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Development of Urdu Social Support Scale (USSS)

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ABSTRACT
The purpose behind this study is to develop an indigenous measure of Social Support, named as Social Support Scale. Primarily, logical-content approach was used to develop items for multiple dimensions of social support and as a result 87 items were constructed. A field expert implemented the qualitative item analysis on these items, leading to the retention of 32 items. The refined version was then administered to a sample of 308 undergraduate students (age range 18–25 years, M = 75.61, SD = 14.43). Item-total correlation was implemented to determine quantitative item analysis, which caused the elimination of 12 items. The final Urdu Social Support Scale (USSS) consisted of 20 items, on which Factor Analysis was done to determine which items are valid. Thereafter, to establish the factor loadings Principal Component Analysis was carried out. The total variance of 57.84% was attained from the extraction of the three factors. The first, second and third factors had an eigenvalue of 8.01, 1.96 and 1.59 explaining 40.05%, 9.80% and 7.99% of the variances respectively. After the evaluation of the item content, the fundamental aspects of social support were determined and then the factors were labeled. The three factors were labeled as Parental Social Support, Social Support from Peers, and Societal Social Support. The subscales of Parental Social Support, Social Support from Peers, and Societal Social Support are comprised of seven (7) items, four (4) items and nine (9) items respectively. Then to assess the scale's reliability, the alpha coefficient was computed, which increased from 0.78 to 0.91. The alpha coefficient values of Parental Social Support, Social Support from Peers, and Societal Social Support are .92, .86 and .82 respectively which shows a high reliability of each subscale. The conclusive version of the scale can be adopted and administered across various cultures specially in collectivistic ones and in different settings such as research and educational settings.

Keywords: *Social Support, Collectivistic Cultures, Scale Development, Factor Analysis, Reliability, Validity, Undergraduate Students*

Introduction

Human beings have grown to live in a fast-paced era marked by unprecedented social challenges and technological advancements. During this turmoil of everyday challenges in a globalized and connected yet ostracized society the significance of social support has taken the limelight, as it is the key concern of an individual's life. Compromising on one's social support poses a direct threat to one's Psychological health. To cope with everyday combat, social support proves to be an important factor. According to Dollete et al. (as cited in Adyani et al., 2019), Social support is a crucial element that requires to be studied because it may prevent

burdens and difficulties of life and proves to be the cause of healthy emotional and psychological health. It equates an important factor to foretell about physical and mental health, an indicator of good mental well-being and physical well-being (Holt-Lunstad et al., 2021; Vila et al., 2021; Wu et al., 2025). Holt-Lunstad et al. (2021) refer social support to the availability of psychological and material resources which helps to improve the ability of an individual to cope with stress. Different studies show that social support has many health benefits as Vila et al. (2021) found that people with good social support are less possibly to die from cancer, and Meng et al. (2024) showed that it also lowers the risk of heart disease. Sherman et al. (2024) explained that supportive relationships can improve recovery in heart diseases and neurological issues. Other researches connect social support with protection against depression and anxiety (Vicary et al., 2024; Zalta et al., 2020; Campos-Paíno et al., 2023) and with healthy coping with the stress that is caused by long-term illness (Vicary et al., 2024).

