whom they have some interaction or relation (Burgoon, 1995). Like all other human interactions and relations, there are also certain expectations in romantic relations. As literature shows that there are expectations of companionship, love, care, attention, sincerity (Cheema & Malik, 2021b), relationship positivity, emotional closeness, social companionship (Fuhrman, Flannagan, & Matamoros, 2009), sexual relations (Brown et al., 1999), physical attractiveness and pleasant personality (Eggermont, 2004). Passyousofi (2014) used Steenberg's triangular theory of love (1986) to explore expectations about three components of love i.e., intimacy, passion, and commitment. Sample consisted of 18 to 32 years old Pakistani women who were involved in romantic relationships for longer than three months. It was found that women living in Pakistan highly valued the commitment dimension of love. They showed a clear pattern of love expectations where commitment was the highest rated love dimension, followed by intimacy, and lastly passion. As adolescents' romantic relations have no acceptance in religious collectivist culture of Pakistan therefore it seems logical that romantic relations and having expectations in romantic relations will negatively affect the psychological well-being of the adolescents. Results of the present study also show that expectations in romantic relations has negative effect on the psychological well-being of the adolescents. Further, findings of moderation analysis indicate that perceived parental

support significantly negatively moderate that negative effect. Simple slope analysis showed that there was significant negative slope for low and medium levels of perceived parental support while slope was not significant for high level of perceived parental support. The results show that perceived parental support act as an effective support system against the negative effect of expectations in romantic relations on psychological well-being of the adolescents. As in this study general perception of parental support was measured, so based on moderation results it can be assumed that when adolescents have higher perceived parental support, then they tend to assume that their parents will support them in everything even in case of having romantic relations. Their parents are with them and stand with them. That's why when they have high perception of parental support, then having high expectations in romantic relations don't significantly negatively affect their psychological well-being.

Results showed that perceived peer support has negatively moderated the effect of expectations in romantic relations on social hopelessness. Results of moderation analysis showed that expectations in romantic relation have significant positive effect on social hopelessness, and perceived peer support negatively moderate the effect of expectations in romantic relations on social hopelessness. There was strongest relationship between expectations and social helplessness at low level of perceived peer support while that relationship was not significant at high level of perceived peer support. The results showed that peer support can reduce the impact of expectations in romantic relations on social hopelessness level during adolescence.

Perceived peer support has also negatively moderated the effect of disloyalty in romantic relations on the psychological well-being. The results indicated that disloyalty in romantic relations has negative effect on psychological well-being. This negative effect may be due to the fact that disloyalty is not acceptable behaviour in romantic relations. As loyalty, trust, honesty, and truthfulness are considered as key requirements of romantic relations (Holmes & Rempel, 1989; Larzelere & Huston, 1980; Masters, Johnson, & Kolodny, 1982). There is an explicit understanding of exclusivity in romantic relations (Feldman, Cauffman, Jensen, & Arnett, 2000). Hence when there is perception that romantic partner is involved with someone or not loyal in the relationship, it may affect the psychological well-being of the person. As

in Pakistani culture, there is perception of lack of sincerity, lack of trust, lack of commitment, and disloyalty in romantic relations of adolescents (Cheema & Malik, 2020b). Hence, this perception of disloyalty negatively affects the psychological well-being of the adolescents. As a result, when there is increase in perception of disloyalty in romantic relations, there is a decrease in psychological well-being and vice versa. Moderation graph showed that there was strongest negative relationship between disloyalty and psychological well-being at low level of perceived peer support. But that relationship become non-significant at high level of perceived peer support. It means peer support can act as a support system for adolescents and can help to improve their well-being.

In Pakistan, usually adolescents don't share their romantic relations, even their ideas or perceptions of romantic relations, with their parents and family members. But they readily share their concept/perception of romantic relations and even their romantic relations with their peer group especially with their close friends. As they trust them and have experience of freely sharing thoughts and ideas with them. They are not reluctant to share their private and intimate feelings with them. They have no fear of rejection which is usually present in case of sharing with adults especially with parents. That may be the reason that when they have high peer support the effect of expectations on social hopelessness and effect of disloyalty on psychological well-being becomes non-significant. Previous literature also shows that peer support is source of validation and influence the initiation and maintenance of Romantic Relations (Etcheverry et al., 2013; Etcheverry et al., 2008; Furman & Buhrmester, 1992).

Results of correlation analysis and multiple regression analysis showed that perceived peer support is very important for adolescents as it is positively associated with their psychological well-being and negatively associated with social hopelessness. Further, results of moderation analysis showed that it negatively moderate the effect of expectations in romantic relations on social hopelessness and effect of disloyalty in romantic relations on psychological well-being. This concludes the significance and importance of peer support during adolescence.

Findings of moderation analysis indicated that gender moderate the effect of perception of distrust in romantic relations on social hopelessness. Further, gender also moderated the effect of perception of disloyalty in romantic relations on social hopelessness. In both cases, slope is significant for girls. It means the relationship between distrust and social hopelessness is important for girls only. In the same way, the relationship between disloyalty and social hopelessness is also stronger for girls. The main reason is that in collectivist culture of Pakistan, girls are more dependent than boys. So, they are more concerned about interpersonal relationships. When perception of disloyalty and distrust in romantic relations increase, it also increases social hopelessness in them.

When gender differences were explored on study variables, it was found that girls scored higher than boys on perceived peer support. This is aligned with previous research findings that girls perceived more peer support than boys during adolescence (Kerr et al., 2006). Adolescent girls usually perceive more social support from their friends/peers than the adolescent boys (Colarossi, 2001; Colarossi & Eccles, 2003; Ikiz & Caker, 2010). However, there was no gender difference on perceived parental support. It means perceived parental support is equally important for both boys and girls living in collectivist culture. As they are totally dependent on their parents for every need and they have close ties with their parents due to their social, cultural, and religious values, so boys and girls equally perceive the parental support.

There was also significance gender difference on psychological well-being. Boys scored higher than girls on psychological well-being. This finding is aligned with previous studies which showed that girls have low psychological well-being as compared to boys (Kibret & Tareke, 2007; Viejo et al., 2018). In this study, these finding may be due to the reason that in collectivist culture of Pakistan, boys enjoy more privileges than girls during adolescence. They have to face fewer social pressures and they have more access to family recourses and external world. So, they have less conflicts and problems related to adolescence period. That is why they have better mental health and psychological well-being as compared to girls. There were no gender differences on attributional styles and social hopelessness.

There is a famous saying “men are from Mars and women are from Venus”, it helps us to understand the general perception of gender differences in romantic relations (De Andrade et al., 2015). To explore that whether adolescent boys and girls perceive romantic relations in the same way or differently during the crucial time of their life, differences were tested on the dimensions and factors of perception of romantic relations. Results showed that there were significant gender differences on all dimensions and factors of RRS-A. Girls scored higher than boys on sincerity, expectations, distrust, disloyalty, negative dating attitudes, and lack of commitment. These results show that girls have more expectations in romantic relations, they have perception of sincerity in romantic relations, but they perceive romantic relations more negatively than boys. The same pattern was found in focus group discussions where girls as compared to boys, showed more concern for sincerity, loyalty, and commitment in romantic relations. But at the same time, as compared to boys, they focused more on the disadvantages of having romantic relations and more negatively evaluated these relations. Their high score on distrust dimension and its factors may be due to the reason that girls give more importance to sincerity and loyalty in interpersonal relationships. Another reason may be that they are totally dependent on others, and romantic relations are not well-accepted interpersonal relations in Pakistan, and hence for their own social acceptance they evaluate romantic relations negatively and scored higher than boys on distrust, disloyalty, negative dating attitude, and lack of commitment.

Boys scored higher than girls on intimacy, passion, sharing, closeness, understanding, pleasure, significance, motive to love, physical attraction, and companionship. The main reason is that boys' romantic relations have more acceptance in the society as compared to girls'. Although, romantic relations are against the social, cultural, and religious values. But boys do not have to face as much restrictions as girls have to face. When boys have romantic relations, it is a matter of pride for them among their friends. And these relations are usually taken as a sign of masculinity. While girls' romantic relations are considered as source of shame and disgrace for their families. This might have led to the boys having high perception of intimacy and passion as they scored high on almost all factors of intimacy and

passion. Overall, gender differences show that girls have scored higher on negative aspect of romantic relations while boys have scored higher on positive aspects of the romantic relations.

In this study differences among adolescents studying in public sector colleges and private sector colleges were also investigated. Results showed that adolescents of private sector colleges have higher score than adolescents of public sector colleges on psychological well-being. It may be due to the reason that adolescents who are studying in private colleges usually have better financial resources and facilities of life than adolescents of public sector colleges that naturally have positive impact on their well-being. As they usually have more exposure to social media and that is why they have more liberal approach towards life, so they have more acceptance of romantic relations. That may be the reason of their higher score on sharing and significance components of romantic relations. While adolescents studying in public sector colleges have scored higher on negative aspects of romantic relations including distrust, disloyalty, and negative dating attitude. It may be due to the reason that usually they have conservative approach of life that is usual to their financial class. They may also have less exposure to western thinking and social media, so they have more negative views about romantic relations. Results also showed that they have higher score than adolescents of private sector colleges on social hopelessness. That may also be due to the financial constraints of the family. As they usually have more family pressures to get good grades to justify the investment on their study as compared to adolescents of private sector colleges, so they have more social hopelessness.

Results also show that adolescents living in joint family system have higher scores than adolescents living in nuclear family system on psychological well-being. The main reason of this difference is that in the joint family system many people usually of same age group are available for sharing, catharsis, and psychological support that may enhance psychological well-being. While adolescents living in nuclear family system need someone, in their life to share so they have more inclination towards romantic relations. That may be the reason of their higher score on understanding. The results show that adolescents living in nuclear family system have

higher scores than adolescents living in joint family system on distrust, disloyalty, and negative dating attitude. The results are contradictory to the hypothesis that adolescents living in joint family system score higher than adolescents living in nuclear family system on distrust and its factors. The main reason of this finding may be that in religious collectivist culture of Pakistan, parents do not accept romantic relations for their growing children. As adolescents living in nuclear family system have limited family members including only parents and siblings. For adolescents in such families, parental acceptance is more critical than adolescents living in joint families. To seek parental acceptance and in order to maintain smooth relations with parents, they rate these relations negatively in spite of having desire for these relations. Another reason may be that they are completely dependent on their parents so due to the fear of negative consequences for having romantic relations they rate higher on negative dimension of romantic relations.

Conclusions

Overall findings of focus group discussions showed that Pakistani adolescents have clear concept/perception of romantic relations that is mostly in confirmation to the conceptualization of romantic relations in western literature. That may be due to the globalization and exposure of adolescents to social media. However, some indicators of the romantic relations are unique and culture sensitive like sincerity, disadvantages, motivation etc. This study resulted in a comprehensive and reliable indigenous instrument having enough evidence of content and construct validity and that is appropriate to measure both global and culturally sensitive indicators of romantic relations. The structure of Romantic Relations Scale for Adolescents developed in this study to measure the perception of romantic relations showed that the concept of romantic relations is multidimensional in nature for Pakistani adolescents, having both positive and negative aspects. Intimacy and passion are the positive dimensions while distrust is the negative dimension in RRS-A.

The overall results of the present study show that romantic relations have negative effect on psychological well-being of the adolescents living in religious collectivist culture of Pakistan. As adolescents' romantic relations have no acceptance in community so it is negatively associated with psychological well-being and

positively associated with social hopelessness among adolescents. Results also indicate that attributional styles are positively associated with social hopelessness and negatively associated with psychological well-being. While perceived parental support and perceived peer support have been found to be positively associated with psychological well-being and negatively associated with social hopelessness during adolescence.

Results of moderation analysis showed that perceived parental support decreased the negative effect of expectations in romantic relations on psychological well-being. Thus, parental support appeared as a counter factor to decrease the negative effect of disapproval from society for the romantic relations. Results of moderation analysis also showed that perceived peer support decreased the positive effect of expectations in romantic relations on social hopelessness and also decreased the negative effect of disloyalty in romantic relations on the psychological well-being. It means peer support can act as a support system for adolescents and can help to improve their well-being. Findings of moderation analysis also indicated that gender positively moderated the effect of distrust in romantic relations on social hopelessness and also positively moderated the effect of perception of disloyalty in romantic relations on social hopelessness. In both cases, effect was stronger for girls than for boys. In male dominated society of Pakistan, girls are more dependent on their families especially on their parents than boys. They are more concerned about interpersonal relations and social support. Hence, parents should provide them best possible support.

Implications

The present study has important theoretical and practical implications. First of all, this study will provide a theoretical framework for future studies in which these factors will be taken together. Beside theoretical implications, the current study will also have important practical implications because it will help to explain that how romantic relations are perceived by adolescents living in religious collectivist culture of Pakistan. Although, there is plenty of literature and studies on adolescent's romantic relations, but it is nearly neglected area of research in Pakistan. Therefore,

this study will help initiating and advancing research on this phenomenon in Pakistan. This study will contribute to enriching a research stream that is in an early stage of development and to the literature that is short on empirical studies in our culture.

Most of the parents in Pakistan think that their adolescent boys/girls do not have romantic relations and even they have no concept of romantic relations. They take it as a western concept and deny its existence. They are not ready to accept that its natural phenomena and exist in every society. This study will help to correct their misconception and help them to come out of denial phase that their kids can't have these relations.

Not only there is non-acceptance of romantic relations by adults in the religious collectivist culture of Pakistan, even, adolescents also believe that romantic relations are against their religious and social values. Hence, when they have actual romantic relations or even positive perception about these relations, it negatively affects their psychological well-being. Findings of study will also help to understand that as romantic relations negatively affect psychological well-being of the adolescents due to non-acceptance of these relations so society and especially adolescents and their parents should accept these relations as part of normal development.

The findings of the study will also be helpful in planning interventions for adolescents and help the parents and professionals to consider romantic relations in understanding and treating adolescents' problems such as problems in academic work or problems in family relationships. An assessment of these relationships may also serve as a venue for exploring topics such as sexuality, aggression, or victimization. It will also help to explain the importance of romantic relations during adolescence and the effect of these relations on the psychological well-being and social hopelessness in adolescence.

This research will also highlight the importance of perceived parental and peer support during adolescence. This study will help to understand that how different support systems are important for well-being of adolescents. Findings of this study shows that parental and peer support have potential to counter the negative effect of

romantic relations on psychological well-being. Hence, this study will help to promote the parental and peer support as the protective measures in community intervention programs.

Most important contribution of this research is the development of Romantic Relations Scale for Adolescents. It is an indigenous, comprehensive, and reliable instrument with substantial evidence of content and construct validity which is available to assess the perception of romantic relations among adolescents in eastern religious collectivistic developing societies. It will help the future researchers in exploring the phenomena of romantic relation in more detail and in variant contexts.

Limitations and Suggestions

The main limitation of this study is the age of the participants. The age range of the participants in all phases of the study was from 16 years to 18 years only. In future studies age range shall be increased to include younger adolescents and young adults. Another limitation of the study is that adolescents living in rural areas and adolescents who were not enrolled in colleges were not included in the sample. Future studies should include the adolescents from rural areas and adolescents who are not enrolled in colleges due to any reason.

All participants of the study were students from gender segregated education system that is they were either students in some boys' only college or girls' only college, students who were studying in co-education were not included in the sample. In future studies, sample should also include the students of co-education institution that will help to compare the perception of romantic relations by students who are studying in gender segregated education system and those who are studying in co-education system.

Scales used to measure perceived parental and peer support were measuring general support provided by parents and peers, future researchers shall measure parental and peer support for romantic relations specifically. Another limitation is that the reliability of Perceived Peer Support Scale was low. Its reliability was compromised as the scale has only five items, has good model fit indices, and seems

very comprehensive to measure perceived peer support. But further studies should be conducted to establish its reliability.

Attributional Style Questionnaire for Adolescents (ASQ-A) used in this study was quite lengthy as reported by participants. They also mentioned that questionnaire was based on negative situations only. In future studies questionnaire containing both positive and negative events/situations should be used that will look more optimistic. It is further suggested that in future studies questionnaire with a smaller number of situations should be used that will help to retain interest of participants in the study.

In this study, role of attributional styles as predictor of psychological well-being and social hopelessness and as moderator for the effect of dimensions and factors of romantic relations on psychological well-being and social hopelessness was investigated. Future studies should also investigate that how attributional styles of adolescents effect their actual romantic relations and their perception of romantic relations.

Another limitation of the study is its cross-sectional design; longitudinal studies shall be designed in future to understand the causal associations of the variables over time. It is also suggested for future researchers to study the actual romantic relations of adolescents living in Pakistan instead of focusing only on their perceptions.

