

**EFFECT OF PARENTING DIMENSIONS, BASIC
PSYCHOLOGICAL NEEDS AND ATTRIBUTION STYLES
ON ADOLESCENTS: PSYCHOLOGICAL WELL BEING AS
AN OUTCOME**



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QUAID-I-AZAM UNIVERSITY
Islamabad-Pakistan

2024

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No part of this thesis has been submitted anywhere else for any other degree. This thesis is submitted to the NIP (Name of Department of the University) in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Field of Psychology (Subject Name).

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Prof. Dr. Rubina Hanif

Supervisor

Dedication

To my *Lifelines* to whom I owe everything.

They have been that spark for me when my light blew out. Thank you for your unwavering love and support along this journey I have taken. I love you always and forever.

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AMESHA

ABSTRACT

Positive aspects of human functioning have increased as there is paradigm shift and emergence of positive psychology highlighted the concept of fully functioning of individuals. The changing process of adolescence highlights the human potentials, growth and a positive outlook toward life. From the very origins of psychology, adolescence has been considered a difficult stage in the process of development into adulthood; they are gradually changing mentally, physically, and psychologically (Santrock, 2004). They are learning more about the 'real world' and trying to strive for both independence from parents and inclusion in social groups (Santrock & Yussen, 2012). The present study was designed based on theoretical perspectives namely Self-Determination Theory (SDT; Deci & Ryan, 2000) in determining the psychological wellbeing among adolescents. The main objective was to determine the relationship between parenting dimensions, basic psychological needs, attribution styles, and psychological well-being among adolescent. The study also aimed to test a proposed model of relationships through AMOS. Further, the roles of demographic variables were also probed. For this purpose Perceived Parenting Dimensions Questionnaire and Attribution Style Questionnaire (PPDQ & ASQ) indigenously developed questionnaire in the present study, Basic Psychological Needs Satisfaction in General (BPNSG; Deci & Ryan, 2000; Gagne, 2003) and Psychological Well-Being Scale (PWBS; Ansari, 2010) were used to measure the constructs. The research was carried out in two parts. The part 1 was further divided into different phases to achieve the objectives of the study. Part I of the present research is comprised of five phases. Phase I comprised of the exploration of the different parenting practices indigenously. Further on the identified parenting practices the instrument was developed to assess the different parenting practices in the form of dimensions which were perceived by the adolescence and its construct validity is established through exploratory factor analysis. Phase II comprised on the development of the attribution styles adopted by the adolescence and its construct validity is established through exploratory factor analysis. Phase III comprised of the translation and adaptation of the basis psychological needs scale in general in Urdu language. Phase IV dealt with the structural validity of the instruments (Perceived Parenting Dimension Questionnaire, Basic Psychological Needs Satisfaction Scale in General and Attribution Style Questionnaire) used in the present research. And Phase

V comprised of establishing the psychometric properties of the research instruments along with the preliminary analysis of the data to check the trends of the relationship among study variables. The instruments finalized in Part I were administered on two independent samples 300 (for EFA) and 309 (for CFA) comprised boys and girls of age ranged from 13-19 years from different educational institutions of Rawalpindi and Islamabad.

Part II was the main study and dealt with the hypotheses testing and model testing. The aim was to find out the predictive relationship between parenting dimensions, basic psychological needs, attribution styles and psychological wellbeing. The multiple regression analysis suggested significant prediction of parenting dimension, basic psychological needs and attribution styles; and psychological wellbeing as an outcome product. The findings showed significant moderation of optimistic attribution style in relationship of parenting dimensions with psychological well-being. Structural Equation Modeling (SEM) was executed through Analysis of Moment Structure (AMOS) 21. The significant findings appeared in predictive paths among variables and proposed paths were found significant. Implications of present study are discussed under theoretical framework for future research directions.

INTRODUCTION

Chapter I

Introduction

Researchers' interest in studying the constructive view of human functioning has been emerged significantly in current years. There has been an increased trend to study the changing process of adolescence. This trend gives a new outlook toward life; highlighting the human potentials more and values growth and optimal functioning. The new constructive approach toward the adolescence gave the idea that even though in difficult times, there are some elements which may add the quest of happy life that ultimately lead toward the optimal functioning and flourishing of an individual.

As adolescence is a crucial progressive period marked by important changes; they are gradually developing mentally, physically, and psychologically and are striving for individuality from both primary caregivers and society (Santrock, 2007). Many professionals advocate that the nature of interactions adolescence have with their parents is the blueprint for their future relations. Undoubtedly, the development of adolescence first formed exclusively within their families, and later, it affects their future development.

Adolescents not only wish to be recognized by adults as possessing executive abilities; however, they also desire for the members of a large peer group as well. Furthermore, adolescence longing favor and firm support from their parents at the same time. Those parents who are deeply involved in the life of their children; and also facilitate them can affect their individual, psychological, emotional, and communal maturity directly (Harris & Goodall, 2008; Jeynes, 2007). As consequence

adolescents start building their ways of thinking, and by observing the responses and reactions of others they start making their self-image (Gibson & Jefferson, 2006).

Most of the empirical findings have revealed that, the bulk of adolescents' pass through this transition successfully without facing any significant traumas in their lives, reporting comparative better wellbeing (Deci & Ryan, 2000; Harris & Goodall, 2008; Spencer, 2005). The construct of wellbeing in adolescence is an emerging area of study and discussion; at the same time, the cognitive processes in form of attribution style are also a significant contributing factor in individuals' life. How the individual attribute different events in their life also impact their wellbeing. In daily life, attribution is somewhat that we all do every day, without intention and awareness, and these underlying processes influence our emotions, feelings, and our interaction with other people. Ultimately this process of inferring the events impacts the behaviors vividly (Hobfoll, 2002).

The bulk of empirical evidence has come to light in prior decades which represents the adolescent not as a cause of troubles but somewhat as an important strength in a progressive way (Harris & Goodall, 2008). In the course of life, adolescence's wellbeing appears as progressive feature and it may significantly vary in their later life. The various developmental changes in this period are biological, behavioral, psychological and communal. And these important and significant changes mark the adolescence phase as a remarkably malleable time of life. For positive and constructive development in this phase, healthy interactions and communication is necessary; as a result they are better able to elevate their wellbeing which serve as virtuous indicator for optimal functioning of later life (Browne, 2015). For better future of the country; optimistic, versatile and enthusiastic adolescence are

needed, and they can serve more appropriately for the development of nation. Hence studying the positive construct in this phase of life is a significant area of study for the researchers.

Human development is a complex and steady process and its dynamic are influenced by multiple factors since childhood. With the growth different skills and abilities are polished, the awareness expanded, and these skills and awareness help out to excel in life. Ultimately they are better able to cope for the survival in the life (Shaffer & Kipp, 2013). Ample research has engrossed on adolescents behavior development within socialization and relationship domains where parents significantly impact their adolescents. A number of empirical evidences show relationship of parents contribution in the process of socialization and a range of consequences having educational success, better interaction and communication, appropriate regulatory strategies, problem solving skills, and and competent at the social level (Davidov & Grusec, 2006; Spera, 2005).

Aforementioned literature has advocated that the nature of relationship that parent and child has, have a significant influence on later life achievements (Scaramella & Leve, 2004). Parenting involves various continuous processes in upbringing a child which may involve physical, emotional, and social aspects. These processes support the safety and health of the adolescent. Parenting involves fostering and assisting in the physical, emotional, social, and intellectual growth of a child from infancy to adulthood. (Laursen & Collins, 2009). The families, who encouraged autonomy, provide firm support and shows relatedness gave rise to such adolescence; who efficiently works and feels competent to deal with the life challenges (Shaffer &

Kipp, 2013). So it can be said that, families' dynamics shape the life adolescents. Parents have a crucial impact on the growth and functioning of their children..

As postulate by Self-determination theory, different parenting practices such as warmth, giving disciplined instructions and supporting the autonomy addressed the basic psychological needs of adolescence (Deci & Ryan, 2000; Gagné, 2003). Parents who provide the loving and caring atmosphere, their children will be high on social competence irrespective of culture, family and socioeconomic status (Steinberg, 2000). Parenting techniques involve a series of actions (often referred to as socialization) with the primary goal of guiding children towards becoming content, well-adapted, capable, productive, and compassionate individuals within the community (Maccoby, 2000). Parenting practices that is characterized by having heartfelt and compassionate, it fosters the healthy relationship between the parents and the adolescents, and gives the optimum outcomes in later life. On the other side, if this relationship is not healthy and facilitating; it promotes the negative and poor outcomes (Bornstein & Cheah, 2006).

Progression and reflection of psychological well-being are backed by fundamental role of parental support in adolescents. According to Self-determination theorists, parent's role as socializing factors is crucial to determine the challenges with regards to facilitate, mobilize and bring adolescent's natural tendencies to internalize social values, behaviors, and cultural norms and attitudes. Within Self Determination Theory, undermining the needs for autonomy, having stringent control and firm psychological control given by parents can hinder their natural growth, making them vulnerable in terms of their psychological wellbeing (Vansteenkiste et al., 2004).

Keeping in view the discussion above regarding significance of parenting dimensions and its relationship with adolescents' psychological needs, their attribution styles and their psychological wellbeing, the present study has been designed to identify these particular variables and dynamics of their relationships within the theoretical framework of self determination theory.

Parenting Dimensions

Parenting as discussed earlier is the utmost vital aspect that uplifts the socialization process of the child. The existing literature regarding the influence of parents on the socialization of their children has significant importance throughout the years. Recent approach to study the parenting practices is focusing on parenting dimensions rather than parenting styles. Styles of parenting are seen as objective categorization while parenting dimensions are seen on a continuum where parents can either be low or high on each dimension. The most significant criticism of Diana Baumrind (1971) styles of parenting is that there is no one parenting style that parents perfectly fit into. One's central patterns of parenting can be manifested through different dimensions of one style or many. Hence dimensions of parenting differ from vast parenting techniques in that they give room to more absolute as well as comprehensive apprehension of different child-rearing techniques. Such attributes find their basis from three themes identified already in the past works of parenting literature. Firstly, the affection of parents and warmth in nurturance is fundamental to a child's development (Browne, 2015). Secondly, parents should be clear and comprehensive in defining limits and setting expectations (Barber et al., 2009).

Lastly, children are entitled to construct their perspectives, thoughts, and are free to choose (Deci & Ryan, 2000).

Pomerantz et al. (2005), explained structure and autonomy support in the literature of parenting behaviours. Autonomy support is defined as “how frequent and usually parents utilize, value and support methods that foster decision making, choice-making and stimulate independent problem solving as compared to those parenting techniques that use punishment to motivate, dictation or pressurizing discipline with controlling outcomes.” On the other hand, structure is illustrates the idea that to “what extent parents set clear expectations as well as provide children with clarity about guidelines and limits for their behaviors concerning the styles in which they are fostered.”

Maccoby (2000), found that parenting dimensions significantly influence the developmental outcomes. It is a universal fact that child-rearing techniques do have a long-lasting impact on the developmental consequences for children and young adults. Aforementioned literature has been already discussed that explored and explained the different parenting practices and their relationships with the adolescence outcome. Consequently, assessing each dimension separately gives new and wider explanation of every dimension and its related outcome. These dimensions are warmth, structure, autonomy support, rejection, coercion and chaos. Out of the significant parenting proportions; warmth, structure, and autonomy support are considered as positive parenting dimensions while rejection, chaos, and coercion are considered negative parenting dimensions (Laursen & Collins, 2009; Shaffer & Kipp, 2013; Wilson, 2008).

Parenting Dimensions can be conceptualized as the descriptive schemes, patterns, structures, and the assets which are used to apprehend the practice of parenting. It is usually defined by the presence of warmth (display of care, respect, gratitude, compassion, and concern), autonomy support (permit independence, boost up, admit the choices genuinely, give importance to preferences), disciplined (setting up the ways in a coherent manner to achieve the preferred and targeted goals, reliable, unblemished anticipations, strong mellowness demanded), rejection (expression of aversion, hostility, harshness, over reactivity, irritability; also include criticism, and disapproval), control and strictness (psychological control, in which strong compliance is needed) (Skinner et al., 2005). Hence parenting dimensions are described as explicit actions and different ways parents practice to socialize their adolescence".

Six dimensional model of parenting was identified by (Skinner et al., 2005); these dimensions are separate but are yet interrelated. The each identified dimension gives the outcomes uniquely. These dimensions are discussed in detail in the following section:

Warmth

Warmth is predominant in research surrounding parenting and is significantly present in all constructs that define parenting. Love, cherishment, compassion, encouragement, and emotional backing are the backbone of warmth. Considered as a positive dimension of parenting styles, it includes approval and acceptance, love and regard, child-centeredness, support and positive participation, openness and relatedness, as relative constructs in theory and research. It is considered as positive dimension of parenting practices.

Structure

Structure in parenting techniques studies was first examined by its association with discipline and its basis were inferred from how well the parents offered clear and consistent expectations and limits to their child. In terms of parent-child relations, contingency plays an important role. It is known as the physical assistance and directions parents offer to achieve the desirable and avoid the undesirable. Altogether, the structure is that dimension in parenting style which yields support, clear and comprehensive expectations, consistent and appropriate limits within an authoritative and consistent environment. Considered as another positive dimension of parenting styles, it includes exigency, self-control, contingency, responsiveness, behavior possibility, commanding behaviors, decisiveness, superintendence, household organization, and rule settings. It is considered as positive dimension of parenting.

Autonomy Support

Initially, it was considered as a simple lack of compulsion or enforcement but more studies over recent years have expounded on our understanding of this approach. Autonomy support is known to encourage self-exploration of ideas, owning opinions, independent problem solving, and decision making. Associated concepts in literature incorporate mental liberation, independence, democratic and autonomy granting, and receptivity. It is taken as a positive dimension of parenting.

Rejection

The hypothetical inverse of warmth is known as Rejection. Known to be the dynamic loathing of a child by parents it is linked with threatening, hostility, abhorrence, scrutiny, disapproval, and disregard. Related concepts in research are

disregard, disapproval, aggression, criticism, bitterness, negatively authoritative discipline. It is considered a negative dimension of parenting.

Chaos

The theoretical inverse of autonomy support is Chaos and it involves an absence of constant discipline and a frequent loss of control and an absence of contingency. Parents who use a chaotic parenting style put a child's ability to achieve their aims and bring general disorganization and confusion in their child's life. Moreover, they are mostly not logical, inconsistent, and unreliable. Related constructs involve permissiveness, ambiguity, unreliable, erratic, restricted, laissez fire and inconsistency in the discipline. It is taken as a negative dimension in parenting. It is considered as negative dimension of parenting.

Coercion

It is usually denoted by psychological dominance as well as directive parenting. Parents with coercive parenting styles put restrictions and demand obedience. They implement control by using correctional punishments. Such parents do not provide reasons and are quick to punish. Moreover, they exert dominance over the child's thinking and ideas, are unaccepting towards how the child talks, behaves, or feels, and disregard the child's personal opinions by verbal criticism and harsh tone. Coercion is linked with the internalization and externalization of obstacles during adolescence. Considered as a negative parenting dimension, related concepts in research comprise of aimless authority, mental control exigency, restrictions, autocracy, mental control, rigid disciplinary demands, interfering control and support, strictness, and assertion of power. It is considered as negative dimension of parenting.

The wording used to explain parenting styles throughout history can create much perplexity. For instance, the concept of control is utilized to portray a few distinctive dimensions in apparently conflicting ways. However, the present apprehension of various dimensions enables us to differentiate better and cut the confusion for a clear and comprehensive understanding of concepts surrounding parenting styles. For example, structure (i.e., behavioral control) coercion (i.e., psychological control), and autonomy support (i.e., supportive control) are different from each other (Skinner et al., 2005), and parents should work practice structure and autonomy and avoid coercion. Now that we have a more detailed understanding of control, we can figure out how parents can compellingly exercise control and how they can use it negatively. Hence, parents who have already been fairly categorized as high in control may presently be categorized as high in autonomy support but not in structure, or high in structure but not really high in coercion.

Each of the six dimensions contributes more to the uniqueness of overall parenting practices rather than broadly classifying parental behaviors. Self System Model of Motivational Development has its underlying basis in these six dimensions; three principles needs inherently motivate adolescents. First, nurturance by parental warmth aids the need to understand is related to each other. Secondly, parental structure facilitates the need to view them as competent and effective. Thirdly, parental autonomy support encourages the need to be viewed as independent and autonomous. When all three needs are taken care of, adolescents can foster and develop increasingly healthy and positive bonds with parents and are generally a good fit for socialization (Keyes et al., 2002; Ryan & Deci, 2001).

Furthermore, the above mentioned positive parenting styles are corresponded with scholastic and socialization effectiveness, self-control, self-worth and self-esteem, understanding control and high on mental well-being, low on drug use, and lesser behavioral problems (Davidov & Grusec, 2006; Shaffer & Kipp, 2013). If there is parental coercion faced by adolescence they manifest a lack of autonomy, seem incompetent and experience a general lack of relatedness. Consequently, such individuals are more likely to have lesser positive relationships, high on drug use, poor academic performance, low on psychological soundness, and greater behavioral issues. The present study deals with two broader dimensions of parenting which are positive parenting dimensions (warmth, behavioural control, and autonomy support), and negative parenting dimensions (psychological control, rejection and corporal punishment).

Positive Parenting Dimensions and its Impact on Adolescence

Parenting behaviors such as parental warmth, autonomy support and inductive reasoning or structure, can facilitate positive adolescent adjustment. Reduced substance and alcohol use has been reported in adolescence provided with higher levels of warmth by parents. In this instance, a study found a positive association between higher level of parental warmth and parent-adolescent relationship along with decreased alcohol use in a sample of Latino adolescents (Wilson, 2008).

This is also explored that behavioral control and discipline by parents may result social and academic competence of their children and promotes more strength and autonomy in their success, uplifting their self esteem and worth (Barber et al., 2009). When parents provide structure to their children, they seem to be more

organized and disciplined according to observations (Morris et al., 2013). Some parents affect their children when they maintain and practice some orthodox cultural, religious, or traditional norms. When parents generate an understanding of a family's ethnicity and cultural heritage, it helps children to develop a strong ethnic identity that associates with their social and cognitive proficiency (Carlson et al., 2000; Hernandez, 2009; Spencer, 2005).

Similarly, decrease in externalizing behaviours and increase in self esteem has been observed to be associated with parental warmth (Collins et al., 2000). Generally, research indicates a positive association between a higher level of parental warmth and adolescent outcomes. Appealingly, ethnicity is found to not impact parental warmth and its consequences on adolescents implying it to be a viable parenting technique across various ethnic samples. Parental support is characterized by an active practice of security, compassion, and accommodation of healthy parent-child relations. It is constantly highlighted superior level of parental warmth with low level of adolescents' negative outcomes like adolescent delinquency, aggression, and other adjustment problems. Similarly, studies have also reported levels of irritability and symptoms of depressions to be minor in young adults provided with parental support during adolescence (Jun et al., 2013). Other researchers explored the impact of parental behaviors on adolescent outcomes in the context of high-risk populations. With this regard, parental support techniques act as a shield for young adults against negative outcomes in the context of high-risk communities (Hoskins, 2014).

Owing to its role as a protective factor, these studies therefore focusing important aspect i.e. support of parents in the life of the adolescence. A form of nurturing parenting is inductive reasoning, also known as structure. In this regard,

parents do not discipline adolescence coercively. Rather, they elicit ideas from adolescents and clearly communicate their expectations, provide explanations and rationales, and point out problems and their consequences. In addition, since inductive reasoning functions in providing adolescents with important knowledge, it furthers the ability of adolescents to evaluate other occurrences they come across their lives. This enables adolescents to internalize the justifications and explanations for rules set by parents and relate them in scenarios and outside of home environments therefore assisting adolescents in learning according to those rules which are set by their parents and have clear understanding about these rules (Skinner et al., 2005).

This has been empirically explored that individuals who experience consistently warm and responsiveness by their parents develop secure attachment to their parents. So it is viewed that having strong connectedness and relatedness at the age of adolescence gave the strong base for other significant relations in life. While on the same time giving them strength and make them more independent for their future life. This promotes their optimal functioning and facilitates their psychological wellbeing (Woodhouse et al., 2009), making them more competent and high in self esteem along with decreasing the level of behavioral and psychological problems (Deci & Ryan, 2000).

Similarly parents' supervision and discipline behavior contribute significantly to the healthy development but they need to consider age of the children. The very young children requires the set boundaries and more disciplined rule so they feel more comfort zone around them; while the adolescence needs more space and individuality for their optimum growth as they are at the transition from adolescence to adulthood. Researches have shown adolescence that gets appropriate rules, independence in a

healthy way, they are more successful and they adopt socially acceptable behaviors happily. Such children also show better emotional regulations as compared to their peer group (Bornstein, 2015). Adolescents' home who sets strict boundaries for their children but at the same time they also give some autonomy, show less behavioral problems, drug and alcohol use, school suspension and expulsion and involvement in anti social behaviors (Cowen, 2000; Davidov & Grusec, 2006; Davis & McQuilline, 2021). Supportive parents who are warm but rigid have children doing better on all developmental consequences compared to children with parents who do low on either control or warmth (Pittman & Chase-Lansdale, 2001). The emotional support and motivation provided by parents are especially helpful for infants, toddlers, young adults, and adolescents. When parents verbally praise and applaud their children with active involvement and activities, children of early and middle adolescence are genuinely influenced and do well on social and cognitive functioning (Bradley & Corwyn, 2005).

Parents have an inclination towards increasing structure in responding to deliberate violation of a moral versus accidental behavior in contrast with conventional principle (Critchley & Sanson, 2006). This study proposes that problematic behaviors such as defiance among adolescents influence parents in increasing their effortful parenting in order to avoid its recurrence. Positive outcomes in adolescents have been associated with consistent discipline. Leidy et al. (2011) proposed that consistent disciplining is associated with positive adolescent adjustment. Such consistency in adolescent disciplining also shields them from a variety of stressful and negative indices. In this regard, Marshal and Chassin (2000) found that consistent disciplining shields adolescents from the effects of poor group

affiliations for alcohol use in girls but not boys. They also proposed that high level of consistent disciplining fosters resilience in adolescents to influence of peers. This is so because imposing of norms and values of parents deter youth from accepting the standards of aristocracy promoting drug use.

Negative Parenting Dimensions and its Impact on Adolescence

Responding to misbehavior using harsh parenting and discipline tactics such as threatening, yelling, or screaming is believed to cause rather frequent externalizing behaviours which in turn normalize violence or aggression. It has been observed that harsh and rigid discipline is associated with behavioral problems related to conduct, depression, and self-worth. For example, Bender et al. (2007) explored that using harsh disciplinary measured by either of the parents in a two-parent family was linked to more depression and externalization of behaviors.

Similarly, some researchers have highlighted the variations in outcome of harsh disciplining based on both parents' and adolescents' genders. For instance, one study outcome revealed harsh discipline of parents to be additionally associated to violent behavior among sons as compare to daughters. On the other hand, no differential effect was observed among either of the genders in maternal harsh parenting (Chang et al., 2003). Numerous other researchers have also found other behavioral problems associated with higher levels of inconsistent discipline. For example, problematic emotional alteration likes depression, anxiety, and externalizing behaviours like delinquent acts have been observed in adolescents disciplined relatively inconsistently (Dwairy, 2008).

The strict parenting dimension deals with the greater control toward the adolescence along with holding of love and warmth. Maccoby and Martin illustrated that “this parenting approach scored high on dimensions of maturity demands and control but low on measures of responsiveness, warmth and bidirectional communication” (as cited in Spera, 2005). As a result adolescence felt less competent, unwanted and decreased self esteem. The parenting dimension that deals with the holding of love and neglecting the adolescence leads toward the suicidal thoughts, increased the depression and make the individual more self-derogating (Campos et al., 2013; Deater-Deckard et al., 2009), this neglecting and rejecting dimension leads the adolescence toward the unhappiness and self blaming (Kazarian et al., 2010). Corporal punishment which involves physical violence like pushing, grabbing, or hitting with an object is reported to be common in poverty-stricken households (Albright & Tamis-LeMonda, 2002). Studies in this setting have revealed an association between externalizing behavior and corporal punishment from the paternal side. Despite this relationship, the consequences largely depend on the severity and frequency of use of corporal punishment (Aunola & Nurmi, 2005; Barber & Harmon, 2002; Bradeley & Wildman, 2002).

Many studies have been conducted that focus on the moderating variables between the relationship among outcomes of adolescents and harsh regulation. It has been revealed that higher level of externalizing behavior and increased antisocial peer affiliations are the result of harsh disciplining. Simply put, interactions of adolescents with deviant peers tend to worsen negative family relations rather than discouraging them (Lansford et al., 2003). Scholars have also researched on the effect of physical discipline on adolescent outcomes. Although physical disciplining is attributed with

negative adolescent outcomes, the effects of physical disciplining tend to vary when other factors and parental behaviours are considered in context (Criss et al., 2002).

Researches have also investigated the use of structure by parents and its association with depressive symptoms in adolescents. Research indicates the lack of use of structure by parents foster the development of sense of frustration and uncertainty in adolescents, which could lead to development of depressive symptoms (Kim & Ge, 2000). In contrast, a study by Hoskins (2014) proposed structure given by parents as an implication of defensive factor for the development of depressive symptomatology in young adults mostly those belonging to troubled neighborhoods.

Basic psychological need is an elementary component of psychological requirements that is important for persons' development, interactions, social mobilization and progression. And these needs are necessary for individuals overall optimal functioning and wellbeing (Ryan & Deci, 2000a, 2000b; Vansteenkiste & Ryan, 2013). So studying the basic needs are important in relation of adolescents' psychological wellbeing and their perceptions regarding their parenting.

Basic Psychological Needs

The learning of essential psychological needs has seen a solid restoration, in portion impelled by Basic Psychological Need Theory, out of the six mini-theories of Self Determination Theory (Deci & Ryan, 2000). Factual learnings have greatly expanded since the thousand years turn driving to refinements and expansions in theory. In ordinary dialect, the term 'need' is utilized very casually, subsequently alluding to particular wants and desired traits. Children are seen saying that they 'need' a new game or adults that they 'need' an excursion to recoup from work. In

such cases, the word 'need' signifies the existence of a specific want or inclination towards a particular thing with these desires and inclinations varying broadly between different people. However, when a need is viewed as basic, it is only a constrained set that is considered. Typically because according to Basic Psychological Need Theory which is one of the six mini theories of Self-Determination Theory, the word basic Psychological Need is characterized in a more particular and a contracted way, which is, as a psychological supplement basic for growth, motivation, keenness, adjustment, optimal functioning of the individuals (Ryff, 1995).

Deci and Ryan (2000), gave three basic psychological needs under the theoretical assumptions of self determination theory, these needs are labeled as autonomy, competence and relatedness; stating that these needs gave strength, vitality and gratification in broader domains of life, either in progression phase or in interacting with the rest of the world.

Autonomy

Autonomy denotes the involvement of free will and readiness. When achieved, individual encounters a feeling of astuteness as when one's considerations and sentiments are bona fide. When baffled, one encounters a sense of stress and struggle as if being directed towards an undesirable path.

Relatedness

Relatedness refers to a sense of care, connection and warmth by feeling related to others. One can experience dissatisfaction if one encounters social distance, avoidance and isolation.

Competence

Competence denotes an experience of authority and impact. When one effectively alludes to purposeful deeds and capabilities, chances for rendering skills and proficiency, the need for competence is satisfied.

The experimental study of mental needs has expanded and grown since the momentous contributions by Deci and Ryan (2008). Ample research, out of which some have been summarized in meta-analyses (Slemp et al., 2018; Van den Broeck et al., 2016; Yu et al., 2018), has compellingly shown that the three mentioned needs are integral to wellbeing, growth, and development of individuals across different cultures whereas a need frustration may lead to malfunctioning and maladjustment.

Benefits of Recognizing Basic Psychological Needs

Three advantages have been observed of formally identifying relatedness, competence, and autonomy as fundamental psychological needs. First, theorists have been able to capture the basic question about human nature i.e., how's the manifestation of human nature? The demonstration of these needs is consistent with the meta-theoretical suspicion of an evolution-accustomed nature, while also considering that human are prone to a susceptible nature. While need dissatisfaction gives rise to vulnerabilities for protectiveness, self-centeredness and inactivity, need fulfillment invigorates growth-oriented, pro-social, and pro-active preferences.

Second, this stingy system permits the study and review of vast and exceptionally differing wonders across formative periods, cultural groups, and differing personalities. Within Self Determination Theory, these needs offer assistance to associate distinctive phenomenon that is examined in several mini

theories including the advancement and conservation of inherent inspiration (Cognitive Evaluation Theory), progressive underwriting of remotely advertised procedures, attitudes, and standards (Organismic Integration Theory), the examination of personality variations (Causality Orientation Theory), life yearnings (Goal Content Theory), and wholesome healthy relations (Relationship Motivation Theory). In regard of these practices, centered on needs assist as a vital 'adhesive effect' between mini-theories therefore, demonstrating different phenomena in the entirety of coherence.

Third, there is a high value of the application of the introduction of these needs as need based experiences are vital to the consideration of the relevant impact on individual's inspiration, involvement, and regulation in different domains of life. There is considerable evidence of correlation and experimental proof today that depicts that various contextual impacts provides a basis for these essential needs i.e. psychological needs and ensuing motivation, commitment and wellness (Aelterman et al., 2019).

The basic psychological needs mark the impact of different parenting practices on the socialization process of the adolescence. If these needs met appropriately, the individual is high on psychological wellbeing while if the criteria of needs are not met then it will lead the individual on low level of psychological wellbeing (Snyder et al., 2020). Basic psychological needs are viewed as the initiatives of motivation which makes an individual to strive for the optimum level of psychological wellbeing (Tay & Diener, 2011). Autonomy is defined as individuals strive for individuality, independence, uprightness, and genuineness. Autonomus individuals accomplished their goal via self directed activities. Competence is defined as individuals gave worth

to their strengths, they own their feelings and competency, and they work effectively while utilizing their potential skills. Relatedness is defined as being connected with the near ones, making the significant positive interactions with the others, and having the strong sense of closeness (Vansteenkiste et al., 2020).

The parents and the adolescents; having more mutually exclusive relation, they tend to be more optimistic and optimal flourishing over the period of time. So, relatedness as one of the basic psychological needs have a tendency to be seen as transcendence nature which passes day by day in the relationships. Hence, it is a specific perspective on child-rearing: a relational viewpoint on emotional ties between child and parent and the applications of these relations for child's development. Additionally, relatedness is set to be germane to an individual's functionality over a life span (Stolz & Sizemore, 2011).

Conclusively, parenting dimensions are significant to adolescents' development and may also lead to positive consequences. As discussed earlier, one such positive outcome may be psychological well being.

Psychological Well Being

Psychological wellbeing is broader concept encompasses multiple aspect of mental health and behavioral functioning. It is a construct of multidimensional nature, and not simply caters pleasure and positive affect. At the same time psychological wellbeing described life as a balanced, engaged and whole (Keyes et al., 2010). Well-being could be a way of life. Particularly in terms of life ideally implied to overall health and wellness, unifying entities (body, mind, and soul), independently full of intentional demeanor and a desire to live a fulfilling life fully functional in all

domains of social, personal, and environmental levels. The lifestyles of individuals are not their destiny (Spera, 2005).

Psychological wellbeing theorists say that an individual's psychological wellness depends on his positive functionality in certain aspects of his life. A person ought to have fulfilling bonds, ought to be overwhelming over the environment, should fully accept his present and past, should have a meaning and purpose in life, should be independent in his decisions, and strive for personal development. For this very reason, there is a potential pressure between mental well-being, joy, and development (Ryff & Singer, 1998). Detailed analysis of mental psychological well-being incorporates an individual's relations with life objectives if he is mindful of his abilities, the quality of his bonds and relations with others, and what he feels about his life (Ryff, 2013).

Years ago the main focus of the Psychology was to cure the unhealthy aspects of individuals instead of giving more value and strength to the positive aspects of individuals. Before the emergence of Positive Psychology that focuses on healthy and positive aspects of different domains of an individual's life including social, emotional, and personal; psychology was thought to only focus on the weaknesses and unhealthy aspects of behaviors rather than fostering positive behaviors. The emergence of Positive Psychology led to broadening the goal of psychology by shifting its focus on optimal functioning by exploring and promoting all those related factors that help individuals to thrive (Seligman, 2002). According to Cutrona et al., (2000) community plays an influential and crucial role in the psychological wellbeing of an individual. As discussed earlier, different approaches have inferred to consider the construct of psychological well-being (Cutrona et al., 2000; Spera, 2005). Social

context is necessary for understanding the inclusive concept of well-being. This approach also signifies the relation of the adolescent with his parent.

Psychological Wellbeing: Theoretical Perspective

Majority of theories on psychological well-being proposed can be classified into three central domains including: Need and Goal Satisfaction, Process or Activity Paradigm, and Genetic and Personality Predisposition. Need and Goal Satisfaction revolves around the idea that a decrease in stress leads to joy. They contend that well-being is accomplished when a person moves towards a perfect state or fulfills an esteemed objective (Sheldon & Elliot, 1999). Secondly, the Process or Activity paradigm emphasized the significance of functional participation in daily tasks. Psychological well-being depends on the achievement of desired goals and actively experiencing life (Sheldon et al., 1996). Lastly, Genetic and Personality Predisposition clarifies the component of solidness in the level of well-being of individual that couldn't be cleared by stability among the circumstances of other's lives. Snyder and Lopez (2002) concluded in this way that constant personality traits and innate temperaments unequivocally impact the individuals' mental well-being.

Two domain model of psychological wellbeing

As displayed by Bradburn (1969), the two domain model of psychological wellbeing illustrates that positive and negative emotions are extraneous factors with special correlates and play a role in mental well-being. Evidently, the more an individual feels positive or negative affect at one particular time, the less he will feel the other.

Bottom up model of psychological wellbeing. This perspective explains that, happiness is determined from the totality of pleasant and unpleasant feelings, and is linked with the individuals' flourishing. Humans having particular moments of joy and happiness in life bring about satisfaction and fulfillment (Bryant & Marquez, 1986).

Top down model of psychological wellbeing. In contrast to the Bottom-up view, the top-down model assumes that people are inclined to interpret life experiences as either negative or positive and consequently one's evaluation of happiness and satisfaction in particular domains depends on this inclination. It is the way an experience is interpreted rather than it being objectively pleasant or bad. This model is Kantian philosophically, i.e., Kant views the mind as an active representative of events that interprets and organizes sensory experiences and that knowledge could be theoretical instead of empirical. Our subjective interpretation of events should be the chief influence on mental well-being rather than impersonal circumstances according to the top-down model. Both approaches were integrated by many scholars rather than giving preference to one over the other (Diener, 2009).

Multi dimensional model of psychological wellbeing

One of the recent models put forward by Ryff and Keyes (1995). Their findings propose that psychological wellness is comprised of six unique dimensions of well-being which are Autonomy, Environmental mastery, Positive Relations with others, Self-growth and acceptance. They declared the efficacy of this model in explaining wellness compared to early approaches. Ryff and Keyes model concluded that well-being is a mutilated construct that envelops positive self-regard, environmental mastery, quality of relations, consistent growth, meaning and purpose,

and the ability of self-determination. Following are the components of Ryff (1995) model of psychological well-being.

Autonomy. It includes independence and liberation from within. The kind of mastery that comes when an individual is no longer dependant on approval from others. Individuals liberate themselves from the fears, attitudes, and laws of the majority. Literature points out significance with regards to mental well-being on qualities of liberation, self-growth and self-regulation.

Environmental Mastery. It includes the extent to which individuals choose to create and change environments that suit their mental wellness. The ability to control and manipulate complex environments and advance in the physical world outside of one's self is a significant factor of environmental mastery.

Personal Growth. A fully functioning person not only achieves prior characteristics but also needs to have a consistent self-growth that enables him to evaluate one's himself and continue to grow and expand as a person. Individuals who foster personal growth continue to achieve higher potentials rather than staying in a fixed state.

Positive Relations with Others. Optimal psychological functioning also encompasses the need for love, warmth, and connections. Self actualizers are known to have empathy, feelings of belongingness, warmth, and compassion for others. They are capable of giving, relating, and bonding. The ability to love is central to psychological well-being.

Purpose in Life. An optimally functioning individual has clearly defined goals, intentions, and directions that create a purpose in life and make it meaningful. Mental health encompasses the need to have purpose and meaning in life. Maturity

clearly emphasizes a person's comprehensive concept of life purpose, direction, and intentional meaning.

Self Acceptance. Positive regard for oneself and holding a healthy perception about self is significant to optimal functioning. Being a central feature of mental health and an important consideration to life span studies, self-acceptance encompasses all factors related to the need to self-actualize, liberation from one's past, and acceptance of the present.

Therefore, adolescents who display proficiency in all these aspects will experience positive psychological health, while those who face challenges may have lower psychological well-being (Ryff & Keyes, 1995). Adolescents' psychological well-being can be influenced by a variety of factors. According to the research, the quality of family relationships, particularly with parents, has been identified as a key factor influencing adolescents' psychological well-being (Sastre & Ferrière, 2000; Van Wel et al., 2000).

Parenting and Psychological Wellbeing

At the foremost level, psychological wellbeing is quite comparable to other terms such as joy and fulfillment that allude to healthy and positive mental states. In many ways, it is not vital to stress almost fine refinements between such terms. Psychological Wellbeing by (Ryff, 1989) is referred to as a set of collective factors that contribute to positive human functioning (Keyes et al., 2002). It includes maturity (Allport, 1961), sense of purpose and meaning (Crumbaugh & Maholick, 1964), self-efficacy, and resilience (Schwarzer & Warner, 2013). Information about how well-being functions during adolescence, research must inculcate the role of search for

meaning in life, self-awareness, optimal functioning and thrive to flourish (Ryff, 2014).

During adolescence, young adults begin to formulate their own identities and try to achieve a sense of independence. Caretakers either foster a sense of autonomy or threaten their independence. Long-term consequences are evident if an individual gains too much autonomy too early or fails to achieve autonomy at the required time. Adolescents must learn to form their perspectives, effective problem solving, and become responsible. Research shows that autonomy without direction from parents is harmful to the development of adolescents. On the contrary, coercive and controlling parenting techniques used to protect from harm may lead young adults to further quest for autonomy (Davis & McQuillin, 2021).