Several studies highlighted the importance of the effects of social support in reducing psychological issues including stress, anxiety, depression, social phobias, and other mental issues, as discussed by Vicary et al. (2024), Campos-Paíno et al. (2023), Zalta et al. (2020), and Rahmanto et al. (2024).Various constructs and questionnaires have been developed with time to measure different elements of social support including instrumental, emotional and informational social support, but these instruments lacked in psychometric properties. In the late 1980s, the Medical Outcomes Study Social Support Survey (MOS-SSS) was developed to assess social support in public health studies (Sherbourne & Stewart, 1991; Wu et al., 2025; Vila et al., 2021). According to Sherbourne and Stewart (1991), it measures five areas: emotional, affective, material, informational support, and positive social interaction. Another study by Hidayati (2024) was conducted. In this study, a 12-item adaptation of the Interpersonal Support Evaluation List (ISEL-12) was used to measure social support among mothers of children aged 3–6 in Indonesia. The primary drawback of the perceived social support questionnaire is that it lacks multidimensionality of social support, for example tangible, instrumental, and informational support. It is not recognized as a standard as it is not suitable for other cultures and ethnic groups. In more recent years, adaptations of ISEL have been made in different cultures. For instance, Aliyev et al. (2025) adapted ISEL for Azerbaijani university students via confirmatory factor analysis and network analysis. The adaptation process yielded a refined item structure appropriate for the cultural context. Likewise, Rahmanto et al. (2024) adapted ISEL-16 for Indonesian students, confirming its four-factor structure (appraisal, tangible, belonging, self-esteem).Another factor that makes this operationalization of social support important is the confusion between objective aspect (family, peers, etc.) and the subjective estimates (willingness to help, and perception of others who help), therefore it was important to solve the puzzle as according to cross-cultural psychology, tests work differently in every culture.

Their values, beliefs, traditions, and customs can shape how people answer questions on those tests. Because social and cultural factors are part of human development, it is important to check if scales made in Western countries can also be used in other cultures. Studies highlight that for a scale to be valid across cultures, the construct must hold the same meaning, structure, and interpretability across cultural groups (Ali & Zeb, 2023; Daga et al., 2025).

As collectivist cultures in South East Asia, important factors that are being valued and included in social support are parental social support, peers, Societal, and community support however dimensions in individualist cultures are informational support, emotional support etc. Collectivist cultures also value religion and religious groups support moreover scales made in individualist cultures measure subjective estimates (Perceived support, willingness to help) while collectivist cultures measure objective events (parental, peer etc.) Due to all these limitations a Scale is developed and validated for Collectivistic cultures i.e. Asian Societies and Urdu speaking population. Factors that are being assessed are more of an objective event

than subjective estimates including parental social support, peers social support and societal/community support.

Rationale

Social support serves a crucial role in sustaining psychological health, academic adaptation, and resilience in students. Yu et al. (2024) conducted a study on students studying at secondary level shows that social adjustment has direct relationship with social support. Another study result showed that the students' trait copying style has a great influence on reducing the level of depression. Among other coping style one is perceived social support (Dong et al.,2024). Wilks (2008) found in his study that social work students experience decreases in resilience due to stress but those having higher level of perceived social support from friends has showed more resilience which acts as a protective factor against stress helping them maintain their mental strength. Ginting et al. (2025) conducted a study in Indonesia, a culturally collectivistic country, involving students from outside Java studying at a private university outside Java shows an unexpected result that social support doesn't influence the psychological well-being of these students. One factor that can lead to the rejection of the major hypothesis of the study could be the use of Oslo Social Support (OSSS-3), a tool developed on a western cultural context where the approach of support is perceived quite different from the one in collectivistic culture. Many other standardized tools are Multidimensional Scale of Perceived Social Support (MSPSS) and Social Support Questionnaire (SSQ) which are already available, but these instruments were originally developed in western cultural contexts making them more applicable there but less suitable for use within our own cultural setting. If existing Western scales were used directly in Pakistan, the first major issue would be language, as they were developed in English while most students primarily understand Urdu. This can create differences in meaning, where terms may carry different connotations in the local cultural context. In addition, the cultural perception of social support differs substantially. Research has also proved that the manner the people understand, seek, and respond to social support depends greatly on their cultural context (Jaylor et al., 2004). Concepts and examples embedded in Western scales may not fully capture the broader understanding of social support in Pakistan, which encompasses family, peers, and societal connections. Even with adaptation and translation, certain items could remain irrelevant or misaligned with local social norms, family structures, and societal expectations.

To address these limitations, the present study aimed to develop an indigenous and culturally relevant Social Support Scale (SSS) in Urdu. The scale was designed to measure three primary sources of support pertinent to Pakistani students: parental support, peer support, and societal support. By creating a valid and reliable measure specific to the local context, this study provides researchers, educators, and mental health practitioners with a practical instrument for assessing social support among young adults in both academic and applied settings.

