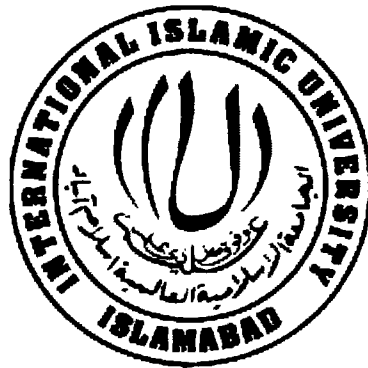


Ph.D. Research Thesis

**IMPACT OF PERCEIVED FATHER’S INVOLVEMENT AND
ABSENCE ON ADOLESCENT’S MENTAL HEALTH,
MODERATING ROLE OF RESILIENCE AND SOCIAL
SUPPORT**



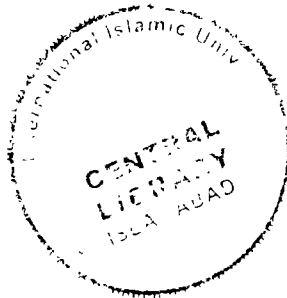
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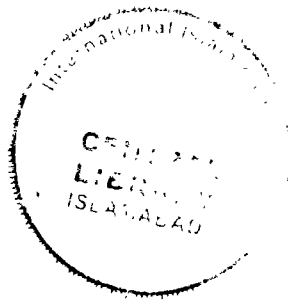
IMPACT OF PERCEIVED FATHER’S INVOLVEMENT AND ABSENCE ON ADOLESCENT’S MENTAL HEALTH, MODERATING ROLE OF RESILIENCE AND SOCIAL SUPPORT

Submitted to the Department of Psychology International Islamic University
Islamabad in partial fulfillment of the requirements
for the award of degree of PhD in Psychology

By

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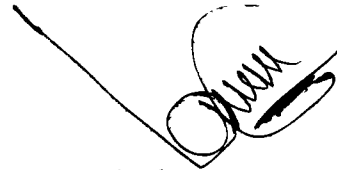
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DECLARATION

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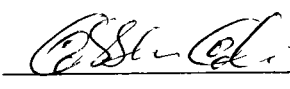
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RESEARCH COMPLETION CERTIFICATE

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Dedication

I dedicate the fruit of this humble effort to the Holy Prophet Sayyedena Hazrat Muhammad Salallahu Alaihe Wa Aalehi Wasallam, who is a torch of guidance for ever, my parents who always prayed for me to achieve higher goals in life and my wife who provided great services to me during my academic achievements.

Muhammad Saifullah Qureshi

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In the name of Allah, the Most Gracious and the Most Merciful, I offer my humble gratitude to Allah Almighty for giving me the potentials to complete this dissertation. Throughout the process of working on the PhD, my brothers and sisters supported me, for which I am tremendously grateful. Their support did help me to get over difficulties and work effectively, but I also felt grounded in life. The strong team of my brothers and sisters around me who I can rely on, in various spheres of my life makes me feel very strong. Thank you all for your support during my journey; without you, I surely would not have come so far.

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I would like to thank all of the principals and heads of the departments whose cooperation in providing sample for the study and information about the sample which made this effort possible.

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List of Abbreviations

APA	American Psychological Association
DSM	Diagnostic and Statistical Manual of Mental Disorders
SPSS	Statistical Package for Social Sciences
US	United States
FI	Father's Involvement
FA	Father's Absence
FP	Father Present
PTSD	Post-Traumatic Stress Disorder
BPA	Buss and Perri Aggression Scale
SES	Socio Economic Status
IV	Independent Variable
DV	Dependent Variable
TRC	Trait Resilience Checklist
EVRIS	Extremism Violence Risk Identification Scale
DBS	Deviant Behavior Scale
MDSS	Multidimensional Social Support Scale
BCS	Brief Cope Scale
SPSS	Special Package for Social Science
SOPs	Standard Operating Procedures
SD	Standard Deviation
M	Mean
RMSE	Root Mean Square Error of Approximation

RMR	Root Mean Square
SRMR	Standardized Root Mean Square Residual
CFI	Comparative Fit Index
GFI	Goodness of Fit Index
TLI	Tucker Lewis Index
SOPs	Standard Operating Procedures
KMO	Kaiser-Meyer-Olkin
EFA	Exploratory Factors Analysis
CFA	Confirmatory Factor Analysis
FGD	Focus Group Discussion
KPK	Khyber Pakhtunkhwa

Abstract

This research was aimed to study the impact of perceived father's involvement and absence on adolescent's mental health and to analyze the moderating effects of resilience and social support. Another important aim of this research was the development and validation of the father's involvement scale. The research was conducted in two steps as study 1 and study 2. Study 1 is the development and validation of father's involvement scale. 70 items were generated through focus group discussion and in-depth interviews from adolescents (N=100). Following the test construction steps, 49 items were finalized for the main study. Data on newly established scale was collected from the sample (N=490) of undergraduate students. Kaiser Meyer-Olkin measure of sampling adequacy was .77, indicating appropriate values to carry out subsequent factor analysis. After running analysis, items of the scale reduced to 40 on 10 sub domains. The newly established scale was validated with aggression and coping skills scales. The results indicate that father's involvement has negative correlation with aggression scale and has positive correlation with coping skills scale. Study 2 (main study) of the current research was the empirical analysis of the effects of perceived father's involvement and absence on adolescent's mental health and to study the moderating role of resilience and social support. Data (N=500) was selected from two types of adolescents as fathers living with adolescents (n=250) and fathers not living with adolescents (n=250) following purposive sampling technique. Seven valid and reliable instruments, Multidimensional Social Support Scale Urdu version (Jabeen, T. & Khalid, R., 2010), Trait Resilience Inventory Urdu version (Kausar & Jabeen., 2009), Buss and Perry Aggression Questionnaire Urdu version (Rabia Iftikhar & Farah Malik, 2014), Extremism and Violence Risk Identification Scale (Bushra H., Alam A. Saifullah Q.M., Nazia I., 2020), Deviant Behavior Scale (Shahnaila Mushtaq & Rukhsana Kausar, 2018), Brief Cope Scale Urdu version (Akhtar, 2005), and Shah and Qureshi Father's Involvement Scale (Saifullah Q.M., Asghar AS., & Ibrarullah Q.M., 2022), were used for data collection. Mean differences, t statistics and regression analysis were run for statistical procedure according to research model. Results indicate high aggression level and deviant behavior of fathers not living adolescents. The results also found strong association of father's absence and extremism. This is also found that social support and resilience has moderating effects on aggression level, deviant behavior and extremism of those adolescents whose fathers were absent due

to abroad jobs, death or divorce. The study also found high coping skills in fathers not living adolescent as compared to fathers attached adolescents. The applied significance of the current research study is the development of father's involvement scale. The scale will be helpful for measuring father's involvement in adolescent. It will help researchers during their studies on the role of fathers in their children's life. Shah and Qureshi father's involvement inventory (2022) will also help the heads of academic institutes in the assessment of students for father's involvement so that the psychological effects of the paternal neglect may be assessed and will be easy to provide help and support according to needs of students. The research study will help the father's awareness regarding their absence and its psychological effects on their children. The study will help the families especially fathers in realizing their roles and government authorities in management of children's problems generated as a result of father's absence. the research will help the policy making authorities in policy making decision for children, suffering from father's absence.

Keywords: Father, fatherhood, father involvement, father's absence, mental health, aggression, paternal deprivation, coping skills, adolescents, deviant behavior, extremism and violence, resilience and social support.

1. INTRODUCTION

Fathers have to fulfill extraordinary responsibilities in the development of their children. Fathers are not exclusively breadwinners providing economic resources, but also endorse the overall welfare of their children including social and psychological growth (Lamb, 2010). According to the study conducted by Sarkadi et al., (2008) on paternal role in the life of kids highlighted that, father's contribution was shielding; it is directly connected to reduction the social and psychological issues, vulnerability towards crimes. Paternal involvement is directly associated to the improvement of children's intelligence quotient and academic achievements. Therefore, their roles should be understood in the upbringing their children (Sarkadi et al., 2008). Research on fathers has been increased during the last decade which has improved the interest of scholars in further researches on father figure to expand understanding about fatherhood (Marsiglio et al., 2000). Father is an honorable and superior member of the family who works for his family and is responsible for the welfare of his family. Fathers have inimitable contributions in the life of kids. Father is unique, playing a different role from mother. Father involvement plays multiple roles in the life of a child they are not only breadwinner but also have different roles like role model, character builders, strong family supporter, best trainer for children and their roles cannot be replaced as when they become absent, children are suffering from intellectual, social and behavioral problems. Paternal dispossession has been linked to a number of psychological difficulties in both sons and daughters however, absent-fathers are rarely discussed in the literature (Popenoe, 1996). As the family's role is considered a primary care system and socializing source for kids. Many research studies on parent's relationship proved that parents have an important part in the social development of their kids by providing opportunities to develop social skills and relations with the outer social world (Engels et al., 2002). Extensive research literature advocate that paternal involvement is connected to social and personality development of kids (Jeynes, 2016; Sarkadi.et.al.,2008). Paternal attachment as not been examined extensively in adolescents as they are more vulnerable and high-risk for maltreatment and behavioral issues. It is important to study precisely about the paternal attachment and its association with behavioral problems in adolescents. (Allison & Schultz, 2004). Extensive empirical researches

have highlighted the unique paternal contributions to child's development (Fagan & Palm, 2004; Fagan & Lee, 2012; Jeynes, 2015; Lamb & Lewis, 2010; MC Wayne et al., 2013; Palm & Fagan, 2008). Those children whose father have warm attachment with them have been found to show lower levels of behavioral problems and low level of emotional expressions (Bronte et al., 2006; White & Gilbreth, 2001; Keown & Woodward, 2002). Good paternal associations have been connected with reduced risk for delinquent behavior and drug addiction in adolescents (Bronte et al., 2006). Paternal warmth and close relations have been found for having positive effects on the kid's development (Rohner & Veneziano, 2001). Research conducted by Harris and colleagues (1998) found that only the quantity of paternal involvement has positive correlation to the economic and academic attainment of children but both the quantity and quality of paternal involvement were allied to children's good psychological health (Harris et al., 1998). Research found that physical availability of fathers has much less contribution to children's growth than warmth and affection of fathers (Veneziano, 2003). Research highlighted that paternal attachment has dynamic effects on children's behavioral consequences (Leon et al., 2016). By comparing to the extensive researches on the mother's role little studies have been conducted on the paternal role in the development of children (Bretherton, 2010).

1.1 Background of the study

Theoretical outlooks have concentrated on paternal role in the lifespan of children that remains for a long duration on their personalities and its effects can be judged in their adolescent's stage.

1.1.1 Attachment Theory

Attachment theory was presented by Bowlby (1958), has explored the impact of father's departure on children. It has concentrated on paternal deprivation and its effects on the life of children. In the start of the theoretical foundation Bowlby (1958) did not mention the paternal role as imminent attachment figures in the life of children. The basic cause of the theory was to de grade the proving of psychoanalytic theorists, "that infants love their mothers because mothers provide oral gratification". An evolutionary description of child's attachment with his mother was anticipated by Bowlby (1958). Attachment behavior, is an adaptive approach because it maintains a younger more vulnerable individual in more or less

close proximity to another discriminated and stronger individual” who can shield his children when required. The terminology of “mono trophy” invented by Bowlby (1958) to describe newborns’ propensity to point attachment behaviors to one specific individual who can play mothering role (Bowlby, 1979). Based on Bowlby’s (1958) attachment theory, attachment theorists studied the paternal character in the development of their children. Various studies have examined how fathers with an insecure attachment style hold more negative views of their paternal responsibilities and facing issues in meeting their children’s requirements. Howard (2010) found in her study that insecure parents reported less joy and happiness in parenting and perceived their children as having a more difficult nature than secure parents (Howard, 2010). A study by Pesonen, et al., (2003) initiated that father who have an unresponsive attachment with their kids paid less attention to their kids than father with warm attachment. (Pesonen et al., 2003). Howard (2010) also found that fathers with avoidant or ambivalent attachment styles experienced more stress during parenting and engaged in maltreatment of their children (Howard, 2010). Loss of contact with fathers may also lead to insecure attachment in intimate relationships later in life, with men in particular at risk of engaging in distancing behaviors, and women being more demanding of partners (Moult & Stolberg, 2002). When children feel safe, they will use their father as a safe base from which they feel comfortable participating in diagnostic studies. The study of Grossmann et al., (2008) suggests that father’s warm, supportive, and sensitive challenges during shared play may reflect father-child attachment quality (Grossmann et al., 2008).

1.1.2 Social Capital Theory

Social capital theory provides an important theoretical perspective for the current research study. The idea of social capital, introduced by Coleman (1988), has progressively been applied in research studies by progressive scientists (Amato, 1995). Coleman, (1988) researched two important parental roles that he termed “capital” that facilitate ideal development. An economic capital that provides children with substantial resources such as food, shelter, properties and other life amenities including education. Second is social capital which has two types. Parenting behavior is a family social capital that promotes children’s cognitive social development such as their schooling and future aspirations. Family social

capital is considered to be influenced by parents' educational level. Another form of social capital is community social capital, which states to the connection to the outer social environment that parents provide to kids. In other social capital, parents share their knowledge and experiences with their children for better adjustment in communities (Coleman, 1988).

1.1.3 Social Learning Theory

The social learning theory presented by Albert Bandura has the important theoretical contribution to the current research study. Social learning theories represent a group of theories concerned with how human behavior can be improved through specific social orientations. Social learning theories are rooted in previous theories such as psychoanalysis, stimulus-response learning theories, and cognitive theories (Grusec, 1992). According to the Albert Bandura (1971) and Bandura and Walters (1963) social learning theory (as cited in Mack, 2001), kids learn behaviors by witnessing, modelling, and replicating their attached personalities. Children construct their inside ideas about a personality from their attachment with their parents. These self-made models represent self, those to which a child has associations, and contacts that are concept of a child as cognitive-affective filters that influence how kids deal with others and with the social world. (Laible et al., 2004). Abbott (2001) highlighted that; Albert Bandura began his professional career in behavioral observation while he was a psychology student at Stanford University. He was initially a follower of the Skinnerian theory of behavior because all behavior is rooted and organized by the outer world in the form of recompense or penalty (Abbott, 2001). According to BF Skinner's theory of social learning, any behavioral change can only be produced by a change in external stimuli. Major behavioral theory was rooted in experimental methods that emphasized observable variables that could be defined and measured. This led to easy acceptance of the concept and provided proof for a scientific and distinct base for the profession of psychology. Humanoid performance can be experimented on, and the results used to forecast and perhaps control behavior (Thomas, 1929). Bandura (1977) believed that humanoid personality has more competences than a reaction to the exterior environment. During his researches on adolescent hostile behavior, he noted that the influence of the environment is more composite than recommended by Skinner's theory. Bandura (1977), found that exterior environment forms the conduct and

observed that humanoid conduct is also influenced by the exterior world. It can be assumed that our environment may motivate us to behave in a convinced mode, but the way we behave will be influenced by the circumstances in which we live. He called this concept interpersonal rationality and developed the idea of interpersonal rationality as involving three factors: (i)- the personal behavior, (ii)- the circumstances, (iii)- mental aspects. According to Albert Bandura, the mentioned three aspects, interact with each other to form the personality of an individual. As a result, Bandura changed his idea from behaviorism to epistemology. These theories collectively became social learning theory. The main focus of social learning theory was the cognitive development of the human personality. According to social learning theory, children imitate the behavior of the adults they often observe. Bandura was able to develop on his theory of observational learning and taken in four factors in learning of behaviors, attention, retention, reproduction, and motivation (Abbott, 2001; Bandura, 1977).

Research on the attention factor found that children who have relationships with caregivers learn behaviors that will be observed repeatedly. Regarding considering an ideal role model, if a person is good-looking and famous, is attracted by the kids and they try to follow him. Bandura (1977) highlighted that “attention to models is also driven by their mutual attraction” (Bandura, 1977; p. 24). The second prompting factor for learning a behavior is the retaining procedure to a photographic image or coding of an event that children have seen. Children should be able to remember what they have seen. Pictures and linguistic are fundamental part of retaining. As children nurture, they got experience of connecting graphics or coding of events and objects. As a result, they can store these figurative codes to recall and reproduce them as per the situation (Thomas, 1929). The theory of Albert Bandura (1977) highlights, a third factor that affects the availability of information at time of need is reproduction. Behavioral reproduction is achieved by regulating one's feedback to patterns. Children usually closely approximate new behavior through modeling. In addition, children can improve their behavior through self-corrective adjustments and informative responses from others (Bandura, 1977). Movement is an important factor in observational learning. Social learning theory distinguishes among interactive attainment and performance because people do not implement everything they learn (Bandura, 1977). One of the key concepts that

Bandura proposed is self-efficacy. Self-efficacy describes how control over behavior is transferred to the individual from external sources (Grossek, 1992). Bandura (1977) found that self-efficacy has a significant relationship with self-esteem. Children with high self-efficacy have high self-esteem as well. The idea of what behaviors are self-blameful or worthy of self-praise is related to the adult's response to the child's behavior (Bandura, 1977). According to Grusec (1992), self-efficacy is a major determinant of self-regulation (Grusec, 1992). Social learning theory explains that fathers determine the level of parental involvement with their children (Pleck, 1997). Individuals likely to follow their fathers due to level of paternal attachment (Pleck, 1997).

1.2 Father and Fatherhood

Plek (2007) defines father and fatherhood as, father describes a man who has biological children. Fatherhood includes the status of fertility and when a man's biological, adoptive, or stepchildren. Fatherhood involves fathers' behaviors and identities in terms of what they do and experience in their role as fathers (Pleck, 2007). Attachment of fathers (Parke, 2000); paternal distinctiveness (Pasley, Futris, & Martle, 2002; Rane & McBride, 2000); and the roots in which fathers advance their kids' development (Cabrera et al., 2000). Plake and Plake (1997) found that the quantity of time fathers remain attached with their children is a concerning factor for scientists and therapists. However, it is important to comprehend the nature and quality of parents' relationships with their children (Pleck & Pleck, 1997). One is from the perspective of unaccompanied children and the other is the growing number of males who want to be more dynamically involved fathers (Cabrera et al., 2000). Research has recognized the evolving nature of fatherhood that fathers often play family roles that may include main source of income, partner, playmate, caregiver, companion, guide, an ideal personality, and teacher. Fathers often differ regarding the interrelated importance of these different responsibilities (Lamb, 2004). The perception of fatherhood is evolving, and how a male figure is expected to act as a father is changing as time passes (Cabrera et al., 2000; Lamb, 2000). Becoming a father requires an identity shift in how one defines oneself. This has fueled scholarly interest in how fatherhood is integrated into fatherhood identity (Pasley et al., 2002; Rane & Mc Bride, 2000). Fatherhood situations where there are certain fixed expectations about fathering behavior are suddenly changing the

role of fathers in what fathers actually do (LaRosa, 1997). Concept of paternal role has altered as time passed and are continuously molded by the social and historical background in which fathers live (Marciglio et al., 2000). Fatherhood concept has changed in new era, moving from the colonial, rigid and mystical patriarch to the modern playful fostering concept of father (Griswold, 1993, LaRosa, 1997). The role of the father rather than the nurturer evolved largely as a result of the trade revolt (Pleck & Pleck, 1997). The father has the role of a bond between the social world and his child and is responsible for the family's social standing and serves as a role model for employment and success. Despite the different ways in which fathers perform their roles. Breadwinning remains a central defining factor in fathers' contributions to their sons, making their self and defining their male character (Christiansen & Palkovitz, 2001; Griswold, 1993). When a father figure has to work outside his home, he has to spend large time away from his family. Due to lack of involvement in daily care, the mother's influence increases, which is why scholars and family development experts are interested in the absence of fathers and their unavailability as sexual role models for their children (Griswold, 1993).

1.3 Adolescence and Adolescent

Adolescence is a dynamically developing theoretical concept that can be viewed in physiological, psychological, historical and cultural contexts. This is a period of rapid growth in life and is conservatively regarded as the years among the start of puberty and the establishment of social liberation (Steinberg, 2014). A commonly used sequential definition of adolescence comprises of the ages 10–18, but may include the extent of 9–26 years (APA, 2002). Adolescence is a period of life leading to immaturity of misinterpretation and uncertainty. The demise of a beloved during this period, in contrast to adults and children, may enhance more rebellion in this phase of life (Oltjnberns, 2007). The Oxford English Dictionary explains adolescence as the period among childhood and adolescence that lasts among the ages of 14 - 25 in males and 12 - 21 years in females (Murray et al., 1989). The American Academy of Pediatrics (AAP) “bright futures” approvals identify adolescence for pediatric preventive services as ages 11–21 (AAP. 2015). According to US Department of Health and Human Services (USDHHS) definition, “adolescence period duration is 10–19 (USDHHS, 2015). The Centers for Disease Control and Prevention's Youth Risk Behavior Surveillance System, defined

adolescence by using a high school sample, among grades 9–12, rather than age limitations (CDC, 2015). The US Census Bureau uses different constructs for the adolescent population depending on the specific topic, male of ages among 12-17 and female among ages 15-19 (US Census Bureau, 2015). World Health Organization (WHO) defines youth stage as individuals among ages 10 and 19 years. They explained young adult stage of ages 15 and 24 years, and adolescence stage as between 10 and 24 years of age (WHO, 2015). Adolescence is a complicated and complex interim process of human life involving development from immaturity and social dependence. During this stage of life, the individual has goals and expectations of satisfying developmental capabilities, personal agency, and social liability (Greenfield et al., 2003; Steinberg, 2002). G. Stanley Hall (1904), the founder of adolescent science, defined adolescence as a process of physical and psychosocial rebirth. Adolescence is a combination of deep physical development with the development of a mature existential spirit and the integration of a promising self within family, community, and culture (Arnett, 2002; Brzunsky, 2004). The developmental changes that occur during adolescence require interpersonal change in the individual and affect aspects of cognition, emotion, behavior, and relationships (Lerner & Castellino, 2002). The mutually dependent, individual, and contextual evolution of risk, resilience, and opportunity in adolescence presents multisystem challenges (Gade, 2015; Steinberg, 2014). Adolescents are simultaneously biological and social beings (Miller, 2002). Social context can be defined as a rich system of shared activities and meanings (Greenfield et al., 2002; Swanson, et al., 2003). Biological context can be defined as a developmental process (Greenfield, 2002). Adolescence is the most critical stage of human development where children become adults, they also experience significant changes in their relationships with their parents and social world, especially with their peers. Moving into adolescence is known for expanding social connections with the social world. A major achievement during adolescence is adolescent change, healthy psychological activities, and most importantly identity formation. During the adolescent stage of human development an individual needs the guidance of a father and this guidance of the father figure has a profound impact on the overall personality development of the adolescent. In this stage of life an individual searches for his identity and the meaning of his life and struggles to find the meaning of selfhood. One of the challenges young people face in forming their

identity is the loss of a father figure or living without a father. Research has shown that youth who live without fathers' express insecurity about their gender identity (Agbo, 2015). In the adolescent stage, individuals begin to learn about the real world and try to become important members of society and struggle to establish their social status (Santrock JW., 2004). Adolescents are often unable to discuss their thoughts and feelings with family elders but are eager to explore and experience the unexperienced. Literature has highlighted the importance of parental presence in the lives of adolescents, as they need experienced and reliable parental support to meet their basic psychological and physical requirements (Kehily MJ., 2007; Santrock JW., 2018). Studies show that adolescents with absent fathers experience psychological distress and maladaptive behaviors that in turn lead to psychological problems (Balogan et al., 2013). Youth from single-parent families have less involvement in recreational activities because most of them have heavy responsibilities. They have to take up responsibilities outside the home by doing part-time jobs to meet the family financial needs, which may also force them to drop out of colleges. They cannot pursue their passions and desires and suffer from helplessness which leads to depression (Kazdin, 2000). Research has highlighted that male adolescents from paternal-absent families have rates of fragmented identities, low self-esteem, and disinterest in social and school activities. Father not living adolescents, especially males, have difficulty forming close associations, and may face many unanswered questions about their background that lead to depression, anxiety, and anger in the future. It can expose them to emotional and physical risks such as behavioral disorders and higher rates of chronic health conditions problems and psychological disorders (Agbo, 2015). According to developmental psychologist Erik Erikson (1968), transitioning, adolescents often experiment with different roles as they explore and explore their culture's identity file (Erikson, 1968). During this stage, adolescent identity development reveals a rich insight into the youth's thoughts and feelings through which the youth learn about how they are doing in life and what they are about (Sentrock, 2004). During the stage of identity development, young people are able to successfully cope with conflicting roles, creating a new sense of self that is unique and acceptable. However, when young people cannot successfully resolve an identity crisis, they suffer from "identity confusion." In this situation, either they isolate themselves from peers and family, or they become involved in peer group activities and lose

their identity in these social activities. Identity development is the most important issue during this developmental period, as failure to resolve identity problems may result in difficulties in establishing real and close relationships in adolescence (Erikson, 1968). It has been revealed that youth from fatherless families have lower psychological well-being and many internalizing and externalizing problems such as sadness and depression, aggression, gender role problems, poor socialization and adjustment. Vulnerability is more likely because most of the time they are not able to manage coping at school and later becomes a problem for self, families and ultimately society. There is also empirical evidence that the prevalence of psychiatric illness among father not living adolescents is 15-50% higher than that of father living adolescents (Akanni & Otakpor 2016; Taiwo 2011).

1.4 Effects of Father's Involvement

Limited research has highlighted the paternal involvement as it is highly associated with significant growth of children (Cabrera et al., 2000). Father's connected kids have fewer behavioral and psychological problems than father's not living children. (Formoso et al., 2007). Parental neglect in childhood is positively associated with depression in adulthood, whereas parental attachment in childhood is negatively associated with depression in adulthood (Manaf & Sardar, 2010). As a father's presence in the early stages of a child's development is essential in guiding the child, the father's absence during these critical periods of the child's life can be detrimental. Similarly, father involvement also influences child psychological development (East et al., 2006). A father's presence positively influences child development during times that require emotional reactivity and interaction (Pleck, 2007). Although fathers are not as widely studied as mothers in the parenting literature, research studies have clearly identified the importance of fathers in fostering. Healthy development and well-being of children (Sarcad et al., 2008). Research has found that greater father involvement is associated with children's positive intellectual (Flouri & Buchanan, 2004, Jaynes, 2015, Jaynes, 2016), social connectedness (Parke et al., 2004), behavioral (Carlson; associated with Chang20). Halpern, & Kaufman, 2007), and psychosocial developmental outcomes (Algood, et al., 2012). According to Zimmerman's study, children of fathers who are involved in adolescence are less likely to have behavioral problems such as drug use, delinquency, and violent behavior as compared to children of absent fathers

(Zimmerman et al., 2000). King and Sobolewski (2006) highlighted that parent's attachment resulted in a lower frequency of externalizing and internalizing indications such as acting out, disruptive behavior, antisocial behavior, depression, sadness, and lying (King & Sobolewski, 2006). The research of Flouri and Buchanan (2003) highlighted that children of fathers who spent more time with their children and had better relationships with their children were more protected from psychological problems at age 7 and at age 16. At the age of 10, they were relatively immune to psychological problems. to father-absent or neglected children (White & Gilbreth, 2001). Flouri (2005) in his research study found that, parental involvement has negative correlation with children's behavior problems, like conduct disorder, and emotional behavior. Not only the parental attachment has negative association with deviant behavior, but it has a protective effect for saving kids from extremism and violence (Flouri, 2005). Good relationships with both stepfathers and noncustodial fathers are associated with better child outcomes (White & Gilbreth, 2001). Father involvement results in children's negative behavior problems (Howard et al., 2006). Research conducted by Kosterman et al., (2004) validate that female children who share social experiences with their fathers are protected from antisocial behavior. They found that several risk factors for children's psychological issues in middle school that were linked with fathers' lower scores included higher stress reactivity (Kosterman et al., 2004). The role of parents in children's development has received much attention in theoretical development and growing empirical research (Cabrera et al., 2018). The dramatic increase in father involvement in child-rearing practices in many cultures around the world has drawn researchers' attention to investigating the father-child relationship from infancy to earnings, development, and outcomes (Cabrera et.al.,2000). Father-child attachment can be studied with "fits and starts" (Brotherton, 2010). Shared interactions between fathers and children, such as fathers' access, fathers' presence and availability to children, and duty for providing resources for their children's care (Lamb. et al.,1987). The close relations of parents, support, command, and financial support also represent father involvement (Pleck, 2007). Father involvement promotes the mental health and well-being of children and young people. The patterning practices involved consist of three dimensions as, fathers' engagement with children and families, their access to their children and their assumption of responsibility for their children. Research also shows more

similarities than differences that fathers and mothers have a positive influence on their children's mental health and well-being. (Lamb, et al., 1987). Since the 1920s, parental involvement has been associated with the perspective of psychological development. The role of parents in the development of children's personality came to the fore. This patriarchal hood applied to both male and female children, but the issue arose about the father's role in the development of the male child's sense of masculinity. Fathers spent more time with their children while mothers remained with their children. Since the 1930s, researchers and experts have encouraged fathers to be more involved with their children, particularly because of the role of gender role models (Griswold, 1993). Since 1970 when women participated in earning activities like jobs and men lost their role as the sole main source of income for their family. By changing the role of women, men were challenged by the feminist movement to raise and care for their children. A new sense of paternity, a nurturing, more emotionally attached and involved father developed. As fathers become more engaged in domestic activities and in caring and sharing activities with their children benefited their wives and children, these activities can be rewarding and satisfying for these men (Griswold, 1993). Researchers who present motherhood as multifaceted claim that considering male elder of the family only a finance supporter or in the view of only sex restrict the understanding of the multidimensional paternal role. The current social issues related to parental hood such as, large ration of females participating in earning activities, absent fathers, and fathers' and the wish of father to be remained attached with kids and families. (Cabrera et al., 2000). The effects of parental involvement on children's development in maltreated and high-risk families differ from typical families due to different risk factors such as child maltreatment, complex and non-traditional family structures, diverse father types, father numbers. Frequent changes in numbers that slow children's growth. Benefits of Parental Involvement Research studies found that fathers can act as a shield when a child suffers from maternal deprivation due to mental illness or other problems. It is also possible that the positive impact of father involvement is diminished or overwhelmed by the challenges faced by at-risk families. Because most research on father involvement has focused on the general population, the relationship between father involvement and child development is less clear for adolescents who have been maltreated or are at risk of maltreatment. (Chang et al., 2007). Less research has been done on the

relationship between parental contribution and behavior complications among children who have been assaulted or are at risk of maltreatment. Better paternal attachment was linked with higher social competence and less depressive indications, but not with internalizing and externalizing behavior problems among children at risk for abuse (Dubowitz et al., 2001). Involvement of fathers creates strong bonds with their children that play an important role in the child's life. The father's strong relationship with his children plays a constructive role in the child's personality development and influences values. Father's relationship with his children is a predictor of child well-being (Rohner & Veneziano, 2001). The paternal warmth with his children provides support and supervision of financial and physical well-being, as well as a male role model (Ackerman et al., 2002). Paternal warmth and close relationships have positive correlation with good decision-making skills of kid, they can manage stress efficiently, good communication skills, and caring and sharing capabilities of kids (Franklin, 2003). Psychological bitterness is comprised of six qualities including, self-acceptance, positive relationships with others, autonomy, mastery of the environment, goal directed life and personal growth and these qualities develop in those youngsters who grow up in paternally attached families (Winefield et al., 2012). Paternal absence leads the family to financial problems that encourage adolescents to engage in criminal activities, which traditionally affect their psychological health and self-efficacy suffer from and experience physical health problems (Horn & Sylvester, 2002). Changes in family structure, changes in occupational roles and women's entry into the labor market have served to challenge the notion that women's primary role is childcare responsibility. As a result, but perhaps more slowly, social expectations of men's involvement in the home and as parents have also changed (Ranson, 2012). The paternal role in kid's nourishment activities and father's responses to changing values have become a major focus of research for scholars, clinicians and policy makers over the past two decades. These concerns are not just academic, paternal involvement in children's lives and the quality of the father-child relationship is important predictors of both adolescent's health and father's health (Janzen & Kelly, 2012). Parental communication is very important in child development, it is noted that fathers have less interaction and contact with their children, fathers are thought to play role of bridge between children and the outside world (Ely et al., 1995). Fathers' communication styles teach children about the language and

communication requirements for social interface. Likewise, frank, attached and friendly connections between parents and children are more beneficial for adolescent social adjustment, particularly for female children, to adulthood stage. School surveys for behavioral assessments in educational institutions showed that children of attached fathers whose fathers had higher levels of body image fulfilment and health (Brookes, 2014).