Parenting plays a significant role in adolescents' well-being. If parent's well-being is in a bad state, it will hamper their experience to raise children and eventually impact the well-being of their children. The quality of the parent-child relationship matters. If the bond is healthy and positive, it will leave psychological as well as physiological benefits. Even if families belong to a lower social class with poverty stricken households leading to deprivation of basic life happiness, a positive attitude towards life and figuring out ways to enhance well-being can foster greater joys and fulfillment. A majority of studies have indicated various effects of diverse parenting dimensions upon children. Sastre and Ferrière (2000), elaborated that authoritative parenting with rationality concerning welfare can be taken well by young adults as compared to authoritative parenting with a desire to exploit and disregard the child is rejected by adolescents. Deci and Ryan (2000), observed that child's perception of

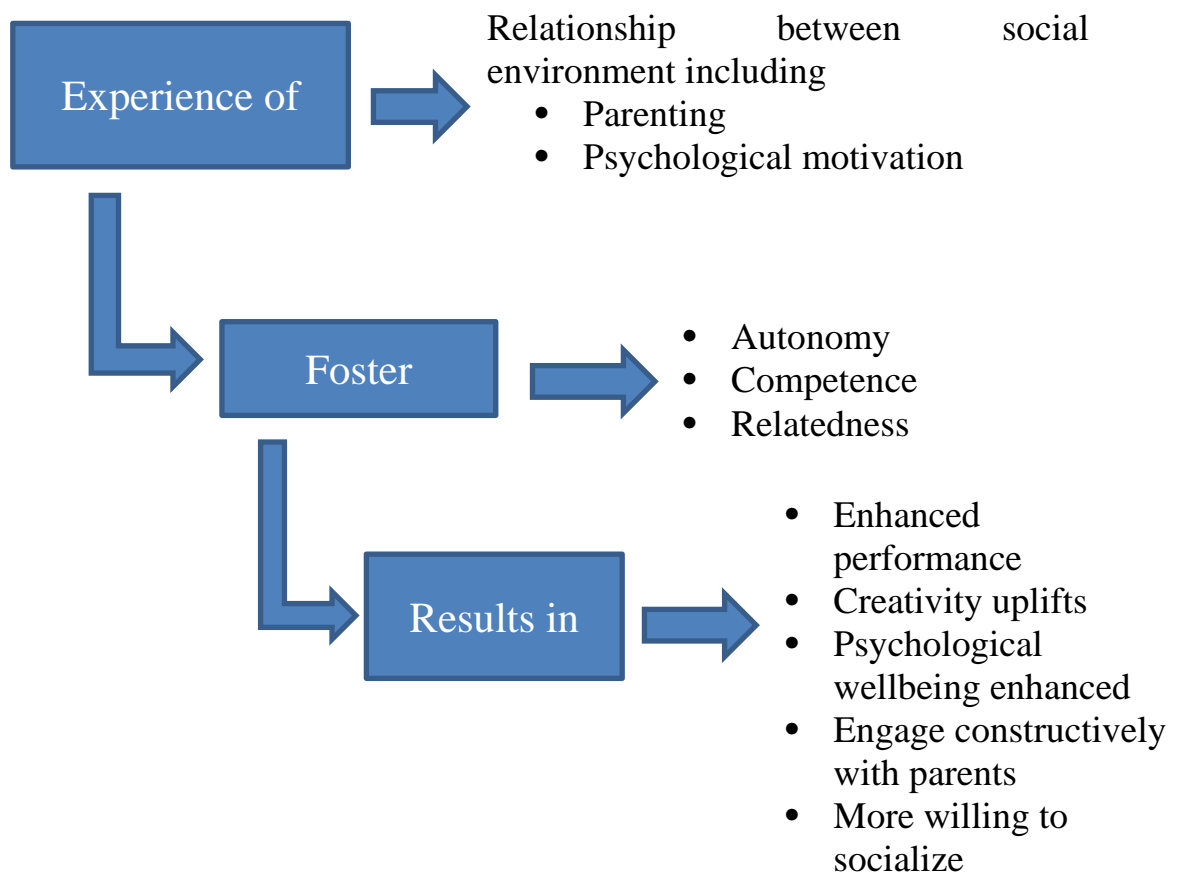
discipline as being strict or rigid impacted the closeness in the bond between parent and child.

As examined that self-determination theory propels three innate psychological needs for the optimal functionality of individuals i.e., need for competence, relatedness, and autonomy. All these needs are fulfilled by intrinsic motivation. According to these theories, intrinsic motivation enables you to engage in behaviors for pleasure and contentment (Deci & Ryan, 2008). The optimal functioning and development depend on the fulfillment of these needs (Vansteenkiste et al., 2020). The association of self-regulation and autonomy with well-being is influenced by parenting. According to the observations of Baumrind (as cited in Grolnick & Ryan, 1989) those children who had supportive parents were found to be more self-sufficient and independent while children with controlling and strict parents were dissatisfied and withdrawn.

Parental impact and parenting dimensions have been connected to autonomy in children. Parents who encourage independent problem-solving, autonomous decision making and give freedom of choice have children with high self-evaluative and self-monitoring capacities (Grolnick & Pomerantz, 2009). Encouraging autonomy in a suitable manner provides chances for independent practicing with ideas and processes (Walker, 2008).

Figure 1

Incorporating the Parenting, Basic Psychological Needs and Psychological Wellbeing under the umbrella of Self Determination Theory



Role of Attribution Styles

Attribution style is a particular way people give causal factors about any diverse occasions in their life. Seligman and his acquaintances presented the attribution theory with parameters (internality, stability, and globality) and stated a contrast between optimistic and pessimistic attribution styles (Weiner, 1980). Attribution style became the central idea of learned helplessness theory (Abramson et al., 1978) and its later amendment theory of hopelessness (Abramson et al., 1989).

Recent studies have shifted the focus of attribution style from pessimism, depression, and hopelessness to the relationship between optimistic attribution style and optimal well-being (Cheng & Furnham, 2001, 2003). According to many studies, people who show optimistic attributional styles are more prone to longevity and better health overall (Demir & Weitekamp, 2007; Furnham & Cheng, 2000).

Attribution styles allude to the way people describe positive and negative events of their life. The dimensions that describe cognitive evaluation of the event are stable-unstable, internal-external, and global-specific. Seligman's theory (Seligman et al., 1979) proposes that the attribution patterns which manifest learned helplessness increment that chance for misery, depressive symptoms and other psychological issues. Stable, Internal and Global attributions are known to be positive and adaptive for positive events while the same attributions are considered maladaptive and pessimistic for negative events (Peterson et al., 1982). A maladaptive attribution style holds and reflects the belief that one has a lack of control over his environment which results in low self-worth, depression, and hopelessness (Gotlib & Abramson, 1999).

External or Internal Attribution Style

A person who does well at a new video game may have an internal explanation for instance that "I am good at such games" or "I am a quick learner" while external explanations maybe that "This game is pretty easy" or "My opponent does not know well about the game"

Stable or Unstable Attribution Style

A person who gets stuck in traffic gives a stable justification that "the traffic is going to get worse from now on" and an unstable explanation could be "the traffic depends on the rush hours, it may get better tomorrow"

Global or Specific Attribution Style

A global explanation for someone who makes an error at his new job would be “I am not good at this and I am going to make more mistakes in the future” whereas a specific explanation would be “This software is new to me and I am having a hard time which does not mean I will be worse at it. It will get better with time.”

Optimistic and Pessimistic Styles

People possess a general explanatory style that is either pessimistic or optimistic. People with optimistic styles tend to explain a positive event using internal, stable, and global explanations. For instance, someone who is learning guitar had a good session will explain it as “I have an urge to explore and learn new things. I have always had that thing which enables me to try out new skills.” In contrast, they will disregard negative events with a pessimistic style using external, unstable, and specific explanations. For example, if they had a bad day at a practice session, they will explain it as “I did not do well because I was stressed and the strings need to be changed as well. Once I am well rested and strings are replaced, I will do great. Even if I had a poor session today, I am still quick to pick up things.”

People with a more pessimistic attributional style are the exact opposite. If something good happens to them they instantly regard it as external, unstable, and specific; it was some outside factor that played its part. When something bad happens, they bring about internal, stable, and global explanations. The negative event was backed by their innate flaws, which negatively impact their other aspects of life too.

The impact of attributional styles on the psychological well-being of children and young adults makes it an important aspect of coping. Those who utilize more pessimistic attribution styles are more prone to depression, distress, and anxiety issues

as compared to children with optimistic attribution styles (Maurice-Stam et al., 2007). Even though quite few studies on psychological adjustment as well as attributional styles have put great focus on internalized results, people with more negative attributions also showed clinically significant levels of externalized results (Schoenherr et al., 1992).

Parenting Dimension, Psychological Wellbeing and Attribution Style

Researchers have been studying for about 75 years how variations in overall parenting methods could impact the development of teenagers. Instead of concentrating on particular parenting techniques, these scholars aimed to pinpoint the child growth connections of overall, universal changes in general parental method, commonly known as parenting styles or dimensions. These investigations emphasized less on parental actions and more on their methods.

An ideal parent does not exist. Parenting research aims to pinpoint the various parenting behaviors that contribute to both positive and negative outcomes for children. A wide array of parenting concerns has been highlighted by parents, many of which align with concepts explored by earlier researchers. The quest is ongoing, as not all relevant issues have been fully uncovered yet. For instance, maintaining consistent disciplinary measures (Patterson et al., 1992), employing adaptable and suitable forms of discipline (Grusec & Goodnow, 1994), utilizing monetary incentives (McNeely & Barber, 2010; Stolz et al., 2005), safeguarding a child's emotional well-being and self-worth while delivering constructive feedback, demonstrating empathetic and inductive disciplinary approaches that encompass repercussions for both oneself and others (Guevara et al., 2015), providing guidance tailored to

problem-solving skills with consideration for the child's age and capabilities (Vygotsky, 1962), offering unconditional love rather than conditional approval (Assor et al., 2004), active participation in the child's pursuits, fostering curiosity, and acknowledging the child's unique talents and interests (Grolnick & Pomerantz, 2009).

Various aspects covered in the literature are connected to different areas within psychology. For instance, the observation and imitation of behavior, values, and beliefs align with constructivist theories (Bandura, 1965). Additionally, methods such as promoting or incentivizing positive conduct are analyzed in operant conditioning (Skinner, 1953), and the importance of acknowledging effort rather than solely outcome is studied in terms of motivational strategies (Dweck, 2008). Furthermore, the acknowledgment and promotion of a child's emotions for emotional regulation have been extensively explored by Eisenberg and colleagues (Eisenberg, 2000; Eisenberg et al., 2000; Eisenberg & Spinrad, 2004). Lastly, concepts like self-reflection (Hixon & Swann, 1993) and self-care (Figley, 2002; Hannigan et al., 2004), behaviour change (Grant, 2003), and clinical practice (Shapiro et al., 2007).

Parenting and family play an important role in a person's development. Bornstein and Cheah (2006) observed that intensely supportive parenting led to higher levels of stability in attributions. Regarding the attribution style, it was noted that global and stable attribution styles were linked to lower levels of mental well-being. Self-determination theory proposes that individuals construct their own representations through the incorporation of probable values and adjustment procedures (Deci & Ryan, 2000). The classification and characteristic of this internalization is dependent on the extent to which values and norms are incorporated into one's self. Today's empirical psychology gives prominent importance to the

researches on well-being. To some extent, it is the reflection of awareness people are getting about the distinction between positive and negative emotions and them not being the opposite of each other (Winkielman et al., 2001), the absence of mental illness does not equate to well-being. Over the majority of the previous century, psychology's emphasis on enhancing psychopathology has overshadowed the advancement of mental stability, wellness, and personal development. However, in recent years the focus has shifted to prevention and continues to date with researchers conducting studies on growth (Vallerand, 2000), and wellness (Cowen, 2000).

Self-determination theory, as described by Deci & Ryan (2000), emphasizes the importance of eudemonia, or self-realization, in defining well-being. It aims to clarify the process of self-actualization and how it can be achieved. This theory identifies three fundamental psychological needs: autonomy, competence, and relatedness. According to Self-Determination Theory, meeting these needs is crucial for psychological development (intrinsic motivation), internalizing cultural norms (integrity), overall well-being (life satisfaction and mental health), as well as feelings of vitality (Martela & Ryan, 2016) and alignment with one's true self (Sheldon & Gunz, 2009). The fulfillment of these needs is seen as a natural objective in human life that influences the meanings and goals behind human behavior.

Research on Self Determination Theory places a significant emphasis on the variations in motivationally relevant behavior among individuals. Additionally, it has started to utilize methods that focus on individual differences to analyze how need support, need fulfillment, and adjustment change throughout daily life (La Guardia et al., 2000). Research on parenting within the framework of the Self Determination Theory has primarily focused on the role of parents in helping their children

internalize important values and guidelines. However, an important aspect that requires attention is how parents themselves internalize expectations, values, and guidelines regarding effective parenting. Parents encounter a wide range of norms and standards concerning what constitutes good parenting, making it worthwhile to investigate the different sources of influence (such as other parents, friends, media portrayals, extended family) and how these factors shape their own beliefs. Recent studies indicate significant variations among parents in terms of whether they have autonomous or controlled motivations for engaging in different aspects of parenting, with the manner of internalization playing a crucial role in parental adjustment (Joussemet et al., 2008).

The habitual manner in which an individual explains the reasons behind positive and negative events in their life is known as attributional or explanatory style (Peterson & Steen, 2002). A negative or depressive explanatory style, for example, involves attributing negative occurrences to personal traits while crediting positive events to external factors like luck (Abramson et al., 1978). It is evident that one's attributional style greatly influences their behavior.

Self Determination Theory revolves has its theoretical basis in human motivation theories and revolves around the energy and direction of behaviors. Being an organismic theory, it proposed that humans do not reach passively but choose to constantly explore and adapt to their environments. Autonomy (the freedom to choose and control one's behavior), competence (the ability to effectively interact), and relatedness (forming meaningful connections with others) are the three primary psychological needs according to Self Determination Theory. The conditions that allow these basic needs to be met support intrinsic motivation (autonomy) and

conditions that hinder the satisfaction of these needs undermine intrinsic motivation (Ryan et al., 1995). Critical and complex parenting dimensions that facilitate children's basic needs of autonomy, competence, and relatedness are autonomy support, involvement, and structure. These parenting aspects are essential components in healthy psychological development according to a considerable amount of literature (Hunt, 2013; Joseph & John, 2008; Ryan et al., 1995; Sawyer, 2007; Soenens et al., 2007). Based on these key parenting dimensions, children will develop different styles of motivational adjustment (intrinsic, extrinsic, amotivation) representing different degrees of autonomy which will consequently predict psychological distress or health and soundness. Intrinsic motivation is considered to be the most autonomous form of motivation because when an individual engages in an activity solely for his innate joy and contentment, he is intrinsically motivated. On the contrary, extrinsically motivated behaviors are strictly compelled by the outside forces because when an individual engages in an activity to achieve an expectation or external reward, he is extrinsically motivated. Whether intrinsically or extrinsically motivated, people choose their behaviors intentionally. The absence of intentionality represents an unmotivated state hence amotivation is known to be a relative lack of action (Deci & Ryan, 2008), when an individual is in a state of amotivation, he would feel lost and incompetent. These styles of regulation (intrinsic, integrated, identified, introjected, extrinsic, non-regulated) described by Deci and Ryan (1985) are subtypes of motivation and represent a person's perception of self-regulation of behaviors. Therefore, it is to be noted that autonomous continuum is designed to descriptively organize the types of behavioral regulation styles.

Parenting in Pakistani Context

According to the studies on cultural variations in parenting techniques studied by Chao (1994), it was discovered that authoritarian styles of parenting are linked to negative and dysfunctional ways in western countries referring to being dominating, controlling, and too interfering. On the contrary collectivist's culture assumes authoritarian parenting styles to be more positive and is equated with attributes of concern, care, and security (Saleem et al., 2015).

The idea of Parenting in Pakistan is different from that in Western countries. Pakistan has a traditional collectivist culture majorly influenced by religious and cultural norms. A detailed sketch of Pakistani parenting styles gave by (Stewart et al., 1999) illustrates that conformity is integral to parenting. It is commonly believed that parents should be regarded as second only to a divine being, and that children are expected to demonstrate a great deal of obedience and conformity towards their parents. Additionally, in traditional cultures, mothers and fathers have different roles concerning parenting their children. Mothers are expected to be high on warmth and less dominating while fathers are seen as controlling figures who are supposed to be more dominating and less involved in children (Saeed & Hanif, 2014). Furthermore, gender differences in parenting are very common in parenting practices. In our collectivistic culture daughters are expected to be more obedient and show compliance than sons who are allowed to have freedom and liberation. Boys are given more opportunities for social exposure and being independent than girls who are generally overprotected by their parents. With the exceptional deal of cultural differences, it is far vital to have a look at parenting practices within the cultural environment of the person (Saleem et al., 2017).

Former studies were done in Pakistan targeted on figuring out the association between various parenting techniques and mental wellness (Akhter et al., 2011). The findings from a study that examined the correlation between socio-emotional well-being and parenting approaches revealed that girls perceive their parents as authoritative and have excelled in social and emotional adjustment in comparison to boys. It was found later by (Jabeen et al., 2013) that there was a positive relationship between authoritarian parenting style and emotional regulation and a negative relationship between the permissive style of parenting and emotional regulation. A latest try developed an indigenous tool to measure parenting styles (Batool & Mumtaz, 2015). The tool is primarily based totally on the parental notion of the techniques and styles they practice to raise their kids which gave rise to 6 exclusive forms of parenting is Compassionate, Controlling, Conventional, Avoidant, Supportive, and Aggressive parenting. Yet, there is a shortage of studies that investigate children's perceptions of parenting styles and how they experience different parenting forms.

The authoritative style of parenting acknowledges innate and unique abilities and thus stimulates the exploration of hidden talent and skills. Authoritative parenting was rooted as the most favorable style with a significant negative association with problematic behaviors. On the contrary, permissive parenting together as well as for mother and father individually was found to be linked with different hassle behaviors (Rizvi & Najam, 2015).

A study conducted by (Jabeen et al., 2013) offered valuable information about the role of parenting styles in emotional regulation and adjustment. It was determined by researchers that permissive parenting by mothers significantly had a negative

impact on emotional regulation while authoritative parenting had a positive impact. In contrast, permissive paternal parenting had a significantly negative effect on emotional regulation.

Individuals who experienced a mix of parenting styles i.e., authoritarian and non-authoritarian were more prone to internalize stress as compared to those who were raised with authoritarian parenting styles (Kausar & Shafique, 2008). The internalization of stress may indicate poor emotional intelligence (Anwer et al., 2019). Parenting has a significant role in the development of a positive and healthy personality.

In light of the socialization customs in Pakistan, examining the influence of parenting methods on teenagers' resilience and emotional intelligence is crucial. The bond between parents and adolescents plays a vital role due to its strong connection and profound impact on future outcomes. (Anwer et al., 2019). Perceived family social support emerged as predictor of self-determination and perceived choice in one's actions. Literature showed that family socialization has greater impact on the behavioral and emotional development of the adolescents, and family supports system impart a huge role on optimal functioning of the adolescents (Iqbal & Akhter, 2019). Parental involvement has a crucial role to play in the academic performance of their children (Rafiq et al., 2013). Compared to boys, girls showed better social-emotional adjustment when they perceived their parents as authoritative (Kausar & Shafique, 2008). Positive parenting is known to predict positive behaviors in children while negative parenting will predict behavioral problems (Goraya & Shamama-tus-Sabah, 2013). Positive Parental dimensions play significant role in enhancing basic

psychological need which further help adolescent to be a productive part of society (Gillani & Hanif, 2017).

A forementioned literature suggested that it's important to study the perceived parenting practices, basic psychological needs, attribution styles, and psychological wellbeing of the adolescents. As per the accessible literature, adolescence as a perilous developmental phase are the building block of any society, and for the betterment of any society adolescents physical as well as psychological health is important (Ryan & Deci, 2000a, 2000b)

Rationale of the Study

The current study intended to address a vital concern of present time that is the adolescence. There is need to provide them proper guidance and knowledge about the existing world so that they can more efficiently and effectively excel in their lives. As adolescence is the precarious developmental phase comprised of many changes. And at this transition phase they are more energetic, enthusiastic, and prone to be more autonomus (Rosenfeld & Nicodemus, 2003). So they want appropriate ways to channelize their strengths and abilities in a correct way. As literature has identified that adolescence is passing through crucial developmental progression; they want to be more autonomous (Roth & Assor, 2010). And along this they want to be socially recognized as a successful (Pahuja, 2004). If these needs are met successfully, it will lead to optimal flourishing. On the other hand, if these needs are not met successfully, it creates tension and lack of harmony in them. Ultimately they are low on their optimal flourishing (Westerhof & Keyes, 2010). So present study is a dire need to

study the adolescence, understand their concerns and to look how different socialization practices influence them.

Keeping in mind the Pakistani context, it's very important to look into the parenting practices, as these practices highly and significantly impact the adolescents. Pakistan is facing a lot of economical problems and in this era of uncertainty, parents are more concerned about their children's choices, how they move in their later life, and how to cope their difficulties. So it's important to see how different parenting practices perceived by adolescent affect their optimal functioning. Hence the role of parents plays a vital part in the guidance and upbringing of adolescence as they are passing through very critical developmental (Wagner, 2008).

In our collectivistic culture, the upbringing of boys and girls are in different ways. The standard acceptable ways are different for boys and girls, for example, boys have more freedom of expression, choices, and are more autonomous than girls. It is not anticipated that boys will share their day to day routine regularly, while on the other side there is strict check on their activities of girls where they are going, with whom they are going, and how much they spend time outside their home. As a result boys feel themselves as more independent while girls remain in the protective environment which hinders their independence. The bulk of literature shows that the different parenting practices have important role in the lives of adolescence (Deci & Ryan, 2000; Goraya & Shamama-tus-Sabah, 2013; Roth et al., 2009; Ryan & Deci, 2000a, 2000b; Saeed & Hanif, 2014; Skinner et al., 2005). The aim of concentrating and taking the teenagers as sample of this present study is quite fair as adolescence are accountable for the upcoming time. They must be added into concern as they will lead the Pakistan toward the constructive development.

The families' life style is spontaneously changing in Pakistan; there is evolving drift toward the diverse socialization practices which eventually impacts the adolescents' wellbeing. There is an extensive research which has been devoted to different parenting styles introduced by Baumrind and colleagues (1971, 2005, 2010), while contemporary researchers have recommended that most of the important and possibly valued information may be gone in combining the distinct and varied parenting dimensions into one style. The basic psychological needs are also necessary for the optimal functioning of any individual, which ultimately leads towards the wellbeing of that person posited by the Self Determination Theory (Deci & Ryan, 2000).

The present study explores that how the different parenting dimensions are related to psychological well being. The time period of adolescence is efficiently achieved in those families wher the autonomy is supported and encouraged, members of the family feels connectedness and relatedness. They are mutualy exclusively works for each other, interacts positively and becomes the support for each other. It can be said that, the live of adolescents is shaped by their family, and it ultimately modified their outcomes in their later life. The study will encompass the idea f psychological well being as a complex concept that involves various aspects of individuals' life attitudes, such as control over their environment, independence, self-approval, sense of purpose, personal development, and healthy relationships with others. By intensifying the current conceptualizations of different parenting practices are linked with the wellbeing of adolescence.

This study will explore gender variances in psychological well being, which is significant due to individual diversity. Recognizing these distinctions can aid in

empowering individuals to reach their maximum potential and self-fulfillment. Recent research on gender disparities in psychological well-being has produced conflicting results (Roothman et al., 2003; Ryff & Singer, 1998; Shah, 2014), highlighting the importance of further investigation into how gender influences well-being outcomes.

In the relationship between parents and children, there is a struggle to find a balance between control and independence. Mothers and fathers often show distinct approaches to disciplining their children. Mothers usually lean towards being informative and logical, while fathers are more inclined to assert authority during discipline (Hart & Robinson, 1994). However, when there is a nurturing emotional environment in the parent-child relationship, children are more likely to exhibit high level of psychological well being. Hence it is important to study the wellbeing of adolescents for their positive emotional growth and autonomy.

Considering the importance of demographics (i.e., gender, age, family system, mother's education, father's education, and mother's working status), literature suggests significant differences due to cultural effects. The socialization practices in Pakistan may assert gender wise different roles in perception of parenting practices, attribution styles and psychological wellbeing to deal with daily life routines. Other than gender, family system may contribute to the variables under consideration in indigenous culture as compared to western world.

Literature suggests that those who are from the joint family system they share a strong and close bonding with one another. Whenever the support is needed, it is always available and that is a very prominent feature of collectivistic culture. They expect a lot from one another that's why in case of any need; they come closer with one another (Cheema et al., 2010). Therefore the role of demographic and contextual

factor (i.e., parenting practices) may depict unique patterns of adolescent's wellbeing in Pakistani society. Above all, present study has also focused on adolescents' cognitive thought patterns in form of explanatory attribution styles along with considering their basic psychological needs satisfaction. Optimistic attribution style of adolescent leads them toward optimal flourishing, and satisfying the psychological needs boost their psychological wellbeing as a result adolescent's quality of life increases.

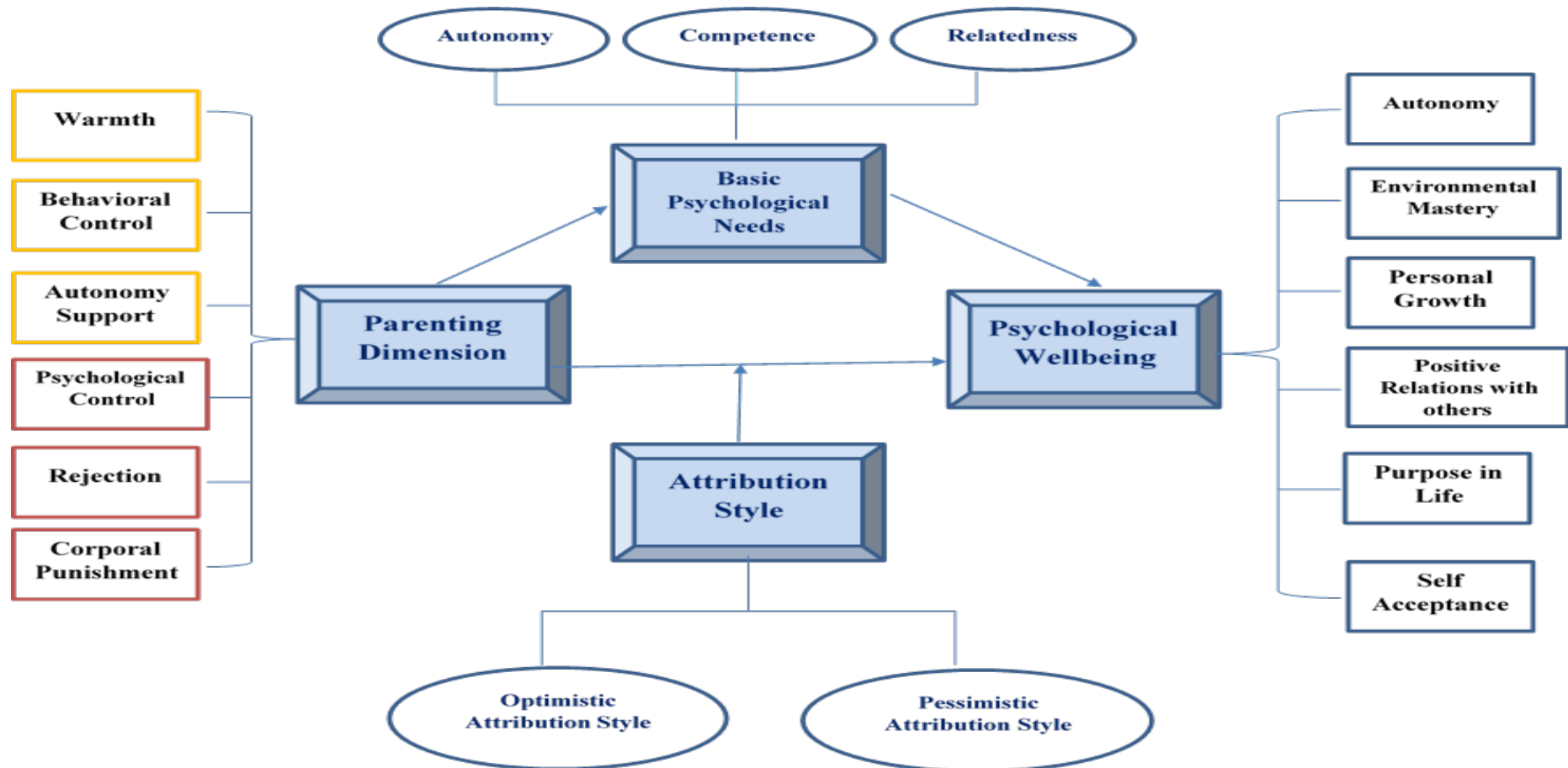
In developing countries like Pakistan, the social and psychological conditions are worst (Organization, 2012). In Pakistan, despite substantial work so far conducted on parenting styles (Anjum & Malik, 2010; Jabeen et al., 2013; Rauf & Ahmed, 2017; Safdar & Zahrah, 2016; Zaman et al., 2014), there is scarcity of research on the parenting behaviours in form of dimension, moreover focused was on one or two parenting dimensions. So, present study is an effort to investigate the impact of perceived parenting dimensions on adolescents' psychological wellbeing. The implications of the present study are twofold: it will add the theoretical contributions indigenously by exploring the role of different parenting dimensions on the psychological wellbeing of adolescents, as well as exploring the study variables under the umbrella of Self Determination Theory. On the other side, it will help professionals in considering preventive factors as interventions, interventions can be planned considering the findings of the current study for families to overcome the consequences faced by the adolescents and facilitate them. The findings of the present will give better understanding of the family dynamic and the underlying mechanism of the relationship between parenting and adolescent behavior problems. Furthermore, it will be helpful in executing different training programs and workshop for parents

and adolescents for increasing their basic psychological needs (autonomy, competence and relatedness) and giving them more opportunity to enhance their cognitive perspective in positive way.

Literature above can be concluded as parenting dimensions may affect overall well being of the adolescents. Further, some cognitive factors (attribution styles) and basic individual needs may also play a significant role in this relationship. Within the context of self determination theory, the present study has conceptualized the relationship as follow (on pg 46):

Figure 2

Proposed conceptual model of present study



METHOD

Chapter II

Method

This study aimed to explore model that is proposed; how perceived parenting practices, basic psychological needs and attribution styles adopted by adolescents affect their psychological wellbeing. This chapter comprises of objectives, hypothesis and research design of the current study. More precisely, this exploration focuses upon the following objectives:

Objectives of the Study

1. To explore the parenting dimensions in indigenous perspective and to develop an indigenous questionnaire.
2. To explore the nature of relationship between study variables i.e., parenting dimensions, basic psychological needs, attribution styles, and psychological wellbeing.
3. To investigate the mediating role of basic psychological needs (autonomy, competence and relatedness) in explaining the relationship of positive dimensions of parenting (i.e., warmth, behavioural control, and autonomy support), and negative dimensions of parenting (i.e., psychological control, rejection, and corporal punishment) with psychological wellbeing (autonomy, environmental mastery, personal growth, positive relationship with others, purpose in life, and self acceptance).
4. To explore the moderating role of attribution styles (i.e., optimistic attribution style and pessimistic attribution styles) in explaining the positive dimensions of parenting (i.e., warmth, behavioural control, and autonomy support), and

negative dimensions of parenting (i.e., psychological control, rejection, and corporal punishment) with psychological wellbeing (autonomy, environmental mastery, personal growth, positive relationship with others, purpose in life, and self acceptance).

5. To investigate the assumptions of proposed model that parenting dimensions, basic psychological needs and attribution styles effects psychological wellbeing through path analysis.
6. To see the role and impact of demographics (gender, age, family system, working and non-working mothers) on parenting dimensions, basic psychological needs, attribution styles and psychological wellbeing.

Conceptual and Operational Definitions

Following are the conceptual and operational definitions of all the study variables:

Parenting Dimensions

Parenting Dimensions is conceptualized as the descriptive schemes, patterns, structures, and the assets which are used to apprehend the practice of parenting. It is usually defined by the presence of warmth (display of care, respect, gratitude, compassion, and concern), autonomy support (permit independence, boost up, admit the choices genuinely, give importance to preferences), disciplined (setting up the ways in a coherent manner to achieve the preferred and targeted goals, reliable, unblemished anticipations, strong mellowness demanded), rejection (expression of aversion, hostility, harshness, over reactivity, irritability; also include criticism, and disapproval), control and strictness (psychological control, in which strong

compliance is needed) (Skinner et al., 2005). Hence parenting dimensions are described as explicit actions and different ways parents practice to socialize their adolescence".

Parenting dimensions are operationalized as adolescences' perceptions of parenting behaviours i.e., warmth, behavioural control, autonomy support, psychological control, rejection and corporal punishment on Parenting Dimensions Questionnaire indigenously developed in Phase-I (Part-1) of present study. The high score on each positive dimension (i.e., warmth, behavioral control and autonomy support) will show positive relationship and high score on each negative dimension (i.e., psychological control, rejection and corporal punishment) will show negative relationship between adolescents and parents.

Basic Psychological Needs

Basic psychological needs are conceptualized as an elementary component of psychological requirements that is important for persons' development, interactions, social mobilization and progression. And these needs are necessary for individuals overall optimal functioning and wellbeing. Present study focused on the autonomy, competence and relatedness are the three basic psychological needs proposed by Deci and Ryan (2000) within the self determination theory. In the present study, basic psychological needs are measured through the Basic Psychological Need Satisfaction in General Scale (BPNSGS); that centers on measuring three basic psychological needs: i.e., autonomy, competence and relatedness. The high score on each dimension show autonomus, competence and relatedness of adolescent in relation to their social surroundings.

Attribution Styles

Attribution styles are conceptualized as individual's way to interpret information for reaching the causative explanations of the events. A person's attribution styles refer to their typical tendencies in explaining the reasons behind behavior or events. This can be analyzed through three key dimensions: internal-external (determining if they attribute events to themselves or external factors), stable-unstable (deciding if they see causes as enduring or temporary), and global-specific (considering whether they view causes as affecting many events or just one specific event). These dimensions can be attributed on two styles i.e., Optimistic Style and Pessimistic Style (Malle, 2011; Semmel et al., 1978).

In the current research, attribution styles are measured through Attribution Styles Questionnaire measuring Optimistic Attribution Style and Pessimistic Attribution Style developed in phase II (Part-I) of the present study. This questionnaire measures composite scores of three dimensions for both styles through hypothetical scenarios. The high score on optimistic attribution style shows explaining the causes of events with internal locus of control while the high score on composite negative attribution style shows explaining the causes of events with external locus of control.

Psychological Wellbeing

Psychological wellbeing is a multidimensional construct; and is conceptualized by six dimensions i.e., autonomy (ability to make own choices and preferences, independence, setting the desired goals without the pressure of others), environmental mastery (ability to handle the daily routine commitments and hassels),

personal growth (regarding the own strengthes and potentials and open to experience new venture to grow optimally), positive relations with others (value the interactions with others, making the trust worthy relationships, and shows intimacy), purpose in life (set the goals in life, make a life aimful and tries to comprehend life meaningfully) and the last one is (accepting ones rights and wrong, strengths and limitations, and values the both success and failure) self-acceptance (Ryff, 1995).

In the current study psychological wellbeing is measured by the Psychological Wellbeing Scale of Ryff, translated in Urdu by Ansari (2010). The high score on each dimension shows high wellbeing on that dimension.

Research Design

The current study was conducted out in two parts. Data was collected through qualitative and quantitative methods. Part I deals with the qualitative exploration of the parenting dimensions in our indigenous settings, attribution stlyes of the adolescents were also catered. Based on these information instruments were developed and preliminary analysis were done; whereas part II deals with the main study that was designed to test the hypotheses.

Part-I

Part I of the present research divided into five phases. The aim of Phase I was to explore the different parenting practices in our indigenous context through semi structured interviews, and based on the thematic analysis of interviews various parenting behaviors i.e., positive or negative were identified. Thes behaviors were included in the instrument that assesses parenting dimensions perceived by the adolescence. Further, Exploratory Factor Analysis (EFA) of the indigenously

developed scale was also computed. Phase II was comprised of the development of instrument to measure Attribution Styles of adolescence along with Exploratory Factor Analysis (EFA). Phase III comprises of process of translation and adaptation of the Basic Psychological Needs Satisfaction Scale in General. In phase IV Confirmatory Factor Analysis (CFA) of the newly developed and translated instruments (i.e., Parenting Dimension Questionnaire, Attribution Style Questionnaire, Basic psychological needs Scale in General) was computed on AMOS 21. Phase V dealt with the establishment of Psychometric properties of the instruments.

Part-II

Part II was comprised of main study that aimed to test the proposed hypotheses and path analysis of the proposed conceptual model. The role of demographic variables was also explored. Descriptive statistics, Correlation, t-test, Regression analysis for prediction, mediation and moderation were employed on data set. For analysis, IBM SPSS 21, Process Macro inbuilt in SPSS and AMOS version 21 were used.

Part-I

Chapter III**Part-I**

The part I is further comprised of five phases. The broader objectives of this part are:

Objectives

1. To explore behaviors of parents experienced by adolescents during parenting practices.
2. To develop Perceived Parenting Dimensions Questionnaire.
3. To develop Attribution Style Questionnaire for Pakistani adolescents.
4. To translate and adapt the basic psychological need scale in general.
5. To establish factor structure through EFA and CFA for instruments.
6. To establish psychometric properties of the study instruments.

**Phase I: Exploration of the Parenting Practices and the Development of
Indigenous Measure on Parenting Practices.**

This phase of the part I of the existing research deals with the identification of different parenting practices indigenously. Recent researches started focusing on more specific parenting dimensions instead of examining parenting styles. Parenting styles given by Baumrind has one of the greatest criticisms that it is possible that parent may not fit into one style to a certain extent. Parenting may be exhibited by the combination of more than one style. Therefore, parenting dimensions allow more

detailed and comprehensive understanding of practices used by parents in contrast to the parenting styles.

To accomplish the objectives of the phase I, it was undertaken systematically in various steps that include: Review of existing literature for the conceptual understanding of the parenting practices. Interview guidelines were prepared to conduct semi structured interviews. Semi structured interviews were carried out for exploring the structure and dimensions of parenting construct with the reference to adolescence. Thematic analysis involved coding each line of primary data from semi-structured interviews. Descriptive themes were developed to provide interpretation to the coded information. Expert opinion on the generation of descriptive themes was taken for giving labels to the identified themes. Item Pool Generation for covering each identified dimension. Committee Approach was plan out for the face and content validation of recently constructed items. Finalization of the newly constructed instrument to measures the different parenting dimensions to the targeted sample of the population.