Objective

To develop an indigenous and culturally relevant scale on social support in Urdu language for population of Pakistan.

Research Design

The intent of the present research to design a Social Support Scale (SSS) in Urdu language that is relevant to our culture, for this purpose the whole process was divided into two phases. Item generation and qualitative item analysis were done in Phase I and Phase II dealt with Exploratory Factor Analysis (EFA).

Phase 1: Item Generation

Logical content approach was used to generate all items of SSS which included parental, peer and societal social support. The initial item pool consisted of 87 total items. Operational definitions of the constructs are as follows:

Operational Definitions

Social Support

According to Barnes and Duck (as cited in Hsiu-Chia, Li-Ling Wang & Yi-Ting Xu, 2013) social support refers to daily behaviors that shows whether people are being valued and cared for directly or indirectly.

Parental Social Support

A collectivistic and harmonious support from the Parents, grandparents, siblings and extended family involvement which encompasses Support like emotional, financial, belongings etc.

Peer Social Support

Peer social support involves mutual help among individuals who share similar experiences or challenges, based on understanding that comes from shared circumstances (Riessman, 1989).

Societal Social Support

Societal support can be understood both as the feeling of being cared for and valued within a network of mutual obligation (Cobb, 1976), and as the exchange of resources between individuals that promotes well-being (Shumaker & Brownell, 1984).

Phase 2: Exploratory Factor Analysis

Sample

The sample size was 308, an undergraduate student from University of Peshawar and this sample was used for quantitative analysis of items. The age of the participants fell between 18 to 25 years (Mean = 21.5, SD = 1.9). The education and socioeconomic status also varied greatly. Convenience sampling was used to select the participants. Out of the total sample, 113 were male and 195 were female.

Instruments

Participants first gave basic demographic information, including name, age, gender, education, birth order, religion, and primary language. Following this, the second draft of the Social Support Scale (SSS), consisting of 32 items, was administered. Instructions for completing the scale were provided on the first page. The SSS is a five-point Likert-type measure, with responses from 1 (“strongly disagree”) to 5 (“strongly agree”), indicating the degree of agreement with each statement. Higher scores reflect higher levels of perceived social support, and there were no reverse-scored items.

Procedure

Data was collected from a total of 308 undergraduate students at the University of Peshawar. Participants were approached randomly across different departments, and the purpose of the study was clear to them. They were informed that the research aimed to develop a culturally appropriate Social Support Scale for Pakistani students. Confidentiality and anonymity were assured; participants were told that they could choose not to mention their name, but demographic information such as age, gender, and education was required. Participation was entirely voluntary, and only those who agreed completed the questionnaire.

The questionnaire was self-administered, with instructions provided in Urdu on the first page. For groups of students, the scale was distributed during class sessions, with participants completing the scale in a group setting. In cases where participants were unsure about the procedure or needed clarification regarding how to complete the questionnaire, instructions were provided individually. Data collection was carried out systematically across different faculties to ensure a diverse sample. A total of 308 completed responses were collected, providing the dataset for the validation and analysis of the newly developed Social Support Scale.

Results

Table 1: *Item Total Correlation of SSS Scale (items=32, N=308)*

Item No	*r*	Item No	*R*	Item No	*R*
1	.39	12	.22	23	.59
2	.46	13	.13	24	.44

3	.38	14	-.12	25	.49
4	-.20	15	.45	26	.38
5	.-.06	16	.12	27	.41
6	.01	17	.53	28	-.22
7	.06	18	.45	29	.44
8	-.04	19	.61	30	.42
9	.11	20	.59	31	.50
10	-.00	21	.61	32	.46
11	.36	22	.45		

Note. *r* = item total correlation, SSS= Social Support Scale

Table 1 represents the correlation of each item with the total score. According to the results, item number 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 16, and 28 do not meet the cut point, i.e., .30 therefore they will be discarded. The remaining 20 items meet the cut point and will be retained in the scale.