1.5 Effects on Cognitive Abilities

According to a study by Seiffge, (2006), youth who experience conflicted or resistant attachment models and who seek support from others than fathers, and fathers failed to provide the expected support, have higher levels of stress, constant conflict and anger (Seiffge, 2006). Studies by Allen et al., (2003) highlighted that insecure attachment is associated with behaviors such as anger, anxiety, depression, externalizing problems and hostile behavior. Paternally deprived adolescents are more likely to suffer from psychological and behavioral problems because of their low levels of conflict due to an insecure paternal relationship (Allen et al., 2003). The previous literature has confirmed that if paternal connection is accessible, adolescents are expected to engage in risk factors. Parental acceptance is significantly and positively connected with good psychological health (Allen & Daley 2007; Marsh et al., 2003). It has also been found that youth with more secure attachment who perceive their parents as warm and involved in their lives have lower levels of delinquency than youth who perceive their parents as uncaring and uninvolved (Palmer & Holin 2001; Nickerson & Nagle 2004). Fathers have profound effects on children's development and intellectual abilities through direct interactions with their children or through indirect influences such as providing instrumental and emotional support to their peers. The father's function as a source of emotional support for the mother enhances the quality of the mother-child relationship and, in turn, facilitates the positive adjustment of children when they are not supportive or when conflict between parents is high, children may suffer from many psychological and adjustment problems (Cummings, et al., 2004). The indirect influence of parents begins before the birth of kids. This starts with the father's relationship with the mother of the child and also the active paternal involvement during the prenatal duration. It starts from the prenatal interim and it is the duty of the parents to provide a safe and nurturing environment for the fetus.

Stress during pregnancy and lack of spousal support can influence maternal mental illness, which can have negative effects on the developing mental health of the unborn child. Therefore, fathers can help protect expectant mothers from environmental stressors and should provide them with a safe and stable environment by providing them with emotional and physical support. After giving birth, a father should also reduce the mother's workload, protect the baby from excessive stress during the early months, and provide the baby with care if the mother needs to recover from maternal mental illness should provide compensation (Gere et al., 2013). Warm, nourishing, and close relations are important characteristics of the father-child relationship and have been shown to be protective aspects for children's mental health. Paternal warmth has been highlighted to be positively correlated with children's successful academic outcomes during the primary and secondary school years (Bronte et al., 2008; Chen et al., 2000). Sensitive and empathetic paternal characteristics, such as being aware of children's needs, responding to child requirements, paternal communication, advising, and encouraging children to learn, predict children's intellectual and language achievement in the same way as sensitive mothers do. An important dimension of fathers is that they are consistent with their children with parental characteristics and not with gender-specific characteristics and that their relationships with their children are parental and not gender-specific (Lamb, 2004). Research shows that fathers' personality traits, such as their maleness and their intellect, have less importance than the quality of their relationships with children. Those children who have safe, sympathetic, shared, and warm relations with their parents are more often to be proved for better adjustment in the environment than children whose relationships are less nurturing (Lamb, 2004).

1.6 Father's Absence

The terminology of father absence is not well defined in the literature. Due to the absence of a proper definition and the ambiguity in defining the term "absent father" can cover different statuses. These may include a father who is absent because of death, absent due to divorce or family discord, paternal absence due to abroad job or deployment, and paternal absence due to imprisonment. Father absence and absent father are used interchangeably in the literature to define fathers who are absent due to demise, overseas job or family conflict or those fathers who

are physically present but neglect his kids (East et al., 2006). Black, (2008) defined absent fathers as those who have no physical attachments with their children and have not supported financially his children within one year (Black, 2008). The absent father is defined. as a man who is not present physically due to different situations (East et al., 2006). A non-living father is a paternal hood who had left the home due to second marriage, the breakup between the spouse, or who had never maintained father-mother relationships (Corcoran, 2005). Father's death, divorce between mother and father and father's job abroad are the main reasons for father's absence. The impact of paternal absence on child's socio-intellectual growth have been studied in four dimensions, gender role model, societal, ethical and emotional development. The death of a parent removes the children's attachments with the personality of great emotional worth, with the potential to strain their relationship with surviving exes or guardians; decreasing families' economic position and living conditions, pressure to take on responsibilities for deceased parents, alienating youth from peers (Worden, et al., 1996). The family suffers an indefinite loss when a head of the family is physically or psychologically become absent from the family members leading to a stressful situation (Bass, 2006). According to study conducted by Leon et al., (2016) involving 33 research participants found that nonresidential paternal hood had positive association with lower levels of externalizing behaviors (Leon et al., 2016). Paternal deprivation can feel those children who grow up without their biological father. Annual increase of paternal deprivation was been observed (Annie E. Casey Foundation, 2015; Carlson, 2006; US Census Bureau, 2014). More than 24 million children in the United States live in homes, deprived of the physical presence of fathers and millions more children have dads who are physically present, but emotionally absent. While the total number of American families has increased by more than 20% since the 1970s, the total number of single-mother families has increased by a staggering 51% (Duncan, 2002). Children of single parents are screened for antisocial behavior, criminal behavior, alcoholism, and drug addiction (Haimovich & Curano, 2009). Father absence and parental conflict may expose the children to maladaptive emotional coping strategies (Marquartz & Ryan, 2016). Father absence develops financial crises, affects children's health, increases child imprisonment, increases criminal behavior, teen pregnancy, child abuse, drug addiction, and school dropout (National Fatherhood Initiative, 2011). Father and family are the basic foundation of healthy

development of children because as the child grows in his family, he feels safe, beloved and shielded. The safety that exists in the parental relationship is essential for children's emotional stability (Ribeiro, 2007).

1.6.1 Effects of Father's Death

The loss of a parent is the most upsetting harm to an adolescent when it occurs (Meshot, C. M., & Leitner, L. M., 1993). Parental deprivation is one of the most difficult, painful and devastating losses for a person, regardless of the relationship between parent and child and the age gap marking the child's actual entry into the adult world. During the death of a parent an individual loses not only his parents but also the attachment and relationship between them and the whole scenario of his previous life (Amberson D., 2012). The loss of a parent is a major life-changing experience that results in psychological, physical, economic and emotional trauma. Coping with unavoidable parental loss and major life shift, individuals attempt to give meaning to their experience to make it more understandable (Tyson, 2012). Researchers have found that the loss of a parent is upsetting in nature. It has been studied that the relationship among two cohorts (child and parent) is nearer because the contact period between them is longer. The relationship among a child and a parent is critical to the psychological well-being of the adult child, and the quality of the association among them differentiates the child's response to the demise of a parent (Amberson, D., & Chen, M., 1994). Research has found a higher risk of suicide, violence, criminal behavior, and psychiatric consultancies among individuals who have suffered the death or leaving of a parent, and it is well-examined that children who have loss a parent's death or abandonment had a higher risk than those who had not experience parental death (Wilcox et al., 2010). Brent et al., (2012) conducted a study to understand the developmental abilities of 7–18-years old adolescents in orphaned and non-orphaned families and found that individuals who experienced parental leave, were found less competent in various fields like work, career planning, relationships with friends, and future academic goals as compared to those adolescents who had not experienced parental deprivation (Brent et al., 2012). The death of a parent induces depression and posttraumatic stress disorder in children during the first year after their father's death and persists into the second year (Melheim et al., 2008). Statistics from developed countries of the world indicate that 4% of adolescents experience the

death of a father before the age of 18 years (LutzkeJ., et al, 1997). Maternal loss is strongly associated with increased risk for psychological issues, either in the short or long term. Research has shown an increased risk of mental health problems and emotional instability in adolescents. Affected children also showed increased levels of anxiety and depression and low tolerance over what was happened in life (Gray LB, et al, 2011). Parental deprivation is also associated with the development of physical symptoms and stress sensitivity (Luecken LJ. & Roubinov DS, 2012). Maternal deprivation is associated with increased long-term risk of suicide (Guldin et al., 2015). A Scandinavian study found that the death of a parent in childhood or adolescence was associated with an increased risk of mortality during childhood, adolescence, and early adulthood (Lee J, et al, 2014). The effects of bereavement can also manifest as concentration difficulties and behavioral problems in adolescence (Lutzke et al, 1997). Grief is the intense and prolonged pain that follows the loss of a parent (Weiss, 2001). During the grieving process the individual experiences extreme sadness which is painful for the individual's soul and mind (Abi Hashim, 2017). Grief is a physical, cognitive, emotional, behavioral, and spiritual response to the loss of a loved one (Balk, 2011). Aspects of life affected by adjustment to loss and bereavement are age and developmental level (Ansel & Linn, 2000). Research studies have highlighted that girls are more affected than boys due to parental death (Bennett et al., 2003). Previous literature has also focused on the mechanisms by which parental death occurs (Carr, et al., 2001). Sudden or acute deaths such as parental suicide, violent deaths and deaths due to natural disasters have been identified as influencing coping strategies. Adolescent Wellbeing (Humphrey, 2017). The degree of parental attachment during bereavement is an important factor influencing adolescent mental health (Humphrey, 2017). A study by Sherr, L. et al., (2014) compared bereaved families between South Africans aged 8 - 19 years and those who lost one parent, both parents. had or had not experienced a death, found that teenagers who experienced the death of both parents were more depressed and were not allowed to go to school, had more housework than others forced to do, they had more responsibilities, were the most psychotic and most vulnerable to being spanked. Similarly, youth who experienced the death of a parent were found to be one-and-a-half times more likely to develop depression and experience a worse sense of belonging than those who experienced the death of a parent not encountered (Sher, L. et al., 2014).

Adolescents who have one living parent have some protective factors against stigma, social and emotional problems, self-efficacy, social, social, stigmatizing, self-help, and unhealthy self-efficacy. It is concluded that parental loss affects adolescents in various aspects such as cognitive abilities, social life, intellectual status, and overall self-efficacy and life situations (Sherr, L. et al., 2014). Research studies found that minimal parental presence was seen as a protective factor (Gutierrez P.M., 1999). Adolescents may express their grief directly through their behavior and express their distress (McCarthy, 2007). Because of the grief stress, teenagers show impulsive behaviors such as angry outbursts, delinquent acts, school refusal, gambling, risk-taking behavior, drug use and seeking attention and stress relief (Raphael, 1997). Adolescents become isolated during grief, and these behaviors, such as social withdrawal, may be exacerbated by their sense of isolation while limiting opportunities to express their feelings and provide support to others. (Davies, 2013). Studies highlighted that not only the death of a parent, but also the problems of non-death of a parent create many difficulties for adolescents and disturb their health. Studies show that the death of a parent causes behavioral and emotional disturbances in adolescents. It has been researched that 63 percent of adolescents whose mothers were in prison, loss of relationship, parental separation or divorce also led to grief reactions in children (Pohlman, 2005). Research has found that after a loss, adolescents experience abuse, have difficulty coping with the loss, and turn directly to aggression and drugs (Dizer, 2008). It has been highlighted that decreased social support post-loss increases risky acts and criminal attitudes (Walker & Shafer, 2007).

1.6.2 Effects of Father's Abroad Jobs

Supervision of jobs is the main reason for father's absence. The increasing proportion of migration for jobs abroad and engagement in livelihood activities thereby neglecting their children has a lasting impact on the overall lives of children. Family left, can live comfortably and enjoy the luxuries of life. The family's social status shifted to a higher social status due to father's overseas employment. Migration for jobs abroad results in a number of impacts on people and, in a broader sense, on countries. Although it improves the economic and social status, the trend of migration also has a profound impact on the status of the left-wing members of the family. International migration comes with both positive and

negative effects on the social and academic life of the families left behind in the country of origin.

According to official records, Pakistan is a major country in the developing world that receives a significant amount in the form of remittances from people working abroad, due to the trend of outward migration (Government of Pakistan, 2008). European development towards industrialization in the 1950s is heavily involved in providing labor force (Azhar A, 2008). A study by Salah (2008) found that the positive socio-economic effects and negative effects of fathers' overseas jobs include, among other things, negative effects on children and indicated that Children from immigrant families are more vulnerable to risks such as abuse and neglect (Salah, 2008). Children living abroad are more likely to have psychological problems and drop out of school (Demerger, 2015). A study by Asis (1995) found negative effects on families associated with fathers' overseas employment including extramarital affairs, especially male child drug addiction, and child maltreatment (Asis, 1995). Included. According to Viet Nguyen's research, parental migration was negatively associated with children's physical and mental health, and research revealed that increasing income levels did not improve children's health and mental abilities. Immigrant children in India, Peru, and Vietnam observed marked declines in health indicators and cognitive skills (Viet Nguyen, 2016). Studies show that some non-living fathers remain involved in their children's daily lives, but a large number of non-living fathers are not interested in their children's lives. A 2007 study reported that less than 30% of nonresidential, divorced fathers typically have weekly contact with their children (Mindy E. et al., 2007). Sometimes married, non-residential fathers rarely see their children. Absence of fathers is more dominant in low socio-economic status and marginalized communities (William M. et al., 2000).

1.6.3 Effects of Divorce

Divorce is the main cause of absence of father in the world. Previous studies have shown that one out of four children have experienced their parents' dismissals and one out ten children live with only one of them, generally with the mother. Divorce creates a stressful event for everyone in the family and can potentially trigger stressful changes in all families. After divorce, one member has to take care

of the children and other family responsibilities, either the mother or the father thus all the responsibilities become disorganized. After divorce, the family faces many financial and environmental problems. (Ribeiro, 2007). Divorce is the most common cause of father absence, and previous research has shown that it has harmful effects on children's overall lives (US Divorce Statistics, 2008). Parental divorce is something that can be a life-changing event for the children who go through it. Parental divorce has long-term negative effects on children's overall lives. According to O. Dwyer's research, the death of a parent is extremely traumatic for children. The absence of a parent through divorce often comes with a sense of neglect (O' Dwyer, 2017). According to a study conducted by Souza (2000), divorce is not a one-time event, it is a composite procedure that invites complicated changes. Before this happens, there is a history behind it, which may make the child sad and tearful. Divorce is one of the chief stressors a son or daughter faces as a risky and explosive event that is projected to cause the child's reactions to be deep and every so often for long duration (Souza, 2000). According to the findings of Amato (2000), the phenomenon of divorce creates stress factors that negatively affect the child and adult in their behavior, emotions and physical condition. The time and magnitude of these effects may differ among individuals and also depend on the presence of moderators or protective factors such as personality traits, social factors, and social support. Amato (2000) highlighted two other important factors. The first is the crisis stage, which views divorce as a disruption, to which all people ultimately adjust after some time and are conditioned by shielding factors. The second is the enduring stress stage, which contends that there is persistent and enduring stress during divorce that affects the child's and the adult's well-being (Amato, 2000). Research conducted by Pett et al., (1999), as cited in Woosley et al., (2009), studied that children suffering from parental divorce were more likely facing academic problems as compared to children living with fathers and mothers. Some other aspects of divorce also affect children overall life are home environment, economic problems, changes in social life, decrease in paternal contacts, and changes in relationships with other family members and parents alive (Woosley et al., 2009). Parental divorce affects children's development and behavior, such as the standard of family environment, depending on how both parents express and manage it (Ribeiro, 2007). Previous researches have shown that the behavior of divorcees and the well-being of children can be predicted by the

quality of relationships that parents maintain after divorce. (Amato, 2000). The personality of the child is of great importance during divorce. Children have diverse dispositions and the effects of divorce are also diverse for each of them (Ribeiro, 2007). The presence of multiple sources of love and shielding like grandparents, siblings, friends, teachers and consultancy with psychologists are essential for minimizing the negative effects of parental divorce on children. In fact, the presence of these protective factors can able the child to cope better with the new situation (Amato, 2000).

Non-residential fathers can be defined as fathers who have left home due to divorce or who are unable to be with their family due to marital problems. (Corcoran, 2005). Children of divorced families are at risk for suicidal tendencies and conduct problems (Vitofat al, 2003). These children are found to have reckless emotional distress and conduct problems (McMillan et al, 2006). These children have low self-esteem and low confidence (Mancini L., 2010). Youth from absent father families are 63 percent more likely to commit suicide and 85 percent more likely to have behavioral problems (U.S. Divorce Statistics, 2008). Indeed, behavioral problems are often linked to a child's emotional distress at abandonment (McMillan et al., 2006). Father absence can lead to low self-esteem and feelings of low self-worth (Mancini 2010). Research on the effects of parental divorce has shown higher rates of depression in children (Servaty, 2001) and negative emotions in children of separated parents (Carlson, 2006). A study by Pougnet et al (2011) revealed that children whose fathers were absent due to divorce showed higher levels of depressed mood, social withdrawal and anxiety (Pougnet et al., 2011). There is a strong association between adolescents of single mothers and increased risk behaviors, victimization, and mental distress (Jablonska & Lindberg, 2007). A positive association was found between lack of father involvement and psychiatric morbidity (Sarkadi, et al., 2008). Negative psychological effects sustained by father absence have been observed throughout adulthood (Mc Lanahan, Tach & Schneider, 2013). Less paternal connections may also lead to unconfident attachment in intimate relationships adult hood, males are more vulnerable to be engaged in disaffection behaviors, and females to be more needing of partners. (Moult & Stolberg, 2002). Lack of parental contact can also undermine trust in intimate relationships (Franklin et al, 1990). Mc Lanahan et al., (2013) highlighted

that paternal absence have negative effects on children's social and emotive development, particularly increased externalizing behavior, and that the social and emotional effects persist into adulthood often lead to deviant behaviors, such as smoking or early pregnancy. This is evident for a underlying effect on adult psychological status, the psychological harm of father absence in infancy can continue till adult life (McLanahan et al., 2013). Father absence also leads to a number of psychological problems, including low self-esteem, identity problems, depression, difficulties in peer relationships, and aggression (Sinkkonen & Keinänen, 2008). Father absence can also have profound developmental and emotional consequences for children (Lamb, 1997) as well as behavioral, educational, and legal consequences (Blankenhorn, 1995). Research found that adolescents living in father-absent families were more likely to experience depression as compared to those children living with fathers (Mitra Ghosh, 2016).

1.7 Father's Absence and Aggression

Research has shown that father absence affects most children's behavior at school because behaviors at academic institutes is a direct replication of a child's home environment. Studies on paternal absence have found connotations among father presence and absence and school behavior (Booth, Scott, & King, 2010; Carlson, 2006). Father absence affects child behavior in several aspects, like depression in children, law-breaking behavior, and internalizing, externalizing behavioral issues (Carlson, 2006; East et al., 2006; Misch & Wolf, 2010). Father absence is associated with maladaptive behaviors that lead to many life difficulties (East et al., 2006). Children from father-involved families exhibit the lowest rates of antisocial behaviors compared to children from father not living families and these behaviors occur in homes, communities, schools, public and private spaces (Apel & Kaukinen, 2006; Demuth & Brown, 2004). Children of absent fathers behave quite differently in educational institutions than children of involved fathers. Father-absent children have been found to engage in delinquent activities in schools (DeBell, 2008; East et al., 2006; Mulkey et al., 1992). Children living in father-absent homes show a higher incidence of school truancy and absenteeism (Carlson, 2006; De Bell, 2008). Research found that children living without their biological fathers were more likely to be expelled or delayed from school than children with intact fathers. Children from single-parent homes are more likely to engage in

violent or aggressive behavior (DeBell, 2008). Mulkey et al. (1992) argued that aggressive behavior is more common among African American children from single-parent homes than their peers from two-parent homes (Mulkey et al., 1992). Previous literature has identified one-parent families as vulnerable for violence in adolescents (Caldwell et al., 2010).

1.8 Father's Absence and Deviant Behavior

According to a study by Chung and Steinberg (2006), parenting style and family environment is a major cause of children's deviant behavior (Chung & Steinberg, 2006). Delinquent behavior is one of the most pressing problems during the adolescent period, that is, between the ages of 13 and 18. The list of deviant activities includes refusal to follow parental standards, alcohol and drug addiction, theft, destruction of property, theft and rape. It is a fact that opinions on the causes of deviant behavior vary, but it is generally agreed that deviant behavior is more common in youth than in other age groups. Furthermore, it is argued that men are more likely to commit crimes than women (Griffin et al. (WHO, 2011). Deviance is an umbrella term that includes unusual, unexpected, (Vadera, Pratt, & Mishra, 2013) It also refers to behavior that deviates substantially from the norms set for people of social status in their respective societies is alienated, which violates the institutionalized, legitimate, shared and recognized expectations within the social system (Clinard & Meier, 2015). Some behaviors are considered unhealthy and socially prohibited, such as carelessness driving, smoking, drinking, and drug use, disobeying rules and even cheating on assignments (Rodgers & Bard, 2003). Research on the relationship between father absence and children's deviant characteristics found that children of present fathers exhibited fewer disruptive symptoms than children of absent fathers. When fathers were absent, deviant traits were higher (Pffner et al., 2001). Students who were living with step families or in mother-only environments were found to have more behavioral problems at school than those who were living with both biological parents (Tillman, 2007). Deviant behavior can be described as unusual, unexpected, abnormal, and substandard behavior (Vadera, et al., 2013). Those activities involved deviant behavior that differed from the relevant standards set for people in the respective society. Deviant behavior violates long-standing, valid, shared, and recognized expectations within a social system (Clinard & Meyer, 2015). Deviant behaviors

are socially unacceptable and unhealthy such as reckless driving, smoking, heavy drinking, drug use, disobeying rules and regulations and even cheating on assignments (Rodgers & Bard, 2003). According to the findings of Mandara and Murray (2006), male children living with attached fathers were less involved in drug addiction than children with absent fathers (Mandara & Murray, 2006). Students who are living with stepfamilies or living in a single-parent household have significantly more behavior problems at school than those who are living with both biological parents (Tillman, 2007). Research conducted by Corcoran (2005) on the root causes of incarceration found that one of the reasons for crime was parental divorce as most of the incarcerated were from divorced families as this trend has a direct impact on children's behavior. (Corcoran, 2005). A father's presence is essential in the child's navigation in the early stages of development. Thus, the absence of a father during these critical periods in a child's life can be detrimental. Similarly, the presence of a father can also influence a child's psychological development (East et al., 2006). A father's presence positively influences a child's development during times that require emotional responsiveness and interaction. Previous research on the father's role began to focus on how the father's absence affects his child's life, focusing primarily on his fertility status and behavior. (Pleck., 2007) Absence of a father can negatively impact a child's behavior, attitudes, and development (East et al., 2006).

1.9 Father's Absence and Extremism

Paternal non availability can lead the adolescent to identity diffusion, which is one of the main reasons for the development of extreme personality traits. According to Edelstein's (2003) research study, neglectful parents, destructive family dynamics such as an authoritarian and exploitative paternal relationship advance the process of self-development and put one vulnerable for disintegration and identity diffusion. (Edelstein, 2003). Adolescents who suffer from identity diffusion are disordered about their goals, careers, gender roles, etc. Identity diffusion is associated with a variety of deviant attitudes and behaviors, as well as with extremism and terrorism (Erikson, 1968). According to Schwartz et al. (2009), youth who lack goals are most vulnerable to terrorism because terrorist ideologies support belief, purpose, and commitment that provide a sense of direction to a previously directionless life can (Schwartz et al., 2009). People of undivided

identity are in a state of disgust. They are looking for space and are therefore more open to radical ideas because they offer simple answers to complex questions. Therefore, identity diffusion was found to be related to aggression. An explanation for this relationship is that the reduction in enduring feelings of ambivalence, sadness, and sadness as a result of identity expansion may lead to increased impulsive activities and aggression (Dammann et al., 2011).

Igarashi et al., (2009) found that parental neglect as well as punishment was positively associated with the prevalence of identity (Igarashi et al., 2009). Identity diffusion and radicalization research has studied how parental monitoring and care protects children and adolescents from developing into a problematic pattern (Hoeve et al., 2009). Studies have shown that an engaged and encouraging parent has a protective effect on various types of extremism (Löselet al., 2018). Experiences of major life events play an important role in the development of identity diffusion. Major life events are parental divorce, death of a parent, etc., which trigger an identity crisis, a search for new orientations and goals (Bayer, 2018). In extremism research, family crises have often been studied as an influential factor in extremism. Transformative learning theory also supports that family crises and neglect have been identified as the basis of radicalization (Wilner & Duboloz, 2010). Sikkens et al., (2017) investigated in their study that negative family experiences have an effect, such as parental divorce, father absence, parental death or prolonged illness. These events reduced parents' devotion to control their children's activities and they were unable to respond appropriately to children's difficult fact-based variations (Sikkens et al., 2017).

Research studies have found that father absence in the family affects the overall life status of a child and along with psychological health it affects his academic results and financial status also (Copping et al., 2013). Absence of the father interferes with the unstable structure of the family. Family conflict is related to the absence of the father. Absence of the father figure affects the emotional well-being of adolescents leading to delinquent behaviors. (Lansford, 2009; Mandara et al., 2005; Markowitz & Ryan, 2016; Single-Rushton & Mc Lanahan, 2002). Children living in families with families where conflicting environment was at high degree, result in emotional disturbances (Amato, 2005; Cummings, Goeckemore, & Pape, 2004; Lansford, 2009; Markowitz & Ryan, 2016). Research has found that

children's exposure to parental conflict leads to parent-child conflict that leads to aggression in children (Elsheikh & Elmore Staten, 2004). Parental dissatisfaction increases stress and anxiety in children, leading to instability in the life of children (Cummings et al., 2004).

1.10 Father's Absence and Resilience

Resilience, which is the moderating variable in the current research study, refers to the energetic progression of reacting more positively than expected after bump into a threat (Glaney, 2010). Resilience can be illustrated by how well a person reacts to risk using his own capabilities and his current social support (Kundli, 2006). Pitsoane (2014) studied that due to emotional paternal attachment, the level of resilience in adolescent's increases. Adolescent responses to hazard cannot be viewed as an inert characteristic. Some people surrender to a stressful event while others overwhelmed life's challenges. Absent father defendants shown lowest levels of resilience. Adolescents from father-absent families reacted negatively to the threat. They are not able to cope with stress (Pitsoane, 2014). All negative situations like death of parents, divorce or absence of parents, separation anxiety and other such situations can be dealt with by building resilience. If no one is being developed despite the many options available, it can lead to dire consequences that could have been easily prevented. It is important for an individual to be flexible and prepared for certain unavoidable situations. Resilience is more helpful in dealing with traumatic events. Resilience is defined as a complex phenomenon that each individual has its own specific meaning that varies by life stage and domain and may lead to the absence of psychopathology. In exploring, building and strengthening existing protective factors (Richardson GE, 2002). American Psychological Association describes resilience as "the process of adapting well in the face of adversity, trauma, tragedy, danger or even significant sources of stress" (APA 2013). Other definitions include the act of committing resources to maintain welfare. Strong psychological capacity to modulate stress responses and the ability of a self-motivated system to successfully adjust to troubles that threaten that system's viability, function, and growth (Southwick et al. 2014). Resilience is a positive process that helps a person cope with traumatic life events such as failures, divorces, and the death of parents. Among the various techniques given, helping others and remembering one's strengths is very important

(Parker-Pope T., 2017). After the death of a parent, there is great sadness and after some time life returns to normal. This movement can be attributed to resilience because it is a combination of development that includes various components such as negotiation, adaptation and management of the trauma encountered and various factors such as the strength of the individual and the environment of a traumatic event help to shift to routine life after facing such events. (Windal G, 2011). Resilience can be demarcated as a procedure of compacting with deficits, change and openness that will help explore, build and strengthen existing protective factors (Richardson GE, 2002). Pursuing resilience is a positive practice because it is essential for healthy childhood development and can also be very helpful in coping with negative situations such as disruptions, divorces, and the death of a parent. Resilience can also be used as a shield to cope with harmful emotions (Parker-Pope T., 2017).

Three studies were conducted by Tugade, M. M., & Fredrickson, B. L., (2004) to examine about the exercise of optimistic passions of the resilient people to start daily life activities and the control of negative emotions and less resilient individuals to finding meaning in stressful experiences and making sense of negative experiences. The first study proved that among the ages of 17 – 40 years, those persons who concentrated on positive emotions and self-reported resilience recovered faster than those who focused on negative emotional arousal (Tugade, M. M., & Fredrickson, B. L., 2004). The second study by using hazard assessment and challenge judgment found that positive emotions and challenge appraisal are indeed predictors of psychological resilience. Studies have shown that individuals who emphasize on positive emotions also have the ability to control their negative emotions (Tugade, M. M., & Fredrickson, B. L., 2004). The 3rd study found that although there were equal levels of frustration related to negative practices, higher levels of attitudes were reported by high-resilience people, as well as feelings of contentment and happiness and their expressions of frustration (Tugade, M. M., & Frederickson, BL, 2004).

Coping with a traumatic situation like parental demise can be very hard in nature. But there are some techniques that experts have suggested by which grief can be reduced or barred to a certain level but it cannot be completely evaded. It is impossible to heal a person's damage through sorrow alone (Lamia, M., 2017). The

love of bereaved ones always returns to the conscious level on various occasions such as birthdays and anniversaries, but the intensity of the grief will diminish as time passes or is suppressed by the presence of new memories (Lamia, M., 2017). Grief is an important component in coping with the trauma of a parent's death. The more one gets out of the situation and expresses their feelings, the better because when one is in the grieving process, having a support system is important and necessary (Frentz S., 2016). Traumatic events like death of parents, divorce of parents, chronic health risks, career crisis can be faced but it will be important that the individual at least tries to be flexible and prepared for certain unavoidable situations, it is found that both grief processing and resilience are helpful in coping with and coping with such traumatic situations. It has also been observed that some individuals are more resilient than others. Research studies have highlighted several factors such as parenting style, parental education level, socioeconomic status, level of home environment that can influence how resilient a person, especially a child is. (Nwiran, Y. & Pennock, F. S., (2017). Research has found that there are two types of factors, internal and external, that help families to be resilient, adjust, and adapt after the loss of a parent. (Griff, A.P., & Human, B., 2004) Among internal factors, family support such as emotional and practical support plays an important role, while external factors include support from family and friends in coping with trauma found to be very helpful (Griff, AP, & Human, B., 2004). The family's internal strengths were found to be interdependent and cooperative, while having a passive coping style, during the crisis. Social support through passive behavior and religious activities is also recognized as an important resilience factor (Griff, A.P., & Ho man, B., 2004). There is a way, it's not just a conscious decision that requires us to be more careful about taking steps after things go bad in which the spiritual and cultural background helps a person to be resilient in the situation of hardship (Raab, D., 2015).

Studies have found that parents' secure attachment to children is a central aspect for better mental status and autonomous attachment relationship among the child and each parent is shaped within the first 18 months of the life (Gugini & Fallon, 2013). The father's caregiving role is as important as the mother's caregiving role in providing children with a sense of security later on (Grossmann et al., 2002). Studies show that a significant evolving stage in early infancy is the development

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of resilience and a shift away from dependence on the primary caregiver as the sole shield against external environmental stressors. Secure infant-father attachment and paternal play are associated with cognitive and social growth that encourages active, independent, curious, and secure exploratory behaviors and attitudes rather than avoidance of new social situations (Paquette et al., 2003). Research in the field of developmental psychopathology shows that if fathers are not involved, warm, and do not encourage the child's autonomy, and if they are anxious, the children themselves will be anxious may be at risk. Paternal warmth and play with children among kids and their dads can have a reflective effect on self-image, social capability and coping (Bogles & Ferre, 2008).

1.11 Father's Absence and Social Support

The Asian joint family system accomplishes the necessities of shared culture which has evidenced to be a brilliant resource of caregiving. In masculinist cultures, families living in combined family erections are proved to be a close-knit resulting in an increased emotional support provided during traumatic events. It is also studied that life in joint families increase the complications as compared to living in nuclear families. Research has concentrated on the old-style of combined family system stating that it provides comparatively more care than the nuclear family system, which is correlated to better psychological and physical health (Chada & Deb, 2013). Grief is an important part of the coping process with the trauma of a parental demise. The more social someone is and have capabilities to discuss and express their emotional state, the better off they will be because having a support system is important and necessary when someone is in the anguished state (Frentz S., 2016). During the transition period of life, puberty requires piloting in many domains and adjusting to the resulting developmental contests (Balk, 2011). It is a time of change that involves biological, psychological, and social perspectives (Wise & Hawley, 2002). Developing a sense of self and improving self-image during this stage are the foundations of spiritual growth (Noppe & Noppe, 2004). Adolescence provides many opportunities for youth to grow and develop (Wice & Holley, 2002). Adolescents encounter many negative life experiences and losses during this developing crisis period, they try to cope with the prospectus that follows these losses (Hogan & De Santis, 2004). Similarly, adolescents are at increased risk for functional impairment in relation to developmental processes and

during the loss process and grieving process (Wice & Hawley, 2002). Perceived social support has positive effects on bereavement pain relief and plays an important role in coping with trauma (Straub & Schutt, 2001). Social support has direct and indirect effects on post-bereavement adjustment (Carr et al., 2001). Adolescents react differently to parental loss and the grieving process. They try to overwhelm their current emotional status. Several of the reactions comprise of idealizing the deceased, minimizing the remembrance of the deceased parents for which they are thinking only good things about the deceased (Worden, 2001). Studies of war-scarred children and adolescents, in the most severe upsetting lives in terms of numerous losses, emphasize the importance of psychosocial support mechanisms to reduce the traumatic impact on healthy functioning (Erden & Gordell, 2009). Social support has a huge beneficial role in human life, especially during stressful events. Specifically on mental health and its effects on individuals' emotions, cognitions, and behavior (Cohen, 1988). According to study of Cohen & Wills, (1985) social support in stressful life events provide a sense of identity, purpose and meaning in life, high self-esteem and a sense of belonging. Social support acts as a shield among the stressful situation and the individual's response (Cohen & Wills, 1985).

1.12 Father's Status and Coping Skills

Research studies have found that individuals who have experienced parental leave are at risk in several areas of work. Parental demise is something else for which an adolescent is not prepared to face. The death of parent disturbs the overall life of the individual. The parental death makes a person feel lonely, helpless and broken and affects his mental health. Little difference was found in the physical health of young adults who had experienced parental death but it has been found that these adults may have an advantage in coping with such a situation because they are young and physically strong. One's discussion about his sorrow can lessen the passion of sorrow. Grief is a negative life event and it also works to get the greatest out of an individual. If it could not split properly, it will affect the people by diverse retorts (Melhem et al., 2011).