Step 1: Literature Review

Extensive work was put into understanding the concept of parenting dimensions in relation to culture and societal norms of Pakistani. Substantial literature review (e.g., Aunola & Nurmi, 2005; Jabeen et al., 2013; Laursen & Collins, 2009; Saleem et al., 2017; Skinner et al., 2005) was done to understand the construct of parenting dimensions, how it was being defined and conceptualized. As parenting dimensions is an alternative approach to study of parenting style is to dismantle (Baumrind, 1966) typologies into their component parts. These component parts are

referred as, 'parenting dimensions'. There are number of advantages to be gained from investigating parenting dimensions compared to parenting styles. In general it is believed that the basic dimensions that make up the typologies are universal in their effects and therefore offer a useful approach in which to understand the parenting. And the researchers point out that the relationship between single dimension and the outcome is easier to interpret, whereas with typologies it is unclear which component of the combination was responsible for the outcome. Theoretical paradigms covering the construct, researches and available measurement tools Allabama Parenting Questionnaire (Frick, 1991); Parenting Style Scale (Oliva et al., 2008) were investigated in details.

It was determined after a comprehensive examination of literature that the current assessments of parenting are primarily focused on evaluating different types of parenting. Few are measuring dimensions but they were developed with reference to individualistic culture. The specific objective of this phase I of the current study was to explore the indigenous parenting dimensions prevailing in the Pakistani culture. To attain this objective semi structured interviews were planed out.

Step II: Semi Structured Interviews

The primary aim of semi structured interview is to get the perspective of the participant about the topic of the research. Semi structured interviews are diverse in their nature, some are for evaluating, endorsing, certifying, disproving, and explaining the prevailing information and giving rise to novel information and understanding of emerging knowledge (McIntosh & Morse, 2015).

A question guide was created in this stage for carrying out semi-structured interviews (refer to Appendix C). The researcher identified key indicators, drawn from the literature review, that are crucial in various parenting approaches. The following procedures were taken into account when developing a guide for semi-structured interviews.

1. Focusing on the current concepts defining the parenting practices (Baumrind et al., 2010 ; Barber & Harmon, 2002 ; Bradley & Wildman, 2002), a number of question along with associated queries were formulated.
2. The aim of every posited question was to cater the experience of different parenting practices and its related consequences.
3. The intonation of each question was taken with superfluous care, so the respondent can answer them accordingly.
4. With out any ambiguity by using very simple and elaborative language was used to frame the each question.
5. To get the thorough information from the respondents; easy, flexible and open ended questions were posited.
6. Number of investigative words (“In what way ...?” or “Tell me ...?” or “Such as ...?”) were used to get the exact meaning and expression of respondents’ verbatim.
7. Participants are free to respond to these open ended questions as they wish and the researcher probe those responses.
8. Commanding and leading questions were avoided to get the clear depiction of answers in the light of respondents’ values and experiences.
9. Double barrelled and negative oriented questions were avoided.

10. Sequence of the questions was handled carefully to get the maximum information and to facilitate the productive generation of ideas that define the construct.

The indigenous understanding of the parenting dimensions from the perspectives of adolescence was gained with the help of semi structured interviews. The method endorsed by McIntosh and Morse (2015) was followed for conducting interviews.

Objectives

The main goal of this stage was to develop a thorough and detailed comprehension of the concept of parenting dimensions from a cultural standpoint. Semi-Structured Interviews were conducted to explore the interpretations of various parenting dimensions based on how adolescent individuals perceive parental behaviors.

Sample

Total twelve semi structured interviews were conducted: sample of seven semi structured interviews constituted of parents, and five semi structured interviews constituted of adolescence. Participants (parents) aged 38 to 60 years ($M, SD = 32, 22$), and participants (adolescence) aged 13 to 19 years ($M, SD = 16.01, 1.65$). All members of the targeted population were the inhabitants of Islamabad and Rawalpindi. Only participants who willingly agree to participate in the research were selected. Inclusion criteria of the participants (parents) having children with the age (13-19) and both parents are living together; and for the participants (adolescence) living with both parents. The participants were from different social and economic background.

Procedure

The information sheet for participation (refer to Appendix A) was disseminated among the survey participants. It clearly outlined the specifics concerning research comprehension, encompassing the research objectives and other inclusions. Additionally, it provided details on access concerns and its subsequent applicability. Following a thorough understanding of the research goals, interested individuals were presented with the consent form for participants (refer to Appendix B). This document distinctly reflected the readiness of participants to engage in the research.

Individually all participants were approached. Guideline developed for semi structured interviews as proposed by McIntosh and Morse (2015) was used to interview the participants. Participants were informed regarding the aim of the current study before the conduction of interview. Their consent was attained through participation consent sheet. Participants were assured regarding the confidentiality concerns. Each session took 30 to 50 minutes. Researcher herself conducted all the discussions. Verbal instructions were given by researcher, along with provision of question guideline, participation information sheet, and participation consent sheet. At times, the discussion deviated from the topic. So, to keep the discussion purposeful and focused the researcher had to intervene.

Results

After conducting the series of interviews and noted the discussion of participants, numerous specific themes or domains of parenting practices were emerged. These themes and domains were identified through subject matter experts.

The emerged themes from the semi structured interviews were identified by using the thematic analysis technique. These themes were listed later in this chapter.

Thematic Analysis. It is the suitable qualitative technique to identify the themes in the data. It is suitable for those studies that seek out the information by interpreting the data qualitatively (Marks & Yardley, 2004). According to Namey et al. (2008, p.138), the method of Thematic Moves transcends mere word or phrase counting and instead centers on recognizing and delineating implicit as well as explicit concepts. Codes crafted for ideas or themes are subsequently utilized or connected to original data as concise indicators for subsequent examination, which could involve evaluating the proportional occurrences of themes or subjects within a dataset, seeking code co-occurrences, or visually illustrating code correlations. This qualitative technique of data analysis permits the investigator to comprehend the relation among concepts and make a comparison of the replicated data.

Data of semi structured interviews were used as sample for thematic analysis. Numerous sets of discussion related to parenting dimensions, belonging to the collectivistic culture were generated by the semi structured interviews.

The process of synthesis involved three main steps: initially free line-by-line basis coding of the original data obtained from semi-structured interviews, then arranging these individual codes into related categories to form descriptive themes, and finally creating analytical themes.

Stage I: Coding Text. To maintain impartiality and clarity, research inquiries were momentarily set aside in favor of conducting an inductive analysis starting from the dataset. The annexure (See Annexure D) contains verbatim from the participants as examples.

A committee of five MPhil researchers was constituted. The reviewers individually coded every line of text based on its meaning and gist, using a line-by-line coding approach. The following procedure was followed.

The qualitative dataset was divided into smaller sections, with a portion of the data being reviewed. The established codes were used to analyze this section. The process involved reading through the data again and applying the codes accordingly. Subsequently, another sample of data was examined using the previously established codes from the initial sample. Any discrepancies or gaps requiring new codes were identified at this stage. New codes were then developed based on insights from this second sample. This entire process was repeated for all responses until all data had been coded.

The original data text placed on left side, and generated the codes through an inductive method to encapsulate the fundamental aspects and intricacies of every sentence. The codes were structured as unstructured codes without a hierarchical organization.

Stage II: Generation of Descriptive Themes. To extract significance from the encoded information, a follow-up phase was arranged to create descriptive themes.

A panel of three MPhil students conducted a thorough review of the data to identify commonalities and distinctions among the codes, with the aim of categorizing them hierarchically. Additional codes were formulated to convey the essence of the initial code clusters. As a result, a multi-layered tree structure was established to structure the descriptive themes.

Consequently, various levels of themes such as domains, categories, and subdomains emerged. The research samples in each group were examined according to the free codes that were created in a previous stage.

Stage III. Generation of Analytical Themes. In this phase of qualitative integration, which is highly significant, the researcher's genuine insight, opinion, subjectivity, and judgment play a key role and can be quite contentious. A distinct third panel consisting of three individuals with doctoral degrees was formed. This group deduced parenting aspects from the thematic tree that were highlighted by the descriptive themes. The committee had to explore different dimensions of parenting behaviors as perceived by the adolescence. Then final themes for scale development were developed.

Numerous dimensions arose that precisely depict a Pakistani parenting practices. For example, feel relaxed by controlling and managing my worries, expression of love and attachment, locus of decision making, cohesiveness, tangible assistance, positive evaluation of abilities and skills, restrictive attitude, punishment on breaking the rules in the family, harsh attitude hinders emotional freedom, highlights my past mistakes, condemns me a lot, expectations of age appropriate behaviors. These dimensions show that these are the behaviors perceived by the sample of the research group.

The following are the different dimensions of parenting according to the recommendations of experts.

Table 1*Identified major themes after thematic analysis*

Sr. No	List of Themes
1	Expression of emotions
2	Discipline
3	Proactive involvement
4	Praise and reward
5	Protection
6	Trustworthiness
7	Decision making
8	Regard
9	Use of threats
10	Communication
11	Monitoring
12	Impulsivity
13	Neglecting
14	Criticizing
15	Supervision
16	Availability
17	Encouragement
18	Punishment
19	Caring
20	Restrictions
21	Involvement

Step III: Committee Approach

This phase I step III was formulated with the aim of achieving the subsequent goals.

Objective

The Committee approach was implemented to seek expert insights on the newly identified dimensions/themes resulting from semi-structured interviews analyzed thematically. Specialized professionals were contacted for their expertise. A comprehensive presentation outlining the study's objectives was provided to each group of experts. Each expert independently evaluated the emerging dimensions. Subsequently, the ratings from each group were assessed using the Average Deviation Method to determine intra-group rater reliability. The mean absolute deviation is determined by deducting the mean from each score. This method was implemented for this particular stage.

Ratings of Themes (Dimensions) for Relevance. Three specialists were contacted in advance of their appointments. These specialists were proficient in two languages and held a doctorate in Psychology. They were given an overview of the research goals and informed that their input would be valuable for gaining accurate and reliable insights into various aspects of parenting. Each expert received instructions on how to complete the evaluation form, which required them to assess each dimension based on its relevance, suitability, and comprehensiveness using a rating scale from 0 to 6 (0 = completely disagree to 6 = completely agree). The experts evaluated the dimensions identified in a previous stage. The outcomes reveal the assessments made by these experts on the themes (dimensions). The majority of dimensions were deemed appropriate by the specialists, with only a few being labeled as overlapping. Nevertheless, these overlapping dimensions were not removed from the initial list; hence, they were preserved for further review.

Assembling of Themes into Wide Domains. Following the evaluation of themes based on significance and suitability, the subsequent phase of this process entailed grouping the themes into more general categories. Initially, a subset of experts proposed that the parenting dimension themes could be classified into broader groupings based on their subject matter and essence. To explore this suggestion, the experts were once more consulted with permission granted beforehand. They were requested to provide input on how the themes should be grouped together. Subsequent to thorough deliberation and discourse, all experts concurred with this approach. They classified the themes into six overarching categories namely: affection and communication, promotion of autonomy, behavioural control, psychological control, rejection and use of corporal punishment.

Step IV: Item Pool Generation

This stage involved creating a collection of items that encompasses the various facets of parental practices and behaviors.

Objectives

The objective of this stage was to create items using a deductive method. In addition to gathering local perspectives on parenting dimensions through structured interviews, the present research also encompasses existing theories on parenting practices (Browne, 2015; Collins et al., 2000; Laursen & Collins, 2009; Scaramella & Leve, 2004; Skinner et al., 2005). Due to the prevalence of such theories in the field of parenting, the deductive approach was deemed highly appropriate. Similarly, developing scales through deductive processes involves crafting a hypothetical depiction of the phenomenon which is then utilized as a blueprint for creating items (Schwab, 1980).

Procedure

A group of five proficient bilingual individuals with doctoral degrees in Psychology contributed to the creation of items. This particular panel of experts differed from the one employed during the stage 1 of step III.

Procedure was completed into two additional stages.

Stage 1: Development of Item Pool. A total of 60 items were initially created in Urdu for the item pool. These items underwent a refinement process by a committee of three bilingual experts, who evaluated them based on specific criteria. The panel focused on assessing whether each item significantly pertained to parent-adolescent relationships, referenced activities or subjective experiences within relationships, and allowed respondents to express disagreement effectively. Following this evaluation, the item pool was narrowed down to 42 items that primarily addressed various aspects of parenting from an indigenous perspective. The researcher carefully considered and implemented all suggestions made by the expert reviewers to enhance each item accordingly. The final selection of items was based on their alignment with the core concept, clarity of presentation, and conciseness in conveying ideas.

Stage 2: Scoring Format of Perceived Parenting Dimensions Questionnaire. During this phase, specialist evaluators were tasked with evaluating each element using six options for responses ranging from strongly agree to strongly disagree. The response structure of the Perceived Parenting Dimension Questionnaire consisted of rating scales.

The recently established questionnaire assessing the perceived dimension of parenting employs a six-point rating scale. This scale ranges from strongly agree at 6 to strongly disagree at 1, with agree, somewhat agree, somewhat disagree, and disagree as intermediate options. Notably, this indigenous instrument does not include negatively worded items, thus eliminating the need for reverse scoring.

Step V: Establishing Content Validity

Following the development of the items, an assessment was conducted to validate the content of the newly created items. It is considered as the fundamental requirement of psychometrics for sufficient measurement and represents the primary stage in establishing the construct validity of a freshly designed tool. (Schriesheim et al., 1993). Schriesheim et al. (1993) suggested that, content appropriateness should be assessed keenly after the generation of items, as this activity of evaluation gives the researchers chance to improve the items if needed before going in the field for the administration of a questionnaire. The content validity of the newly constructed indigenous instrument was assured by giving the complete pool of items to five bilingual subject matter experts. The evaluation focused on determining whether the items reflect the parenting practices that are common in our society. The researcher revised and adjusted a few selected items based on feedback received from reviewers. The subject matter experts of this stage of the study reviewed and discussed each of the items thoroughly, after through discussion and argumentation they confirmed the forty two items from the pool of the items. The retaining items in this stage of study were based on their relevance, directedness, adequacy of content, simplicity, and comprehensibility. The items were constructed after complete reviewing of the existing literature and the theoretical foundation along with considering the cultural aspects regarding the construct under study. The foremost prevailing parenting practices were catered for the development of the items, and also signify the importance of different parenting practices in our collectivistic culture.

Step VI: Factor Structure of Perceived Parenting Dimension

Exploratory factor analysis was employed to investigate the factorial validation of a recently developed measurement tool. The analysis procedure is based on the premise that measurable and distinguishable variables can be reduced into

fewer suppressed variables that exhibit a common share of variance and are not directly observable, a concept referred to as dimensionality reduction (Bartholomew et al., 2011). These underlying factors, which are abstract constructs used to represent variables, remain unobservable but play a significant role in the analysis process (Yong & Pearce, 2013).

Objectives

The foremost objective of this step was to establishing factorial structure of indigenously developed Perceived Parenting Dimensions Questionnaire.

Method

Exploratory factor analysis was conducted through the implementation of Principal Component Analysis on a variety of measures gauging Parenting Dimensions as perceived by adolescents.

Sample

A sample comprising of 300 adolescence (Boys= 135, 45.5%; Girls= 165, 54.5%) was taken from Islamabad and Rawalpindi. Participants' age range was about 13 to 19 years with ($M, SD = 16.01, 1.65$). A sampling method based on convenience was utilized to collect the data, reaching out to individuals enrolled in educational establishments located in Islamabad and Rawalpindi. The inclusion criteria focused on selecting participants who voluntarily agreed to take part and resided with both of their parents.

Procedure

In the current study, approval was obtained from the relevant authorities to conduct the study. Various educational institutions in Islamabad and Rawalpindi were contacted. Authorization to collect data from the participants was secured from the institutional authorities. In addition, consent was acquired from the participants, with only those who agreed being selected for the sample. The volunteering participants were briefed on the research's scope and goals. Furthermore, ethical protocols are also

ensured, including confidentiality, informed consent, autonomy, respect. Participants were provided with the questionnaires following a briefing on the research's purpose. The survey was conducted, and it took approximately 15 to 20 minutes to complete.

Results

The current study engaged in an examination of the factor structure to reduce the number of items and ascertain the shared variance among particular items. Beforehand initiating factor analysis, assessments like the Kaiser-Meyer-Olkin (KMO) test for sample sufficiency and Bartlett Test of Sphericity were utilized to evaluate the appropriateness and feasibility of the data for this examination. The KMO score ranges from 0 to 1, with higher values suggesting greater aptness (Hutcheson & Sofroniou, 1999). The calculated KMO value of .78 demonstrates that the data is suitable for factor analysis. A factor score serves as a metric representing how an individual would perform on a particular factor. The scores of factors were computed through the Bartlett approach, producing impartial scores that are solely associated with their corresponding factors. A significant result was obtained from Bartlett's Test of Sphericity (Table 2), suggesting a high level of data factorability and correlation matrix acceptability (Vicky, 2009).

Table 2

KMO Measure and Bartlett's Test of Sphericity for Perceived Parenting Dimension Questionnaire (N=300)

KMO Measure	Bartlett's Test of Sphericity		
	Chi square	<i>df</i>	<i>p</i>
.78	2365.576	1241	.00

Note. *df* = degree of freedom, Kaiser-Meyer-Olkin Measure of Sampling Adequacy

Table 2 indicates that the KMO measure of .78 suggests that the data is appropriate for factor analysis. According to the results mentioned earlier, it is evident that Bartlett's test of sphericity produced a significant result at a p-value of less than

.001. A total of 300 participants were included in the study and underwent principal component analysis (PCA), trailed by Varimax (orthogonal) rotations for examination. The aim of these rotations was to streamline and simplify the data structure. Therefore, this rotation (Varimax) was utilized to compact the factor matrix column, ensuring distinct relationships among factor extracts with clear differences among variables. Furthermore, the rationale behind using orthogonal rotation stemmed from the theoretical framework of the study, positing that the factors under exploration are independent and represent distinct themes. The investigator aimed at evaluating both statistical power and significance level within this study.

The present study utilized principal component analysis to create linear groupings of variables into components that explain the entirety of the variance in the initial data set. Principal component analysis utilizes a correlation matrix to represent relationships between variables. In contrast, during a principal axis factor analysis, researchers concentrate on reducing the correlation matrix which consists of communal estimates and factors that are derived from the total variance exhibited by all items in the principal component analysis.

Criteria for Determining Factors. The items analyzed on the basis of exploratory factor analysis for the determination of the dimensions or factors. Explored factors of the scales were computed with the help of exploratory factor analysis. The researcher has chosen a threshold of over .35 for the current research, using the Varimax rotation of Principal Component Analysis; factors of the scale were extracted. Those factors were retained that have above loadings against the set criteria. Another criterion was used i.e. Eigen values, and the Eigen values should be

greater than 1 (Kaiser, 1991). The factor emerged after factor solution and six factors were acquired on 42 items of Perceived Parenting Dimension Questionnaire.

Table 3

Factor loadings on a principal component analysis with Varimax rotation for items of Perceived Parenting Dimension Questionnaire (N=300)

Item No	F1	F2	F3	F4	F5	F6
1	.54	.25	.14	.03	.15	.05
7	.49	.28	.19	.18	.03	.28
13	.43	.09	.23	.17	.14	.19
19	.58	.15	.18	.23	.09	.15
25	.37	.17	.24	.05	.23	.13
31	.44	.25	.14	.23	.15	.05
37	.19	.48	.09	.28	.23	.18
2	.29	.55	.24	.03	.15	.15
8	.09	.48	.19	.25	.03	.14
14	.23	.39	.03	.27	.14	.29
20	.18	.36	.18	.23	.29	.05
26	.07	.39	.14	.25	.17	.13
32	.14	.15	.44	.03	.25	.15
38	.19	.28	.67	.08	.23	.18
3	.04	.05	.44	.13	.25	.05
9	.19	.28	.59	.18	.13	.08
15	.13	.19	.43	.07	.14	.29
21	.08	.05	.38	.13	.19	.15
27	.27	.13	.14	.55	.03	.13
33	.04	.15	.24	.43	.05	.05
39	.19	.28	.19	.48	.03	.28

Continued...

Item No	F1	F2	F3	F4	F5	F6
4	.14	.15	.04	.53	.15	.15
10	.19	.08	.29	.48	.13	.28
16	.13	.09	.13	.37	.04	.29
22	.18	.25	.28	.03	.69	.15
28	.17	.23	.04	.05	.63	.23
34	.14	.25	.14	.23	.45	.05
40	.09	.08	.09	.28	.53	.08
5	.24	.15	.14	.23	.45	.15
11	.29	.28	.19	.08	.43	.28
17	.03	.29	.13	.27	.24	.39
23	.18	.15	.28	.13	.29	.45
29	.17	.13	.24	.05	.13	.36
35	.24	.25	.24	.03	.15	.55
41	.19	.08	.19	.18	.23	.48
6	.17	.23	.04	.05	.13	.43
12	.14	.15	.15	.05	.15	.05
18	.19	.28	.03	.28	.03	.28
24	.04	.05	.14	.19	.14	.19
30	.19	.28	.09	.15	.09	.15
36	.13	.19	.23	.13	.23	.13
42	.08	.05	.15	.05	.15	.05

Table 3 illustrates the factor loadings of all items of Perceived Parenting Dimension Questionnaire on the basis of greater than .35 criteria. So those items whose loading is greater than .35 were selected. So by using these measures the items loading was analyzed. The factor loadings range from highest .69 to lowest .36. Result indicates the factor loadings of 36 items. On principal component and by using the varimax rotation the factors were extracted. Six factors got emerged from the exploratory factor analysis and they were finalized also by the expert opinions. Every

factor composed of six items. Factor I items were 1, 7, 13, 19, 25, and 31. Factor II items were 37, 2, 8, 14, 20, and 26. Factor III items were 32, 38, 3, 9, 15, and 21. Factor IV items were 27, 33, 39, 4, 10, and 16. Factor V items were 22, 28, 34, 40, 5, and 11. Factor VI items were 17, 23, 29, 35, 41 and 6. Item no. 12, 18, 24, 30, 36, and 42 were with the loadings below the criterion that was .35, so they were excluded with the help of suggestion of subject matter experts.

Table 4

Eigenvalues, Percentages of Variances, and Cumulative Percentages of Variances for six Factors of Perceived Parenting Dimension Questionnaire (N=300)

Factors	Eigen Values	% of Variance	Cummulative %
1	3.71	17.64%	19.74%
2	3.01	14.44%	31.97%
3	2.88	13.72%	45.69%
4	1.66	7.94%	52.64%
5	1.34	6.37%	59.99%
6	1.30	6.20%	60.88%

Table 4 shows the Eigen values and the percentage of variances of the six factors which is explained by extracted factors. Factor 1 has the Eigen value of 3.71 and gives details of the total variance i.e. 17.64% which is highest value in comparison of other factors. By referring to the criterion, Eigen values provides six factor solutions were deemed appropriate.

Discussion

Parenting involves the continuous act of cultivating the growth of a child from birth to maturity, covering various stages of development such as emotional, cognitive, physical, and social guidance to ensure the safety and welfare of the offspring (Shaffer & Kipp, 2010). Plethora of literature has surfaced containing the concepts of parenting behaviors and practices, either in a healthy or unhealthy way. These practices highly effects the adolescence life, how they perceive their parents its impact their optimal functioning. Parental guidance significantly influences the development of adolescents and helps them become well-prepared for various aspects of life (Baumrind et al., 2010). This responsibility presents parents with an essential yet demanding role; guiding their children on societal norms and regulations, while simultaneously encouraging adolescents to understand, express themselves, and strive towards unique personal fulfillment and happiness (De Bruyn et al., 2003; Scaramella & Leve, 2004).

The phase-I aimed to explore parenting practices in indigenous settings. There are number of instruments available for assessing the parenting practices in the form of styles, but for the current study the main focus was on the dimensions instead of style. As recent trend in studying the construct of parenting is shifted from styles to dimensions, suggested by many researchers that most of the valuable information is lost in gathering the one style (Laursen & Collins, 2009; Skinner et al., 2005). Each and every time parents use different behaviors to socialize their children, so it's not necessary they would remain in one style for ever.

Parenting dimensions encompass clearly outlined attributes, strengths, and sophisticated frameworks utilized to encapsulate the behaviors associated with parenting, with each dimension impacting the development of teenagers in distinct ways (Skinner et al., 2005). These parenting dimensions represent specific actions that

facilitate an interaction between parents and adolescents, thereby influencing the socialization process (Bradley & Wildman, 2002).

Due to scarcity of literature on parenting practices in the form of dimensions, the present research was conducted with the objective of examining the conceptual comprehension and practical implementation of various dimensions of parenting within an Eastern cultural and societal context. In order to achieve this goal, this phase was segmented into various steps and stages. Semi-structured interviews with parents and adolescents were carried out to acquire comprehensive insights regarding parental methods. Several observations were recorded during the qualitative investigation of the subject matter.

Qualitative investigation through semi-structured interviews regarding parenting practices necessitates comprehensive details about the intimate and interconnected nature of this relationship. Consequently, even though volunteer participants provided informed consent, they occasionally display defensiveness and hesitancy when disclosing personal behaviors. The researcher reassured them that their information would remain confidential, with no specifics that may compromise their anonymity being divulged. The subjects' frank and unguarded expressions revealed personal viewpoints on parenting methods. Participants emphasized elements of parenting approaches in relation to their own parent-adolescent interactions.

By using the systematic approach the questionnaire was developed, including the empirically based different parenting behaviours and dimensions were figured out. Following the guidelines of McIntosh and Morse (2015), the semi structured interviews were conducted to explore the details and dimensions of parenting practices. The semi structured interviews were conducted with the parents and adolescence to gain the insight about the phenomenon under study. After conducting the series of interviews and considering the observations of participants, data was

transcribed for analysis. Thematic Analysis strategy (Namey et al., 2008) was employed. Line by line coding helped to generate initial codes and then themes from the data. The emerging themes were actually behaviors of parents which they use dealing their adolescents. These behaviors show various parenting practices that emerged as parenting dimensions. After getting opinion of subject matter experts (Kline, 2013), numerous dimensions arose that precisely depict a Pakistani parenting practices. For example, relaxed after getting over my worries and problems, expression of love and attachment, locus of decision making, cohesiveness, tangible assistance, positive evaluation of abilities and skills, restrictive attitude, punishment on breaking the rules in the family, harsh behaviors hinders emotional expression, highlights my previous mistakes, blames and condemns me a lot, expectations of age appropriate behaviors. These dimensions show that these are the behaviors perceived by the sample of the research group.

The committee approach method was utilized to acquire expert viewpoints on the dimensions identified during thematic analysis.. After gaining the opinion from the experts on the dimension, items were written. The appropriate and well-designed items were selected. The first and preliminary item pool was generated with the help of wide empirical evidences, furthermore the review and analysis of already developed scales and the insight gained from the subject matter experts. The items of the questionnaire were determined with the help of previous literature. Experts have keenly and critically looked into the details of every single statement and then finalized forty two items for the scale with 6 response options where 6 is strongly agree, 5 agree, 4 is somewhat agree, 3 is somewhat disagree, 2 is disagree, and 1 is strongly disagree. No reverse scoring exists in measure.

After the construction of the questionnaire, for clarity of items the try out was carried out. For this purpose, 20 adolescents were taken and they were requested to

mention if there is any difficult, ambiguity, or unclarity in any item. They haven't complained about any thing and have easily completed the questionnaire.

EFA was done on the sample of 300 adolescence age ranged 13 to 19 years. The exploratory factor analysis was computed and Principal Component solution was obtained. EFA is basically a technique to figure out and classify the factors (Field, 2005). Six factors solution with verimax rotation and with Eigen values greater than 1 and factor loadings greater than .35 were extracted. Kline (2013) criteria for the item selection were followed. Factor I items were 1, 7, 13, 19, 25, and 31. Factor II items were 37, 2, 8, 14, 20, and 26. Factor III items were 32, 38, 3, 9, 15, and 21. Factor IV items were 27, 33, 39, 4, 10, and 16. Factor V items were 22, 28, 34, 40, 5, and 11. Factor VI items were 17, 23, 29, 35, 41 and 6. Item no. 12, 18, 24, 30, 36, and 42 were with the loadings below the criterion that was .35, so they were excluded with the help of suggestion of subject matter experts.

The six dimensions were labled as warmth, behavioral control, autonomy support, psychological control, rejection, and corporal punishment. The existing literature provides support for these emerged dimensions (Browne, 2015; Collins et al., 2000; Davidov & Grusec, 2006; Laursen & Collins, 2009; Maccoby, 2000; Skinner et al., 2005). In the present study results also revealed that different parenting practices are prevailing so nurture and socialize the adolescents.

Phase II: Exploration of the Attribution Styles and the Development of Indigenous Measure on Attribution Styles.

The primary objective of this phase was to develop the indigenous Attribution Styles Questionnaire for adolescents. The objective to develop new questionnaire is twofold. Firstly, in the view of recent literature on paradigm shift to positive approach toward the life, the focus has been shifted from mental illness to optimal functioning, and taking more optimistic view toward life leads to fully functioning of the individual. Secondly, the opinion of subject experts were taken on existing instruments (i.e., Attribution Style Questionnaire (Peterson et al., 1982), Expanded Attributional Style Questionnaire (Peterson & Villanova, 1988), An Attributional Style Questionnaire for General Use (Dykema et al., 1996), and Children's Attributional Style Questionnaire-Revised (Thompson et al., 1998). It was observed that all the existing measures are focusing generalized view of attribution styles and are not specific to adolescent population.

To accomplish the goal of phase II, systematic steps were undertaken to develop a new indigenous instrument.

Step 1: Review of Literature

A thorough investigation was conducted to comprehend the concept of attribution patterns concerning teenage years within the cultural and societal context of Pakistan. With the help of literature review and theoretical paradigms; the construct was being defined and conceptualized (Gillham et al., 2001; Maccinga & Nemeti, 2012; Malle, 2011; Peterson & Buchanan, 1995; Peterson & Vaidya, 2001). The already existing available measurement tools of attribution styles were also reviewed

and explored deeply. After thorough review of literature, the specific objective of the current study was to explore the indigenous attribution styles prevail in the Pakistani culture with reference to adolescents.

Step II: Buid Up of Hypothetical Scenerios

Keeping in view the existing literature, the focus was on major social life settings of Pakistani adolescents. The hypothetical scenerios were generated on academic, parental and peer relationship domains of adolescents. Five scenerios were based on optimistic situations and five on pessimistic situations. These were general situations that may be experienced by any adolescent in their daily life.

Ten situations were created and developed in the Urdu language. A panel of three proficient experts who are fluent in both languages enhanced the situations focusing on three criteria: (1) Whether the situation is closely related to the attributions styles of young individuals? (2) Does the situation pertain to an action or personal experience? (3) Could respondents realistically disagree with any of the situations? By using such standards for refinement and selection, the pool of scenarios was reduced to 6. The researcher integrated all suggestions from the expert evaluators to modify each scenario comprehensively. Upon finalizing these scenarios, items were selected based on their relevance to the concept, clarity, and simplicity of wording. All ten scenarios were assigned three questions based on internality, globality and situationally dimension and four point scoring key as 1 (Never), 2 (Rarely), 3 (Often), & 4(Always).

Step III: Subject Matter Experts (SMEs)

This step III of phase I was designed to gain the experts' opinion for the newly designed scenarios. Seven subject specialists were approached. They all subject matter expert were provided with detailed information about the aim of the research. They were asked to rate the suitability, comprehensibility and desirability of each scenario for optimistic and pessimistic attribution styles on five point rating scale i.e., Strong Disagree (1) to Strongly Agree (5). Afterward, the assessment of each subject matter expert was evaluated through inter rater reliability (Krippendorff's alpha). It was found that all of the subject matter experts have the consensus on the given scenario or not. To explore the inter rater reliability; Krippendorff's alpha was explored as it is the standard reliability statistics for the similar data (Hayes & Krippendorff, 2007). It was 0.82 indicating high reliability showing that subject matter have consensus over the scenarios.

Step IV: Establishing Content Validity

Following the completion of scenarios incorporating key inquiries, an assessment was conducted to validate the content of the newly created items. Content validation is considered the least demanding psychometric requirement for ensuring measurement adequacy and serves as the first stage in establishing the construct validity of a freshly devised tool (Schriesheim et al., 1993). Schriesheim et al. (1993) suggested that, content appropriateness should be assessed keenly after the generation of items, as this activity of evaluation gives the researchers chance to improve the items if needed before going in the field for the administration of a questionnaire. The

content validity of the newly constructed indigenous instrument was assured by giving the complete pool of items to another five bilingual subject matter experts. The appraisal concentrated on whether the scenarios with their subsequent leading questions are the indicators of explanatory attribution styles adopted by our adolescence in our collectivistic culture. Researcher rewrote and modifies few retained scenarios with their subsequent leading questions appeared as the outcome of recommendations by reviewers. Subject matter experts of this stage of the study reviewed and discussed each of the scenarios with its leading questions thoroughly, after through discussion and argumentation they confirmed the six scenarios (three positive and three negative). The retaining scenario with its leading questions; in this stage of study were based on their relevance, directedness, adequacy of content, simplicity, and comprehensibility. These scenarios with questions were constructed after complete reviewing of the existing literature and the theoretical foundation along with considering the cultural aspects regarding the construct of attribution styles of adolescents.

Step V: Exploratory Factor Analysis of Attribution Styles

To investigate the factors of an indigenously developed measure exploratory factor analysis was carried out. This analytical approach is based on the idea that measurable and observable variables can be simplified into fewer latent variables with shared variance, known as dimensionality reduction (Bartholomew et al., 2011). These latent factors, though not directly measured, represent theoretical constructs that are essential for explaining the observed variables (Shrestha, 2021).

Objectives

The foremost objective of this step was to establishing factorial structure of newly indigenously developed Attribution Style Questionnaire. An examination of Attribution Styles was conducted through exploratory factor analysis, utilizing Principal Component Analysis on a variety of items.

Sample

A sample comprising of 300 adolescence same as of phase I of Part I (Boys= 135, 45.5%; Girls= 165, 54.5%) was taken from Islamabad and Rawalpindi to carry exploratory factor analysis of Attribution Style Questionnaire. Participants offered feedback on multiple classifications of recently developed criteria. Participants' age range was about 13 to 19 years with the average age of 16.1 years. The individuals were reached out to through their academic institutions located in Islamabad and Rawalpindi. Those chosen participants who voluntarily took part; cohabiting with both parents was the primary condition for participant selection.

Procedure

Consent was obtained from the appropriate authorities for the current investigation. Various educational institutions in Islamabad and Rawalpindi were approached. Authorization to collect data from participants was secured through the educational institute authorities. Consent from participants was also acquired, with only those who agreed being included in the sample. Participants who volunteered were provided with information regarding the research's nature and objectives. Additionally, ethical guidelines such as confidentiality, respect, informed consent, and debriefing were strictly adhered to. The questionnaire was distributed to participants

after a thorough explanation of the research's purpose. The instrument was then administered, with completion typically taking between 15 to 20 minutes.

Result

The current study entailed an examination of the factor structure to streamline items and ascertain the shared variance among selected items. Prior to conducting factor analysis, the Kaiser-Meyer-Olkin (KMO) measure of sample adequacy and Bartlett Test of Sphericity were utilized to assess whether the dataset was suitable for this analytical procedure. The KMO coefficient, which falls within the range of 0 to 1 and is more advantageous as it approaches 1 (Hutcheson & Sofroniou, 1999), was computed at .87, demonstrating the appropriateness of the dataset for factor analysis. Factor scores were then computed as variables representing individuals' probable scores on a particular factor using the Barlett method, which produces unbiased scores that are solely correlated with their respective factors. The significant results from Barlett's Test of Sphericity (Table 4) suggest highly acceptable factorability within the dataset and its correlation matrix (Pallant, 2011).

Table 5

KMO Measure and Bartlett's Test of Sphericity for Attribution Style Questionnaire (N=300)

KMO Measure	Bartlett's Test of Sphericity		
	Chi square	<i>df</i>	<i>p</i>
.87	3367.576	1999	.00

Note. *df* = degree of freedom, Kaiser-Meyer-Olkin Measure of Sampling Adequacy

Table 5 shows that the Kaiser-Meyer-Olkin (KMO) measure stands at .87, referring that data set is appropriate for conducting factor analysis. Based on results

above, it was inferred that Bartlett's test of sphericity yielded a significant result at $p < .001$. A total of 300 cases were subject to principal component analysis (PCA) and subsequent Varimax (orthogonal) rotations. Primary objective of this rotation is to streamline and elucidate the structure of data; hence this rotation was employed to condense the factor matrix columns in order to create obvious relationships among extracted factors while maintaining variability among variables. The rationale behind utilizing orthogonal rotation stems from the research's theoretical framework postulating that the factors under exploration are independent, thereby portraying distinct themes. The aim of this study was to examine both statistical power and level of significance.

The present study employed principal component analysis to generate linear groupings of variables into components that explain the entire variability in the initial dataset. This analytical approach involves using a correlation matrix to depict interrelationships. In the case of conducting a principal axis factor analysis, emphasis is placed on simplifying the correlation matrix, which includes estimates of commonality. The factors derived from principal component analysis are determined by considering the overall variance across all items involved in the study.

Criteria for Determining Factors. The items analyzed on the basis of exploratory factor analysis for the determination of the dimensions or factors. Explored factors of the scales were computed with the help of exploratory factor analysis. The researcher has chosen a threshold value exceeding .35 for the current research, using the Varimax rotation of Principal Component Analysis; factors of the scale were extracted. Those factors were retained that have above loadings against the set criteria. Another criterion used i.e. Eigen values, and the Eigen values should be

greater than 1 (Kaiser, 1991). The factor emerged after factor solution and two factors were acquired on 18 items of six scenarios of Attribution Style Questionnaire.

The outcomes of this stage of phase II have been disclosed. Exploratory factor loadings were documented to assess the factor organization and potential quantity of elements. For the computation of the factors of the questionnaire, it was analyzed on Exploratory Factor Analysis (EFA). EFA was computed in order to explore the factors of the questionnaire. On Principal component and by using the varimax rotation the factors were extracted. As varimax rotation is most widely and commonly used for orthogonal rotation, when the factors are not related with one another (Brown, 2009). By using Factor, the EFA was computed (Ferrando et al., 2016).

Table 6

Factor loadings on a principal component analysis with Varimax rotation for items of Attribution Style Questionnaire (N=300)

Item no	F1	F2
1	.41	.02
2	.49	.28
3	.58	.23
4	.58	.23
5	.57	.17
6	.72	.12
7	.29	.45
8	.24	.39
9	.19	.61
10	.13	.03
11	.18	.26
12	.17	.43
13	.19	.39
14	.08	.48
15	.10	.55
16	.07	.28
17	.25	.19
18	.27	.15
19	.05	.48
20	.17	.55
21	.25	.55
22	.74	.22
23	.47	.21
24	.54	.04

Table 6 shows the factor loadings of all items. On Principal component and by using the varimax rotation the factors were extracted. 0.35 was considered as criteria for the selection of items. So those items whose loading greater than 0.35 was selected. So by using these measures the items loadings was analyzed. Two factors got emerged. Factor I item numbers were 1, 2, 3, 4, 5, 6, 22, 23, and 24. Factor II item numbers were 7, 8, 9, 13, 14, 15, 19, 20, and 21. Item numbers 10, 11, 12, 16, 17, and 18 were excluded as they have low factor loading against the criteria set that was 0.35. The factor loadings range from highest .74 to lowest .36.

