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A Study of Attachment, Emotional Regulation, and Psychological Well-being among Adolescents in Educational Institutions

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ABSTRACT

The aim of the present study was to examine attachment and emotional regulation as correlates and predictors of psychological well-being among adolescents. This correlational research design analyzed a sample of 300 adolescents (150 boys and 150 girls) between 13-17 years of age, selected through purposive sampling strategy. Participants completed Inventory of Parent and Peer Attachment, Emotional Regulation Questionnaire for Children and Adolescents and Warwick-Edinburgh Mental Well-being Scale. Descriptive analysis was done on demographics. Inferential statistics used in this study were Pearson Product Moment Correlation, Multiple Hierarchical Linear Regression and Independent Sample t-test. The results reveal significant positive correlation of mother, father, peer attachment and cognitive reappraisal with psychological well-being while expressive suppression significantly negatively correlated with psychological well-being. Mother, father, peer attachment and cognitive reappraisal emerged as significant positive predictors of psychological well-being. There were no significant gender differences among the study variables.

Introduction

Psychological well-being in adolescence means understanding of positive emotions and contentment with one's life and when these two things are combined with the absence of psychopathology, it leads towards great academic skills, social skills and health (Diener et al., 2009). Adolescence is a stage that lays strong foundation for how the personality of a child develops in future and is considered a critical developmental period in which life goals and values are created (Berman et al., 2006). Psychological well-being seems to have its own development idiosyncrasy during adolescence and psychological well-being at this stage differs form later stages in an individual's life (Viejo et al., 2018). An essential component of our future economic and social well-being is a society which has healthy, active and harmonious young people, so an important area of research is the identification of factors which can contribute towards the promotion of psychological wellbeing of adolescents (Canning et al., 2017). It has been established previously that an increasing amount of attention is given to the judgments of adolescents regarding their life satisfaction (Huebner et al., 2009), but among this age group, psychological well-being remains an under explored area of research and is not given much attention (Opree et al., 2018). To this end, the present study focuses on examining psychological well-being among adolescents with attachment and emotional regulation as

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predictors of psychological well-being and this study can contribute towards literature as the literature lacks the relationship between these three variables among adolescent population in the context of Pakistan.

Attachment is defined as an emotional connection towards other individual. The early patterns of interactions with the caregiver that develop over the first year of life leads to the development of early attachment patterns. According to the attachment theory, early parent child relationships determine how the other close relationships develop later in life (Furman et al., 2002). This theory postulates that children develop an inner concept of self and of their caregivers based on the early experiences of interaction with the caregiver (Bretherton & Munholland, 1999). According to Bowlby (1973), this inner concept play a fundamental role in affecting relationships with the individual develops later in life. There is, in fact, substantial evidence the kind of attachment the child develops with the parents during early years is related how the relationship or attachment he/ she develops with the peers later in life (Elicker et al., 1992).

One of the important factors for our psychological and physical well-being are the emotions we feel and express. However, the emotions we feel and express are not always functional and adaptive. Emotional regulation is necessary for the appropriate responses to the environmental demands (Aldao et al., 2010). Emotional regulation is the process of monitoring, evaluating and modifying emotional reaction to situations by individuals (Thompson, 1994). The most widely and frequently adopted theoretical framework related to emotional regulation strategies is the model of EMR developed by Gross (1998). According to it, cognitive reappraisal focuses on understanding and interpreting the situation which elicits emotional reaction while expressive suppression (ES) is the response focused strategy which focuses on the response towards the situation and hindering the emotion expressive behavior. Expressive suppression is not considered to be as much effective strategy for emotional regulation as compared to cognitive reappraisal (Aldao et al., 2010).

A combination of positive effective states such as happiness or better functioning in individual and social life is defined as psychological well-being (Deci & Ryan, 2008). It is the combination of functioning effectively and a sense of satisfaction (Huppert, 2009). Therefore, those people who report having high psychological well-being experience more positive emotions, they are more satisfied with their lives and they feel supported by others (Huppert, 2009). Psychological well-being is quite similar to other terms such as happiness and satisfaction with life, which refers to positive mental states. Theoretically, psychological well-being has been conceptualized as containing both hedonic perspective and eudemonic perspective (Deci & Ryan, 2008). Carol Ryff proposed a 6 factor model of psychological well-being in which he breaks down eudemonic well-being into six types of psychological well-being and describes psychological well-being as multidimensional and not merely about happiness and positive emotions (Ryff & Singer, 1998).