Melhem. et al., (2011) conducted exploratory research among 182 individuals aged 7 to 18 years to understand the grief process and its impact on the individual's

mental health following the sudden death of a parent. The study found that most participants resolved their grief within a year of experiencing the death of a parent, while some could not resolve the loss for longer periods of time. Some bereaved participants showed a gradual decline, while others had long-lasting grief three years after the event, showing weakness and an early onset of depression (Melhem et al., 2011). Marks et al., (2007) examined that paternal death affected sons more than daughters and found that male kids were suffering from high level of depression than female children, while maternal demise predicted lower levels of psychological health for both sexes. Because of prolonged parental ties and attachment, the effects of the demise of one of parent in adolescence lead to various negative effects on intellectual and psychological well-being, the demise of a father has more negative effects on sons than on daughters, and so does the death of a mother have the more negative effects on daughters, while the death of both parents within a five-year period had a similar effect on both sons and daughters (Marks et al., 2007). The death of a parent is a great loss for adolescents and causes adolescent grief (Thompson, 2002). According to losses studies in family research include primary losses such as parental death, parental separation, loss of relationships, friendships, security, identity, finances, stability, character, support system, loss of hopes, dreams and expectations. The effects of loss are significant, and no matter the type, all these losses are serious and demands grief (Humphrey, 2017). Some of the personal factors that have a direct impact on coping during traumatic events are the adolescent's health, mood, experience of loss, mortality, and how to perceive the loss, and level of coping and recovery after the loss. (Packman, et al., 2006). Research found the degree of relationship with departed person, the psychological history of the person experiencing the departure, and cultural features are closely related to the grieving process (Humphrey, 2017). According to Bullock, (2011) study, parental bereavement and bereavement are important stressful events that affect important aspects of life in adolescence such as social interaction, autonomy, self-image, confidence, and maturity that are greatly affected (Balk, 2011). Bereaved youth not only struggle to navigate through the period of grief, they also struggle to cope with the loss (Balk et al, 2011). Although coping with adolescent losses and the grieving process and returning to earlier levels of functioning may lead to a decay in welfare, which may also obscure coping strategies with sorrow. It is emphasized that conduct problems that arise following stressful adolescent life

events are associated with decreased well-being (Suldo & Huebner, 2004). Adolescents' coping strategies and responses to grief are much more multifaceted than those of children. These losses can lead to more difficulties, especially with the changes that occur with growth in adulthood. Losses occur at a time when adolescent developmental struggles, such as identity development, gaining independence, separation from parents, defining career choices, and forming close relationships, face significant difficulties in the grieving process (Noppe & Noppe, 2004). Adolescents' reactions to a traumatic event differ from adults. In this regard, their reactions to traumatic events are categorized as follows: intellectual reactions such as regression, loss of certain skills, difficulties in connection, confusion, emotive reactions such as dependency, sadness, depression and anxiety, guilt, anger and shame, behavioral reactions such as regression to childish behavior, obsessive and repetitive speech, aggression and disobedience, self-control or discipline, alcohol or drug use, hesitancy to go to school, physical reactions such as headaches, trauma, sleep problems, loss of appetite, avoidance of others and social contexts, inability to cope with built-in and regular routines (Weymont & Rae, 2006). Therefore, to protect and strengthen adolescent mental health, it is important to provide healthy coping skills during parental loss so that they can regain their abilities and move on to life activities (Hansen, et al., 2009).

1.13 Statement of Problem

On the basis of above theoretical work, research studies and experience of the scholar for long duration of 10 years with adolescent at Sabaoon De-Radicalization Center Malakand Swat, the intense need of a scientific work was felt in order to study extensively about the role of fathers in the mental health of the adolescent and to examine extensively about the role of paternal involvement and absence in the adolescent's life. By examining and monitoring the adolescents involved in terrorism in Sabaoon De-Radicalization Center Malakand Swat, since June 2012 to June 2022, it was assessed that the reasons for each individual's involvement in terrorism was different but one major reason for involvement in terrorism was common in each individual which was, the absence of father or family neglect provided the base for conducting current research on perceived paternal involvement and absence and their effects on adolescent's mental health and the moderating effects of social support and resilience. As in Pakistan, there has been

limited research conducted on paternal role and the impact of their involvement and absence on children's mental health. The purpose of the current study is the scientific evaluation paternal role and its effects on adolescent's mental health.

1.14 Rationale of the Study

The foremost contribution of the current research work is the development of a valid and reliable father's involvement inventory for measuring father's involvement in adolescents. As previous paternal association inventories do not cover several important characteristics of father's involvement. The current father's involvement inventory provides a scientific base for measurement of paternal involvement and cover all aspects of father's involvement. Previous father's involvement inventories are developed from the perspectives of fathers and no any paternal participation inventory is developed from the adolescent's perspective but the development of Shah & Qureshi father's involvement inventory provides a strong base for the effects of father's involvement on adolescent's life as it is developed from the adolescent's perspectives. Shah & Qureshi father's involvement inventory may be helpful for the academicians and scientist for the assessment of the father's involvement in the life of adolescents.

The present research study contributes in filling the gap in the previous literature. Previously, father's role is not studied extensively with such variables.

Pakistan is a major country in the developing world that receives a significant amount in the form of remittances from people working abroad, due to the trend of outward migration (Government of Pakistan, 2008). European development towards industrialization in the 1950s is heavily involved in providing labor force (Azhar A, 2008). Research shows that a child, who lives in a mother-headed household, will experience a wide range of mental health consequences (Lou et al., 2011). This research study helps the fathers' especially overseas fathers regarding the awareness about their role and the effects of their absence and presence on the mental health of their children.

Paternal attachment reveals in the young's personality, and has wide impacts on his mental fitness. Paternal associations reflect intergenerational family influences. The research study may attract the attention of government authorities for making strategies for decreasing the father's absence in case of migration for

jobs and making strategies for the management of the issue. This study provides a scientific explanation of the impacts of paternal involvement and absence on the mental health of adolescents and the moderating role of social support and resilience in decreasing or growing adolescent's mental health issues.

A study by Salah (2008) found that the positive socio-economic effects and negative effects of fathers' overseas jobs include, among other things, negative effects on children and indicated that Children from immigrant families are more vulnerable to risks such as abuse and neglect (Salah, 2008). As in Pakistan majority of families are living in joint family systems in which grandfathers and uncles have the supervisory roles in adolescent's lives. This research highlights the role of social support in decreasing the adverse effects of father's absence in adolescent's mental health.

The non-availability of paternal back-up, management, punitive paternal attitudes, conflicting family environment and delinquent household associates will increase the likelihood of youth developing deviant attitudes (Hoeve et al., 2008). The adolescent growing in stressful family environment will have more vulnerability for the development of depression, tension and anxiety (Gobbi et al., 2015). The current research helps in understanding the paternal role in the life of the adolescents and scientifically evaluates the impacts of paternal role in youngsters' psychological well-being.

1.15 Significance of the Study

This study attracts the scientists for future research on different remaining aspects of youngsters' lives affected due to not living of fathers to initiate treatment strategies for management of this global issue. This research study is conducted on the belief that fathers bring something exclusive to the family, thus making exceptional charities to the life of children. They are irreplaceable because when they become absent, children have to face many psychological and social problems. Incorporating these findings into psychological research can inform interventions and support systems that promote resilience, social support, and healthy coping skills among adolescents affected by father absence. As I know, no research work on this topic has been identified in Pakistan.

1.16 Objectives of the Study

- 1- To provide a valid and reliable father's involvement inventory.
- 2- To highlight mental health differences among father's involved and father's absent adolescents.
- 3- To analyze the impact of paternal involvement and absence on adolescent's mental health.
- 4- To highlight the moderating effects of resilience and social support on the mental health of father's absent research participants.

1.17 Research Questions/Hypotheses

On the basis of previous literature review the following hypotheses were formulated:

H1: Adolescents not living with fathers are more aggressive as compared to adolescents living with fathers.

H2: Adolescents not living with fathers are highly involved in deviant behaviors as compared to adolescents living with fathers.

H3: Adolescents not living with fathers have high level of extremism as compared to adolescents living with fathers.

H4: Father's not living adolescent with high social support have low aggression level as compared to father's not living adolescent with low social support.

H5: Resilience works as moderator in the relationship between father's absence and aggression level among adolescents.

H6: Adolescents from father's absent families with high social support, were less involved in deviant behavior as compared to father's absent adolescents with low social support.

H7: Resilience plays moderator role between father's absence and deviant behavior among adolescents.

H8: Father's not living adolescents with high social support have low extremism as compared to father's not living adolescent with low social support.

H9: Resilience works as moderator between father's absence and extremism among adolescents.

H10: Those adolescents whose fathers are not living with them have good coping skills as compared to those adolescents whose fathers are living with them.

1.18 Delimitations of the Study

The following were the limitations of the current research study:

Research participants were selected from the same culture and language.

Age limit was between 13-19 years.

The father's present and father's absent due to death, divorce or abroad jobs were included in the research study.

Socio economic status of research participants was 20K to 50K per month.

1.19 Operational Definitions

1.19.1 Mental Health

World Health Organization (WHO) defined mental health as, "Mental health is a state of well-being in which an individual realizes his or her own abilities, can cope with normal stresses of life, can work productively, and is able to make a contribution to his or her community". Mental health has a vast approach which cannot be quantified specifically so for making this research work more specific, mental health of adolescents was specified by measuring Aggression, Deviant Behavior, Extremism and Coping Skills of Adolescents.

1.19.2 Father's Involvement

Father involvement was operationally been defined as those fathers who are living with their families and was measured by Shah and Qureshi Father's Involvement Inventory (2022).

1.19.3 Father Absence

In the current research study father absence was operationally defined as those fathers who are died, divorced and performing abroad jobs.

2. LITERATURE REVIEW

The paternal hood styles in the societies are not fixed and unchanging. Paternal hood is self-motivated and interactive activity which need to be assumed in context and time period (Lamb, 2004; Mkhize, 2006). Fathers have different modes to accomplish their household tasks. There are societal and personal differences in fulfilling the father's duties for example fathering in western culture is based on personal characteristics (Day & Lamb, 2004). Several cultures represent fathering not on personal qualities but it is considered as collective responsibility (Mkhize, 2006). Previous literature evaluates the father's responsibility in view of family formation and its environment where the basic is the spouse relationship (Day & Lamb, 2004). Wide fluctuations in establishing family unit happened during the twentieth century. The global reduction in families is due to urbanization and overseas jobs including alterations, to a large or less amount, from extended family system to nuclear families (Morrell, 2006). In the sub-continent of Africa, Asia and America people living in biological families maintain their warm connections with relatives living with all uncles and grandparents even if the children have to live in separate houses, or even in other towns but they like to marry with family member or gathering in marriages, partnership in businesses. They are mutually interdependent and help each other in when they need in sending money to homes. They maintain their inherited lands mutually. Children in such families are exposed to several adults whom participate in child-rearing practices up to large of small amount of participation (Townsend, 2002). Although the paternal responsibilities of bread winning, gender role model and supervision of children is changing also in those collective cultures. In some culture only the father is responsible for major responsibilities of his children (Lamb, 2000).

2.1 Changing Perception of Paternal Role

In numerous low and middle financial status countries, the role of father and bread winner was also enclosed by interventionism (Rabe, 2007). Implementation of heavy taxes motivated the citizens to migrate overseas for improving their earning so that they may able to pay heavy taxes and to provide facilities to their families (Van Onselen, 1976). This social movement has deeply changed the sociocultural contexts in which the concept of father was changed in new era (Tamis

& Cabrera, 1999). The changing concept of fatherhood has promoted women's participation in income-earning activities in many countries and men have taken up the domestic work with their working wife to take care of their children. It has also changed the presence of genetic dads in their kid's lives due to death, overseas migration, divorce and separation (Posel & Devey, 2006). The changing concept of the father in American history shows that, in the mid-1900s, the concept of father was a passionately detached main source of income, while in 1980s he was transformed into figure who was more emotionally distant, attached, more fostering and more dedicated to spending time with their families (Wall & Arnold, 2007). Parenthood is also sensitive to macroeconomic and microeconomic status. An increasing proportion of mothers' jobs, periods of economic disasters, irregular duty hours, part-time employment, occupation sharing and work at home are all associated with increased parental concerns for child care (Casper & O'Connell, 1998). According to Howari and Hollingworth's (2009) research on fatherhood in the modern inclusive United Kingdom, it was found that White British, Black Caribbean and younger parents tended to be democratic parents and considered that financial need increasingly demanded that father and mother play a role in grossing and gentle for his family (Hauari & Hollingworth, 2009). Father roles are changing in the 21st century (Roy, 2008), with men's increasing commitment to caring for their families and their children. A new father is a figure who is the breadwinner and caretaker of his children (Lamb, 2004). Canadian studies of the quantity of time daddies spend with their children in dual-income families show that dads spend about 2/3 as much time with infants as mothers, even where mother and father perform full-time jobs (Silver, 2000). Studies have shown that fathers spend more time with children in game and leisure activities, while mothers spend more time in caregiving activities. Dads' time with kids is also greater in the presence of a spouse than mothers (Craig, 2006).

2.2 The Role of Father in Child Nurturing

The role of the father is a sociocultural and biological construct, and every child experience multiple father attachment in an extensive range of fathering relationships. A child incorporates living of a genetic father who is existing throughout the childhood, as well as a concerned teacher and other guardians who may take a intense curiosity in the child and throughout their life. The term social

paternal hood has emerged to describe the many ways in which children can be linked to men who take the charge of the child's nourishment (Mkhize, 2004). Children of absent fathers are studied many times more likely to be with low socio-economic status as compared to kids in father-involved families (US Census Bureau, 2003). Regarding financial status, men generally have approach to other municipal resources that women could not, together with joint support and inspiration. Children are not affected by father absence, but are disadvantaged when they belong to families where they do not have an approach to the social status, labor, and economic backing provided by males (Townsend, 2002). A father who accepts his responsibilities and cares for his children, inculcates social values in his children and in fact enables them to become affiliates of a broader sphere of family and ancestors. Dad provides protection to family, which comprises of saving his wife and children from possible mistreatment and mishandling by outer world (Dubowitz, 2000). Dads also have ancillary effects on kids through their associations with their wives. Females who live with caring husbands are reported to experience less stress, including child care issues, and reduce women's workload by helping husbands and caregiving responsibilities (Mc Lloyd, 1994). Cooperative and supportive husbands not only contribute to women's welfare and gladness, but also protect their children from neglectful or harsh parenting (Martin, et al., 2010). Lamb (2004) found that a father impacts child and adolescent consequences in the same way like a mother, by providing emotional care, safety and inspiration (Lamb, 2004).

Research studies found that paternal nonappearance or desertion is connected with a massive range of opposing impacts on adolescents. Nevertheless, the effects of paternal absence, his existence or connection is allied with large number of profits for broods, both in the short term or lifelong (Sarkadi, 2008). Father's absence or neglect seems to have its most histrionic impacts on sons (Mott, 1994). Along with the son's behavioral control, social capability and academic success, it has been found that father availability and engagement have modifying effects on son's aggression, by the availability of culturally appropriate masculine role model. It was also found that male adolescents in father's not living families inclined to engage in what may be perceived as inflated protests of manliness in the areas of control and aggression. Female adolescents of father presence families show a

strong connection with higher self-esteem (Wenk., 1994). As societal values change over the past 20 years in the world, the number of single-parent families headed by mothers has increased markedly (Darbyshire & Jackson, 2004; McMunn et al., 2001). In single-parent families headed by the mother, the ratio of children's contact with their fathers varies. Some children have regular contact with their fathers and are able to enjoy warm attachment with their dads, while some children have little or no interaction with their dads (Hetherington et al., 1998). The influence of fathers on children's personality has not been expansively researched. Research studies show that paternal love is as important as maternal love and has an influential impact on kid's health, intellectual growth, and societal relations (Rohner & Veneziano, 2001). Paternal relationship and attachment are of great importance and plays an influential role in the child's life. (Mickey, 2001; Rohner & Veneziano, 2001). Paternal relationship can shape the child's development, this special relationship influences values and is a strong predictor of psychological well-being (Rohner & Veneziano, 2001). Paternal attachment provides a masculine model with economic and corporeal caregiving and supervision and support (Ackerman et al., 2002; Flouri & Buchanan, 2003; Mackey, 2001). Children learn valuable insights about their social behavior from their fathers. It has been revealed that many fathers participate in the care of their children, which has positive effects on their child's psychological health. It has been studied that the neglect of the father's role and the destructive recognition of the mother's role in the development of children is due to the generalization of the societal view that mother's love is of supreme importance. This view is largely due to traditional gender roles and identities, in which mothers are seen as the main parental figure in raising children (Rohner & Veneziano, 2001). Research studies have concurred that the lack of studies on the impact of parenting on adolescent development is due to the social norm of individualizing the maternal role in caregiving activities. This promotes the view that the mom is in charge for the child's psychological security in addition to the development of maladaptive behaviors. These ideas are considered to underlie mother-blaming behaviors (Jackson & Mannix, 2004).

Rohner and Veneziano (2001) highlighted the paternal impacts on kid's growth and welfare and found that the role of fathers and fathers' warmth is very important in children's mental growth and psychological healthiness. That is,

paternal influence on their kids positively endorses healthy psychological growth, self-image, and individual values through infancy, adolescence, and young age, and may be a shielding factor against the growth of abnormal behaviors and negative self-image. (Rohner & Veneziano, 2001). Although some not living fathers maintain attachments with their children, many do not. A study conducted by Mindy E. et al., (2007) described that below 30% of not living and divorced fathers naturally contact their children only once in 7 days (Mindy E. et al., 2007). Sometimes married, not living fathers see their children often rarely (William Marsiglio. et al, 2000). Absence of fathers is more prevalent in marginalized communities. Data of the US Census Bureau (2007) show that around 40% of children in families earning less than \$50,000 per year are living alone with their moms. Around 50% of black children live in maternal headed houses and 17% of white children are living with their moms (US Census Bureau, 2007). Previous research has highlighted the importance of the mom-kid attachment, specifically in the kid's early years. However, the father-child relationship is less discussed, overlooking the key paternal role in kid's growth (Chow & Shaik, 2013; Mel McLean, 2014; Najam & Kausar, 2012). Positive parental connection is related with kid's diverse behaviors, plus less sexual behavior, less alcohol consumption, less reactive to peer pressure, and more vigorous eating behaviors (Chow & Sheik, 2013; Miles McLean, 2014). Research conducted by Tastan (2013) found that a weak paternal relationship is absolutely linked with both productive and destructive flairs of conflict resolution (Tastan, 2013). Research studies found that paternal rejection and harsh behavior have positive association with higher degree of behavioral issues and depression in youths (Najam & Kausar, 2012).

With the development of modern culture, the long absence of parents has become an important concern for the scientists (Jia Z & Tian W., 2010). In many regions of the world, labor migration is taking place on a large scale, resulting in a large number of kids deprived of parental care (Tomşa R, & Jenaro C., 2015). The research of Imam and Shaikh (2005) on the impacts of paternal presence and absence and paternal love on the personality growth of sons and daughters highlighted that there were significant effects on sons but no effects on daughter's personalities. This study further indicates that sons who have experienced paternal love have better psychological adjustment than sons who have not experienced

paternal love. The research highlighted the significant association among paternal rejection and acceptance and psychological adjustment of sons and daughters (Imam & Shaikh, 2005). Manaf and Farhat (2004) found that adults whose fathers were drug users had higher levels of symptoms of depression and psycho asthenia than those adolescent of drugs free fathers. In another study fathers over shielding of their children were positively correlated with the high level of anxiety (Munaf & Farhat, 2004). Furthermore, high parental refusal group has high level of anxiety as compared to low parental denial group (Shafi & Bhutto, 2006). Manaf and Sardar (2010) studied that parental rejection in childhood had a substantial positive correlation with depression in adolescence and parental emotional attachment in childhood had a significant negative correlation with depression in adulthood (Manaf & Sardar, 2010). Fathers influence children's mental health development through direct interactions and indirect involvement with children. Unsupportive fathers and parenting conflict can lead to mental health problems in children. (Cummings, et al., 2004). Positive parenting relationships have benefits for child health, so negative interactions carry with them potential risks for children's mental health (Khan, 2016). The father's absence has negative effects on children's social and emotional development. These effects remain on children till adolescence and often account for risk of abnormalities, such as smoking or early gestation. It also affects the mental health of adults, signifying that the psychological damage of a father's absence in childhood may persist throughout life (Mc Lanahan, Tach & Schneider, 2013). Children of absent fathers showed a greater tendency to internalize problems, such as sadness, social withdrawal, and anxiety (Serbin, Stack, & Schwartzman, 2011). As a result of the lack of parental involvement in childhood, more mental illnesses appeared in adulthood (Sarkadi et al., 2008). The absence of a father can have lifelong psychological effects (McLanahan, Tach & Schneider, 2013). Father's absent children are vulnerable to many psychological problems as well as conduct and emotional consequences (Hijjawi & Wilson, 2003). Paternal absence may negatively impact a child's behaviors, attitudes, and development (East et al., 2006). The research study of Najam and Kausar (2012) highlighted the relationship between paternal attachment, acceptance and rebuff and the social and emotional adjustment of adolescents. One Hundred Pakistani youngsters were assessed by four scales as, the Paternal Acceptance-Rejection Questionnaire, the Personality Assessment Questionnaire and the Center for

Epidemiological Studies Depression Scale, and the Teacher's Assessment of Student Behavior. The study revealed that high degree of paternal warmth was significantly linked with lower degree of adolescent dependence, aggression, low self-esteem, and depression. Father's rejection and hostility had the positive correlation with higher levels of behavioral issues and depression in adolescents (Najam & Kausar, 2012). Paternal rejection, emotional instability was associated with adolescent's depression. Father's active involvement in children's life has positive correlation with less hostility, low depression symptoms, high self-esteem, and positive emotional status. The children of involved fathers exhibited a more optimistic worldview as compared to adolescents whose fathers were unattached in their lives (Najam & Kausar, 2012). At the end of the study, the researchers found noteworthy male, female variances regarding insights of paternal rejection and acceptance. The study highlighted that paternal attachment have positive impacts of the children's personality characteristics and they are more likely to develop desirable social and psychological traits and behaviors. Najam & Kausar, (2012) found that along with father's presence is necessary in child development and well-being, but the style of father's exposure and interaction also impact the children's life (Najam & Kausar, 2012). Father denial, emotional instability was associated with adolescent depression. Fathers' active involvement in children's lives is positively allied with less hostility, fewer depressive symptoms, higher self-esteem, and positive emotional status. Children of involved fathers showed a more positive social view as compared to adolescents of unattached fathers. (Najam & Kausar, 2012). Talib et al., (2011) highlighted that a child's household is a socio-economic and cultural setting that has a significant impact not only on their behavior but also on their character development. Therefore, ignorance of their parents may lead them to unwanted harmful effects that ultimately lead to behavioral problems in their personalities (Talib et al., 2011). Absence of the father is a vague terminology because all parents are absent or stay away from their children at times. This terminology is rarely defined in the previous researches. Due to the deficiency in clarification, the terminology of "father absence" can fulfil a number of conditions, including having a father who is not present with his family as he is deceased, divorced, and he is not present due to work commitments, absent from family residence due to imprisonment or institutionalization, or physically present but absent due to disinterest or neglect (Spruijt et al., 2001). Absence of the father due

to failure in family relationships and family disharmony linked with split-up or parental skirmish can result in changing family values and negative parental views of children (Barber & Eccles, 1992). Paternal demise usually results in positive feelings and attachment among the son or daughter and the departed dad (Barber & Eccles, 1992; Spruijt et al., 2001). Studies by Featherstone (2001) highlighted that child welfare is linked with positive parent-child associations and the absence of family conflicts. Family conflict is a momentous factor allied with negative psychological consequences (Featherstone, 2001). Research on mother and child relationship highlighted the effects in mother-headed families showed that negative child behavior was related to maternal instability in intimate relationships (Ackerman et al., 2002).

Research has highlighted that children living in mother-headed families have more behavioral problems, poorer academic achievement, engage in early sexual activity, exhibit poorer psychological well-being, and are more likely than children living with both parents. (Ellis et al., 2003; Lang & Zagorski, 2001; Sporrident et al., 2001). Comparing behavior problems and academic achievement between children from single-mother families and children from both parents, it was found that children from single-mother families had significantly more behavior problems and significantly poorer academic achievement (Lang & Zagursky, 2001). Research conducted by Munn et al. (2001) on children from single-parent families to assess children's psychological well-being. The results showed that children from single-parent families were three times more likely to exhibit negative psychological well-being through emotional and behavioral disorders, and that children aged four to six years had higher rates of negative psychological well-being. There is a possibility. Compared to adolescents (MC Munn et al., 2001). Data from a longitudinal study 'Utrecht Study of Adolescent Development, conducted by Spruijt et al. (2001), examined that different family structures, including father-intact, divorced, and father-deceased families, affected the health of adolescents and young adults. The results show that adolescents from single-parent families have better physical and psychological well-being than adolescents from mother-headed families. Adolescents from single-mother families were found to be involved in immoral activities, smoking, drinking and drug use. However, individuals who came from father-death families scored only slightly lower than individuals from

intact healthy families. It has been suggested that parents are usually associated with positive recalls and a more positive reworking as compared to adolescents who experience parental divorce (Spruijt et al., 2001). A study conducted by Pfiffner et al. (2001) found that children deprived of biological dads among age 5 and 11 years had meaningfully higher deviancy, and that is consistent even in the presence of step dad (Pfiffner et al., 2001). Flori and Buchanan (2003) studied the connection among the paternal warmth at ages 7 and 16 and their emotive and personality characteristics at age 16, and psychological distress at age 33. The study found that if emotive and personality issues were present at age 7, they were more likely to be revealed at age 16. Mental suffering at age 33 was related with distress at age 16 and was high for women. Paternal involvement at age seven subsidized to fewer emotive and behavioral hitches at age 16. The study proposes that paternal participation among ages 7 and 16 may protect children from psychological difficulties later in life, chiefly for female kids (Flori & Buchanan, 2003).

2.3 Measurement of Father's Involvement

Adolescence is a vital stage of growth in children. During adolescence, children become adults and experience significant changes in their relationships with their parents and the social world. Change in adolescence is marked by the expansion of the social environment in which young people live. According to the model of psychological development, an adolescent's major psychological task is to form their own identity. According to Erikson, (1968), adolescents often experience with different roles as they evolve into a new stage of exploration and investigation of their cultural identity. Through this period, the adolescent develops their identity through a rich insight in their judgements and frame of mind and he learns how they are developing in life and what they are (Santrock, 2005). A key finding from previous literature is that paternal attachment is associated with adolescents exhibiting beneficial psychosocial-developmental outcomes in childhood (Lamb, 2010; Wilson & Pryor, 2011). Measuring tools for father involvement is a complex and multidimensional construct, and various theories and constructs of father involvement have been created in previous studies of the literature (Lamb, 2000). According to previous parenting literature, fathering has often been measured quantitatively, such as the amount of time fathers spend with their children, the father's physical presence or the frequency of the father's

interactions with his child (Hawkins & Palkovitz, 1999). A large body of research studies reported a significant relationship between father involvement and the amount of child development. For example, spending more time with fathers is associated with lower levels of depression and substance use among African American adolescents (Salem et al., 1998). Recent increased interest and effort has been in measuring paternal participation that differs from the previous scales of physical presence but focuses on quality of father involvement such as paternal warmth association and support. Similarly, there is emerging evidence which backup the central role of paternal involvement, his interest in children's welfare and growth (Carlson, 2006; Lamb, 2004).

The Fatherhood Scale (FS) quantifies some aspects of parental participation, the extent to which behaviors occur, the role in which fathers perform, and the person's insights of the level of the emotive connection with their father. It is evident that dads provide different type of nourishment as compared to moms, and that many dads want to be more intact with their children and change the outdated role of breadwinner. This idea of paternal hood in no way weakens the important role of moms as parents. It is proved that a responsible dad is not only maintain his paternal hood and also provide an economic and social support to his wife and kids. Responsible fathering comprises of loyal association with his wife even after break up maintains an optimistic existence in the kid's life (Dick, 2000). The first edition of "The Father's Role in Child Development" (Lamb, 1976), made the scholars and clinical specialists more conscious to recognize the wider descriptions of a "good father". Broods nurture up in different types of families. The societal and cultural potentials linked to the development of parents' lives. The daily events and the way fathers evaluate them shape childrearing characters and family processes which impact children's psychological growth (Lamb, 1997). Previous researches defined father involvement as having three dimensions; the first is interaction which is defined as father-child engagement with each other, the second is access which means that the physical presence of fathers without direct interaction with the child, there is a third responsibility that is seen as the father's planning and execution of plans for the benefit or well-being of the child (Lamb, et al., 1987). Researchers have been studying the role of fathers and their effects on children for over 30 years. Early research focused on parental absence, not parental presence. In these studies,

father presence was conceptualized only as the father's residence with his children and, more appropriately, as opposed to parental non-residence. Successful research is needed to conceptualize and test father focus on father involvement. Over the past fifteen years, the research of Lamb et al., (1987) on paternal involvement has up-to-date and molded much of the research on fathers (Palkovitz, 1997, 2002). Fathers provide financial and societal support to his children that impact his behavior at academic institutes and education success. This helps the kids in professional growth, social connections. This makes children in achieving high self-esteem, and adulthood achievements as successful life, marital happiness, and good social circle (Amato, 1998). The progress of the Parental Involvement Inventory, which scrutinizes maleness, represents the existing focus on dad's particular views of their own childrearing (Hawkins et al., 2002). Previous literature suggest that the quality of early parent-child relationships often shapes current behavior in both family and non-family settings. Initial parental closeness obviously and enduringly impacts the current relationship among the adult children with their older parents. This finding is borne out in both prospective as well as retrospective studies (Silverstein et al., 2002). The father's presence begins with the child's characteristics that turn him in the direction of the father. Father presence has additional qualities based on children's practice with fathers (Krampe, 2003).

In the literature, various parenting scales were developed to determine fathers' parenting effectiveness. One of these is the "Parenting" scale developed by Arnold et al., (1993) for mothers with children aged 1.5–4 years. Reitmen et al., (2001) used a scale developed by Arnold et al., (1993) to measure psychosocial characteristics of mothers with children ages 3.5–4.5 who participated in a Head Start program of Steele et al., (2005) used the same scale in a low-income African American sample and for low-income African American mothers and examined their factor structure. On the other hand, Karazsia et al., (2008) conducted a confirmatory factor analysis of the same scale with mothers of children aged 2–16 years. Another part of the parenting scale is a scale that aims to measure parenting self-efficacy (Jones & Prinz, 2005). Whatley and Knox (2005) developed the traditional patriarchal hood scale. It is a 10-item scale that aims to assess paternal tradition (Whatley & Knox, 2005). Hawkins and Palkovitz (1999) identified different domains of father involvement as alternative approaches to traditional

time-based scales and conceptualizations of father involvement. These approaches conceptually relate to the many different developmental trajectories of children, adolescents, and young adults. These areas include caregiving, economic support, parental monitoring, instilling a sense of responsibility in children, and providing companionship, among others (Hawkins & Palkovitz, 1999). The work of Hawkins and Palkovitz (1999) has broadened the method of measuring parental attachment to a more multidimensional approach with a greater focus on the content of father-child interactions. They have provided pilot validation of a measure of father involvement from the father's perspective (Hawkins et al., 2002).

Previous paternal involvement inventories have highlighted limited aspects of father involvement thus ignoring background factors like father's economic influence, matrimonial position and focusing only on the mother's perspective. is, dependent on one item "Have you taken your child to the doctor"? Using a mother-child model to study paternal involvement. These inventories were measuring one component of father involvement "engagement behaviors" and were missing multiple components and different ways fathers may be involved with their child (Day & Lamb, 2003; Fagan & Kaufman, 2014; Feinberg et al., 2012; Hawkins & Palkovitz, 1999; Lu et al., 2010; Sayers & Fox, 2005). There is a need to introduce new inventories measuring father's involvement that hold ties to existing conceptualizations of father involvement. These measurement scales must meet theoretical descriptions and lawful measurement methods that hold the most potential for progressing the science and thoughtful the current state of the father role (Heppner et al., 2016). Previous father involvement inventories developed by Khaliq & Rohner, (2002); Rohner, (1986); and Rohner & Veneziano, (2001), have included caregiving, protective, developmental responsibility, and sharing activities.

Previous father's involvement inventories have been constructed from the perspectives of fathers but the development of father's involvement inventory in the current study has an adolescent's perspective approach that emphasizes youth's distinctive insights of paternal connections. The primary criterion for the present study is the adolescents' responses and insights of the paternal involvement and their fathers' neglect in informal interviews. A phenomenological approach has been used with great success in a wide evaluation by using in depth interviews and

focused group discussion of father's living adolescents and those whose fathers were not living with their families to study the effects of parental involvement and absence on adolescents.