Table 2: *Item Total Correlation of retained items of SSS Scale (items=20, N=308)*

Item no	***R***	**Item no**	***R***
1	.46	*23*	.70
2	.63	*24*	.55
3	.54	*25*	.58
11	.38	*26*	.47
15	.54	*27*	.51
17	.62	*29*	.46
18	.59	*30*	.50
19	.69	*31*	.57
20	.74	*32*	*.51*
21	.69		
22	.62		

Note. *r* = item total correlation, SSS= Social Support Scale

Table 2 represents the retained items in the Social Support Scale. The remaining 20 items meet the cut point and thus are retained in the scale

Table 3: *Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy for Social Support Scale*

KMO	**Bartlett's Test**	**Df**	***P***
.91	3255.17	190	.000

In Table 3, the Bartlett test of Sphericity was found to be significant and the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy is 0.91 which is near to 1 thus showing that the data is appropriate for conducting factor analysis.

Table 4: *Eigen Value and %age of Variance explained by USSS*

Factors	Eigen Value	% of variance	Cumulative %
1	8.01	40.05	40.05
2	1.96	9.80	49.85
3	1.59	7.99	57.84

Table 4 is showing the Eigen values, percentage of variance and cumulative percentage of the two factors. First factor is explaining 40.05 % of the variance, the second factor is explaining 9.80 % of the variance and the third factor is explaining 7.99% of the variance. Overall, the three factors have explained 57.84 % of the total variance.