Literature Review

Minasochah (2019) conducted a study on parent and peer attachment and psychological well-being among adolescent. 135 adolescents between the ages of 15-19 years, living in diaspora families or who were left in diaspora by parents and were cared for by substitute parent, were selected. IPPA and Ryff scale of psychological well-being were used to access attachment style and psychological well-being among adolescents. Data analysis consisted of regression. The study showed that peer attachment have significant while parent attachment have insignificant relationship with psychological well-being.

Valley and Ahmed (2020) studied the influence of emotional regulation strategies on psychological well-being in an Emirati college sample. Data was collected through 147 college students with a mean age of 21.37. Emotional regulation was assessed through ERQ scale, psychological well-being was assessed through SPANE and flourishing scale and the coping strategies were assessed through Brief COPE inventory. Data analysis consisted of multiple hierarchical regression. The results showed that the increase in cognitive reappraisal causes increase in positive affect, flourishing, emotional coping and instrumental coping (positive association) while the increase in emotional suppression causes increase in negative affect (positive association) and decrease in emotional and instrumental coping (negative association).

Amjad et al. (2020) conducted a study in which professional quality of life acted as a mediator for the relationship of emotional regulation and psychological well-being. Data was collected through a sample of 165 mental health professionals between the ages of 21-62 years from different cities of Pakistan. Emotional regulation questionnaire, professional quality of life scale and Ryff psychological well-being scale were used to measure the variables under study. Data analysis included regression which showed that cognitive reappraisal, compassion satisfaction, secondary traumatic stress, and burnout predicted psychological well-being (significant predictors). The relationship between cognitive reappraisal and psychological well-being was mediated by compassion satisfaction and burnout.

Nawaz and Gillani (2011) conducted a study to explore the relationship of parental and peer attachment and career decision making self-efficacy among adolescents and post-adolescents. Data was collected from educational institutes of two cities of Pakistan, which were Rawalpindi and Islamabad. The

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sample size of the current study was 300 adolescent boys and 250 adolescent girls. Attachment of the population with parents and peer was measured through Inventory of Parent and Peer Attachment- Revised (IPPA-R) and the career decision making self-efficacy was measured through Career Decision Making Self-efficacy Scale short form (CDMSE-SF). The analysis showed that as attachment with parents and peers increases, career decision making self-efficacy was also increased (significant positive relationship). The influence of Parental Attachment was stronger than the influence of Peer Attachment. However, the analysis showed no significant gender difference for the study variables.

Theoretical Framework

Attachment is linked to emotional regulation as attachment security is considered to impact the child's emotional flexibility, modulation and expression of emotions (Tobin et al., 2007). Adolescents who are securely attached to parents openly express their emotions while those who have less attachment security face difficulties when they are faced with emotional challenges in keeping relations with other individuals in their life such as peers (Altan-Atalay, 2019). Adolescents who are securely attached to parents regulate their emotions in constructive ways, feel comfortable in exploring new stimuli and do not become immersed in worries (Mikulincer & Shaver, 2007). According to attachment theory, individuals adopt specific emotional regulation strategies to deal with stress. Individuals with less secure attachment repress their emotional expression thus it reduces their psychological well-being as individuals with expressive suppression experience less positive emotions (Kelley et al., 2018).