2.4 Theoretical /Conceptual Framework

The current research study is based on two theories as:

2.4.1 Social Capital Theory

Social capital theory provides an important theoretical perspective for the current research study. The idea of social capital, introduced by Coleman (1988), has progressively been applied in research studies by progressive scientists (Amato, 1995). Coleman, (1988) researched two important parental roles that he termed "capital" that facilitate ideal development. An economic capital that provides children with substantial resources such as food, shelter, properties and other life amenities including education. Second is social capital which has two types. Parenting behavior is a family social capital that promotes children's cognitive social development such as their schooling and future aspirations. Family social capital is considered to be influenced by parents' educational level. Another form of social capital is community social capital, which states to the connection to the outer social environment that parents provide to kids. In other social capital, parents share their knowledge and experiences with their children for better adjustment in communities (Coleman, 1988).

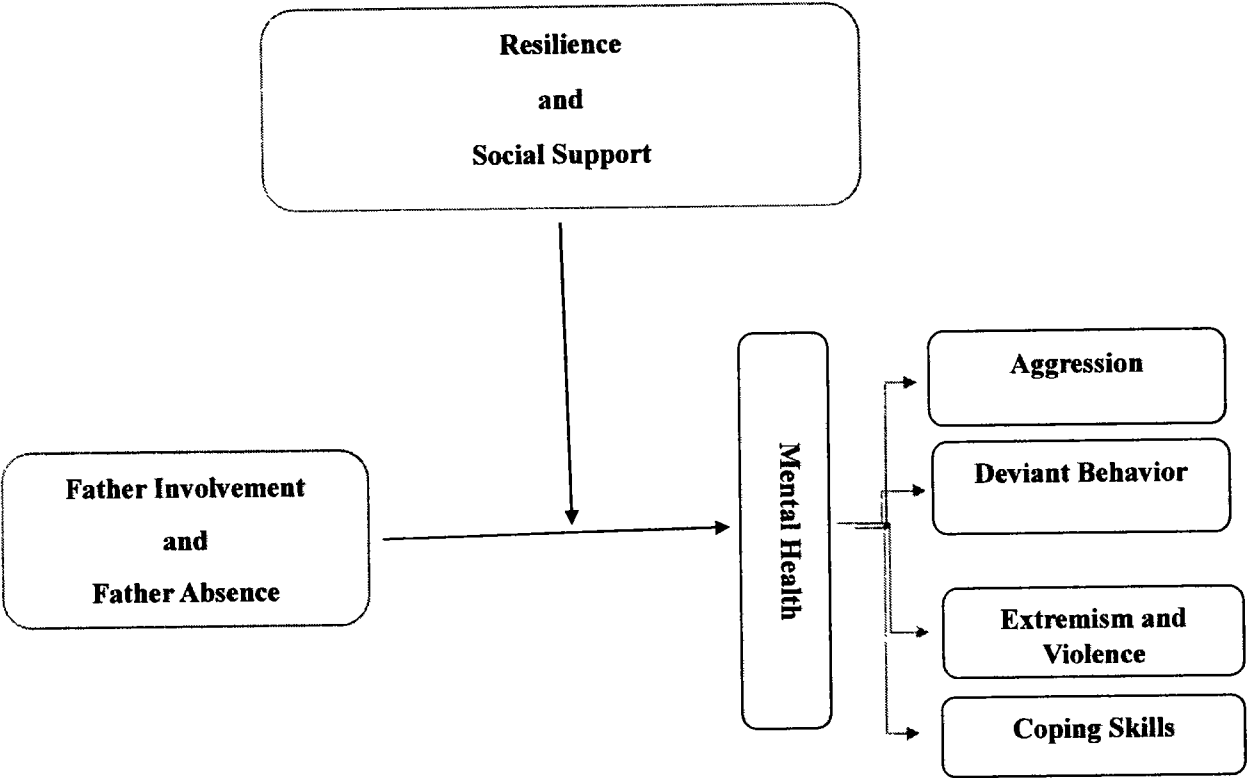
2.4.2 Social Learning Theory

The social learning theory presented by Albert Bandura is the second main theoretical contribution to the current research study. Social learning theories represent a group of theories concerned with how human behavior can be improved through specific social orientations. Social learning theories are rooted in previous theories such as psychoanalysis, stimulus-response learning theories, and cognitive theories (Grusec, 1992). According to the Albert Bandura (1971) and Bandura and Walters (1963) social learning theory (as cited in Mack, 2001), kids learn behaviors by witnessing, modelling, and replicating their attached personalities. Children construct their inside ideas about a personality from their attachment with their parents. These self-made models represent self, those to which a child has

associations, and contacts that are concept of a child as cognitive-affective filters that influence how kids deal with others and with the social world. (Laible et al., 2004). Bandura (1977), found that exterior environment forms the conduct and observed that humanoid conduct is also influenced by the exterior world. It can be assumed that our environment may motivate us to behave in a convinced mode, but the way we behave will be influenced by the circumstances in which we live. He called this concept interpersonal rationality and developed the idea of interpersonal rationality as involving three factors: (i)- the personal behavior, (ii)- the circumstances, (iii)- mental aspects. According to Albert Bandura, the mentioned three aspects, interact with each other to form the personality of an individual. As a result, Bandura changed his idea from behaviorism to epistemology. These theories collectively became social learning theory. The main focus of social learning theory was the cognitive development of the human personality. According to social learning theory, children imitate the behavior of the adults they often observe. Bandura was able to develop on his theory of observational learning and taken in four factors in learning of behaviors, attention, retention, reproduction, and motivation (Abbott, 2001; Bandura, 1977). According to Grusec (1992), self-efficacy is a major determinant of self-regulation (Grusec, 1992). Social learning theory explains that fathers determine the level of parental involvement with their children (Pleck, 1997). Individuals likely to follow their fathers due to level of paternal attachment (Pleck, 1997).

On the basis of above two research theories the conceptual framework for the current research study aims to examine, the effects of father's involvement and absence on adolescent's mental health specified in four externalizing behaviors, aggression, deviant behavior, extremism, violence, and coping skills, in adolescents. It also emphasizes the moderating role of resilience and social support in these relationships. Father's involvement is associated with positive behavioral outcomes, while father absence increases the risk of negative behaviors and inadequate coping skills. However, resilience and social support play significant moderating roles, modifying the negative impact of father absence and promoting positive behavioral outcomes in adolescents.

2.4.3 Conceptual Framework



3. METHODOLOGY

3.1 Method Study 1

The current research study is comprised of two studies as study 1 is the development and validation of father's involvement inventory and study 2 is the main study of this PhD research in which the impact of perceived father's involvement and absence on adolescent's mental health, moderating role of resilience and social support is studied and analyzed.

3.1.1 Objectives of study 1

Study 1 of this research work is the construction of the inventory for measuring father's involvement in adolescents. Study 1 aims to fulfill the following objectives:

- 1- To develop a valid and reliable father's involvement inventory.
- 2- To examine the factorial structure of the newly established inventory.
- 3- To examine the construct validity of the inventory.
- 4- To examine the reliability of newly established father's involvement inventory.

3.1.2 Phase 1 of study 1

3.1.3 Development and Validation of Father's Involvement Inventory

Father's involvement inventory is developed. Items were created by focus group discussions and in-depth interviews. Hundred (N=100) participants were selected for the 1st phase of study 1 which is consisted of interviews and focus group discussion. The interviews participants (N=100) were the undergraduate male and female students ranges in ages of 13-19 year, from district Buner (*Table 1*). Fifty (n=50) research participants were nominated for the study as those adolescents whose fathers were living with them and fifty (n=50) were those participants whose fathers were not living with their families either, deceased, divorced or abroad. In-depth interviews and FGDs were conducted and recorded. The interviews conducted through FGDs as each group was consisted of 7 research participants. 49 research participants were interviewed in 7 group discussions sessions while 51 in depth individual interviews were conducted. The study is conducted in 2 phases (*Table 1*).

Phase 1 steps included as:

- (i) Identification of related construct,
- (ii) Items generation pool,
- (iii) Evaluation of items

Phase 2:

- (i) Data collection.
- (ii) Establishment of validity and reliability of father's involvement inventory.
- (iii) Development of final version of the inventory.

3.1.4 Phase 1: Identification of related construct

The first step of phase 1 is the identification of factors of father's involvement. After conducting FGDs and in-depth interviews, 10 factors (*intellectual development, separation anxiety, ethical and moral development, anti-social attitudes, social development, drug addiction, being protective, academics and learning, aggression and negative thoughts, and emotional development*) were identified for the generation of items (*See table 9*). These factors covered all aspects of an adolescent's personality and his social life for which the input of fathers is necessary. A board of experienced researchers and practitioners (the research supervisor and the faculty members), with extensive knowledge in paternal involvement checked the themes of the father's involvement inventory and approved for further step of items generation.

3.1.5 Items generation pool

After the approval of the construct from the review board, 2nd step of test construction was started. Items were generated through FGDs and IDIs by semi structured interviews by following all ethical constraints. Sample ($N=100$) for IDIs and FGDs was selected from different higher secondary schools in Buner for generating items for the inventory. 50 male and 50 female research participants were selected from different schools in the district (*Table 1*). Research participants were taken from two kinds of adolescents as adolescents of fathers living families and those adolescents whose fathers were not living with their families. Purposive sampling technique was been followed. Sample was consisted of male and female of age 13-19 years under graduate students of local schools and colleges. Interviews of

focus group discussions were recorded after fulfilling ethical considerations. Proper permission from the principals was granted for including the students in focus group discussion. FGDs and IDIs were conducted in controlled environment for which the heads of the academic institutes were requested for providing a room for conducting interviews. Before participating in discussion proper informed consents were obtained from the students (*See table 1*).

Table 1

Details of sample for items generation through FGDs and IDIs (N=100)

Gender	FP Research Participants	FA Research Participants
Male	25	25
Female	25	25
Total	50	50

(*Note: FP= Father's Present and FA= Father's Absent*)

3.1.6 Evaluation of items

Initially 70 items were generated on the basis of 10 factors and was forwarded for review and approval to research supervisor. Items of the inventory were inscribed in Urdu language due to the selected sample for the study who were the under graduate students who could understand and read Urdu language easily as compared to other languages. Linguistic mistakes in items were corrected after the consultation with supervisor for several times. To finalize the items of the inventory, committee approach was been followed. Three experts, the supervisor, Assistant Professor Dr Asghar Ali Shah PhD in Clinical Psychology with extensive experience in qualitative research and test construction with vast clinical experience and two faculty members, one was Assistant Professor Dr Mazhar Iqbal Bhatti PhD in Clinical Psychology with extensive experience in research and test construction and the second was Dr Sabir Zaman Khattak PhD in neuro psychology with extensive experience in research and test construction checked the items of the inventory and all unrelated, ambiguous, and doubled-barrel questions were excluded, reshaped, altered in the inventory. Only those questions were taken that were truly reflecting the effects of father's involvement on adolescent's overall life.

After the thorough review of my supervisor and the research committee all double barrel items, those who were not measuring father's involvement properly

and mis fit items were rejected and only 49 items were approved for data collection. The committee has selected after finalizing the items, a 5- Point Likert Scale for the measurement of every item of the father's involvement inventory. 5-point Likert scale is well known measurement technique in research design to facilitate the examinees for selection of several options of his choice. Additionally, 5-Point Likert Scale is simple to insert, easy for the examinee during selection the option of his choice. It provides a valid and reliable results. 5-point Likert scale is widely used scale in research area, in which adjacent options are less progressively varied from each other as compare to other scales. Greater and step by step range of choices in 5-point Likert Scale offers more freedom to partakers to pick the most favored option rather than to choose some 'nearby' or 'close' selection (Dawes J.,2008). Validity of 5-point Likert Scale is analyzed on the basis of title of the research questionnaires and the status of respondent's understanding and judgements of the test developers. When the title of the questionnaire is related to the respondent's back ground and he is provided more options which may add to the content & construct validity of the scale. Providing options nearer to the basic idea of the respondent which may decrease the role of vagueness in the responses (Finstad K., 2010; Lobsy & Wetmore A., 2014). The response categories of the scale are selected as, *1- for strongly disagree, 2- for disagree, 3- for neutral, 4- for agree, and 5- for strongly agree*. The questionnaire was titled "Shah & Qureshi Father's Involvement Inventory". The score of the inventory ranges from 49 as lowest score and 245 as highest score. The entire questions were positively phrased. There was no cut rating in the scale, therefore highest scores of the examinee shows high paternal involvement and lowest scores indicates no paternal involvement. This was the subjective clarification of the inventory for experimental assessment. The final score of the scale was finalized after statistical evaluation of validity and reliability.

Preliminary form of the Shah and Qureshi Father's Involvement Inventory contained 49 items measuring intellectual development (n=9), separation anxiety (n=6), ethical and moral development (n=6), anti-social attitudes (n=5), social development (n=4), drug addiction (n=4), Being protective (n=3), academics and learning (n=5), aggression and negative thoughts (n=3), and emotional development (n=4). Our Institutional Review Board approved the scale for further data collection

and statistical procedure. After completion of this phase of test construction, phase 2 of the study was started.

3.1.7 Phase 2 of Study 1

Phase 2 of the study 1 is consisted of Data collection, Establishment of validity and reliability and Development of the inventory. Statistical standards of the inventory are recognized through factor analysis, convergent and discriminant validity. It is hypothesized that:

- 1- Aggression is negatively correlated to father's involvement.
- 2- Resilience has positive correlation with father's involvement.

3.2 Data Collection

3.2.1 Introduction to Area of Sample

Sample ($N=490$) was selected from different higher secondary schools and colleges in district Buner. District Buner is located in the jurisdiction of Khyber Pakhtunkhwa and its boundaries touches district Swat on the North, Malakand Agency on West, Mardan on South, Hazara Division on the East and on the north-east side by District Swabi (*See Appendix A*). The population of the area is divided into Khels (clans) and Sub-Khels (sub-clans), tribes like Yousafzai, Syed, Gujar, Quresh and Sikhs. Area of Buner consisted of sub tehsils named tehsil Gagra, tehsil Salarzai, tehsil Chamla and tehsil Khadukhel. By and large the economy of Buner rests on the agriculture sector. The only big manufacturing industry is that of marble which will take some time to recover from the current turmoil. Equally important is the inflow of remittances from abroad. A good proportion of Buner's population is working abroad mostly in Malaysia and Gulf States (*Table 2*). According to the 1998 census by the Government of Pakistan, the population of Buner district is 506,048. 99.5% of the residents are Muslim community and the remaining 5% are Sikhs and Hindus. As per the public figures, the district is 100% rural and there is no urban area. Buner is the 11th largest district in terms of area and 15th largest in terms of population in KPK. It comprises 2.85% of KPK's population and covers 2.5% of its land area. According to the 1998 census, the total education ratio is 22.62%. The literacy rate for males is 38% and for females only 7.7%. The economy of Buner depends on agriculture sector. The only major trade industry is marble. Overseas jobs have also an importance in the flow of transmittals. A large portion of the citizens of

Buner are performing abroad job especially in Malaysia and the Gulf States (Table 2).

3.2.2 Sample

Sample (N=490) for the research study was selected from the area of Buner Khyber Pakhtunkhwa, by following purposive sampling technique. Sample (N=490) individuals were selected from different academic institutes like Government Girls Higher Secondary School Panjtar Buner, Government Girls Higher Secondary School Pir Baba Buner, Government Higher Secondary School Chinglai Buner, Government Girls Higher Secondary School Totalai Buner, Government Higher Secondary School Totalai Buner, Government Higher Secondary School Ghazi Kot Buner. Sample (N=490) was selected from two types of adolescents as father’s living adolescents and father’s not living adolescents. The age of research participants was 13-19 years who belong to fathers living, fathers died, father’s living abroad or divorced father’s families.

3.2.3 Demographic Details of Research Participants

Sample (N=490) was selected in bother genders male (n=209) and female (n=281) with *Mean* = 1.57, *SD*=.495, *Variance*=.245, *Skewness*=-.298 and *Kurtosis*=-1.919 (See Table 7). Table 7 explains descriptive of the demographics of research participants including range, mean, standard deviation, variance, skewness and kurtosis of the demographic variables. Demographic variables contain gender, socioeconomic status, father status and family status of the research participants.

Table 2

Main professions in Buner

Professions in Buner	No. of individuals
Agriculture Professionals	58162
Abroad Jobs	6744
Government jobs	6039
Private school tutors	2604
Businessmen	12750

(Source: District census report, 1998)

Purposive sampling technique was followed for the selection of sample (See table no 3 and 7). Table 3 denotes the information regarding gender of the research participants. 209 (42.7%) of the whole research participants were male, while 281 (57.3%) were female. All research participants were under graduate students of local government colleges and higher secondary schools.

Table 3

Gender of the research participants

Gender	Frequency	Percentage
Male	209	42.7%
Female	281	57.3%
Total	490	100%

(N=490)

Research participants (*Mean= 2.002, SD=.5004, Variance=250, Skewness=.033, Kurtosis=-2.007*) were selected from two types of families as those where father status was living with his family and those where father status was absent from his family due to abroad job, death and divorce (See Table 4 and 7). 249 of research participants were belonged to those families where father figure was living with his family which is 50.8% of the total sample while, 241 research participants were belonged to father not living families which is 49.2% of the total number of research participants (See table 4).

Table 4

Father's status of the research participants

Father's status	Frequency	Percentage
Father living	249	50.8%
Father not living	241	49.2%
Total	490	100%

(N=490)

The research participants (*Mean= 1.74, SD=.581, Variance=.338, Skewness=.099, Kurtosis=-.474*) (See Table 7) were selected from three types of families as joint families, nuclear families and extended families. 161 of research participants belongs to joint family which is 32.9 % of the total sample, 293 research participants were selected from nuclear family which is 59.8% of the total sample and

36 (7.3%) of research participants were selected from extended family which is 7.3% of the total number of research participants (*See Table 5 and 7*)

Table 5

Family status of the research participants

Family status	Frequency	Percentage
Joint family	161	32.9%
Nuclear family	293	59.8%
Extended family	36	7.3%
Total	490	100%

(N=490)

Sample was consisted of male and female research participants ranged in ages from 13 to 19 years. The research participants were under graduate students of local colleges. Research participants belonged to the same culture and it was assured that the monthly income of each family was Rs. 20,000/- Per month to Rs. 50,000/- per month in Pakistani rupees (*Mean= 2.002, SD=.852, Variance=.726, Skewness=-.004, Kurtosis=- 1.624*). (*See Table 7*) 177 research participants belong to families whose monthly income was 20K to 30K in Pakistani rupees and which is 36.1% of the total sample. 135 of research participant's family monthly income was 30K to 40K in Pakistani rupees which was 27.6% of the total number of research participants while 178 research participants family monthly income was 40K to 50K in Pakistani rupees, were 36.3% of the sample (*See Table 6 and 7*). Table 6 explains information regarding socioeconomic of the research participants.

Table 6

Socioeconomic status of the research participants (N=490)

Socioeconomic status	Frequency	Percentage
20K to 30K	177	36.1%
30K to 40K	135	27.6%
40K to 50K	178	36.3%
Total	490	100%

Table 7

Description of the demographic variables of the research participants
(N=490)

	N	Range	Mean	SD	Variance	Skewness	Kurtosis
Gender	490	1.00	1.57	.495	.245	-.298	-1.919
Socioeconomic status	490	2.00	2.0020	.852	.726	-.004	-1.624
Father Status	490	1.00	1.491	.5004	.250	.033	-2.007
Family Status	490	2.00	1.74	.581	.338	.099	-.474

3.2.4 Instruments

The following instruments were used for data collection:

3.2.5 Demographic Sheet

It included the demographic information about the research participants such as age, gender, education, family system, mother status, mother education/job status, father status, father's separation period, father's job status, birth order and residence (*Appendix B*).

3.2.6 Informed Consent Form

The consent form was written in Urdu language for participation in the current research study in order to easily understand about the aim of this research work. Every research participant signed the consent form properly for assuring his participation and interest in the research study (*Appendix A*).

3.2.7 Buss and Perry Aggression Scale Urdu Translation

Buss and Perry Aggression Questionnaire (AQ) has been widely used in the research field to quantify aggression among children and adolescents. The tool was interpreted from English to Urdu by Rabia Iftikhar and Farah Malik (2014), using a standardized forward-backward translation method. To fix the quantification model of the translated questionnaire, data was put in confirmatory factor analysis to assess its factorial structure on Pakistani children. The validity of the scale was determined by convergent and divergent analysis. Furthermore, internal reliability of the questionnaire and gender differences were also scrutinized. Results of the proposed measurement model through confirmatory factor analysis discovered a four-factor solution to the AQ originally proposed by the Bus and Peri Aggression Questionnaire. Reliability and

Validity of the tool prove that it is highly reliable and valid for assessment of aggression among Pakistani youth (Rabia Iftikhar & Farah Malik, 2014) (*Appendix J*).

3.2.8 Trait Resilience Checklist (TRC)

State Trait Resilience Inventory (STRI) was developed by Heiw (2002) and translated in Urdu by Kauser and Jabeen (2009). It is 35 items and developed on two subscales as (i) State Resilience Scale (SRC) and (ii) Trait Resilience Scale (TRC). The State Resilience Scale (SRC) has 15 items while the Trait Resilience Checklist (TRC) has 18 items of personality characteristics that depict resilience. The rating scale is five-point Likert scale as 1 to 5 on each item (from 'strongly disagree'=1 to 'strongly agree'=5). Moreover, the scale also measures inter-state resilience, intra-state resilience of the respondents. Cronbach alpha coefficient of the trait resilience scale was .85 and α reliability of inter-state resilience and intra-state resilience were .55 and .72 and for inter-trait resilience and intra-trait resilience were .72 and .78 respectively (*Appendix I*).

3.2.9 Shah & Qureshi Father's Involvement Inventory (2022)

The newly reviewed scale for the measurement of father's involvement in adolescents was used for data collection in order to measures its validity and reliability and factor analysis. All of the steps during development of the scale were completed and was approved for data collection by research board (*Appendix D*)

3.2.10 Procedure Study 1

The current research study was conducted in Buner district. Data was collected from under graduate students of the area for which different government higher secondary schools and government colleges were visited. Demographic questionnaire along with the three Urdu questionnaires were used for data collection. Permission was got from the Department of Psychology IIUI Ethics Committee (DPEC) for following ethical standards during study. The research participants were known to Urdu language either reading or understanding as all of them were under graduate students of Urdu medium academic institutes.

Purposive sampling techniques was followed for selection of research participants. Meetings with heads of the institutions were conducting before selection of research participants for proper permission. The heads of the institutions were found cooperative during academic research study and have provided a separate room for data collection. It was strictly followed that the study hours of the research participants may not suffer as all data collection process was done during classes. Data was collected on Buss and Perry Aggression Scale Urdu Translation (*Appendix J*), Trait Resilience Checklist (TRC) (*Appendix I*) and Shah & Qureshi Father's Involvement Inventory (*Appendix D*).

Participants were assured for their privacy and were briefed that they will be allowed for leaving the study at any stage. The entire ethics of the study like, availability of proper setting to the examinees, availability of proper room during responses on the questionnaires, consents of the adolescents for joining the study, developed rapport with the study participants by shaking hands, introduction before conducting the questionnaires, discussion about the fathers jobs and separation and about academic routine and care for the class timings of the students and translation and explanation of the items of the inventory were been followed. Research partakers belonged to same culture. Debriefing was given to all research participants after completion of data. All the research participants were treated by light refreshment after completion of data collection.

Shah & Qureshi Father's Involvement Inventory is developed in Urdu language for use in Pakistani culture where it could be easily comprehended but a parallel English version is also established with the help of three English language experts based at

department of English, government degree college Totalai Buner through the process of back translation and committee approach so that it could be use in the wider settings in other country (*Annexure E*). All items of the inventory are generated in Urdu language and the English translation is not the part of the research study but only for the content validity of the items. The translation process was completed by following the guidelines suggested by Brislin (1976). Translation process involved the following steps.

- (i). In the first step, the scales were translated in English. For this purpose, the English version of the scales was given to 3 translators (1 PhD Scholar in Psychology, 2 English Assistant Professors in the department of English Government Degree College Totalai Buner) who were considered to be bilingual and having knowledge of the subject. They were asked to translate all items into Urdu.
- (ii). The second step involved committee approach in which 4 judges (1 Ph.D. scholars of Psychology, 2 English Assistant Professors and the supervisor of the research) critically analyzed all the translations and selected the most relevant and closest English translation of the items.
- (iii). The English translated measure was again given to 4 bilingual experts (2 M.Phil. in English, 1 M.Phil. in Psychology, and 1 M Phil in Urdu) for back translation in English. For this step, only those bilinguals were selected for back translation who were not the part of translation group and also not familiar with the content of items.
- (iv). The committee critically analyzed the back translation to examine whether the original scale was translated adequately or not.

3.3 Results

3.3.1 Establishing Factorial Structure of Shah & Qureshi Father's Involvement Inventory (2022)

3.3.2 Exploratory Factor Analysis

Exploratory Factor Analysis (EFA) was accomplished to establish the factorial structure and dimensionality of the inventory and to check the appropriateness of the items for factor analysis KMO and Bartlett's test of sphericity were run. The value of Kaise-Meyer-Olkin (KMO= .77) and value of the Bartlett's test of sphericity ($\chi^2 = 12221.9, p < .001$) were found significant, which means that the items are appropriate for factor analysis. Principal component analysis (PCA) was run through varimax rotation by assuming factor independence and overall contribution to this scale. Overall, ten factors were identified but the factors were found blank with no items, therefore they were deleted at the time of confirmatory factor analysis. Items loading below .50 were excluded. These ten factors contributing 70.11% variance with forty retained items. Explanation and elaboration of all the ten constructs are given below in table 3. Forty items were retained and the rest nine items including 2, 15, 18, 21, 25, 26, 35, 42 and 44 were deleted due to lack of fulfilling different criteria's including loading below .50, loading on two or more factors and factors where there were 1-2 items.

Factor I: Intellectual Development

Factor I is intellectual development and it is composed of seven items. items 4, 5, 6, 7, 8, 9 and 10 measure the effects on intellectual development of adolescents due to father's involvement and lack of involvement. Loading on the items of factor I ranges from .702 to .776. Reliability coefficient (Cronbach's α) of the sub scale intellectual development was 0.90 (*See table 8*). High score on this scale will result in high intellectual abilities while low score will result in low intellectual development. Example item from factor 1 is, "*I feel furious after living at distance from my father.*"

Factor II: Separation Anxiety

Factor II of the Shah & Qureshi Father's Involvement Inventory is separation anxiety is a major factor in measurement of father's involvement. The six items of the inventory are measuring separation anxiety. These items are 1, 17, 19, 28, 37 and 41. Loading on the items of factor II ranges from .720 to .893 (*See table 8*). Reliability

coefficient (Cronbach's α) of the subscale separation anxiety was 0.91. Example item from factor II is, "*I feel insecure because of the lack of interest of my father.*"

Factor III: Moral Development

Factor III is moral development of the inventory. Four items in the inventory measure moral development of adolescents. These items are 11, 12, 22, and 47. Loading on the items of factor III ranges from .685 to .874 (*See table 8*). Reliability coefficient (Cronbach's α) of the subscale of moral development was 0.84. High score on this scale will result in high moral development while low score will show low moral development. Example item from factor III which measure moral development is, "*I always feel the lack of my father's share in my character building.*"

Factor IV: Anti-Social Attitudes

Factor IV is anti-social attitudes. Children without fathers develop anti-social attitudes and during interviews for items development it was observed mostly in father's absent research participants. Four items in the scale measures factor four. These items are, item number 3, 32, 34 and 46. High score on this scale will show development of anti-social attitudes which low score will result in low anti-social attitudes. Loading on the items of factor IV ranges from .662 to .781. Reliability coefficient (Cronbach's α) of the subscale anti-social attitudes was 0.78 (*See table 8*). Example item from factor IV is, "*I fill in fighting after the absence of my father.*"

Factor V: Social Development

Factor V of Shah & Qureshi father's involvement inventory is social development. Father involved adolescents have strong social development and living successful social life. Three items in the scale measures social development of adolescents. These items included 45, 40 and 43. Loading on the items of factor V ranges from .754 to .800 (*See table 8*). Reliability coefficient (Cronbach's α) of the subscale of social development was 0.77. High score on the subscale measures strong social development while low score on the sub scale will measure weak social development. Example item from factor V is, "*A man fall prey to social evils due to lack of interest of father.*"

Factor VI: Drug Addiction

One of the root causes of drug addiction is father's absence or paternal neglect. It is observed that most of adolescent become drug addicted due to lack of paternal involvement. Factor VI of the Shah & Qureshi father's involvement inventory is drug addiction. Four items in the scale measures drug addiction which include item no 49, 33, 16 and 38. Loading on the items of factor 1 ranges from .703 to .768. Reliability coefficient (Cronbach's α) of the subscale was 0.75. High score on the sub scale will measures high drug addiction and low score will result in no drug addiction. Example item from factor VI is, *"I have started getting drugs because of father's absence."*

Factor VII: Being Protective

Factor VII of the Shah & Qureshi Father's Involvement Inventory is being protective. Father's absent adolescent feel insecure and unprotected. Three items including item number 48, 36 and 27 measures this factor. Loading on the items of factor VII ranges from .679 to .794. Reliability coefficient (Cronbach's α) of the subscale of being protective was 0.73. High score on the subscale will measure high feeling of security and protection while low score will measure feeling of insecurity. Example item from factor VII is, *"No one can patronize me without father."* (See table 8 and 9).

Factor VIII: Academics and Learning

Previous literature highlighted the importance of father's involvement in academics and learning of adolescent. Research conducted by Muhammad Saifullah Qureshi and Alay Ahmad (2014) studied that, children of involved fathers have good achievements in academics as compared of children of divorced and died fathers (Qureshi & Alay, 2014). Factor VIII of the Shah & Qureshi Father's Involvement Inventory is Academics and Learning. Four items of the scale measure factor VIII. These items are items no 39, 24 and 13. Loading on the items of factor VIII ranges from .661 to .801. Reliability coefficient (Cronbach's α) of the subscale of academics and learning was 0.80. High score on the subscale results in high level of learning while low score will measure low level of learning. Example item from factor VIII is, *"I have no life status because of the lack of interest of my father."* (See table 8 and 9)

Factor IX: Aggression and Negative Thoughts

Factor IX of the Shah & Qureshi Father's involvement Inventory is aggression and negative thoughts. Three items including item number 29, 31 and 30. Loading on the items of factor 1 ranges from .628 to .690. Reliability coefficient (Cronbach's α) of the subscale of Aggression and Negative Thoughts was 0.79. High score on the sub scale results in high level of aggression and negative thoughts (See table 8 and 9). Example item from factor IX is, "I have developed negative feelings after the separation from my father."

Factor X: Emotional Development

Factor X of the Shah & Qureshi Father's Involvement Inventory is emotional development. Three items of the inventory including item number 14, 23 and 20 measures emotional development. Loading on the items of factor 10 ranges from .737 to .784. Reliability coefficient (Cronbach's α) of the subscale of emotional development was 0.75. High score on the sub scale results in high emotional development. Example item from factor IX is, "I hate my father after he divorced my mother." (See table 8 and 9)

Table 8

Factorial structure of the Shah & Qureshi Father's Involvement Inventory

Item	Factor I: Intellectual Development	Loadings
Sq_q 9	After separation from my father, I often dreamt up my father.	.776
Sq_q 6	After my father has left the country, I think I have no one on my side.	.754
Sq_q 7	I am sad all the time after my father has left the country.	.752
Sq_q 8	I feel furious after living at distance from my father.	.733
Sq_q 5	I get disappointed when I see other people love their fathers.	.730
Sq_q 10	I can't bear separation from my father.	.718
Sq_q 4	Due to lack of interest of my father, my endurance has been vanished.	.702
	Factor II: Separation Anxiety	
Sq_q 37	I'm nothing without my father.	.893
Sq_q 17	My father sacrifices his likes to fulfill my wishes.	.873

Sq_q 01	I feel insecure because of the lack of interest of my father.	.835
Sq_q 28	Without a father, the sense of responsibility increases.	.757
Sq_q 41	I feel scared without father.	.750
Sq_q 19	I have ever missed my father.	.720
	Factor III: Moral Development	
Sq_q 12	I am the only support of my mother after the separation from my father.	.874
Sq_q 22	I am afraid of my father.	.801
Sq_q 47	I always feel the lack of my father's share in my character building.	.761
Sq_q 11	After the separation from my father, I talk with my father during my sleeps.	.685
	Factor IV: Anti-Social Attitudes	
Sq_q 46	I often talk to my father in isolation.	.781
Sq_q 34	I fill in fighting after the absence of my father.	.744
Sq_q 3	I feel financial difficulties due to the loss of my father.	.743
Sq_q 32	Father's absence has created leadership qualities in me.	.662
	Factor V: Social Development	
Sq_q 45	Without a father, the social training of a human being remains incomplete.	.800
Sq_q 40	A man fall prey to social evils due to lack of interest of father.	.793
Sq_q 43	I cannot open my heart to anyone except my father.	.754
	Factor VI: Drug Addiction	
Sq_q 49	The distance from father makes a human being morally declined.	.768
Sq_q 33	I have started getting drugs because of father's absence.	.761
Sq_q 16	I have no value in the view of my father.	.741
Sq_q 38	I feel loneliness without my father.	.703
	Factor VII: Being Protective	
Sq_q 48	No one can patronize me without father.	.794
Sq_q 36	Without a father, an individual cannot differentiate between bad and good.	.735
Sq_q 27	I have suffered from social crises due to the absence of my father.	.679
	Factor VIII: Academics and Learning	

Sq_q 39	I have become a victim of inferiority complex after the separation from my father.	.801
Sq_q 24	No one can do moral training without a father.	.754
Sq_q 13	I have no life status because of the lack of interest of my father.	.661
	Factor IX: Aggression and Negative Thoughts	
Sq_q 29	I have developed negative feelings after the separation from my father.	.690
Sq_q 31	Father's absence has changed the standard of my thinking.	.672
Sq_q 30	I rely no one except my father.	.628
	Factor X: Emotional Development	
Sq_q 14	I hate my father after he divorced my mother.	.784
Sq_q 23	I sometimes think, it would have been better, if my father had gone abroad.	.759
Sq_q 20	I have learnt a lot from my father.	.737

Table 9

Factor Reliability of the Shah & Qureshi Father's Involvement Inventory

Factor No	Name of subscale/ factor	Cronbach's alpha
1	Intellectual Development	0.90
2	Separation Anxiety	0.91
3	Moral Development	0.84
4	Anti-Social Attitudes	0.78
5	Social Development	0.77
6	Drug Addiction	0.75
7	Being Protective	0.73
8	Academics and Learning	0.80
9	Aggression and Negative Thoughts	0.79
10	Emotional Development	0.75

Table no 9 indicates the value of Cronbach's alpha of all the extracted factors. All of values are in the acceptable range. All the subscales have good internal consistency (*See table 9*).