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APPENDICES

DRSML OAU

Appendix-A

Consent Form

رضامندی اور ہدایات نامہ

میرا تعلق قومی ادارہ نفسیات، قائد اعظم یونیورسٹی اسلام آباد سے ہے۔ یہ ادارہ تعلیم و تدریس کے علاوہ سماجی اور نفسیاتی موضوعات پر تحقیق کرتا ہے موجودہ تحقیق بھی اسی سلسلے کی ایک کڑی ہے۔ میری تحقیق کا عنوان ہے۔ Romantic Relations, Psychological Well-being, and Social Hopelessness in Adolescence: Role of Social Support and Attributional Styles اور اس تحقیق کے سلسلے میں مجھے آپ کا تعاون درکار ہے۔ آپ کو یقین دلایا جاتا ہے کہ آپ سے حاصل کردہ معلومات کو صیغہ راز میں رکھا جائے گا۔ اور صرف تحقیقی مقاصد کے لئے استعمال کیا جائے گا۔ آپ کو یہ اختیار حاصل ہے کہ جب چاہیں اس عمل سے دستبردار ہو سکتے ہیں۔

آپ کے تعاون کا شکریہ۔

دستخط

تاریخ

ہدایات:

آپ کو جو سوالنامے دیے جا رہے ہیں ان کا مقصد، صرف اور صرف آپ سے معلومات حاصل کرنا ہے، جو کہ صرف تحقیقی مقاصد کے لئے استعمال ہوں گی۔ آپ سے گزارش ہے کہ جتنا بہتر طریقے سے ہو سکے، جواب دیں۔ کوئی جواب درست یا غلط نہیں ہے۔ اس جواب کا انتخاب کیجیے جو روزمرہ زندگی میں آپ کے رویے سوچ کی بہترین عکاسی کرتا ہو۔ برائے مہربانی کوئی سوال، جواب دیے بغیر نہ چھوڑیں۔

Appendix-B

Demographic Information Sheet

جواب دہندگان کے بارے میں بنیادی معلومات

عمر:	-----	جماعت:	-----
جنس:	1- لڑکا	2- لڑکی	
کالج:	1- پرائیویٹ	2- سرکاری	
کالج کا نام:	-----		
والد کی تعلیم:	-----	والد کا پیشہ:	-----
والدہ کی تعلیم:	-----	والدہ کا پیشہ:	-----
خاندانی نظام	1- مخلوط (Joint)	2- انفرادی (Nuclear)	
بہن بھائیوں کی تعداد:	بہنیں	بھائی	-----
بہن بھائیوں میں آپ کا نمبر	-----		
خاندان کی ماہانہ آمدنی	-----		

Appendix-C**E-mail correspondence for permission to use Perceived Parental Support Scale and Perceived Peer Support Scale**

From: Sofia Tabassam Cheema [mailto:cheema_st@hotmail.com]
Sent: Monday, September 22, 2014 3:21 PM
To: Kristjansson, Alfgeir
Subject: Permission to use the scales.

Dear Alfgeir Logi Kristjansson

I, Sofia Tabassam Cheema, is a Ph.d scholar at National Institute of Psychology, Quaid-e-Azam University, Islamabad, Pakistan. The topic of my Ph.d study is "Romantic relations and attributional styles in adolescence: A longitudinal investigation of antecedents and consequences". The main variables of my study are perceived parental and peer support, romantic relations, attributional styles, hopelessness, and psychological well-being.

I want to use your scales that is "Perceived parental support scale" and "Perceived peer support scale" after translation and adaptation. If you have no objection, please, send me the scales and relevant helping material. It will be a great honour for me, if you supervise and assist me during translation and adaptation process as a co-author.

Waiting for your response.

Regards

Sofia Tabassam Cheema
Assistant professor in Psychology
Government Postgraduate College for Women,
Satellite Town, Rawalpindi, Pakistan

RE: Permission to use the scales

Kristjansson, Alfgeir (ALKRISTJANSSON@hsc.wvu.edu) Add to contacts
9/23/2014

To: Sofia Tabassam Cheema

Dr. Cheema,

Please feel free to use both scales at will. The attached article from Child Indicators Research shows a reliability and validity assessment of the PPS scale. The peer support scale essentially includes the same questions as the PPS scale (simply geared towards peer support instead of parental support) but has not been validated with the same rigor. The attached article from Addictive Behaviors includes the scale and can function as a reference for your use.

Please feel free to get in touch with me if you need any help with your planned use of the scales.

With best regards,

Alfgeir L. Kristjansson, Ph.D.

Assistant Professor
Department of Social & Behavioral Sciences
Robert C. Byrd Health Sciences Center
School of Public Health
West Virginia University
Morgantown, WV 26506-9190
Office Phone: (304) 293 3129
School Office: (304) 293-2502

Appendix-D**Perceived Parental Support Scale (Original)**

Read the leading statement and respond on five items by selecting one of the four response categories.

“How easy or hard is it for you to receive the following from your parents”?

		Very difficult	Rather difficult	Rather easy	Very easy
1.	Caring and warmth	-----	-----	-----	-----
2.	Discussion about personal affairs	-----	-----	-----	-----
3.	Advice about the studies	-----	-----	-----	-----
4.	Advice about other issues	-----	-----	-----	-----
5.	Assistance with other things	-----	-----	-----	-----

Appendix-E

Perceived Parental Support Scale (translated and adapted Urdu version)

ہدایات:

مندرجہ ذیل عبارت کو غور سے پڑھیے اور نیچے دیے گئے پانچ بیانات پر ہر ایک سے متعلق چار جوابی مدارج میں سے کسی ایک پر نشان لگائیے۔

"آپ کے لئے اپنے والدین سے مندرجہ ذیل کو حاصل کرنا کتنا مشکل یا آسان ہے؟"

بہت مشکل	کسی حد تک مشکل	کسی حد تک آسان	بہت آسان	
-----	-----	-----	-----	1 توجہ اور شفقت
-----	-----	-----	-----	2 ذاتی معاملات پر تبادلہ خیال
-----	-----	-----	-----	3 پڑھائی سے متعلق رائے
-----	-----	-----	-----	4 دیگر معاملات سے متعلق رائے
-----	-----	-----	-----	5 دیگر معاملات میں معاونت (مدد)

Appendix-F**Perceived Peer Support Scale (Original)**

Read the leading statement and respond on five items by selecting one of the four response categories.

“How easy or hard is it for you to receive the following from your friends”?

	Very difficult	Rather difficult	Rather easy	Very easy
1. Caring and warmth	-----	-----	-----	-----
2. Discussion about personal affairs	-----	-----	-----	-----
3. Advice about the studies	-----	-----	-----	-----
4. Advice about other issues	-----	-----	-----	-----
5. Assistance with other things	-----	-----	-----	-----

Appendix-G

Perceived Peer Support Scale (translated and adapted Urdu version)

ہدایات:

مندرجہ ذیل عبارت کو غور سے پڑھیے اور نیچے دیے گئے پانچ بیانات پر ہر ایک سے متعلق چار جوابی مدارج میں سے کسی ایک پر نشان لگائیے۔

"آپ کے لئے اپنے دوستوں سے مندرجہ ذیل کو حاصل کرنا کتنا مشکل یا آسان ہے؟"

بہت مشکل	کسی حد تک مشکل	کسی حد تک آسان	بہت آسان	
-----	-----	-----	-----	1 توجہ اور گرم جوشی
-----	-----	-----	-----	2 ذاتی معاملات پر تبادلہ خیال
-----	-----	-----	-----	3 پڑھائی سے متعلق رائے
-----	-----	-----	-----	4 دیگر معاملات سے متعلق رائے
-----	-----	-----	-----	5 دیگر معاملات میں معاونت (مدد)

Appendix-H**E-mail correspondence for permission to use Attributional Style Questionnaire for Adolescents****Permission to use the Scale**

Sofia Tabassam Cheema cheema_st@hotmail.com
To r_naranjo@uma.es

Dear Carmen Rodriguez-Naranjo

I, Sofia Tabassam Cheema, is a Ph.d scholar at National Institute of Psychology, Quaid-e-Azam University, Islamabad, Pakistan. The topic of my Ph.d study is "Romantic relations and attributional styles in adolescence: A longitudinal investigation of antecedents and consequences". The main variables of my study are perceived parental and peer support, romantic relations, attributional styles, hopelessness, and psychological well-being.

I want to use your scale that is "Attributional Style Questionnaire for Adolescents (ASQ-A)" after translation and adaptation. If you have no objection, please, send me the scale and relevant helping material. It will be a great honour for me if you supervise and assist me during translation and adaptation process as a co-author.

Waiting for your response.

With best regards.

Sofia Tabassam Cheema
Assistant Professor in Psychology
Government Postgraduate College for Women,
Satellite Town, Rawalpindi, Pakistan.

Re: Permission to use the Scale

Carmen Rodríguez Naranjo (rodriguez.naranjo@uma.es) 10/3/2014

Original Message-----

From: Carmen Rodríguez Naranjo <rodriguez.naranjo@uma.es>
Sent: Friday, October 3, 2014 10:29 PM
To: Sofia Tabassam Cheema <cheema_st@hotmail.com>
Subject: Re: Permission to use the Scale

Dear Sofia,

I am happy you decide to use the ASQ-A to assess attributional style in adolescents for your study. I send you the manuscript in which the scale is included. Would you need more specific information, please let me know. For me it would be a pleasure to collaborate with you in the adaptation of the scale. I hope you make a very good study with interesting results.

Sincerely,
Carmen Rodríguez

DRSML QAU

Appendix-I

Attributional Style Questionnaire for Adolescents-ASQ-A (Original)

Directions:

Please try to vividly imagine yourself in each of the given situations. Picture each situation as if the events were happening to you right now. See yourself in each situation and decide what you feel could have caused it. Although most events may have many causes, we ask you to choose only the most important one for each event. Write down the cause in the space provided. Next, we shall ask three questions about the cause and then a final question about how important would the situation described be to you. When you answer these questions, choose the value on a scale closest to your perception of the cause you mentioned.

To summarize:

Think about each situation and vividly imagine it happening to you. Then,

1. Decide what you consider might be the most important cause of the situation if it had happened to you.
2. Write one cause in the space provided.
3. Answer three questions about that cause.
4. Answer one question about the situation.
5. Continue to the next situation and repeat this process.

Remember, there are no right or wrong answers to the questions. Simply answer the questions in a way that shows what you would think and feel if the situations actually happened to you.

Situation 1. Imagine that your studies are going badly.

1. Write down the most important cause of why your studies might be going badly.
-

2. Is the cause you have written due to something about yourself, or to something about other

people or circumstances? (circle one number)

Totally due to other people 1 2 3 4 5 6 7 Totally due to me
or circumstances

3. In the future, should your studies go badly again, would your chosen cause again be present? (circle one number)

Will never again be present 1 2 3 4 5 6 7 Will always be present

4. Is the chosen cause something that only influences the fact that your studies are going badly, or does it also influence other areas of your life? (circle one number)

Influences only this particular situation 1 2 3 4 5 6 7 Influences all situations in my life

5. Imagine your studies are going badly. How important is this to you? (circle one number)

Not at all important 1 2 3 4 5 6 7 Extremely important

Situations:

1. Imagine that your studies are going badly.
2. Imagine that you are overworked preparing for your exams.
3. Imagine that you are worried about your exam results.
4. Imagine that your exam results are bad.
5. Imagine that you have been expelled from school.
6. Imagine that you have been reprimanded in school.
7. Imagine that you are undecided whether to continue your studies or not.
8. Imagine that you cannot do everything expected of you.
9. Imagine that in the first year in your future profession you receive a bad assessment of your work from your superior.
10. Imagine that your father (or primary caregiver) is angry, shouts at you, and punishes you for something that has happened.
11. Imagine that you have been unable to sleep well for some time.
12. Imagine that you have a serious conflict about the rights and wrongs of a personal situation.
13. Imagine that you have a serious conflict or disagreement with your parents.
14. Imagine that you often feel tired and run down.
15. Imagine that you have a problem with the opposite sex.
16. Imagine that you feel uncomfortable in a situation.
17. Imagine that you have very few friends.
18. Imagine that a person whom you would like to have as a close friend does not want to be your friend.

Appendix-J

Attributional Style Questionnaire for Adolescents (translated and adapted Urdu version)

ہدایات:

برائے مہربانی خود کو نیچے دی گئی ہر صورت حال میں واضح طور پر تصور کریں اور ہر صورت حال کو اس طرح تصور کریں کہ جیسے تمام واقعات آپ کے ساتھ اسی وقت پیش آرہے ہیں۔ اپنے آپ کو ہر صورت حال میں تصور کرتے ہوئے فیصلہ کریں کہ آپ کے خیال میں اس کی کیا وجہ ہوگی۔ اگرچہ زیادہ تر واقعات کے پیچھے ایک سے زیادہ وجوہات ہو سکتی ہیں مگر آپ سے گزارش ہے کہ ہر واقعہ سے متعلق اہم ترین وجہ کا ہی انتخاب کریں۔ خالی جگہ پر وجہ تحریر کریں۔ اس کے بعد اس مخصوص وجہ کے بارے میں ہم آپ سے تین سوالات پوچھیں گے اور پھر ایک حتمی سوال کہ دی گئی صورت حال آپ کے لئے کتنی اہم ہے۔ جب آپ ان سوالات کا جواب دیں تو پیمانے پر اپنے ادراک (فہم) سے قریب ترین عدد (جواب) کا انتخاب کریں۔

یاد رکھیں، سوالات کے صحیح یا غلط جوابات نہیں ہیں۔ سوالات کے جوابات صرف اس طرح سے دیں کہ ظاہر ہو کہ اگر یہ صورت حال آپ کے ساتھ واقعی پیش آئے تو آپ کیا سوچیں اور محسوس کریں گے۔
صورت حال نمبر 1:۔

تصور کریں کہ آپ کی پڑھائی بُری (خراب) جا رہی ہے۔

1- وہ اہم ترین وجہ لکھیں جس کی وجہ سے آپ کی پڑھائی بُری (خراب) جا رہی ہے۔

2- کیا آپ کی لکھی ہوئی وجہ آپ کی اپنی ذات کی وجہ سے ہے یا دوسرے لوگوں یا حالات کی وجہ سے؟ (کسی ایک عدد پر دائرہ لگائیں)

مکمل طور پر ذاتی (میری وجہ سے) 1 2 3 4 5 6 7 مکمل طور پر دوسرے لوگوں یا حالات کی وجہ سے

3- اگر مستقبل میں آپ کی پڑھائی دوبارہ بُری (خراب) ہوگی تو کیا آپ کی منتخب کردہ وجہ ہی دوبارہ موجودگی؟
(کسی ایک عدد پر دائرہ لگائیں)

ہمیشہ موجود ہوگی 1 2 3 4 5 6 7 دوبارہ کبھی موجود نہیں ہوگی

4- کیا آپ کی منتخب کردہ وجہ کوئی ایسی ہے جس کے اثر سے صرف آپ کی پڑھائی بُری (خراب) جا رہی ہے یا پھر یہ آپ کی زندگی کے دوسرے معاملات پر بھی اثر انداز ہو رہی ہے (کسی ایک عدد پر دائرہ لگائیں)

میری زندگی کے تمام معاملات کو 1 2 3 4 5 6 7 صرف اس مخصوص صورت حال کو متاثر کرتی ہے متاثر کرتی ہے

5- تصور کریں کہ آپ کی پڑھائی بُری (خراب) جا رہی ہے۔ آپ کے لئے یہ بات کتنی اہم ہے؟ (کسی ایک عدد پر دائرہ لگائیں)

بے حد اہم 1 2 3 4 5 6 7 بالکل اہم نہیں

صورتحال نمبر 2:

تصور کریں کہ امتحان کی تیاری کے سلسلے میں آپ کو بہت زیادہ پڑھائی کرنا پڑ رہی ہے۔

1- وہ اہم ترین وجہ لکھیں جس کی وجہ سے امتحان کی تیاری کے سلسلے میں آپ کو بہت زیادہ پڑھائی کرنا پڑ رہی ہے۔

2- کیا آپ کی لکھی ہوئی وجہ آپ کی اپنی ذات کی وجہ سے ہے یا دوسرے لوگوں یا حالات کی وجہ سے؟ (کسی ایک عدد پر دائرہ لگائیں)

مکمل طور پر ذاتی (میری وجہ سے) 1 2 3 4 5 6 7 مکمل طور پر دوسرے لوگوں یا حالات کی وجہ سے

3- اگر مستقبل میں دوبارہ امتحان کی تیاری کے سلسلے میں آپ کو بہت زیادہ پڑھائی کرنا پڑے گی تو کیا آپ کی منتخب کردہ وجہ ہی دوبارہ موجودہ ہوگی؟ (کسی ایک عدد پر دائرہ لگائیں)

ہمیشہ موجود ہوگی 1 2 3 4 5 6 7 دوبارہ کبھی موجود نہیں ہوگی

4- کیا آپ کی منتخب کردہ وجہ کوئی ایسی ہے جس کے اثر سے صرف امتحان کی تیاری کے سلسلے میں آپ کو بہت زیادہ پڑھائی کرنا پڑ رہی ہے یا پھر یہ آپ کی زندگی کے دوسرے معاملات پر بھی اثر انداز ہو رہی ہے؟ (کسی ایک عدد پر دائرہ لگائیں)