Rationale of the Study

As per previous literature, relationship of attachment and emotional regulation with psychological well-being has been explored in different populations but no study has been conducted that investigated this pathway among adolescents. While some few and far between research may have addressed this relationship, little to nothing is known about it in the indigenous context. Thus the current research aims to enrich the indigenous pool of knowledge by investigating how much variance attachment and emotional regulation explain in psychological well-being among adolescents. Thus the contextual gap will be filled. Unlike many previous studies which have focused attachment either with reference to one's parents or peers, this study will examine adolescent attachment with respect to both parents and peers, thus filling in the knowledge gap. There is only 10% contribution of the world's health (physical and mental) research to help improve the health (physical and mental) of 90% of its population. Efforts must be made to correct this 10/90 gap in countries like Pakistan which currently have the large population of young people (Sathar et al., 2003). So, this research, by exploring the variables (attachment and emotional regulation) associated with psychological well-being carries its significance as the psychological well-being of adolescents is a socio psychological necessity.

Hypotheses

H1: There is likely to be a relationship of attachment and emotional regulation with psychological well-being among adolescents.

H2: Attachment and emotional regulation are likely to be predictors of psychological well-being among adolescents.

H3: There is likely to be significant gender difference in terms of attachment, emotional regulation and psychological well-being among adolescents.

Method

This study was conducted through correlational research design. The current study was conducted using purposive sampling strategy to select the participants. The sample consisted of 300 adolescents between 13-17 years of age (M= 15.7, SD= 1.20) studying in private or government/semi government schools (Unique Group of Institutions, Allied School, American Lycetuff, Crescent Model Higher Secondary School, Govt. Pilot Secondary School and Divisional Public School) in Lahore, Pakistan. The sample consisted of 150 boys and 150 girls. The selection criteria of the study included: (1) Adolescents between the age range of 13-17 years studying in private or government/semi-government schools in Lahore. (2) Participants raised by both parents and are living with them. Exclusion criteria of the study included: (1) Adolescents with no formal schooling experience (2) Adolescents with any kind of physical disability or diagnosed psychological/psychiatric illness.

Measures

Inventory of Parent and Peer Attachment-Revised (IPPA-R)

IPPA-R measures perception of individuals regarding their attachment to peer and parents. It has three subscales, one subscale assess relationship with mother, one subscale assess relationship with father and one subscale assess relationship with peers. Each subscale has 25 items. Response choice for items for each subscale are rated on a 5 point Likert Scale ranging from 1 to 5, where 1 represents "Almost never or

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never true" and 5 represents "Almost always or always true". The Cronbach's Alpha values are .87 for mother attachment, .89 for father attachment and .92 for peer attachment (Guarnieri et al., 2010).

Emotional Regulation Questionnaire for Children and Adolescents (ERQ-CA)

ERQ-CA scale access emotional regulation of the respondents. The scale has two subscales which are subscale for expressive suppression and subscale for cognitive reappraisal. The scale consists of total 10 items (6 items for cognitive reappraisal and 4 items for expressive suppression). Response choice for items for each subscale are rated on a 5 point Likert Scale ranging from 1 to 5, where 1 represents "strongly disagree" and 5 represents "strongly agree". The range of scores for cognitive reappraisal scale is to 6 to 30 while the range of scores for expressive suppression is 4 to 20. The Cronbach's Alpha value is .83 for cognitive reappraisal and .75 for expressive suppression (Gullone & Taffe, 2012).

Warwick-Edinburgh Mental Well-being Scale (WEMWBS)

Warwick-Edinburgh Mental Well-being Scale is a scale of 14-positively worded items which assess the positive aspects of mental health or well-being such as happiness or psychological functioning. Response choice for items are rated on a 5 point Likert scale ranging from 1 to 5, where 1 represents "None of the time" and 5 represents "All of the time". The range of scores is from 14 to 70. The Cronbach's alpha value is 0.89 for this scale (Tennant et al., 2007).

To carry out this research, the permission for the use of assessment measures was taken from the original authors. Study protocol was approved by the Departmental Synopsis Defense Committee. A pilot study was conducted on the sample of 10 before the actual study to check for feasibility, understanding ability and the duration of the scale used for current study also to check if any problem reported by any participants. Since no problems and difficulties were identified in the administration of the questionnaire in the pilot study, main study was conducted. For data collection, permission was sought from the schools and due to Covid-19 restrictions both in person and online methods of data collection were used. Participants were selected through purposive sampling strategy and participants meeting the inclusion criteria were selected from six schools of Lahore. Unique Group of Institutions, American Lycetuff and Govt. Pilot Secondary School allowed to collect data through in person administration of questionnaires and Divisional Public School, Allied School and Crescent Model Higher Secondary School allowed to collect data through online administration of questionnaires.