Figure 1: *Scree Plot of Social Support Scale*

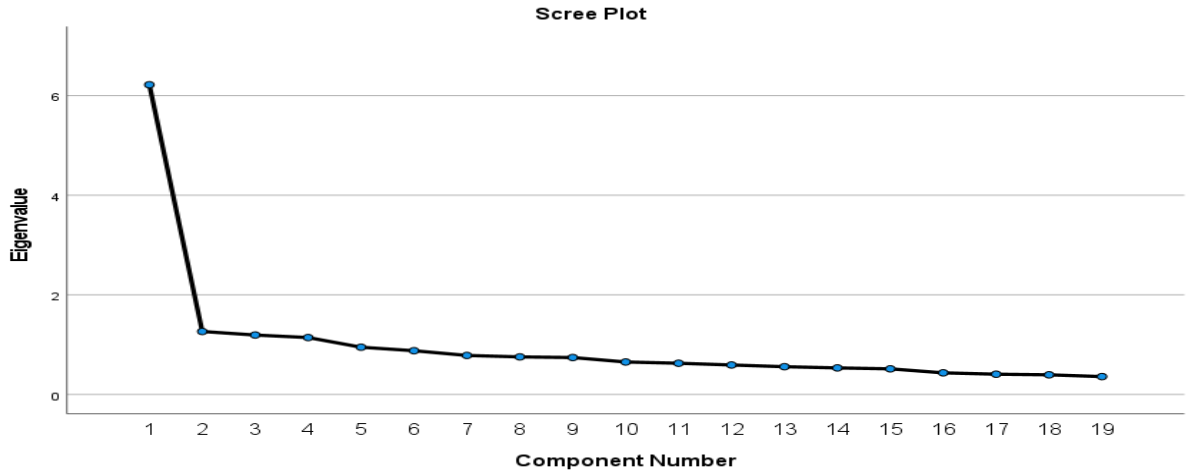

Table 5: *Factor Loadings of Social Support scale with Direct Oblimin Rotation*

SSS Items	Factor loading 1	2	3
Factor 1: Parental Social Support			
15. Mere faislon ko mere ghar wale support karte hen.	**.60**	.14	-.00
17. Mere waliden mujhse pyar karte hen.	**.83**	-.00	-.03
19. Men mushkil halaat men Waliden per bharosa kar sakta/ karsakti hoon.	**.83**	-.03	.07
20. Jab mujhe madad ki zaroorat hoti he to mere waliden mere sath hote hen.	**.77**	-.03	.19
21. Mere waliden mere faislon ki himayat karte hen.	**.70**	.12	.09
22. Mere waliden mujhe zindagi ke harm or per mufeed mashware dete he.	**.88**	.04	-.11
23. Mere waliden zindagi ke har qadam par mere hosla afzai karte hen.	**.81**	.10	.00
Factor 2: Social Support from Peers			
24. Mere Sathi Pareshani men mera khayal rakhte hen.	.17	**.77**	-.01
25. Mere sathi mujhe ache or mufeed mashware dete hen.	.07	**.84**	.06
26. Mere sathi khule dil se meri raye ko qubool karte hen.	.04	**.83**	-.02
27. Mere sathi muskil waqt men mujy dilasa dete hen.	.03	**.67**	.14
Factor 3: Societal Social Support			
1.Pareshani ke doran koi na koi mere pas hota he jisse men bat karsakte / karsakti hoon.	-.16	.19	**.64**
2. Mushkil waqt men mera khandaan, dost meri himayat ke liye mojood hote hen.	.11	.20	**.56**
3. Mujhe kabhi mushkil waqt me tanha nahi chora gaya.	-.06	.10	**.71**
	.08	.07	**.38**

11.Men zyada tar waqt apne khandan walon or doston ke sath guzarta/ guzarti hoon.	.39	-.07	**.43**
18. Men apne waliden se apne masail ke baren men baat karsakta, karsakti hoon.	.02	-.14	**.71**
29. Men behen bahiyon se apne raaz bantta/ bantti hoon.	.19	-.12	**.57**
30. Mere behen bhai ghaltiyon se bachne k liye mujhe mufeed mashware dete hen.	.18	-.13	**.66**
31. Jab mujhe madad ki zaroorat hoti he to me apne behen, bhaiyon per inhisar kartia/ karti hoon.	-.04	.16	**.60**
32. Meri zindagi me ese log hen jinke sath men apne masail bant sakta/ sakti hoon.			

Note= N= 308. The extraction method was Principal component with a Direct Oblimin rotation. Factor Loadings above .30 are in bold. Reverse coded items are denoted with (R). Table 11 shows the factor loadings of the Social Support scale on three factors. Factor 1 comprises 7 items (15, 17, 19, 20, 21, 22, 23) with factor loadings ranging from .60 to .88. Factor 2 comprises of 4 items (24, 25, 26, 27) with factor loadings in the range of .67 to .84. Factor 3 comprises of 9 items (1, 2, 3, 11, 18, 29, 30, 31, 32) with factor loadings in the range of .38 to .71.

Table 6: *Psychometric Properties of Urdu Social Support Scale*

Scale	No of items	Min	Max	M	*SD*	α	
Total SSS	20	27	100	75.61	14.43	.91	
Parental SS Subscale	7	8	35	29.13	6.011	.92	
SS from Peers Subscale	4	4	20	14.56	3.776	.86	
Societal SS Subscale	9	9	45	31.93	7.366	.82	

Note. SSS= Social Support Scale, SS= Social Support

As evident from Table 6, coefficient alpha for 7 items of the Parental Social Support Subscale is .92 which suggests that the subscale is highly reliable, whereas coefficient alpha obtained for the Social Support from Peers Subscale is .86 which also indicates a high reliability of the subscale and for Societal Social Support Subscale the value of coefficient alpha is .82 thus also showing a high reliability.