Table 7

Eigenvalues, Percentages of Variance and Cummulative Percentages of Variance for Two Factors obtained through Principal Component Analysis (PCA) of Attribution Style Questionnaire (N=300)

Factors	Eigen Vales	% of Variance	Cummulative %
1	2.88	13.72%	45.69%
2	1.66	7.94%	52.64%

Table 7 shows the Eigen values and the percentage of variances of the two factors. Factor 1 has the Eigen value of 2.88 and explained 45.69% of the total variance that is higher value than other factor. By referring to the criterion, Eigen values provides two factor solutions were deemed appropriate.

Discussion

Number of published literature has available to cater the concept of attribution styles, either in an optimistic way or pessimistic way. These cognitive thinking patterns highly affect the adolescence life. Attributional style is a specific way people

explain the causes of different events in their lives. Attributional or explanatory style pertains to an individual's customary manner of elucidating the origins of favorable and adverse occurrences in their life (Peterson & Steen, 2002). An unfavorable or despondent attributional style, for example, is defined by a propensity to ascribe unwanted or negative events to an inherent trait of the person while crediting positive events to external factors like luck (Abramson et al., 1978). It is evident that attributional style carries considerable consequences for an individual's conduct.

The aim of this phase II of Part I was to construct an indigenous questionnaire for the assessment of attribution styles of adolescents. It was constructed in a manner; that it measures the attribution styles of adolescents in different life settings, for example, academic, relationship with parents and peers. By using the systematic approach the questionnaire was developed, including the literature review and by reviewing the existing available instruments (i.e., Attribution Style Questionnaire (Peterson et al., 1982), Expanded Attributional Style Questionnaire (Peterson & Villanova, 1988), An Attributional Style Questionnaire for General Use (Dykema et al., 1996), and Children's Attributional Style Questionnaire-Revised (Thompson et al., 1998).

Committee of experts was approach to get their opinion for the attribution styles of the adolescents. After gaining the opinion from the experts on the styles, scenarios were written. The appropriate and well-designed scenarios were selected. The first and preliminary item pool was generated with the help of wide empirical evidences, furthermore the review and analysis of already developed scales and the insight attained from the subject matter experts. The items of the questionnaire were determined with the help of previous literature. Experts have keenly and critically looked into the details of every single statement and then finalized six scenarios with

the leading questions with 4 response options where 4 is never, 3 is rarely, 2 is often, and 1 is always. No reverse scoring exists in measure.

After the construction of the questionnaire, for clarity of items the try out was carried out. For this purpose, 20 adolescents were taken and they were requested to mention if there is any difficult, ambiguity, or unclarity in any item. They haven't complained about any thing and have easily completed the questionnaire.

After the try out of the questionnaire, EFA was done on the sample of 300 adolescence age ranged 13 to 19 years. The exploratory factor analysis was computed and Principal Component solution was obtained. EFA is basically a technique to figure out and classify the factors (Field, 2005). Two factors were figured out; with Eigen values greater than 1 were extracted. With varimax rotation the factor were computed, the two factors were extracted by taking the Kline (2013) criteria for the item selection. Those items which have the loading of .35 and above were considered for the final scale. In committee approach the finalization of factors name was carried out. The committee comprised of scholars. In the committee approach, the title for Factor I labeled as Optimistic Attribution Style and for Factor II labeled as Pessimistic Attribution Style. The name given to the factors are derived from the existing literature (Cheng & Furnham, 2001, 2003; Demir & Weitekamp, 2007; Furnham & Cheng, 2000; Maurice-Stam et al., 2007).

The current indigenous study has highlighted that the attribution styles of adolescents either optimistic or pessimistic is significantly affects the psychological wellbeing and social adjustment of adolescence. In a Pakistani society, it would be endorsed that parents as the socialization agents of their children have important role in their lives either it's for their education, career, cognitive thoughts patterns and their future life.

Phase III: Translation and Adaptation of the Basic Psychological Need Scale in General

Phase III of the part I was designed for the translation and adaptation of the instrument Basic Psychological Need Scale in General in Urdu language that is used in the present study. The Basic Psychological Need Scale in General was available in English language. Therefore, necessity was felt for translation and adaptation of the instrument into the native language i.e., Urdu so that the respondents can easily understand the content and could response adequately. The method recommended by the Brislin (1976) was followed to translate the instrument from English language to Urdu language. This phase is further divided into steps. Following steps were involved in translation process.

The major objective of the phase III of part I is to translate and adapt the instrument Basic psychological needs in General, into Urdu language to enhance the comprehension by the research sample.

Step I: Permission to Translate the Instrument into Urdu Language

At the step I of this Phase III of Part I, formal permission was gained from the author through email (See Annexure M). Author was contacted and after gaining the permission to translate the instrument into Urdu language the process of translation started and customized the scale according to the research need.

Step II: Forward Translation (Translation from English Language to Urdu Language)

Considering the participant's mother language of the research, the scale was translated. English version of the instrument was given to the bilingual experts; two were the MPhil students of Psychology and one PhD student of English language. The individuals proficient in Urdu and providing instruction primarily in English were considered to possess a high level of education and fluency in both languages. It was anticipated that due to their educational background and Urdu being their native language, they would have a strong grasp of the linguistic nuances, semantics, and grammar required for accurately translating content from English into Urdu. Moreover, it was presumed that they would be able to understand the context of the text and convey it effectively in translation. All experts adhered to consistent guidelines and criteria for the process of translation. The bilingual experts were instructed to assess the complexity suitable for secondary school students and ensure that the content is culturally relevant. They were also specifically directed not to alter or substitute any words or items from the original text during translation.

Step III: Selection of Urdu Translated Items by Committee Approach

The committee's objective in the course of the translation procedure was to engage in brainstorming activities and choose the most exemplary translated elements. The aim of employing a committee approach was to meticulously analyze the questionnaire by focusing on both the frequency and substance of the statements. For obtaining the best translated version of Urdu language of scale the committee approach was done. Committee of experts was comprised of three members. The

members of the committee were instructed to select the best version of the Urdu translation and where the modifications are necessary can do while considering the cultural settings of collectivistic culture.

Step IV: Backward Translation

The process of reverse translation entailed retranslating the items that were initially translated into Urdu back into English in order to assess the accuracy and reliability of the original translation. This assignment was conducted by three proficient bilingual professionals with expertise in English, semantics, expressions, and the grammar rules of Urdu - their mother tongue. The retranslated items were carefully reviewed to ensure that they accurately conveyed the same meanings as their English counterparts. The primary objective of this method was to minimize errors in translation and produce an equivalent version.

Step V: Committee Approach

Upon the conclusion of the translation process, a committee-based approach was adopted for the purpose of discerning the most suitable translated content in Urdu and conducting a thorough examination of the newly formulated items. The panel consisted of four psychologists and one researcher, each possessing a doctoral degree in psychology and relevant expertise in psychometric evaluation and adjustment. These members were distinct from the initial group of experts and were not familiar with the questionnaires. Every item underwent scrutiny based on its length and alignment with the original concepts to ensure that they accurately represented the intended meaning. Subsequently, after meticulous evaluation regarding both length

and conceptual integrity, optimal translations were chosen for all scales. Finally, these translated items were organized according to their corresponding sections in the original scale.

Step VI: Translated Urdu Version (Try Out)

The tryout of the Urdu translated version was done to see the level of difficulty, comprehensibility, parsimony, and cultural sensitivity. The try out was done on 20 adolescents to see the appropriateness of the items for the specific age, only the volunteered participants were included. Only those students were included in try out phase, who volunteered to participate. The participants didn't report any difficulty, so the scale was ready to use for the research.

Discussion

Basic psychological need is an elementary component of psychological requirements that is important for persons' development, interactions, social mobilization and progression. And these needs are necessary for individuals overall optimal functioning and wellbeing (La Guardia et al., 2000; Martela & Ryan, 2016; Ryan & Deci, 2001; Sheldon et al., 1996; Slemp et al., 2018; Vansteenkiste & Ryan, 2013). Deci and Ryan (2000) gave three basic psychological needs under the theoretical assumptions of self determination theory, these needs are labeled as autonomy, competence and relatedness; stating that these needs gave strength, vitality and gratification in broader domains of life, either in progression phase or in interacting with the rest of the world.

The main objective of Phase III of Part I is to translate the Basic Needs Satisfaction Scale in General. Translation of the instruments from one language to

another language is a through and multifaceted process (Duffy, 2006), this translation method is carry out to make the instrument culturally relevant to the targeted sample of the population. Familiarizing oneself with fundamental issues in language equivalency, cultural frameworks, and psychometric adjustments is crucial for incorporating into the translation procedure to establish equivalent cultural alignment and execute the translation of the instrument (Hilton & Skrutkowski, 2002). The aim of instrument translation is to exactly incarceration the sense and gist of the desired instrument by using suitable language so that the sample of the targeted population can understand and comprehend the instrument easily (Dhamani & Richter, 2011).

The stage was conducted to evaluate the appropriateness and clarity of the scale within the local setting. This goal was accomplished by translating and adjusting the original scale into Urdu to enhance its comprehensibility and practicality. First of all, permission was gained from the authors to translate and adapt the Basic Psychological Need Scale in General. They were contacted through mail. After gaining the permission the translation method (Forward Method) was carried out. The Forward translation method given by Brislin (1976) was used for the translation of the instrument. This method of translation represents the most comprehensive and reliable approach to achieving consistent semantic equivalence between the target language and the original language (Capituloet al., 2010; Duffy, 2006; Eremenco et al., 2005; Hilton & Skrutkowski, 2002; Wang et al., 2006). The translation and modification of Western assessment tools are frequently employed in psychological evaluations in Asian nations. While there is considerable focus on maintaining scientific rigor in psychological assessments, insufficient attention has been given to establishing ethical standards for test utilization and adaptation by international psychologists. Cross-

cultural research has revealed both commonalities and distinctions in how cultural differences are reflected and interpreted in various measures. Researchers should take into account not just the experiences of individuals from diverse cultures, but also the instruments utilized and cultural perspectives involved. Numerous scholars have highlighted the significance of this translation technique as a means to ensure linguistic accuracy across languages while maintaining semantic integrity.

Following steps were followed: Forward translation, Selection of best version, backward translation, Committee Approach with the help of subject matter experts. After the finalization of the best selected Urdu language version the try out was carried out to see the comprehensibility, level of difficulty, and social desirability of the instrument. Disagreements about the statements and words are addressed to make a final decision regarding the final form of the translated instrument that is equal linguistically and conceptually (Eremenco et al., 2005; Hilton & Skrutkowski, 2002). It was found out that respondents didn't report any difficulty about the statements of the instrument, they can easily comprehend and understand the statements or items. They reported that the items are easy, gave valuable feedback pertaining to the scale. They didn't identify any ambiguous statement of the scale and the statements are easy to interpret about their basic psychological needs. Their responses make the researcher confident to finalize the instrument, so by considering the results of the tryout the scale was ready to use for further research.

The basic psychological needs mark the impact of different parenting practices on the socialization process of the adolescence. If these needs are met appropriately, the individual is high on psychological wellbeing while if the criteria of needs are not met then it will lead the individual to a low level of psychological wellbeing (Snyder et al.,

2020). Basic psychological needs are viewed as the initiatives of motivation which makes an individual to strive for the optimum level of psychological wellbeing (Tay & Diener, 2011). Hence, it was concluded that basic psychological needs have influence over the life of adolescence' psychological wellbeing.

Phase IV: Confirmation of Factors Structure

It was recognized as crucial to ascertain the factor arrangement of research tools in order to investigate the constructs at play within a collectivistic culture. Executed the CFA (confirmatory factor analysis) for establishing construct validity of the instruments and to confirm structure of construct for the present study. AMOS-21 software was used to perform the Confirmatory Factor Analysis (CFA). CFA was carried out for the Parenting Dimensions Questionnaire, Attribution Style Questionnaire, and Basic Psychological Need Scale in General. Tucker-Lewis index (TLI), Incremental fit index (IFI), Comparative fit index (CFI), Goodness of fit (GFI) and Root Mean Square Error of Approximation (RMSEA) indices are used to fit the model. Tucker-Lewis index (TLI), Incremental fit index (IFI), Comparative fit index (CFI), and Goodness of fit (GFI) should be above than 0.90 and Root Mean Square Error of Approximation (RMSEA) must be less than 0.80. These are the criteria of good fit presenting the measures are fit for the model (Schreiber et al., 2006) Model fit in sample is indicated by Root Mean Square of Approximation (RMSEA).

Non-significant chi square is considered as most desirable index but it is highly depended on the sample size. So, if the sample size is greater than it is recommended to make decision on the base of this measure (Sharma et al., 2005). To obtain the model fit, covariances between the errors of the items were also added.

To find out the most psychometrically sound instrument for the collectivistic culture like in Pakistan, CFA was done on newly indigenously developed scales and also on translated scale.

Sample

A sample comprising of 309 adolescence (Boys= 128, 42.66%; Girls= 181, 58.57%) was taken from the educational institutes of Islamabad and Rawalpindi. Participants' age range was about 13 to 19 years with ($M, SD = 16.01, 1.65$). Data was collected using the convenient sampling method. Participants were reached out to at their educational institutions located in Islamabad and Rawalpindi. Both sectors of education i.e., Government and Private Sectors were approached to obtain the date from the students. The chosen participants willingly took part; the primary requirement for participation was having both parents present at home.

Procedure

Consent was obtained from relevant authorities for the current investigation to proceed. A selection of educational institutions in Islamabad and Rawalpindi were contacted. Data retrieval permissions were secured from institutional authorities. Consent was sought from participants, with only those who agreed being included in the sample. Participants joined voluntarily, receiving a detailed explanation of the research objectives. Moreover, adherence to ethical standards such as confidentiality, informed consent, autonomy, respect, and debriefing was ensured. Upon briefing about the study's nature, participants received questionnaires for completion. The instrument was administered with an estimated completion time of 20 to 30 minutes.

Results

Confirmatory factor analysis (CFA) methodology was employed to assess the dimensions of scales' elements through the application of AMOS 21 software. The primary objective of CFA was to investigate the interrelations among latent constructs and verify if the variables' scales align with a researcher's understanding of that construct. Additionally, CFA sought to enhance and customize research instruments based on local perspectives while assessing whether the data corresponded with the proposed measurement model.

The CFA relies on a variety of statistical examinations to assess the appropriateness of the model's alignment with the data. Commonly employed measures of fit (CMIN/df, TLI, CFI, NFI, IFI, and RMSEA) where loadings on factors are equal to or greater than .40 are utilized in evaluating model suitability. Maximum likelihood methods were employed to evaluate restrictions in the CFA model, known as path analysis, which facilitates linking variances and covariances among the observed scores. The acceptable factor loadings were greater than 0.30 for standardized regression weights (Field, 2009). To get the model fit only the suggestive error covariances were added to achieve the modification indices.

The ongoing study identified several criteria for assessing the adequacy of the model. The indices used for this purpose included the chi-square test (χ^2), Bentler and Bonett's Normed Fit Index (NFI), Bentler's Comparative Fit Index (CFI), Joreskog and Sorborn's goodness of fit index (GFI), and Root Mean Square Error of Approximation (RMSEA). According to Hu and Bentler (1999), an acceptable fit is indicated by CFI and TLI values exceeding .90, as well as an RMSEA value below .08.

CFA was conducted on the following instrument:

1. Parenting Dimension Questionnaire
2. Attribution Styles Questionnaire
3. Basic Psychological Needs Scale in General.

Following are the findings of CFA for Parenting Dimension Questionnaire, Attribution Style Questionnaire, and Basic Psychological Need Scale in General.

Confirmatory Factor Analysis of Parenting Dimension Questionnaire.

Parenting Dimensions is conceptualized as the descriptive schemes, patterns, structures, and the assets which are used to apprehend the practice of parenting. It is usually defined by the presence of warmth, autonomy support, structure, behavioral and psychological control and chaos. To confirm the structure of this scale on the sample of adolescents, CFA was performed. Presentation of its items square multiple correlation and the factor loadings are given below.

Table 8

Factor Loadings of CFA for Perceived Parenting Dimension Questionnaire (Mother Form) (N=309)

Item No.	λ	SMCs	Item No.	λ	SMCs
1	.60	.37	19	.45	.20
2	.37	.13	20	.53	.28
3	.48	.22	21	.65	.42
4	.64	.40	22	.70	.48
5	.65	.42	23	.79	.62
6	.43	.18	24	.53	.28
7	.33	.12	25	.76	.57
8	.51	.26	26	.55	.31
9	.68	.45	27	.76	.58
10	.35	.12	28	.75	.54
11	.58	.33	29	.35	.13
12	.83	.69	30	.61	.37
13	.84	.70	31	.76	.58
14	.44	.19	32	.80	.64
15	.61	.36	33	.65	.42
16	.78	.60	34	.74	.54
17	.80	.64	35	.40	.15
18	.78	.60	36	.52	.27

Note. λ = Factor Loadings, SMCs= Squared Multiple Correlations

Table 8 shows the items corresponding to the scales as well as obtained factor loadings and squared multiple correlation of each item in the respective dimension. Factor Loadings for Positive Parenting Dimension (Mother Form) (warmth, behavioural control, autonomy support) ranges from $\lambda = .33$ to $\lambda = .84$ and factor loadings for Negative Parenting Dimension (Mother Form) (psychological control, rejection and corporal punishment) ranges from $\lambda = .35$ to $\lambda = .80$. All items have factor

loadings in acceptable range i.e., more than .30 (Field, 2005, 2009). And the squared multiple correlations are between the 0-1 criteria given by Hooper et al., (2008).

Table 9

Confirmatory Factor Analysis for Perceived Parenting Dimension Questionnaire (Mother Form) (N=309)

	χ^2 (df)	NFI	IFI	TLI	CFI	RMSEA	$\Delta\chi^2$ (Δ df)
Model 1	238.27(66)	.66	.74	.68	.73	.08	
Model 2	89.84(67)	.90	.96	.95	.93	.03	158(9)

Note. Model 1 = Default model of CFA for Perceived Parenting Dimension Questionnaire (Mother Form). Model 2 = M1 after adding error variances

The model fit indices for the Perceived Parenting Dimension Questionnaire (Mother Form) are displayed in Table 9, wherein a Model comprising 36 items is assessed. The initial Model 1, indicated by χ^2 (df) =238.27(66), yielded values of CFI= .73, IFI=.74, NFI= .66, and RMSEA= .08. Notably, these indices revealed suboptimal results, with CFI, TLI, IFI, and NFI values being low and RMSEA showing high value indicative of poor fit overall. To address this issue, modifications were made to the model by incorporating error covariances based on modification index recommendations while retaining the same set of 36 indicators (items). This adjustment resulted in improved fit as evidenced by enhanced CFI, IFI, and NFI values in Model 2 along with a reduced RMSEA value of .03 which signifies a favorable level of fit.

Table 10

Factor Loadings of CFA for Perceived Parenting Dimension Questionnaire (Father Form) (N=309)

Item No.	λ	SMCs	Item No.	λ	SMCs
1	.75	.56	19	.55	.30
2	.69	.48	20	.58	.38
3	.35	.12	21	.65	.42
4	.54	.28	22	.71	.50
5	.76	.58	23	.79	.62
6	.61	.37	24	.72	.52
7	.80	.63	25	.76	.57
8	.75	.55	26	.55	.31
9	.52	.27	27	.76	.58
10	.31	.10	28	.75	.54
11	.46	.21	29	.35	.13
12	.63	.39	30	.61	.37
13	.64	.40	31	.76	.58
14	.78	.60	32	.42	.17
15	.74	.54	33	.65	.42
16	.72	.52	34	.65	.42
17	.78	.60	35	.70	.48
18	.61	.36	36	.79	.62

Note. λ = Factor Loadings, SMCs= Squared Multiple Correlations

Table 10 shows the items corresponding to the scales as well as obtained factor loadings and squared multiple correlation of each item in the respective dimension. Factor Loadings for Positive Parenting Dimension (Father Form) (warmth, behavioural control, autonomy support) ranges from $\lambda = .31$ to $\lambda = .80$ and factor loadings for Negative Parenting Dimension (Father Form) (psychological control, rejection and corporal punishment) ranges from $\lambda = .35$ to $\lambda = .79$. All items have factor

loadings in acceptable range i.e. more than .30 (Field, 2005, 2009). And the squared multiple correlations are between the 0-1 criteria given by Hooper et al. (2008).

Table 11

Confirmatory Factor Analysis for Perceived Parenting Dimension Questionnaire (Father Form) (N=309)

	χ^2 (df)	NFI	IFI	TLI	CFI	RMSEA	$\Delta\chi^2$ (Δ df)
Model 1	521.54(105)	.57	.62	.55	.61	.11	
Model 2	119.15(875)	.90	.97	.95	.97	.03	400(17)

Note. Model 1 = Default model of CFA for Perceived Parenting Dimension Questionnaire (Father Form). Model 2 = M1 after adding error variances

Table 11 displays the fitness of model indicators for the Perceived Parenting Dimension Questionnaire (Father Form), which comprised a total of 36 items. The initial Model, denoted as Model 1, exhibited χ^2 (df) = 521.54(105), with corresponding values of CFI = .61, IFI = .62, NFI = .57, and RMSEA = .11. Despite these values falling below optimal thresholds and the RMSEA value being notably high, indicating that the model did not align well. To address this issue, a revised version of the model was developed using the same set of 36 indicators by introducing error covariance based on recommendations from modification indices. This adjustment resulted in an enhancement of CFI, IFI, and NFI values in Model 2 while reducing the RMSEA value to .03, thereby achieving a more favorable fit for the Perceived Parenting Dimension Questionnaire (Father Form).

Confirmatory Factor Analysis of Attribution Style Questionnaire.

Attribution styles are conceptualized as individual's way to interpret information for reaching the causative explanations of the events. Attribution styles is a person's

characteristic tendencies when inferring the cause of behavior or events. To confirm the structure of this questionnaire on the sample of adolescents, CFA was carried out. Presentation of its items square multiple correlation and the factor loadings are given below.

Table 12

Factor Loadings of CFA for Attribution Style Questionnaire (N=309)

Item No.	λ	SMCs	Item No.	λ	SMCs
1	.75	.54	10	.46	.21
2	.36	.14	11	.63	.39
3	.61	.37	12	.64	.40
4	.76	.58	13	.78	.60
5	.42	.17	14	.74	.54
6	.65	.42	15	.72	.52
7	.65	.42	16	.78	.60
8	.70	.48	17	.61	.36
9	.79	.62	18	.76	.58

Note. λ = Factor Loadings, SMCs= Squared Multiple Correlations

Table 12 shows the items corresponding to the scales as well as obtained factor loadings and squared multiple correlation of each item in the respective dimension. Factor Loadings for Attribution Style (Optimistic Style) ranges from λ = .36 to λ =.79 and factor loadings for Attribution Style (Pessimistic Style) ranges from λ = .46 to λ =.78. All items have factor loadings in acceptable range i.e. more than .30 (Field, 2005, 2009). And the squared multiple correlations are between the 0-1 criteria given by Hooper et al., (2008).

Table 13

Confirmatory Factor Analysis for Attribution Style Questionnaire (N=309)

	χ^2 (df)	NFI	IFI	TLI	CFI	RMSEA	$\Delta\chi^2$ (Δ df)
Model 1	230.17(35)	.68	.72	.63	.71	.13	
Model 2	60.450(29)	.91	.95	.93	.95	.06	169(6)

Note. Model 1 = Default model of CFA for Attribution Style Questionnaire. Model 2 = M1 after adding error variances

The model fit indices for the Attribution Style Questionnaire are presented in Table 13. The Model comprised 18 items. Analysis reveals that Model 1, with a χ^2 (df) value of 230.17(35), yielded CFI= .71, IFI=.72, NFI= .68 and RMSEA= .13. These indices (CFI, TLI, IFI, and NFI) indicated substandard values while RMSEA exhibited a relatively high score, suggesting poor fit for the Attribution Style Questionnaire model. A modification was made by re-imputing the model using the same 18 indicators and introducing error covariance based on recommendations from modification indices. These adjustments enhanced Model 2 by elevating CFI, IFI, NFI values and reducing RMSEA to .06, signaling a favorable fit quality.

Confirmatory Factor Analysis of Basic Psychological Needs Scale in General. Basic psychological needs are conceptualized as an elementary component of psychological requirements that is important for persons' development, interactions, social mobilization and progression. And these needs are necessary for individuals overall optimal functioning and wellbeing. To confirm the structure of this scale on the sample of adolescents, CFA was carried out. Presentation of its items square multiple correlation and the factor loadings are given below.

Table 14*Factor Loadings of CFA for Basic Psychological Needs Scale in General (N=309)*

Item No.	λ	SMCs	Item No.	λ	SMCs	Item No.	Λ	SMCs
1	.64	.40	8	.46	.21	14	.70	.48
2	.60	.37	9	.63	.39	15	.40	.15
3	.78	.59	10	.64	.40	16	.78	.59
4	.76	.58	11	.78	.60	17	.56	.31
5	.43	.18	12	.74	.54	18	.61	.36
6	.65	.42	13	.72	.52	19	.76	.58
7	.85	.71				20	.56	.31
						21	.65	.41

Note. λ = Factor Loadings, SMCs= Squared Multiple Correlations

Table 14 shows the items corresponding to the scales as well as obtained factor loadings and squared multiple correlation of each item in the respective dimension. Factor Loadings for Basic Psychological Need Scale in General (Autonomy) ranges from λ = .43 to λ =.85, (Competence) ranges from λ = .46 to λ =.78, and (Relatedness) ranges from λ = .40 to λ =.78. All items have factor loadings in acceptable range i.e. more than .30 (Field, 2005, 2009). And the squared multiple correlations are between the 0-1 criteria given by Hooper et al. (2008).

Table 15*Confirmatory Factor Analysis for Basic Psychological Needs Scale in General (N=309)*

	χ^2 (df)	NFI	IFI	TLI	CFI	RMSEA	$\Delta\chi^2$ (Δ df)
Model 1	1420.08(73)	.57	.73	.71	.73	.09	
Model 2	770.30(66)	.91	.95	.94	.95	.03	649.7(7)

Note. Model 1 = Default model of CFA for Basic Psychological Needs Scale in General. Model 2 = M1 after adding error variances

Table 15 presents the statistical indicators for the adequacy of the Basic Psychological Needs Scale in a broad perspective. The set of data included 21 elements. The preliminary results from the primary model, denoted as Model 1, with $\chi^2(df) = 1420.08(73)$, showed CFI= .73, IFI=.73, NFI= .57, and RMSEA= .09. Even though crucial metrics like CFI, TLI, IFI, and NFI were below satisfactory levels and RMSEA was high, it was observable that there was a lack of alignment between the model and the actual data. To address this issue, a re-estimation of the model was conducted using the same set of 21 indicators and incorporating error covariance as suggested by modification indices. This refinement led to notable enhancements in Model 2: improvements in CFI, IFI, NFI values along with a reduction in RMSEA to .03 - signaling a more favorable fit for the updated model configuration.

Discussion

The main objective of Phase IV of Part I of the study was to determine the factorial structure and validation of the construct of newly indigenously developed measures and one translated instrument in order to confirm that instruments are suitable to use for adolescents. The studies exploring the psychological wellbeing of adolescents relied on several variables like parenting, psychological and cognitive factors that could contribute towards the happiness and optimal functioning of adolescents. The present indigenous exploration relying on perceived parenting practices, basic psychological needs and attribution styles of adolescents explaining the psychological wellbeing of adolescents; so that suitable measures assess; the impact of perceived parenting dimensions, basic psychological needs, and attribution styles on adolescents' psychological wellbeing. The effectiveness of using the Parenting Dimension Questionnaire, Attribution Style Questionnaire, and Basic Psychological Needs Scale in cultural contexts relies heavily on their psychometric robustness, especially their factor structure and construct validation. In this regard,

phase IV of the current study also sought to verify the factor structure of these research tools when applied to adolescents from an eastern cultural background.

CFA of Perceived Parenting Dimension Questionnaire (Mother Form) was carried out through AMOS version 21 to confirm factor structure. The scale includes six dimensions which were warmth, behavioral control, autonomy support, psychological control, rejection, and corporal punishment having six items each. These six dimensions were further part of two broader dimensions which are labeled as positive parenting dimensions which are warmth, behavioral control and autonomy support, and negative parenting dimensions which are psychological control, rejection, and corporal punishment. Therefore, CFA was carried out. Loading of all items were in acceptable range which is .30 (Field, 2005). All order items were retained. For increasing the values of indices, added the error covariance according to recommendation of modification indices. The addition of error covariance improves the Model 2, which depicting the increase in values of CFI, IFI, NFI, and decreasing the value to .03 of RMSEA referring to the good fit of the model.

CFA of Perceived Parenting Dimension Questionnaire (Father Form) was carried out through AMOS version 21 to confirm factor structure. The scale includes six dimensions which were warmth, behavioral control, autonomy support, psychological control, rejection, and corporal punishment having six items each exactly same as mother form . These six dimensions were further part of two broader dimensions which are labeled as positive parenting dimensions which are warmth, behavioral control and autonomy support, and negative parenting dimensions which are psychological control, rejection, and corporal punishment. Therefore, CFA was carried out. Loading of all items were in acceptable range which is .30 (Field, 2005). All order items were retained. For increasing the values of indices, added the error covariance according to recommendation of modification indices. The addition of

error covariance improves the Model 2, which depicting the increase in values of CFI, IFI, NFI, and decreasing the value to .03 of RMSEA referring to the good fit of the model.

CFA of Attribution Styles Questionnaire was carried out through AMOS version 21 to confirm factor structure. The questionnaire was comprised of hypothetical scenarios which further leading questions. The hypothetical scenerios were generated on academic, parental and peer relationship domains of adolescents. Hypothetical scenarios were based on optimistic and pessimistic situations. Therefore, CFA was carried out. Loading of all items were in acceptable range which is .30 (Field, 2005). After adding the error covariance, the criteria of goodness of fix index were met to obtained model (RMSEA=.06).

Finally, CFA of Basic Psychological Needs Scale Satisfaction was carried out through AMOS version 21 to confirm factor structure. The scale included 3 subscales which are autonomy, competence and relatedness. Total number of item was 21 in which 6 items were for measuring autonomy, 7 items were used for measuring competence and 8 items were for measuring relatedness. The loadings were in acceptable range which is greater than .30 (Field, 2005). All items were retained, after adding error covariances model fit was acheived (RMSEA=.03). Through confirmatory Factor Analysis, it's been confirmed that instruments are valid and appropriate for Pakistani population.

Phase V: Establishing Psychometric Properties of the Instruments

The present study was aimed to explore the most commonly phenomenon of parenting practices, basic psychological needs, attribution styles and psychological wellbeing of adolescent.

Objectives

The Phase V of the Part I of this study was carried out to explore and determine the psychometric properties of all the study measures to investigate study variables; furthermore to look in the relationship trends of study variables. These psychometric properties include computing the alpha reliabilities of the study instruments, item-total correlation, and inter-scale correlation coefficients.

Sample

A sample (same that was used for Phase IV) comprising of 309 adolescence (Boys= 128, 42.66%; Girls= 181, 58.57%) was taken from the educational institutes of Islamabad and Rawalpindi. Participants' age range was about 13 to 19 years with ($M, SD = 16.01, 1.65$). The data was collected using the convenient sampling method. Participants were reached out to at their academic institutions located in Islamabad and Rawalpindi. Both sectors of education i.e., Government and Private Sectors were approached to obtain the date from the students. The chosen participants, who volunteered to take part, were required to meet the primary eligibility criterion of residing with both parents.

Procedure

The study obtained consent from relevant authorities to conduct the research. A selection of educational institutions in Islamabad and Rawalpindi were approached for participation. Data collection permission was granted by the institutes' authorities, as well as individual participant consent, with only compliant individuals included in the sample. Participants were briefed on the research objectives and ethical considerations such as confidentiality, informed consent, autonomy, respect, and debriefing were strictly adhered to. Following this, questionnaires were distributed to participants after an introductory session outlining the research's nature. The instrument was administered with an estimated completion time of 20 to 30 minutes provided to participants.

Table 16

Descriptive Characteristics of the sample (N= 309)

Variables	<i>f</i>	%
Gender		
Boys	128	41.42
Girls	181	58.57
Family system		
Nuclear	170	55.01
Extended	139	44.98
Mother Education		
None	17	5.50
Primary	24	7.76
Middle	12	3.88

Continued...

Variables	<i>f</i>	%
Matriculation	62	20.06
Intermediate	55	17.79
Bachelor	88	28.47
Masters	36	11.65
Other	15	4.85
Mother Occupation		
Housewife	151	48.86
Working	158	51.13
Father Education		
None	7	2.26
Primary	25	8.09
Middle	20	6.47
Matriculation	52	16.82
Intermediate	74	23.94
Bachelor	63	20.38
Masters	45	14.56
Other	23	7.44
Father Occupation		
Private	159	51.45
Government	117	37.86
Retired	33	10.67
Monthly Family Income		
Less than 30K	83	26.86
Greater than 30K	177	57.28
Greater than 80K	79	25.56

Table 16 indicates frequency and percentages of sample on different demographic variables (i.e. gender, family system, mother education, mother occupation, father education, father occupation and monthly family income).

Instruments

Demographic Information Sheet

Personal information of the participants include age, gender, family system, no of siblings, mother education, mother occupation, father education, father occupation, occupation status and monthly income (See Appendix L).

Informed Consent Form

Participant's willingness in participation of the present research was taken via informed consent form. The volunteered participants were informed regarding the nature of the research and were guaranteed their anonymity in the present research (See Appendix K).

Perceived Parenting Dimensions Questionnaire

In the present research, this scale was developed in Phase I of the Part I (See Appendix E). Perceived Parenting Dimension Questionnaire was constructed which comprised of 36 items questionnaire. It is a 6 point Likert Scale. The high score on each positive dimension (i.e., warmth, behavioral control and autonomy support) will show positive relationship and high score on each negative dimension (i.e., psychological control, rejection and corporal punishment) will show negative relationship between adolescents and parents.

The Scale is divided in six dimensions.

Warmth. It is defined as having approval and acceptance, love and regard, child-centeredness, support and positive participation, love, cherishment, compassion, encouragement, and emotional backing. This subscale is comprised of six items. Item numbers are 1, 7, 13, 19, 25, and 31.

Behavioral Control. It is known as the physical assistance and directions parents offer to achieve the desirable and avoid the undesirable. Altogether, this dimension yields support, clear and comprehensive expectations, consistent and appropriate limits within an authoritative and consistent environment. This subscale is comprised of six items. Item numbers are 2, 8, 14, 20, 26 and 32.

Autonomy Support. Autonomy support is known to encourage self-exploration of ideas, owning opinions, independent problem solving, and decision making. This subscale is comprised of six items. Item numbers are 3, 9, 15, 21, 27 and 33.

Psychological Control. It is usually denoted by psychological dominance as well as directive parenting. Moreover, they exert dominance over the child's thinking and ideas, are unaccepting towards how the child talks, behaves, or feels, and disregard the child's personal opinions by verbal criticism and harsh tone. This subscale is comprised of six items. Item numbers are 4, 10, 16, 22, 28, and 34.

Rejection. It is known to be the dynamic loathing of a child by parents it is linked with threatening, hostility, abhorrence, scrutiny, disapproval, and disregard. This subscale is comprised of six items. Item numbers are 5, 11, 17, 23, 29, and 35.

Corporal Punishment. This dimension is defined as giving physical and psychological punishment. Responding to misbehavior using harsh parenting and discipline tactics such as threatening, yelling, beating or screaming to the child. This subscale is comprised of six items. Item numbers are 6, 12, 18, 24, 30, and 36.

Attribution Style Questionnaire

In the present research, this scale was developed in Phase II of the Part I (See Appendix H). Attribution Style was constructed of hypothetical scenarios with

subsequent leading questions. It is comprised of 18 items questionnaire having six scenarios.

A person's attribution style refers to their inherent inclinations in determining the origin of behaviors or occurrences. This questionnaire is having two styles: Optimistic Attribution Style and Pessimistic Attribution Style. The high score on optimistic attribution style shows explaining the causes of events with internal locus of control while the high score on composite negative attribution style shows explaining the causes of events with external locus of control.

Basic Psychological Needs Scale in General

The scale was devised by Deci and Ryan in 2000, consisting of three subscales; autonomy, competence, and relatedness, with a total of 21 items (See Appendix I). Autonomy subscale comprised of 7 items, competence subscale comprised of 6 items and relatedness is comprised of 8 items. It is a 4 point Likert Scale. Reverse score items were also present which were item numbers 1, 4, 11 and 20 from autonomy subscale, 3, 15, and 19 from competence subscale, and 7, 16 and 18 from relatedness subscale. The high score on each dimension show autonomus, competence and relatedness of adolescent in relation to their social surroundings.

Psychological Wellbeing Scale

In current research, for the assessment of psychological wellbeing, Urdu translated scale of Ryff was used (See Appendix J). It is translated by Ansari (2010). It consisted of 54 items and these are autonomy, environmental mastery, personal growth, positive relations with others, self acceptance and purpose in life. The high score on each dimension shows high wellbeing on that dimension. It is a 6 point Likert Scale (Ansari, 2010).

This scale is widely used scale to assess the wellbeing comprised if varied dimensions. The reliability estimates furnished for original scale by author for autonomy, environmental mastery, personal growth, positive relations with others, self acceptance and purpose in life are .83, .86, .85, .88, .91, and .88 respectively. Across different cultures it has been used for the assessment of psychological wellbeing of an individual (Ansari, 2010; Kafka & Kozma, 2002). That's why CFA of this instrument is not conducted.

Table 17

Descriptive Statistics of all the Scales and their Subscales (N=309)

Variables	α	M	SD	Score Range		Skewness	Kurtosis
				Minimum	Maximum		
Perceived Parenting Dimension Questionnaire (Mother Form)							
Warmth	.76	26.13	11.70	13	47	.54	-1.10
Behavioral Control	.79	23.81	12.54	11	44	.54	-1.35
Autonomy Support	.70	31.87	16.67	15	60	.62	.36
Psychological Control	.77	10.97	5.60	5	20	.51	-1.34
Rejection	.70	12.95	6.17	6	24	.42	-1.25
Corporal Punishment	.73	16.88	3.34	9	25	.51	.08
Perceived Parenting Dimension Questionnaire (Father Form)							
Warmth	.75	10.82	3.09	4	15	-.21	.23
Behavioral Control	.72	28.58	6.54	15	40	-.18	-.97
Autonomy Support	.71	20.58	6.79	8	28	.55	-.04
Psychological Control	.75	16.55	3.08	7	21	.21	.84
Rejection	.79	10.04	7.12	29	40	.76	.35
Corporal Punishment	.72	26.21	5.45	12	48	.43	.32

Continued...