میری زندگی کے تمام معاملات کو 1 2 3 4 5 6 7 صرف اس مخصوص صورت حال کو متاثر کرتی ہے متاثر کرتی ہے

5- تصور کریں کہ امتحان کی تیاری کے سلسلے میں آپ کو بہت زیادہ پڑھائی کرنا پڑ رہی ہے۔ آپ کے لئے یہ بات کتنی اہم ہے؟ (کسی ایک عدد پر دائرہ لگائیں)

بے حد اہم 1 2 3 4 5 6 7 بالکل اہم نہیں

صورت حال نمبر 3:

تصور کریں کہ آپ اپنے امتحان کے نتائج کے بارے میں فکر مند ہیں۔

1- وہ اہم ترین وجہ لکھیں جس کی وجہ سے آپ اپنے امتحان کے نتائج کے بارے میں فکر مند ہیں۔

2- کیا آپ کی لکھی ہوئی وجہ آپ کی اپنی ذات کی وجہ سے ہے یا دوسرے لوگوں یا حالات کی وجہ سے؟ (کسی ایک عدد پر دائرہ لگائیں)

مکمل طور پر ذاتی (میری وجہ سے) 1 2 3 4 5 6 7 مکمل طور پر دوسرے لوگوں یا حالات کی وجہ سے

3- اگر مستقبل میں دوبارہ آپ اپنے امتحان کے نتائج کے بارے میں فکر مند ہوں گے تو کیا آپ کی منتخب کردہ وجہ ہی

دوبارہ موجود ہوگی؟ (کسی ایک عدد پر دائرہ لگائیں)

ہمیشہ موجود ہوگی 1 2 3 4 5 6 7 دوبارہ کبھی موجود نہیں ہوگی

4- کیا آپ کی منتخب کردہ وجہ کوئی ایسی ہے جس کے اثر سے صرف آپ اپنے امتحان کے نتائج کے بارے میں فکر مند ہیں یا پھر یہ آپ کی زندگی کے دوسرے معاملات پر بھی اثر انداز ہو رہی ہے؟ (کسی ایک عدد پر دائرہ لگائیں)

میرا زندگی کے تمام معاملات کو 1 2 3 4 5 6 7 صرف اس مخصوص صورت حال کو متاثر کرتی ہے متاثر کرتی ہے

5- تصور کریں کہ آپ اپنے امتحان کے نتائج کے بارے میں فکر مند ہیں۔ آپ کے لئے یہ بات کتنی اہم ہے؟ (کسی ایک عدد پر دائرہ لگائیں)

بے حد اہم 1 2 3 4 5 6 7 بالکل اہم نہیں

صورتحال نمبر 4:

- تصور کریں کہ آپ کے امتحان کے نتائج بُرے (خراب) ہیں۔
- 1- وہ اہم ترین وجہ لکھیں جس کی وجہ سے آپ کے امتحان کے نتائج بُرے (خراب) ہیں۔
-
- 2- کیا آپ کی لکھی ہوئی وجہ آپ کی اپنی ذات کی وجہ سے ہے یا دوسرے لوگوں یا حالات کی وجہ سے؟ (کسی ایک عدد پر دائرہ لگائیں)
- مکمل طور پر ذاتی (میری وجہ سے) 1 2 3 4 5 6 7 مکمل طور پر دوسرے لوگوں یا حالات کی وجہ سے
- 3- اگر مستقبل میں آپ کے امتحان کے نتائج دوبارہ بُرے (خراب) ہوں گے تو کیا آپ کی منتخب کردہ وجہ ہی دوبارہ موجود ہوگی؟ (کسی ایک عدد پر دائرہ لگائیں)
- ہمیشہ موجود ہوگی 1 2 3 4 5 6 7 دوبارہ کبھی موجود نہیں ہوگی

- 4- کیا آپ کی منتخب کردہ وجہ ایسی ہے جس کے اثر سے صرف آپ کے امتحان کے نتائج بُرے (خراب) ہیں یا پھر یہ آپ کی زندگی کے دوسرے معاملات پر بھی اثر انداز ہو رہی ہے؟ (کسی ایک عدد پر دائرہ لگائیں)
- میرے زندگی کے تمام معاملات کو 1 2 3 4 5 6 7 صرف اس مخصوص صورت حال کو متاثر کرتی ہے
- متاثر کرتی ہے
- 5- تصور کریں کہ آپ کے امتحان کے نتائج بُرے (خراب) ہیں۔ آپ کے لئے یہ بات کتنی اہم ہے؟ (کسی ایک عدد پر دائرہ لگائیں)

بے حد اہم 1 2 3 4 5 6 7 بالکل اہم نہیں

صورتحال 5:

تصور کریں کہ آپ کو کالج سے نکال دیا گیا ہے۔

- 1- وہ اہم ترین وجہ لکھیں جس کی وجہ سے آپ کو کالج سے نکال دیا گیا ہے۔

- 2- کیا آپ کی لکھی ہوئی وجہ آپ کی اپنی ذات کی وجہ سے ہے یا دوسرے لوگوں یا حالات کی وجہ سے؟ (کسی ایک عدد پر دائرہ لگائیں)

مکمل طور پر ذاتی (میری وجہ سے) 1 2 3 4 5 6 7 مکمل طور پر دوسرے لوگوں یا حالات کی وجہ سے

- 3- اگر مستقبل میں آپ کو کالج سے دوبارہ نکال دیا جائے گا تو کیا آپ کی منتخب کردہ وجہ ہی دوبارہ موجودگی

؟ (کسی ایک عدد پر دائرہ لگائیں)

ہمیشہ موجود ہوگی 1 2 3 4 5 6 7 دوبارہ کبھی موجود نہیں ہوگی

- 4- کیا آپ کی منتخب کردہ وجہ کوئی ایسی ہے جس کے اثر سے صرف آپ کو کالج سے نکال دیا گیا ہے یا پھر یہ آپ کی

زندگی کے دوسرے معاملات پر بھی اثر انداز ہو رہی ہے؟ (کسی ایک عدد پر دائرہ لگائیں)

میرے زندگی کے تمام معاملات کو 1 2 3 4 5 6 7 صرف اس مخصوص صورت حال کو

متاثر کرتی ہے متاثر کرتی ہے
 5- تصور کریں کہ آپ کو کالج سے نکال دیا گیا ہے۔ آپ کے لئے یہ بات کتنی اہم ہے؟ (کسی ایک عدد پر دائرہ لگائیں)

بے حد اہم 1 2 3 4 5 6 7 بالکل اہم نہیں

صورتحال نمبر 6:

تصور کریں کہ کالج میں آپ کو تنبیہ (Warning) کی گئی ہے۔

1- وہ اہم ترین وجہ لکھیں جس کی وجہ سے کالج میں آپ کو تنبیہ (Warning) کی گئی ہے۔

2- کیا آپ کی لکھی ہوئی وجہ آپ کی اپنی ذات کی وجہ سے ہے یا دوسرے لوگوں یا حالات کی وجہ سے؟ (کسی ایک عدد پر دائرہ لگائیں)

مکمل طور پر ذاتی (میری وجہ سے) 1 2 3 4 5 6 7 مکمل طور پر دوسرے لوگوں یا حالات کی وجہ سے

3- اگر مستقبل میں کالج میں آپ کو دوبارہ تنبیہ (warning) کی جائے گی تو کیا آپ کی منتخب کردہ وجہ ہی دوبارہ موجود ہوگی (کسی ایک عدد پر دائرہ لگائیں)

ہمیشہ موجود ہوگی 1 2 3 4 5 6 7 دوبارہ کبھی موجود نہیں ہوگی

4- کیا آپ کی منتخب کردہ وجہ کوئی ایسی ہے جس کے اثر سے صرف کالج میں آپ کو تنبیہ (warning) کی گئی ہے یا پھر یہ آپ کی زندگی کے دوسرے معاملات پر بھی اثر انداز ہو رہی ہے؟ (کسی ایک عدد پر دائرہ لگائیں)

میری زندگی کے تمام معاملات کو 1 2 3 4 5 6 7 صرف اس مخصوص صورت حال کو

متاثر کرتی ہے متاثر کرتی ہے

5- تصور کریں کہ کالج میں آپ کو تنبیہ (Warning) کی گئی ہے۔ آپ کے لئے یہ بات کتنی اہم ہے؟ (کسی ایک عدد پر دائرہ لگائیں)

بے حد اہم 1 2 3 4 5 6 7 بالکل اہم نہیں

صورتحال نمبر 7:

تصور کریں کہ آپ فیصلہ نہیں کر پارہے کہ اپنی تعلیم جاری رکھیں یا نہیں۔

1- وہ اہم ترین وجہ لکھیں جس کی وجہ سے آپ فیصلہ نہیں کر پارہے کہ اپنی تعلیم جاری رکھیں یا نہیں۔

2- کیا آپ کی لکھی ہوئی وجہ آپ کی اپنی ذات کی وجہ سے ہے یا دوسرے لوگوں یا حالات کی وجہ سے؟ (کسی ایک عدد پر دائرہ لگائیں)

مکمل طور پر ذاتی (میری وجہ سے) 1 2 3 4 5 6 7 مکمل طور پر دوسرے لوگوں یا حالات کی وجہ سے

3- اگر مستقبل میں آپ دوبارہ فیصلہ نہیں کر پارہے ہوں گے کہ اپنی تعلیم جاری رکھیں یا نہیں تو کیا آپ کی منتخب کردہ وجہ ہی دوبارہ موجود ہوگی (کسی ایک عدد پر دائرہ لگائیں)

ہمیشہ موجود ہوگی 1 2 3 4 5 6 7 دوبارہ کبھی موجود نہیں ہوگی

4- کیا آپ کی منتخب کردہ وجہ کوئی ایسی ہے جس کے اثر سے صرف آپ فیصلہ نہیں کر پارہے کہ اپنی تعلیم جاری رکھیں یا نہیں یا پھر یہ آپ کی زندگی کے دوسرے معاملات پر بھی اثر انداز ہو رہی ہے؟ (کسی ایک عدد پر دائرہ لگائیں)

میرے زندگی کے تمام معاملات کو 1 2 3 4 5 6 7 صرف اس مخصوص صورت حال کو متاثر کرتی ہے متاثر کرتی ہے

5- تصور کریں کہ آپ فیصلہ نہیں کر پارہے کہ اپنی تعلیم جاری رکھیں یا نہیں۔ آپ کے لئے یہ بات کتنی اہم ہے۔ (کسی ایک عدد پر دائرہ لگائیں)

بے حد اہم 1 2 3 4 5 6 7 بالکل اہم نہیں

صورتحال نمبر 8:

تصور کریں کہ آپ وہ سب کچھ نہیں کر سکتے جس کی آپ سے توقع کی جاتی ہے۔

1- وہ اہم ترین وجہ لکھیں جس کی وجہ سے آپ وہ سب کچھ نہیں کر سکتے جس کی آپ سے توقع کی جاتی ہے۔

2- کیا آپ کی لکھی ہوئی وجہ آپ کی اپنی ذات کی وجہ سے ہے یا دوسرے لوگوں یا حالات کی وجہ سے؟ (کسی ایک عدد پر دائرہ لگائیں)

مکمل طور پر ذاتی (میری وجہ سے) 1 2 3 4 5 6 7 مکمل طور پر دوسرے لوگوں یا حالات کی وجہ سے

3- اگر مستقبل میں دوبارہ آپ وہ سب کچھ نہ کر پائے جس کی آپ سے توقع کی جائے گی تو کیا آپ کی منتخب کردہ وجہ ہی دوبارہ موجود ہوگی (کسی ایک عدد پر دائرہ لگائیں)

ہمیشہ موجود ہوگی 1 2 3 4 5 6 7 دوبارہ کبھی موجود نہیں ہوگی

4- کیا آپ کی منتخب کردہ وجہ کوئی ایسی ہے جس کے اثر سے صرف آپ وہ سب کچھ نہیں کر سکتے جس کی آپ سے توقع کی جاتی ہے یا پھر یہ آپ کی زندگی کے دوسرے معاملات پر بھی اثر انداز ہو رہی ہے؟ (کسی ایک عدد پر دائرہ لگائیں)

میرے زندگی کے تمام معاملات کو 1 2 3 4 5 6 7 صرف اس مخصوص صورت حال کو متاثر کرتی ہے متاثر کرتی ہے

5- تصور کریں کہ آپ وہ سب کچھ نہیں کر سکتے جس کی آپ سے توقع کی جاتی ہے۔ آپ کے لئے یہ بات کتنی اہم ہے۔ (کسی ایک عدد پر دائرہ لگائیں)

بے حد اہم 1 2 3 4 5 6 7 بالکل اہم نہیں

صورتحال نمبر 9:

تصور کریں کہ آپ کے مستقبل کے پیشے میں، پہلے سال ہی میں آپ کو اپنے افسر کی طرف سے آپ کے کام کی جائزہ رپورٹ بُری (خراب) ملتی ہے۔

1- وہ اہم ترین وجہ لکھیں جس کی وجہ سے آپ کے مستقبل کے پیشے میں، پہلے سال ہی میں آپ کو اپنے افسر کی طرف سے آپ کے کام کی جائزہ رپورٹ بُری (خراب) ملتی ہے؟

2- کیا آپ کی لکھی ہوئی وجہ آپ کی اپنی ذات کی وجہ سے ہے یا دوسرے لوگوں یا حالات کی وجہ سے؟ (کسی ایک عدد پر دائرہ لگائیں)

مکمل طور پر ذاتی (میری وجہ سے) 1 2 3 4 5 6 7 مکمل طور پر دوسرے لوگوں یا حالات کی وجہ سے

3- اگر آپ کے مستقبل کے پیشے میں دوبارہ آپ کو اپنے افسر کی طرف سے آپ کے کام کی جائزہ رپورٹ بُری (خراب) ملے گی تو کیا آپ کی منتخب کردہ وجہ ہی دوبارہ موجود ہوگی؟ (کسی ایک عدد پر دائرہ لگائیں)

ہمیشہ موجود ہوگی 1 2 3 4 5 6 7 دوبارہ کبھی موجود نہیں ہوگی

4- کیا آپ کی منتخب کردہ وجہ کوئی ایسی ہے جس کے اثر سے صرف آپ کے مستقبل کے پیشے میں، پہلے سال ہی میں آپ کو اپنے افسر کی طرف سے آپ کے کام کی جائزہ رپورٹ بُری (خراب) ملتی ہے یا پھر یہ آپ کی زندگی کے دوسرے معاملات پر بھی اثر انداز ہوتی ہے؟ (کسی ایک عدد پر دائرہ لگائیں)

میری زندگی کے تمام معاملات کو 1 2 3 4 5 6 7 صرف اس مخصوص صورت حال کو

- متاثر کرتی ہے متاثر کرتی ہے
- 5- تصور کریں کہ آپ کے مستقبل کے پیشے میں، پہلے سال ہی میں آپ کو اپنے افسر کی طرف سے آپ کے کام کی جائز رپورٹ بُری (خراب) ملتی ہے۔ آپ کے لئے یہ بات کتنی اہم ہے؟ (کسی ایک عدد پر دائرہ لگائیں)
- بے حد اہم 1 2 3 4 5 6 7 بالکل اہم نہیں

صورتحال نمبر 10:

- تصور کریں کہ آپ کے والد (یا سرپرست) ناراض ہیں۔ آپ پر چلاتے ہیں اور جو کچھ ہوا ہے اس کے لئے آپ کو سزا دیتے ہیں۔
- 1- وہ اہم ترین وجہ لکھیں جس کی وجہ سے آپ کے والد (یا سرپرست) ناراض ہیں۔ آپ پر چلاتے ہیں اور جو کچھ ہوا ہے اس کے لئے آپ کو سزا دیتے ہیں۔

- 2- کیا آپ کی لکھی ہوئی وجہ آپ کی اپنی ذات کی وجہ سے ہے یا دوسرے لوگوں یا حالات کی وجہ سے؟ (کسی ایک عدد پر دائرہ لگائیں)

- مکمل طور پر ذاتی (میری وجہ سے) 1 2 3 4 5 6 7 مکمل طور پر دوسرے لوگوں یا حالات کی وجہ سے
- 3- اگر مستقبل میں آپ کے والد (یا سرپرست) دوبارہ ناراض ہوں گے، آپ پر چلائیں گے اور جو کچھ ہوا ہوگا اس کے لئے آپ کو سزا دیں گے تو کیا آپ کی منتخب کردہ وجہ ہی دوبارہ موجود ہوگی؟ (کسی ایک عدد پر دائرہ لگائیں)

- ہمیشہ موجود ہوگی 1 2 3 4 5 6 7 دوبارہ کبھی موجود نہیں ہوگی

4- کیا آپ کی منتخب کردہ وجہ کوئی ایسی ہے جس کے اثر سے صرف آپ کے والد (یا سرپرست) ناراض ہیں۔
آپ پر چلاتے ہیں اور جو کچھ ہوا ہے اس کے لئے آپ کو سزا دیتے ہیں یا پھر یہ آپ کی زندگی کے دوسرے معاملات پر بھی اثر انداز ہوتی ہے؟ (کسی ایک عدد پر دائرہ لگائیں)