Discussion

Numerous scales have been developed to measure social support; however, the cultural validity of many of these instruments remains unconfirmed, making their generalization across diverse cultures is both challenging and time consuming. Therefore, this study was conducted to bridge that gap by developing and validating an indigenous and culturally relevant Scale for Pakistani population. In the initial stage, rational approach was used to design our scale, which was based on describing the different dimensions of social support. A total of 84 items were generated for SSS. The field specialists then reviewed the items of this initially generated scale qualitatively to examine the adequacy, language limitation and meaning of these items. A total of 32 items were selected and 52 were eliminated out of the total 84 items on the basis of the qualitative analysis. Thereafter, the 32 items selected earlier of the SSS were subjected to Quantitative item Analysis by administering this scale on a sample of 308 participants between 18 to 25 years (M=75.61, SD= 14.43). Item total correlation was computed for the scale. In SSS, 12 items were eliminated and 20 items were retained. The alpha coefficient values of Parental Social Support, Social Support from Peers, and Societal Social Support are .92, .86 and .82

respectively which shows a high reliability of each subscale. Coefficient alpha for overall 20 items of the Social Support Scale was .91.

In table 1, the item-total correlation for social support scale was calculated, which leads to the elimination of the 12 items and the retention of the remaining 20 items out of the total 32 items. The deletion of these 12 items take place because they had a correlation below .30 and subsequently 11 out of these 12 items were negatively worded and the remaining one did not articulate the intended concept, which resulted in their low reliability and then removal from the scale. In table 5, to identify the valid items, Factor Analysis was carried out on the twenty-item scale. To ensure the appropriateness of the sample KMO was conducted, the result of which here illustrates that the sample was suitable for carrying out factor analysis i.e. the KMO value was .91. Additionally, the values of the Bartlett's test of sphericity (df=190, χ^2=3255.17, p=.000) also suggests high significance which indicates that the data is suitable for factor analysis. To establish the factor loadings the Principal Component Analysis with Direct Oblimin rotation was applied. The statistical threshold to keep an item in a factor was a loading of .30 or higher, items meeting this criterion were kept in the relevant factor. Initially, four factors were identified, each with eigenvalues greater than 1, but only three factors were indicated by the scree plot, depicting the suitability to conduct another analysis with a restricted three-factor solution. In table 6, overall variance of 57.84% were explained by the three factors that were obtained. The first, second and third factors had an eigenvalues of 8.01, 1.96 and 1.59 explaining variances of 40.05%, 9.80% and 7.99% respectively.

The results of Table 11 reveals that the loading of the items was meaningfully onto three factors. After the evaluation of the item content, the fundamental aspects of social support were determined and then the three factors were labeled as Parental Social Support, Social Support from Peers, and Societal Social Support. The subscale of Parental social support comprises seven (7) items including item 15, 17, 19 20, 21,22,23, of which pertain to social support from Parents. It reflects an individual's inclination to rely on parents, because they are the first caregivers. The Social Support from Peers subscale is comprised of 4 items including item 24, 25, 26 and 27 that measure a person's social reliance on peers. The Societal Social Support Subscale is comprised of nine (9) items including item 1, 2, 3,11,18 ,29,30, 31and 32, instead of measuring social support in specific areas it covers it in a more general term. Then to assess the scale's reliability of the SSS, the alpha coefficient was computed, which increased from 0.78 to 0.91 after removing the less reliable and inappropriate items as shown in table 13, which indicates that the scale is highly reliable and appropriate instrument for assessing the level of social support in Pakistani population.

Limitations and Suggestions

- As the sampling technique used in our study was convenience sampling which is a non-probability sampling technique, people going through different emotional states were included, and there is a high chance that participants experiencing a stressful phase of life or negative emotions at the time of participation may perceive social support more negatively, these all could introduce error into our study and also limiting its generalizability.
- The subjective nature of the scale may affect its reliability, as different people perceive and interpret social support differently.
- As the sample mainly comprised students from the University of Peshawar, even though UOP has students from different areas of Pakistan, generalizing the scale to other universities and colleges in Pakistan may affect its validity.
- It lacks to measure subjective estimates including perceived social support and willingness to help.
- Another factor is that it does not measure different dimensions of Social support for example informational, emotional, and instrumental support.