The informed consent of the parents and the participants was obtained after explaining the purpose of the research. A total of 180 participants were approached from Unique Group of Institutions, American Lycetuff and Govt. Pilot Secondary School for in person collection of data. Approximately 30 participants were dropped and were not included in the study. Out of 30 participants, 5 participants did not meet the inclusion criteria and 25 participants filled half of the questionnaire and left the other half. Out of 180 participants that were approached, 150 participants were included. So, the response rate was 83% for in person collection of data. A total of 156 participants were approached for online collection of data from Divisional Public School, Allied School and Crescent Model Higher Secondary School. Approximately, 6 participants were dropped and 150 participants were included. The total participants included in the study were 300 (150 boys and 150 girls).

Ethical considerations

The study was conducted while taking in account the ethical considerations. Confidentiality of the participants was assured. All the participants were made aware of the reason and significance of the research through an informed consent form which was presented to them prior to the research. They were given the right of withdrawal at any point during the research. In order to use the scales, permission was taken from the owner along with permission from the concerned authorities to collect the data.

Statistical Analysis

Statistical Package for Social Sciences version 21 (SPSS-21) was used to test the hypothesis. Descriptive analysis was done on demographics. To find the relationship between attachment, emotional regulation and psychological well-being, Pearson Product Moment Correlation was used. Predictor variables, attachment, emotional regulation, of the outcome variable, psychological well-being, were checked using Multiple Hierarchical Linear Regression.

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Results

Table 1

Demographic Characteristics of the Participants (N=300)

Variables	*n*	*%*	*M*	*SD*
Age			15.17	1.20
Gender				
Boy	150	50.0		
Girl	150	50.0		
Birth Order				
First-born	93	31.0		
Middle Child	104	34.7		
Last-born	88	29.3		
Only Child	15	5.0		
School Type				
Government/Semi-Government	150	50.0		
Private	150	50.0		
Participants raised by biological parents				
Yes	300	100		
Living arrangement				
Biological Parents	300	100		
Family Structure				
Nuclear family	161	53.7		
Extended family	139	46.3		
Siblings				
One	22	7.3		
Two	80	26.7		
Three or more	183	61.0		
No siblings	15	5.0		
Father's Occupation				
Businessman	127	42.3		
Accountant/Financial Manager	54	18.0		
Doctor/Dentist	16	5.3		
Engineer/Architect	12	4.0		
Lawyer	13	4.3		
Lecturer/Professor	10	3.3		
Journalist/News Editor	8	2.7		
Government Employee	46	15.3		
Unemployed	14	4.7		
Mother's Occupation				
Housewife	259	86.3		

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Doctor	14	4.7
Lecturer/Professor	27	9.0
Family Income		
Below 50,000	24	8.0
50,000-100,000	105	35.0
100,000-200,000	107	35.7
200,000-300,000	50	16.7
Above 300,000	14	4.7
Presence of physical disability		
No	300	100
Presence of psychological illness		
No	300	100

Table 2

Psychometric Properties of Major Study Variables in the Sample (N=300)

	Variables	*M*	*SD*	*Range*	Cronbach's *a*
1.	Mother attachment	103.33	16.16	25-125	.93
2.	Father attachment	99.21	18.10	25-125	.93
3.	Peer attachment	97.08	18.17	25-125	.93
4.	Cognitive Reappraisal	22.21	3.92	6-30	.72
5.	Expressive Suppression	13.14	3.31	4-20	.70
6.	Warwick Edinburgh Scale of Mental Wellbeing	52.43	10.05	14-70	.87

Note. M= mean, SD= Standard Deviation.