Variables	α	M	SD	Score Range		Skewness	Kurtosis
				Minimum	Maximum		
Basic Psychological Needs Scale in General							
Autonomy	.78	21.34	5.10	28	35	-.76	.18
Competence	.81	17.31	3.87	19	22	.02	-.67
Relatedness	.72	24.78	4.11	32	40	1.56	.98
Attribution Style Questionnaire							
Optimistic Attribution Style	.73	6.69	1.50	4	10	.99	.21
Pessimistic Attribution Style	.71	6.30	.68	5	8	.76	-.35
Ryff Scale of Psychological Well Being							
Autonomy	.71	32.40	6.01	24	48	1.00	.06
Environmental Mastery	.78	31.04	11.25	9	49	-.78	-.98
Personal Growth	.79	35.98	17.90	9	50	-.18	.02
Positive Relations with Others	.73	36.83	9.52	11	52	-.51	.22
Purpose in Life	.75	39.02	14.83	15	54	.08	-1.02
Self Acceptance	.70	33.02	11.70	16	46	.43	-.32

Table 17 shows Cronbach's alpha was used to check the consistency of scale after validation of instruments. All the scales have reliabilities in acceptable range explained by Nunnally (1994) that is ($\alpha > .7$). Scales are considered as appropriate and reliable to be used to measure the construct in present study. Descriptive statistics were applied to check the normality assumptions. The alpha coefficient of Perceived Parenting Dimension Questionnaire (Mother Form) ranges from .70 to .79. The alpha coefficient of Perceived Parenting Dimension Questionnaire (Father Form) ranges from .71 to .79. The alpha coefficient of Basic Psychological Needs Scale in General ranges from .72 to .81. The alpha coefficient of Attribution Style Questionnaire ranges from .71 to .73. The alpha coefficient of Ryff Scale of Psychological Wellbeing

ranges from .70 to .79. Furthermore, the values of skewness and kurtosis lies between acceptable range of +2 to -2 (George & Mallery, 2019).

Table 18

Item-total Correlation of Perceived Parenting Dimension Questionnaire (Mother Form) (N= 309)

Item No	<i>r</i>	Item No	<i>r</i>	Item No	<i>r</i>
1	.67**	32	.88**	22	.81**
7	.65**	38	.79**	28	.39**
13	.77**	3	.51**	34	.41**
19	.33**	9	.35**	40	.82**
25	.87**	15	.37**	5	.38**
31	.60**	21	.45**	11	.64**
37	.85**	27	.72**	17	.57**
2	.91**	33	.31**	23	.43**
8	.84**	39	.24**	29	.88**
14	.69**	4	.75**	35	.67**
20	.64**	10	.79**	41	.87**
26	.93**	16	.72**	6	.79**

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

Table 18 shows that items of Perceived Parenting Dimension Questionnaire (Mother Form) are correlated significantly with total score of the respective subscale. Warmth subscale items no were 1, 7, 13, 19, 25, and 31. Behavioral Control subscale items no were 2, 8, 14, 20, 26 and 32. Autonomy Support subscale items no were 3, 9, 15, 21, 27, and 33. Psychological Control subscale items no were 4, 10, 16, 22, 28,

and 34. Rejection subscale items were 5, 11, 17, 23, 29, and 35. And Corporal Punishment subscale items no were 6, 12, 18, 24, 30, and 36.

Table 19

Item-total Correlation of Perceived Parenting Dimension Questionnaire (Father Form) (N= 309)

Item No	<i>r</i>	Item No	<i>r</i>	Item No	<i>r</i>
1	.64**	32	.86**	22	.80**
7	.61**	38	.75**	28	.33**
13	.72**	3	.55**	34	.71**
19	.39**	9	.38**	40	.62**
25	.81**	15	.38**	5	.48**
31	.69**	21	.46**	11	.49**
37	.75**	27	.71**	17	.63**
2	.81**	33	.36**	23	.89**
8	.44**	39	.28**	29	.34**
14	.67**	4	.74**	35	.86**
20	.69**	10	.77**	41	.54**
26	.33**	16	.71**	6	.66**

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

Table 19 shows that items of Perceived Parenting Dimension Questionnaire (Father Form) are correlated significantly with total score of the respective subscale. Warmth subscale items no were 1, 7, 13, 19, 25, and 31. Behavioral Control subscale items no were 2, 8, 14, 20, 26 and 32. Autonomy Support subscale items no were 3, 9, 15, 21, 27, and 33. Psychological Control subscale items no were 4, 10, 16, 22, 28,

and 34. Rejection subscale items were 22, 28, 34, 40, 5, and 11. And Corporal Punishment subscale items no were 6, 12, 18, 24, 30, and 36.

Table 20

Item-total Correlation of Attribution Style Questionnaire (N= 309)

Item No	<i>r</i>	Item No	<i>r</i>
1	.79**	10	.68**
2	.96**	11	.89**
3	.96**	12	.81**
4	.95**	13	.85**
5	.89**	14	.77**
6	.88**	15	.85**
7	.85**	16	.92**
8	.91**	17	.81**
9	.84**	18	.84**

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

In Table 20, it is evident that all components of the Attribution Style Questionnaire exhibit notable correlations with the overall score of their corresponding subsection. There were two subscales i.e. Optimistic Attribution Style and Pessimistic Attribution Style.

Table 21*Item-total Correlation of Basic Psychological Needs Scale in General (N= 309)*

Item No	<i>r</i>	Item No	<i>r</i>	Item No	<i>r</i>
1	.55**	3	.26**	2	.28**
4	.65**	5	.56**	6	.42**
8	.58**	10	.21**	7	.45**
11	.63**	13	.64**	9	.34**
14	.42**	15	.51**	12	.40**
17	.41**			16	.60**
20	.81**			18	.53**
				21	.42**

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

Table 21 shows that items of Basic Psychological Needs Scale in General are correlated significantly with total score of the respective subscale. Autonomy subscale items no were 1, 4, 8, 11, 14, 17, and 20. Competence subscale items no were 3, 5, 10, 13, and 15. Relatedness subscale items no were 2, 6, 7, 9, 12, 16, 18, and 21.

Table 22*Item-total Correlation of Ryff Scale of Psychological wellbeing (N= 309)*

Item		Item		Item		Item		Item		Item	
No	<i>r</i>	No	<i>r</i>	No	<i>r</i>	No	<i>r</i>	No	<i>r</i>	No	<i>r</i>
2	.91**	6	.44**	1	.89**	4	.78**	8	.67**	3	.34**
7	.93**	15	.76**	5	.56**	9	.71**	12	.53**	17	.75**
11	.73**	18	.67**	10	.29**	13	.66**	21	.36**	20	.66**
16	.67**	24	.55**	14	.67**	22	.43**	26	.54**	25	.78**
19	.54**	34	.71**	23	.89**	27	.77**	29	.85**	32	.91**
28	.95**	39	.60**	31	.45**	30	.21**	36	.60**	40	.54**
35	.72**	43	.89**	33	.80**	42	.61**	37	.39**	45	.44**
49	.89**	44	.67**	38	.75**	48	.48**	41	.69**	50	.37**
53	.92**	52	.85**	47	.79**	51	.49**	46	.48**	54	.72**

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

Table 22 shows that items of Ryff Scale of Psychological Wellbeing are correlated significantly with total score of the respective subscale. Environmental Master subscale items no were 2, 7, 11, 16, 19, 28, 35, 49, and 53. Self Acceptance subscale items no were 6, 15, 18, 24, 34, 39, 43, 44, and 52. Positive Relations with Others subscale items no were 1, 5, 10, 14, 23, 31, 33, 38, and 47. Autonomy subscale items no were 4, 9, 13, 22, 27, 30, 42, 48, and 51. Purpose in Life subscale items no were 8, 12, 21, 26, 29, 36, 37, 41, and 46. Personal Growth subscale items no were 3, 17, 20, 25, 32, 40, 45, 50, and 54.

Table 23

Correlation coefficients of Perceived Parenting Dimension Questionnaire (Mother Form), Perceived Parenting Dimension Questionnaire (Father Form), Basic Psychological Needs Scale in General, Attribution Style Questionnaire, and Ryff Scale of Psychological Wellbeing (N= 309)

Sr no	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	-	.44**	.04	-.50*	-.08	-.20*	.34*	.78**	.67*	.45*	-.27**	.39*	.19*	.23*	.18*	.55*	.53*
2	.23*	-	.21*	-.23*	-.21*	-.11*	.29*	.39**	.19*	.21*	-.21**	.034	.76*	.49*	.28*	.25**	.38*
3	.28*	.35*	-	-.07	-.47*	-.17*	.09	.13*	.26*	.37*	-.25*	.20*	.06	.11*	.09	.33*	.25*
4	-.06	-.05	-.08	-	.04	.26**	-.13*	-.19*	-.48*	-.37*	.19*	-.02	-.09	-.08	-.11*	-.15*	-.17*
5	-.07	-.43*	-.07	.13*	-	.19**	.06	.04	.14*	.29*	.17*	-.07	-.15*	-.26*	-.11*	-.09	-.21*
6	-.01	-.25*	-.61*	.29*	.69*	-	-.45*	-.11*	-.08	-.01	.03	-.03	-.09	-.16*	-.24*	-.21*	-.35*
7	.08	.38*	.11*	-.27**	-.46*	-.06	-	.11*	.34*	.15*	-.39*	.41**	.07	.23*	.36*	.34**	.01
8	.31*	.06	.19*	-.07	-.02	-.24*	.47**	-	.68*	.48*	-.09	.11*	.06	.45*	.38*	.29*	.07
9	.30**	.24*	.26*	-.38*	-.09	-.10*	.21**	.25*	-	.18*	-.58*	.05	.31*	.02	.45*	.38*	.28*
10	.29*	.36*	.16*	-.25*	-.09	-.01	.25*	.11*	.37*	-	-.01	.11*	.69**	.31*	.41*	.46*	.01
11	-.28*	-.08	-.33*	.59*	.27*	.08	-.09	-.27*	-.49*	-.58**	-	-.05	-.14*	-.27*	-.09	-.05	-.61*
12	.03	.35*	.05	-.47*	-.13*	-.27*	.25*	.47*	.56*	.09	-.04	-	.09	.09	.49*	.27*	.39**
13	.41*	.51*	.21**	-.22**	-.51**	-.33*	.80*	.06	.48*	.33*	-.19*	.10*	-	.08	.05	.17*	.18**
14	.27*	.41*	.11*	-.11*	-.61*	-.59*	.21*	.04	.55*	.39*	-.21*	.16*	.37*	-	.41*	.32**	.01
15	.07	.79*	.37*	-.09	-.15*	-.09	.25*	.08	.04	.24*	-.43*	.17*	.21*	.25**	-	.09	.82*
16	.66**	.65*	.49*	-.34*	-.01	-.06	.08	.24*	.21*	.09	-.01	.86**	.87*	.23*	.34**	-	.37*
17	.24**	.50*	.54**	-.08	-.05	-.11*	.38*	.66*	.71*	.75*	.04	.16*	.44*	.27*	.41*	.06	-

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

The values above the diagonal show correlation coefficient for Mothers form and below the diagonal show correlation coefficient for father form.

1. Warmth. 2. Behavioral Control. 3. Autonomy Support. 4. Psychological Control. 5. Rejection. 6. Corporal Punishment. 7. Autonomy. 8. Competence. 9. Relatedness. 10. Optimistic Attribution Style. 11. Pessimistic Attribution Style. 12. Autonomy. 13. Environmental Mastery. 14. Personal Growth. 15. Positive Relations with Others. 16. Purpose in Life. 17. Self Acceptance.

Table 23 indicates the correlation coefficient matrix of all the study variables. There is a significant positive and negative relationship among the different variables. The positive parenting dimensions that are warmth, behavioral control and autonomy support are positively correlated with basic psychological needs that are autonomy, competence and relatedness, optimistic attribution style, and psychological wellbeing components i.e., autonomy, environmental mastery, personal growth, positive relations with others, purpose in life and self acceptance. Where as the negative parenting dimensions that are psychological control, rejection and corporal punishment are negatively correlated with basic psychological needs that are autonomy, competence and relatedness, optimistic attribution style, and psychological wellbeing components i.e. i.e. autonomy, environmental mastery, personal growth, positive relations with others, purpose in life and self acceptance.

Discussion

The phase V of Part I of present study conducted to determine the psychometrics of the study measures. Main objective was to see the psychometric soundness of the study measures. Perceived Parenting Dimension Questionnaire to assess the different parenting practices perceived by adolescents, Attribution Style Questionnaire for the assessment of how individual interprets the different events and behaviors, Basic Psychological Needs Scale in General (Deci & Ryan, 2000; Gagné, 2003) for the assessment of basic needs that are autonomy, competence and relatedness, and Psychological wellbeing (Ansari, 2010) was used for the assessment of psychological well-being of the adolescents. The Perceived Parenting Dimension Questionnaire and Attribution Style Questionnaire were developed in the Phase I and Phase II respectively of the present study. The instruments were administered on 309

adolescents. They were approached in the educational institutes of Islamabad and Rawalpindi. To check the psychometric characteristics, descriptive statistics were calculated (i.e. alpha reliabilities and item total correlations), to check the soundness of study measures. The values of alpha represents that the study measures can be appropriate for further large sample. The values of alphas' indicated that the measures have worthy share in the construct what they meant to measure, and illustrating that the instruments can be applied on further sample. The values of Cronbach alphas' were all above .70 representing that all measures are appropriate and suitable for the present study, enhancing the confidence in measuring the construct.

The item total correlation was also checked. The significant positive item total correlations revealed the internal consistency of the study measure. The outcomes align with the inferences made from the current body of knowledge. The item-total correlation analysis revealed that each item displayed a noteworthy correlation with the overall score of its specific scale. All the instruments used in present study have reliability of .70 and above which indicates that the instruments were internally consistent (Nunnally, 1994).

Further correlation among study variables was assessed by correlation coefficients. The results indicated that there was a significant relationship. The positive parenting dimensions correlated positively with psychological wellbeing components, optimistic attribution style and basic psychological needs. On the other side negative parenting dimensions negatively correlated with basic psychological needs, optimistic attribution style and psychological wellbeing components. The negative parenting dimensions positively correlated with pessimistic attribution style.

Furthermore, it was also indicated by the results that all other values are within the normal range and data values fall within normal distribution (Field, 2005). Results of skewness and kurtosis indicate that the values are within normal range of +2 to -2, which indicates that, the values are in the considerable range (George & Mallery, 2019).

Part II: Main Study

Chapter IV**Part II: Main Study**

This (part II) was the main study of the current research that was designed to test the proposed hypotheses and to test the proposed model through path analysis. Moreover, influence of demographics was also checked. Psychometrically sound instruments were used.

Objectives

Part II of the present research is planned to fulfill the following objectives.

1. To find out the impact of parenting dimensions, basic psychological needs, and attribution style on the psychological wellbeing of adolescence.
2. To test the mediating role of basic psychological needs in the relationship of parenting dimensions and psychological wellbeing.
3. To test attribution styles as a moderator between perceived parenting dimensions and psychological wellbeing.
4. To test the proposed model of study variables
5. To find out the role of demographic variables i.e., gender, family system, working and non working mothers, education in study variables.

Hypotheses

1. Positive parenting dimensions (warmth, autonomy support and behavioral control), basic psychological needs (autonomy, competence and relatedness), and optimistic attribution style will be positively correlated with psychological

- wellbeing (autonomy, environmental mastery, personal growth, positive relationship with others, purpose in life, and self acceptance).
2. Negative parenting dimensions (psychological control, rejection and corporal punishment), and pessimistic attribution style will be negatively correlated with psychological wellbeing (autonomy, environmental mastery, personal growth, positive relationship with others, purpose in life, and self acceptance).
 3. Basic psychological needs (autonomy, competence and relatedness) will mediate relationship between the parenting dimensions (warmth, behavioural control, autonomy support, psychological control, rejection, and corporal punishment) and psychological wellbeing (autonomy, environmental mastery, personal growth, positive relationship with others, purpose in life, and self acceptance).
 4. Optimistic attribution style and pessimistic attribution style will moderate relationship between the parenting dimensions (warmth, behavioural control, autonomy support, psychological control, rejection, and corporal punishment) and psychological wellbeing (autonomy, environmental mastery, personal growth, positive relationship with others, purpose in life, and self acceptance).
 5. Girls perceived their parents as more influential and showed significantly better adjustment and psychological wellbeing as compared to boys.
 6. Girls will score high on perceived parenting dimensions as compared to boys.
 7. Family system will effect the psychological well being of adolescents.
 8. Working status of mothers influence the study variables.

Instruments

The instruments used in the main study are.

1. Perceived Parenting Dimension Questionnaire (Developed in present study, Phase I of Part I).
2. Attribution Style Questionnaire (Developed in present study, Phase II of Part I).
3. Basic Psychological Needs Scale in General (Deci & Ryan, 2000; Gagné, 2003),
4. Psychological Wellbeing Scale (Ansari, 2010).

Note. Details of instruments are in the instrument section of Phase V of Part I (Establishment of Psychometric Properties of the instruments).

Sample

A sample comprising of 600 adolescence (Boys= 298, 49.7%; Girls= 302, 50.3%), age ranged 13-19 years was taken from the educational institutes of Islamabad and Rawalpindi. They were reached out to by their academic institutions located in Islamabad and Rawalpindi. Both sectors of education i.e., Government and Private Sectors were approached to obtain the data from the students. The chosen individuals who voluntarily took part in the study were required to meet the primary inclusion criterion of residing with both of their parents.

Procedure

National Institute of Psychology's ethical committee was consulted for permission before the collection of data. A method of convenient sampling was

utilized for data collection, with a strong emphasis on adherence to ethical guidelines. Individuals from various educational institutions in Islamabad and Rawalpindi were approached and presented with an informative document detailing the study's purpose, confidentiality rights, and the option to withdraw at any point. Those who voluntarily agreed to participate signed a consent form. A demographic questionnaire requesting information such as age, gender, education level, socio-economic background, family structure, and field of study was also distributed. Approval from the relevant authorities was secured before data gathering commenced, along with a briefing on the research's benefits. Subsequently, participants were provided with a questionnaire booklet and instructed on its completion process. The instruments mentioned were then implemented, with an estimated completion time of 15 to 20 minutes per questionnaire. Participants were thanked sincerely for dedicating their time to the research endeavor.

Ethical Considerations

Approval by the Ethical Committee NIP was given for the research protocols. In addition, a concise description of the current research's goals and objectives was given to all authorities. They were also told about the prior agreement regarding informed permission from parents, however, because the parents did not respond timely therefore school heads and teachers were asked to provide informed consent. All school officials were guaranteed that the research information obtained from their specific schools would be kept secure and anonymous. Similarly, all research participants were offered the right to opt out of the testing procedure at any time.

Table 24*Descriptive Statistics of the sample (N= 600)*

Variables	<i>f</i>	%
Gender		
Boys	298	49.7
Girls	302	50.3
Family system		
Nuclear	338	56.33
Extended	262	43.66
Mother Education		
None	17	2.83
Primary	29	4.83
Middle	87	14.5
Matriculation	91	15.16
Intermediate	102	17.0
Bachelor	129	21.5
Masters	116	19.33
Other	29	4.83
Mother Occupation		
Housewife	351	58.5
Working	249	41.5
Father Education		
None	16	2.66
Primary	29	4.83
Middle	48	8.0
Matriculation	81	13.5
Intermediate	144	24.0

Continued...

Variables	<i>f</i>	%
Bachelor	103	17.16
Masters	109	18.16
Other	70	11.66
Father Occupation		
Private	249	41.5
Government	217	36.16
Retired	134	22.33
Monthly Family Income		
Less than 30K	83	14.6
Greater than 30K	372	62.0
Greater than 80K	145	24.16

Table 24 indicates frequency and percentages of sample on different demographic variables (i.e. gender, family system, mother education, mother occupation, father education, father occupation and monthly family income).

RESULTS

Results

The current study was carried out to explore the impact of perceived parenting dimensions, basic psychological needs and attribution styles on adolescents' psychological well being.

Table 25

Descriptive Statistics of all the Scales and their Subscales (N=600)

Variables	α	M	SD	Score Range		Skewness	Kurtosis
				Minimum	Maximum		
Perceived Parenting Dimension Questionnaire (Mother Form)							
Warmth	.79	31.87	16.67	13	47	.54	-1.10
Behavioral Control	.89	26.13	11.70	11	44	.54	-1.35
Autonomy Support	.75	39.78	17.97	15	60	.62	.36
Psychological Control	.79	20.57	6.83	5	20	.51	-1.34
Rejection	.77	16.98	3.61	6	24	.42	-1.25
Corporal Punishment	.78	18.99	3.79	9	25	.51	.08
Perceived Parenting Dimension Questionnaire (Father Form)							
Warmth	.79	26.13	11.70	4	15	-.21	.23
Behavioral Control	.74	23.81	12.54	15	40	-.18	-.97
Autonomy Support	.78	21.12	6.20	8	28	.55	-.04
Psychological Control	.78	20.57	6.79	7	21	.21	.84
Rejection	.76	13.10	10.23	29	40	.76	.35
Corporal Punishment	.78	21.12	6.20	12	48	.43	.32

Continued...

Variables	α	M	SD	Score Range		Skewness	Kurtosis
				Min	Max		
Basic Psychological Needs Scale in General							
Autonomy	.79	28.58	6.54	28	35	-.76	.18
Competence	.85	26.13	11.70	19	22	.02	-.67
Relatedness	.77	31.87	16.89	32	40	1.56	.98
Attribution Style Questionnaire							
Optimistic Attribution Style	.79	7.25	1.17	4	10	.99	.21
Pessimistic Attribution Style	.75	7.05	1.11	5	8	.76	-.35
Ryff Scale of Psychological Well Being							
Autonomy	.73	34.01	11.11	24	48	1.00	.06
Environmental Mastery	.83	31.53	10.25	9	49	-.78	-.98
Personal Growth	.78	30.53	10.18	9	50	-.18	.02
Positive Relations with Others	.76	34.83	10.52	11	52	-.51	.22
Purpose in Life	.85	35.02	11.83	15	54	.08	-1.02
Self Acceptance	.74	39.02	14.83	16	46	.43	-.32

Table 25 shows Cronbach's alpha was used to check the consistency of scale after validation of instruments. All the scales have reliabilities in acceptable range explained by Nunnally (1994) that is ($\alpha > .7$). Scales are considered as appropriate and reliable to be used to measure the construct in present study. Descriptive statistics were applied to check the normality assumptions. The alpha coefficient of Perceived Parenting Dimension Questionnaire (Mother and Father Form) ranges from .75 to .89 and .74 to .79 respectively. The alpha coefficient of Basic Psychological Needs Scale in General, Attribution Style Questionnaire and Ryff Scale of Psychological Wellbeing ranges from .77 to .85, .75 to .79, and .74 to .85 respectively. Furthermore, values of skewness and kurtosis fall within range of +2 to -2 that was considered as acceptable (George & Mallery, 2019).

Table 26

Correlation coefficients of Perceived Parenting Dimension Questionnaire (Mother Form), Perceived Parenting Dimension Questionnaire (Father Form), Basic Psychological Needs Scale in General, Attribution Style Questionnaire, and Ryff Scale of Psychological Wellbeing (N=600)

Sr no	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1	-	.44**	.34**	-.50**	-.41*	-.20*	.34*	.78**	.67*	.45*	-.27**	.39*	.89*	.23*	.78*	.55*	.53*
2	.53*	-	.41*	-.23*	-.31*	-.11*	.29*	.89**	.69*	.21*	-.61**	.034	.76*	.49*	.78*	.65**	.88*
3	.88*	.55*	-	-.27*	-.87*	-.57*	.11*	.23*	.76*	.67*	-.45*	.20*	.06	.21**	.09	.73*	.65*
4	-.06	-.65**	-.78*	-	.44*	.86**	-.23*	-.29*	-.98*	-.57*	.29*	-.32**	-.19*	-.28*	-.21*	-.35*	-.27*
5	-.07	-.73*	-.07	.23*	-	.49**	.56*	.34*	.24*	.89*	.67*	-.77*	-.35*	-.56*	-.21*	-.29*	-.41*
6	-.01	-.35*	-.91*	.49*	.89*	-	-.85*	-.21*	-.78*	-.51*	.23*	-.33*	-.99*	-.36*	-.54*	-.61*	-.85*
7	.09	.78*	.21*	-.21**	-.76*	-.09	-	.71*	.64*	.25*	-.79*	.71**	.87*	.43*	.66*	.40**	.71*
8	.61*	.01	.29*	-.08	-.06	-.34*	.87**	-	.88*	.58*	-.95*	.21*	.03	.65*	.48*	.39*	.08
9	.40**	.54*	.56*	-.48*	-.19*	-.20*	.61**	.45*	-	.38*	-.68*	.15*	.21*	.22**	.65*	.48*	.38*
10	.39*	.66*	.36*	-.35*	-.09	-.01	.45*	.21*	.67*	-	-.11*	.61*	.79**	.61*	.71*	.86*	.11*
11	-.48*	-.08	-.43*	.99*	.77*	.89*	-.29*	-.67*	-.69*	-.78**	-	-.08	-.34*	-.37*	-.49*	-.05	-.81*
12	.06	.65*	.35*	-.87*	-.33*	-.67*	.65*	.57*	.76*	.89**	-.34*	-	.89**	.49*	.79*	.47*	.59**
13	.51*	.71*	.22**	-.32**	-.71**	-.23*	.89*	.06	.98*	.23*	-.29*	.20*	-	.78**	.65*	.27*	.38**
14	.47*	.49*	.61*	-.21*	-.21*	-.79*	.51*	.04	.45*	.29*	-.11*	.11*	.41*	-	.34*	.78**	.21*
15	.07	.79*	.37*	-.09	-.15*	-.09	.25*	.78*	.34*	.34*	-.23*	.57*	.31*	.50**	-	.67*	.88*
16	.79**	.65*	.49*	-.34*	-.01	-.06	.08	.64*	.21*	.09	-.01	.86**	.87*	.23*	.34**	-	.37*
17	.89**	.50*	.78**	-.08	-.05	-.11*	.38*	.88*	.71*	.85*	0.04	.16*	.44*	.27*	.41*	.06	-

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

The values above the diagonal show correlation coefficient for Mothers form and below the diagonal show correlation coefficient for father form.

1. Warmth. 2. Behavioral Control. 3. Autonomy Support. 4. Psychological Control. 5. Rejection. 6. Corporal Punishment. 7. Autonomy. 8. Competence. 9. Relatedness. 10. Optimistic Attribution Style. 11. Pessimistic Attribution Style. 12. Autonomy. 13. Environmental Mastery. 14. Personal Growth. 15. Positive Relations with Others. 16. Purpose in Life. 17. Self Acceptance.

Table 26 depicts the correlation coefficients, indicating the significant relationship among the study variables. The positive parenting dimensions that are warmth, behavioral control and autonomy support are positively correlated with basic psychological needs that are autonomy, competence and relatedness, optimistic attribution style, and psychological wellbeing components i.e. autonomy, environmental mastery, personal growth, positive relations with others, purpose in life and self acceptance. Where as the negative parenting dimensions that are psychological control, rejection and corporal punishment are negatively correlated with basic psychological needs that are autonomy, competence and relatedness, optimistic attribution style, and psychological wellbeing components i.e. autonomy, environmental mastery, personal growth, positive relations with others, purpose in life and self acceptance.

Regression Analysis

To find out the impact of independent variables (i.e. parenting dimensions, basic needs satisfaction, and attribution styles) on dependent variable (i.e. psychological wellbeing) of adolescents, regression analysis was performed.

Table 27*Multiple Regression Analysis Predicting Psychological Wellbeing (N= 600)*

Variables	Psychological Wellbeing			
	Model 1	Model 2		
	<i>B</i>	<i>B</i>	<i>LL</i>	<i>UL</i>
Constant	7.33**	-1.66	-6.07	2.74
Gender	.08	-.07	-.52	.38
Age	.09	.08	-.20	.37
Mother Positive Dimension		.08**	.01	.14
Mother Negative Dimensions		.04**	.00	.08
Father Positive Dimensions		.01	-.03	.06
Father Negative Dimensions		-.01	-.05	.02
Optimistic Attribution Style		-.00	-.06	.05
Pessimistic Attribution Style		-.02	-.07	.03
Basic Psychological Needs		.20**	.11	.29
R ²	.09	.46		
Δ R ²		.37		
F	5.09	12.54		
ΔF		7.45		

Note: * $p < .05$, ** $p < .01$, *** $p < .001$

Table 27 shows the un-standardized coefficient and confidence interval for multiple linear regression analysis. The effect of demographic (gender and gender) was controlled in Model 1. Results indicated significant predictors in Model 2 for psychological wellbeing. Predictors such as mother positive dimensions, mother negative dimensions, and basic psychological needs are significantly predicting psychological wellbeing in adolescents. Father positive dimensions, father negative dimensions do not significantly predict psychological wellbeing. The value of R^2 showed that 46% of variance in the scores of psychological wellbeing can be accounted for the predicted relationship. Hence Model 2 is explaining 37% additional variances in psychological wellbeing of adolescents.

Role of Basic Psychological Needs as Mediator

In the current investigation, the Basic Psychological Needs (such as autonomy, competence, and relatedness) were understood as a mediator that could potentially moderate between Perceived Parenting Dimensions and the Psychological Wellbeing of teenagers. Mediating process by using PROCESS MACRO inbuilt in SPSS developed by Hayes was used. Baron and Kenny (1986) introduced various standards for evaluating a mediated effect, including a notable association between the independent variable and dependent variable, a significant relationship between the predictor variable and mediator, prediction of the outcome variable by the mediator even when controlling for the predictor variable, and reduction or elimination of correlation between predicting and outcome variables when controlling for the mediator. These criteria were further evaluated through the Sobel test to determine whether indirect effects are significant

(Hayes, 2017). A full mediation is observed; there is no relationship between independent and dependent variables once mediation is controlled for (Tabachnick & Fidel, 2007).

The study conducted mediation to examine the indirect impacts of Fundamental Psychological Needs (namely autonomy, competence, and relatedness) on Emotional well-being. The outcomes are detailed in tables 28-31. Model 1 demonstrates the primary association between the independent and dependent, whereas Model 2 illustrates the numbers subsequent to including the third variable that is mediator.

Table 28

*Mediation by Basic Psychological Needs (Autonomy, Competence and Relatedness)
Between Mother Positive Dimensions and Psychological Wellbeing (N=600)*

Variables	Psychological Wellbeing			
	Model 1 B	B	Model 2 95% CI	
			LL	UL
Constant	35.09**	41.37**	36.17	46.56
Positive mother	.49**	.16**	-.28	-.04
Basic Psychological Needs		.36**	-.44	-.28
R ²	.25	.48		
ΔR ²		.23		
F	67.74**	91.07**		
ΔF		23.33		
Constant	35.09**	37.36**	31.98	42.74
Positive mother	.49**	.25**	-.37	-.12
Autonomy		.69**	-.88	-.50
R ²	.25	.41		
ΔR ²		.16		
F	67.74**	68.87**		
ΔF		1.13		
Constant	35.09**	40.21**	34.65	45.76
Positive mother	.49**	.31**	-.43	-.20
Competence		.91**	-1.17	-.66
R ²	.25	.40		
ΔR ²		.15		
F	67.74**	67.27**		
ΔF		.47		
Constant	35.09**	42.94**	37.58	48.30
Positive mother	.49**	.14**	-.27	-.02
Relatedness		.94**	-1.15	-.73
R ²	.25	.46		
ΔR ²		.21		
F	67.74**	87.15**		
ΔF		19.41		

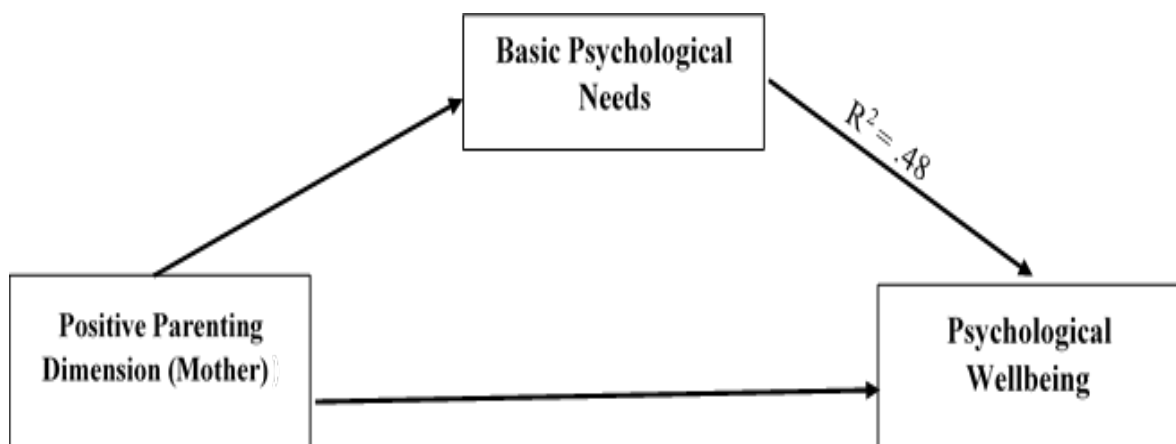
Note. * $p < .05$, ** $p < .01$, *** $p < .001$

Table 28 shows the mediating effect of basic psychological needs (i.e. autonomy, competence and relatedness) between positive parenting dimensions (mother) and psychological well being. Indirect effect of basic psychological needs seems significant

($B = .36$, 95% CI= $-.44, -.28$) and explained 23% variance in psychological wellbeing of adolescents. Results revealed perceived mothers' parenting dimensions have influential affect on psychological well being of adolescents and is significantly fully mediating by the basic psychological needs (autonomy, connectedness & relatedness). The indirect effects was further confirmed by Sobel statistics and showed significant mediation (Sobel $z = 6.71$, $p < .01$).

Figure 3

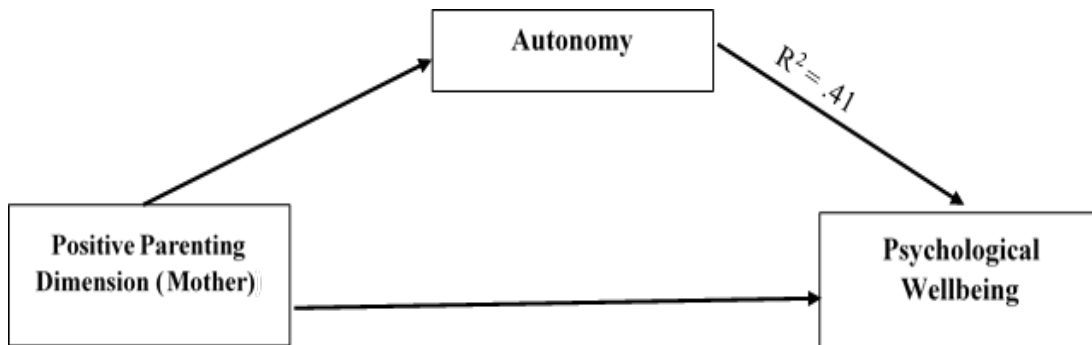
Mediation by basic psychological needs between positive parenting dimension (mother and psychological wellbeing



Results showed that autonomy mediates between perceived mothers' positive dimensions and psychological wellbeing of adolescents. Indirect effects appeared to be significant ($B = .69$, 95% CI= $.88, -.50$) and explained 16% variance in psychological wellbeing of adolescents. Indirect effect was further confirmed by Sobel statistics and showed significant mediation (Sobel $z = 5.55$, $p < .01$).

Figure 4

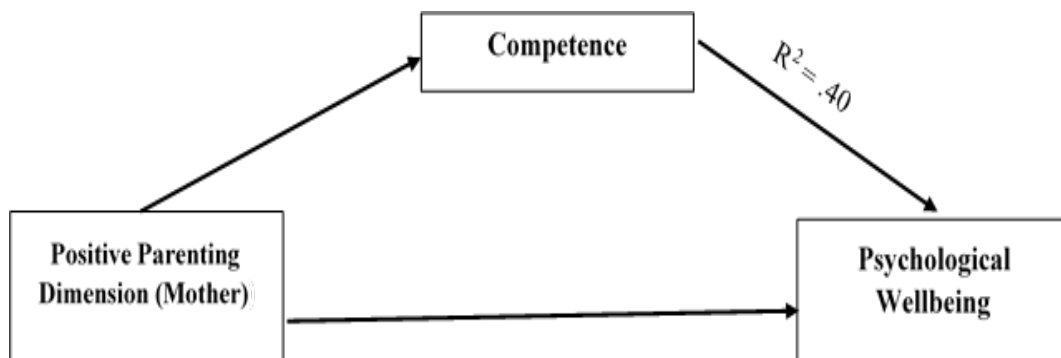
Mediation by autonomy between positive parenting dimension (mother) and psychological wellbeing



Results showed that competence mediates between perceived mothers' positive dimensions and psychological wellbeing of adolescents. Indirect effects appeared to be significant ($B = .91$, 95% CI = -1.17, -.66) and explained 15% variance in psychological wellbeing of adolescents. Indirect effect was further confirmed by Sobel statistics and showed significant mediation (Sobel $z = 4.7755$, $p < .01$).

Figure 5

Mediation by competence between positive parenting dimension (mother) and psychological wellbeing



Results showed that relatedness mediates between perceived mothers' positive dimensions and psychological wellbeing of adolescents. Indirect effects appeared to be significant ($B = .94$, 95% CI = -1.15, -.73) and explained 21% variance in psychological wellbeing of adolescents. Indirect effect was further confirmed by Sobel statistics and showed significant mediation (Sobel $z = 6.85$, $p < .01$).