میری زندگی کے تمام معاملات کو 1 2 3 4 5 6 7 صرف اس مخصوص صورت حال کو
متاثر کرتی ہے متاثر کرتی ہے

5- تصور کریں کہ آپ کے والد (یا سرپرست) ناراض ہیں۔ آپ پر چلاتے ہیں اور جو کچھ ہوا ہے اس کے لئے
آپ کو سزا دیتے ہیں۔ آپ کے لئے یہ بات کتنی اہم ہے؟ (کسی ایک عدد پر دائرہ لگائیں)

بے حد اہم 1 2 3 4 5 6 7 بالکل اہم نہیں

صورتحال نمبر 11:

تصور کریں کہ کچھ عرصے سے آپ اچھی نیند نہیں لے پارہے ہیں۔

1- وہ اہم ترین وجہ لکھیں جس کی وجہ سے کچھ عرصے سے آپ اچھی نیند نہیں لے پارہے ہیں۔

2- کیا آپ کی لکھی ہوئی وجہ آپ کی اپنی ذات کی وجہ سے ہے یا دوسرے لوگوں یا حالات کی وجہ سے؟ (کسی
ایک عدد پر دائرہ لگائیں)

مکمل طور پر ذاتی (میری وجہ سے) 1 2 3 4 5 6 7 مکمل طور پر دوسرے لوگوں یا حالات کی وجہ سے

3- اگر مستقبل میں دوبارہ کچھ عرصے تک آپ اچھی نیند نہیں لے پائیں گے تو کیا آپ کی منتخب کردہ وجہ ہی
دوبارہ موجود ہوگی؟ (کسی ایک عدد پر دائرہ لگائیں)

ہمیشہ موجود ہوگی 1 2 3 4 5 6 7 دوبارہ کبھی موجود نہیں ہوگی

4- کیا آپ کی منتخب کردہ وجہ کوئی ایسی ہے جس کے اثر سے صرف کچھ عرصے سے آپ اچھی نیند نہیں لے پارہے ہیں یا پھر یہ آپ کی زندگی کے دوسرے معاملات پر بھی اثر انداز ہو رہی ہے؟ (کسی ایک عدد پر دائرہ لگائیں)

میری زندگی کے تمام معاملات کو 1 2 3 4 5 6 7 صرف اس مخصوص صورت حال کو متاثر کرتی ہے متاثر کرتی ہے

5- تصور کریں کہ کچھ عرصے سے آپ اچھی نیند نہیں لے پارہے ہیں۔ آپ کے لئے یہ بات کتنی اہم ہے؟ (کسی ایک عدد پر دائرہ لگائیں)

بے حد اہم 1 2 3 4 5 6 7 بالکل اہم نہیں

صورتحال نمبر 12:

تصور کریں کہ کوئی ایسا ذاتی مسئلہ درپیش ہے جس میں آپ فیصلہ نہیں کر پارہے کہ صحیح کیا ہے اور غلط کیا ہے۔

1- وہ اہم ترین وجہ لکھیں جس کی وجہ سے آپ ایک ذاتی مسئلہ جو درپیش ہے اس میں فیصلہ نہیں کر پارہے کہ صحیح کیا ہے اور غلط کیا ہے۔

2- کیا آپ کی لکھی ہوئی وجہ آپ کی اپنی ذات کی وجہ سے ہے یا دوسرے لوگوں یا حالات کی وجہ سے؟ (کسی ایک عدد پر دائرہ لگائیں)

مکمل طور پر ذاتی (میری وجہ سے) 1 2 3 4 5 6 7 مکمل طور پر دوسرے لوگوں یا حالات کی وجہ سے

3- اگر مستقبل میں دوبارہ کوئی ایسا ذاتی مسئلہ درپیش ہو جس میں آپ فیصلہ نہ کر پارہے ہوئے کہ صحیح کیا ہے اور غلط کیا ہے تو کیا آپ کی منتخب کردہ وجہ ہی دوبارہ موجود ہوگی؟ (کسی ایک عدد پر دائرہ لگائیں)

ہمیشہ موجود ہوگی 1 2 3 4 5 6 7 دوبارہ کبھی موجود نہیں ہوگی

4- کیا آپ کی منتخب کردہ وجہ کوئی ایسی ہے جس کے اثر سے صرف آپ ایک ذاتی مسئلہ جو درپیش ہے اُس میں فیصلہ نہیں کر پارہے کہ صحیح کیا ہے اور غلط کیا ہے یا پھر یہ آپ کی زندگی کے دوسرے معاملات پر بھی اثر انداز ہوتی ہے؟ (کسی ایک عدد پر دائرہ لگائیں)

میرا زندگی کے تمام معاملات کو 1 2 3 4 5 6 7 صرف اس مخصوص صورت حال کو متاثر کرتی ہے متاثر کرتی ہے

5- تصور کریں کہ کوئی ایسا ذاتی مسئلہ درپیش ہے جس میں آپ فیصلہ نہیں کر پارہے کہ صحیح کیا ہے اور غلط کیا ہے۔ آپ کے لئے یہ بات کتنی اہم ہے؟ (کسی ایک عدد پر دائرہ لگائیں)

بے حد اہم 1 2 3 4 5 6 7 بالکل اہم نہیں

صورتحال نمبر 13:

تصور کریں کہ آپ کا اپنے والدین کے ساتھ شدید اختلاف رائے ہو گیا ہے۔

1- وہ اہم ترین وجہ لکھیں جس کی وجہ سے آپ کا اپنے والدین کے ساتھ شدید اختلاف رائے ہو گیا ہے۔

2- کیا آپ کی لکھی ہوئی وجہ آپ کی اپنی ذات کی وجہ سے ہے یا دوسرے لوگوں یا حالات کی وجہ سے؟ (کسی ایک عدد پر دائرہ لگائیں)

مکمل طور پر ذاتی (میری وجہ سے) 1 2 3 4 5 6 7 مکمل طور پر دوسرے لوگوں یا حالات کی وجہ سے

3- اگر مستقبل میں آپ کا اپنے والدین کے ساتھ دوبارہ شدید اختلاف رائے ہوا تو کیا آپ کی منتخب کردہ وجہ ہی دوبارہ موجود ہوگی؟ (کسی ایک عدد پر دائرہ لگائیں)

ہمیشہ موجود ہوگی 1 2 3 4 5 6 7 دوبارہ کبھی موجود نہیں ہوگی

4- کیا آپ کی منتخب کردہ وجہ کوئی ایسی ہے جس کے اثر سے صرف آپ کا اپنے والدین کے ساتھ شدید اختلاف رائے ہو گیا ہے یا پھر یہ آپ کی زندگی کے دوسرے معاملات پر بھی اثر انداز ہو رہی ہے؟ (کسی ایک عدد پر دائرہ لگائیں)

میری زندگی کے تمام 1 2 3 4 5 6 7
معاملات کو متاثر کرتی ہے
متاثر کرتی ہے
صرف اس مخصوص صورت حال کو

5- تصور کریں کہ آپ کا اپنے والدین کے ساتھ شدید اختلاف رائے ہو گیا ہے۔ آپ کے لئے یہ بات کتنی اہم ہے؟ (کسی ایک عدد پر دائرہ لگائیں)

بے حد اہم 1 2 3 4 5 6 7 بالکل اہم نہیں

صورتحال نمبر 14:

تصور کریں کہ آپ اکثر تھکاوٹ اور کمزوری محسوس کرتے ہیں

1- وہ اہم ترین وجہ لکھیں جس کی وجہ سے آپ اکثر تھکاوٹ اور کمزوری محسوس کرتے ہیں

2- کیا آپ کی لکھی ہوئی وجہ آپ کی اپنی ذات کی وجہ سے ہے یا دوسرے لوگوں یا حالات کی وجہ سے؟ (کسی ایک عدد پر دائرہ لگائیں)

مکمل طور پر ذاتی (میری وجہ سے) 1 2 3 4 5 6 7 مکمل طور پر دوسرے لوگوں یا حالات کی وجہ سے

3- اگر مستقبل میں دوبارہ آپ تھکاوٹ اور کمزوری محسوس کریں گے تو کیا آپ کی منتخب کردہ وجہ ہی دوبارہ موجود ہوگی؟ (کسی ایک عدد پر دائرہ لگائیں)

ہمیشہ موجود ہوگی 1 2 3 4 5 6 7 دوبارہ کبھی موجود نہیں ہوگی

4- کیا آپ کی منتخب کردہ وجہ کوئی ایسی ہے جس کے اثر سے صرف آپ اکثر تھکاوٹ اور کمزوری محسوس کرتے ہیں یا پھر یہ آپ کی زندگی کے دوسرے معاملات پر بھی اثر انداز ہو رہی ہے؟ (کسی ایک عدد پر دائرہ لگائیں)

میری زندگی کے تمام معاملات کو 1 2 3 4 5 6 7 صرف اس مخصوص صورت حال کو متاثر کرتی ہے متاثر کرتی ہے

5- تصور کریں کہ آپ اکثر تھکاوٹ اور کمزوری محسوس کرتے ہیں۔ آپ کے لئے یہ بات کتنی اہم ہے؟ (کسی ایک عدد پر دائرہ لگائیں)

بے حد اہم 1 2 3 4 5 6 7 بالکل اہم نہیں

صورتحال نمبر 15:

تصور کریں کہ آپ کا صنف مخالف (Opposite Gender) کے ساتھ کوئی مسئلہ ہے۔

1- وہ اہم ترین وجہ لکھیں جس کی وجہ سے آپ کا صنف مخالف (Opposite Gender) کے ساتھ کوئی مسئلہ ہے۔

2- کیا آپ کی لکھی ہوئی وجہ آپ کی اپنی ذات کی وجہ سے ہے یا دوسرے لوگوں یا حالات کی وجہ سے؟ (کسی ایک عدد پر دائرہ لگائیں)

مکمل طور پر ذاتی (میری وجہ سے) 1 2 3 4 5 6 7 مکمل طور پر دوسرے لوگوں یا حالات کی وجہ سے

3- اگر مستقبل میں دوبارہ آپ کا صنف مخالف (Opposite Gender) کے ساتھ کوئی مسئلہ ہوا تو کیا آپ کی منتخب کردہ وجہ ہی دوبارہ موجود ہوگی؟ (کسی ایک عدد پر دائرہ لگائیں)

ہمیشہ موجود ہوگی 1 2 3 4 5 6 7 دوبارہ کبھی موجود نہیں ہوگی

4- کیا آپ کی منتخب کردہ وجہ کوئی ایسی ہے جس کے اثر سے صرف آپ کا صنف مخالف (Opposite Gender) کے ساتھ کوئی مسئلہ ہے یا پھر یہ آپ کی زندگی کے دوسرے معاملات پر بھی اثر انداز ہو رہی ہے؟ (کسی ایک عدد پر دائرہ لگائیں)

میری زندگی کے تمام معاملات کو 1 2 3 4 5 6 7
متاثر کرتی ہے
صرف اس مخصوص صورت حال کو
متاثر کرتی ہے

5- تصور کریں کہ آپ کا صنف مخالف (Opposite Gender) کے ساتھ کوئی مسئلہ ہے۔ آپ کے لئے یہ بات کتنی اہم ہے؟ (کسی ایک عدد پر دائرہ لگائیں)

بے حد اہم 1 2 3 4 5 6 7 بالکل اہم نہیں

صورتحال نمبر 16:

تصور کریں کہ آپ کسی ایک صورت حال میں بے سکونی (بے چینی) محسوس کرتے ہیں۔

1- وہ اہم ترین وجہ لکھیں جس کی وجہ سے آپ کسی ایک صورت حال میں بے سکونی (بے چینی) محسوس کرتے ہیں۔

2- کیا آپ کی لکھی ہوئی وجہ آپ کی اپنی ذات کی وجہ سے ہے یا دوسرے لوگوں یا حالات کی وجہ سے؟ (کسی ایک عدد پر دائرہ لگائیں)

مکمل طور پر ذاتی (میری وجہ سے) 1 2 3 4 5 6 7 مکمل طور پر دوسرے لوگوں یا حالات کی وجہ سے

3- اگر مستقبل میں دوبارہ آپ کسی ایک صورت حال میں بے سکونی (بے چینی) محسوس کریں گے تو کیا آپ کی منتخب کردہ وجہ ہی دوبارہ موجود ہوگی؟ (کسی ایک عدد پر دائرہ لگائیں)

ہمیشہ موجود ہوگی 1 2 3 4 5 6 7 دوبارہ کبھی موجود نہیں ہوگی
 4- کیا آپ کی منتخب کردہ وجہ کوئی ایسی ہے جس کے اثر سے صرف آپ کسی ایک صورت حال میں بے سکونی
 (بے چینی) محسوس کرتے ہیں یا پھر یہ آپ کی زندگی کے دوسرے معاملات پر بھی اثر انداز ہو رہی ہے؟
 (کسی ایک عدد پر دائرہ لگائیں)

میری زندگی کے تمام معاملات کو متاثر 1 2 3 4 5 6 7 صرف اس مخصوص صورت حال کو متاثر
 کرتی ہے کرتی ہے
 5- تصور کریں کہ آپ کسی ایک صورت حال میں بے سکونی (بے چینی) محسوس کرتے ہیں۔ آپ کے لئے یہ
 بات کتنی اہم ہے؟ (کسی ایک عدد پر دائرہ لگائیں)
 بے حد اہم 1 2 3 4 5 6 7 بالکل اہم نہیں

صورتحال نمبر 17:

تصور کریں کہ آپ کے محض چند دوست ہیں

1- وہ اہم ترین وجہ لکھیں جس کی وجہ سے آپ کے محض چند دوست ہیں۔

2- کیا آپ کی لکھی ہوئی وجہ آپ کی اپنی ذات کی وجہ سے ہے یا دوسرے لوگوں یا حالات کی وجہ سے؟ (کسی
 ایک عدد پر دائرہ لگائیں)

مکمل طور پر ذاتی (میری وجہ سے) 1 2 3 4 5 6 7 مکمل طور پر دوسرے لوگوں یا حالات کی وجہ سے
 3- اگر مستقبل میں دوبارہ آپ کے محض چند دوست ہوں گے تو کیا آپ کی منتخب کردہ وجہ ہی دوبارہ موجود ہو
 گی؟ (کسی ایک عدد پر دائرہ لگائیں)

ہمیشہ موجود ہوگی 1 2 3 4 5 6 7 دوبارہ کبھی موجود نہیں ہوگی

4- کیا آپ کی منتخب کردہ وجہ کوئی ایسی ہے جس کے اثر سے صرف آپ کے محض چند دوست ہیں یا پھر یہ آپ کی زندگی کے دوسرے معاملات پر بھی اثر انداز ہو رہی ہے؟ (کسی ایک عدد پر دائرہ لگائیں)

میری زندگی کے تمام معاملات کو 1 2 3 4 5 6 7 صرف اس مخصوص صورت حال کو متاثر کرتی ہے متاثر کرتی ہے

5- تصور کریں کہ آپ کے محض چند دوست ہیں۔ آپ کے لئے یہ بات کتنی اہم ہے؟ (کسی ایک عدد پر دائرہ لگائیں)

بے حد اہم 1 2 3 4 5 6 7 بالکل اہم نہیں
صورت حال نمبر 18:

تصور کریں کہ آپ کسی کو گہرا دوست / سہیلی بنانا چاہتے ہیں لیکن وہ آپ کا دوست / سہیلی نہیں بننا چاہتا۔

1- وہ اہم ترین وجہ لکھیں جس کی وجہ سے آپ کسی کو گہرا دوست / سہیلی بنانا چاہتے ہیں لیکن وہ آپ کا دوست / سہیلی نہیں بننا چاہتا/ چاہتی۔

2- کیا آپ کی لکھی ہوئی وجہ آپ کی اپنی ذات کی وجہ سے ہے یا دوسرے لوگوں یا حالات کی وجہ سے؟ (کسی ایک عدد پر دائرہ لگائیں)

مکمل طور پر ذاتی (میری وجہ سے) 1 2 3 4 5 6 7 مکمل طور پر دوسرے لوگوں یا حالات کی وجہ سے

3- اگر مستقبل میں دوبارہ آپ کسی کو گہرا دوست / سہیلی بنانا چاہیں گے لیکن وہ آپ کا دوست / سہیلی نہیں بننا چاہے گا۔ تو کیا آپ کی منتخب کردہ وجہ ہی دوبارہ موجود ہوگی؟ (کسی ایک عدد پر دائرہ لگائیں)

ہمیشہ موجود ہوگی 1 2 3 4 5 6 7 دوبارہ کبھی موجود نہیں ہوگی

4- کیا آپ کی منتخب کردہ وجہ کوئی ایسی ہے جس کے اثر سے صرف آپ کسی کو گہرا دوست / سہیلی بنانا چاہتے ہیں
لیکن وہ آپ کا دوست / سہیلی نہیں بننا چاہتا یا پھر یہ آپ کی زندگی کے دوسرے معاملات پر بھی اثر انداز ہو
رہی ہے؟ (کسی ایک عدد پر دائرہ لگائیں)

میری زندگی کے تمام معاملات کو 1 2 3 4 5 6 7 صرف اس مخصوص صورت حال کو
متاثر کرتی ہے

5- تصور کریں کہ آپ کسی کو گہرا دوست / سہیلی بنانا چاہتے ہیں لیکن وہ آپ کا دوست / سہیلی نہیں بننا چاہتا۔
آپ کے لئے یہ بات کتنی اہم ہے؟ (کسی ایک عدد پر دائرہ لگائیں)

بے حد اہم 1 2 3 4 5 6 7 بالکل اہم نہیں

DRSML QAU

Appendix-K**E-mail correspondence for permission to use Social Hopelessness Questionnaire****Permission to use SHQ**

Sofia Tabassam Cheema cheema_st@hotmail.com

To gflett@yorku.ca

Dear Dr. Gordon L. Flett

I, Sofia Tabassam Cheema, is a Ph.d student at National Institute of Psychology, Quaid-e-Azam University, Islamabad, Pakistan. The topic of my Ph.d study is "Romantic Relations and Attributional Styles in adolescence: A longitudinal investigation of antecedents and consequences". The main variables of my study are perceived parental and peer support, romantic relations, attributional styles, hopelessness, and psychological well-being.