Table 2 shows psychometric properties of the scales used in the present study. The Cronbach's alpha for Mother Attachment, Father Attachment and Peer Attachment is .93 (> .90) which shows that the reliability is excellent. The Cronbach's alpha for Cognitive Reappraisal is .72 (> .70) which shows that the reliability is fair. The Cronbach's alpha for Expressive Supression is .70 (> .70) which shows that the reliability is fair. The Cronbach's alpha for Warwick Edinburgh Scale of Mental Well-being is .87 (> .80) which shows that the reliability is good. The sample distributions are free of significant skewness and kurtosis values i.e. all the values fall within the acceptable range of ± 1.96 indicating that the distributions are approximately normal.

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Table 3

Intercorrelations for Study Variables (n=300)

Variables	M	SD	1	2	3	4	5	6	7	8
Age	15.17	1.20	_							
Gender	.50	.50	.10	_						
IPPA-MA	4.13	.65	.00	-.04	_					
IPPA-FA	3.97	.72	-.06	-.08	.63***	_				
IPPA-PA	3.88	.73	.06	.11	.24***	.29***	_			
ERQCA-CR	3.70	.65	.12*	-.02	.29***	.37***	.31***	_		
ERQCA-ES	3.29	.83	.06	.07	-.28***	-.12*	-.17**	.05	_	
WEMWBS	3.74	.72	.05	-.09	.58***	.62***	.40***	.41***	-.15*	_

Note. The results for the sample (n=300); IPPA= Inventory of Parent and Peer Attachment; MA= Mother Attachment; FA= Father Attachment; PA= Peer Attachment; ERQCA= Emotional Regulation Questionnaire for Children and Adolescents; CR= Cognitive Reappraisal; ES= Expressive Suppression; WEMWBS= Warwick Edinburgh Mental Well-being Scale.

*p<.05. **p<.01. ***p<.001.

Pearson Product Moment Correlation was run to examine relationship of Attachment and Emotional Regulation with Psychological Well-being among adolescents. There is a non-significant relationship of psychological wellbeing with age and gender. There is a significant positive, strong, relationship between mother attachment and psychological well-being, rp = .58, n=300, p<.001. As attachment with mother increases, psychological well-being also increases and vice versa. There is a significant, positive, strong relationship between father attachment and psychological well-being, rp = .62, n=300, p<.001. As attachment with father increases, psychological well-being is also increased and vice versa. There is a significant, positive, moderate relationship between peer attachment and psychological well-being, rp = .40, n=300, p<.001. As peer attachment increases, psychological well-being also increases and vice versa. There is a significant, positive, moderate relationship between cognitive reappraisal and psychological well-being, rp = .41, n=300, p< .001. Higher the cognitive reappraisal, higher is psychological well-being and vice versa. There is a significant, negative, weak, relationship between expressive suppression and psychological well-being, rp = -.15, n=300, p< .05. As expressive suppression increases, psychological well-being is decreased and vice versa.

Table 4

Multiple Hierarchical Regression Results showing Attachment and Emotional Regulation as predictors of Psychological Well-being among adolescents (N=300).

Variables	B	95% CI for B		SE B	β	R^2	ΔR^2
		UL	LL				
Step 1						.49***	.49***
Constant	.07	-.38	.52	.23			
MA	.34***	.22	.45	.06	.30***		
FA	.36***	.25	.47	.05	.36***		
PA	.22***	.14	.31	.04	.23***		
Step 2						.51***	.02*
Constant	-.18	-.77	.41	.30			
MA	.32***	.20	.44	.06	.29***		
FA	.32***	.22	.43	.05	.33***		
PA	.19***	.10	.28	.04	.19***		
CR	.16**	.06	.26	.05	.15**		
ES	-.00	-.08	.07	.04	-.00		

Note. CI= Confidence Interval; LL= Lower Limit; UL= Upper Limit; R^2 = R Square; ΔR^2= R Square Change; β= Standardized Beta; MA= Mother Attachment; FA= Father Attachment; PA= Peer Attachment; CR= Cognitive Reappraisal; ES= Expressive Suppression; *p<.05, **p<.01, ***p<.001.

Multiple Hierarchical Linear Regression was run to identify the predictors of psychological well-being on the basis of predictors of attachment and emotional regulation among adolescents. The assumption of independent errors was fulfilled because the value of Durbin Watson was in the range of 1 and 3. The assumption of no perfect multicollinearity was tested by checking tolerance values and the assumption was met because all the values were greater than 0.2.