Figure 6

Mediation by relatedness between positive parenting dimension (mother) and psychological wellbeing

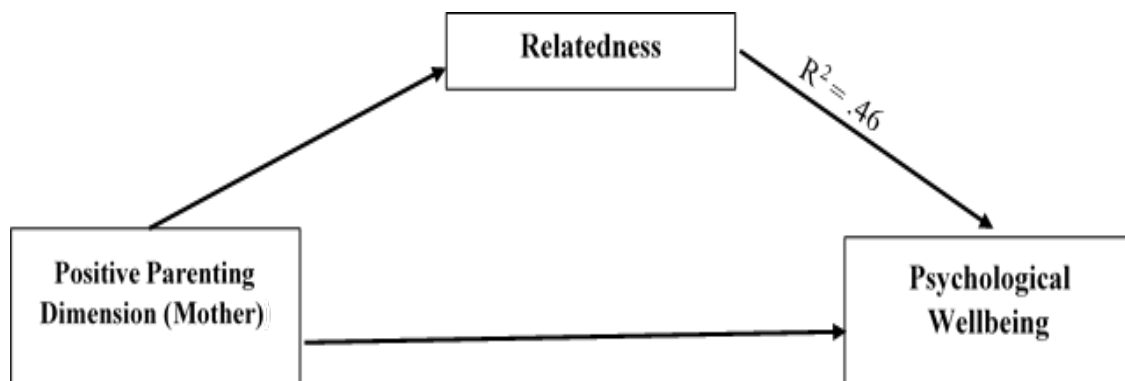


Table 29

*Mediation by Basic Psychological Needs (Autonomy, Competence and Relatedness)
Between Mother Negative Dimensions and Psychological Wellbeing (N=600)*

Variables	Psychological Wellbeing			
	Model 1 B	B	Model 2 95% CI	
			LL	UL
Constant	-35.09**	-27.67**	19.87	35.48
Negative mother	-.41**	-.13**	.03	.24
Basic Psychological Needs		-.35**	-.43	-.27
R ²	.29	.48		
ΔR ²		.19		
F	83.20	91.64**		
ΔF		8.44		
Constant	-35.09**	-16.57**	9.50	23.64
Negative mother	-.49**	-.20**	.10	.31
Autonomy		-.64**	-.85	-.43
R ²	.29	.38		
ΔR ²		.09		
F	83.20**	6076**		
ΔF		22.44		
Constant	-35.09**	-14.21**	6.94	21.68
Negative mother	-.41**	-.24**	-.43	-.20
Competence		.91**	-1.17	-.66
R ²	.25	.40		
ΔR ²		.15		
F	67.74**	67.27**		
ΔF		.47		
Constant	-35.09**	-26.71**	19.72	33.70
Negative mother	-.40**	-.20**	-.27	-.02
Relatedness		-.87**	-1.15	-.73
R ²	.29	.50		
ΔR ²		.21		
F	83.20**	101.72**		
ΔF		18.52		

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

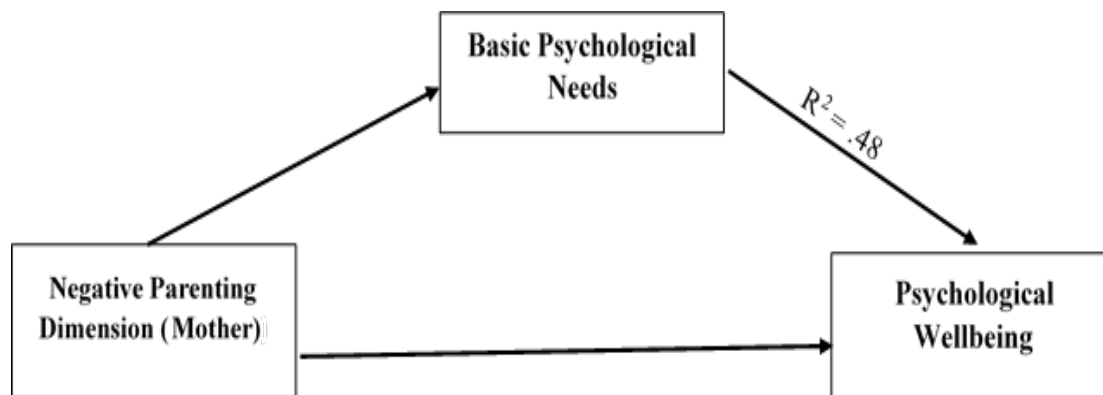
Table 29 shows the mediating effect of basic psychological needs (i.e. autonomy, competence and relatedness) between negative parenting dimensions (mother) and

psychological well being. Basic psychological needs seems have indirect effect between the independent and outcome variable and seems significant ($B = -.35$, 95% CI= $-.43, -.27$) and explained 19% variance in psychological wellbeing of adolescents.

Results revealed that the effect of negative parenting dimensions (mother) on adolescent's psychological well being is significantly partially mediating by the basic psychological needs (autonomy, connectedness & relatedness). The indirect effects was further confirmed by Sobel statistics and showed significant mediation (Sobel $z = -6.82$, $p < .01$).

Figure 7

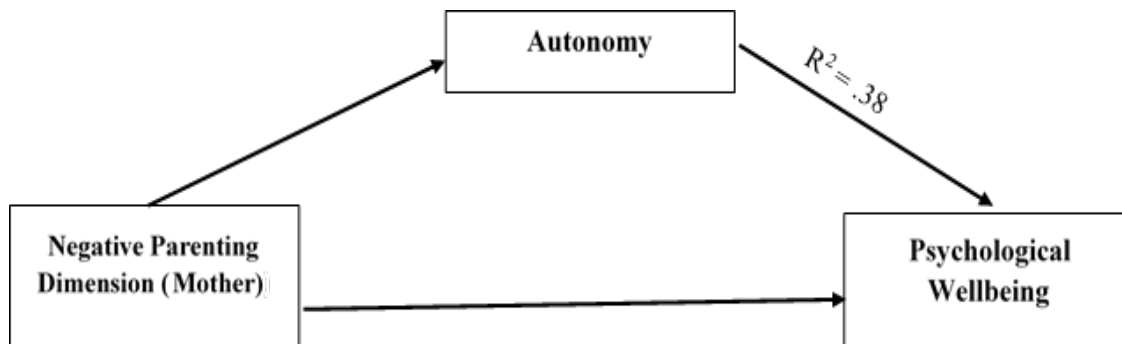
Mediation by basic psychological needs between negative parenting dimension (mother) and psychological wellbeing



Results showed that autonomy mediates between perceived mothers' negative dimensions and psychological wellbeing of adolescents. Indirect effects appeared to be significant ($B = -.64$, 95% CI= $.85, -.43$) and explained 11% variance in psychological wellbeing of adolescents. Indirect effect was further confirmed by Sobel statistics and showed significant mediation (Sobel $z = -5.38$, $p < .01$).

Figure 8

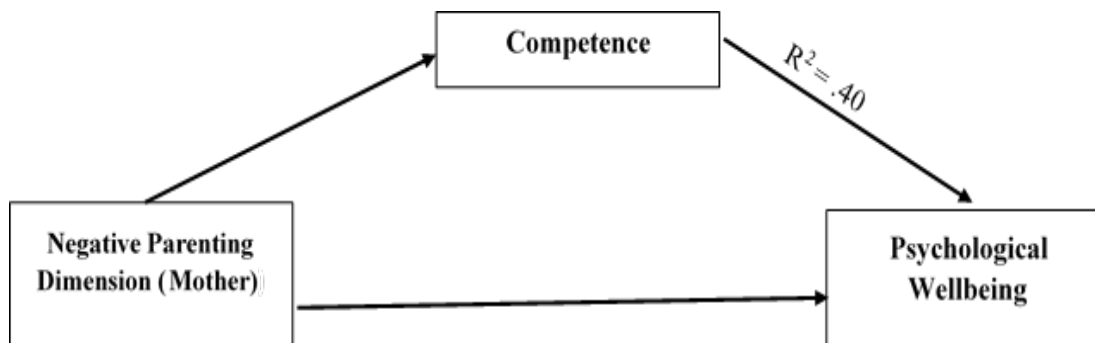
Mediation by autonomy between negative parenting dimension (mother) and psychological wellbeing



Results showed that competence mediates between perceived mothers' negative dimensions and psychological wellbeing of adolescents. Indirect effects appeared significant ($B = -.79$, 95% CI = $-1.17, -.66$) and explained 9% variance in psychological wellbeing of adolescents. Indirect effect was further confirmed by Sobel statistics and showed significant mediation (Sobel $z = 4.69$, $p < .01$).

Figure 9

Mediation by competence between negative parenting dimension (mother) and psychological wellbeing



Results showed that relatedness mediates between perceived mothers' negative dimensions and psychological wellbeing of adolescents. Indirect effects appeared significant ($B = .87$, 95% CI = -1.06, -.68) and explained 21% variance in psychological wellbeing of adolescents. Indirect effect was further confirmed by Sobel statistics and showed significant mediation (Sobel $z = 6.20$, $p < .01$).

Figure 10

Mediation by relatedness between negative parenting dimension (mother) and psychological wellbeing

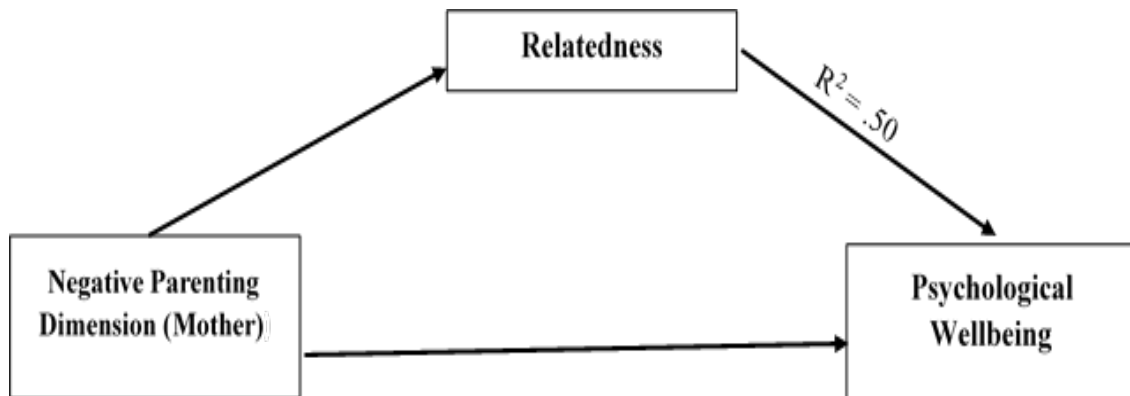


Table 30

*Mediation by Basic Psychological Needs (Autonomy, Competence and Relatedness)
Between Father Positive Dimensions and Psychological Wellbeing (N=600)*

Variables	Psychological Wellbeing			
	Model 1 B	B	Model 2 95% CI	
			LL	UL
Constant	35.09**	41.37**	36.17	46.56
Positive father	.49**	.16**	-.28	-.04
Basic Psychological Needs		.36**	-.44	-.28
R ²	.25	.48		
ΔR ²		.23		
F	67.74**	91.07**		
ΔF		23.33		
Constant	35.09**	37.36**	31.98	42.74
Positive father	.49**	.25**	-.37	-.12
Autonomy		.69**	-.88	-.50
R ²	.25	.41		
ΔR ²		.16		
F	67.74**	68.87**		
ΔF		1.13		
Constant	35.09**	40.21**	34.65	45.76
Positive father	.49**	.31**	-.43	-.20
Competence		.91**	-1.17	-.66
R ²	.25	.40		
ΔR ²		.15		
F	67.74**	67.27**		
ΔF		.47		
Constant	35.09**	42.94**	37.58	48.30
Positive father	.49**	.14**	-.27	-.02
Relatedness		.94**	-1.15	-.73
R ²	.25	.46		
ΔR ²		.21		
F	67.74**	87.15**		
ΔF		19.41		

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

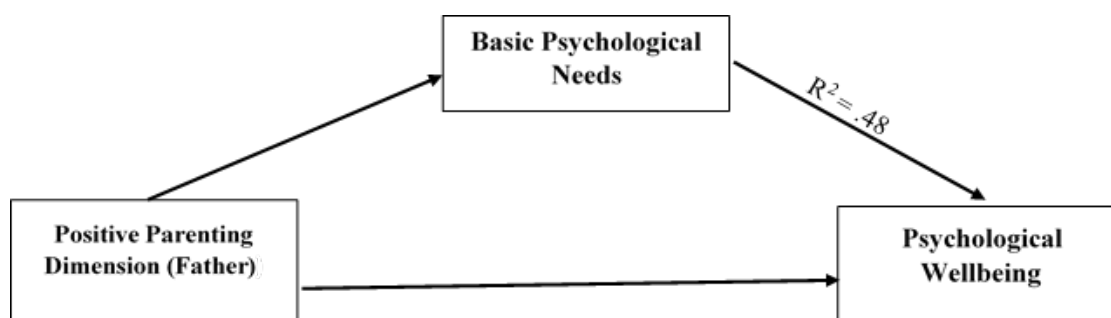
Table 30 shows the mediating effect of basic psychological needs (i.e. autonomy, competence and relatedness) between positive parenting dimensions (father) and psychological well being. The finding showed that basic psychological needs serve as

indirect variable to effect the independent and outcome variable and seems significant (B .36, 95% CI= -.44, -.28) and explained 23% variance in psychological wellbeing of adolescents.

Results revealed that the perceived parenting dimensions (father) has an effect on psychological well being of adolescents and is significantly fully mediating by the basic psychological needs (autonomy, connectedness & relatedness). The indirect effects was further confirmed by Sobel statistics and showed significant mediation (Sobel $z = 6.71$, $p < .01$).

Figure 11

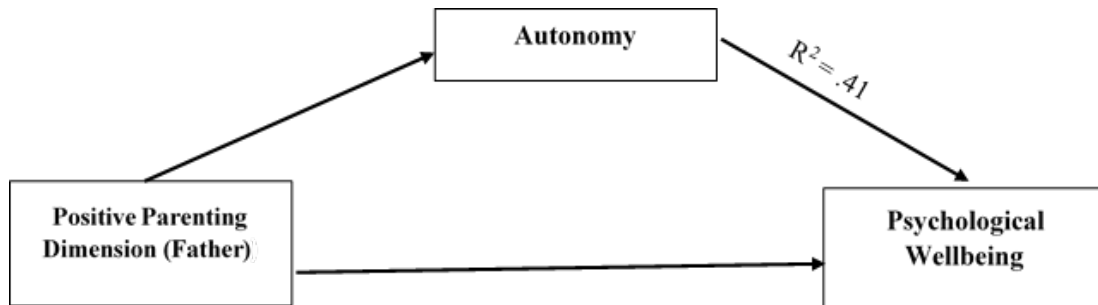
Mediation by basic psychological needs between positive parenting dimension (father) and psychological wellbeing



Results showed that autonomy mediates between perceived fathers' positive dimensions and psychological wellbeing of adolescents. Indirect effects appeared to be significant (B= .69, 95% CI= .88, -.50) and explained 16% variance in psychological wellbeing of adolescents. Indirect effect was further confirmed by Sobel statistics and showed significant mediation (Sobel $z = 5.55$, $p < .01$).

Figure 12

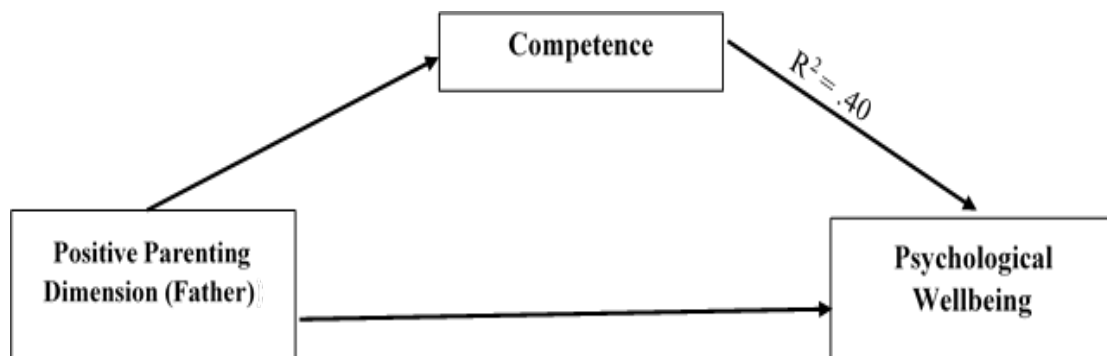
Mediation by autonomy between positive parenting dimension (father) and psychological wellbeing



Results showed that competence mediates between perceived fathers' positive dimensions and psychological wellbeing of adolescents. Indirect effects appeared to be significant ($B = .91$, 95% CI = -1.17, -.66) and explained 15% variance in psychological wellbeing of adolescents. Indirect effect was further confirmed by Sobel statistics and showed significant mediation (Sobel $z = 4.7755$, $p < .01$).

Figure 13

Mediation by competence between positive parenting dimension (father) and psychological wellbeing



Results showed that relatedness mediates between perceived fathers' positive dimensions and psychological wellbeing of adolescents. Indirect effects appeared to be significant ($B = .94$, 95% CI= -1.15, -.73) and explained 21% variance in psychological wellbeing of adolescents. Indirect effect was further confirmed by Sobel statistics and showed significant mediation (Sobel $z = 6.85$, $p < .01$).

Figure 14

Mediation by relatedness between positive parenting dimension (father) and psychological wellbeing

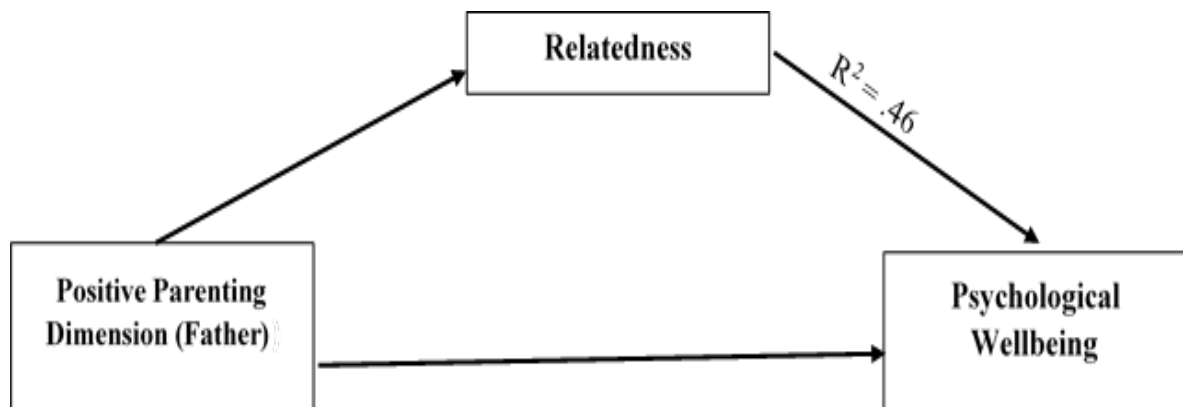


Table 31

*Mediation by Basic Psychological Needs (Autonomy, Competence and Relatedness)
Between Father Negative Dimensions and Psychological Wellbeing (N=600)*

Variables	Psychological Wellbeing			
	Model 1 B	B	Model 2 95% CI	
			LL	UL
Constant	-35.09**	-27.67**	19.87	35.48
Negative father	-.41**	-.13**	.03	.24
Basic Psychological Needs		-.35**	-.43	-.27
R ²	.29	.48		
ΔR ²		.19		
F	83.20	91.64**		
ΔF		8.44		
Constant	-35.09**	-16.57**	9.50	23.64
Negative father	-.49**	-.20**	.10	.31
Autonomy		-.64**	-.85	-.43
R ²	.29	.38		
ΔR ²		.09		
F	83.20**	6076**		
ΔF		22.44		
Constant	-35.09**	-14.21**	6.94	21.68
Negative father	-.41**	-.24**	-.43	-.20
Competence		.91**	-1.17	-.66
R ²	.25	.40		
ΔR ²		.15		
F	67.74**	67.27**		
ΔF		.47		
Constant	-35.09**	-26.71**	19.72	33.70
Negative father	-.40**	-.20**	-.27	-.02
Relatedness		-.87**	-1.15	-.73
R ²	.29	.50		
ΔR ²		.21		
F	83.20**	101.72**		
ΔF		18.52		

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

Table 31 shows the mediating effect of basic psychological needs (i.e. autonomy, competence and relatedness) between negative parenting dimensions (father) and psychological well being. The findings revealed that indirect effect of basic psychological

needs seems significant ($B = -.35$, 95% CI = $-.43, -.27$) and explained 19% variance in psychological wellbeing of adolescents. Results revealed that there is relationship between perceived negative parenting dimensions (father) and adolescent's psychological well being and is significantly fully mediating by the basic psychological needs (autonomy, connectedness & relatedness). The indirect effects was further confirmed by Sobel statistics and showed significant mediation (Sobel $z = 6.82$, $p < .01$).

Figure 15

Mediation by basic psychological needs between negative parenting dimension (father) and psychological wellbeing

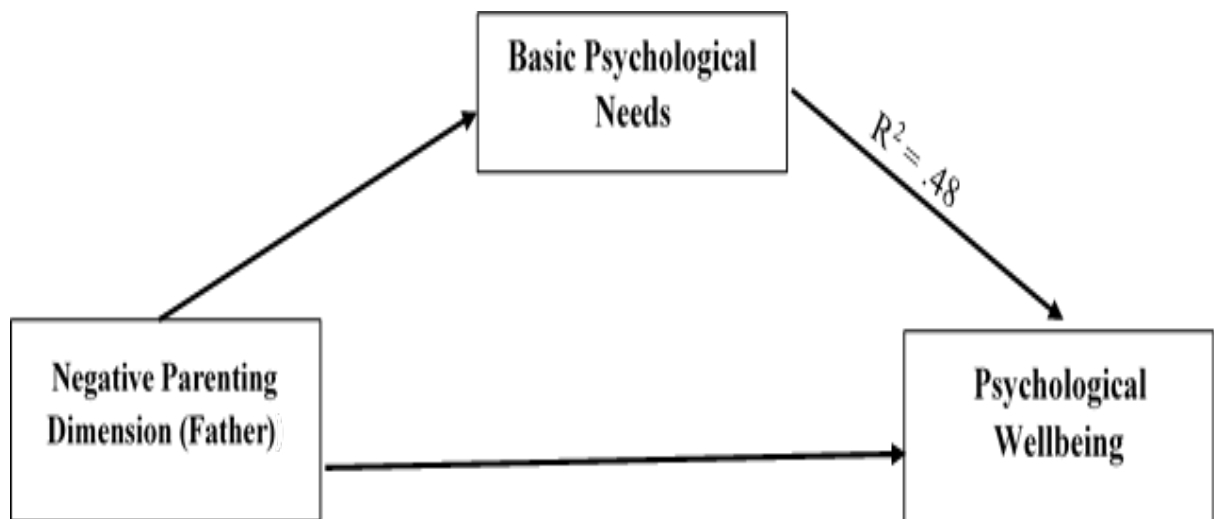
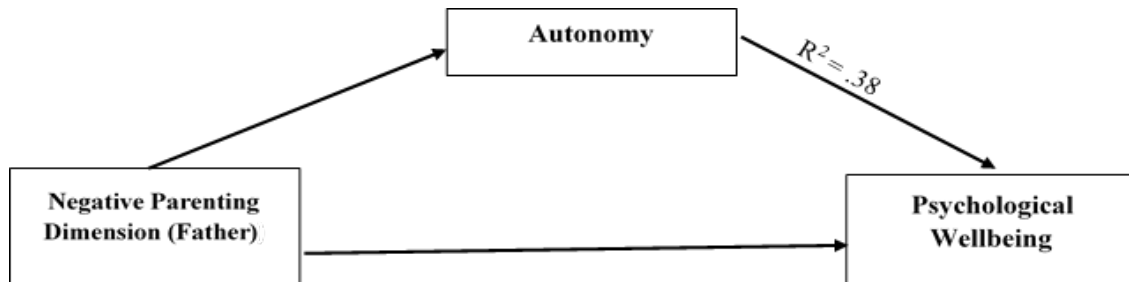


Figure 16

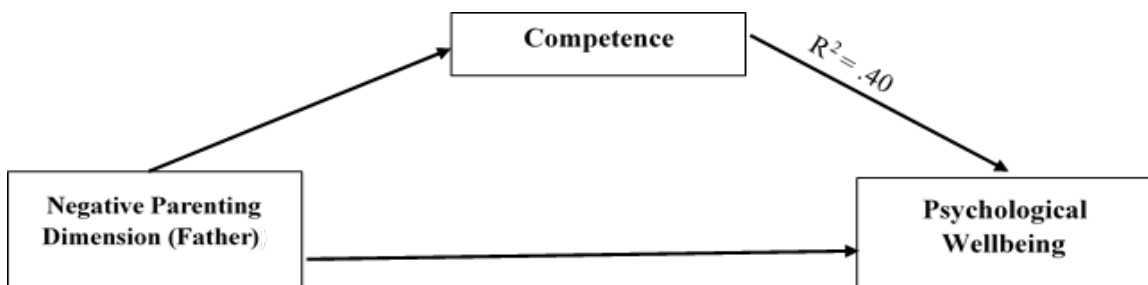
Mediation by autonomy between negative parenting dimension (father) and psychological wellbeing



Results showed that autonomy mediates between perceived fathers' negative dimensions and psychological wellbeing of adolescents. Indirect effects appeared to be significant ($B = -.64$, 95% CI = $.85, -.43$) and explained 11% variance in psychological wellbeing of adolescents. Indirect effect was further confirmed by Sobel statistics and showed significant mediation (Sobel $z = 5.38$, $p < .01$).

Figure 17

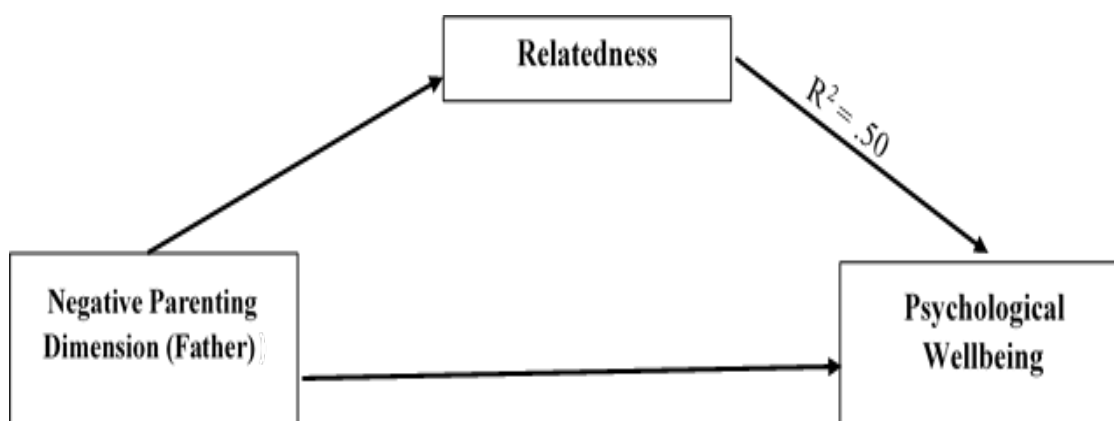
Mediation by competence between negative parenting dimension (father) and psychological wellbeing



Results showed that competence mediates the between perceived fathers' negative dimensions and psychological wellbeing of adolescents. Indirect effects appeared to be significant ($B = -.79$, 95% CI= -1.17, -.66) and explained 9% variance in psychological wellbeing of adolescents. Indirect effect was further confirmed by Sobel statistics and showed significant mediation (Sobel $z = 4.69$, $p < .01$).

Figure 18

Mediation by relatedness between negative parenting dimension (father) and psychological wellbeing



Results showed that relatedness mediates between perceived fathers' negative dimensions and psychological wellbeing of the adolescents. Indirect effects appeared to be significant ($B = .87$, 95% CI= -1.06, -.68) and explained 21% variance in psychological wellbeing of adolescents. Indirect effect was further confirmed by Sobel statistics and showed significant mediation (Sobel $z = 6.20$, $p < .01$).

Role of Attribution Styles as Moderator

The study examined the influence of Attribution styles, specifically optimistic and pessimistic attribution styles, as moderators that could potentially impact the connection between parenting dimensions and adolescents' psychological wellbeing. To assess moderation, the PROCESS MACRO incorporated in SPSS version 21 by Hayes was utilized. This particular analysis (i.e. moderation analysis) delves into distinct circumstances which catered two correlated variables. In this context, the moderator, a third variable, does not serve as an in-between variable between the predictor and outcome variable in the causative pathway. Moderation analysis to be effective there must be varying effects on the relationship between predicting and outcome variables at various levels of the moderator variable (MacKinnon & Luecken, 2008). Presented below are findings regarding how attribution styles serve as a moderator variable between the independent (perceived parenting dimensions) and outcome (psychological wellbeing).

Table 32

Moderating Effect of Optimistic Attribution Style on Mother Positive Parenting Dimension and Psychological Wellbeing (N=600)

Variables	Psychological Wellbeing		
	Model 1 B	Model 2 B	Model 2 95% CI
Constant	21.132	21.124	31.38, 35.41
Positive dimension (M)	0.76	.141	.12, .15
Optimistic Attribution Style	.172	.247	.16, .13
PdM*OAS		.043*	.27, .05
R ²	.024	.046	
F	2.78	1.85*	
ΔR ²	.021	.049	
ΔF		.68	

Note. PdM= Positive dimension (Mother), OAS= Optimistic Attribution Style, * $p < .05$, ** $p < .01$

Table 32 indicates the result of moderation analysis on the effect of optimistic attribution style on mother positive parental dimension and psychological wellbeing. The interaction shows the significant moderation between the positive dimensions of the mother and optimistic attribution style. Further this analysis is confirmed by the mod graph (Jose, 2018).

Figure 19

Mod Graph of optimistic attribution style between the relationship between positive parenting dimension (mother) and psychological wellbeing.

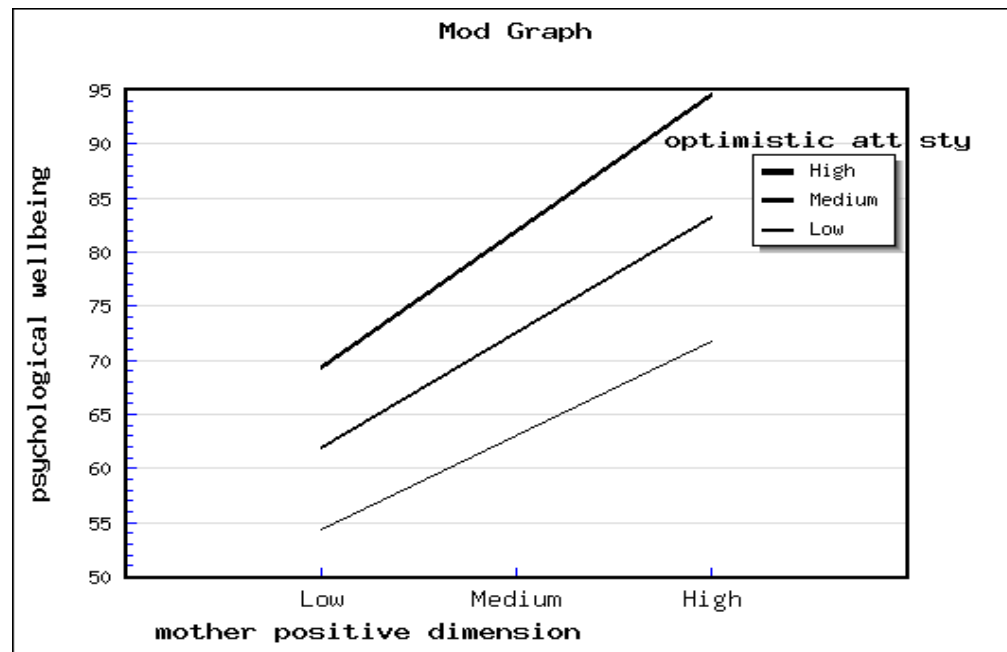


Figure 19 represents moderation by optimistic attribution style for association between positive parenting dimensions (mother) and psychological wellbeing of adolescents. The illustration portrays a direct correlation among three tiers of optimistic attribution style. The trend indicates that there is a strong association demonstrated by the high level of optimistic attribution style in comparison to low and moderate levels. This association is characterized by positivity, signifying that the moderator plays a substantial role in the link between positive parenting traits (maternal) and adolescents' psychological well-being.

Demographic Differences in all study Variables

Gender differences in study variables (i.e. parenting dimensions, basic psychological needs, attribution styles and psychological wellbeing) were explored with the help of t-test.

Table 33

Mean Differences across gender on Perceived Parenting Dimension Questionnaire, Basic Psychological Needs, Attribution Styles and Psychological Wellbeing (N=600)

Variables	Boys (N= 298)		Girls (N= 302)		<i>t</i>	<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>	
Perceived Parenting Dimension Questionnaire (Mother Form)									
Warmth	15.63	13.61	20.26	6.68	.26	.01	2.14	3.13	.03
Behavioral Control	12.72	4.70	13.50	5.70	1.54	.01	-.21	-1.78	.15
Autonomy Support	20.91	6.68	18.63	7.21	1.84	.05	.64	.09	.18
Psychological Control	7.36	2.79	7.55	2.68	.70	.53	-.74	.35	.07
Rejection	7.39	1.02	7.24	.95	1.50	.46	-.05	.34	.15
Corporal Punishment	6.70	1.35	6.51	1.28	1.48	.19	-.06	.46	.14
Perceived Parenting Dimension Questionnaire (Father Form)									
Warmth	6.40	.61	6.33	.69	1.09	.11	-.06	.21	.11
Behavioral Control	7.23	1.11	6.84	1.22	3.21	.09	.15	.63	.33
Autonomy Support	18.54	4.30	16.15	3.58	1.59	.01	-.37	.14	-.16
Psychological Control	16.42	4.60	17.18	3.77	2.08	.00	-.48	.04	.19
Rejection	5.23	1.59	5.28	1.57	.10	.30	-.12	1.02	.001
Corporal Punishment	4.07	1.09	3.68	1.00	.75	.51	-.63	1.40	.07
Basic Psychological Needs Scale in General									
Autonomy	20.13	4.53	20.97	4.88	-.26	0.13	-2.15	.04	.18
Competence	16.57	3.3	17.3	2.81	-1.6	.05	-1.58	.12	.24
Relatedness	26.44	4.22	26.76	4.48	-.51	.23	.53	.89	.07
Attribution Style Questionnaire									
Optimistic Attribution Style	41.43	5.25	40.96	5.42	.86	.36	-.61	1.54	.09
Pessimistic Attribution Style	44.34	15.25	39.89	14.69	2.95	.25	1.79	7.42	.30

Continued...

Variables	Boys (N= 298)		Girls (N= 302)		<i>t</i>	<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>	
Ryff Scale of Psychological Wellbeing									
Autonomy	36.40	11.07	33.16	11.06	2.89	.49	1.04	5.45	.20
Environmental Mastery	27.38	15.29	33.01	13.36	3.96	.00	-8.41	-2.84	-.39
Personal Growth	26.73	11.31	31.88	10.31	4.78	.02	-7.26	-2.83	-.48
Positive relations with Others	29.92	11.93	34.79	10.50	4.40	.03	7.07	2.70	.43
Purpose in Life	28.27	10.59	32.06	10.49	3.54	.62	-5.89	-1.69	-.36
Self Acceptance	30.78	11.79	34.41	11.29	3.13	.44	-5.92	-1.35	-.31

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

Table 33 shows the gender differences on the study variables. Results indicated that warmth, behavioral control, environmental mastery, personal growth, and positive relations with others are significantly high among girls as compared to boys; while boys are high in autonomy support than girls.

Table 34

Mean Differences across family system on Perceived Parenting Dimension Questionnaire, Basic Psychological Needs, Attribution Styles and Psychological Wellbeing (N=600)

Variables	Nuclear (N= 298)		Extended (N= 302)		<i>t</i>	<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>	
Perceived Parenting Dimension Questionnaire (Mother Form)									
Warmth	20.91	6.68	18.63	7.21	1.84	.05	.64	.09	.18
Behavioral Control	18.54	4.30	19.15	3.58	1.59	.01	-.37	.14	-.16
Autonomy Support	16.42	4.60	17.18	3.17	2.08	.00	-.48	.04	.19
Psychological Control	20.13	4.53	20.97	4.88	-1.2	0.13	-2.15	.04	.18
Rejection	16.57	3.3	17.3	2.81	-1.6	.05	1.58	.12	.24
Corporal Punishment	26.44	4.22	26.76	4.48	-.51	.23	.53	.89	.07

Continued...

Variables	Nuclear (N= 298)		Extended (N= 302)		<i>t</i>	<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>	
Perceived Parenting Dimension Questionnaire (Father Form)									
Warmth	50.46	5.85	47.92	5.69	1.09	.01	-.06	-.21	.11
Behavioral Control	7.23	1.11	6.84	1.22	3.21	.05	.15	.63	.33
Autonomy Support	16.42	4.60	17.18	3.17	2.08	.00	-.48	.04	.19
Psychological Control	32.21	8.75	36.32	8.51	2.65	.00	-.98	-.04	.44
Rejection	50.76	7.27	48.16	6.78	2.22	.30	-.12	1.02	.01
Corporal Punishment	23.32	6.51	25.90	5.21	.75	.51	-.63	1.40	.07
Basic Psychological Needs Scale in General									
Autonomy	21.25	4.70	18.44	4.13	3.76	.087	1.34	4.28	.63
Competence	17.46	2.96	15.36	2.91	4.35	.530	1.14	3.05	.71
Relatedness	27.24	4.31	24.68	3.88	3.91	.046	1.26	3.85	.62
Attribution Style Questionnaire									
Optimistic Attribution Style	43.20	5.44	41.66	6.69	.86	.36	-.61	1.54	.09
Pessimistic Attribution Style	24.34	4.25	25.89	4.69	2.95	.25	1.79	7.42	.30
Ryff Scale of Psychological Wellbeing									
Autonomy	19.39	8.77	13.43	8.01	2.08	.96	.32	1.60	.20
Environmental Mastery	27.38	15.29	33.01	13.36	3.96	.00	-8.41	2.84	-.39
Personal Growth	26.73	11.31	31.88	10.31	4.78	.02	-7.26	2.83	-.48
Positive relations with Others	36.40	11.07	33.16	11.06	2.89	.00	-8.41	2.84	-.39
Purpose in Life	28.27	10.59	32.06	10.49	3.54	.62	-5.89	-1.69	-.36
Self Acceptance	26.73	11.31	31.88	10.31	4.78	.02	-7.26	2.83	-.48

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

Table 34 shows the differences on the family system of the adolescents. The participants from the nuclear family system showed significant difference on positive

parenting dimensions on the other side extended family system is having significant differences on negative parenting dimensions.