I want to use you questionnaire that is "Social Hopelessness Questionnaire" after translation and adaptation. If you have no objection, please, send me the questionnaire and relevant helping material. It will be a great honour for me, if you supervise and assist me during translation and adaptation process as a co-author.

Waiting for your response.

Regards

Sofia Tabassam Cheema
Assistant Professor in Psychology
Government Postgraduate College for Women,
Satellite Town, Rawalpindi, Pakistan.

Permission to use SHQ

Sofia Tabassam Cheema cheema_st@hotmail.com

To gflett@yorku.ca

Dear Dr. Gordon L. Flett

Hope you will be fine. I, Sofia Tabassam Cheema, is a Ph.d student at National Institute of Psychology, Quaid-e-Azam University, Islamabad, Pakistan. I hope you have seen my previous e-mails sent in February, 2015. Since that time I am waiting for your return. Actually, I need "Social Hopelessness Questionnaire" for my Ph.d

Study. The topic of my Ph.d study is "Romantic Relations and Psychological Well-being: Identifying role of Perceived Social Support and Attributional Styles in Adolescence". (I have changed the title of my study, previously it was "Romantic Relations and Attributional Styles in adolescence: A longitudinal investigation of antecedents and consequences". But there is no change in the variables.) The main variables of my study are perceived parental and peer support, romantic relations, attributional styles, hopelessness, and psychological well-being.

I want to use your questionnaire that is "Social Hopelessness Questionnaire" after translation and adaptation in Urdu language. If you have no objection, please, send me the questionnaire and relevant helping material. It will be a great honour for me, if you supervise and assist me during translation and adaptation process as a co-author.

Waiting for your response.

Regards

Sofia Tabassam Cheema
Assistant Professor in Psychology
Government Postgraduate College for Women,
Satellite Town, Rawalpindi, Pakistan.

From: cheema_st@hotmail.com
To: gflett@yorku.ca
Subject: Permission to use SHQ
Date: Sun, 5 Jul 2015 11:47:56 +0500

Dear Dr. Gordon L. Flett

Hope you will be fine. I, Sofia Tabassam Cheema, is a Ph.d student at National Institute of Psychology, Quaid-e-Azam University, Islamabad, Pakistan. I hope you have seen my previous e-mails sent in February, 2015. Since that time I am waiting for your return. Actually, I need "Social Hopelessness Questionnaire" for my Ph.d Study. The topic of my Ph.d study is "Romantic Relations and Psychological Well-being: Identifying role of Perceived Social Support and Attributional Styles in Adolescence". (I have changed the title of my study, previously it was "Romantic Relations and Attributional Styles in adolescence: A longitudinal investigation of antecedents and consequences". But there is no change in the variables.) The main variables of my study are perceived parental and peer support, romantic relations, attributional styles, hopelessness, and psychological well-being.

I want to use your questionnaire that is "Social Hopelessness Questionnaire" after translation and adaptation in Urdu language. If you have no objection, please, send me

the questionnaire and relevant helping material. It will be a great honour for me, if you supervise and assist me during translation and adaptation process as a co-author.

Waiting for your response.

Regards

Sofia Tabassam Cheema
Assistant Professor in Psychology
Government Postgraduate College for Women,
Satellite Town, Rawalpindi, Pakistan.

FW: Permission to use SHQ

Actions

Gordon Flett (gflett@yorku.ca)

7/13/2015

Documents

To: Sofia Tabassam Cheema

Show this message...



From: **Gordon Flett** (gflett@yorku.ca) You moved this message to its current location.

Sent: Monday, July 13, 2015 6:31:09 PM

To: Sofia Tabassam Cheema (cheema_st@hotmail.com)
2 attachments

shq.scale.doc (29.2 KB) ,

mattering.marshall.developmental.trajectories.2010.pdf (302.1 KB)

Hi Sofia. Thank you for your interest in our measure and your persistence. The SHQ is attached and I am glad for you to use it and to be able to assist you. My apologies for my delayed response, but I have been on sabbatical while dealing with a health issue.

Given your interest in assessing parental and peer support, I am sending you a copy of a paper by Marshall and colleagues that looks at support in terms of mattering to parents and friends. The measure used is described in the paper. Mattering is a component of self-esteem that taps the extent of feeling important (in this case to one's mother, father, and friends). We are now doing extensive research on mattering and have found it to be a powerful variable and perhaps you would like to consider.

Okay, best of luck with your research. I look forward to hearing from you.

Cheers

Gord

-----Sofia Tabassam Cheema <cheema_st@hotmail.com> wrote: -----

To: "gflett@yorku.ca" <gflett@yorku.ca>

From: Sofia Tabassam Cheema cheema_st@hotmail.com

DRSML QAU

Appendix-L

Social Hopelessness Questionnaire-SHQ (Original)

The following scale contains statements that tap people's observations and expectations about their social worlds. Please indicate the extent of your agreement or disagreement with each of the following statements. Circle a "1" if you **disagree strongly** with the statement, a "3" if you **neither agree nor disagree** with the statement, and a "5" if you **agree strongly** with the statement.

	1	2	3	4	5
	Strongly disagree	Slightly disagree	neutral	Slightly agree	Strongly agree
1. I will always be powerless to get away from the people who bother me.	1	2	3	4	5
2. I sometimes can't help thinking that I will never be able to regain or replace the people I have lost in my life.	1	2	3	4	5
3. I will always have a hard time coping with some people.	1	2	3	4	5
4. People are bound to get angry at me, no matter what I do.	1	2	3	4	5
5. I will never be able to do things as well as other people can.	1	2	3	4	5
6. I sometimes feel that certain people will never want to help me.	1	2	3	4	5
7. I sometimes feel certain that I am destined to have few friends.	1	2	3	4	5
8. Some people do little to inspire hope in me.	1	2	3	4	5
9. When it comes to matching my friends' accomplishments, I am pessimistic about my chances.	1	2	3	4	5
10. In the future, people will probably take advantage of me more than they should.	1	2	3	4	5
11. I sometimes feel that no one will ever truly understand my problems.	1	2	3	4	5
12. I will always find it hard to get along with some people.	1	2	3	4	5
13. I am bothered by the fact that some people will never change their negative views of me.	1	2	3	4	5
14. My world will always be full of unfair people.	1	2	3	4	5
15. I am pessimistic about my chances of ever "falling in love" with someone special.	1	2	3	4	5

- | | | | | | |
|---|---|---|---|---|---|
| 16. It is unlikely that I will ever be the “life of the party”. | 1 | 2 | 3 | 4 | 5 |
| 17. I expect that some people will always be mean to me. | 1 | 2 | 3 | 4 | 5 |
| 18. My social relationships will never be as good as I would like them
to be. | 1 | 2 | 3 | 4 | 5 |
| 19. It is impossible for me to avoid being hurt by others. | 1 | 2 | 3 | 4 | 5 |
| 20. I sometimes have the feeling that other people will never be able to
help me with my problems. | 1 | 2 | 3 | 4 | 5 |

Score is sum of 20 items, no reversed-scored items

DRSML QAU

Appendix-M

Social Hopelessness Questionnaire (translated and adapted Urdu version)

ہدایات:

یہ سوال نامہ ایسی عبارتوں پر مشتمل ہے جو لوگوں کی سماجی زندگی سے متعلقہ مشاہدات اور توقعات کا احاطہ کرتی ہیں۔ برائے مہربانی بتائیں کہ مندرجہ ذیل عبارتوں سے آپ کس حد تک متفق یا غیر متفق ہیں۔ اگر آپ عبارت سے مکمل طور پر غیر متفق ہیں تو "1" کے نیچے نشان (✓) لگائیں، اگر غیر جانبدار ہیں تو "3" کے نیچے اور اگر مکمل طور پر متفق ہیں تو "5" کے نیچے نشان (✓) لگائیں۔

5	4	3	2	1
مکمل طور پر متفق	کسی حد تک متفق	غیر جانبدار	کسی حد تک غیر متفق	مکمل طور پر غیر متفق
Strongly agree	Slightly agree	Neutral	Slightly disagree	Strongly disagree

5	4	3	2	1	بیانات	نمبر شمار
					مجھے ایسے لوگوں سے جان چھڑانے میں ہمیشہ بہت مشکل ہوگی جن سے میں تنگ ہوتی/ہوتا ہوں۔	1
					میں کبھی کبھار یہ سوچے بغیر نہیں رہ سکتی/سکتا کہ جن لوگوں کو میں اپنی زندگی میں کھو چکی / چکا ہوں ان کا متبادل یا ان کو دوبارہ حاصل کرنے کے قابل ہو سکوں گی/گا۔	2

5	4	3	2	1	بیانات	نمبر شمار
					مجھے ہمیشہ کچھ لوگوں سے نبٹنے میں مشکل پیش آئے گی۔	3
					میں کچھ بھی کروں کچھ لوگ ہمیشہ مجھ سے ناراض ہی رہیں گے۔	4
					میں کبھی بھی اتنا اچھا نہ کر سکوں گی/گا جتنا دوسرے لوگ کرتے ہیں۔	5
					میں کبھی کبھار محسوس کرتی/کرتا ہوں کہ چند لوگ کبھی بھی میری مدد نہیں کرنا چاہیں گے۔	6
					مجھے کبھی کبھار یقین ہونے لگتا ہے کہ میری قسمت میں چند دوست ہی ہیں۔	7
					کچھ لوگ مجھ میں امید جگانے کی بہت کم کوشش کرتے ہیں۔	8
					جب دوستوں کی کامیابیوں کے ساتھ موازنہ کرنے کی بات ہوتی ہے تو میں اپنی کامیابی کے بارے میں زیادہ پر امید نہیں ہوتی/ہوتا ہوں۔	9
					مستقبل میں لوگ شاید میرا اس سے زیادہ فائدہ اٹھائیں گے جتنا کہ انہیں اٹھانا چاہیے۔	10
					مجھے بعض اوقات محسوس ہوتا ہے کہ کوئی بھی کبھی بھی میرے مسائل کو صحیح طرح سے نہیں سمجھ سکے گا۔	11
					مجھے ہمیشہ کچھ لوگوں کے ساتھ گزارہ کرنا مشکل لگے گا۔	12

5	4	3	2	1	بیانات	نمبر شمار
					میں اس حقیقت سے عاجز آچکی/چکا ہوں کہ کچھ لوگ میرے تعلق کبھی بھی اپنے منفی نقطہ نظر کو نہیں بدلیں گے۔	13
					میری زندگی ہمیشہ غیر منصف (unfair) لوگوں سے بھری رہے گی۔	14
					میں شاید کبھی بھی کسی سے محبت نہ کر سکوں۔	15
					ایسا تقریباً نا ممکن ہے کہ میں کبھی محفلوں کی رونق بن سکوں گی/گا۔	16
					مجھے توقع ہے کہ کچھ لوگ ہمیشہ میرے ساتھ خود غرض رہیں گے۔	17
					میرے سماجی (social) تعلقات کبھی بھی اتنے اچھے نہیں ہوں گے جتنا کہ میں چاہتی/چاہتا ہوں۔	18
					یہ میرے لیے نا ممکن ہے کہ میں خود کو دوسروں کی دی ہوئی تکلیف سے بچا سکوں۔	19
					مجھے کبھی کبھار ایسا محسوس ہوتا ہے کہ دوسرے لوگ کبھی بھی میرے مسائل حل کرنے میں میری مدد کرنے کے قابل نہیں ہوں گے۔	20

Draft 03

6 March 2015

CB 427

(1) HEALTH PSYCHOLOGY RESEARCH LTD

and

(2) Ms. SOFIA TABASSAM CHEEMA

and

(3) Dr. JAMEEL A. MALIK

Ref: CB 427

LICENCE AGREEMENT

for the use of the W-BQ12 in a study ENTITLED

“Romantic Relations and Psychological Well-being: Identifying
role of Perceived Social Support and Attributional styles in
Adolescence ”

at

National Institute of Psychology, Quaid-e-Azam University, Islamabad,
Pakistan.

Please return ONE signed copy of this Agreement to:

jg@healthpsychologyresearch.com

THIS AGREEMENT dated Date of Last Signature is made **BETWEEN:**

- (1) **HEALTH PSYCHOLOGY RESEARCH LTD.**, Orchard Building, Royal Holloway, University of London, Egham, Surrey TW20 0EX ("HPR"); and
- (2) **Ms SOFIA TABASSAM CHEEMA**, ("Licensee")
- (3) **Dr JAMEEL A. MALIK** ("Licensee")

Each "party" (2) and/or (3) "Licensee" and together "parties" or (2) and (3) "Licensees"

WHEREAS:

- Licensees intend to carry out a study using questionnaire(s) in which the copyright is owned by Prof Clare Bradley (Prof Bradley), and
- Prof Bradley has authorised HPR to sub-licence her questionnaires, and
- HPR agrees to grant Licensees a licence to use questionnaire(s) defined below, strictly on a non-commercial basis in the study described in the Protocol attached hereto subject to the terms of this agreement.

NOW THEREFORE THE PARTIES HEREBY AGREE AS FOLLOWS:

1. Definitions

1.1 "Questionnaire(s)" shall mean:

- **WELL-BEING QUESTIONNAIRE (12 ITEM) (W-BQ12)**

in the language specified below:

- **URDU for PAKISTAN**

1.2 "Study" shall mean "Romantic Relations and Psychological Well-being: Identifying role of Perceived Social Support and Attributional styles in Adolescence".
as set out in the Protocol attached hereto.

1.2.1 **Licensee confirms that the licensed questionnaire(s) shall be used ONLY in the study; that it will NOT be used by Licensee in any other study without a separate licence; and that it will NOT be given to others for use in any other study.**

1.3 "Licence Period" shall mean from the date above until one year after the completion of the Study, or until three years from the date of last signature, whichever shall be sooner.

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2.2 HPR hereby grants to Licensees a non-exclusive non-transferable royalty-free licence to:

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- make copies of the Questionnaire(s) from a master copy submitted to them only where reasonably necessary for the purpose of carrying out the Study.

SUBJECT TO Licensees' agreement that

The integrity of the Questionnaire(s) is important and Licensees undertake to make no alterations or amendments of any kind to the Questionnaire(s) (including but not limited to, shrinking by photocopier or scanner), and that they will be used in the Study exactly as supplied.

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- Licensees undertake to supply to respondents only the number of copies of the Questionnaire(s) as is strictly necessary for the purpose of carrying out the Study.
- Licensees will not use the Questionnaires in any other study other than the Study specifically licensed herein.

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- 2.5 Licensees may not amend, adapt or translate a licensed questionnaire without the express written agreement of HPR. An unauthorised amended, adapted or translated questionnaire shall not be a valid licensed instrument. Copyright in all authorised amendments, adaptations and translations and all interim versions thereof shall remain vested solely in Prof Clare Bradley.
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- 2.8 Licensees' data from authorised and licensed versions of Questionnaires remain the sole property of Licensees; HPR and/or Prof Bradley will not analyse, interpret or offer advice regarding such data except at the sole discretion of HPR and/or Prof Bradley.
- 2.9 HPR/Prof Bradley's involvement is strictly limited to a review of the protocol to offer, in her/its opinion, initial advice on best use of the questionnaire(s), subject to 5.1 below.

3. Acknowledgements

- 3.1 Licensees hereby undertake to acknowledge the source of the Questionnaire(s) in any communication reporting on their use or any publication generated directly or indirectly through use of the Questionnaire(s).