Table 10

Confirmatory Factor Analysis of Shah & Qureshi Father's Involvement Inventory

Goodness-of-fit indices	X ²	Df	RMSEA	RMR	SRMR	CFI	GFI	TLI
Shah & Qureshi	4126.4	695	0.098	0.167	0.075	0.709	.706	.674
(N=490)								

Note: Df, Degree of freedom. RMSEA, Root mean square error of approximation. RMR, Root mean square. SRMR, Standardized root mean square residual. CFI, Comparative fit index. GFI, Goodness of fit index. TLI, Tucker-Lewis index.

3.3.3 Validity Analysis

All subscales of Shah & Qureshi Father's Involvement Inventory were found significantly correlated with Brief coping scale indicating convergent validity of the newly developed inventory. For discriminate validity all the subscales of Shah & Qureshi Father's Involvement Inventory were analyzed with Bus Peri Aggression scale and were found negatively correlated, therefore it denotes discriminate validity of the newly developed scale (*See table 11*). Subscale I, IV & VII were found non significantly correlated but the difference was very minimum, however as it was assumed that Brief Coping Scale has positive correlation with Father's involvement. The positive correlation of Shah & Qureshi father's involvement with brief cope scale has proved the hypothesis. It was also hypothesized that aggression has negative correlation with father involvement and the descriptive statistics proved the negative correlation of Buss and Peri Aggression Scale and Shah & Qureshi Father's Involvement Inventory (*See table 11*)

Table 11

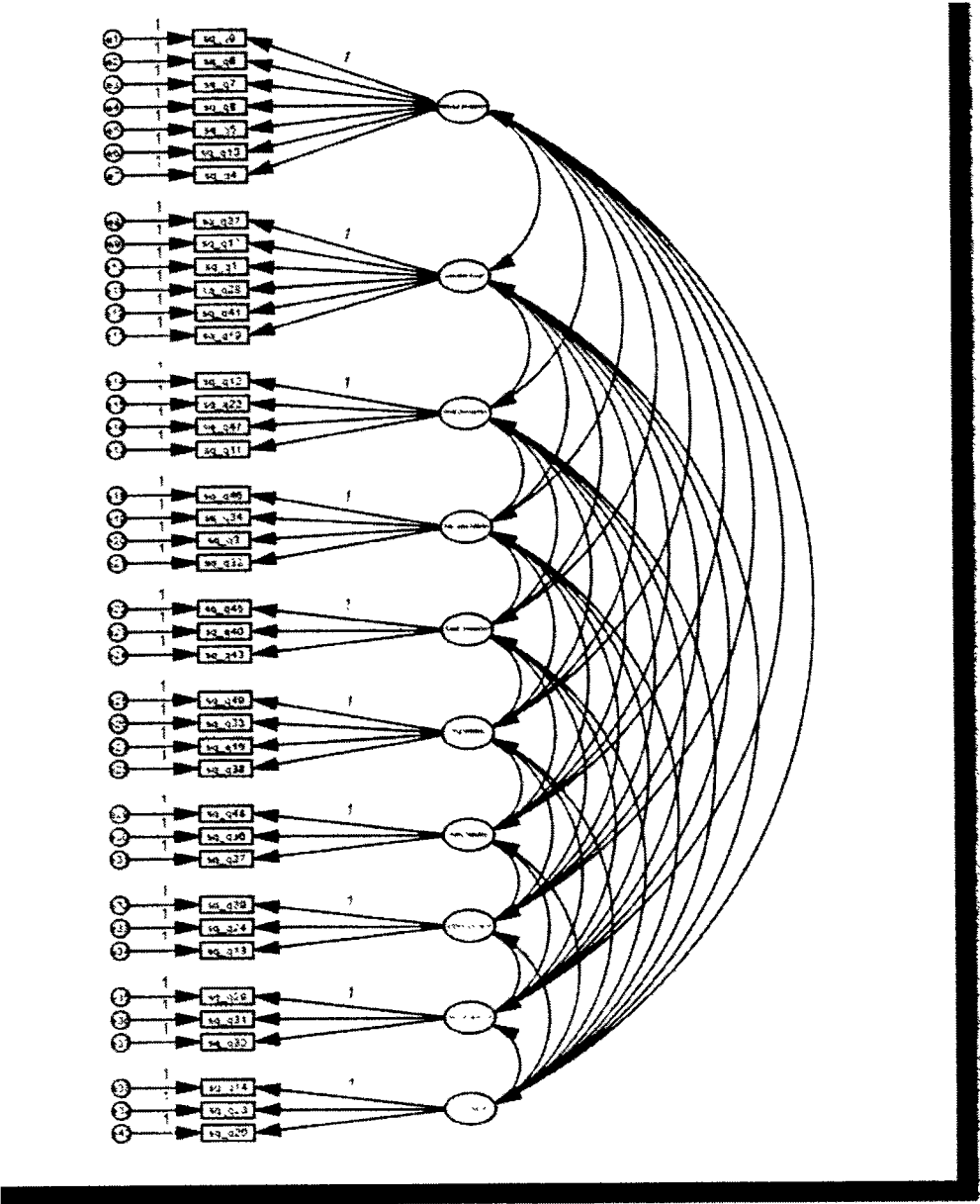
Correlation Matrix of subscales of Shah & Qureshi Father's Involvement Inventory, Brief Coping Scale and Bus & Peri Aggression Scale

	Factor I	Factor_II	Factor_III	Factor IV	Factor_V	Factor_VI	Factor_VII	FactorVIII	Factor IX	Brief Cop	Bus Peri
Factor I	—										
Factor II	0.329***	—									
Factor III	0.350***	0.332***	—								
Factor_IV	0.363***	0.098*	0.119**	—							
Factor_V	0.064***	0.234***	0.225***	-0.056	—						
Factor_VI	0.184***	0.139**	0.011***	0.188***	0.031	—					
Factor_VII	0.414***	0.196***	0.193***	0.180***	0.108*	0.115*	—				
Factor_VIII	0.490***	0.238***	0.217***	0.312***	0.209***	0.155***	0.115***	—			
Factor_IX	0.547***	0.237***	0.207***	0.404***	-0.063	0.145**	0.155***	0.409***	—		
Brief Cop	0.347***	0.212***	0.265***	0.093*	0.118**	0.070	0.145***	0.268***	0.194***	—	
Bus Peri	0.022	-0.047	-0.031	0.043	-0.106+	-0.007	0.070	-0.043	-0.016	0.117**	—

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

Figure 1

Confirmatory Factor Analysis



3.3.4 Discussion

The aim of this research is to provide a valid and reliable father's involvement inventory from the adolescent's perspectives by conducting phenomenological study. Such phenomenological study has the potential to record the adolescent's own point of view about his father in specific and all fathers in general. It provides a broad field to researchers for advancement. Phenomenology study was pioneered by Edmund Husserl in 1931. According to Husserl (1931), "the phenomenological studies are graded pre reflection, reflection, and reduction, with concentrated work aimed at explicating the essential nature of the phenomenon" (Husserl, 1931, *p. 114*). Kockelmans, (1967) described about phenomenological study that it is the study of individual's own perception and consciousness and it is the study model about what is perceived, recognized, and acknowledged by the examinee's cognizance (Kockelmans, 1967). The goal of the current research is to provide an advancement to the current literature by describing the perspectives of the adolescents about their fathers through their own lenses by using a phenomenological approach.

Phenomenological research process is to bracket all statements given by participants, overlapping or repetitive statements are eliminated leaving relevant statements that are clustered into horizons. Horizons are the conditions of an event that provide it individual charm (Moustakas, 1994). The current research study was consisted of the process of carrying out phenomenological reduction where required by reviewing the transcriptions of each participant interview; bracketing information presented and reflecting on statements made by participants to establish factors. Research participants were selected from father living families and father's absent families. Research participants were of both genders' male and female under graduate students. Purposive sampling was followed during interviewing and data collection process. In qualitative research, results are not generalized; therefore, a small number of participants is appropriate (Polkinghorne, 2005). Sample (N=100) for the phase 1 of the study was selected from father's living and not living male and female undergraduate students for conducting in depth interviews and focus group discussion. Each focus group was consisted of 6-7 research participants (*see table 1 and 2*).

The results of the current research prove the validity and reliability of Shah & Qureshi Father's Involvement Inventory. The significant alpha values of the subscales of the Shah & Qureshi Father's Involvement Inventory suggest that items of the inventory provide reliable and internally consistent ratings of father involvement in a number of theoretically significant

content realms (*See table 9*). Additionally, the factor analytic outcomes (*See table 8*) specify that in spite of the high intercorrelations among the items within the reported father's involvement clusters, nine items (items no 2,15,18,21,25,26,35,42, and 45) were excluded from 49 questions. These substances seem to denote theoretically different features of father's involvement.

Research conducted by Hawkins and Palkovitz (1999) highlighted several diverse clusters of fathers that are theoretically related to the different developmental trajectories of youngsters. These collections include providing care, financial support, life discipline, fostering responsible attitudes, and friendship (Hawkins & Palkovitz, 1999). The study deviates from the more time-based limitation of father involvement in two conducts. First, it clarifies the different domains in the life of kids in which fathers do not involve their children. Second, it allows the measurement of supposed levels of paternal involvement as the degree to which fathers are supposed to be attached in each sphere of the growth of the kids. The study of Hawkins and Palkovitz (1999) relies on the father's perspective and the current study implements an adolescent's perspective that accentuates distinctive insights of paternal involvement. The main characteristic of this study is the emphasis on the priorities of the adolescents regarding paternal involvement which impact their current and future behaviors. According to Kaplan & Boss (1999) research supporting the individual's perspectives has confirmed that kid's insights are entirely far-sighted about his own practices and view point (Kaplan & Boss, 1999). Previous researches highlighted mostly the paternal effects on children or newborn. The study of Pollock (1998) highlighted the paternal role in the adolescent's intellectual, educational and psycho social growth. In an 11-years long research in which he studied male adolescents from ages 7 to 11 till ages 18 to 22, Pollock (1998) found a significant relationship among paternal shared activities and its impacts on adolescent's educational, intellectual and psycho social growth (Pollock, 1998). Likewise, the current research study also highlighted the mentioned factors along with seven other important factors which cove the whole life circumstances of adolescent.

After carrying out EFA, ten factors including, Intellectual development, separation anxiety, moral development, anti- social attitudes, social development, drug addiction, being protective, academics and learning, aggression and negative thoughts and emotional development were identified. The first factor which was identified in the current research study is intellectual development. Study conducted by Foster and Hagan (2009) and Haskins, 2009 highlighted the empirical evidences for the effects of father's absence on the intellectual development during adolescence stage and their academic achievements as they grow older

(Foster and Hagan 2009; Haskins 2009). The factor loading on the items of this domain ranges from .702 to .776. ($\alpha=0.90$) show the best fit of items in measure and the validity analysis ($N=490$, $p < .001$) prove the positive correlation of intellectual development with father's involvement.

Another significant factor identified is separation anxiety. Fluctuations in fathering over the last decades due to large migration and increase in divorce ratio have led to have led the adolescents to several psychological concerns in which the important is separation and discontinuity from fathers and its effects on children's lives. The first issue which the child or adolescent faces is separation anxiety. Previous research studies have examined the consequences of paternal absence for child outcomes and the factors associated with the paternal separation in non-intact families (Adamsons & Johnson 2013). Limited research has conducted to examine the effects of before paternal separation and after the paternal separation on adolescent's growth. These studies pointed out the long-term salience of before paternal separation. Previous literature demonstrates the positive connections of adolescents with their fathers due to father's attachments in infancy (Kalmijn, 2015; Fortin *et al.* 2012). The third factor identified is moral development. It was observed that most of the adolescents get involved in delinquent behavior due to remaining incomplete their moral development due to father's absence. Previous researches also support the current research as Jones (2004) found that father's absent adolescents demonstrated higher degrees of delinquency, drug and alcohol abuse, and psychiatric problems (Jones, 2004). Harris et al., (1998) highlighted the effects of weak father-adolescent relationships on the delinquency and depression in adolescents (Harris et al., 1998)

An important sub-domain derived from the current research is adolescent's anti- social attitudes. Father's absence has a strong association between adolescent's anti-social attitudes and it was keenly observed in schools and society in KPK region that most of the father's absent adolescent get involved in criminal activities and anti- social behavior. They do not accept the societal rules and its importance. During the job period of the researcher in Sabaoon De-Radicalization Center Malakand Swat, most of the terrorism involved adolescents were from father's absent families. Nock and Einolf (2008) found that adolescents deprived from living with fathers are vulnerable for conduct disorder, they cannot maintain relationships even marital relationship, and likely to be split. These adolescents are drop out from academic institutes and have more vulnerability to become juveniles (Nock & Einolf, 2008). Anderson, (2002) highlighted other significances of paternal absence including criminal attitudes, violence at

academic institutes, sexual abuses, and substance addiction (Anderson, 2002). In contrast Mandara and Murray (2000) found the adolescents living with both parents, having high self-esteem, self-control, and feeling of security and being powerful (Mandara & Murray, 2000).

A projecting sub-domain of the Shah & Qureshi father's involvement inventory (2022) is social development. Previous researches also highlighted the positive correlation of social development with father's involvement. According to research conducted by Popenoe (2009), highlighted the role model character of fathers for the adolescents. He found that deprived adolescents cannot consistently maintain social relationships (Popenoe, 2009). According to Mitchell and King (2009), adolescents follow their fathers for developing social connections (Mitchell & King, 2009). Study conducted by William Pollock's (1998) at Boston University, proposes that paternally attached sons learn from their father how to face numerous life circumstances and how to resolve appropriately challenging situations (Willia, 1998). Social learning theory also support this sub domain. Social learning theory proposes that the adolescent's growth in social life is due to imitation and identification which they learn from their fathers. The societal insight of Adolescents increased due to father's involvement through learning and modeling. The social development of fatherless adolescent remains incomplete. As it was assumed that coping skills and father's involvement have positive correlation and the results derived ($N=490$, $p < .01$, See table 11) prove that father's involved adolescent have high coping skills and can face the challenges.

The sixth significant factor of Shah & Qureshi father's involvement inventory (2022) is drug addiction. According to the study of National Center on Addiction and Substance Abuse (2001), father's involved adolescents have lower degree of vulnerability to be involved in drug addiction or risky behaviors. The study highlights that adolescents from mother headed families have lower vulnerability of substance abuse when they meet with their separated fathers. The study found that although paternal existence is important but their warm attachment is of more importance. The children of involved fathers follow rules and regulations and have less chance of using drugs as compared to children of less involved dads (National Center on Addiction & Substance Abuse, 2001). The study of Bronte et al., (2006) also highlighted the penalties of less involved dads. The study concluded that the adolescents of uninvolved fathers were more at risk for drug addiction as compared to the adolescents of involved fathers as, in detoxification centers 75% of drug addicted adolescents belong to father's not living families (Bronte et al.,2006). Research study conducted by National Center of Addiction and Substance Abuse (2001) reported that Children living in mother headed households have a 32% higher risk of

smoking, drinking, and drugs, as compared to children living with both parent (National Center of Addiction and Substance Abuse, 2001). The sixth factor of Shah and Qureshi father's involvement inventory (2022) also supports the above researches and empirically (N=490; $p<.001$) proved that there is strong association of father's absence and drug addiction (*see table 11*).

One of prominent factor derived from the current research is the sense of being protective due to father's involvement. Previous researches also studied the correlation between father's involvement and adolescents' sense of protection. Father involvement has positively correlation with adolescent's inclusive life gratification and less depression (Dubowitz et al., 2001). Adolescents from paternally attached families have less emotive anguish (Harris et al., 1998), less expressions of negative thoughts such as fear and guilt (Easterbrooks & Goldberg, 1990) and less conduct problems (Formoso et al., 2007). There is positive correlation between adolescent's less psychological suffering and father's involvement (Flouri, 2005). Adolescents from father's involved families have greater social intelligence (Dubowitz et al., 2001), higher levels of satisfaction (Flouri, 2005) and less anxiety symptoms, and less neurotic tendencies (Jorm, Dear, Rogers, & Christensen, 2003). Paternal involvement was positively correlated with adolescent's good psychosocial growth (Schwartz & Finley, 2006). Paternal involvement has positive correlation with the adolescent's mental satisfaction and growth (Veneziano, 2000). The sub domain of Shah and Qureshi father's involvement inventory (2022) also supports the previous studies and it was studied that adolescent's from father involved families have good sense of protection and have good psychological adjustment in their respective environment.

The significant sub domain of Shah & Qureshi father's involvement inventory is academics and learning. Earlier researches also support the positive association of father's involvement and academic achievements. Significant evidences found for fatherless adolescents and low academic achievements. Research conducted by Mitchell and King (2009) reported similar proving among family researchers on the negative association between father absence and academic achievements further reported that due to the growing ratio of one-parent households and the indications of low academic achievements among adolescents living with one parent prove that paternal nonexistence affects the adolescent's academic successes (Mitchell & King, 2009). Study conducted by Qureshi. M. Saifullah and Alay Ahmad (2014) reported that father's absence badly affects the academic performance of children (Qureshi. M. Saifullah & Alay A.; 2014). When fathers are involved in their children's academic activities, the academic achievements increase. There are positive effects of paternal involvement on their

children's academic achievements (MC Bride et al., 2005). The above researches support the sub scale of the inventory. The sub scale also supports the previous mentioned studies and prove that there is great contribution of father's involvement in the academic achievement of adolescents and the absence of father cause a severe decrease in academic performance and learning.

Aggression and negative thoughts are the ninth sub domain of Shah & Qureshi father's involvement inventory. Researchers have studied that adolescent from father involved households have low level of maladaptive behavior (Mash & Wolfe, 2010). Study conducted by Carlson (2006), examined the association among the paternal attachment and aggression, antisocial behavior, depression, anxiety and self-esteem. The study found a significant difference among paternally attached adolescents and nonattached adolescents regarding externalizing and internalizing behaviors. The study determined that paternal involvement has significant effects on adolescent's behavior, while dad's absence negatively affect the adolescent's behavior (Carlson, 2006). Previous researches have highlighted the positive correlation of father's absence and aggression and negative emotions. As it was hypothesized in the start that father's involvement has negative association with aggression and negative thoughts. Aggression and negative thought were measured by Buss and Perri Aggression Scale. Results proved ($N=490$, $p= -0.016$; see table 11) that aggression and negative thoughts have negative correlation with father's involvement thus supporting the previous researches.

The last and foremost important factor of Shah & Qureshi father's involvement inventory is emotional development. It is studied that there is strong and significant correlation between father's involvement and adolescents' emotional development. It is clear that father's absence affects the socio-emotional development of children. Study conducted by MC Lanahan et al., (2013) found that paternal absence has adverse effects on adolescent's socio-emotional growth. These adolescents mostly show externalizing behaviors like smoking and early child bearing (MC Lanahan et al., 2013). A comparison study conducted by Loeber et al. (2000) about the interactive collaboration of one-parent households with both-parent families. The research show that adolescents from mother headed families showed higher negative communication, poor supervision, and physical punishment as compared to adolescents from living with both biological parents whereas negative behaviors in adolescents from mother headed families was found (Loeber *et al.*, 2000). Mandara and Murray (2000) researched significant emotional development in children living with both mother and father further highlighted that, adolescents living with biological mother and father were found with high self-esteem, self-control, and

powerful with feeling of security as compared to adolescents living with only mothers (Mandara & Murray.,2000). Kindlon et al. (1999) highlighted that father's attachment has a positive impact on the social and emotional growth of children (Kindlon *et al.*, 1999). The sub-scale of Shah & Qureshi father's involvement inventory also supports the previous researches and the results also proved that father's involvement has deep effects on emotional development of adolescents.

3.4 Method Study 2 (Main Study)

3.5 Research Design for Study 2

Previous literature studied that selection of research methodology for research study is the most important step of the scholar. A quantitative research model deals with quantifying and analyze variables in order to get results. Quantitative research method is the operation and analysis of numerical data using specific statistical techniques to answer questions like who, how much, what, where, when, how many, and how (Leedy & Ormrod 2001; Williams, 2011). Research design is an appropriate strategy in a study for data collection, data analysis and interpretation of the research data. It is based on research aim and statistics to be decided by the research scholar. Study II of the current study was conducted by survey research design in which quantitative study protocol was been followed by using valid and reliable questionnaires for data collection. According to Sukamolson, (2007), quantitative survey research is concerned with ‘sampling questionnaire, questionnaire design, questionnaire administration’ for the sake of gathering information from the group under study, and then make analysis to order to better understand their behavior/characteristics (Sukamolson, 2007). In order to study large population and test research hypothesis through statistical analysis and collect data in a stipulated period in order to fulfill the aim of the current research study quantitative survey research design was followed. Quantitative research design saves time, needs limited resources, and to study large population.

3.6 Objectives of the Study

- 1- The study highlights the mental health differences between father’s involved and father’s absent adolescents.
- 2- This research study analyzes the impacts of paternal involvement and absence on adolescent’s mental health.
- 3- This study scientifically highlights the moderating effects of resilience and social support on the mental health of father’s absent research participants.

3.7 Research Questions/Hypotheses

On the basis of previous literature review the following hypotheses were formulated:

H1: Adolescents not living with fathers are more aggressive as compared to adolescents living with fathers.

- H2: Adolescents not living with fathers are highly involved in deviant behaviors as compared to adolescents living with fathers.
- H3: Adolescents not living with fathers have high level of extremism as compared to adolescents living with fathers.
- H4: Father's not living adolescent with high social support have low aggression level as compared to father's not living adolescent with low social support.
- H5: Resilience works as moderator in the relationship between father's absence and aggression level among adolescents.
- H6: Adolescents from father's absent families with high social support, were less involved in deviant behavior as compared to father's absent adolescents with low social support.
- H7: Resilience plays moderator role between father's absence and deviant behavior among adolescents.
- H8: Father's not living adolescents with high social support have low extremism as compared to father's not living adolescent with low social support.
- H9: Resilience works as moderator between father's absence and extremism among adolescents.
- H10: Those adolescents whose fathers are not living with them have good coping skills as compared to those adolescents whose fathers are living with them.

3.8 Population

District Buner is the large district of the Khyber Pakhtunkhwa. On the north side it is connected with district Swat, on the West side with Malakand Agency, on the South with district Mardan, on the East with Hazara Division and on the north-east side by district Swabi (*Appendix I*). The residents are Pashto speakers and the main tribe of the residents is Yousafzai tribe which is subdivided in Khels (clans) and Sub-Khels (sub-clans). There are in six tehsils in the area named Daggar, Gagra, Chagharzai, Gadezai, Chamla and Khadukhel. According to 1998 senses total population of the district is 8, 97,619 and total area of the district is 1865 square kilometer. The main source of earning of the population is agriculture, marble industry and abroad jobs. Same to other Pashtun societies, family elders hold the authority of educating their youngsters for the cultural and societal norms. The child is sent to madrassa for getting primary religious

education. The elders of the area also monitor their youngster for formal education. The majority of elders are illiterate and they want to educate their children.

According to History, Buner is a Sanskrit word meaning forest. The area of Buner district has great importance in history. It was the route of invaders in different periods from 327 BC to 1863 AD. The armed forces of Alexander passed through the area in 326-327 BC. In 1587 AD the forces of Akbar Badshah force clashed against the Buner citizens. The British military clashed the famous Ambela battle against the Yusufzai tribes in 1863. Buner was governed by local khans for long time and jirga members including khans have the authority to decide the disputes according to Pashtun norms. During 1922, Buner was occupied by the Swat State and for long period it remained its part till the merge in Pakistan on 29th July 1969. The rulers built educational institutions and hospitals in the district and established a system of instant justice in the area. After the merger, the area lost the attention of the authorities, which was one of the main reasons for the emergence of extremists in the area as a favorite zone for anti-state activities. Buner is also well-known for the shrines of Syed Ali Timrezi alias Pir Baba, Dewana Baba and Pir Mahmood Baba of Shalbandi. Thousands of visitors from all areas visit these shrines every summer (Center for Public Policy Research, 2009).

3.9 Sample for Study II

Sample ($N=500$) for the research study was selected from the area of Buner Khyber Pakhtunkhwa, by following purposive sampling technique for fulfilling the aims of the study. After getting data about the adolescents in the region from the revenue department and after the calculation by online sample size calculator 500 individuals were selected from different academic institutes like Government Degree College Daggar Buner, Government Girls Higher Secondary School Panjtar Buner, University of Buner, Government Girls Higher Secondary School Pir Baba Buner, Government Higher Secondary School Chinglai Buner. Sample ($N=500$) was selected from two types of adolescents as father's living adolescents and father's not living adolescents. The age of research participants was 13-19 years who belong to fathers living, fathers died, father's living abroad or divorced father's families (*Table 12*).

3.10 Inclusion Criteria

The research participants ($N=500$) were selected from government schools and colleges of Buner region. Those adolescents were included in the study whose ages were between 13-19 years. Those students whose father were living with their families and whose fathers were died, divorced or went abroad were included in the research study. Minimum period of father's

separation was 2 years. Socio economic status of research participants was 20K to 50K per month.

3.11 Exclusion Criteria

Those students whose father's separation period was less than two years were excluded from the study.

Table 12
Details of Research Participants

Father's Living Adolescents	Father's not Living Adolescents
250	250
(N=500)	

Research participants were selected from both gender male and female. 250 male participants and 250 female research participants were randomly selected for the study (*Table 13*).

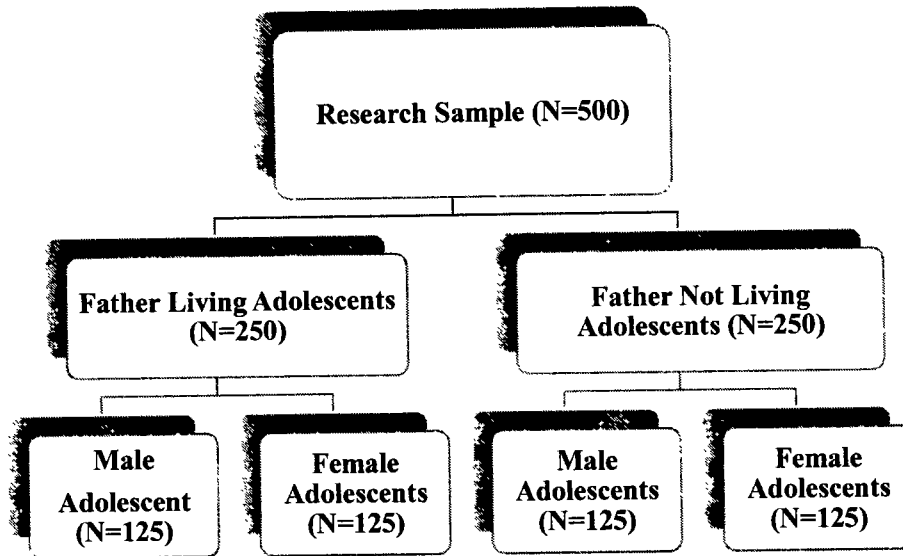
Table 13

Gender wise details of the research participants

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	250	50.0	50.0	50.0
Female	250	50.0	50.0	100.0
Total	500	100.0	100.0	

Figure No 2

Detail of Research Participants



Sample ($N=500$) for the research study were randomly selected from three kinds of households as nuclear families, joint families and extended families (See table 14).

Table 14

Family Status Details of the Research Participants

	Frequency	Percent	Valid Percent	Cumulative Percent
Joint Families	156	31.2	31.2	31.2
Nuclear Families	232	46.4	46.4	77.6
Extended Families	112	22.4	22.4	100.0
Total	500	100.0	100.0	

Research participants were selected from same culture and socio-economic status. SES for the research participants were fixed from 20K to 50K per month. All those were excluded from the study whose per month family income was more than 50K (See Table 15).

Table 15*Socio Economic Status Detail of the Sample*

	Frequency	Percent	Valid Percent	Cumulative Percent
20K to 30K	176	35.2	35.2	35.2
30K to 40K	146	29.2	29.2	64.4
40K to 50K	178	35.6	35.6	100
Total	500	100	100	

Adolescents of the research were undergraduate students of government colleges, higher secondary schools and university and belong to those families where fathers were living with families, those where fathers were died, those families where fathers were divorced and the separation period from fathers was 6 months to 30 months (See Table 16 and 17).

Table 16*Father Absent Status of the Research Participants*

	Frequency	Percent	Valid Percent	Cumulative Percent
Mean	1.80			
Median	2.0			
Standard Deviation	0.749833			
Father Died	100	40	40	40
Father Abroad	100	40	40	80
Father Divorced	50	20	20	100
Total	250	100	100	

Table 17*Separation from Father details of Father's Absent Subjects*

	Frequency	Percent	Valid Percent	Cumulative Percent
Father Involved Subjects	250	50	50	50
6-12 months	36	7.2	7.2	57.2
12-20 months	103	20.6	20.6	77.8
20-30 months	111	22.2	22.2	100
Total	500	100	100	

Table 18*Demographic Statistics of the Research Participants*

		Birth Order	Separation Period	Gender	Mother Education and Job	Socio Economic Status	Mother Status	Father Status	Family Status
N	Valid	500	500	500	500	500	500	500	500
	Missing	0	0	0	0	0	0	0	0
Mean		1.9320	1.1500	1.50	1.254	2.0040	1.1320	1.50000	1.91
Median		2.0000	.5000	1.50	1.000	2.0000	1.0000	1.50000	2.00
Mode		2.00	.00	1	1.0	3.000	1.00	1.000	2
St Dev		0.77497	1.25485	.501	.53858	.842261	.39356	.500501	.728
Sum		966.00	575.00	750	627.00	1002.000	566.00	750.00	956

(N=500)

All demographic details like mother education, job, living with father or mother, father involved or uninvolved, birth order and mother status were obtained in the consent form before conducting the questionnaires. Table 18 explain all demographic statistics (*See Table 18*).

3.12 Operational Definitions**3.12.1 Independent Variable**

The independent variables for this research were perceived father's involvement and father's not living with his children, which has operationally been defined as, father's living with adolescents, and father's not living with adolescents either died since last two years, parental divorce occurred since last two years and those who has been performing abroad jobs since last two years. Lowest departure period for this research work was two years.

3.12.2 Dependent Variable

The dependent variable for this research work was mental health of the research participants in which four sub areas were specified as dependent variables from the umbrella term of mental health to make the study a deductive approach. Aggression, deviant behavior, extremism and coping skills were measured through valid and reliable instruments.

3.12.3 Moderators

A moderator is a third variable in a research work that affects the relationship among independent variables and dependent variables. In correlational research design, a moderating variable is a 3rd variable that have strong effect on the correlation of two variables. The current research will highlight the effects of two moderators as social support and resilience on the

relation between independent variables (perceived father's involvement and absence) and the dependent variable (mental health).

3.13 Instruments

The following instruments were used for collecting data during the research study as:

3.13.1 Demographic Sheet

It included the demographic information about the research participants such as age, gender, education, family system, mother status, mother education/job status, father status, father's separation period, father's job status, birth order and residence (*Appendix B*).

3.13.2 Informed Consent Form

The consent form was written in Urdu language for participation in the current research study in order to easily understand about the aim of this research work. Every research participant signed the consent form properly for assuring his participation and interest in the research study (*Appendix A*).

3.13.3 Multidimensional Scale for Perceived Social Support (MSPSS)

Multidimensional Scale for Perceived Social Support developed by Zimet, *et al.*, (1988). The scale is translated in Urdu language by Jabeen, T. and Khalid, R. (2010). MSPSS contains 12 items and seven-point Likert-Scale is selected for scoring of the items ranges from 1 (very strongly agree) to 7 (very strongly disagree). MSPSS measure the responses of the examinee in three important references of the society like family, friends and significant others. In order to quantify the mean of the scale, the researcher has to follow some steps included, the sum across Items of subscales: family, friends, and significant others are divided by 4 then their total sum is divided by 12. The internal reliability of the scale was 0.90 (Zimet, et al., 1988). The reliability of the Urdu translated questionnaire was reported 0.90 (Jabeen, T. & Khalid, R., 2010) (*Appendix H*).