Recommendations

- The present study has limitations due to its sampling and inclusion criteria, particularly regarding age. It is recommended that future test developers select a more heterogeneous sample, including participants across a wider age range and from diverse socio-economic backgrounds.
- Additionally, participants should be recruited from multiple cities, universities, and colleges to enhance the generalizability of the findings.
- It is suggested that future studies employ a probability sampling technique to increase the generalizability of the findings.
- The gender differences in Social Support scales can be assessed in future studies.
- The future researches can construct a scale to explore the effects of Social Support across different age groups.
- Scale can be developed and validated to explore the dimensions of Social support such as Tangible support, instrumental social support etc.

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Final Draft of Social Support Scale

سوال نامہ

السلام علیکم۔

زیر نظر سوالنامہ تحقیقی سلسلے میں ترتیب دیا گیا ہے، ہم آپ کے خیالات جاننے میں دلچسپی رکھتے ہیں۔ یہ معلومات تحقیقی مقصد کے لیے استعمال کی جائیں گی۔ آپ کا نام یا آپکی شناخت ضروری نہیں ہے۔ براہ کرم اپنے حقیقی خیالات کا اظہار کریں۔ شکریہ۔

نام:

عمر :

جنس:

تعلیم:

زبان:

درج ذیل دیئے گئے پیمانے کو بطور گائیڈ استعمال کرتے ہوئے، ہر جملے کے ساتھ ایک نمبر لکھیں کہ آپ اس سے کس حد تک متفق یا غیر متفق ہیں

بہت زیادہ غیر متفق 1

غیر متفق 2

غیر جانبدار 3

متفق 4

بہت زیادہ متفق 5

1	پریشانی کے دوران کوئی نہ کوئی میرے پاس ہوتا ہے جس سے میں بات کر سکتا / کر سکتی ہوں۔					
2	مشکل وقت میں میرا خاندان / دوست میری حمایت کے لئے موجود ہوتے ہیں۔					
3	مجھے کبھی مشکل وقت میں تنہا نہیں چھوڑا گیا۔					
4	میں زیادہ تر وقت اپنے خاندان والوں اور دوستوں کے ساتھ گزارتا / گزارتی ہوں۔					
5	میرے فیصلوں کو میرے گھر والے سپورٹ کرتے ہیں۔					
6	میرے والدین مجھ سے پیار کرتے ہیں۔					
7	میں اپنے والدین سے اپنے مسائل کے بارے میں بات کر سکتا / کر سکتی ہوں۔					
8	میں مشکل حالات میں والدین پر بھروسہ کر سکتا / کر سکتی ہوں۔					
9	جب مجھے مدد کی ضرورت ہوتی ہے تو میرے والدین میرے ساتھ ہوتے ہیں۔					
10	میرے والدین میرے فیصلوں کی حمایت کرتے ہیں۔					
11	میرے والدین مجھے زندگی کے ہر موڑ پر مفید مشورے دیتے ہیں۔					
12	میرے والدین زندگی کے ہر قدم پر میری حوصلہ افزائی کرتے ہیں۔					
13	میرے ساتھی پریشانی میں میرا خیال رکھتے ہیں۔					
14	میرے ساتھی مجھے اچھے اور مفید مشورے دیتے ہیں۔					
15	میرے ساتھی کھلے دل سے میری رائے کو قبول کرتے ہیں۔					
16	میرے ساتھی مشکل وقت میں مجھے دلاسا دیتے ہیں۔					

17	میں بہن بھائیوں سے اپنے راز بانٹتا / بانٹتی ہوں۔				
18	میرے بہن بھائی غلطیوں سے بچنے کے لیے مجھے مفید مشورے دیتے ہیں۔				
19	جب مجھے مدد کی ضرورت ہوتی ہے تو میں اپنے بہن بھائیوں پر انحصار کرتی ہوں۔				
20	میری زندگی میں ایسے لوگ ہیں جن کے ساتھ میں اپنے مسائل بانٹ سکتا / سکتی ہوں۔				

Note: The authors allow this scale to be used for future research.
Reverse scores items: none
Parental support items: 5, 6, 8, 9, 10, 11, 12
Peer support items: 13, 14, 15, 16
Societal support items: 1, 2, 3, 4, 7, 17, 18, 19, 20