4. Publication

- 4.1.1 Licensees shall in confidence supply HPR with a review copy of any proposed communication or publication concerning the Questionnaire(s) authored by Licensees or research collaborators to whom they send copies of the Questionnaire(s), no later than thirty days prior to any proposed submission for publication or dissemination of the same. Contact Address: jg@healthpsychologyresearch.com

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6.1 This Agreement may be terminated by HPR with immediate effect by giving written notice to the Licensees if:

6.1.1 either Licensee is in breach of any provision of this Agreement and (if it is capable of remedy) the breach has not been remedied within 30 days after the Licensees have received a notice specifying the breach and requiring its remedy; or

6.1.2 there is any unreasonable delay in starting or completing the Study.

6.1.3 a licensed questionnaire is amended, adapted or translated without the express written agreement of HPR.

6.1.4 On termination of this Agreement the Licence Period will automatically come to an end and any licences granted under this Agreement shall terminate.

The Undersigned hereby confirm their acceptance of the terms of this Licence Agreement relating to the use of the Questionnaires in the above study.

.....
Jonathan Gilbride

Director of HPR Ltd

.....
Position

6th March 2015

.....
Date

.....
Sofia Tabassam Cheema

Student
Licensee/Supervisor

.....
Position

9th March 2015

.....
Date

.....
Dr. Jameel A. Malik

Licensee/Supervisor

.....
Position

9th March 2015

.....
Date

PROTOCOL

PROTOCOL OR PART THEREOF IS ATTACHED HERE FOR REFERENCE PURPOSES ONLY AND DOES NOT FORM PART OF THIS CONTRACT. AMENDMENTS TO PROTOCOL BY LICENSEE MAY NOT APPEAR HERE. PROTOCOL INFORMATION IS CONFIDENTIAL AND REMAINS THE SOLE PROPERTY OF LICENSEE.

1. **a. Title of Study**
Romantic Relations and Psychological Well-being: Identifying role of Perceived Social Support and Attributional Styles in Adolescence.
- b. Purpose of Study (e.g. PhD thesis)**
Ph.d study
- c. What is your hypothesis, or what is the aim of the study?**
 The main objectives of study are:
 To investigate the association of romantic relations, perceived parental support, perceived peer support and attributional styles with hopelessness and psychological well-being.
 To explore the role of perceived parental support, perceived peer support and attributional styles as moderators between romantic relations and hopelessness as well as between romantic relations and psychological well-being.
2. **Place of Study**
 Rawalpindi and Islamabad (Pakistan)
3. **Purpose of questionnaire(s) (what are you measuring?)**
 To measure Psychological Well-being of adolescents.
4. **Questionnaire(s) requested**
 Well-being Questionnaire(W-BQ12) (Urdu version)
5. **Language(s) requested (please note, questionnaires should be used only with patients fluent in the language(s) requested, and without the help of interpreters or translators, and for the country in which the study will be carried out)**
 Urdu
6. **Non-HPR questionnaires that will be used and what they measure**
 "Perceived Parental Support Scale" to measure perceived parental support.
 "Perceived Peer Support Scale" to measure perceived peer support.
 "Attributional Style Questionnaire for Adolescents" to determine attributional style whether it is optimistic or pessimistic.
 "Scale for Romantic Relations" to measure romantic relations.
 "Social Hopelessness questionnaire" (Permission under process)
7. **Study design (randomised cross-over, observational etc.)**
 Cross-sectional study
8. **Date of start**
 Planning to start in March,2015

9. Date of finish

2017

10. Inclusion criteria

Should be the student of college.

11. Exclusion criteria

No exclusion criteria.

12. Age of patients

Sample will not be of patients. Sample will consist of adolescents whose age range will be 15-18 years. After discussion with supervisor, we have decided that age range of our sample will be 16-18 years.

13. First language of patients

Urdu(sample consist of normal adolescents)

14. Number of patients and how they are selected and recruited to the study

A convenient sample of 500-600 adolescent boys and girls will be taken from colleges. Sample will be taken from government and private colleges. Only those students will be taken as subjects who will be the students of F.Sc/F.A and have completed 10 years schooling. Their age limit will be 16-18 years and their parents should be alive. Before data collection formal permission will be taken from principals of colleges.

15. How and where patients will complete the questionnaires (e.g. by self, with supervision, by post / at clinic etc.)

Adolescent boys and girls, who will be college students, will complete the questionnaires/scales by themselves under supervision of the researcher. They will complete the questionnaires/scales at their respective colleges.

16. Time since diagnosis

Not applicable.

17. Time on current treatment (a patient will need to have been on a stable treatment regimen for at least 4 weeks before being asked about his/her satisfaction with treatment)

Not applicable.

18. Timings of questionnaire(s) (e.g. baseline (0 weeks) and end of study (16 weeks))

Timings is Baseline (0 weeks)

19. Approved by supervisor?

Yes.

20. Submission to Ethics required?

Has been approved by ethic committee.

- 12- میں نے محسوس کیا ہے کہ میں اپنی زندگی میں آنے والے سنجیدہ مسائل
اور بڑی تبدیلیوں کا مقابلہ آسانی سے کر سکتا/سکتی ہوں۔۔۔۔۔
- 0 1 2 3

برائے مہربانی اس بات کا یقین کر لیں کہ آپ نے 12 بیانات میں سے ہر ایک پر غور کیا ہے اور ہر بیان کے جواب میں
کسی ایک عدد پر نشان لگائیں۔

FOR USE by Ms Sofia Tabassam Cheema under licence CB427

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English. Instructions rev. 31.1.02) Health Psychology Research Unit, Royal
Holloway, University of London, Egham, Surrey, TW20 0EX, UK.

FOCUS GROUP GUIDELINE (IN URDU)

Date: _____

Place: _____

1. رومینٹک ریلیشن یا محبت کے تعلقات سے کیا مراد ہے؟
2. آپ کو کیسے پتہ چلتا ہے کہ کس نوجوان لڑکے اور لڑکی کے محبت کے تعلقات ہیں؟
3. رومینٹک ریلیشن کیوں اور کیسے شروع ہو جاتے ہیں؟
4. رومینٹک ریلیشن میں لوگوں کی ایک دوسرے سے کیا توقعات ہوتی ہیں؟
5. رومینٹک ریلیشن میں لوگ ایک دوسرے پر کس حد تک اعتبار کرتے ہیں اور کس حد تک ایک دوسرے سے مخلص ہوتے ہیں؟
6. نوجوانی کے محبت کے تعلقات میں کس حد تک Commitment ہوتی ہے؟ اور عام طور پر تعلقات کتنے عرصے تک رہتے ہیں؟
7. رومینٹک ریلیشن میں Understanding اور Sharing کس نوعیت کی ہوتی ہے؟
8. آپ کے خیال میں رومینٹک ریلیشن میں لوگ ایک دوسرے کی طرف کیوں Attract ہوتے ہیں اور ان کے تعلقات کی نوعیت کیا ہوتی ہے؟
9. ہماری سوسائٹی میں ان تعلقات کو کیسے لیا جاتا ہے؟
10. نوجوانوں کے محبت کے تعلقات / رومینٹک ریلیشن کے مزید کونسے پہلو ہیں جو آپ سمجھتے ہیں کہ غور طلب ہیں یا جن پر یہاں بات ہونی چاہیے؟

FOCUS GROUP GUIDELINE (TRANSLATED IN ENGLISH)**Date.....****Place.....**

1. What is meant by romantic relations?
2. How you came to know that any adolescent boy and girl have romantic relations?
3. How and why romantic relations are started?
4. In romantic relations, which expectations people have from each other?
5. In romantic relations, how much people trust each other and to what extent they are sincere with each other?
6. How much commitment is involved in romantic relations? And usually what is duration of these relationships?
7. What is the nature of understanding and sharing in romantic relations?
8. What do you think that why people are attracted towards each other in romantic relations? And what is the nature of their relationship?
9. How romantic relations are taken in our society?
10. Which are other aspects of romantic relations, that you think, must be considered, or must be discussed here?

Appendix-R

Romantic Relations Scale for Adolescents (151 items)

ہدایات:

اس سوالنامے میں نوجوان لڑکے لڑکیوں کے محبت کے تعلقات کے بارے میں رائے لی جا رہی ہے۔ برائے مہربانی بتائیں کہ مندرجہ ذیل بیانات سے آپ کس حد تک متفق یا غیر متفق ہیں۔ اگر آپ کسی بیان سے مکمل طور پر غیر متفق ہیں تو "0" کے نیچے نشان (✓) لگائیں اور اگر مکمل طور پر متفق ہیں تو "5" کے نیچے نشان (✓) لگائیں۔

5 4 3 2 1 0
 مکمل طور پر متفق کافی حد تک متفق کسی حد تک متفق کسی حد تک غیر متفق کافی حد تک غیر متفق مکمل طور پر غیر متفق

5	4	3	2	1	0	بیانات	نمبر شمار
						مجھے صنف مخالف (Opposite Gender) میں ایک خاص کشش محسوس ہوتی ہے۔	1
						نوجوانی کے محبت کے تعلقات میں جسمانی کشش اہم کردار ادا کرتی ہے۔	2
						لڑکیوں کے خدو خال (Figure) اور خوبصورتی کی وجہ سے	3

5	4	3	2	1	0	بیانات	نمبر شمار
						لڑکے ان کی طرف راغب (attract) ہوتے ہیں۔	
						لڑکیاں، لڑکوں کی شخصیت کی وجہ سے ان کی طرف راغب ہوتی ہیں۔	4
						یہ فطری/قدرتی طور پر ہوتا ہے کہ نوجوانی میں صنف مخالف کے لئے دل میں خاص احساسات پیدا ہو جاتے ہیں۔	5
						نوجوانی میں لڑکے لڑکیاں صنف مخالف کو اپنی طرف راغب کرنے کی ہر ممکن کوشش کرتے ہیں۔	6
						نوجوان لڑکے لڑکیاں صنف مخالف کو اپنی طرف راغب کرنے کے لئے لڑنے لڑنے اچھی عادات اپنالیتے ہیں۔	7
						نوجوان لڑکے لڑکیاں صنف مخالف کو اپنی طرف راغب کرنے کے لئے اس کے مشاغل میں دلچسپی لیتے ہیں۔	8
						نوجوان لڑکے لڑکیاں، صنف مخالف کو اپنی طرف راغب کرنے کے لئے اس کی تعریفیں کرتے ہیں۔	9
						نوجوان لڑکے لڑکیاں، صنف مخالف کو اپنی طرف راغب کرنے کے لئے اس کی پسندنا پسند کا خیال رکھتے ہیں۔	10

5	4	3	2	1	0	بیانات	نمبر شمار
						جب کوئی نوجوان لڑکا اور لڑکی ایک دوسرے سے باتیں کرتے ہیں تو ان میں ہم آہنگی (understanding) پیدا ہو جاتی ہے۔	11
						اگر لڑکا اور لڑکی ایک دوسرے کو سمجھتے ہوں تو تب ہی محبت کے تعلقات آگے چلتے ہیں۔	12
						اگر آپس میں ہم آہنگی ہو تو محبت کے تعلقات شادی تک پہنچ جاتے ہیں۔	13
						آپس کی ہم آہنگی سے باہمی اعتماد پیدا ہوتا ہے۔	14
						میرے خیال میں جن لڑکے لڑکیوں کے آپس میں محبت کے تعلقات ہوتے ہیں وہ ایک دوسرے کے مسائل اور مجبوریوں سمجھتے ہیں۔	15
						جب آپس میں ہم آہنگی ہوتی ہے تو لڑکا اور لڑکی مسائل کے حل کرنے میں ایک دوسرے کی مدد کرتے ہیں۔	16
						جب کوئی نوجوان لڑکا اور لڑکی اکٹھے وقت گزارتے ہیں تو ان میں ہم آہنگی پیدا ہو جاتی ہے۔	17

5	4	3	2	1	0	بیانات	نمبر شمار
						اگر میں کسی سے محبت کروں گا/گی تو میں ہر مشکل میں اس کا ساتھ دوں گا/گی۔	18
						اگر کبھی کوئی مشکل /مسئلہ (problem) درپیش ہو تو لڑکا، لڑکی کو سپورٹ (support) کرتا ہے اور اسے protect کرتا ہے۔	19
						اگر کوئی مشکل /مسئلہ (problem) درپیش ہو تو لڑکا اور لڑکی مل کر اس کا سامنا کرتے ہیں۔	20
						اگر لڑکا لڑکی آپس میں مخلص (sincere) ہوں تو وہ مشکل میں ایک دوسرے کو protect کرتے ہیں۔	21
						لڑکے مشکل کے وقت لڑکی کا ساتھ نہیں دیتے۔	22
						نوجوان لڑکے اور لڑکی کے ایک دوسرے کے لئے احساسات انہیں ایک دوسرے کے قریب لے آتے ہیں۔	23
						صنف مخالف کی کشش لڑکے لڑکی کو قریب لے آتی ہے۔	24
						میرے خیال میں محبت کے تعلقات میں قربت (closeness) کی وجہ باہمی اعتماد ہوتا ہے۔	25

5	4	3	2	1	0	بیانات	نمبر شمار
						ایک دوسرے کے لئے پیار محبت کا جذبہ لڑکے اور لڑکی کو قریب لے آتا ہے۔	26
						میرے خیال میں جب لڑکا لڑکی ایک دوسرے کو سمجھتے ہی تو پھر ان میں جذباتی وابستگی پیدا ہو جاتی ہے۔	27
						جب لڑکا لڑکی ایک دوسرے کا خیال رکھتے ہیں تو پھر ان میں جذباتی وابستگی پیدا ہو جاتی ہے۔	28
						محبت کے تعلقات میں نوجوان لڑکا لڑکی ایک دوسرے پر بہت اعتماد کرتے ہیں۔	29
						لڑکیاں بہت جلد لڑکوں پر اعتماد / بھروسہ کر لیتی ہیں۔	30
						لڑکے، لڑکیوں پر بہت زیادہ اعتماد / بھروسہ نہیں کرتے۔	31
						لڑکوں کی نسبت لڑکیاں ان پر زیادہ اعتماد کرتی ہیں۔	32
						باہمی اعتماد کی وجہ سے لڑکے لڑکیاں آپس میں ذاتی اور گھریلو مسائل share کرتے ہیں۔	33
						میں سمجھتا / سمجھتی ہوں کہ باہمی اعتماد اور بھروسہ محبت کے تعلقات کی کامیابی کے لئے ضروری ہے۔	34

5	4	3	2	1	0	بیانات	نمبر شمار
						اگر میں کسی سے محبت کروں گا/گی تو مجھے اس پر بہت اعتماد ہوگا۔	35
						عام طور پر لڑکے یہ سمجھتے ہیں کہ جو لڑکیاں محبت کرتی ہیں وہ اچھے کردار کی نہیں ہوتیں اس لیے قابل بھروسہ نہیں ہوتیں۔	36
						لڑکا اور لڑکی ایک دوسرے کے ساتھ رہنے میں خوشی محسوس کرتے ہیں۔	37
						لڑکا اور لڑکی ایک دوسرے سے بات کر کے خوشی محسوس کرتے ہیں۔	38
						لڑکا اور لڑکی اپنی ذاتی خوشی کے لئے محبت کے تعلقات رکھتے ہیں۔	39
						اگر کسی لڑکے اور لڑکی میں محبت ہو تو ایک دوسرے کو دیکھ کر ان کے چہرے پر مسکراہٹ آجاتی ہے۔	40
						ایک دوسرے کی موجودگی میں لڑکے اور لڑکی کا mood بہت اچھا ہو جاتا ہے۔	41

5	4	3	2	1	0	بیانات	نمبر شمار
						لڑکے لڑکیاں ایک دوسرے کو ہر وقت موبائل کے ذریعے محبت بھرے بیانات بھیجتے ہیں۔	42
						جن لڑکے لڑکیوں کے محبت کے تعلقات ہوتے ہیں وہ آنکھوں ہی آنکھوں میں ایک دوسرے سے باتیں کرتے ہیں۔	43
						نوجوان لڑکے لڑکیاں انٹرنیٹ یا موبائل کے ذریعے آپس میں رابطہ رکھ کر خوش ہوتے ہیں۔	44
						لڑکا، لڑکی کو دیکھنے کے لئے گھنٹوں اس کے گھریا کالج کے سامنے دھوپ میں کھڑا رہتا ہے۔	45
						لڑکا، لڑکی کو دیکھنے کے لئے اس کے گھر / گلی کے چکر لگاتا ہے۔	46
						نوجوانی کے محبت کے تعلقات میں لڑکے اور لڑکی نے آپس میں بہت زیادہ توقعات وابستہ کر رکھی ہوتی ہیں۔	47
						لڑکی چاہتی ہے کہ لڑکا اسے بھرپور محبت دے۔	48
						لڑکا چاہتا ہے کہ لڑکی اس کی بات کو اہمیت دے اور اس کی بات مانے۔	49
						لڑکا چاہتا ہے کہ لڑکی اپنے والدین سے زیادہ اس کی بات	50