Table 35

Mean Differences across working status of mothers on Perceived Parenting Dimension Questionnaire, Basic Psychological Needs, Attribution Styles and Psychological Wellbeing (N=600)

Variables	Working (N= 298)		Non-Working (N= 302)		<i>t</i>	<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>	
Perceived Parenting Dimension Questionnaire (Mother Form)									
Warmth	36.40	11.07	33.16	11.06	2.89	.49	1.04	5.45	.20
Behavioral Control	30.78	11.79	34.41	11.29	3.13	.44	-5.9	-1.35	-.31
Autonomy Support	20.91	6.68	18.63	7.21	1.84	.05	.64	-.09	.18
Psychological Control	16.57	3.3	17.3	2.81	-1.6	.05	-1.58	.12	.24
Rejection	26.44	4.22	26.76	4.48	-.51	.23	.53	.89	.07
Corporal Punishment	44.34	15.25	39.89	14.69	2.95	.25	1.79	7.42	.30
Perceived Parenting Dimension Questionnaire (Father Form)									
Warmth	27.38	15.29	33.01	13.36	3.96	.00	-8.4	2.84	-.39
Behavioral Control	16.42	4.60	17.18	3.17	2.08	.00	-.48	.04	.19
Autonomy Support	18.54	4.30	19.15	3.58	1.59	.01	-.37	.14	-.16
Psychological Control	26.73	11.31	31.88	10.31	4.78	.02	-7.2	2.83	-.48
Rejection	29.92	11.93	34.79	10.50	4.40	.03	7.07	-2.70	.43
Corporal Punishment	30.78	11.79	34.41	11.29	3.13	.44	-5.9	-1.35	-.31
Basic Psychological Needs Scale in General									
Autonomy	26.73	11.31	31.88	10.31	4.78	.02	-7.26	2.83	-.48
Competence	16.57	3.3	17.3	2.81	-1.6	.05	1.58	.12	.24
Relatedness	26.44	4.22	26.76	4.48	-.51	.23	.53	.89	.07

Continued...

Variables	Working (N= 298)		Non-Working (N= 302)		<i>t</i>	<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>	
Attribution Style Questionnaire									
Optimistic Attribution Style	50.29	17.53	50.01	7.08	0.26	.03	7.07	-2.70	.43
Pessimistic Attribution Style	30.69	16.66	35.17	18.69	2.95	.25	1.79	7.42	.30
Ryff Scale of Psychological Wellbeing									
Autonomy	28.27	10.59	32.06	10.49	3.54	.02	-5.89	-1.69	-.36
Environmental Mastery	27.38	15.29	33.01	13.36	3.96	.00	-8.41	-2.84	-.39
Personal Growth	26.73	11.31	31.88	10.31	4.78	.02	-7.26	-2.83	-.48
Positive relations with Others	29.92	11.93	34.79	10.50	4.40	.03	7.07	2.70	.43
Purpose in Life	28.27	10.59	32.06	10.49	3.54	.02	-5.89	-1.69	-.36
Self Acceptance	30.78	11.79	34.41	11.29	3.13	.04	-5.92	-1.35	-.31

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

Table 35 shows that there is significant difference on the occupation of the mothers of the adolescents. The mean differences on competence, autonomy, environmental mastery, personal growth, positive relations with others, purpose in life and self acceptance is high on working mothers.

Model Testing for Prediction of Psychological Wellbeing

The study aimed to investigate the collective and interactive influence of all factors that are critical for the mental health of adolescents. The statistical software Analysis of a Moment Structures (i.e. AMOS), version 21 was utilized; to determine conditional and indirect paths which were anticipated that they effect the variables under investigation. Following table and diagram reveals the results that how psychological wellbeing is affected by the independent and mediated variables.

Figure 20

Proposed Path Analysis Model depicting the prediction of psychological wellbeing

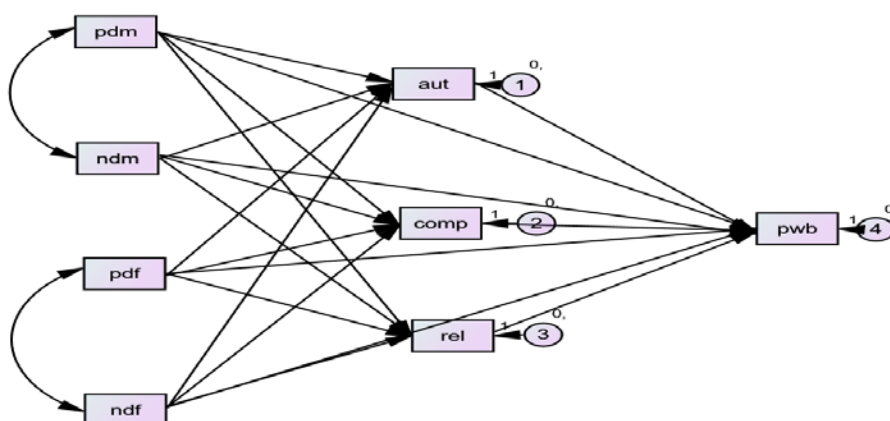


Table 36

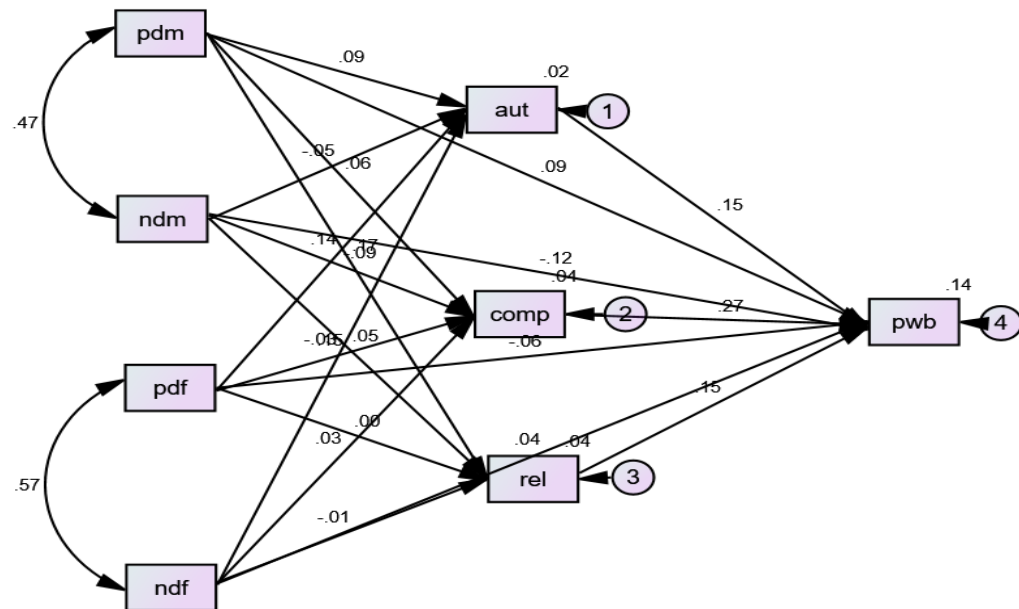
Model fit indices for effect of Parenting Dimension on Psychological wellbeing through Competence, Relatedness and Autonomy (N=600)

	χ^2 (df)	NFI	IFI	TLI	CFI	RMSEA
Model	140.40(3)	.89	.91	.91	.94	.08

Note. GFI: Goodness of Fit Index, IFI: Incremental Fit Index, TFI: Tucker-Lewis Index; CFI: Comparative Fit Index, RMSEA: Root Mean Square Error of Approximation

Figure 21

Path Analysis Model depicting the prediction of psychological wellbeing with standardized estimates



The suggested model of variables to explain the psychological wellbeing of adolescents was assessed through SEM (i.e. structural equation modelling) by AMOS version 21. The model (measurement) demonstrated satisfactory results, meeting the widely accepted criteria for goodness of fit indices, with a noteworthy χ^2 value of 140.40 and $p < .001$. The NFI value peaked at .89, which aligns closely with the anticipated threshold that was .90 (Lei & Lomax, 2005). Furthermore, IFI, CFI, and TLI values were recorded at .91, .94, and .91 respectively, all indicating an acceptable level of fit (Goodboy & Kline, 2017). The RMSEA stood at .08, falling within the desired range as

recommended by Rigdon (1996), who suggests that an RMSEA value equal to or below .08 signifies a reasonable approximation error; models with an RMSEA above 0.1 are not preferred. In summary, the aforementioned data and statistics present a comprehensive model outlining the influence of suggested independent variables and mediators on the outcome variable that is psychological wellbeing of adolescents in this particular study.

DISCUSSION

Chapter VI

Discussion

Effective parenting practices across various dimensions play a crucial role in the vital development of adolescents. When the bond between parents and teenagers is strong and positive, it not only yields psychological advantages for both parties but also extends to benefit society at large. Conversely, when this relationship is lacking, both individuals and society experience adverse consequences.

The study aimed to explore how parenting strategies, fundamental psychological needs, and attribution styles impact the emotional health of adolescents. The connection between parents and adolescents displays discrepancies, as previous research highlights the significance of examining adolescence as a crucial developmental stage in relation to parenting approaches (Ryan & Deci, 2000a, 2000b, 2001). During this developmental phase, adolescents require increased autonomy and independence to develop themselves and make decisions aligned with their objectives (Deci & Ryan, 2000).

Several studies have underscored this crucial phenomenon, demonstrating that a positive, supportive, and attentive bond between the parent and adolescent promotes optimal maturation and progress (Gurland & Grolnick, 2003). Conversely, the presence of a constrictive, regulated, disciplinary, extra ordinary intimidating and negligent orientation among parents and adolescents obstructs their optimal flourishing resulting in deteriorating outcomes (Ryan & Deci, 2001; Saeed & Hanif, 2014; Saleem et al., 2017; Sangawi et al., 2015).

The current indigenous study has highlighted that perceived parenting practices in manifestaion of different dimensional approach either positive or negative is significantly

effects the adolescence. In a Pakistani society, it would be endorsed that parents as the socialization agents of their children have important role in their lives either it's for their education, career, and their future life.

The primary goals of the study were achieved through the creation of hypotheses and the application of various statistical methods. An analysis was conducted on a sample of 600 adolescents (298 boys and 302 girls) to determine mean values and variance in the data set, to check the normality assumptions of the data for this skewness and kurtosis were calculated, and the internal consistencies between the items of the questionnaires alpha reliabilities were also checked. The results indicated all values are in that acceptable ranges according to established norms. Cronbach's alpha was used to check the consistency of scale after validation of instruments. All the scales have reliabilities in acceptable range explained by Nunnally (1994) that is ($\alpha > .7$) indicated that study instruments are reliable and they are internally consistent and share their due part in the construct. Descriptive statistics were applied to check the normality assumption of the data as shown in Table 25. It confirmed that the normality assumptions were fulfilled. The trends of relationship between the study variables were seen by bivariate correlation method. The results of the correlation matrix revealed that there is a significant and meaningful relationship between the researched variables as shown in Table 26.

Inferential statistics have been applied for hypothesis testing. To find out the mean differences among various groups, t-test has been applied. Process macro by Andrew Hayes has been used for mediation and moderation analysis. For model testing AMOS version 21 has been used.

In order to find out role of perceived parenting dimensions, basic psychological needs, and attribution styles as independent variable on adolescent's psychological wellbeing, forced entry method of multiple regression analysis was applied. Results showed that perceived positive parenting dimensions (mother and father), and basic psychological needs positively predicted relationship. While, negative parenting dimension (mother and father), optimistic and pessimistic attribution styles didn't predicted the relationship.

The study conducted mediation analysis to investigate the role of fundamental psychological needs in linking parenting aspects with psychological well being. The results indicated that all components of fundamental psychological needs, along with the overall score, played a significant mediating role in the relationship between parenting dimensions and psychological well-being (Table 28 to 31). This emphasizes the existence of indirect effects. Nevertheless, moderation analysis outcomes showed that only one noteworthy interaction effect was found involving an optimistic attribution style in relation to positive maternal parenting dimensions and psychological well-being.

Demographic factors were also investigated in the primary study dataset. Analysis using independent sample t-tests indicated noteworthy disparities ($p < .05$) in study variables between male and female participants.

The discussion of the research is presented, supplemented by backing from pertinent scholarly sources.

Association between the subscales of positive parenting dimension and subscales of psychological wellbeing of adolescents were checked and results showed that there is a significant relationship between study variables in a positive direction; suggesting that if

one increases other will also increase and vice versa. It can be interpreted from this finding that adolescents who perceive their parents as more welcoming, supportive, courageous experience more happiness and satisfaction with life (Deci & Ryan, 2000; Spencer, 2005). This discovery aligns with the current empirical studies on the correlation between positive parenting dimensions and psychological wellbeing of adolescents (Browne, 2015; Santrock, 2007).

The study revealed a strong positive connection between an optimistic attribution style and psychological wellbeing, such as autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self acceptance. This suggests that adolescents exhibit a favorable outlook on life and display a high degree of effective functioning. The dimensions of psychological wellbeing point to characteristics like optimism, competence, independence, reliance on personal strengths, self-assuredness, and emotional maturity. These results affirm previous research demonstrating the individual advantages of adopting an optimistic attribution style in both interpersonal relationships and self-perception (Cheng & Furnham, 2001, 2003; Demir & Weitekamp, 2007; Furnham & Cheng, 2000).

Research was conducted to examine the correlations between adverse parenting qualities and specific aspects of adolescents' psychological health. The findings demonstrated an inverse relationship between negative parenting traits and facets of psychological wellbeing. Previous studies exploring the impact of negative parenting characteristics have highlighted a consistent trend, revealing that insufficient support and empathy from parents (such as rejection and psychological manipulation) are linked to decreased levels of psychological wellbeing (Campos et al., 2013; Kazarian et al., 2010,

Ryan & Deci, 2001). The results confirmed the predicted relationships between the dimensions of parenting and psychological wellbeing.

Further it was hypothesized that psychological well-being as an outcome product of parenting dimensions, basic psychological need, and attribution styles. The findings for this relation were also in line with literature (Berman et al., 2001; Harris & Goodall, 2008; La Guardia et al., 2000; Peterson & Steen, 2002; Peterson & Vaidya, 2001; Vansteenkiste et al., 2004) as autonomy positively predicted psychological well-being whereas corporal punishment negatively predicts the psychological well-being (Deci & Ryan, 2000, 2008; Roth et al., 2009; Vleioras & Bosma, 2005).

One of the objectives of the study was to investigate the impact of parenting dimensions on psychological wellbeing. The result revealed that positive mother dimensions, positive father dimensions, autonomy, competence and relatedness proved to be better predictor of psychological wellbeing of adolescents i.e. defined as presence of prosocial behavior, mastery skills, competent, independent, and having positive approach towards relationships. Thus, the hypothesis that is psychological needs positively predict psychological wellbeing of adolescents is accepted. According to study during the growing period of children, adolescents face thousands of times the situations in which parents can also provoke them with their tendencies to shun or run away from responsibilities for their own actions and parents also encourage them that these situations are not due to their faults. According to the study parents are needed to be sensitive to the needs of their children, entail love and motivation to assume appropriate apprehension and promote autonomy in their children's decisions and make prickly attempts to meet these needs which in turn result in to improving personal growth of

children (Steger et al., 2008). According to another study, psychological health of adolescents has been influenced by parenting behaviours. Results revealed that perceived parental warmth act as a positive predictor for mental health whereas parental rejection found to be negative predictor of mental health problem (Saleem et al., 2015). Parental involvement can boost child accomplishment and psychological health in numerous ways. Relatedness with parents is found to be foremost grounds of adult's personality and character (Aelterman et al., 2019). Thus, it is confirmed that findings support the previous researches.

It has been clearly indicated through results that there was significant correlation between positive and negative parenting dimensions of (both father and mother), basic psychological needs, optimistic and pessimistic attribution styles and psychological wellbeing components. The intercorrelation study between parental practices and other study variables was conducted and it exhibited negative parenting practices such as harsh, inconsistent discipline and low supervision and psychological wellbeing components have negative correlation between them and also has negative correlation with optimistic attribution style. Similarly, positive parenting practices such as supervision, positive and consistent discipline found to be positively correlated with psychological wellbeing components. This study found that low supervision higher inconsistent and harsh parenting operate as risk factor for promoting difficulties in children in later their life and positive parenting which are considered as positive discipline, supervision operate as protective factors and emerge to be related with prosocial behavior (de Matos et al., 2019). Another study examined the literature in 12 different countries including Pakistan concerning that parental practices have influential affect on behavioral issues among

different age group of children. Parents who involve particularly in the activities of their children, monitor them well and provide them positive parental dimensions including warmth, autonomy support and consistent discipline result into having lower level of behavioural problems in their children (Sangawi et al., 2015). According to another study warmth and sensitive respond discipline from parents are correlated with positive outcomes for children and adolescents whereas harsh and punishment attitude are associated with negative outcomes (Baker, 2013; Gershoff, 2002; Taylor, 2005).

Studies revealed externalizing and internalizing problems have negative correlation with parental warmth and autonomy support. Parental autonomy support act as major element for the psychological growth of child and psychological growth results into lower externalizing problems. It has been found that when youth experience their parents both mother and fathers as providing warmth and acceptance and supportive then they less likely suffer from depression in their life. Significant negative correlation has been found between parental warmth and depression and internalizing problems and vice versa (Garber et al., 1997; Hammen et al., 2004). Another study found that parental supports which include warmth and acceptance are associated with low level of aggressive behaviour and social isolation (McKee et al., 2008). Thus, the hypothesis i.e., first and second, hypotheses of the study have been accepted. These findings further support the previous studies.

Another hypothesis was that there would be a negative correlation between basic psychological needs (autonomy, competence and relatedness) and negative parenting dimensions. The results indicated that there was a highly significant correlation between negative parenting dimensions (mother and father) and basic need satisfactions and its

subscales (autonomy, competence and relatedness). These findings support the previous researches. Positive relationship between parental support and basic psychological needs among adolescents are consistently documented in empirical research conducted by self-determination theory (Niemic et al., 2006). According to self-determination theory, if adolescents are provided with supportive environment from their parents for basic psychological need, it results in to autonomous personality development which makes it possible to satisfy basic psychological needs in daily life. It has been presupposed by self-determination theory that when adolescents are provided with environment which supports autonomy, competence and relatedness it results into making more adjusted as compared to those adolescents whose parents do not provide supportive environment for autonomy, competence and relatedness. When the basic psychological needs are fulfilled then individual become intrinsically determinants of one's behavior (Deci & Ryan, 2008; Ryan & Deci, 2001). Thus, the hypothesis of the study has been accepted.

It was also hypothesized that study variables i.e. parenting dimensions (mother and father), basic psychological needs (autonomy, competence and relatedness), and attribution styles (optimistic attribution style and pessimistic attribution style) predict psychological health of adolescent. For this multiple regression analysis has been done and it has been clearly indicated by results that positive parenting dimension (mother), negative parenting dimension (mother) and psychological needs (autonomy, competence and relatedness) positively predict the psychological wellbeing. Present findings support the previous researches. Basic psychological needs (autonomy, competence and relatedness) predict positive integration and well-being whereas frustration of basic psychological needs result into submissiveness, disintegration and ill-being.

(Vansteenkiste & Ryan, 2013). Another study confirmed hypothesis by stating that satisfaction of basic psychological needs which is facilitated by supportive social contexts lead to the building of inner resources and promote a sense of wellness that triggers successive resilience (Vallerand, 2000; Van den Broeck et al., 2016; Vansteenkiste & Ryan, 2013; Vansteenkiste et al., 2020; Vansteenkiste et al., 2004). According to another study it's been found that when the basic psychological needs satisfaction thwart then it results into a broad variety of outcomes which includes depressive symptoms, self-critical perfectionism, externalizing problems, immoral functioning and are mostly repressive in their defence mechanism (Lynch et al., 2011). According to Self Determination Theory, when children are provided with environment in which they feel related, autonomous and competent it will result in to engaging children more constructively with their parents and take part in socialization more enthusiastically (Skinner et al., 2005). Thus, hypothesis has been accepted.

Furthermore, this study also explored role of demographic (i.e., gender). The findings revealed the differences for gender. Boys scored high on autonomy support as compared to girls whereas for girls scored higher on warmth, and behavioral control. These results diverged from prior studies, as researchers demonstrated that females obtained greater scores on self-regulated actions (Deci & Ryan, 1985; Kwok & Wong, 2000; Soenens et al., 2005). Previous researches indicated that parental involvement is experienced more by daughter as compared to son in their education (Beyers & Goossens, 2008; Luyckx et al., 2008). This hypothesis was made on the base of general observation of our society. In Pakistani culture as girls remain in their home most of time therefore feel a close bond with their parents and perceived their parents as nurturing and

carrying towards them whereas in adolescent phase boys are more attracted towards their friends and any gesture which is found to be a hurdle is perceived as a negative action. Parents pay more attention to their daughter. When a child started to grow up, parents feel more responsibilities and take additional roles beyond that of giving warmth and reactive parenting. Including in other responsibilities are discipline, monitoring and teaching the moral and societal values, schedule management. During the phase of adolescent boys perceived their parents as negative while girls show obedience and consider parents involvement as for their betterment (Paat & Markham, 2019). Thus, the hypotheses have been proved. These different findings may be due to the cultural variations; in our collectivistic culture boys have more independence than girls. For psychological wellbeing result depicted significant differences where girls have high score on components of psychological wellbeing as compared to boys.

To check the effect of family system on study variables t-test was applied and results revealed that adolescents perceived their parents on negative dimensions more in extended family system whereas adolescents belong to nuclear family system perceive their parents more on positive dimensions as compared to extended family system. According to research children from nuclear family experience economic stability and result in providing lavishness and lots of opportunities in life. Children experience more consistent and stable and have positive behaviour towards academic activities and extracurricular activities (Farrell & Barnes, 1993).

To check the effect of mother occupation on study variables t-test was applied. Adolescents report more psychological wellbeing in the sample of working mothers as compared to non-working mothers: Non-working mothers are perceived more on negative

dimensions provided to their off spring as compare to working mothers. According to research it has been concluded that adolescents whose mothers are working are perceived to be more competent by their children and they are found to be having more control over their environment. It has been that it dual income household, it become possible for women to make independent choices and help children in improving their nutrition and education quality (McIntosh & Bauer, 2006).

The results of the study revealed that basic psychological need was full mediator in the relationship between perception of mothers and fathers positive parenting dimension and psychological wellbeing of adolescents. On the other hand, there was partial mediation in the relationship between perception of mother and father negative parenting dimension and psychological wellbeing of adolescents. According to these findings, it can be concluded that basic psychological needs satisfaction work as nutrients in an adolescent's life. Results were further proved by previous researches. According to study it has been found that emerging adults combine basic psychological needs with romantic relationship quality and it further enhance their subjective well-being. Basic psychological needs satisfaction found to be as mediator between romantic relationship and subjective wellbeing of emerging adult (Eryilmaz & Dogan, 2013). Another study revealed that relationship between attachment anxiety and depression was partially mediated by basic psychological needs satisfaction. Study found that when attachment anxiety relates to depressive symptoms it results into more complicated way and satisfaction of basic psychological needs help to balance this effect (Kormas et al., 2014). Hence the hypothesis has been proved by the finding of present study and it work as supportive research for previous studies that basic psychological needs satisfaction

mediates the relation between parenting dimensions and psychological health of adolescents. Enhancing fundamental psychological necessities such as autonomy, competence, and relatedness could potentially serve as an effective intervention among high school students to alleviate emotions of shame, depression, and loneliness (Wei et al., 2005).

The study's model portrays several crucial relationships that highlight the significance of key variables in forecasting the psychological wellness of teenagers from a collectivistic background. The anticipated model tested using AMOS 21 indicated that different aspects (positive and negative) of parental dimensions significantly forecast the psychological wellness of Pakistani adolescents. Within this framework, it was observed that autonomy, competence, and relatedness concurrently play a mediating role in connecting parental dimensions to the psychological wellness of adolescents. Two categories of parenting styles exist: positive and negative. Autonomy, competence, and relatedness are essential psychological needs that play a significant role in mediating parenting styles to psychological well-being. All paths within the theoretical model hold significance without additional covariances. The study's model illustrates both direct and indirect routes that influence psychological well-being among Pakistani adolescents. This relationship is supported by prior research findings as well. A study was conducted to check the mediating function of basic psychological needs in the relationship of perception of parent on subjective well-being which include (positive affect and negative affect) of adolescents. Results indicated that autonomy support from parents enhance subjective well-being in adolescent's life through direct path. Basic need satisfaction influences the subjective well-being in adolescents through indirect path. Mediating

relationship of basic psychological needs between parent relationship and subjective wellbeing has been confirmed (Kocayoruk, 2012).

Another study stated that the autonomy, competence and relatedness these three needs should be significant and work as independent predictors of meaning in life (Weinstein et al., 2012). The fundamental psychological requirements were a complete mediator in linking the perception of the mother to the negative emotions of adolescents. Conversely, these essential psychological needs serve as a partial mediator in connecting the positive emotions of adolescents with their perception of the mother. Moreover, satisfaction of basic psychological needs plays a partial mediating role in how adolescent's positive and negative emotions are connected to their perception of the father (Kocayoruk, 2012; Kwok & Wong, 2000; Leidy et al., 2011). Adolescents belonging to authoritative households that incline those children to promote autonomy and relatedness are found to be more autonomous, mature, prosocial, socially conscious and responsible as compare to those children who belong to directive households (Akhter et al., 2011; Anjum & Malik, 2010; Aunola & Nurmi, 2005; Baker, 2013). According to conceptual model of present study and support provided by previous studies it has been found that importance of parenting cannot be ignored and it play significant role in the life of adolescent. According to recent studies basic psychological needs (i.e. autonomy, competence and relatedness) gain immense importance and when they are taken as separate predictor all of three play significant role in enhancing psychological wellbeing of adolescent but in combined model these three needs also play an important role.

Limitations and Recommendations

For the help of future researchers, there are some suggestions along with some limitations of present study which can be avoided by future researchers to conduct their research. The study, while primarily investigative, makes a significant contribution to the existing body of knowledge on parental methodologies. Based on the findings of this research, it is suggested that forthcoming studies incorporate data collection from parents in addition to self-report instruments to enhance the credibility of the results, as self-report measures displays only one perspective of this phenomenon. Instruments used in present study, were self-reported in which the element of social desirability is possible. It is also suggested that socio economic status as per capita of the research participants should be catered in future researches. As the economic status has huge and influential effect on the study variables. The no of siblings and the order of the participant also play an important role in this regard, they also be addressed in future researches. For future researches, it is recommended to draw some experiments or observational method, longitudinal method to explore this phenomenon. Sample consists of adolescents only, as a result development differences was not studied. It is suggested to take different developmental stages and explore differences between diverse groups. It is necessary for the sample to be inclusive of individuals from various socioeconomic backgrounds in order to accurately extrapolate findings that are representative of all segments of the population.

In present research only two broader dimensions (positive and negative) of parenting dimensions were studied. For future researchers, it is recommended to study different dimensions of parenting including warmth, autonomy support, behavioral

control, rejection, psychological control, structure, chaos, coercion and corporal punishment and check their independent effect on psychological wellbeing of adolescents.

Sample is limited to only two major cities of Pakistan which are Islamabad and Rawalpindi. Therefore generalization of these findings cannot be sustained on this evidence alone. In future, sample should be collected from different cities of Pakistan. Also data is collected through convenient purposive sampling technique and only those families are included who are easily approachable. They may not be true representative of whole society. Data should be collected from different cities of Pakistan so that it shows the true representation of society.

Implications

This research substantially adds to our understanding of the concept of parental dimensions. The results of this study have practical applications in programs aimed at prevention and intervention for parents as well as for adolescents, which can be used for facilitating development of adolescents at school and college level. Present study can be used for interventions for families to create awareness. Techniques can be introduced to overcome the consequences faced by adolescents.

This investigation may serve as a valuable tool in educating parents about employing more effective and affirmative parenting methods. The aim is to foster improved interactions that can assist in addressing challenges related to adjustment and emotional disruptions within parent-child relationships. The findings of this current study can contribute significantly to the design and implementation of various intervention

strategies aimed at enhancing relationships between parents and adolescents. By cultivating healthy relationships, many issues can be effectively addressed, leading to resolutions in adjustment and psychological concerns. This study underscores the importance of parents utilizing nurturing practices that promote psychological well-being among adolescents. Furthermore, organizing training sessions and workshops could be beneficial for both parents and adolescents by enhancing communication skills and social interaction abilities.

Educational counselors have the option to create workshops or group educational sessions where parents can engage in learning various abilities to enhance their adolescent's competence, relationships, and independence. These skills include effective communication, fostering positive peer relationships, and promoting healthy social interactions within school environments. As part of this initiative, these training programs for parents emphasize the significance of parent-child relationships and the distinct impacts that parents have on an adolescent's development. The aim of these training should be creating awareness about the importance of parent child relationship which result in to increasing basic psychological needs as a result it helps in reducing depression, loneliness experienced by high school and feeling of shame.

Conclusion

Present study was conducted on the impact of parenting dimensions on psychological wellbeing of adolescents and in which basic psychological needs act as mediator and attribution styles as moderator. It has been found that positive parenting dimensions found to be strong predictor in increasing psychological and emotional

health in adolescent's life. Strong empirical support has been provided by present study about the importance of basic psychological needs (autonomy, competence and relatedness) and attribution styles. It has been found that basic psychological needs mediated between perceived parenting dimensions and adolescent's psychological wellbeing. The negative perceived parenting dimensions negatively affect the psychological wellbeing of adolescent. It results into enhancing the adjustment issues and decreasing prosocial behaviour. When basic psychological needs added then it enhances prosocial behaviour and reduced difficulties in adolescent's life. It can be concluded that psychological wellbeing under self-determination theory is recent phenomena and it play vital role in making adolescent productive part of society. Betterment in self-assessment of relative abilities in the areas of problem solving interpersonal relationship, friendships, making one's own decisions can be achieved by enhancing positive constructs in adolescents.

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APPENDICES

Appendix A**Participant Information Sheet for Respondents of Semi Structured Interviews****General Instruction:**

I would like to invite you to take part in this research. Before you decide you need to understand why the research is being done. Please take time to read the following information carefully. Ask questions if anything you read is not clear or if you would like more information. Take time to decide whether or not take part in this research activity.

Information about Researcher:

I am PhD research scholar at National Institute of Psychology (NIP), Quaid-i-Azam University, Islamabad. Purpose of the present research is the exploration of different parenting practices and how it affects the life of adolescents.

Information about what is involved in research:

Your participation is required in order to generate an indigenous understanding of different parenting behaviors prevailing in our collectivistic culture. Your responses would be taped for accurate understanding and interpretation of acquired information. Your involvement would be to participate in semi structured interviews facilitated by the researcher. The interviews will take place at a convenient time for you. Data collected from the semi structured interviews will be analyzed independently by the researcher/research team.

Voluntary Nature of Participation:

You have been invited for participation in this research and your participation is voluntary and you can withdraw at any time and stage.

Confidentiality of Information:

The information that you will provide would be kept anonymous and confidential; and would be used only for research purpose.

Use of Information:

All the information that you will provide would be consumed towards the completion of PhD dissertation and in case of publication, none of the information would be disclosing identity of the participants.

Thank You

I agree to participate

I do not agree to
participate

Appendix B**Participant Consent Sheet for Respondents of Semi Structured Interviews**

I, _____ voluntary agree to participate in this research study.

- I understand that even if I agree to participate now, I can withdraw at any time or refuse to answer any question without consequences of any kind.
- I understand that I can withdraw permission to use data from my interview within two weeks after the interview; in such case the material will be deleted.
- I have had the purpose and nature of the study explained to me in writing and I have had the opportunity to ask question about the study.
- I understand that I will not get any benefit directly from participating in this study.
- I agree to my interview being recorded.
- I understand that all information I provide for this study will be treated confidentially.
- I understand that in any report on the results of this study; my identity will remain anonymous.
- I understand that signed consent forms and original recordings will be kept safe and only researcher has access to this record.
- I understand that I am free to contact any of the people involved in the study to seek further clarification and information.

Signature of research participant

Dated:

I believe that participant is giving informed consent to participate in this study.

Signature of researcher

Dated:

Appendix C

Guidelines for Semi Structured Interviews

- 1- آپ کے خیال میں وہ کون سے عوامل ہیں جو والدین اور بچوں کے رشتے / تعلق میں خوبصورتی اور نشوونما میں اہم کردار ادا کرتے ہیں۔
- 2- آپ کے خیال میں وہ کونسی خوبیاں ہیں جو اس تعلق کو مزید خوبصورت اور بہترین بنا سکتی ہیں۔
- 3- براہ مہربانی ان عوامل پر روشنی ڈالیں جو اس رشتے کی خوبصورتی میں اہم کردار ادا کرتے ہیں۔
- 4- ان عوامل کی وضاحت کریں جو اس خوبصورت رشتے / تعلق کیلئے ضروری ہیں۔
- 5- آپ کے خیال میں اگر آپ کے اس تعلق / رشتے کی خوشنمائی کم ہے تو اس سلسلے میں کیا کوششیں کر سکتے ہیں کہ اس تعلق کی خوبصورتی بڑھ جائے۔
- 6- ان عوامل پر روشنی ڈالیں جو اس تعلق کی خوشنمائی کم ہونے میں اہم کردار ادا کرتے ہیں۔

Appendix D

Exemplary Verbatim of Semi Structured Interview's Participants

- 1- ہمیشہ کوشش کرتی ہوں کہ بچوں کے ساتھ پیار و محبت سے پیش آؤں۔
- 2- بچوں کو ہمیشہ اچھے اور برے میں تمیز کروانے کا بتانا چاہیے۔
- 3- زندگی کے معمولات کو بہتر طریقے سے کرنے کیلئے بچوں کو صحیح اصولوں پر زندگی گزارنی چاہیے۔
- 4- اپنے بچوں کے ساتھ دوستانہ سلوک رکھنا چاہیے۔
- 5- اکثر جب غصہ آئے تو جو چیز ہاتھ میں ہوتی ہے وہی مار دیتا ہوں۔
- 6- زندگی کو بہتر گزارنے کیلئے کبھی کبھار نرمی کے ساتھ سختی کی بھی ضرورت ہوتی ہے۔
- 7- والدین اکثر سزا کی دھمکی دیتے ہیں۔
- 8- والدین ہمیشہ بچوں کے اچھے کیلئے ہی سوچتے ہیں۔
- 9- والدین کو زیادہ روک ٹوک نہیں کرنی چاہیے۔
- 10- میرے والدین ہمیشہ میری حوصلہ افزائی کرتے ہیں۔

Appendix E

ہدایات: مندرجہ ذیل بیانات کو پڑھ کر اپنے رائے کے مطابق رد عمل ظاہر کریں۔

نمبر شمار	بیانات	مکمل غیر متفق	کچھ حد تک غیر متفق	تھوڑا تھوڑا غیر متفق	تھوڑا متفق	کسی حد تک متفق	مکمل متفق
1	میرے والدین میرے ساتھ بات کرتے ہوئے لطف اندوز ہوتے ہیں۔						
2	میرے والدین یہ جاننے کی کوشش کرتے ہیں کہ جب میں باہر جا رہا ہوں تو کہاں جا رہا ہوں۔						
3	میرے والدین مجھے اپنے خیالات کے اظہار کرنے میں حوصلہ افزائی کرتے ہیں۔						
4	جب میں کوئی کام اپنے طریقے سے کرنا چاہوں تو میرے والدین مجھ سے زیادہ خوش نہیں ہوتے۔						
5	کبھی کبھار مجھے لگتا ہے کہ میرے والدین مجھ سے پیار نہیں کرتے۔						
6	میرے والدین میرے ساتھ سختی سے پیش آتے ہیں۔						
7	میرے والدین خوشگواہی کے ساتھ اکٹھا وقت گزارتے ہیں۔						
8	اگر میں گھر دیر سے آؤں تو والدین وضاحت پوچھتے ہیں۔						
9	میرے والدین مجھے اپنے فیصلے خود کرنے کی ترغیب دیتے ہیں۔						
10	میرے والدین ہمیشہ مجھے بتاتے ہیں کہ مجھے کیا کرنا چاہیے۔						
11	جب میں پریشان ہوں تو میرے والدین کو پروا نہیں ہوتی۔						

نمبر شمار	بیانات	کامل غیر متفق	کچھ حد تک غیر متفق	تھوڑا تھوڑا غیر متفق	تھوڑا متفق	کسی حد تک متفق	کامل متفق
12	میرے والدین چھوٹی چھوٹی شرارتوں پر بھی مجھ پر زور سے چیختے چلاتے ہیں۔						
13	میرے والدین میری بات سنتے ہوئے دلچسپی اور توجہ کا اظہار کرتے ہیں۔						
14	میرے والدین اکثر یہ جاننے کی کوشش کرتے ہیں کہ میں اپنے فارغ وقت میں کیا کرتا ہوں اُکرتی ہوں۔						
15	میرے والدین مجھ پر اعتماد کرتے ہیں۔						
16	میں چیزوں کے بارے میں جیسے سوچتا ہوں والدین والد اسے ہمیشہ تبدیل کرنے کی کوشش کرتے ہیں۔						
17	کبھی کبھار مجھے لگتا ہے کہ میرے والدین میرا ہونا پسند نہیں کرتے۔						
18	میرے والدین بات نہ ماننے پر اکثر تھپڑ بھی مار دیتے ہیں۔						
19	میں اپنے والدین کا پیار اور حمایت محسوس کرتا ہوں۔						
20	میرے والدین اپنے اصولوں کے قائل ہیں اور ان پر عمل کروانے کے پابند ہیں۔						
21	جب کوئی خاص بات پر مشورہ ہو رہا ہو تو میرے والدین مجھے اپنی رائے دینے کی اجازت دیتے ہیں۔						
22	جب بھی مجھے کچھ کہنا ہو تو میرے والدین موضوع تبدیل کر دیتے ہیں۔						
23	میرے والدین ہر چیز پر انکار کر دیتے ہیں۔						
24	میرے والدین اکثر اوقات بازو پکڑ کر زور سے جھنجھلاتے ہیں۔						

نمبر شمار	بیانات	مکمل غیر متفق	کچھ حد تک غیر متفق	تھوڑا غیر متفق	تھوڑا متفق	کسی حد تک متفق	مکمل متفق
25	اپنے مسائل اور مشکلات والدین کو بتانے میں حوصلہ افزائی محسوس کرتا ہوں / کرتی ہوں۔						
26	کہیں بھی جانے کیلئے مجھے اپنے والدین کو بتانا پڑتا ہے کہ کہاں جا رہا ہوں اور کب تک واپس لوٹوں گا۔						
27	میرے والدین مجھے سکھاتے ہیں کہ ہر مسئلے کے دونوں اطراف دیکھ کر فیصلہ کرو۔						
28	میرے ہونے اور سوچنے کے طریقے کو میرے والدین مسلل کنٹرول کرنے کی کوشش کرتے ہیں۔						
29	میرے والدین مجھے احساس دلاتے ہیں کہ انہیں میری ضرورت نہیں۔						
30	جب میں بات نہ مانوں تو جو چیز میرے والدین کے ہاتھ میں ہو وہی اٹھا کر مار دیتے ہیں۔						
31	مشکل وقت میں اپنے والدین کی مدد پر مجھے بھروسہ ہوتا ہے۔						
32	میرے والدین چاہتے ہیں کہ جو کچھ بھی کروں ان کے اصولوں کے دائرہ کار میں رہ کر کروں۔						
33	میں اگر کسی ناپسند بات کا اظہار کروں تو میرے والدین اس بات کو تحمل کے ساتھ سنتے ہیں۔						
34	میرے والدین اکثر مجھے ٹوک دیتے ہیں۔						
35	میں جتنا کر لوں میرے والدین کیلئے کافی نہیں ہوتا۔						
36	میرے والدین کبھی کبھار بہت سخت سزا بھی دیتے ہیں۔						