3.13.4 Trait Resilience Checklist (TRC)

The Trait Resilience Inventory (TRC) aims to measure the resilient personality traits of the examinees by four aspects as inter-state resilience, intra-state resilience, inter-trait resilience and intra-trait resilience. The inventory was constructed by Hiew (2000) based on 18 items. A 5-point likert scale was selected for scoring of the inventory ranges from "strongly disagree =1 to strongly agree =5" (Hiew.,2000). The inventory was translated in Urdu language by Kauser and Jabeen (2009). The Chronbach alpha co-efficient of the subscale state resilience scale for

present study was .77, and that of trait resilience scale was .85. Alpha reliability of inter-state resilience and intra-state resilience were .55 and .72 and for inter-trait resilience and intra-trait resilience were .72 and .78 (Kausar & Jabeen, 2009). (*Appendix I*).

3.13.5 Buss and Perry Aggression Scale Urdu Translation

Buss and Perry Aggression Questionnaire (AQ) has been widely used in the research field to quantify aggression among children and adolescents. The tool was interpreted from English to Urdu by Rabia Iftikhar and Farah Malik (2014), using a standardized forward-backward translation method. To fix the quantification model of the translated questionnaire, data was put in confirmatory factor analysis to assess its factorial structure on Pakistani children. The validity of the scale was determined by convergent and divergent analysis. Furthermore, internal reliability of the questionnaire and gender differences were also scrutinized. Results of the proposed measurement model through confirmatory factor analysis discovered a four-factor solution to the AQ originally proposed by the Buss and Perry Aggression Questionnaire. Reliability and Validity of the tool prove that it is highly reliable and valid for assessment of aggression among Pakistani youth (Rabia Iftikhar & Farah Malik, 2014) (*Appendix J*).

3.13.6 Extremism and Violence Risk Identification Scale (EVRIS-2020)

The scale was developed by Bushra Hassan, Alamzeb Khattak and M.Saifullah Qureshi (2020) with the aim to measure extremism and violent tendencies among young people in Pakistani context. The scale was developed in three phases that are built upon each other. the phase-I of scale development was based on the generation of items. The phase II was the validity analysis and the phase-III of the study was carried out on the sample of 240 students from the academic institutes of KPK region. After analysis 26 items were finalized on four important domains including, uncertainty in life, lack of social support, violent aggression and religious prejudice. A negative relationship between EVRIS and self-esteem is indicative of its discriminate validity. Whereas EVRIS is positively associated with depression suggesting its convergent validation. (Bushra Hassan., Alamzeb Khattak., & M. Saifullah Qureshi., 2020). (*Appendix K*)

3.13.7 Deviant Behavior Scale

The scale was developed by Shahnaila Mushtaq and Rukhsana Kausar (2018), based on the diagnostic criteria of DSM-5 (American Psychiatric Association, 2013) for behavioral issues. All the approved steps were been followed by the researchers under the supervision of two experts. The questionnaire is included of most relevant and valid 26 items for measuring

deviancy in adolescents. All the 26 items included in Deviant Behavior Scale are in two languages as in Urdu and English for the convenience and easy understanding of the examinees. The entire steps given by MAPI were followed to translate the statements of the questionnaire into Urdu. Alpha reliability of the scale was reported as .87. 4-point liker scale was selected for the scoring of the scale ranges from 1= almost never; 2= sometimes; 3= often; 4= almost always (Shahnila Mushtaq & Rukhsana Kausar, 2018). (*Appendix L*)

3.13.8 Brief Cope Scale

The scale was developed by Carver (1997) in order to measure the coping skills of adolescents. the scale is based on four domains as Active Avoidance Coping, Problem-Focused Coping, Positive Coping, Religious/ Denial Coping. A 4-point Likert scale was selected for scoring purpose ranging from 1= Never, 2= Very less, 3= Sometimes, 4= A lot. 28 items were finalized after the analysis with lowest score is 28 and the highest score is 112 (Carver, 1997). The scale is translated in Urdu language by Akhter (2005). The Cronbach's alpha reliability of Brief Cope Scale was .87. High score on the assessment tool will indicate high coping strategies of the examinee while low score will indicate low coping skills (Akhter, 2005). (*Appendix M*)

3.13.9 Shah & Qureshi Father's Involvement Inventory (2022)

The scale was developed by Muhammad Saifullah Qureshi, Asghar Ali Shah, and Muhammad Ibrarullah Qureshi in 2022 based on 10 sub domains with the aim to measure paternal involvement in adolescents of Khyber Pakhtunkhwa Pakistan. The scale was developed through following approved procedures of 3 phases successfully. In the start 70 items were generated through in depth interviews and focus group discussion which were reduced up to 49 items during thorough review of face validity under the supervision of experts. The phase II was the validity analysis and the phase II was the reliability and other statistical analysis by collecting data from the sample of 490 of the undergraduate students of Buner district. Exploratory factor analysis (EFA) was performed to establish the factorial structure and dimensionality of the inventory and to check the appropriateness of the items for factor analysis KMO and Bartlett's test of sphericity were run. The value of Kaise-Meyer-Olkin (KMO= .77) and value of the Bartlett's test of sphericity ($\chi^2 = 12221.9$, $p < .001$) were found significant, which means that the items are appropriate for factor analysis. Principal component analysis (PCA) was run through varimax rotation by assuming factor independence and contribution of measuring father's involvement. The subscales of Shah & Qureshi Father's Involvement Inventory were found positively correlated with Brief coping scale indicating convergent

validity of the newly developed inventory. For discriminate validity all the subscales of Shah & Qureshi Father's Involvement Inventory were analyzed with Bus Peri Aggression scale and were found negatively correlated, therefore it denotes discriminate validity of the scale (M.Saifullah Qureshi, Asghar Ali Shah & M. Ibrarullah Qureshi; 2022). (*Appendix F*)

3.13.10 Father's Absence Interview Guidelines

When a researcher wants to approach large sample size and cannot conduct face to face interview, or wants to profile the sample in terms of numbers (the proportion of the sample in different age groups) or to be able to count the frequency of occurrence of opinions, attitudes, experiences, processes, behaviors, or prediction designing a questionnaire is best solution for data collection. Questionnaires are one of the most widely used means of collecting data in management and social science researches. Bryman and Bell (2011) named it self-completion questionnaire, or self-administered questionnaire or postal or mail questionnaire (Bryman & Bell, 2011).

Gay et al., (2009) proposed that, "interview questionnaire is a written collection of self-report questions to be answered by a selected group of research participants. The major difference between a questionnaire and an interview is that, with a questionnaire, the participant writes the responses on the form provided. Questionnaires allow the researcher to collect large amounts of data in a relatively short amount of time. Often, researchers administer questionnaires and then conduct follow-up interviews with research participants who provided written feedback that warrants further investigation" (P.388). The studies of Oppenheim (1992), Gillham (2007), Sue and Pitter (2012) and Fowler (2008) also highlight the importance of written interview guidelines in survey research design for quantitative analysis.

Following the previous researches and data collected during conducting interviews in study I of the current research work and with the consultation of the supervisor, a father absence interview guidelines were designed in Urdu language for the statistical analysis of the data. As two groups were selected for the current research father's involved group (n=250) and father's absent research participants (n=250). The guidelines questionnaire was consisted of 12 questions taken from interviews of father's absent research participants in study I for the statical procedure. A 5-point Likert Scale was used for measuring father's absence. high score on the guidelines shows high level of father's absence while low score on the guidelines shows low father's absence. As it is clarified that father's absence was operationally been defined as in the case of father's death, divorce and abroad jobs and most of the fathers have some formal contacts

with their children despite of divorce also, so keeping in view the response choice were kept broad so that all of the research participants (adolescents from died fathers, divorced and abroad job) may have large choice for response. All demographic details were received on demographic sheets. (*Annexure G*).

3.14 Procedure

This research work was conducted in District Buner of Khyber Pakhtunkhwa Pakistan. According to census 1998 total population of the district was 8,97,619 and total area of the district is 1865 square kilometer. Meetings were conducted with the heads of academic institutions for approval of collecting information about the undergraduate students for collecting data before starting the main study. The sample (N=500) of the study was the undergraduate male and female students of the Buner district (*Table 12 and 13. Figure 1*). Research participants were carefully chosen from Government Higher Secondary Chinglai Buner, Government Post Graduate College Swari Daggar Buner, University of Buner, Government Girls Higher Secondary School Panjar Buner, Government Girls Higher Secondary School Totalai Buner, Government Girls Higher Secondary School Chinglai Buner. The administrators of the institutes were helpful and supportive and provided proper environment for conducting the research questionnaires.

Following the ethical standards in order to keep research unbiased, the questionnaires were conducted in free classes so that that teaching time of the examinees may not waste. The examinees were assured that their privacy will not be unveiled. The entire process of filling questionnaires was completed in friendly environment. Research ethical standards like, providing proper environment for conducting the test which consist of separate room for conducting the test, informed consents of the research subjects for participation in the study, rapport building with research participants (warm hand shake, introduction, introduction about his father and discussion about academic routine and regularity in classes) and translation and explanation of the items of the scales, were been followed. The research partakers were treated by light refreshment after completed questionnaires.

3.15 Data Analysis

After completion of data collection process through survey questionnaires all data was entered in SPSS version 24 and was analyzed through proper procedure. Statistical methods were used for the analysis of data collected were, Alpha reliability, Pearson correlation, independent sample 't' test performed to examine the differences between father's involved adolescents and father's absent adolescents, ANOVA analysis was run for more confirmation and evaluation of the data and regression analysis was run for the assessment of the effects of moderating variable. Normality of data, Reliability of data, comparing mean of the variables, t

test, ANOVA analysis and other related statistical steps were analyzed through SPSS version 24 software and AMOS version 24 software.

3.16 Results of the Main Study

The purpose of the research study was to examine the effects of perceived paternal involvement and absence on adolescent's mental and health and to assess the effects of resilience and social support on the effects of independent variables on dependent variables. First the psychometric properties of study variables were analyzed through reliability analysis. Table no 19 explain the reliability of the tests conducted. Reliability analysis explain the alpha coefficients among the adolescents ranged from .23 to 1.54 for scales used in present research including Brief Cope Scale, Buss and Perri Aggression Scale, Multidimensional Social Support Scale, Extremism and Violence Risk Identification Scale, Trait Resilience Check list, Deviant Behavior Scale and Shah & Qureshi Father's Involvement Inventory (2022). The values of skewness and kurtosis are lesser than 1 which is satisfactory. The values of kurtosis are less than +1 and -1. Both values of skewness and kurtosis show that normality of data is not problematic (See Table 19).

Table 19

Psychometric properties of research variables (N = 500)

Variables	N	M	Max Statistics	Minimum Statistics	SD	Skewness		Kurtosis	
						Statistic	Standard Error	Statistic	Standard Error
BCS	500	2.5911	3.71	1.54	.42891	.151	.109	-.447	.218
BPA	500	2.6502	4.52	1.10	.64993	.068	.109	-.113	.218
MSS	500	3.4355	7.00	1.00	1.6971	.471	.109	-.917	.218
EVRIS	500	2.0564	3.69	.23	.78385	.067	.109	-.467	.218
TRC	500	3.8259	4.72	1.00	.78472	-1.306	.109	1.092	.218
DBS	500	1.4958	3.39	1.00	.61119	1.1531	.109	1.297	.218
Valid N	500								

Note. BCS = Brief Cope Scale, BPA = Buss & Perri Aggression Scale, MSS = Multidimensional Support Scale, EVRIS = Extremism and Violence Risk Identification Scale, TRC = Trait Resilience Checklist, DBS = Deviant Behavior Scale.

Table 20*Pearson correlation of mental health variables (N = 500)*

		BCS	BPA	MSS	EVRIS	TRC	DBS
BCS	Pearson Correlation	1	-.201**	.235**	-.335**	.246**	-.48
	Sig		.000	.000	.000	.000	.281
BPA	Pearson Correlation	-.201**	1	-.412**	.485**	-.243**	.550**
	Sig	.000		.000	.000	.000	.000
MSS	Pearson Correlation	.235**	.412**	1	-.330**	.145**	-.214**
	Sig	.000	.000		.000	.001	.000
EVRIS	Pearson Correlation	-.335**	.485**	-.330**	1	-.263**	.336**
	Sig	.000	.000	.000		.000	.000
TRC	Pearson Correlation	-.246**	-.243**	.145**	-.263**	1	-.420**
	Sig	.000	.000	.001	.000		.000
DBS	Pearson Correlation	-.048	.550**	-.214**	.336**	-.420**	1
	Sig	.281	.000	.000	.000	.000	

Note. ** $P < .01$, BCS = Brief Cope Scale, BPA = Buss & Perri Aggression Scale, MSS = Multidimensional Support Scale, EVRIS = Extremism and Violence Risk Identification Scale, TRC = Trait Resilience Checklist, DBS = Deviant Behavior Scale.

Table 20 shows Pearson correlation of study variables among the under graduate students of district Buner. Results shows that coping skills has negative correlation with aggression ($r = -.201, p < .01$), social support ($r = -.235, p < .01$), Extremism and Violence Risk Identification ($r = -.335, p < .01$), but has a positive relationship with resilience ($r = .246, p < .01$), while it has non-significant correlation with deviant behavior ($r = .48, p > .01$). Likewise, aggression level of the research participants has negative correlation with coping skills, social support and resilience ($r = -.201, r = -.412, r = -.243, p < .01$), but has positive significant correlation with extremism and violence risk identification and deviant behavior ($r = .485, r = .550, p < .01$). Multidimensional social support of the research participants has significant positive correlation with coping skills, aggression and resilience ($r = .235, r = .412, r = .145, p < .01$) while social support has negative correlation with extremism and violence and deviant behavior ($r = -.330, r = -.214, p < .01$). Table 20 explains the significant positive correlation of extremism and violence risk identification with aggression and deviant behavior ($r = .485, r = .336, p < .01$) but it has significant negative correlation with coping skills, social support and resilience ($r = -.335, r = -.330, r = -.263, p < .01$, See table 20). The results of Pearson correlation indicated that resilience has significant negative correlation with coping skills, aggression, extremism and violence risk identification and deviant behavior ($r = -.246, r = -.243, r = -.263, r = -.420, p < .01$), and resilience had significant positive correlation with social support of the research participants ($r = .145, p < .01$). according to the statistical analysis of the relationships

of deviant behavior of the research participants with other variables indicated that deviant behavior has negative correlation with coping skills, social support and resilience of the research participants ($r = -.048$, $r = -.214$, $r = -.420$, $p < .01$), but has significant positive correlation with aggression level and extremism and violence risk identification ($r = .550$, $r = .336$, $p < .01$, *See table 20*).

Table 21*Mean, standard deviation and standard error of Mean of the participants (N = 500)*

<i>Demographic Variables</i>	<i>N</i>	<i>M</i>	<i>SD</i>	<i>Standard Error Mean</i>
Father Status of the research participant	500	1.50	.501	.022
Mother Status of research participants	500	1.13	.394	.018
Socio Economic Status	500	2.00	.842	.038
Family status of the research participants	500	1.91	.728	.033
Gender of the research participants	500	1.50	.501	.022
Mother education status and job of research part	500	1.25	.539	.024
Period of separation from Father	500	1.15	1.255	.056
Birth order of research participants	500	1.93	.775	.035

Table 21 shows frequency distribution of the demographic variables of the research participants with respect to father status (M=1.50, SD=.501), mother status of the research participants (M=1.13, SD .394), socio economic status (M=2.00; SD=.842), family system (M=1.91; SD=.728), gender (1.50; SD=.501), mother education and job status (M=1.25; SD=.539; N=500), period of separation from father (M=1.15; SD=1.255) and birth order of the research participant (N=500; M=.1.93; SD=.775).

Table 22*Demographic Variables Statistics of the research participants (N=500)*

<i>Demographic Variables</i>	<i>T</i>	<i>DF</i>	<i>Significant level</i>	<i>Mean differences</i>	<i>95% Confidence Interval Level of the differences</i>	
					<i>Lower</i>	<i>Upper</i>
<i>Father Status of the research participant</i>	67.015	499	.000	1.500	1.46	1.54
<i>Mother Status of research participants</i>	64.317	499	.000	1.132	1.10	1.17
<i>Socio Economic Status</i>	53.203	499	.000	2.004	1.93	2.08
<i>Family status of the research participants</i>	58.765	499	.000	1.912	1.85	1.98
<i>Gender of the research participants</i>	67.015	499	.000	1.500	1.46	1.54
<i>Mother education status and job of research part</i>	52.064	499	.000	1.254	1.21	1.30
<i>Period of separation from Father</i>	20.492	499	.000	1.150	1.04	1.26
<i>Birth order of research participants</i>	55.745	499	.000	1.932	1.86	2.00

Table 22 shows mean differences, confidence interval levels at 95% level and *t* values for demographic variables by one sample '*t*' analysis in order to assess the reliability of the data collected. The collected data was found significant at .000 level.

Table 23

Mean, standard deviation and standard error for father's Involved and father' absent research participants on BCS, BPA, EVRIS and DBA (N=500)

<i>Variables</i>	<i>Father status of the research participants</i>	<i>N</i>	<i>Mean</i>	<i>Standard deviation</i>	<i>Standard error of mean</i>
BCS	Fathers Living	250	2.5124	.36942	.02336
	Fathers not living	250	2.6699	.46878	.02965
BPA	Fathers Living	250	2.5905	.49153	.03109
	Fathers not living	250	2.7099	.77315	.04890
EVRIS	Fathers Living	250	1.9717	.56047	.03545
	Fathers not living	250	2.1411	.95015	.06009
DBA	Fathers Living	250	1.3166	.34990	.02213
	Fathers not living	250	1.6751	.74945	.04740

Note. BCS = Brief Cope Scale, BPA = Buss & Perri Aggression Scale, MSS = Multidimensional Support Scale, EVRIS = Extremism and Violence Risk Identification Scale, TRC = Trait Resilience Checklist, DBS = Deviant Behavior Scale.

Table 24

Mean, standard deviation and t-values for father's Living and father not Living research participants on BCS, BPA, EVRIS and DBA (N = 500)

<i>Variables</i>	<i>Fathers Living (N=250)</i>		<i>Fathers not Living (N=250)</i>		<i>t</i>	<i>P</i>	<i>95% CL</i>		<i>Cohen's d</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>			<i>LL</i>	<i>UL</i>	
BCS	2.5124	.36942	2.6699	.46878	-4.171	.000	-.23159	-.08326	0.373192
BPA	2.5905	.49153	2.7099	.77315	-2.061	.040	-.23329	-.00560	0.184308
EVRIS	1.9717	.56047	2.1411	.95015	-2.428	.016	-.30646	-.03231	0.21717
DBA	1.3166	.34990	1.6751	.74945	-6.853	.000	-.46125	-.25570	0.612975

*** $P < .000$ and ** $P < .05$, Note. BCS = Brief Cope Scale, BPA = Buss & Perri Aggression Scale, EVRIS = Extremism and Violence Risk Identification Scale, DBS = Deviant Behavior Scale.

Tables 23 and 24 show mean, standard deviation and 't' values for father not living research participants (N=250) and father's living research participants (N=250) on coping skills, aggression level, extremism and violence risk identification and deviant behavior. Result indicates significant mean differences on coping skills with $t(498) = -4.171$ $p < .000$ suggesting that father's not living adolescents have high coping skills than father's living adolescents. The results show that father's not living adolescents have high aggression level as compared to those adolescents whose fathers are living with their children ($SD = .77315$; $t = -2.061$, $p < .05$). The results of extremism and violence risk identification indicate significant mean differences with Mean of 1.9717 for father's absent research participants and Mean of 2.1411 for father's involved research participants with ($t(498) = -2.428$, $p < .05$). The results also indicate a significant mean differences on deviant behavior proves that those adolescent whose fathers are not living with them has high deviant behavior ($M = 1.3166$ and $SD = .34990$) as compared to those adolescents whose fathers are living with them ($M = 1.6751$ and $SD = .74945$) with ($t(498) = -6.853$ $p < .000$).

Table 25

ANOVA for father's Living and father not Living research participants on BCS, BPA, EVRIS and DBA (N=500)

				Sum of Squares	df	Mean Square	F	Sig
BCS	Between Groups	Combined		3.098	1	3.098	17.393	.000
		Linear Term	Contrast	3.098	1	3.098	17.393	.000
	Within Groups			88.700	498	.178		
	Total			91.798	499			
BPA	Between Groups	Combined		1.783	1	1.783	4.250	.040
		Linear Term	Contrast	1.783	1	1.783	4.250	.040
	Within Groups			209.001	498	.420		
	Total			210.784	499			
EVRIS	Between Groups	Combined		3.586	1	3.586	5.894	.016
		Linear Term	Contrast	3.586	1	3.586	5.894	.016
	Within Groups			303.012	498	.608		
	Total			306.598	499			
DBA	Between Groups	Combined		16.063	1	16.063	46.960	.000
		Linear Term	Contrast	16.063	1	16.063	46.960	.000
	Within Groups			170.343	498	.342		
	Total			186.406	499			

*** $P < .000$ and ** $P < .05$, Note. BCS = Brief Cope Scale, BPA = Buss & Perri Aggression Scale, EVRIS = Extremism and Violence Risk Identification Scale, DBS = Deviant Behavior Scale.

Table 25 also verify the results of tables no 23 and 24 by computing ANOVA indicating the results of coping skills of the research participants with ($F(1, 498) = 17.393, p < .000$) highly significant relationships with father's absence. It also proved that aggression level of the research participants with ($F(1, 498) = 4.250, p < .05$) indicating that aggression level of the adolescents has significant relationship with father absence likewise, risk assessment for extremism and violence with ($F(1, 498) = 5.894, p < .05$) prove that extremism and violence risk of adolescents has a significant relationship with father absence and involvement. Table 25 also explain the results of deviant behavior with ($F(1, 498) = 46.960, p < .000$) prove the highly significant relation of deviant behavior with father absence.

Table 26

ANOVA was computed to see effects of different SES group on BCS, BPA, EVRIS, DBS

Tukey HSD							F	η^2	Post Hoc Tukey's Test
Variables	20K-30K (n=176)		30K - 40K (n=146)		40K - 50K (n=178)				
	M	SD	M	SD	M	SD			
BCS	165.297	2.51	165.297	2.58	165.297	2.67	5.702*	.004	1>2<3
BPA	165.297	2.62	165.297	2.82	165.297	2.54	8.558**	.000	1>2<3
EVERIS	165.297	2.11	165.297	2.18	165.297	1.88	6.735*	.001	1>2<3
DBS	165.297	1.49	165.297	1.62	165.297	1.39	5.668*	.004	1>2<3

*Note: **P< .000 and *P<.05, SES= Socio Economic Status, BCS = Brief Cope Scale, BPA = Buss & Perri Aggression Scale, EVRIS = Extremism and Violence Risk Identification Scale, DBS = Deviant Behavior Scale.*

The results portray the effects of socio-economic status on coping skills, aggression level, extremism and violence and deviant behavior of the adolescent. The results show that socio economic status has significant effects on coping skills of the adolescents by computing the results of the adolescents whose family monthly income was 20K-30K (n=176, M=165.297, SD=2.51), adolescents whose family monthly income was 30K - 40K (n=146, M=165.297, SD=2.58) and adolescents whose family monthly income was 40K - 50K (n=178, M=165.297, SD=2.67).

Table 27

ANOVA was computed to see effects of different Family Status on BCS, BPA, EVRIS, DBS

Tukey HSD									
Variables	Nuclear Family (n=232)		Extended Family (n=112)		Joint Family (n=156)		F	η^2	Post Hoc Tukey's Test
	M	SD	M	SD	M	SD			
BCS	152.678	2.50	152.678	2.67	152.678	2.65	8.492**	.000	1>2<3
BPA	152.678	2.63	152.678	2.65	152.678	2.66	.101	.904	1>2<3
EVERIS	152.678	2.12	152.678	1.91	152.678	2.05	2.820	.061	1<2<3
DBS	152.678	1.53	152.678	1.38	152.678	1.51	2.414	.091	1<2<3

*Note: **P< .000 and *P<.05, SES= Socio Economic Status, BCS = Brief Cope Scale, BPA = Buss & Perri Aggression Scale, EVRIS = Extremism and Violence Risk Identification Scale, DBS = Deviant Behavior Scale.*

Table 27 results prove the effects of family status on the aggression level, coping skills, extremism and deviant behavior of adolescents. the results for coping skills show (M=152.678, SD=2.50) of the adolescents from the nuclear families, likewise adolescent from extended families (M=152.678, SD=2.67) and adolescent from the joint families (M=152.678, SD=2.65), the F value prove that family status have significant effects on the coping skills of the adolescents but have no effects on aggression level, extremism and violence level and deviant behavior of the adolescents.

Table 28

Moderator TRC, DV= BPA, IC= FA (N=250)

Variables	Coefficient	SE (B)	R Square	R Square change	T	P
Constant	1.1642	1.0925	.1361	.0287	1.0656	.2876
TRC	.5270	.2796			1.8850	.0606
FA	.7762	.3366			2.3062	.0219
Interaction	-.2457	.0859			-2.8606	.0046

*P < .05** TRC= trait resilience checklist, FA= father absence, BPA = Buss & Perri Aggression Scale*

The table 28 portrays the results of the moderation effect of the resilience between the relationship of father's absence and aggression level of the adolescents. The interaction effect b -.2457, t = -2.8606 and $p = .0046$ showed that resilience significantly moderates the relationship between father's absence and aggression. The negative sign of the interaction term indicated, as the degree of moderator increases the direct relationship between independent variable and dependent variable decreases.

Table 29*Conditional effects of the independent variable at values of the moderator*

TRC	Effect	SE	T	P
2.7311	.1052	.1188	.8859	.3765
4.0278	-.2133	.0745	-2.8637	.0045
4.5000	-.3293	.0927	-3.5530	.0005

*P < .05** TRC = trait resilience checklist*

Table 29 represents the effect of the independent variable (X) (father's absence) on the dependent variable (Y) (aggression level of the adolescents) in the presences of moderating variable (resilience). It clearly indicated that the moderator resilience = 2.3711, aggression level (Effect) = .1052, $t = .8859$, $p = .3765$. This means that the conditional effect was high when the moderator resilience was low. Moreover, the increase of moderator=4.5000 has decreased the effects on aggression level of father's absent adolescent (effect)= -.3293, $t = -3.5530$, $p = .0005$ indicated that the conditional effect of father's absence (X) on the aggression level of adolescents (Y) was low with the increase of the moderator resilience (M).

Table 30

Moderator TRC, DV= EVRIS, IC= FA (N=250)

Variables	Coefficient	SE (B)	R Square	R Square change	T	P
Constant	.2674	1.3288	.1537	.0329	.2012	.8407
TRC	.7450	.3401			2.1908	.0294
FA	.9074	.4094			2.2164	.0276
Interaction	-.3231	.1045			-3.0928	.0022

*P <.05** TRC= Trait resilience checklist, FA= Father absence, EVRIS= Extremism & violence risk identification scale*

Table 30 represents the results of the moderation effect of the resilience between the relationship of father’s absence and extremism and violence risk level of the adolescents. The interaction effect $b = -.3231$, $t = -3.0928$ and $p = .0022$ showed that resilience has significant moderating effects on the relationship between father’s absence and extremism and violence risk level. The negative sign of the interaction term indicated, as the degree of moderator increases the direct relationship between independent variable and dependent variable decreases.

Table 31*Conditional effects of the focal predictor at values of the moderator*

TRC	Effect	SE	T	P
2.7311	.0250	.1445	.1730	.8628
4.0278	-.3939	.0906	-4.3477	.0000
4.5000	-.5465	.1127	-4.8473	.0000

*P < .000*** TRC= trait resilience checklist*

This table describes the effect of the predictor father's absence (X) on the outcome risk level for extremism and violence (Y) in the presences of (M) moderator resilience. It clearly indicated that the moderator resilience = 2.3711, extremism and violence risk level (Effect) = .0250, $t = .1730$, $P = .8626$. This means that the conditional effect was high when the moderator resilience was low. Moreover, the increase of moderator=4.5000 has decreased the effects on aggression level of father's absent adolescent (effect)= -.5465, $t = -4.8473$, $p = .0000$ indicated highly significant effects of the Moderator resilience (M), on the relationship of independent variable father absence (X) and extremism and violence risk level of adolescents (Y).

Table 32

Moderator TRC, DV= DBS, IC= FA (N=250)

Variables	Coefficient	SE (B)	R Square	R Square change	T	P
Constant	-.2042	1.0145	.2072	.0239	-.2013	.8406
TRC	.3556	.2596			1.3698	.1720
FA	.9844	.3125			3.1497	.0018
Interaction	-.2174	.0798			-2.7257	.0069

*P < .05** TRC= Trait resilience checklist, FA= Father Absence, DBS= Deviant behavior scale*

Table 32 shows the results of the moderation effect of the resilience between the relationship of father's absence and deviant behavior of the adolescents. After interaction with the moderator (Effect) $b = -.2174$, $t = -2.7257$ and $p = .0069$ showed that resilience has significant moderating effects on the relationship between father's absence and deviant behavior of the adolescents. The negative sign of the interaction term indicated, as the degree of moderator increases the direct relationship between independent variable and dependent variable decreases.

Table 33*Conditional effects of the focal predictor at values of the moderator*

TRC	Effect	SE	T	P
2.7311	.3907	.1103	3.5422	.0005
4.0278	.1089	.0692	1.5739	.1168
4.5000	.0062	.0861	.0723	.9425

TRC= trait resilience checklist

The above table describes the effect of the predictor father's absence (X) on the outcome deviant behavior (Y) in the presences of (M) moderator resilience. It clearly indicated that the moderator resilience = 2.3711, extremism and violence risk level (Effect) = .3907, $t = 3.5422$, $p = .0005$. This means that the conditional effect was high when the moderator resilience was low. Moreover, the increase of moderator=4.5000 has decreased the effects on deviant behavior of father's absent adolescent (effect)= .0063, $t = .0723$, $p = .9425$ indicated significant effects of the Moderator resilience (M), on the relationship of independent variable father absence (X) and deviant behavior of adolescents (Y).

Table 34

Moderator MDSS, DV= BPA, IC= FA (N=250)

Variables	Coefficient	SE (B)	R Square	R Square change	<i>t</i>	P
Constant	2.0636	.4729	.3428	.0477	4.3640	.0000
MDSS	.2285	.1111			2.0559	.0409
FA	.4706	.1477			3.1853	.0016
Interaction	-.1429	.0338			-4.2240	.0000

*P < .000*** MDSS = Multidimensional social support scale, FA= father absence, BPA = Buss & Perri aggression scale*

Table no 34 depicts the results of the moderation effect between the relationship of father's absence and aggression level of father's absent adolescents. The interaction effect $b = -.1429$, $t = -4.2240$, $p = .0000$ showed that social support plays highly significant role as moderator between the father's absence and adolescents aggression level. The negative sign of the interaction term indicated, as the degree of moderator increases the direct relationship between independent variable and dependent variable decreases.

Table 35*Conditional effects of the focal predictor at values of the moderator*

MDSS	Effect	SE	t	P
2.0833	.1729	.0894	1.9336	.0543
3.0000	.0419	.0711	.5888	.5565
6.0833	-.3988	.0964	-4.1384	.0000

*P < .000*** MDSS = Multidimensional social support*

The above table depicts the effect of the predictor father's not living with his families (X) on the outcome variable aggression level of the adolescents (Y) in the presences of moderator (Multidimensional Social Support). It clearly indicated that cognitive style indicator = 2.0833, father's absence (Effect) = .1729, $t = 1.9336$, $p = .0543$. This means that the conditional effects of father absence on aggression level of adolescents was high as the moderator was low but when the moderator social support was high = 6.0833 the effect = -.3988, $t = -4.1384$, $p = .0000$ proved that multidimensional social support has highly significant effects on the relationship of father's absence and aggression level.

Table 36

Moderator MDSS, DV= EVRIS, IC= FA (N=250)

Variables	Coefficient	SE (B)	R Square	R Square change	T	P
Constant	2.4869	.5773	.3513	.0211	4.3076	.0000
MDSS	.0889	.1357			.6555	.5128
FA	.2195	.1804			1.2167	.2249
Interaction	-.1169	.0413			-2.8292	.0051

MDSS= Multidimensional social support scale, FA= Father absence, EVRIS= Extremism & violence risk identification scale

The table 36 represents the results of the moderation effect of the social support between the relationship of father's absence and extremism and violence risk level of the adolescents. The interaction effect $b = -.1169$, $t = -2.8292$ and $p = .0051$ showed that social support has significant moderating effects on the relationship between father's absence and extremism and violence risk level. The negative sign of the interaction term indicated, as the degree of moderator increases the direct relationship between independent variable and dependent variable decreases.

Table 37*Conditional effects of the focal predictor at values of the moderator*

MDSS	Effect	SE	T	P
2.0833	-.0240	.1092	-.2200	.8261
3.0000	-.1311	.0868	-1.5110	.1321
6.0833	-.4915	.1177	-4.1775	.0000

*P < .000*** MDSS = Multidimensional social support scale*

This table describes the effect of the predictor father's absence (X) on the outcome risk level for extremism and violence (Y) in the presences of (M) moderator social support. It clearly indicated that the moderator social support = 2.0833, father's absence (Effect) = -.0240, $t = -.2200$, $p = .8261$. This means that the conditional effect was high when the moderator social support was low. Moreover, the increase of moderator=6.0833 has decreased the effects of father's absent adolescent (effect)= -.4915, $t = -4.1775$, $p = .0000$ indicated highly significant effects of the Moderator social support (M), on the effects of independent variable father absence (X) on extremism and violence risk level of adolescents (Y).