5	4	3	2	1	0	بیانات	نمبر شمار
							مانے۔
						لڑکا، لڑکی سے توقع رکھتا ہے کہ وہ اس کے علاوہ کسی اور لڑکے سے بات نہ کرے۔	51
						لڑکی چاہتی ہے کہ لڑکا اب صرف اس سے تعلق رکھے، کسی اور لڑکی کے ساتھ تعلق نہ رکھے۔	52
						اگر میں کسی سے محبت کروں گا/گی تو میں چاہوں گا/گی کہ ہم ایک دوسرے سے مخلص رہیں۔	53
						اگر میں کسی سے محبت کروں گا/گی تو میں چاہوں گی/گا کہ ہم ایک دوسرے کو دھوکہ نہ دیں۔	54
						جن لڑکے لڑکیوں کے محبت تعلقات ہوتے ہیں وہ Date پر جاتے ہیں۔	55
						مجھے اگر کسی سے محبت ہوگی تو مجھے اس کے ساتھ Date پر جانا اچھا لگے گا۔	56
						کچھ لڑکیاں والدین کی غیر موجودگی میں لڑکوں کو اپنے گھر پر بلا لیتی ہیں۔	57

5	4	3	2	1	0	بیانات	نمبر شمار
						Date پر لڑکے لڑکیاں اپنے جذبات کا ایک دوسرے کے سامنے اظہار کرتے ہیں۔	58
						وہ نوجوان لڑکے لڑکیاں جن کے آپس میں محبت کے تعلقات ہوتے ہیں وہ ہاتھ میں ہاتھ ڈال کر چلتے ہیں۔	59
						نوجوان لڑکے لڑکیاں جب Date پر جاتے ہیں تو ایک دوسرے کا ہاتھ پکڑ لیتے ہیں۔	60
						نوجوان لڑکے لڑکیاں جب Date پر جاتے ہیں تو محبت سے ایک دوسرے کو گلے لگاتے ہیں یا بوسہ لیتے ہیں۔	61
						نوجوان لڑکے لڑکیوں کا بوسہ لینا یا گلے لگانا، ان کی محبت کا اظہار ہوتا ہے۔	62
						نوجوان لڑکے لڑکیوں کا بوسہ لینا یا گلے لگانا مناسب عمل نہیں ہے۔	63
						جو لڑکا، لڑکی آپس میں مخلص ہوتے ہیں وہ نہ بوسہ لیتے ہیں اور نہ گلے ملتے ہیں۔	64
						نوجوان لڑکے لڑکیوں کو Date پر نہیں جانا چاہیئے۔	65

5	4	3	2	1	0	بیانات	نمبر شمار
						لڑکے مختلف لڑکیوں کے ساتھ Date پر جاتے ہیں۔	66
						جو لڑکے، لڑکیوں سے مخلص ہوتے ہیں وہ Date پر نہیں بلاتے۔	67
						زیادہ تر لڑکے، لڑکیاں Date کے لیے Public Places پر جاتے ہیں۔	68
						جو لڑکے لڑکیاں ایسی جگہ Date پر جاتے ہیں جہاں تنہائی ہو ان کی مثبت (Positive) سوچ نہیں ہوتی۔	69
						Date پر جانے والوں کی مثبت سوچ نہیں ہوتی۔	70
						جس وقت Date پر جاتے ہیں اچھا لگ رہا ہوتا ہے لیکن بعد میں نقصان ہی ہوتا ہے۔	71
						رومینٹک فلمیں دیکھ کر میرا بھی دل کرتا ہے کہ میرے بھی کسی سے محبت کے تعلقات ہوں۔	72
						دوسروں کو محبت کرتے دیکھ کر میرا خود بھی اس تعلق میں آنے کا دل کرتا ہے۔	73
						دوسروں کو دیکھ کر نوجوان لڑکے / لڑکی کا دل کرتا ہے کہ اس	74

5	4	3	2	1	0	بیانات	نمبر شمار
						کے بھی محبت کے تعلقات ہوں۔	
						اکثر لڑکے لڑکیوں کی جسمانی خوبصورتی کی وجہ سے ان سے محبت کرتے ہیں۔	75
						محبت کرنے کے لیے صنف مخالف کا خوبصورت ہونا ضروری نہیں۔	76
						اگر کسی کی سیرت یا عادتیں اچھی لگتی ہوں تو محبت ہو جاتی ہے۔	77
						زیادہ تر نوجوان لڑکے اور لڑکیاں محض دوسروں کو دکھانے کے لیے / دکھاوے کے لیے محبت کے تعلقات رکھتے ہیں۔	78
						نوجوان لڑکے لڑکیاں اپنی تنہائی ختم کرنے کے لیے محبت کرتے ہیں۔	79
						نوجوان لڑکے لڑکیاں دوستوں کو کسی سے محبت کرتے دیکھ کر اس تعلق میں آجاتے ہیں۔	80
						نوجوان لڑکے لڑکیاں یہ دکھانے کے لیے کہ وہ اب جوان ہو گئے ہیں محبت کے تعلقات رکھتے ہیں۔	81

5	4	3	2	1	0	بیانات	نمبر شمار
						جن لڑکے لڑکیوں کے محبت کے تعلقات نہیں ہوتے انہیں احساس کمتری ہونے لگتا ہے جس کو ختم کرنے کے لیے وہ بھی کسی سے محبت کرنے کو شش کرتے ہیں۔	82
						محبت میں انسان دوسرے کی خاطر بدل جاتا ہے اور بری عادتیں چھوڑ کر اچھی عادتیں اپنالتا ہے۔	83
						محبت کے تعلقات رکھنے سے تنہائی کا احساس ختم ہو جاتا ہے۔	84
						ایک دوسرے کو متاثر کرنے کے لئے لڑکا اور لڑکی زیادہ پڑھنے لگتے ہیں۔	85
						محبت کرنے والوں کا موڈ اچھا رہتا ہے، وہ خوش رہتے ہیں۔	86
						محبت کرنے سے لڑکی میں اعتماد آ جاتا ہے۔	87
						محبت کے تعلقات میں لڑکا، لڑکی بہت کچھ سیکھتے ہیں۔	88
						میرے خیال میں اگر شادی سے پہلے محبت کے تعلقات ہوں تو شادی کے بعد اچھا وقت گزرتا ہے۔	89
						اگر لڑکا، لڑکی شادی سے پہلے ایک دوسرے کو سمجھتے ہوں تو پھر شادی کے بعد ان کا اچھا وقت گزرتا ہے۔	90

5	4	3	2	1	0	بیانات	نمبر شمار
						لڑکے / لڑکی کو محبت کر کے ایسا شخص مل جاتا ہے جس سے وہ اپنی ہر بات اور ہر مسئلہ share کر سکتے ہیں۔	91
						ہمارے معاشرے میں جس لڑکی کے محبت کے تعلقات ہوتے ہیں اس کو اچھا نہیں سمجھا جاتا۔	92
						ہمارے معاشرے میں اگر کسی لڑکے کے محبت کے تعلقات ہوں تو اس کو کوئی خاص برا نہیں سمجھا جاتا۔	93
						لڑکی کو محبت کر کے نقصان ہی ہوتا ہے جبکہ لڑکے کو کوئی فرق نہیں پڑتا۔	94
						اگر والدین کو محبت کے تعلقات کا پتہ چل جائے تو ان کا بچوں پر اعتماد ختم ہو جاتا ہے۔	95
						عام طور پر لڑکے محبت کے تعلق میں لڑکیوں کو بلیک میل کرتے ہیں / مختلف طریقوں سے تنگ کرتے ہیں۔	96
						نوجوانی میں محبت کرنا وقت کا ضیاع ہے۔	97
						نوجوانی میں محبت کے تعلقات کا پڑھائی پر بہت بُرا اثر پڑتا ہے۔	98
						نوجوانی میں محبت کے تعلقات کے فائدے کم اور نقصانات	99

5	4	3	2	1	0	بیانات	نمبر شمار
						زیادہ ہیں۔	
						اگر محبت میں ناکامی ہو تو لڑکی کی زندگی برباد ہو جاتی ہے۔	100
						نوجوان لڑکی چاہتی ہے کہ لڑکا اس کے لئے وقت نکالے۔	101
						نوجوان لڑکی چاہتی ہے کہ اسے لڑکے سے محبت اور توجہ ملے۔	102
						جن نوجوان لڑکے اور لڑکیوں کو گھر سے والدین اور بہن بھائیوں کی توجہ نہیں ملتی وہ توجہ حاصل کرنے کے لئے محبت کے تعلقات قائم کر لیتے ہیں۔	103
						میرے خیال میں جو لڑکا لڑکی آپس میں محبت کرتے ہیں وہ ایک دوسرے سے بھرپور توجہ چاہتے ہیں۔	104
						جن نوجوان لڑکے، لڑکیوں کے آپس میں محبت کے تعلقات ہوتے ہیں وہ ایک دوسرے کا بہت خیال رکھتے ہیں۔	105
						اگر لڑکا، لڑکی سے محبت کرتا ہو تو وہ اس کا ہر طرح سے خیال رکھتا ہے۔	106
						لڑکی چاہتی ہے کہ لڑکا اس کا خیال رکھے۔	107
						میرے خیال میں جو ایک دوسرے سے محبت کرتے ہیں وہ	108

5	4	3	2	1	0	بیانات	نمبر شمار
						ایک دوسرے کی غلطیوں اور عیبوں پر پردہ ڈالتے ہیں / چھپاتے ہیں۔	
						نوجوانی میں محبت کا تعلق اتنا مضبوط ہوتا ہے کہ لوگ کچھ نہیں بگاڑ سکتے۔	109
						نوجوانی میں محبت کے تعلقات وقت گزاری کے لئے رکھے جاتے ہیں۔	110
						نوجوانی میں محبت کے تعلقات زیادہ دیر نہیں چلتے۔	111
						لڑکے وقت گزارنے کے لئے محبت کے تعلقات رکھتے ہیں۔	112
						لڑکے ایک لڑکی کے ساتھ تعلق ختم ہو تو دوسری لڑکی کے ساتھ تعلق شروع کر لیتے ہیں۔	113
						لڑکے، لڑکیوں کو استعمال (use) کر کے چھوڑ دیتے ہیں۔	114
						اگر والدین رضامند نہ ہوں تو یہ تعلق ختم کر دیا جاتا ہے۔	115
						اگر محبت کے تعلق کو جاری رکھنے میں مسئلہ ہو رہا ہو تو لڑکا لڑکی اس محبت کے تعلق کو ختم کر دیتے ہیں۔	116
						اگر کوئی مسئلہ ہو تو لڑکے یہ دیکھتے ہیں کہ لڑکی کو چھوڑنے میں	117

5	4	3	2	1	0	بیانات	نمبر شمار
						فائدہ ہے یا گھر والوں کو۔	
						نوجوان لڑکے لڑکیاں والدین کے کہنے پر یا ان کے سختی کرنے پر یہ تعلق ختم کر دیتے ہیں۔	118
						نوجوان لڑکے لڑکیاں محبت کے تعلق کی خاطر گھر والوں کو چھوڑ دیتے ہیں۔	119
						جو آپس میں اعتبار کرتے ہیں ان کے تعلقات شادی تک جاتے ہیں۔	120
						اگر لڑکا اور لڑکی ایک دوسرے کے ساتھ مخلص (sincere) ہوں تو ان کی آپس میں شادی ہو جاتی ہے۔	121
						اگر محبت کا تعلق ختم ہو جائے تو انسان کو بہت دکھ ہوتا ہے۔	122
						لڑکیاں تعلق کو قائم رکھنے کے لئے لڑکے کے کہنے پر اپنے آپ کو بدل لیتی ہیں۔	123
						جب تعلق ختم ہو جاتا ہے تو لڑکے مختلف طریقوں سے لڑکیوں کو تنگ کرتے ہیں / بلیک میل کرتے ہیں۔	124
						جو لڑکا اور لڑکی محبت کرتے ہیں وہ آپس میں دل کی باتیں	125

5	4	3	2	1	0	بیانات	نمبر شمار
						Share کرتے ہیں۔	
						لڑکا، لڑکی کو اس محبت کے تعلق کی وجہ سے ایک ایسا شخص مل جاتا ہے جس سے وہ اپنے دل کی باتیں کر سکتے ہیں۔	126
						لڑکا، لڑکی اپنے تجربات کی بناء پر مسائل حل کرنے میں ایک دوسرے کی مدد کرتے ہیں۔	127
						لڑکا، لڑکی آپس میں اپنے مشاغل کے بارے میں بات کرتے ہیں۔	128
						لڑکا، لڑکی آپس میں اپنی پسند اور ناپسند کے بارے میں تبادلہ خیال کرتے ہیں۔	129
						لڑکا، لڑکی آپس میں ذاتی وابستگی کی چیزیں Share کرتے ہیں۔	130
						لڑکا، لڑکی ایک دوسرے کو اپنی ذاتی اور اپنی فیملی کی باتیں بتاتے ہیں۔	131
						لڑکا، لڑکی آپس میں ذاتی اور گھریلو مسائل Share کرتے ہیں۔	132

5	4	3	2	1	0	بیانات	نمبر شمار
						لڑکا، لڑکی اپنے روزمرہ کے معمولات اور ہر بات آپس میں Share کرتے ہیں۔	133
						لڑکا لڑکی آپس میں ہر وہ بات کرتے ہیں جو اپنے کسی بہت قریبی شخص / دوست سے کی جاسکتی ہے۔	134
						لڑکے فلرٹ کرتے ہیں وہ محبت میں مخلص نہیں ہوتے۔	135
						لڑکیاں، لڑکوں کی نسبت محبت میں زیادہ مخلص ہوتی ہیں۔	136
						اکثر لڑکے لڑکیاں اس محبت کے تعلق میں آنے کے بعد ایک دوسرے سے بہت مخلص ہوتے ہیں۔	137
						میں سمجھتا / سمجھتی ہوں کہ محبت میں ایک دوسرے سے مخلص ہونا ضروری ہے۔	138
						اگر لڑکا لڑکی آپس میں مخلص ہوں تو ایک دوسرے کے مسئلے اور مجبوریاں سمجھتے ہیں۔	139
						جو آپس میں مخلص ہوتے ہیں وہ چاہے کسی طرح کے حالات ہوں ایک دوسرے کو نہیں چھوڑتے۔	140
						جو اس رشتے میں مخلص ہوتے ہیں وہ ایک حد میں رہ کر محبت	141

5	4	3	2	1	0	بیانات	نمبر شمار
						کے تعلقات رکھتے ہیں۔	
						لڑکے زیادہ تر مخلص نہیں ہوتے اس لیے وہ ایک وقت میں کئی لڑکیوں سے محبت کے تعلقات رکھتے ہیں۔	142
						کئی لڑکیاں مخلص نہیں ہوتیں انہوں نے ایک وقت میں دو تین لڑکوں سے محبت کے تعلقات رکھے ہوتے ہیں۔	143
						اگر مجھے کسی سے محبت ہوگئی تو میں زیادہ سے زیادہ وقت اس کے ساتھ گزاروں گا/گی تاکہ ہماری ہم آہنگی بڑھے۔	144
						لڑکے اور لڑکی کو ایک دوسرے کے ساتھ وقت گزارنا اچھا لگتا ہے۔	145
						لڑکا چاہتا ہے کہ لڑکی اس کو زیادہ سے زیادہ وقت دے۔	146
						لڑکے اور لڑکی کی ہر وقت کوشش ہوتی ہے کہ ایک دوسرے سے بات کریں۔	147
						لڑکا اور لڑکی چھپ چھپ کر ایک دوسرے سے باتیں کرتے ہیں۔	148
						اس عمر میں جن لڑکے لڑکیوں کے محبت کے تعلقات ہوتے	149

5	4	3	2	1	0	بیانات	نمبر شمار
						ہیں وہ اکھٹے باہر گھومنے جاتے ہیں۔	
						نوجوان لڑکے لڑکیاں اکھٹے وقت گزارنے کے لئے پارک، کینے ٹیریا، ہوٹل یاریسٹورنٹ میں جاتے ہیں۔	150
						نوجوان لڑکے لڑکیاں اکھٹے وقت گزارنے کے لئے کالج چھوڑ کر/Bunk کر کے کہیں باہر چلے جاتے ہیں۔	151

DRSML

Appendix-S

Romantic Relations Scale for Adolescents (Final-74 items)

ہدایات:

اس سوالنامے میں نوجوان لڑکے لڑکیوں کے محبت کے تعلقات کے بارے میں رائے لی جا رہی ہے۔ برائے مہربانی بتائیں کہ مندرجہ ذیل بیانات سے آپ کس حد تک متفق یا غیر متفق ہیں۔ اگر آپ کسی بیان سے مکمل طور پر غیر متفق ہیں تو "0" کے نیچے نشان (✓) لگائیں اور اگر مکمل طور پر متفق ہیں تو "5" کے نیچے نشان (✓) لگائیں۔

5 4 3 2 1 0
 مکمل طور پر متفق کافی حد تک متفق کسی حد تک متفق کسی حد تک غیر متفق کافی حد تک غیر متفق مکمل طور پر غیر متفق