In model 1, three dimensions of attachment were entered as predictor variables and the regression model was significant F (3, 296) = 94.70, p<.001. This regression model explained 49% variance in the dependent variable. In model 2, two dimensions of emotional regulation were entered along with the three dimensions of attachment and the regression model was significant F (5, 294) = 60.39, p<.001. This regression model explained 51% variance in the dependent variable. When the effect of Model 1 was excluded, Model 2 still remained significant F (2, 294) = .01, p<.05. This regression model explained 2% variance in dependent variable. Among the predictors, mother attachment, father attachment, peer attachment and cognitive reappraisal emerged as significant positive predictors of psychological well-being among adolescents.

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Table 5

Variable	Boys		Girls		t (df)	*P*	Cohen's d
	M	SD	M	SD			
IPPA-MA	4.16	.58	4.11	.71	.63 (298)	.53	.08
IPPA-FA	4.03	.68	3.91	.77	1.39 (298)	.17	.17
IPPA-PA	3.80	.77	3.97	.68	-1.98(293.69)	.05	-.23
ERQCA-CR	3.72	.70	3.69	.60	4.12(291.57)	.68	.05
ERQCA-ES	3.23	.88	3.34	.77	-1.22 (298)	.22	-.13
WEMWBS	3.81	.71	3.68	.73	1.53 (298)	.13	.18

Note. M= Mean; SD= Standard Deviation; IPPA= Inventory of Parent and Peer Attachment; MA= Mother Attachment; FA= Father Attachment; PA= Peer Attachment; ERQCA= Emotional Regulation Questionnaire for Children and Adolescent; CR= Cognitive Reappraisal; ES= Expressive Suppression; WEMWBS= Warwick Edinburgh Scale of Mental Well-being.

The results show that there is no significant gender difference in terms of Inventory of Parent and Peer Attachment Subscales; MA= Mother Attachment, FA= Father Attachment, PA= Peer Attachment. Further, there is no significant gender difference in Emotional Regulation Questionnaire for Children and Adolescent Subscales; CR= Cognitive Reappraisal, ES= Expressive Suppression among adolescents.

Discussion

The hypothesis stating that there is likely to be a relationship of attachment and emotional regulation with psychological well-being among adolescents was accepted. The results showed mother, father and peer attachment as significantly positively correlated with psychological well-being among adolescents (see table 3.2). Results of studies conducted before are also in line with the current results as the results of many studies have shown a significant relationship between the two variables. Singh et al. (2021) discovered that parental attachment was significantly positively related to psychological well-being among adolescents. Minasochah (2018) conducted a study which showed that parent and peer attachment were positively correlated with psychological well-being among adolescents living in diaspora families.

The results of the current study also showed that emotional regulation is significantly correlated with psychological well-being. Among the two dimensions of emotional regulation i.e. Cognitive reappraisal and expressive suppression, Cognitive reappraisal is positively associated while expressive suppression is negatively associated with psychological well-being (see table 3.2). Valley and Ahmed (2020) conducted a study which showed that cognitive reappraisal was significantly positively associated with psychological well-being (in terms of instrumental social support, positive emotional experience, affect balance and flourishing) while expressive suppression was significantly negatively related to psychological well-being (in terms of negative relationship with emotional social support and instrumental social support while positive relationship with negative emotional experience). The probable explanation for these findings can be attachment theory which explains that adolescents who are securely attached to parents regulate their emotions in constructive ways, feel comfortable in exploring new stimuli and do not become immersed in worries (Mikulincer & Shaver, 2007).