Table 38

Moderator MDSS, DV= DBS, IC= FA (N=250)

	Coefficient	SE (B)	R Square	R Square change	T	P
Constant	.3530	.4749	.2945	.0321	.7434	.4580
MDSS	.1557	.1116			1.3951	.1642
FA	.6675	.1484			4.4985	.0000
Interaction	-.1137	.0340			-3.3474	.0009

*P < .05** MDSS= Multidimensional social support scale, FA= Father absence, DBS= Deviant behavior scale*

The table 38 shows the results of the moderation effect of the social support between the relationship of father's absence and deviant behavior of the adolescents. After interaction with the moderator (Effect) $b = -.1137$, $t = -3.3474$ and $p = .0009$ showed that social support has significant moderating effects on the relationship between father's absence and deviant behavior of the adolescents. The negative sign of the interaction term indicated, as the degree of moderator increases the direct relationship between independent variable and dependent variable decreases.

Table 39
Conditional effects of the focal predictor at values of the moderator

MDSS	Effect	SE	T	P
2.0833	.4305	.0898	4.7948	.0000
3.0000	.3262	.0714	4.5696	.0000
6.0833	-.0245	.0968	-.2528	.8006

MDSS= Multidimensional social support scale

Table 39 describes the effect of the predictor father’s absence (X) on the outcome deviant behavior (Y) in the presences of (M) moderator social support. It clearly indicated that the moderator social support = 2.0833, father’s absence (Effect) = .4305, t = 4.7948, P = .0000. This means that the conditional effect was high when the moderator social support was low. Moreover, the increase of moderator=6.0833 has decreased the conditional effects on deviant behavior of father’s absent adolescent (effect)= -.0245, t = -.2528, p = .8006 indicated significant effects of the moderator social support (M), on the relationship of independent variable father absence (X) and deviant behavior of adolescents (Y).

3.17 Discussion

The principal objective of this research work was to analyze the impacts of perceived paternal involvement and absence on mental health of undergraduate children beside the analysis, the research was conducted to provide a valid and reliable tool for measurement of father's involvement from the adolescent's perspective as previous tools were conducted from the perspectives of fathers. The mental health in this study was further divided to four main most altering sets like aggression, deviant behavior, risk for extremism and violence and coping skills which are mostly affected by paternal absence and neglect causing a great harm to overall society. The current research was conducted in two phases, the first phase was comprised of the development and validation of father's involvement inventory by qualitative analysis in which a valid and reliable father's involvement inventory was formed in Urdu language for better comprehension and further tested during the pilot study on both genders. The test was also translated in English language for macro uses. The second phase of the study was comprised of quantitative analysis of the effects of paternal involvement and absence by collecting data through valid and reliable scales. Hypothesis were formulated in the current research study.

H-1: Father's not living adolescents are more aggressive as compared to father's living adolescents.

Previous researches supported the current research study and according to previous studies the most highlighted causes of father's absence are death, divorce or abroad jobs and the separation of fathers have profound effects on children left behind. Studies found the behavioral problems, emotional instability, aggression and suicidal ideation in children of separated fathers (U.S. Divorce Statistics, 2008; Weitoft *et al.*, 2003). MC Millan *et al.*, 2006 researched father's absent children as aggressive and emotionally unstable due to absence of supervision (Mc Millan *et al.*, 2006). MC Lanahan *et al.*, (2013) studied the negative effects of paternal absence such as aggression, lack of social-emotional development according to their study Social-emotional effects persist till adolescence which often leads to risky behavior additionally signifying, that the emotive impairment of father absence during the infancy period can endure for life long (pp.399–427). According to the study of Sinkkonen & Keinänen, (2008) father's absence leads to depression, identity problems, low self-esteem and aggression (Sinkkonen & Keinänen, 2008). The study of Lamb (1997) also supported the current research study and he highlighted the profound emotional effects on children of absent fathers (Lamb, 1997).

The current research supports the previous researches by statistical analysis of mean, standard deviation, t and ANOVA. Table no 23 of the study show the mean differences of father's involved adolescents and father's absent adolescents prove high aggression level of father's absent research participants. For more clarification t test was run on the data and the results ($N=500$, $SD=.77315$; $t = -2.061$, $p < 05^{**}$) proved that high aggression level of father's absent adolescents (Table 24). The results of ANOVA also verified the t statistics result with ($F(1,498) = 4.250$, $p < .05$) so, the research hypothesis is accepted (Table 25).

H-2: Fathers not living adolescents are highly involved in deviant behaviors as compared to father's living adolescents.

Deviant behavior is a wide terminology including abnormal, unexpected, unusual, non-standard and anti-social behavior (Vadera, Pratt, & Mishra, 2013). Previous researches highlighted the root causes of deviant behavior in adolescent. According to studies conducted by Najam and Kauser found significant correlation between father's absence and deviant behavior. They also studied the mode of father's exposure and interaction also has effects on children's life (Najam & Kauser, 2012). Talib et al., (2011) studied the strong association of father's presence with socio-cultural development (Talib et al., 2011). The study Imam and Shaik (2005) highlighted a positive correlation among family acceptance of their children and their rejection and positive or negative emotional health of both genders. Munaf and Farhat (2004) studied the association between father's absence and paternal rejection with psychological adjustment. Bronte et al., 2006; White & Gilbreth, 2001; Keown & Woodward, 2002 found the relationships of father's absence with deviancy of children. Father's close relationships have positive effects on the offspring's psychosocial growth (Rohner & Veneziano, 2001). According to Zimmerman study, children of involved father at the stage of adolescence have less behavior problems like drug abuse, delinquency and violent behavior as compared to children of absent fathers (Zimmerman *et al.*, 2000). Father's absence develop poverty, affect child health, increase child detention, criminal attitudes, increase teen pregnancy, child abuse, drug addiction, and school dropout (National Fatherhood Initiative, 2011).

The current study supports the previous researches and proved that father's absence has strong association with deviant behavior of the adolescents likewise father's involvement reduces the risk for deviant behavior by statistical analysis of mean, standard deviation, t and ANOVA. Table no 23 of the study shows the mean differences of father's involved adolescents and father's absent adolescents regarding deviant behavior check list. The

research proves that adolescent whose fathers were absent have high deviancy as compared to father's involved adolescent by statistical analysis ($N=500$, $SD=.74945$; $t = -6.853$, $p < .000$) (Table 24). The results of ANOVA also verified the t statistics result with ($F (1,498) = 46.960$, $p < .000^{***}$). the current research found strong association between father's absence and adolescent deviant behavior, accepting the research hypothesis (Table 25).

H-3: *Father's not living adolescents have high level of extremism as compared to father's living adolescents.*

Previous literature highlighted the relationship between father's absence and children extremist personality. Erikson (1968) found father's absent children suffering from identity diffusion leading to extremism and terrorism (Erikson, 1968). Schwartz *et al.*, (2009) linked father's absence with identity diffusion and without goals leading to extremism (Schwartz *et al.*, 2009). Dammann *et al.*, (2011), Igarashi *et al.*, (2009), Hoeve *et al.*, (2009), Lösel *et al.*, (2018) studied about the importance of father's absence or presence in extremism. According to Baier, (2018) experiences of critical events like divorce of parents, the death of one parent etc have an important role in the development of identity diffusion leading to extremism (Baier, 2018). Research on extremism have studied more often about the family crises as an influential factor of extremism. The Transformative Learning Theory also supported that family crises and neglect as the basis of radicalization (Wilner & Dubouloz, 2010).

The current study supports the previous researches and proved that father's absence has strong association with extremism of the adolescents as compared to father's involvement by statistical analysis of mean, standard deviation, t statistics and ANOVA. Table no 23 of the study shows the mean differences of father's involved adolescents and father's absent adolescents regarding extremism ($N=500$, $SD=.95015$, $t = -2.428$, $P=.016$, $p < .05$, Table 24). The results of ANOVA also verified the t statistics result with ($F (1,498) = 4.250$, $p < .05^{**}$), indicating significant correlation of father's absence with extremism. The study accepts research hypothesis (Table 25).

H-4: *Father's not living adolescent with high social support have low aggression level as compared to father's not living adolescent with low social support.*

Previous literature highlighted the diminishing effects of social support in reducing psychological effects during the separation period from fathers. Studies conducted by Chadda & Deb, (2013), Frentz S., (2016), Balk, (2011), Weisz & Hawley, (2002), and Hogan & De Santis, (2004) highlighted the role of social support during the paternal loss or other stressful

situations. Cohen and Wills (1985) explored the effects of social support in two types: large social relations offer regular optimistic practices and on a social basis praised and approved roles in society. This type of backing has a positive effect on the sense of identity, purpose and meaning of life, high self-esteem and sense of belongingness. The second aspect is that the social support plays a shielding role among tense condition and the individual's response (Cohen & Wills, 1985). During current research it was proved that social support has a crucial role in reducing aggression during paternal loss. Table no 34,35 illustrates the results of the moderating effect among the relationship of father's absence and aggression level of father's absent adolescents. The interaction effect ($b = .1429$, $t = -4.2240$, $P = .0000$, $p < .000***$) showed that social support plays highly significant role as moderator between the father's absence and adolescents aggression level. (Table # 34 & 35)

H1 of the current research study proved that father's absence increase the aggression level of adolescents but the negative interaction of the (M) moderator social support with the outcome variable (Y) aggression level of adolescents proved that social support decreases the aggression level of father's absent adolescents and social support has weaken the increase level of aggression in those adolescents whose fathers are not living with their families either died, divorced or living abroad. The negative interaction indicate that moderating variable social support has direct effects on the relationship of the independent variable (father's absence) and dependent variable (aggression). So, the current study accepts the research hypothesis stating, that social support plays a highly significant role as moderator between aggression and father's absence.

H-5: Resilience works as moderator in the relationship between father's absence and aggression.

Previous literature has proved the importance of resilience during stressful life situations like paternal loss or separation. Study conducted by Pitsoane (2014) portrayed the moderating role of resilience during life stresses. The father's absent respondents indicated low levels of resilience. Father's deprived adolescents have low resilience to traumatic life events and they cannot face stressful occasions. (Pitsoane, 2014). Richardson, G. E., (2002), Parker-Pope, T., (2017), Windle G., (2011), Richardson, G. E., (2002), and Parker-Pope T., (2017) studied the role of resilience in reducing the emotional and behavioral issues during the paternal loss or separation. Lamia, M., (2017) and Frentz S., (2016) highlighted the supporting role of resilience during parental death or grief in reducing the psychological disturbances. The current research study also supports the previous researches and prove that

resilience plays a significant role in minimizing the life stresses and play an important role between the aggression and paternal loss or separation. Table 28 and 29 portrays the outcomes of the effect of resilience among the relationship of father's absence and aggression level of the adolescents. The interaction effect ($b = -.2457$, $t = -2.8606$, $p = .0046$, $p < .05^{**}$) showed that resilience significantly moderates the relationship between father's absence and aggression. Research hypothesis is approved due to the mentioned statistical results (Table # 28 & 29).

H-6: Adolescents from father's absent families with high social support, were less involved in deviant behavior as compared to father's absent adolescents with low social support.

Previous research proved the impact of social support in minimizing the behavioral issues in youths. Social support received considerable attention in family researches. Previous literature has consistently highlighted that low social support in stressful situation can lead to psychological issues (Garnefski & Diekstra, 1996), social (Demaray & Elliott, 2001), and psychological health issues (Frey & Rothlisberger, 1996). Father's deprivation negatively affects the adolescents facing traumatic events and social support can reduce the negative effects of mental and social stress (DeGarmo, Patras, & Eap, 2008). Likewise social support decreases the negative behavioral and speculative outcomes of father's deprived adolescents (Hamre & Pianta, 2006). The studies of DeSantis et al., (2006), Malecki & Demaray, (2003), Crockett et al., (2007), Lagana, (2004) also highlighted the importance of social support in minimizing the behavioral issues in adolescents.

The current study proved in Hypothesis no 2 the increase in deviant behavior of those adolescent who are suffering from father absence and during the analysis of hypothesis 6 for the moderating effects of social support on the relationship of father's absence and deviant behavior of the adolescents. After interaction with the moderator (Effect) ($b = -.1137$, $t = -3.3474$ and $p = .0009$, $p < .05^{**}$) showed that social support has significant moderating effects on the relation among father's not living and deviancy in adolescents and accepts the research hypothesis. The current research study supports the previous researches and proved the significant moderating impacts of the social support in decreasing the deviancy in fathers not living adolescents (Table # 38 & 39).

H-7: Resilience plays moderator role between father's absence and deviant behavior.

Previous researches like the study of Richardson G. E., (2002) the stressful life events like parental death, divorce and paternal absence can be tolerate by developing resilience otherwise it can lead to negative outcomes. Resilience is more helpful in facing dealing with

traumatic events (Richardson G. E., 2002). The death of one of parent or separation is followed by extreme sadness but some adolescent could not maintain their routine life resulted in negative outcomes but by developing resilience, help in moving towards life after facing a traumatic event (Windle G., 2011). According to the study of Tugade M. M., and Fredrickson B. L. (2004) to investigate the effects of resilience in adolescents in stressful life situation and moving towards daily life activities and to understand the negative experiences of high and low resilient persons. The study explored that those adolescents who concentrated on positive emotions and stated themselves to be resilient, improved earlier as compared to those who focused on negative emotional arousal (Tugade M. M., & Fredrickson B. L., 2004).

Hypothesis 7 of this research work was formulated about the moderating effects of resilience between the relationship of father's nonexistence and deviance of adolescents. The regression analysis highlighted the significant effects of resilience between the relationship of independent variable (father's nonexistence) and dependent variable (deviant behavior). Table 32 shows the results of the moderating impacts of the resilience among the relation of father's absence and deviant behavior of the adolescents. After interaction with the moderator ($b = -.2174, t = -2.7257, p = .0069, p < .05^{**}$) proved that resilience has significant moderating effects on the relationship between father's absence and deviant behavior of the adolescents. The negative sign specified, as the degree of moderating variable increases the effects of independent variable on dependent variable decreases (Table 32). The results accept the research hypothesis and was found in support of previous studies conducted by Richardson G. E., (2002), Windle G., (2011) and Tugade M. M., & Fredrickson B. L., (2004) (Table # 32 & 33).

H-8: *Father's not living adolescents with high social support have low extremism as compared to father's not living adolescent with low social support.*

During current research it was assumed that there is moderator role of social support between the effects of paternal absence and adolescent's extremism. After running of different analysis for empirical evidence of the assumed relationships, highly significant moderating effects of social support was found with results ($b = -.4915, t = -4.1775, p = .0000, p < .000^{***}$). Tables 36 and 37 shows that before the interaction of the moderator social support = 2.0833, father's absence (Effect) = $-.0240, t = -.2200, p = .8261$. This means that the conditional effect was high when the moderator social support was low. Moreover, the increase of moderator = 6.0833 has decreased the effects of father's absent adolescent (effect) = $-.4915, t = -4.1775, p = .0000, p < .000^{***}$) indicated highly significant effects of the Moderator social

support (M), on the effects of independent variable father absence (X) on extremism and violence risk level of adolescents (Y). (Table # 36 & 37). No such empirical study was carried out on this variable but this was assessed during service of the researcher in Sabaoon De Radicalization Center Malakand Swat that by providing psycho social support to terrorism involved adolescents, they were completely recovered from terrorist and suicidal ideations and get involved in goal directed activities. Most of the terrorists became highly achievement motivated and secured good positions in their academics and achieved promising professional careers.

The current study supports the previous literature conducted on the paternal separation and its effects on adolescents and the role of support on decreasing the negative outcomes. The study conducted by Najam and Kausar, (2012) highlighted the negative behavioral outcomes in adolescents due to paternal separation and neglect (Najam & Kausar, 2012). Father's absence may negatively impact a child's behaviors, attitudes, and psychosocial development (East et al., 2006). In another research Copping, Campbell, and Muncer, (2013) found the negative effects of father's absence on adolescent's violence, delinquency, depression, other mental wellbeing, academic and financial outcomes (Copping et al., 2013). The study of Chadda and Deb, (2013) highlighted the benefits of Asian joint family system as this achieves the standards of collectivized culture that has verified to be a good source of social support which decreases the adverse influences of traumatic events. The joint family system delivers moderately more social support and upkeep than a limited family, which is allied with psychological and physical health (Chadda & Deb, 2013). Perceived social support has positive effects on minimizing the pains of grieved individuals and has important role in coping with trauma (Stroebe & Schut, 2001). Social support has direct and indirect positive effects in adjustment after facing grieved events (Carr et al., 2001). Social support has significantly beneficial effects in human life especially in stressful life events. It has positive effects on psychological well-being among adolescents. (Cohen, 1988).

H-9: Resilience works as moderator between father's absence and extremism.

It was supposed during current research study that resilience has the moderating role between the effects of independent variable father's absence and dependent variable extremism. After running of different analysis for empirical evidence of the presumed relationships, significant moderating effects of resilience was found with results ($b = -.3231$, $t = -3.0928$, $p = .0022$, $p < 0.05^{**}$) (See table 30,31). The empirical analysis of the research accepts the research hypothesis on the basis of the mentioned results and supports the

previous studies on the role of resilience. Although no such empirical studies were conducted on these variable but this was assessed during job of the researcher in Sabaoon De Radicalization Center Malakand Swat and being performing job as senior psychologist and administrator in the monitoring cell of Sabaoon De- Radicalization Center that by developing resilient personality traits in terrorism involved individuals who were suffering from extremely extremist ideations, they were completely recovered and has achieved good technical skills and high grades in academics. After their reintegration they were involved in goal directed activities and showed responsible attitudes for their families and country. The current research study supports the studies conducted by Tugade M. M., & Fredrickson B. L. (2004), on the effects of resilience in three phases. The 1st study highlighted that, optimistic and resilient participant of ages 17 years to 40 years, well again earlier from frustration and negative emotions as compared to weak resilient traits individuals (Tugade M. M., & Fredrickson B. L., 2004). The 2nd study observed that optimistic and resilient research participants had the capabilities to control their harmful reactions (Tugade M. M., & Fredrickson B. L., 2004). The 3rd study concluded high resilient research participants showed good feelings of wellbeing and satisfaction in the same frustration events as compared of low resilient adolescents (Tugade M. M., & Fredrickson B. L., 2004).

H-10: Those adolescents whose fathers are not living with them have good coping skills as compared to those adolescents whose fathers are living with them.

Hypothesis 10 of the current research study states that those adolescents whose fathers were not living with their families has good coping skills as compared to father's living adolescents. Different empirical procedures were performed to get empirical evidences regarding the mentioned relationship. Table number 23 proved the mean differences with (FI=250, M=2.5124, SD = .36942, FA=250, M = 2.6699, SD =.46878, $t = -4.171$, $p=.000$, $p<.000^{***}$) proved the research hypothesis (Table 23). For confirmation of the results t statistics were performed. The results $t(498) = -4.171$, $p < .000$ confirmed the results of table 23 and proved that father's absent adolescents have high coping skills as compared to father's involved adolescents (Table 24). ANOVA results also verified the results with ($F(1, 498) = 17.393$, $p < .000^{***}$) proved that there is highly significant difference in coping skills of father's not living adolescents and father's involved adolescents and accepted the research hypothesis (Table 25).

The current study supports the previous research study of Melhem. et al. (2011) conducted a research study to understand the process of coping skills in bereaved individuals

of ages 7-18 years. According to his findings adolescents with good coping skills recovered soon from the negative effects of the grief as compared to adolescents with weak coping skills (Melhem N. M. et al., 2011). Packman, *et al.*, (2006) also found the good effects of coping skills in controlling the negative effects of traumatic events. Not only grieved youngsters try their best to improve to new stage of life but they also try their best to cope with the loss (Balk et al., 2011). According to study conducted by Suldo and Huebner, (2004), in grieving duration the adolescent's struggle to recover against loss and to achieve the previous functional life may affect their wellbeing which may further lead to complicate the coping procedure. It is studied that during grieving the raised behavioral issues has a positive correlation with decrease in well-being (Suldo & Huebner, 2004). In a study Noppe & Noppe, (2004) found the father's absent adolescents with good coping strategies and its multidimensional positive effects on their returning to daily life activities (Noppe & Noppe, 2004). Research highlighted the need for good coping skills for protecting and strengthening adolescent's mental health during paternal loss to make them able to restore their abilities and move towards life activities (Hansen, *et al.*, 2009).

Conclusion

This research work was finalized in two steps. In the first step of the study father's involvement inventory was developed and validated. In the second step of the research study effects of perceived father's involvement and absence on the adolescent's mental health was measured and the moderating effects of resilience and social support on the relationship among independent variable and dependent variable was analyzed. Father's involved group was measured by newly developed Shah & Qureshi father's involvement inventory (2022) while father's not living research participants were measured by an interview guidelines including twelve questions rated on 5 points Likert scale as 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree. The data was collected on valid and reliable questionnaire from the undergraduate students of district Buner. The results proved a strong association of father's absence with mental health and it was demonstrated that there is strong effect of that's absence on the mental health as compared to father's involved group. The research also verified that social support and resilience have profound effects in decreasing the impacts of father's not living on adolescent's mental health.

Applied Significance of the Study

This research study contributed in the psychology profession a novel research model and introduced a new and unique combination of independent, moderating and dependent variables. No any research work has been identified in Pakistan before this study on these variables. Along with filling gap in literature, this research study scientifically explained different extremely important aspects of adolescent's mental health which were not studied and also studied the two moderator which has opened new door to attract the psychology and family science researchers for future research studies. This study is certainly helpful for measuring father's involvement and father's absence in adolescents and in identification of factors contributing in father's involvement and father's absence. This study has great contribution for mental health professionals and social scientist in raising awareness regarding the father's role, its effects on child life and its importance in the different developmental stages. Findings from this study will contribute to provide an in-depth knowledge in the family research area. This research study will provide material about fathers' role in adolescent's overall life. A better understanding of fathers' perceptions and involvement in the family would contribute to the development of family programs and policies.

Contribution through development and validation of new scale

One of the novel contributions of this study is the development and validation of father's involvement inventory as no such measure was available. Previously father's involvement is measured by the inventories made from the perspectives of fathers but Shah and Qureshi father's involvement inventory is made through the adolescent perspectives. This qualitative research study provides preliminary multi-dimensional psychometric data for measuring father's involvement. The study is unique as all domains and items of the scale has been derived from the adolescents' perspectives that's why Shah & Qureshi father's involvement inventory provides an accurate and broad sense of father's involvement and absence from the experiences of adolescents. The multi factorial characteristics of the current research study also increases its uniqueness. The scale will be used to measure the father's involvement in Pakistan where all people could understand Urdu language easily and it is translated in English also for the broader use.

Contribution for policy makers, academicians and Parents

This study is useful for Higher Education Commission of Pakistan, University authorities and College administration to know the impact of perceived father's involvement and absence on the mental health of undergraduate adolescents and also the effects of moderator's social support and resilience in order to make useful strategies during their studies for the bright future of the undergraduate students.

HEC (Higher Education Commission) is the supervisory and monitory body of higher education and can play a vital role in improving father's involvement in adolescent's life through various initiatives and programs. Higher Education Commission can initiate research projects to understand the impact of father's involvement on adolescent's development and well-being. This research can help create awareness among policymakers, educators, and society about the significance of father's role and their involvement. Higher Education Commission can collaborate with universities and colleges to integrate courses or modules related to parenting, fatherhood, and family dynamics into existing curricula. These courses can be provided to universities, educators and professionals with a better understanding of the importance of father's involvement and equip them with the necessary skills to promote awareness regarding the role of fathers. Higher Education Commission can organize training programs, workshops, and seminars for teachers, counselors, and other professionals working with adolescents. These

sessions can focus on educating them about strategies to engage fathers in their children's lives. Higher Education Commission can work with policymakers and government bodies to develop evidence-based policies that support and encourage father's involvement in adolescents' well-being.

The terminology of “father absence” can fulfill different positions. These can include a father who is absent due to death, divorce or family disharmony, absent through work responsibilities, absent due to custody or institutionalization or physically present but absent due to disregard or neglect (East, Jackson, & O. Brien, 2006). Large-scale labor migration has been occurring in many areas of the world, leading to a huge number of children being left in home with the absence of parental cares (Tomşa R, & Jenaro C., 2015). This research study will attract the attention of government authorities for making policies for decreasing the father's absence in case of migration for jobs and making strategies for the management of the issue. This research will also attract the government authorities for making strategies for reducing divorce ratio in the country so that the children may not suffer from father's absence. This research will contribute to attract the attention of government authorities for keeping father absence aspect in deployment policies for saving the children from father's absence. this research turns the attention of the policy makers for making policies of parental leave that include provisions specifically targeting fathers. This study will encourage policymakers to promote paternity leave, allowing fathers to actively participate in their children's lives during the crucial adolescent stage for the positive impact of increased father's involvement on adolescent mental health and well-being. The research will attract policy makers for making policies about parenting education and support programs. This research will attract the government authorities to encourage the integration of mental health support services within educational institutions, healthcare systems, and community settings to highlight the importance of early identification and intervention to prevent or address mental health issues

The study will be useful for the academicians in order to better understanding of the mental health status of the students and the student's mental health problems and issues. During data collection (interviews) procedure most of the heads of the institutions were able to understand the student's mental health and emotional status as they were suffering from father's absence as usually the students could not express their emotions to their teachers. The research study will attract academicians to incorporate the research findings into the development of curricula for psychology, counseling, and education courses. By including information on the

impact of father's involvement and absence on adolescent mental health, academicians can educate future professionals about the importance of considering father-child relationships in their work and the potential consequences of father absence. Academicians can use the findings of the current study to inform the development of interventions and programs aimed at promoting adolescent mental health. They can design resilience-building interventions that specifically address the challenges faced by adolescents with absent or less-involved fathers. Academicians can collaborate with practitioners to develop evidence-based programs that promote positive father involvement and enhance social support systems for adolescents.

The increasing ratio of migration for abroad jobs, being busy in breadwinning activities thus neglecting their children and parental divorce have prolong effects on the children's overall life. This research will be helpful in realizing the role of fathers in their children's mental health. This study will contribute in awareness of parents for resolving families' issues and saving their children from paternal absence. due to the current research fathers can recognize the significant impact their involvement has on their adolescent's mental health. Actively engaging in their child's life through quality time, emotional support, and open communication can foster a positive and supportive environment for their adolescent. The current study will educate the Parents especially father, to promote resilience in their adolescents. Encouraging the development of skills like problem-solving, emotional regulation, and adaptive coping strategies can help adolescents navigate the challenges they may face due to perceived father's absence or lack of involvement. They can support their child's resilience by fostering a nurturing and supportive environment that promotes autonomy, and self-esteem of their children. The study will be helpful to educate the father for establishing open and non-judgmental communication channels with adolescents is crucial. Parents should create a safe space for their children to express their feelings, concerns, and experiences related to father's involvement or absence. Active listening and validation can foster a sense of trust and emotional connection, allowing parents to address any issues promptly and provide appropriate support. The study will enable the parents especially fathers to be proactive in seeking professional help when necessary. Mental health professionals, therapists, or counselors can provide guidance and support to parents and adolescents. They can help parents navigate the challenges associated with perceived father's absence or involvement, develop effective coping strategies, and address any mental health concerns that may arise in case of any gap.

The research study will attract the scientists for further study on different aspects of father's role in children's life and thus initiating management strategies.

Future Suggestions and Limitations of the Study

This research aimed to examine effects of perceived paternal involvement and absence on the adolescent's psychological well-being and to examine the impact of social support and resilience on the relationship among the paternal absence and mental wellbeing of adolescents. Each research work has some restrictions likewise, this research work has some limitations.

Valid and reliable questionnaires were used for data collection for the current research work from father's involved and father's absent undergraduate students of district Buner Khyber Pakhtunkhwa Pakistan so, the results cannot be generalized. It was strictly followed that all the research participants were selected from the same culture and government institutions where same school of thought was been followed. During interviews proper permission from consent form was obtained and followed all ethical limitations.

Purposive sampling technique was followed and during the study proper care of the inclusion criteria and exclusion criteria as approved from the research committee was maintained. The participants were selected from same culture having same financial status. Rapport was developed with the research participants before stating questionnaires as by conducting 7 research questionnaires required long time and before starting questionnaires they were assured for the confidentiality and after conducting the questionnaires debriefing was given to each research participant in order to control the adverse effects of the long session.

During conducting in depth interviews the research participants were served by light refreshment for maintaining the environment friendly and for controlling the adverse effects as some female cases of father's absent research participants were become emotionally unstable and sad but after providing counselling sessions, they became normal.

It was strictly followed that the classes of the research participants may not be missed for which the researcher waited for their free time as all of the research participants were students and at the end of the session each research participant was thanked for his participation in the study.

Suggestions and Future Directions

This research study was conducted on the undergraduate students of father's living and father's not living adolescents but in future the study should be conducted on those adolescents who are not studying and engage in earning activities or other domestic activities.

The future research should be conducted on prisoner's children or deployed father's children as in the current study father's absence was operationally been defines as died, divorced and overseas fathers.

In this research father's involvement scale was developed and validated but the future researchers can develop father's absence scale which is still not been studied and developed in Pakistan. More advance research work is required which could work on other remaining variables in order to explore the contributions of fathers in the growth of children likewise the maternal role should be studied extensively.

Large ratio of labors has been migrating to outer countries from Pakistan and thousands of Pakistanis are living in other countries due to earning for their families. It is good that these oversees are helping the economy of the country but this has developed a major psychological and psychosocial issue in shape of "father's absence" which has so many drawbacks on the life of adolescents and other family members. The government should pay attention on this life-threatening issue and make strategies for saving the future of Pakistan.

The current increase in divorce ration has also made children deprived from their parents. The mental health scientist and government authorities should make strategies for reducing the divorce ratio.

Seminars should be conducted in all societies of the country for the awareness of the population of the country in order to highlight the paternal unique role in the life of their children. The fathers should be educated about the benefits of their attachments on their children and the long-lasting psychological effects of their absence from their children.

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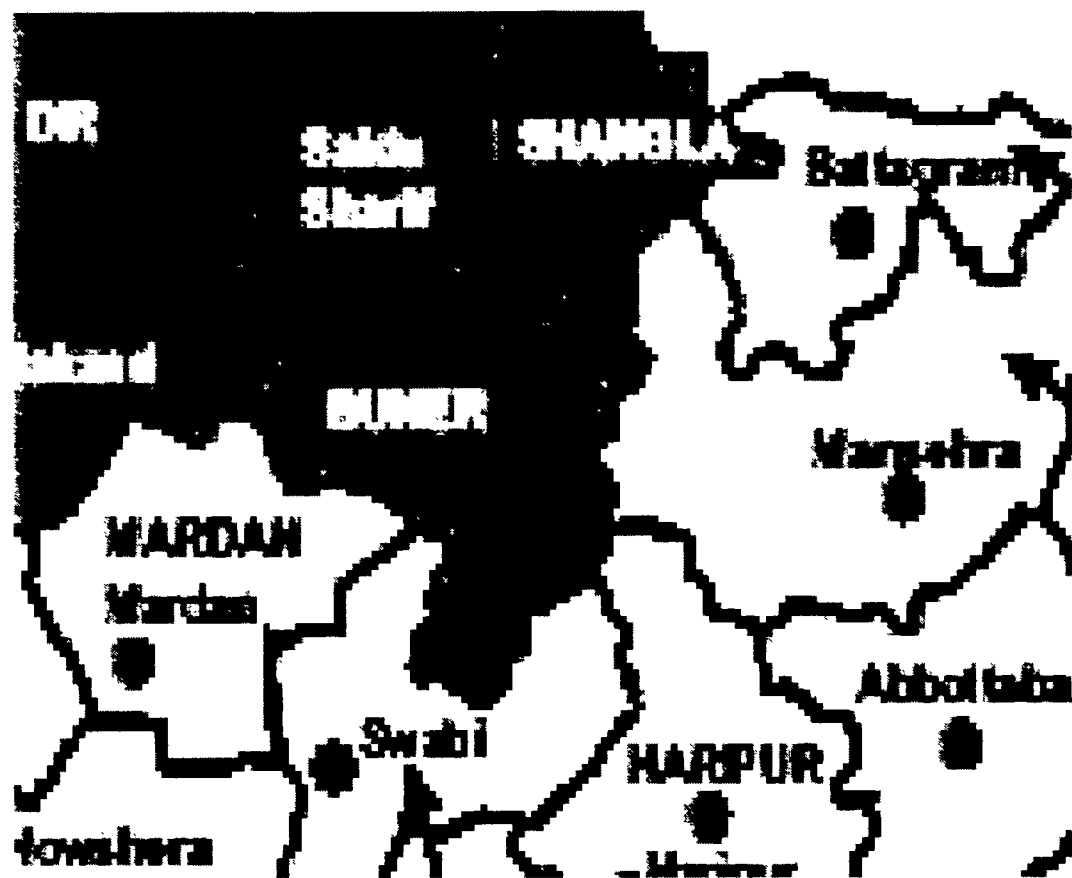
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Figure 3
Area of Research (Khadukhel) Map



Figure 4

District Buner (Khyber Pakhtunkhwa) Pakistan



Consent Form for Participation in Research Study

اجازت نامہ

نام: جنس: عمر: ماں:
 صاحبہ/آپ اپنے ترتیب دہیہ اسٹیشن بن مصلحت کی قسم
 والد کی مشیت ازمداد و منشاء حلال یافتہ اور حلالہ فوری۔ والد سے آپ اپنی کامیابی
 والدہ کی مشیت ازمداد و منشاء حلال یافتہ کے ساتھ ماں سے

اس مسلم تحقیق میں شرکت پر آپ کا شریک اس مقصد کے لیے آپ کی اجازت لینے ضروری ہے۔ اس مسلم تحقیق میں آپ کی شمولیت کے بارے میں تمام معلومات پہلے سے آپ کے ذہن میں ہوں گی۔ اس قسم پر، اس خط لے گا۔ یہ سب آپ کے بچے کے لیے ہے۔ تمام کام پڑھ کر سمجھ لیں۔
 1۔ اس مسلم تحقیق کا مقصد آپ کے اپنی قسم پر مبنی والد یا والدہ کو متاثر کرنا ہے۔ والد سے کہنے یا بات کرنے سے یہ محسوس ہو گا۔

2۔ آپ کے پاس یہ حق ہے کہ آپ اس قسم میں شامل کرنے سے پہلے کسی بھی قسم کے تحقیق میں شرکت کرنے سے انکار کر سکتے ہیں۔
 3۔ تحقیق میں شامل ہونے سے پہلے کسی بھی قسم پر کسی بھی قسم سے مستحق اور ہوسکتے ہیں۔

4۔ تحقیق میں شامل ہونے سے پہلے کسی بھی قسم پر کسی بھی قسم سے مستحق اور ہوسکتے ہیں۔
 5۔ آپ کے نام اس خط میں شامل ہونے سے پہلے کسی بھی قسم پر کسی بھی قسم سے مستحق اور ہوسکتے ہیں۔
 6۔ کسی قسم پر کسی بھی قسم سے مستحق اور ہوسکتے ہیں۔

7۔ اس قسم پر کسی بھی قسم سے مستحق اور ہوسکتے ہیں۔

دستخط:

تاریخ:

Annexure B

Demographic Sheet for Research Participants

Name of Research participant	
Family system	
Birth Order	
Sex	
Father Involved/Died/ Divorced/Abroad	
Year of father’s Death/Abroad job/ Divorced	
Place of residence	
Academic status	
Name of Academic Institute	
Monthly Income	
Signature of research participant	

Annexure C

Permission from the Author

- You have the permission to use the scale.