5	4	3	2	1	0	بیانات	نمبر شمار
						لڑکا، لڑکی کو محبت کے تعلق کی وجہ سے ایک ایسا شخص مل جاتا ہے جس سے وہ اپنی ہر بات share کر سکتے ہیں۔	1
						لڑکا، لڑکی اپنے روزمرہ کے معمولات اور ہر بات آپس میں share کرتے ہیں۔	2
						لڑکا، لڑکی آپس میں ہر وہ بات کرتے ہیں جو اپنے کسی بہت قریبی شخص / دوست سے کی جاسکتی ہو۔	3
						لڑکا، لڑکی آپس میں اپنی پسند اور ناپسند کے بارے میں تبادلہ خیال کرتے ہیں۔	4

5	4	3	2	1	0	بیانات	نمبر شمار
						لڑکا، لڑکی ایک دوسرے کو اپنی ذاتی اور اپنی فیملی کی باتیں بتاتے ہیں۔	5
						لڑکا، لڑکی آپس میں ذاتی وابستگی کی چیزیں share کرتے ہیں۔	6
						جو لڑکا اور لڑکی محبت کرتے ہیں وہ آپس میں دل کی باتیں share کرتے ہیں۔	7
						لڑکا، لڑکی اپنے تجربات کی بناء پر مسائل حل کرنے میں ایک دوسرے کی مدد کرتے ہیں۔	8
						لڑکا، لڑکی آپس میں اپنے مشاغل کے بارے میں بات کرتے ہیں۔	9
						لڑکے / لڑکی کو محبت کر کے ایسا شخص مل جاتا ہے جس سے وہ اپنا ہر مسئلہ share کر سکتے ہیں۔	10
						محبت کرنے سے لڑکی میں اعتماد آ جاتا ہے۔	11
						لڑکے وقت گزارنے کے لئے محبت کے تعلقات رکھتے ہیں۔	12
						لڑکے زیادہ تر مخلص نہیں ہوتے اس لیے وہ ایک وقت میں کئی لڑکیوں سے محبت کے تعلقات رکھتے ہیں۔	13
						لڑکے ایک لڑکی کے ساتھ تعلق ختم ہو تو دوسری لڑکی کے ساتھ تعلق شروع کر لیتے ہیں۔	14
						لڑکے، لڑکیوں کو استعمال (use) کر کے چھوڑ دیتے ہیں۔	15

5	4	3	2	1	0	بیانات	نمبر شمار
						لڑکے فلرٹ کرتے ہیں وہ محبت میں مخلص نہیں ہوتے۔	16
						عام طور پر لڑکے محبت کے تعلق میں لڑکیوں کو بلیک میل کرتے ہیں / مختلف طریقوں سے تنگ کرتے ہیں۔	17
						نوجوانی میں محبت کے تعلقات زیادہ دیر نہیں چلتے۔	18
						نوجوانی میں محبت کے تعلقات وقت گزاری کے لیے رکھے جاتے ہیں۔	19
						لڑکے مختلف لڑکیوں کے ساتھ Date پر جاتے ہیں۔	20
						نوجوان لڑکے لڑکیاں جب Date پر جاتے ہیں تو محبت سے ایک دوسرے کو گلے لگاتے ہیں یا بوسہ لیتے ہیں۔	21
						وہ نوجوان لڑکے لڑکیاں جن کے آپس میں محبت کے تعلقات ہوتے ہیں وہ ہاتھ میں ہاتھ ڈال کر چلتے ہیں۔	22
						نوجوان لڑکے لڑکیاں جب Date پر جاتے ہیں تو ایک دوسرے کا ہاتھ پکڑ لیتے ہیں۔	23
						نوجوان لڑکے اور لڑکی کا بوسہ لینا یا گلے لگانا، ان کی محبت کا اظہار ہوتا ہے۔	24
						جن لڑکے لڑکیوں کے محبت کے تعلقات ہوتے ہیں وہ Date پر جاتے ہیں۔	25
						Date پر لڑکے لڑکیاں اپنے جذبات کا ایک دوسرے کے	26

5	4	3	2	1	0	بیانات	نمبر شمار
						سامنے اظہار کرتے ہیں۔	
						آپس کی ہم آہنگی (Understanding) سے باہمی اعتماد پیدا ہوتا ہے۔	27
						اگر آپس میں ہم آہنگی ہو تو محبت کے تعلقات شادی تک پہنچ جاتے ہیں۔	28
						جب آپس میں ہم آہنگی ہوتی ہے تو لڑکا اور لڑکی مسائل کے حل کرنے میں ایک دوسرے کی مدد کرتے ہیں۔	29
						اگر کبھی کوئی مشکل / مسئلہ (problem) درپیش ہو تو لڑکا، لڑکی کو سپورٹ (support) کرتا ہے اور اسے protect کرتا ہے۔	30
						جب کوئی نوجوان لڑکا اور لڑکی ایک دوسرے سے باتیں کرتے ہیں تو ان میں ہم آہنگی پیدا ہو جاتی ہے۔	31
						اگر لڑکا اور لڑکی ایک دوسرے کو سمجھتے ہوں تو تب ہی محبت کے تعلقات آگے چلتے ہیں۔	32
						جب کوئی نوجوان لڑکا اور لڑکی اکٹھے وقت گزارتے ہیں تو ان میں ہم آہنگی پیدا ہو جاتی ہے۔	33
						نوجوان لڑکے لڑکیاں صنف مخالف کو اپنی طرف راغب کرنے کے لیے اچھی عادات اپنالیتے ہیں۔	34

5	4	3	2	1	0	بیانات	نمبر شمار
						ایک دوسرے کی موجودگی میں لڑکے اور لڑکی کا mood بہت اچھا ہو جاتا ہے۔	35
						اگر کسی لڑکے اور لڑکی میں محبت ہو تو ایک دوسرے کو دیکھ کر ان کے چہرے پر مسکراہٹ آ جاتی ہے۔	36
						جن لڑکے لڑکیوں کے محبت کے تعلقات ہوتے ہیں وہ آنکھوں ہی آنکھوں میں ایک دوسرے سے باتیں کرتے ہیں۔	37
						لڑکا اور لڑکی ایک دوسرے سے بات کر کے خوشی محسوس کرتے ہیں۔	38
						صنف مخالف کی کشش لڑکے لڑکی کو قریب لے آتی ہے۔	39
						نوجوان لڑکے اور لڑکی کے ایک دوسرے کے لیے احساسات انہیں ایک دوسرے کے قریب لے آتے ہیں۔	40
						محبت کے تعلقات میں نوجوان لڑکا، لڑکی ایک دوسرے پر بہت اعتماد کرتے ہیں۔	41
						ایک دوسرے کے لیے پیار محبت کا جذبہ لڑکے اور لڑکی کو قریب لے آتا ہے۔	42
						میں سمجھتا/ سمجھتی ہوں کہ باہمی اعتماد اور بھروسہ محبت کے تعلقات کی کامیابی کے لیے ضروری ہے۔	43
						لڑکے اور لڑکی کو ایک دوسرے کے ساتھ وقت گزارنا اچھا	44

5	4	3	2	1	0	بیانات	نمبر شمار
						لگتا ہے۔	
						Date پر جانے والوں کی مثبت سوچ نہیں ہوتی۔	45
						جو لڑکا اور لڑکی آپس میں مخلص ہوتے ہیں وہ نہ پوسہ لیتے ہیں اور نہ گلے ملتے ہیں۔	46
						جس وقت Date پر جاتے ہیں اچھا لگ رہا ہوتا ہے لیکن بعد میں نقصان ہی ہوتا ہے۔	47
						نوجوان لڑکے لڑکیوں کو Date پر نہیں جانا چاہیے۔	48
						نوجوان لڑکے اور لڑکی کا بوسہ لینا یا گلے لگنا مناسب عمل نہیں ہے۔	49
						مجھے اگر کسی سے محبت ہوگی تو مجھے اس کے ساتھ Date پر جانا اچھا لگے گا۔	50
						نوجوان لڑکے لڑکیاں یہ دکھانے کے لیے کہ وہ اب جوان ہو گئے ہیں محبت کے تعلقات رکھتے ہیں۔	51
						جن لڑکے لڑکیوں کے محبت کے تعلقات نہیں ہوتے انہیں احساس کمتری ہونے لگتا ہے جس کو ختم کرنے کے لیے وہ بھی کسی سے محبت کرنے کی کوشش کرتے ہیں۔	52
						نوجوان لڑکے لڑکیاں دوستوں کو کسی سے محبت کرتے دیکھ کر اس تعلق میں آجاتے ہیں۔	53

5	4	3	2	1	0	بیانات	نمبر شمار
						لڑکی چاہتی ہے کہ لڑکا اسے بھرپور محبت دے۔	54
						میرے خیال میں جب لڑکا، لڑکی ایک دوسرے کو سمجھتے ہیں تو پھر ان میں جذباتی وابستگی پیدا ہو جاتی ہے۔	55
						لڑکوں کی نسبت لڑکیاں ان پر زیادہ اعتماد کرتی ہیں۔	56
						لڑکی چاہتی ہے کہ لڑکا اس کا خیال رکھے۔	57
						نوجوان لڑکی چاہتی ہے کہ اسے لڑکے سے محبت اور توجہ ملے۔	58
						اگر میں کسی سے محبت کروں گا/گی تو میں چاہوں گا/گی کہ ہم ایک دوسرے سے مخلص رہیں۔	59
						اگر محبت کے تعلق کو جاری رکھنے میں مسئلہ ہو رہا ہو تو لڑکا، لڑکی اس محبت کے تعلق کو ختم کر دیتے ہیں۔	60
						اگر والدین رضامند نہ ہوں تو یہ تعلق ختم کر دیا جاتا ہے۔	61
						نوجوان لڑکے لڑکیاں والدین کے کہنے پر بیان کے سختی کرنے پر یہ تعلق ختم کر دیتے ہیں۔	62
						دوسروں کو دیکھ کر نوجوان لڑکے / لڑکی کا دل کرتا ہے کہ اس کے بھی محبت کے تعلقات ہوں۔	63
						محبت کے تعلقات میں لڑکا، لڑکی بہت کچھ سیکھتے ہیں۔	64
						محبت کے تعلقات رکھنے سے تنہائی کا احساس ختم ہو جاتا ہے۔	65

5	4	3	2	1	0	بیانات	نمبر شمار
						اگر محبت کا تعلق ختم ہو جائے تو انسان کو بہت دکھ ہوتا ہے۔	66
						لڑکا اور لڑکی چھپ چھپ کر ایک دوسرے سے باتیں کرتے ہیں -	67
						نوجوان لڑکے لڑکیاں اکٹھے وقت گزارنے کے لیے کالج چھوڑ کر Bunk / کر کے کہیں باہر چلے جاتے ہیں۔	68
						اس عمر میں جن لڑکے لڑکیوں کے محبت کے تعلقات ہوتے ہیں وہ اکٹھے باہر گھومنے جاتے ہیں۔	69
						لڑکا چاہتا ہے لڑکی اس کو زیادہ سے زیادہ وقت دے۔	70
						جو آپس میں مخلص ہوتے ہیں وہ چاہے کسی طرح کے حالات ہوں ایک دوسرے کو نہیں چھوڑتے۔	71
						اگر لڑکا، لڑکی آپس میں مخلص ہوں تو کو ایک دوسرے کے مسئلے اور مجبوریاں سمجھتے ہیں۔	72
						میرے خیال میں جو ایک دوسرے سے محبت کرتے ہیں وہ ایک دوسرے کی غلطیوں اور عیبوں پر پردہ ڈالتے ہیں / چھپاتے ہیں۔	73
						اکثر لڑکے لڑکیاں اس محبت کے تعلق میں آنے کے بعد ایک دوسرے سے بہت مخلص ہوتے ہیں۔	74

Appendix-T

Romantic Relations Scale for Adolescents (English Translation)

Item no.	Statements
1	Due to romantic relations, boy and girl find a person with whom they can share their everything.
2	Boy and girl, share their daily routine and everything with each other.
3	Boy and girl talk to each other about every such thing which can be discussed with some very close person or friend.
4	Boy and girl discuss about their liking and disliking with each other.
5	Boy and girl tell each other their personal and family matters.
6	Boy and girl share with each other the things of personal attachment.
7	Boy and girl who romance, they share with each other whatever is in their heart.
8	Boy and girl help each other in solving the problems on basis of their own experiences.
9	Boy and girl talk to each other about their hobbies.
10	Boy and girl find a person due to romantic relation with whom they can

share their every problem.

- 11 Due to romance, girl becomes confident.
- 12 Boys have romantic relations to pass time.
- 13 Mostly boys are not sincere so they have romantic relations with many girls at a time.
- 14 When boys have breakup with one girl, they start relation with another girl.
- 15 Boys leave the girls after using them.
- 16 Boys flirt, they are not sincere in love.
- 17 Usually boys blackmail girls in romantic relations.
- 18 In adolescence, romantic relations do not last long.
- 19 In adolescence, romantic relations are kept to pass time.
- 20 Boys go on date with different girls.
- 21 When adolescent boys and girls go on a date, they hug and kiss each other with love.
- 22 Those adolescent boys and girls, who have romantic relations with each other, walk by holding each other's hand.
- 23 When adolescent boys and girls go on a date, they hold each other's hand.

- 24 Kissing and hugging by adolescent boys and girls is an expression of their love/ romance.
- 25 Boys and girls, who have romantic relations, go on a date.
- 26 On a date, boys and girls express their emotions in front of each other.
- 27 Understanding with each other develops the mutual trust.
- 28 If there is understanding with each other then romantic relations reach to the point of marriage.
- 29 When there is understanding with each other then boy and girl help each other in solving the problems.
- 30 If some problem is faced anytime, boy supports and protects the girl.
- 31 When adolescent boy and girl talk to each other, then understanding develops between them.
- 32 If boy and girl understand each other only then romantic relations can go on/ continue.
- 33 When any adolescent boy and girl spend time together then understanding develops between them.
- 34 Adolescent boys and girls adapt good habits to attract opposite gender towards them.

- 35 Boy's and girl's mood become very pleasant in presence of each other.
- 36 If some boy and girl are in love/ romance, they have a smile on their face when they see each other.
- 37 Boys and girls who have romantic relations they converse through eyes.
- 38 Boy and girl feel pleasure by talking to each other.
- 39 Attraction of opposite gender brings boy and girl close to each other.
- 40 Adolescent boy's and girl's feelings for each other bring them close together.
- 41 In romantic relations, adolescent boy and girl trust each other a lot.
- 42 The emotion of love and affection for each other, bring boy and girl close to one another.
- 43 I think mutual trust and confidence is essential for success of romantic relations.
- 44 Boy and girl like to spend time with each other.
- 45 Those who go on dating, have no positive thinking.
- 46 Boy and girl who are sincere with each other, they don't hug or kiss.
- 47 When go on date, it seems good but there is loss afterward.

- 48 Adolescent boys and girls should not go on date.
- 49 Adolescent boys' and girls' kissing or hugging is not appropriate/
acceptable behaviour.
- 50 If I will be in love with someone, I will like to go on a date with him/ her.
- 51 Adolescent boys and girls have romantic relations to show that they are
grown up now.
- 52 Boys and girls who have no romantic relations, start to have inferiority
complex so in order to get rid of that they try to have romance with
someone.
- 53 Adolescent boys and girls enter in this relationship by observing their
friends as having love/ romance with someone.
- 54 Girl expects that boy loves her fully.
- 55 I think when boy and girl understand each other then emotional attachment
develops between them.
- 56 As compared to boys, girls have more trust on them.
- 57 Girl expects that boy cares about her.
- 58 Adolescent girl expects love and attention from the boy.
- 59 If I will love someone, I will expect to remain sincere with each other.

- 60 If there is a problem in continuing the romantic relation, boy and girl break that romantic relation.
- 61 If parents do not agree then this relationship is breakup/ ended.
- 62 Adolescent boys and girls breakup this relation on parents' order or due to harshness/ punishment by them.
- 63 By observing others, adolescent boy and girl has a desire that he or she also has romantic relations.
- 64 In romantic relations, adolescent boy and girl learn a lot.
- 65 By having romantic relations, feelings of loneliness disappear.
- 66 If romantic relation is ended/ finished then a person has a lot of distress.
- 67 Boy and girl talk to each other in privacy.
- 68 To spend time together, adolescent boys and girls bunk the college and go somewhere outside.
- 69 In this age, boys and girls who have romantic relations, go for outing together.
- 70 Boy expects that girl gives him maximum time.
- 71 Those who are sincere to each other they do not leave each other at any cost.

- 72 If a boy and a girl are sincere to each other, they understand each others' problems and limitations.
- 73 I think, those who love each other, they hide each others' faults and shortcomings.
- 74 Often boys and girls are very sincere to each other after entering in this romantic relationship.

Note. Original scale is in Urdu language. It is translated just to convey the content of items; it is not standardized translation.

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