Mother Attachment, Father Attachment, Peer Attachment and Cognitive Reappraisal were found to be positive significant predictors of psychological well-being. The results showed that mother, father and peer attachment as significant positive predictors of psychological well-being (see table 3.3). Results of previous studies are in line with the results of the current research as many previous researches have reported attachment as significant predictor of psychological well-being. Love and Murdock (2004) discovered attachment as significant positive predictor of psychological well-being among young adult college students

in intact and stepfamilies. Balluerka et al. (2016) conducted a study to discover peer attachment as predictor of adolescent's psychological well-being and the results of the study reported higher peer attachment linked to higher psychological well-being (Maqsood & Majeed, 2019). The findings can be explained in the context of collectivistic culture like Pakistan in which strong ties between parents and adolescents and the support and warmth which adolescents receive from their parents makes them to feel secure in making social bonds and attachment relationships with individuals other than their families i.e. peers and the support, warmth and sense of security enhances their well-being (Singh et al., 2021). The results of the current study also reported emotional regulation as significant positive predictor of psychological well-being. Among the two dimensions of emotional regulation i.e cognitive reappraisal and emotional suppression, cognitive reappraisal emerged as significant positive predictor of psychological well-being (see table 3.3). The results of the previous researches are also in line with the results of the current research. Amjad et al. (2020) conducted a study which reported that cognitive reappraisal positively predict psychological well-being which indicates that higher cognitive reappraisal is linked with higher psychological well-being which means adolescents having high ability to change the way of thinking about emotionally eliciting situation experience higher positive emotions and psychological well-being (Ilyas et al, 2021).

The findings of t-test reported that there is no gender difference in terms of attachment, emotional regulation and psychological well-being among adolescents. The reason could be that Pakistani adolescents both boys and girls are equally attached to their parents and peers, can regulate their emotions and experience positive psychological outcomes. The findings of the current study can be supported by previous researches. Delvecchio et al. (2020) conducted a study to assess levels of attachment as well as gender differences and preferred attachment figures among Polish adolescents. The results of the study reported no significant gender difference for paternal or maternal attachment among the adolescents. The reason for no gender difference can be due to the commitment to family and friends, warmth of the family and sense of belongingness and relatedness to family being equally stronger in young generation, both boys and girls. Rehman and Butt (2016) conducted a study on college students in Lahore and the results of independent sample t-test reported that there were no differences between boys and girls in terms of parental attachment bonds and peer attachment bonds during late adolescence.

Liang et al. (2021) conducted a study on 174 adolescents from age range of 13-18 years. The results of the study reported no gender difference in expressive suppression and cognitive reappraisal and there were no differences in scores of boys and girls with respect to emotional regulation dimensions of expressive suppression and cognitive reappraisal. Poudel et al. (2020) conducted a study on 348 adolescents studying in government secondary level schools in Nepal. The results of the study reported no significant gender difference in psychological well-being of adolescents.

Conclusion

The research studied the combination of these three variables among adolescent population in Pakistan and it is a significant contribution in the literature as the combination of these variables have not been studied in Pakistan and among adolescent population. So, this research has fulfilled the gap in the knowledge regarding relationship of these three variables in collectivistic culture i.e. culture of Pakistan. The scales used in the study have good reliability. The study includes large sample size i.e. 300 to collect data and included both boys and girls which strengthen the generalizability of the findings of the study. However, this study has its own limitations.The perspective of parents and peers while examining the relationship of attachment and emotional regulation with psychological well-being was not addressed. The use of self-report measures could have impacted the results due to reporter bias and dishonest responses by the participants. The foreign scales were used in the study which could have impacted the results of the study.

Further studies should study the relationship of attachment and emotional regulation with psychological well-being using mediation and moderation. The sample should be gathered from different cities of Pakistan. Indigenous tools could be used for data collection. Moreover, The current study can be helpful in the domain of positive psychology and individual or family counseling and related researches. The current study has implications for parents, school counselors, teachers and researchers as they can be benefitted from the results of the study to develop strategies to enhance the psychological well-being of adolescents. Workshops and group training sessions can be arranged by the teachers and school counselors in which parents can learn different skills to help adolescents to effectively regulate their emotions which in turn will help to promote their psychological well-being. The current study adds to the literature by exploring the relationship of attachment and emotional regulation with psychological well-being among adolescents. The study lays ground for more Asian studies in future. The results of the study provide significant information regarding adolescents as it is the most critical period in the life of individuals and the attachment with their parents or peers and their ability to regulate their emotions can have an impact on their well-being.

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