Take care.

Dr. Shahnila Tariq

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Please find attached a copy of the scale and the article for your reference.

Good luck

Dr. Shahnila Tariq

Assistant Professor

UMT Lahore

Shah & Qureshi Father's Involvement Scale

نام: _____ جنس: _____ عمر: _____

پیدائش کی تاریخ: _____ موجودہ پتہ: _____ والد کی حیثیت: نندہ / وقت شدہ / طلاق یافتہ / باپ منسل نہ کریں

والد کی حیثیت: نندہ / وقت شدہ / طلاق یافتہ / عدالت / حرمیت / خاندانی مسائل / انفraz / اجتماعی / سرپرست

مذہب

۱۔ تحقیق میں آپ کی شہادت و شہریت چیلنے، اس کے بیانات کو نفی سے یا سب سے ادا کرنے کے جواب پر (✓) ٹکا رہیں۔
 ۲۔ تمام جوابات درست نہ ہوں یا کوئی بیان جڑ سے غلط نہ ہو (آپ نے 'معلومات عینہ' (جس میں رائے ہو گئے اور صرف علمی تحقیق کے لئے استعمال ہوئے۔

شماره	موضوع	کتابخانه شماره ۱	کتابخانه شماره ۲	کتابخانه شماره ۳	کتابخانه شماره ۴	کتابخانه شماره ۵
۱	کتابخانه شماره ۱	۱	۲	۳	۴	۵
۲	کتابخانه شماره ۲	۱	۲	۳	۴	۵
۳	کتابخانه شماره ۳	۱	۲	۳	۴	۵
۴	کتابخانه شماره ۴	۱	۲	۳	۴	۵
۵	کتابخانه شماره ۵	۱	۲	۳	۴	۵
۶	کتابخانه شماره ۶	۱	۲	۳	۴	۵
۷	کتابخانه شماره ۷	۱	۲	۳	۴	۵
۸	کتابخانه شماره ۸	۱	۲	۳	۴	۵
۹	کتابخانه شماره ۹	۱	۲	۳	۴	۵
۱۰	کتابخانه شماره ۱۰	۱	۲	۳	۴	۵
۱۱	کتابخانه شماره ۱۱	۱	۲	۳	۴	۵
۱۲	کتابخانه شماره ۱۲	۱	۲	۳	۴	۵
۱۳	کتابخانه شماره ۱۳	۱	۲	۳	۴	۵
۱۴	کتابخانه شماره ۱۴	۱	۲	۳	۴	۵
۱۵	کتابخانه شماره ۱۵	۱	۲	۳	۴	۵
۱۶	کتابخانه شماره ۱۶	۱	۲	۳	۴	۵
۱۷	کتابخانه شماره ۱۷	۱	۲	۳	۴	۵
۱۸	کتابخانه شماره ۱۸	۱	۲	۳	۴	۵
۱۹	کتابخانه شماره ۱۹	۱	۲	۳	۴	۵
۲۰	کتابخانه شماره ۲۰	۱	۲	۳	۴	۵
۲۱	کتابخانه شماره ۲۱	۱	۲	۳	۴	۵
۲۲	کتابخانه شماره ۲۲	۱	۲	۳	۴	۵
۲۳	کتابخانه شماره ۲۳	۱	۲	۳	۴	۵
۲۴	کتابخانه شماره ۲۴	۱	۲	۳	۴	۵
۲۵	کتابخانه شماره ۲۵	۱	۲	۳	۴	۵
۲۶	کتابخانه شماره ۲۶	۱	۲	۳	۴	۵
۲۷	کتابخانه شماره ۲۷	۱	۲	۳	۴	۵
۲۸	کتابخانه شماره ۲۸	۱	۲	۳	۴	۵
۲۹	کتابخانه شماره ۲۹	۱	۲	۳	۴	۵
۳۰	کتابخانه شماره ۳۰	۱	۲	۳	۴	۵

Annexure E

English Version of Shah & Qureshi Father's Involvement Inventory

Item no	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I feel insecure because of the lack of interest of my father.	1	2	3	4	5
2	I feel financial difficulties due to the loss of my father.	1	2	3	4	5
3	Due to lack of interest of my father, my endurance has been vanished.	1	2	3	4	5
4	I get disappointed when I see other people love their fathers.	1	2	3	4	5
5	After my father has left the country, I think I have no one on my side.	1	2	3	4	5
6	I am sad all the time after my father has left the country.	1	2	3	4	5
7	I feel furious after living at distance from my father.	1	2	3	4	5
8	After separation from my father, I often dreamt up my father.	1	2	3	4	5
9	I can't bear separation from my father.	1	2	3	4	5
10	After the separation from my father, I talk with my father during my sleeps.	1	2	3	4	5
11	I am the only support of my mother after the separation from my father.	1	2	3	4	5
12	I have no life status because of the lack of interest of my father.	1	2	3	4	5
13	I hate my father after he divorced my mother.	1	2	3	4	5
14	I have no value in the view of my father.	1	2	3	4	5
15	My father sacrifices his likes to fulfill my wishes.	1	2	3	4	5
16	I have ever missed my father.	1	2	3	4	5
17	I have learnt a lot from my father.	1	2	3	4	5
18	I am afraid of my father.	1	2	3	4	5
19	I sometimes think, it would have been better, if my father had gone abroad.	1	2	3	4	5
20	No one can do moral training without a father.	1	2	3	4	5
21	I have suffered from social crises due to the absence of my father.	1	2	3	4	5
22	Without a father, the sense of responsibility increases.	1	2	3	4	5
23	I have developed negative feelings after the separation from my father.	1	2	3	4	5
24	I rely no one except my father.	1	2	3	4	5
25	Father's absence has changed the standard of my thinking.	1	2	3	4	5
26	Father's absence has created leadership qualities in me.	1	2	3	4	5
27	I have started getting drugs because of father's absence.	1	2	3	4	5
28	I fill in fighting after the absence of my father.	1	2	3	4	5
29	Without a father, an individual cannot differentiate between bad and good.	1	2	3	4	5
30	I'm nothing without my father	1	2	3	4	5
31	I feel loneliness without my father.	1	2	3	4	5
32	I have become a victim of inferiority complex after the separation from my father.	1	2	3	4	5
33	A man fall prey to social evils due to lack of interest of father.	1	2	3	4	5
34	I feel scared without father.	1	2	3	4	5
35	I cannot open my heart to anyone except my father.	1	2	3	4	5
36	My father always remains in front of my eyes all the time.	1	2	3	4	5
37	I often talk to my father in isolation.	1	2	3	4	5
38	I always feel the lack of my father's share in my character building	1	2	3	4	5
39	No one can patronize me without father.	1	2	3	4	5
40	The distance from father makes a human being morally declined.	1	2	3	4	5

1

Shah & Qureshi Father's Involvement Scale Final Version

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Annexure G

Interview Guidelines for Father's Absent Participants

Father Absence Interview Guidelines

- | | | | | | |
|-----------|-------|---------|-----------|---------------|---|
| Str Agree | Agree | Neutral | Dis Agree | Str Dis Agree | (1) والد سے جدائی کے بعد میں اپنے آپ کو غیر محفوظ تصور کرتا کرتی ہوں۔ |
| ⑤ | ④ | ③ | ② | ① | |
| Str Agree | Agree | Neutral | Dis Agree | Str Dis Agree | (2) والد کے بعد میں خیال کرتا کرتی ہوں کہ میرا کوئی نہیں ہے۔ |
| ⑤ | ④ | ③ | ② | ① | |
| Str Agree | Agree | Neutral | Dis Agree | Str Dis Agree | (3) والد کے وفات / جدائی کا منظر ہر وقت میرے نگاہوں کے سامنے ہوتا ہے۔ |
| ⑤ | ④ | ③ | ② | ① | |
| Str Agree | Agree | Neutral | Dis Agree | Str Dis Agree | (4) والد سے جدائی دنیا میں سب سے بڑا کچھ منظر ہوتا ہے۔ |
| ⑤ | ④ | ③ | ② | ① | |
| Str Agree | Agree | Neutral | Dis Agree | Str Dis Agree | (5) میں ہمیشہ والد کی کمی محسوس کرتا کرتی ہوں۔ |
| ⑤ | ④ | ③ | ② | ① | |
| Str Agree | Agree | Neutral | Dis Agree | Str Dis Agree | (6) والد کے بغیر کوئی زندگی ہی نہیں۔ |
| ⑤ | ④ | ③ | ② | ① | |
| Str Agree | Agree | Neutral | Dis Agree | Str Dis Agree | (7) والد کے بعد میرے لئے کسی کی کوئی حیثیت نہیں ہے۔ |
| ⑤ | ④ | ③ | ② | ① | |
| Str Agree | Agree | Neutral | Dis Agree | Str Dis Agree | (8) میں کبھی بھی اپنے والد کو نہیں بھولتا بھولتی ہوں۔ |
| ⑤ | ④ | ③ | ② | ① | |
| Str Agree | Agree | Neutral | Dis Agree | Str Dis Agree | (9) میں ہمیشہ دوسروں کے والد کو دیکھ کر غم ہو جاتا ہوں۔ |
| ⑤ | ④ | ③ | ② | ① | |
| Str Agree | Agree | Neutral | Dis Agree | Str Dis Agree | (10) والد کے بغیر ڈر لگتا ہے۔ |
| ⑤ | ④ | ③ | ② | ① | |
| Str Agree | Agree | Neutral | Dis Agree | Str Dis Agree | (11) والد کی کمی کو کوئی پورا نہیں کر سکتا ہے۔ |
| ⑤ | ④ | ③ | ② | ① | |
| Str Agree | Agree | Neutral | Dis Agree | Str Dis Agree | (12) والد کی موجودگی ہی دنیا کی سب سے بڑی خوشی ہوتی ہے۔ |
| ⑤ | ④ | ③ | ② | ① | |

Annexure H

Multidimensional Scale for Perceived Social Support (MSPSS)

ہر بیان کو غر سے پڑھیے۔ نشان دہی کیجئے کہ آپ ہر بنان کے متعلق کس طرح سے محسوس کرتے ہیں۔

1	7	6	5	4	3	2	1	ایک خاص شخص ہے جو ہر ضرورت کت وقت میرے پاس بتا ہے۔
2	7	6	5	4	3	2	1	ایک خاص شخص ہے جس کے ساتھ میں اپنے غم اور خوشیاں بانٹ سکتا ہوں/سکتی ہوں۔
3	7	6	5	4	3	2	1	میرے گھر والے میری مدد کرنے کی پوری کوشش کرتے ہیں۔
4	7	6	5	4	3	2	1	مجھے میرے گھر والوں سے جذباتی مدد اور سہارے کی ضرورت ہوتی ہے وہ مجھے ملتی ہے۔
5	7	6	5	4	3	2	1	میرے پاس ایک خاص شخص ہے۔ جو وقتی میرے لئے رابطہ کا ذریعہ ہے۔
6	7	6	5	4	3	2	1	میرے دوست میری مدد کرنے کی واقعی کوشش کرتے ہیں۔
7	7	6	5	4	3	2	1	جب مشکل پڑے تو میں اپنے دوستوں پر بھروسہ کر سکتا ہوں/سکتی ہوں۔
8	7	6	5	4	3	2	1	میں اپنے گھر والوں کے ساتھ اپنے مسئل کے متعلق بات کر سکتا ہوں / کر سکتی ہوں۔
9	7	6	5	4	3	2	1	میرے ایسے دوست ہیں جن کے ساتھ میں اپنی خوشنما اور غم بانٹ سکتا ہوں/سکتی ہوں۔
10	7	6	5	4	3	2	1	میری زندگی میں ایک خاص شخص ہے جو میرے احساسات کی پرواہ کرتا ہے / کرتی ہے۔
11	7	6	5	4	3	2	1	میرے گھر والے پصلی کرنے میں میری مدد کر تے ہیں۔
12	7	6	5	4	3	2	1	میں اپنے مسائل کے متعلق اپنے دوستوں سے بات کر سکتا ہوں / کر سکتی ہوں۔

Annexure I

Trait Resilience Checklist Urdu

جنس _____ عمر _____ ماہانہ آمدنی _____

خاندانی ڈھانچہ _____ کتنی بار ڈینگی بخار کا حملہ ہوا _____

کتنے دن بخار میں مبتلا رہے؟ _____ آپ کے علاوہ کسی اور فرد کو ڈینگی ہوا؟ _____

علاج کہاں سے کروایا؟ سرکاری ہسپتال، پرائیوٹ ہسپتال، کلینک _____

ہدایات: ہر بیان کو پڑھنے کے بعد اس کے بائیں جانب دیئے گئے مناسب نمبر پر دائرہ لگائیں جو اس بات کی عکاسی کرے کہ آپ عام طور پر کیسا محسوس کرتے ہیں۔

۱۔ بہت زیادہ غیر متفق ۲۔ غیر متفق ۳۔ غیر جانب دار

۴۔ متفق ۵۔ بہت زیادہ متفق

1	5	4	3	2	1	مجھ سے ایک مددگار انسان کی توقع رکھی جاتی ہے
2	5	4	3	2	1	میں مشکل وقت میں پرسکون رہتا ہوں۔
3	5	4	3	2	1	میں دوسروں کی نظر میں ہوشیار اور جسمانی طور پر چشت ہوں۔
4	5	4	3	2	1	میں خود پر یقین رکھتا ہوں۔
5	5	4	3	2	1	میرے والدین مجھے کافی توجہ دیتے ہیں۔
6	5	4	3	2	1	میرے خاندان کی مجھ سے اونچی توقعات ہیں۔
7	5	4	3	2	1	جب میں پریشان یا مصیبت میں ہوتا ہوں تو عام طور پر کوئی ایسا شخص ہوتا ہے جس پر میں انحصار کر سکتا ہوں۔
8	5	4	3	2	1	میں سکول میں کامیاب ہوں۔
9	5	4	3	2	1	میں دوسروں کی مدد کرنے کے لیے تیزی سے کام کرتا ہوں۔
10	5	4	3	2	1	میں محسوس کرتا ہوں کہ میں خود کو سمجھتا ہوں۔
11	5	4	3	2	1	میرا ان پریشان کن مشکلات سے سامنا ہے جن سے نمٹنا میں سیکھ چکا ہوں۔
12	5	4	3	2	1	میں مستقبل کے لیے منصوبہ بندی کرنا جانتا ہوں۔

5	4	3	2	1	13	دوسرے مجھے دیکھ کر عموماً خوش لگتے ہیں۔
5	4	3	2	1	14	میرے والدین مجھے بتاتے ہیں کہ میں آرام طلب اور اچھی طبیعت کا مالک ہوں۔
5	4	3	2	1	15	میرے بڑوں کے ساتھ مثبت تعلقات ہیں۔
5	4	3	2	1	16	میں اپنے کاموں میں مستقل مزاجی سے لگا رہتا ہوں جب تک میں کامیاب نہ ہو جاؤں۔
5	4	3	2	1	17	میں مشکلات سے نمٹنے کے لیے موثر طریقے ڈھونڈنے کے قابل ہوں۔
5	4	3	2	1	18	میں محسوس کرتا ہوں کہ مشکل حالات کے باوجود چیزیں ٹھیک ہو جائیں گی۔

Annexure J

Buss and Perry Aggression Scale Urdu Version

[illegible]

Buss and Perry Aggression Scale Urdu Version

- | | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 23۔ میں چاہتا ہوں کہ میرے دوست پیٹنے پیچنے میں میری برائیاں کرتے ہیں۔ |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 24۔ میں انہیں اس لئے صدمے زیادہ دیتا ہوں کہ وہ یہ پریشان کن جواب دیتے ہیں۔ |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 25۔ مجھے کبھی بہمار یہ محسوس ہوتا ہے کہ لوگ پیٹنے پیچنے میرا حق اڑاتے ہیں۔ |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 26۔ میں ایک معتد اس مبالغہ انگ انسان ہوں۔ |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 27۔ جب لوگ مجھ سے خاص طور پر اچھے طریقے سے گفتگو کرتے ہیں تو میں سوچنے لگتا ہوں کہ انہیں مجھ سے کیا خواہش ہے۔ |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 28۔ کچھ لوگوں نے مجھ سے کہا کہ میں زیادہ نرم دیا کہ نرم لڑ پڑتا ہوں۔ |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 29۔ کسی اور سے گفتگو کو مختار کرنے کے لئے مجھے کسی خاص وجہ کے بارے میں سوچنے کی ضرورت نہیں پڑتی۔ |

Annexure K

Extremism and Violence Risk Identification Scale (EVRIS-2020)

نمبر شمار	سوالات	مکمل متفق	متفق	کسی حد تک متفق	کسی حد تک متفق	غیر متفق	مکمل غیر متفق
1	میں جانتا ہوں کہ میرا کوئی مستقبل نہیں۔						
2	میرے معاشرے میں تعلیم کی کوئی قدر نہیں۔						
3	حالات نے میری تعلیمی شوق کو مکمل ختم کر ڈالا ہے۔						
4	یہاں تعلیم کے موافق نوکریاں نہیں ملتی۔						
5	اس معاشرے میں زندگی گزارنا بہت مشکل لگ رہا ہے۔						
6	میں اکثر ان حالات کے بارے میں سوچ کر پریشان ہو جاتا ہوں۔						
7	میں کبھی کبھی زندگی سے بیزار ہو جاتا ہوں۔						
8	میرے گھر میں میرا دیکھ بال کرنے والا کوئی نہیں۔						
9	میرے حالات نے مجھے تنہائی پسند بنا دیا ہے۔						
10	میرے گھر والے میرے احساسات نہیں سمجھتے۔						
11	میرے گھر میں ہمیشہ اختلافات رہتے ہیں۔						
12	میرا اپنے قریبی دوستوں کے علاوہ کسی اور سے بات کرنے کو دل نہیں چاہتا۔						
13	میرے معاشرے میں اچھے کاموں کی کوئی تعریف نہیں ہوتی۔						
14	اپنے حقوق اور فائدے کی خاطر میں کسی کی جان بھی لے سکتا ہوں۔						
15	میں اسلحہ رکھنے اور اس کے استعمال میں دلچسپی رکھتا ہوں۔						

					مجھے مار پیٹ اور لڑائی والی فلمیں بہت پسند ہے۔	16
					میں غصے کی حالت میں مار کٹائی سے گریز نہیں کرتا/کرتی۔	17
					میرا دل کرتا ہے کہ میں ظلم کرنے والوں کو مار دوں۔	18
					غصے کی حالت میں میں اکثر چیختا چلاتا ہوں۔	19
					میں ضرور ان حالات کے ذمہ دار لوگوں سے بدلہ لوں گا/لوں گی۔	20
					میں دوسرے لوگوں پر حاوی ہونا چاہتا ہوں۔	21
					میرے اردگرد کے ماحول میں مار کٹائی کی کثرت ہے۔	22
					میں اپنے مذہب کے خلاف کوئی بات برداشت نہیں کر سکتا/سکتی۔	23
					میں اس بات کا قائل ہوں کہ اسلام کو تلوار کی زور پر تمام دنیا میں رائج کیا جائے	24
					میں مسلمانوں کے علاوہ تمام مذاہب کے لوگوں کے خلاف جہان کرنا چاہتا ہوں۔	25
					میں اپنے مسلک کے علاوہ تمام مسالک کو غلط تصور کرتا/کرتی ہوں۔	26

Annexure- L

Deviant Behavior Scale

Deviant Behavior Scale Mushtaq & Kausar (2018)

Instructions: Read the following statements and put a tick (✓) in front of the option which you think is most suitable for you. There is no right or wrong answer. Please do not leave any statement unanswered.

مذاہبت جیسے سے گئے جملہ نو عور سے پڑھیں اور اس میں سے مناسب سے لکھیں جواب پر 1-5 انگیز جواب کے لیے صاف سے زیادہ موصوف ہے۔ کوئی بھی جواب برصا بہ خطا نہیں ہے۔ ہر اس صورت میں کوئی اس جواب سے بھرے۔ چھوڑیں۔

S. No.	Statement	ہیں	Almost never تقریباً کبھی نہیں	Sometimes کبھی کبھار	Often اکثر	Almost always تقریباً ہمیشہ
1	I feel angry At home At school/ College With friends	میں غصے میں رہتا ہوں۔ گھر پر سکول میں/ کالج میں دوستوں کے ساتھ	1 1 1	2 2 2	3 3 3	4 4 4
2	I like to shout at someone At home At school/ College With friends	مجھے کسی پر چیخنا چلاتا پسند ہے گھر پر سکول میں/ کالج میں دوستوں کے ساتھ	1 1 1	2 2 2	3 3 3	4 4 4
3	I have irritable mood At home At school/ College With friends	میرا مزاج چڑچڑا ہے گھر پر سکول میں/ کالج میں دوستوں کے ساتھ	1 1 1	2 2 2	3 3 3	4 4 4
4	I lose temper At home At school/ College With friends	میں طیش میں آ جاتا ہوں گھر پر سکول میں/ کالج میں دوستوں کے ساتھ	1 1 1	2 2 2	3 3 3	4 4 4
5	I am resentful/harsh At home At school/ College With friends	میں سخت دل ہوں گھر پر سکول میں/ کالج میں دوستوں کے ساتھ	1 1 1	2 2 2	3 3 3	4 4 4
6	I argue with my... At home At school/ College With friends	میں جھگڑا کرتا ہوں گھر پر سکول میں/ کالج میں دوستوں کے ساتھ	1 1 1	2 2 2	3 3 3	4 4 4
7	I actively refuse to follow rules At home At school/ College	میں قوانین کو ملتے سے انکار کرتا ہوں گھر پر سکول میں/ کالج میں	1 1	2 2	3 3	4 4
8	I refuse to follow orders from authority At home At school/ College	میں حکام بالا کی طرف سے دیے گئے والے احکامات کو نہیں مانتا گھر پر سکول میں/ کالج میں	1 1	2 2	3 3	4 4
9	I intentionally irritate	میں جان بوجھ کر				

S. No.	Statement	بیان	Almost never تقریباً کبھی نہیں	Sometimes کبھی کبھار	Often غیر	Almost always تقریباً ہمیشہ
	others	دوسروں کو چڑاتا ہوں				
	At home	گھر پر	1	2	3	4
	At school/College	سکول میں/کالج میں	1	2	3	4
	With friends	دوستوں کے ساتھ	1	2	3	4
10	I blame others for my mistakes	میں اپنی غلطیوں کا الزام دوسروں پر لگاتا ہوں				
	At home	گھر پر	1	2	3	4
	At school/College	سکول میں/کالج میں	1	2	3	4
	With friends	دوستوں کے ساتھ	1	2	3	4
11	I blame others for my misbehavior	میں اپنے غلط رویے کا الزام دوسروں پر لگاتا ہوں				
	At home	گھر پر	1	2	3	4
	At school/College	سکول میں/کالج میں	1	2	3	4
	With friends	دوستوں کے ساتھ	1	2	3	4
12	I am hurtful	میں دوسروں کو نقصان/تکلیف پہنچاتے والا ہوں				
	At home	گھر پر	1	2	3	4
	At school/College	سکول میں/کالج میں	1	2	3	4
	With friends	دوستوں کے ساتھ	1	2	3	4
13	I take revenge from others	میں دوسروں سے بدلہ لیتا ہوں				
	At home	گھر پر	1	2	3	4
	At school/College	سکول میں/کالج میں	1	2	3	4
	With friends	دوستوں کے ساتھ	1	2	3	4
14	I feel like breaking things	میرا چہرہ توڑنے کو مل کرنا ہے				
	At home	گھر پر	1	2	3	4
	At school/College	سکول میں/کالج میں	1	2	3	4
	With friends	دوستوں کے ساتھ	1	2	3	4
15	I get in a bad mood when things don't go my way	جب چیزیں میری مرضی سے نہ ہوں تو میرا مزاج خراب ہو جاتا ہے				
	At home	گھر پر	1	2	3	4
	At school/College	سکول میں/کالج میں	1	2	3	4
	With friends	دوستوں کے ساتھ	1	2	3	4
16	I quarrel with others	میں دوسروں سے جھگڑتا ہوں				
	At home	گھر پر	1	2	3	4
	At school/College	سکول میں/کالج میں	1	2	3	4
	With friends	دوستوں کے ساتھ	1	2	3	4

No.	Statement	بیان	Almost never تقریباً کبھی نہیں	Sometimes کبھی کبھار	Often بہت	Almost always تقریباً ہمیشہ
25	With friends I feel like fighting with weapon (knife, gun)	دوستوں کے ساتھ میرا دل چلتا ہے کہ میں سلاحوں (چھری، پتھر، تھوڑے ساکھ لڑوں کے ساتھ)	1	3	4	2
	At home	گھر پر	1	3	3	4
	At school/ College	مدرستہ میں / کالج میں	2	3	3	4
	With friends	دوستوں کے ساتھ	1	2	3	4
26	I use bad language	میں بری زبان استعمال کرتا ہوں	1	2	3	4
	At home	گھر پر	1	2	3	4
	At school/ College	مدرستہ میں / کالج میں	1	2	3	4
	With friends	دوستوں کے ساتھ	1	3	3	4

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UMF, Lahore. Email: shahnazfaruq@gmail.com

Brief Cope Scale

۶.۷

درج ذیل بیانات ان تمام طریقوں کے متعلق ہیں جو آپ اپنی زندگی میں اپنی دباؤ سے نمٹنے کے لئے استعمال کرتے رہے ہیں۔ ہر بیان ذہنی دباؤ سے نمٹنے کے ایک خاص طریقے کی نشاندہی کرتا ہے۔ میں یہ جاننا چاہتی ہوں کہ ہر بیان جس طریقے کی نشاندہی کرتا ہے آپ اس کو کس حد تک استعمال کرتے رہے ہیں۔ (کتنا زیادہ یا کتنی دفعہ)۔ اس بنیاد پر جواب نہ دیں کہ طریقہ مفید ہے یا نہیں۔ صرف اس بنیاد پر جواب دیں کہ آپ نے وہ طریقہ اختیار کیا یا نہیں۔ ہر بیان کے سامنے متبادل جوابی صورتوں میں سے کسی ایک کا انتخاب اس خانے میں نشان (✓) لگا کر کریں۔

No	بیانات	کبھی نہیں	بہت کم	کبھی کبھی	بہت زیادہ
1	میں اپنے ذہن سے کچھ چیزوں کو نکالنے کے لیے دوسرے کاموں یا مشاغل کی طرف متوجہ ہو جاتا/جاتی رہی ہوں۔				
2	میں جس صورتحال میں ہوں اس سے نپٹنے کے لئے میں اپنی تمام کوششیں صرف کرتا/کرتی رہی ہوں۔				
3	میں اپنے آپ سے کہتا/کہتی رہی ہوں کہ یہ حقیقت نہیں ہے۔				
4	میں بہتر محسوس کرنے کے لئے سکون آور نشا آور ادویات استعمال کرتا/کرتی رہی ہوں۔				
5	مجھے دباؤ سے جذباتی بہا راستہ رہا ہے۔				
6	میں اس صورتحال کو بہتر بنانے کی کوشش میں اقدامات کرتا/کرتی رہی ہوں۔				
7	میں صورتحال سے نمٹنے کی کوششیں ترک کر دیتا/دیتی رہی ہوں۔				
8	میں یہ یقین کرنے سے انکار کرتا/کرتی رہی ہوں کہ ایسا ہو چکا ہے۔				
9	میں ایسی باتیں کہتا/کہتی رہی ہوں جن سے میرے تاثر شکوہ اور جذبات میں کمی آسکے۔				
10	میں دوسروں سے مشورہ اور مدد حاصل کرتا/کرتی رہی ہوں۔				
11	میں اس صورتحال سے نمٹنے کے لئے سکون آور نشا آور ادویات استعمال کرتا/کرتی رہی ہوں۔				

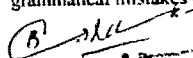
No	بیانات	کچھ	بہت کم	کبھی کبھی	بہت زیادہ
12	میں اس صورتحال کو مختلف پہلوؤں سے دیکھنے کی کوشش کرتا / کرتی رہی ہوں۔ تاکہ یہ زیادہ مثبت نظر آئے۔				
13	میں اپنے آپ پر تنقید کرتا / کرتی رہی ہوں۔				
14	میں صورتحال کے بارے میں کچھ کرنے کے لئے ایک حکمت عملی تلاش کرنے کی کوشش کرتا / کرتی رہی ہوں۔				
15	میں کسی دوسرے سے آرام، اہم خیالی حاصل کرتا / کرتی رہی ہوں۔				
16	میں اس صورتحال پر قابو پانے کی کوشش ترک کرتا / کرتی رہی ہوں۔				
17	جو کچھ ہو رہا ہے میں اس میں بہت کچھ بہتر پسند دیکھنے کی کوشش کرتا / کرتی رہی ہوں۔				
18	میں اس صورتحال کے بارے میں مزاج پیدا کرتا / کرتی رہی ہوں۔				
19	میں اس صورتحال کے بارے میں کم سوچنے کے لئے کچھ نہ کچھ کرتا / کرتی رہی ہوں جیسے فلم کے لئے جانا، ٹی وی دیکھنا، پڑھنا، دن میں خواب دیکھنا، سونا یا خریداری کرنے۔				
20	میں اس حقیقت کو تسلیم کرتا / کرتی رہی ہوں کہ ایسا رونما ہو چکا ہے۔				
21	میں اپنے منفی جذبات کا اظہار کرتا / کرتی رہی ہوں۔				
22	میں اپنے مذہب، روحانی عقیدہ میں سکون تلاش کرنے کی کوشش کرتا / کرتی رہی ہوں۔				
23	صورتحال سے متعلق کچھ کرنے کے لئے میں دوسرے لوگوں سے مدد اور مشورہ لینے کی کوشش کرتا / کرتی رہی ہوں۔				
24	میں اسی صورتحال کے ساتھ گزارنا سیکھتا / سیکھتی رہی ہوں۔				
25	میں اس بارے میں بہت غور کرتا / کرتی رہی ہوں۔ کہ کیا اقدامات لوں۔				
26	جو کچھ ہوا اس کے لئے میں اپنے آپ کو قصوروار ٹھہراتا / ٹھہراتی رہی ہوں۔				
27	میں عبادت اور دعا کرتا / کرتی رہی ہوں۔				
28	میں حالات کو مذاق میں اڑاتا / اڑاتی رہی ہوں۔				

English Grammar Check Certificate

**SUBJECT: CERTIFICATE FOR ENGLISH LANGUAGE AND GRAMMER CHECK
TO WHOM IT MAY CONCERN**

I am writing to confirm that I have reviewed the thesis draft titled "IMPACT OF PERCEIVED FATHER'S INVOLVEMENT AND ABSENCE ON ADOLESCENT'S MENTAL HEALTH, MODERATING ROLE OF RESILIENCE AND SOCIAL SUPPORT" and can certify that the English language and grammar used in the draft are appropriate and meet the required academic purpose.

As subject expert I have thoroughly checked the draft and approve this thesis draft with no grammatical mistakes or language concerns for further procedure


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