Appendix F

ہدایات: مندرجہ ذیل بیانات کو پڑھ کر اپنے رائے کے مطابق رد عمل ظاہر کریں۔

نمبر شمار	بیانات	مکمل غیر متفق	کچھ حد تک غیر متفق	تھوڑا تھوڑا متفق	کسی حد تک متفق	مکمل متفق
1	میری والدہ میرے ساتھ بات کرتے ہوئے لطف اندوز ہوتی ہیں۔					
2	میری والدہ یہ جاننے کی کوشش کرتی ہیں کہ جب میں باہر جا رہا ہوں تو کہاں جا رہا ہوں۔					
3	میری والدہ مجھے اپنے خیالات کے اظہار کرنے میں حوصلہ افزائی کرتی ہیں۔					
4	جب میں کوئی کام اپنے طریقے سے کرنا چاہوں تو میری والدہ مجھ سے زیادہ خوش نہیں ہوتیں۔					
5	کبھی کبھار مجھے لگتا ہے کہ میری والدہ مجھ سے پیار نہیں کرتیں۔					
6	میری والدہ میرے ساتھ سختی سے پیش آتی ہیں۔					
7	میری والدہ خوشگوار کے ساتھ اکٹھا وقت گزارتی ہیں۔					
8	اگر میں گھر دیر سے آؤں تو والدہ وضاحت پوچھتی ہیں۔					
9	میری والدہ مجھے اپنے فیصلے خود کرنے کی ترغیب دیتی ہیں۔					
10	میری والدہ ہمیشہ مجھے بتاتی ہیں کہ مجھے کیا کرنا چاہیے۔					
11	جب میں پریشان ہوں تو میری والدہ کو پرواہ نہیں ہوتی۔					

نمبر شمار	بیانات	مکمل غیر متفق	کچھ حد تک غیر متفق	تھوڑا تھوڑا غیر متفق	تھوڑا تھوڑا متفق	کسی حد تک متفق	مکمل متفق
12	میری والدہ چھوٹی چھوٹی شرارتوں پر بھی مجھ پر زور سے چیختی چلاتی ہیں۔						
13	میری والدہ میری بات سنتے ہوئے دلچسپی اور توجہ کا اظہار کرتی ہیں۔						
14	میری والدہ اکثر یہ جاننے کی کوشش کرتی ہیں کہ اپنے فارغ وقت میں کیا کرتا ہوں / کرتی ہوں۔						
15	میری والدہ مجھ پر اعتماد کرتی ہیں۔						
16	میں چیزوں کے بارے میں جیسے سوچتا ہوں میری والدہ اسے ہمیشہ تبدیل کرنے کی کوشش کرتی ہیں۔						
17	کبھی کبھار مجھے لگتا ہے کہ میری والدہ میرا ہونا پسند نہیں کرتیں۔						
18	میری والدہ بات نہ ماننے پر اکثر تھپڑ بھی مارتی ہیں۔						
19	میں اپنی والدہ کا پیارا اور حمایت محسوس کرتا ہوں / کرتی ہوں۔						
20	میری والدہ اپنے اصولوں کی قائل ہیں اور ان پر عمل کروانے کی پابند ہیں۔						
21	جب کوئی خاص بات پر مشورہ ہو رہا ہو تو میری والدہ مجھے اپنی رائے دینے کی اجازت دیتی ہیں۔						
22	جب بھی مجھے کچھ کہنا ہو میری والدہ موضوع تبدیل کر دیتی ہیں۔						
23	میری والدہ ہر چیز پر انکار کر دیتی ہیں۔						
24	میری والدہ اکثر اوقات بازو پکڑ کر زور سے جھنجھلاتی ہیں۔						

نمبر شار	بیانات	کامل غیر متفق	کچھ حد تک غیر متفق	تھوڑا غیر متفق	تھوڑا متفق	کسی حد تک متفق	کامل متفق
25	اپنے مسائل اور مشکلات والدہ کو بتانے میں حوصلہ افزائی محسوس کرتا ہوں / کرتی ہوں۔						
26	کہیں بھی جانے کیلئے مجھے اپنی والدہ کو بتانا پڑتا ہے کہ کہاں جا رہا ہوں اور کب تک واپس لوٹوں گا۔						
27	میری والدہ مجھے سکھاتی ہیں کہ ہر مسئلے کے دونوں اطراف دیکھ کر فیصلہ کرو۔						
28	میرے ہونے اور سوچنے کے طریقے کو میری والدہ مسلسل کنٹرول کرنے کی کوشش کرتی ہیں۔						
29	میری والدہ مجھے احساس دلاتی ہیں کہ انہیں میری ضرورت نہیں۔						
30	جب میں بات نہ مانوں تو جو چیز میری والدہ کے ہاتھ میں ہو وہی اٹھا کر مار دیتی ہیں۔						
31	مشکل وقت میں اپنی والدہ کی مدد پر مجھے بھروسہ ہوتا ہے						
32	میری والدہ چاہتی ہیں کہ جو کچھ بھی کروں ان کے اصولوں کے دائرہ کار میں رہ کر کروں۔						
33	میں اگر کسی ناپسند بات کا اظہار کروں تو میری والدہ اس بات کو تحمل کے ساتھ سنتی ہیں۔						
34	میری والدہ اکثر مجھے ٹوک دیتی ہیں۔						
35	میں جتنا کروں میری والدہ کیلئے کافی نہیں ہوتا۔						
36	میری والدہ کبھی کبھار بہت سخت سزا بھی دیتی ہیں۔						

Appendix G

ہدایات: مندرجہ ذیل بیانات کو پڑھ کر اپنے رائے کے مطابق رد عمل ظاہر کریں۔

نمبر شمار	بیانات	مکمل غیر متفق	کچھ حد تک غیر متفق	تھوڑا تھوڑا متفق	کسی حد تک متفق	مکمل متفق
1	میرے والد میرے ساتھ بات کرتے ہوئے لطف اندوز ہوتے ہیں۔					
2	میرے والد یہ جاننے کی کوشش کرتے ہیں کہ جب میں باہر جا رہا ہوں تو کہاں جا رہا ہوں۔					
3	میرے والد مجھے اپنے خیالات کے اظہار کرنے میں حوصلہ افزائی کرتے ہیں۔					
4	جب میں کوئی کام اپنے طریقے سے کرنا چاہوں تو میرے والد مجھ سے زیادہ خوش نہیں ہوتے۔					
5	کبھی کبھار مجھے لگتا ہے کہ میرے والد مجھ سے پیار نہیں کرتے۔					
6	میرے والد میرے ساتھ سختی سے پیش آتے ہیں۔					
7	میرے والد خوشگوار سی کے ساتھ اکٹھا وقت گزارتے ہیں۔					
8	اگر میں گھر دیر سے آؤں تو والد وضاحت پوچھتے ہیں۔					
9	میرے والد مجھے اپنے فیصلے خود کرنے کی ترغیب دیتے ہیں۔					
10	میرے والد ہمیشہ مجھے بتاتے ہیں کہ مجھے کیا کرنا چاہیے۔					
11	جب میں پریشان ہوں تو میرے والد کو پروا نہیں ہوتی۔					

نمبر شمار	بیانات	کامل غیر متفق	کچھ حد تک غیر متفق	تھوڑا غیر متفق	تھوڑا متفق	کسی حد تک متفق	کامل متفق
12	میرے والد چھوٹی چھوٹی شرارتوں پر بھی مجھ پر زور سے چیختے چلاتے ہیں۔						
13	میرے والد میری بات سنتے ہوئے دلچسپی اور توجہ کا اظہار کرتے ہیں۔						
14	میرے والد اکثر یہ جاننے کی کوشش کرتے ہیں کہ میں اپنے فارغ وقت میں کیا کرتا ہوں آکرتی ہوں۔						
15	میرے والد مجھ پر اعتماد کرتے ہیں۔						
16	میں چیزوں کے بارے میں جیسے سوچتا ہوں میرے والد اسے ہمیشہ تبدیل کرنے کی کوشش کرتے ہیں۔						
17	کبھی کبھار مجھے لگتا ہے کہ میرے والد میرا ہونا پسند نہیں کرتے۔						
18	میرے والد بات نہ ماننے پر اکثر تھپڑ بھی مار دیتے ہیں۔						
19	میں اپنے والد کا پیار اور حمایت محسوس کرتا ہوں۔						
20	میرے والد اپنے اصولوں کے قائل ہیں اور ان پر عمل کروانے کے پابند ہیں۔						
21	جب کوئی خاص بات پر مشورہ ہو رہا ہو تو میرے والد مجھے اپنی رائے دینے کی اجازت دیتے ہیں۔						
22	جب بھی مجھے کچھ کہنا ہو تو میرے والد موضوع تبدیل کر دیتے ہیں۔						
23	میرے والد ہر چیز پر انکار کر دیتے ہیں۔						
24	میرے والد اکثر اوقات بازو پکڑ کر زور سے جھنجھلاتے ہیں۔						

نمبر شمار	بیانات	کامل غیر متفق	کچھ حد تک غیر متفق	تھوڑا غیر متفق	تھوڑا متفق	کسی حد تک متفق	کامل متفق
25	اپنے مسائل اور مشکلات والد کو بتانے میں حوصلہ افزائی محسوس کرتا ہوں / کرتی ہوں۔						
26	کہیں بھی جانے کیلئے مجھے اپنے والد کو بتانا پڑتا ہے کہ کہاں جا رہا ہوں اور کب تک واپس لوٹوں گا۔						
27	میرے والد مجھے سکھاتے ہیں کہ ہر مسئلے کے دونوں اطراف دیکھ کر فیصلہ کرو۔						
28	میرے ہونے اور سوچنے کے طریقے کو میرے والد مسلسل کنٹرول کرنے کی کوشش کرتے ہیں۔						
29	میرے والد مجھے احساس دلاتے ہیں کہ انہیں میری ضرورت نہیں۔						
30	جب میں بات نہ مانوں تو جو چیز میرے والد کے ہاتھ میں ہو وہی اٹھا کر مار دیتے ہیں۔						
31	مشکل وقت میں اپنے والد کی مدد پر مجھے بھروسہ ہوتا ہے۔						
32	میرے والد چاہتے ہیں کہ جو کچھ بھی کروں ان کے اصولوں کے دائرہ کار میں رہ کر کروں۔						
33	میں اگر کسی ناپسند بات کا اظہار کروں تو میرے والد اس بات کو تحمل کے ساتھ سنتے ہیں۔						
34	میرے والد اکثر مجھے ٹوک دیتے ہیں۔						
35	میں جتنا کروں میرے والد کیلئے کافی نہیں ہوتا۔						
36	میرے والد کبھی کبھار بہت سخت سزا بھی دیتے ہیں۔						

Appendix H

ہدایات: دیئے گئے سوالات کو غور سے پڑھیں اور اس کے مطابق جواب دیں۔

- ہر صورتحال کو واضح پڑھیں اور تصور کریں کہ یہ آپ کے ساتھ ہو رہا ہے۔
- بتائیے کہ اگر آپ کے ساتھ ایسا ہوا تو آپ صورتحال کی بڑی وجہ کیا سمجھتے ہیں۔
- دی گئی خالی جگہ میں اس صورتحال کی وجہ لکھیں۔
- تین سوالات کا جواب دیئے گئے نمبروں پر گول دائرہ لگا کر دیں۔
- اگلی صورتحال پر جائیں۔

1- آپ ایک دوست سے ملتے ہیں جو آپ کے سامنے آپ کی تعریف کرتا ہے۔

i- اس صورتحال کی اہم وجہ بتائیے۔

ii- آپ کے دوست نے جو آپ

کی تعریف کی وہ آپ کی اپنی وجہ سے
تھی یا پھر حالات کی وجہ سے؟

کھل طور پر میری وجہ سے	1	2	3	4	کھل طور پر حالات کی وجہ سے
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iii- مستقبل میں جب آپ اپنے

دوستوں کے ساتھ ہوں گے تو کیا

آپ کی تعریف کی وجہ دوبارہ موجود ہوگی؟

ہمیشہ ایسا ہوگا	1	2	3	4	پھر کبھی ایسا نہیں ہوگا۔
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iv- آپ کی تعریف کی وجہ سے دوستوں کے ساتھ

میل جول کو متاثر کرتی ہے یا پھر آپ کی زندگی

کے دوسرے شعبوں کو بھی متاثر کرتی ہے؟

میری زندگی کے تمام حالات پر اثر انداز ہوتی ہے	1	2	3	4	صرف خاص صورتحال پر اثر انداز ہوتی ہے۔
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2- آپ ایسا خاص کام کرتے ہیں جس کی بہت تعریف کی جاتی ہے۔

i- اس صورتحال کی اہم وجہ بتائیے۔

ii- آپ کی تعریف کی وجہ آپ خود ہیں یا پھر

دوسرے لوگ یا حالات؟

کھل طور پر میری وجہ سے	1	2	3	4	کھل طور پر حالات کی وجہ سے۔
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iii- مستقبل میں دوبارہ اگر کوئی خاص کام

کرتے ہیں تو کیا وہی وجہ ہوگی۔

ہمیشہ ایسا ہوگا	1	2	3	4	پھر کبھی ایسا نہیں ہوگا۔
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iv- یہ وجہ صرف خاص کام کرنے پر اثر انداز

ہوتی ہے یا پھر زندگی کے دوسرے شعبوں

کو بھی متاثر کرتی ہے۔

میری زندگی کے تمام حالات پر اثر انداز ہوتی ہے	1	2	3	4	صرف خاص صورتحال پر اثر انداز ہوتی ہے۔
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3۔ آپ کے والدین آپ کے ساتھ زیادہ محبت اور پیار سے پیش آتے ہیں۔

i۔ اس صورتحال کی اہم وجہ بتائیے۔

کامل طور پر میری وجہ سے	1	2	3	4	کامل طور پر حالات کی وجہ سے۔
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ii۔ آپ کے والدین کا آپ کے ساتھ زیادہ محبت اور پیار سے پیش آنا آپ کی وجہ سے ہے یا پھر حالات کی وجہ سے۔

ہمیشہ ایسا ہوگا	1	2	3	4	پھر کبھی ایسا نہیں ہوگا۔
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iii۔ مستقبل میں اپنے والدین کے ساتھ میل جول میں یہ وجد دوبارہ موجود ہوگی؟

میری زندگی کے تمام حالات پر اثر انداز ہوتی ہے	1	2	3	4	صرف خاص صورتحال پر اثر انداز ہوتی ہے۔
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iv۔ والدین کا آپ کے ساتھ زیادہ محبت اور پیار سے پیش آنا خاص صورتحال پر اثر انداز ہوتا ہے یا پھر زندگی کے دوسرے شعبوں کو بھی متاثر کرتا ہے؟

4۔ ایک دوست آپ کے پاس مسئلہ لیکر آتا ہے اور آپ اس کی مدد نہیں کرتے۔

i۔ اس صورتحال کی اہم وجہ بتائیے۔

کامل طور پر میری وجہ سے	1	2	3	4	کامل طور پر حالات کی وجہ سے۔
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ii۔ دوست کی مدد نہ کرنے کی وجہ سے آپ خود ہیں یا پھر دوسرے لوگ یا حالات ہیں؟

ہمیشہ ایسا ہوگا	1	2	3	4	پھر کبھی ایسا نہیں ہوگا۔
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iii۔ مستقبل میں جب دوست آپ کے پاس کوئی مسئلہ لیکر آئے گا تو کیا یہ وجد دوبارہ موجود ہوگی؟

میری زندگی کے تمام حالات پر اثر انداز ہوتی ہے	1	2	3	4	صرف خاص صورتحال پر اثر انداز ہوتی ہے۔
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iv۔ کیا ہمیشہ دوست کی مدد نہ کرنے کی وجہ آپ کی زندگی خاص صورتحال کو متاثر کرتی ہے یا پھر آپ یہ رویہ زندگی کے دوسرے شعبوں کو بھی متاثر کرتا ہے؟

5۔ آپ دوستوں کے سامنے ایک اہم بات کرتے ہیں اور وہ منفی رد عمل ظاہر کرتے ہیں۔

i۔ اس صورتحال کی اہم وجہ بتائیے۔

کامل طور پر میری وجہ سے	1	2	3	4	کامل طور پر حالات کی وجہ سے۔
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ii۔ دوستوں کے منفی رد عمل کی وجہ آپ خود ہیں یا پھر دوسرے لوگ یا حالات؟

ہمیشہ ایسا ہوگا	1	2	3	4	پھر کبھی ایسا نہیں ہوگا۔
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iii۔ مستقبل میں جب آپ کوئی اہم بات کریں گے تو کیا یہ وجد دوبارہ موجود ہوگی؟

میری زندگی کے تمام حالات پر اثر انداز ہوتی ہے	1	2	3	4	صرف خاص صورتحال پر اثر انداز ہوتی ہے۔
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iv۔ اس صورتحال کی وجہ کیا ہمیشہ آپ کی زندگی کو متاثر کرتی ہے یہ وجد زندگی کے دوسرے شعبوں کو بھی متاثر کرتی ہے؟

6۔ آپ وہ تمام کام نہیں کر سکتے جس کی دوسروں کو آپ سے توقع ہوتی ہے۔

۱۔ اس صورتحال کی اہم وجہ بتائیے۔

کامل طور پر میری وجہ سے	4	3	2	1	کامل طور پر حالات کی وجہ سے۔
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۱۱۔ آپ کے کام نہ کرنے کی وجہ آپ خود ہوتے ہیں یا دوسرے لوگ یا حالات؟

ہمیشہ ایسا ہوگا	4	3	2	1	پھر کبھی ایسا نہیں ہوگا۔
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۱۱۱۔ دوسروں کے توقع کے مطابق کام نہ کر سکتا مستقبل میں بھی کیا اس کی وہی وجہ ہے گی؟

میری زندگی کے تمام حالات پر اثر انداز ہوتی ہے	4	3	2	1	صرف خاص صورتحال پر اثر انداز ہوتی ہے۔
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۱۱۱۱۔ دوسروں کی توقع کے مطابق کام نہ کر سکتا صرف اس کام پر اثر انداز ہوتا ہے یا اس کی وجہ سے زندگی کے دوسرے شعبے بھی اثر انداز ہوتے ہیں؟

Appendix I

مندرجہ ذیل بیانات کو پڑھ کر اپنی رائے کے مطابق ردعمل ظاہر کریں۔

نمبر شمار	بیانات	بالکل درست نہیں	زیادہ حد تک درست نہیں	کچھ حد تک درست	بالکل درست
1	میں ایسا محسوس کرتا ہوں / کرتی ہوں کہ میں اپنے بارے میں فیصلہ لینے میں آزاد ہوں کہ اپنی زندگی کس طرح گزارتی ہوں / گزارتا ہوں۔				
2	میں حقیقتاً ان لوگوں کو پسند کرتا ہوں / کرتی ہوں جن کے ساتھ باہمی تعلق ہے۔				
3	اکثر میں خود کو باصلاحیت محسوس کرتا ہوں / کرتی ہوں۔				
4	میں اپنی زندگی میں تناؤ محسوس کرتا / کرتی ہوں۔				
5	جن لوگوں کو میں جانتا ہوں / جانتی ہوں مجھے بتاتے ہیں کہ میں جو کرتا / کرتی ہوں اچھا کرتا / کرتی ہوں۔				
6	میں جن لوگوں سے رابطہ میں آتا ہوں / آتی ہوں تو جلد ان سے گھل مل جاتا / جاتی ہوں۔				
7	میں زیادہ تر اپنے آپ تک ہی رہتا / رہتی ہوں اور زیادہ سماجی روابط نہیں رکھتا / رکھتی۔				
8	میں عموماً اپنے نظریات اور رائے کے اظہار میں خود کو آزاد محسوس کرتا / کرتی ہوں۔				
9	میں جن لوگوں سے باقاعدگی کے ساتھ رابطے میں رہتا / رہتی ہوں ان کو اپنا دوست سمجھتا ہوں / سمجھتی ہوں۔				

نمبر شار	بیانات	بالکل درست نہیں	زیادہ حد تک درست نہیں	کچھ حد تک درست	بالکل درست
10	میں حال ہی میں دلچسپ ہنر سیکھنے کے قابل ہو گئی ہوں / ہو گیا ہوں۔				
11	مجھے اپنی روزمرہ زندگی میں زیادہ تر وہ کام کرنا پڑے ہیں جو مجھے کہے جاتے ہیں۔				
12	میری زندگی میں شامل لوگ میری پرواہ کرتے ہیں۔				
13	زیادہ تر جو میں کرتا ہوں / کرتی ہوں مجھے اس میں کامیابی کا احساس ہوتا ہے۔				
14	جن لوگوں سے میں روزانہ کی بنیاد پر باہمی رابطے میں رہتا / رہتی ہوں وہ میرے احساسات کی قدر کرتے ہیں۔				
15	مجھے اپنی زندگی میں اتنے مواقع نہیں ملے کہ میں بتا سکوں کہ میں کتنا / کتنی باصلاحیت ہوں۔				
16	اتنے زیادہ لوگ نہیں ہیں جس سے میرا قریبی تعلق ہے۔				
17	مجھے محسوس ہوتا ہے کہ میں روزمرہ کی صورت حال میں جیسی ہوں / جیسا ہوں ویسے رہ سکتی / سکتا ہوں۔				
18	جن لوگوں سے میں باقاعدگی سے ملتی / ملتا ہوں ایسا محسوس ہوتا ہے کہ وہ مجھے زیادہ پسند نہیں کرتے۔				
19	میں اکثر خود کو باصلاحیت محسوس نہیں کرتا / کرتی۔				
20	مجھے زیادہ مواقع نہیں ملتے اپنے لئے فیصلہ کرنے کیلئے کہ میں روزمرہ کی زندگی میں کیسے کام کروں۔				
21	لوگ عموماً میرے ساتھ دوستانہ رویہ رکھتے ہیں				

Appendix J

ہدایات: مندرجہ ذیل سوالات آپ اپنی زندگی کے بارے میں کیا محسوس کرتے ہیں کے متعلق ہیں۔ جو آپ کے اُس بیان کی بہترین عکاسی کرتا ہوں اُس پر نشان لگائیں۔

نمبر شمار	بیانات	مکمل غیر متفق	کچھ حد تک غیر متفق	تھوڑا غیر متفق	تھوڑا متفق	کسی حد تک متفق	مکمل متفق
1	زیادہ تر لوگ مجھے محبت کرنے والا چاہنے والا مانتے ہیں۔						
2	عموماً میں محسوس کرتا کرتی ہوں کہ میرے حالات میرے قابو میں ہیں۔						
3	میں ان کاموں کا اکیسویں نہیں جو میرے دائرہ اختیار کو پھیلاتے ہیں۔						
4	جب میں اپنی زندگی کی کہانی پر نظر ڈالتا ہوں تو خوش ہوتا ہوں جس طرح حالات نے کروٹیں بدلیں۔						
5	قریبی تعلقات کو برقرار رکھنا میرے لئے مشکل اور مایوس کن ہے۔						
5	میں اپنے خیالات کے اظہار سے کبھی نہیں ڈرتا زیادہ تر لوگوں کے خیالات سے مختلف ہی ہوں۔						
7	میں روزمرہ ضروریات زندگی سے اکثر تھک جاتا / جاتا ہوں۔						
8	میں مستقبل کے بارے میں واقع نہیں سوچتا / سوچتی اور اپنی زندگی کو ہر روز جیتتا / جیتی ہوں۔						
9	عموماً میں اپنے بارے میں بڑا اعتماد اور مثبت محسوس کرتا کرتی ہوں۔						
10	میں اکثر تنہا محسوس کرتا کرتی ہوں کیونکہ میرے چند دوست ہیں جن سے میں اپنی فکریں اور پریشانیوں بانٹتا بانٹتی ہوں۔						
11	میرے فیصلے دوسروں کے عمل سے متاثر نہیں ہوتے۔						

نمبر شمار	بیانات	مکمل غیر متفق	کچھ حد تک غیر متفق	تھوڑا غیر متفق	تھوڑا متفق	کسی حد تک متفق	مکمل متفق
12	میں اپنی ہمساعت اور ارد گرد کے لوگوں کیساتھ زیادہ موافقت نہیں رکھتا رکھتی ہوں۔						
13	میں حال پہ نظر رکھتا رکھتی ہوں، کیونکہ مستقبل عموماً میرے لئے مشکلات لاتا ہے۔						
14	مجھے محسوس ہوتا ہے کہ دوسروں کو اپنی زندگی میں میرے مقابلے کچھ زیادہ حاصل ہوا ہے۔						
15	میں دوستوں اور گھروالوں کیساتھ باہمی گفتگو سے لطف اندوز ہوتا ہوتی ہوں۔						
16	میں پریشان رہتا رہتی ہوں کہ لوگ میرے بارے میں کیا سوچتے ہیں۔						
17	میں اپنی روزمرہ کی ذمہ داریوں کو کافی اچھی طرح سے پورا کرتا کرتی ہوں۔						
18	میں نئے طریقوں سے کام کرنے کی کوششیں نہیں کرتا کرتی۔ میری زندگی اسی طریقے سے اچھی ہے۔						
19	دوسروں کی رضامندی سے زیادہ میرے لئے اپنی ذات سے مطمئن ہونا ضروری ہے۔						
20	مجھے اکثر اپنی ذمہ داریوں کا بوجھ محسوس ہوتا ہے۔						
21	میں یہ سوچتی / سوچتا ہوں کہ نئے تجربے کرنا ضروری ہیں، جو یہ واضح کرتے ہیں کہ آپ کیسے اپنے اور دنیا کے بارے میں سوچتے ہیں۔						
22	مجھے میرے روزمرہ کے کام بے مقصد اور غیر ضروری نظر آتے ہیں۔						

نمبر شمار	بیانات	مکمل غیر متفق	کچھ حد تک غیر متفق	تھوڑا غیر متفق	تھوڑا متفق	کسی حد تک متفق	مکمل متفق
23	مجھے اپنی شخصیت کے بہت سے پہلو پسند ہیں۔						
24	میرے پاس زیادہ لوگ نہیں جو مجھے سن سکیں، جب میں بات کرتا کرتی ہوں۔						
25	میں ان لوگوں سے متاثر ہونے کی کوشش کرتا کرتی ہوں، جو مضبوط خیالات رکھتے ہوں۔						
26	میں اکثر سوچتا سوچتی ہوں کہ میں نے واقعی اتنی ترقی نہیں کی جتنی بحیثیت انسان کوئی اتنے سالوں میں کر سکتا ہے۔						
27	میں بہتر تعین نہیں کر سکتا/سکتی کہ میں زندگی میں کیا حاصل کرنیکی کوشش کر رہا رہی ہوں۔						
28	میں نے ماضی میں کچھ غلطیاں کی ہیں لیکن میں نے محسوس کیا ہے کہ جو سب ہوا اچھے کیلئے ہوا۔						
29	میں عموماً اپنے ذاتی معاملات اور آمدنی کا بہترین استعمال کرتا کرتی ہوں۔						
30	میں عموماً اپنے لئے مقاصد کا تعین کیا کرتا کرتی تھی لیکن اب یہ وقت ضائع کرنے جیسا ہے۔						
31	میں کئی ماہوں ہوتا ہوتی ہوں جو کامیابیاں میں نے زندگی میں حاصل کیں۔						
32	مجھے لگتا ہے کہ میرے مقابلے دوسروں کے پاس زیادہ دوست ہیں۔						
33	میں مستقبل کی تدبیریں سوچنے اور ان کو حقیقت بنانے سے لطف اندوز ہوتا ہوتی ہوں۔						

نمبر شمار	بیانات	کامل غیر متفق	کچھ حد تک غیر متفق	تھوڑا غیر متفق	تھوڑا متفق	کسی حد تک متفق	کامل متفق
34	لوگ میری شخصیت کو اس طرح بیان کریں گے کہ میں اپنا وقت دوسروں کیساتھ بانٹنا پسند کرتا کرتی ہوں۔						
35	میں اپنے خیالات میں بڑا اعتماد ہوں چاہے وہ عام موافقت کے برعکس ہوں۔						
36	میں عقلمندی سے وقت کا اس طرح استعمال کرتا کرتی ہوں کہ ہر وہ کام کر سکوں جس کی ضرورت ہے۔						
37	مجھے احساس ہے کہ میں نے بہت ترقی کی ہے آخر کار ایک انسان جیسے کرتا کرتی ہے۔						
38	جو مقاصد میں نے اپنے لئے طے کیے تھے انہیں پورا کرنے میں کامیاب رہا رہی ہوں۔						
39	مجھے دوسروں کیساتھ بڑا اعتماد اور گرم رشتوں کا تجربہ نہیں ہے۔						
40	دوران بحث اپنے خیالات کا اظہار میرے لئے مشکل ہے۔						
41	میں نئے حالات جن میں مجھے اپنے کام کرنے کے پرانے طریقے بدلنے ہوں سے لطف اندوز نہیں ہوتا ہوتی ہوں۔						
42	کچھ لوگ ساری زندگی بے مقصد گزار دیتے ہیں لیکن میں ان میں سے نہیں ہوں۔						
43	میں اپنے ذات کے بارے میں مثبت ہیں سوچتا جیسا بہت سے لوگ اپنے بارے میں محسوس کرتے ہیں۔						
44	اگر میرے دوست اور گھر والے غیر متفق ہوں تو میں اکثر اپنی رائے بدل لیتا لیتی ہوں۔						

نمبر شمار	بیانات	مکمل غیر متفق	کچھ حد تک غیر متفق	تھوڑا تھوڑا غیر متفق	تھوڑا تک متفق	کسی حد تک متفق	مکمل متفق
45	میرے لئے زندگی مسلسل سیکھنے، تبدیلی اور آگے بڑھنے کا عمل ہے۔						
46	میں کبھی کبھی محسوس کرتا ہوں کہ میں نے زندگی میں وہ سب کچھ کر لیا ہے جو کرنا چاہیے۔						
47	میں جانتا ہوں کہ میں اپنے دوستوں پر اعتماد کر سکتا/سکتی ہوں، اور وہ بھی جانتے ہیں کہ وہ مجھ پر اعتماد کر سکتے ہیں۔						
48	ماضی کے اپنے اُتار چڑھاوتے لیکن میں عموماً ان کو تبدیل کرنا نہیں چاہوں گا/چاہوں گی۔						
49	میرے لئے اپنی زندگی کو ترتیب دینا مشکل ہے جو مجھے خوشی دے سکے۔						
50	میں کافی عرصے سے اپنی زندگی میں تبدیلیاں اور بہتری لانے کی کوشش کر رہا رہی ہوں۔						
51	جب میں اپنا مقابلہ اپنے دوستوں اور واقف کاروں سے کرتا کرتی ہوں تو میں اپنے بارے میں اچھا محسوس کرتا کرتی ہوں۔						
52	میں اپنی اصلاح اس سے کرتا کرتی ہوں کہ میں کیا سوچتا/سوچتی ہوں بجائے اس کی لوگ کیا سوچتے ہیں۔						
53	میں اپنی خواہش کے مطابق گھر اور طرز زندگی بنانے کے قابل ہوں۔						
54	یہ سچ ہے کہ میں کسی تجربہ کار انسان کو نئی تدبیریں نہیں سکھا سکتا/سکتی۔						

Appendix K**Informed Consent Form****(For Data Collection through Scales)**

I am PhD research scholar at National Institute of Psychology, Quaid-i-Azam University, Islamabad. The research work entitled, “Effect of Parenting Dimensions, Basic Psychological Needs, and Attribution Styles on Adolescents: Psychological Well Being as an Outcome. The variables under study would be measured by questionnaires.

I do not foresee any risk or discomfort from your participation in this research. Your opinion would be a contribution to gain understanding regarding the constructs of study. You are requested to fill each questionnaire carefully and honestly. It would take 15-20 minutes to complete the questionnaire. There is no right or wrong response. All the information gathered by you will be used for research purpose only.

Your participation in the study is completely voluntary and you may refuse to answer any question or choose to stop giving responses at any stage. All information that you will provide would be kept confidential and anonymous. Your data would be safely stored and only the researcher will have access to this information.

In case of any further questions related to study and your potential participation, please feel free to contact Ayesha Saeed at email; ayeshaphd14@nip.edu.pk. The present research has been reviewed and approved for compliance with research ethics protocols.

Thank You

Consent

I am willing to participate in the study and I have no objection to above mentioned process of and publication of information obtained from me.

Signature

Name (Optional)

Appendix L**Demographic Information Sheet**

Gender: _____

Age: _____

Education: _____

Family System: Nuclear/Extended

Mother Education: _____

Mother Occupation: _____

Father Education: _____

Father Occupation: _____

Monthly Family Income: Less than 30K

Greater than 30K

Greater than 80K

Fwd: Grant permission to translate and adapt the basic psychological need scale

1 message

Ayesha Saeed <ayeshaphd14@nip.edu.pk>
To: psychologyphotostate@gmail.com

Wed, Mar 13, 2024 at 9:14 AM

----- Forwarded message -----

From: Ayesha Saeed <ayeshaphd14@nip.edu.pk>
Date: Wed, May 24, 2017 at 7:26 PM
Subject: Re: Grant permission to translate and adapt the basic psychological need scale
To: Deci, Edward <deci@psych.rochester.edu>

Dear Deci

Thanks for granting permission. Hope in future you will assist me regarding scale and self determination theory

Regards
Ayesha Saeed

On May 24, 2017 7:21 PM, "Deci, Edward" <deci@psych.rochester.edu> wrote:

>
>
> You have permission to use the Basic Need Satisfaction Scale for your research. It is available on the Self-Determination Theory web site. If you have not already registered you can do so on the home page of the web site. Selfdeterminationtheory.org
>
> I do not know if there is an Urdu version of the scale, but you could go on the SDT listserv and send out a message to the 2000 plus people on the list and ask them if there is one. If you are not on the listserv, you can sign up for it on the SDT home page.
>
> Ed Deci
>
> Edward L. Deci
> Professor of Psychology and
> Helen F. & Fred H. Gowen Professor in the Social Sciences
> University of Rochester
> P.O. Box 270266 (for US Mail)
> 355 Meliora Hall (for Couriers)
> Rochester, NY 14627
> Office Phone: 585-275-2461
> Office Fax: 585-273-1100
> Email: deci@psych.rochester.edu
> Web site: selfdeterminationtheory.org
>
>
> From: Ayesha Saeed <ayeshaphd14@nip.edu.pk>
> Date: Tuesday, May 23, 2017 at 11:24 PM
> To: Edward Deci <deci@psych.rochester.edu>
> Subject: Grant permission to translate and adapt the basic psychological need scale
>
> Respected Deci
>
> I am Ayesha Saeed, a PhD scholar at National Institute of Psychology, Quaid-i-Azam University, Islamabad, Pakistan. I am working on adolescents and taking parenting, psychological well being and attribution styles as my study variables. I am following the theoretical model of Self Determination Theory for my study variables. I want to use your Basic Need Satisfaction Scale i.e. 21 item scale for my study.
>
> In this regard i want to translate or adapt the scale. Kindly grant me permission to use scale and assist me. I shall be very oblige to you for this. And if legally urdu translated version of the scale is available, kindly provided me that one.



Fwd: Grant Permission

1 message

Ayesha Saeed <ayeshaphd14@nip.edu.pk>
To: psychologyphotostate@gmail.com

Wed, Mar 13, 2024 at 9:15 AM

----- Forwarded message -----

From: Ayesha Saeed <ayeshaphd14@nip.edu.pk>
Date: Tue, Nov 29, 2016 at 8:21 PM
Subject: RE: Grant Permission
To: THERESA M BERRIE <berrie@wisc.edu>

Hi

Thank you so much for granting me permission.
Hope you will guide me further in any query.

Regards
Ayesha

On Nov 28, 2016 7:24 PM, "THERESA M BERRIE" <berrie@wisc.edu> wrote:

>
> Greetings,
>
>
>
> Thanks for your interest in the well-being scales. I am responding to your request on behalf of Carol Ryff. She has asked me to send you the following:
>
>
>
> You have her permission to use the scales for research or other non-commercial purposes.
>
>
>
> They are attached in the following files:
>
>
>
> "14 Item Instructions"
>
> lists 14 items for each of 6 scales of well-being (14x6=84 questions total), and includes details about:
>
> - how to use shorter versions of the scales
>
> - scoring instructions (for all lengths of the scales)
>
> - psychometric properties
>
> - a list of published studies using the scales
>
> (If the instructions do not answer your questions about the scales, see the publications by C. D. Ryff at the beginning of the list.)
>
>
>
> "14-item Questionnaire"
>
> is a formatted version of the full instrument with all 84 items.
>
> - If you want to use one of the shorter scales, you will need to modify this file.

>
> - See the "14 Item Instructions" for which questions to include.
>
> - We do not have formatted shorter instruments to send out.
>
>
>
> Please note, Dr. Ryff strongly recommends that you NOT use the ultra-short-form version (3 items per scale, 3x6=18 items). That level of assessment has psychometric problems and does not do a good job of covering the content of the six well-being constructs.
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> Also attached are some translations of the Well-Being Scales. Please note, because we were not involved with creating the translations, we cannot vouch for their quality. The information we have about the translators is included in the files.
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>
> You also have Dr. Ryff's permission to translate the scales, should you choose to do so. We would appreciate receiving a copy of the translation when it is completed, along with complete contact information for yourself and/or the translator that we can share with others.
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> There is no charge to use the scales, but we do ask that you please send us copies of any materials you may publish using the scales to berrie@wisc.edu and cryff@wisc.edu.
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> Best wishes for your research,
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> --
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> Theresa Berrie
>
> Administrative Assistant
>
> UW Institute on Aging
>
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>
> From: Ayesha Saeed [mailto:ayeshaphd14@nip.edu.pk]
> Sent: Thursday, November 24, 2016 11:46 PM
> To: CAROL RYFF <cryff@wisc.edu>
> Subject: Grant Permission
>
>
>
> Dear Carol Ryff
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>
> I am Ayesha Saeed, a PhD scholar at National Institute of Psychology, Quaid-i-Azam University, Islamabad, Pakistan. I am working on adolescents and taking parenting, psychological well being and attribution styles as my study variables.
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> For measuring psychological well being i want to use your scale that is Psychological Wellbeing Scale (54 items). In this regard i want to translate or adapt the scale. Kindly grant me permission to use scale and assist me. I shall be very oblige to you for this. And if legally urdu translated version of the scale is available, kindly provided me that one.
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