

## Universitas Negeri Padang & Ikatan Konselor Indonesia

**Editorial Office:** Jurusan Bimbingan dan Konseling | Faculty of Education | Universitas Negeri Padang

Jl. Prof. Dr. Hamka Air Tawar Barat, Kota Padang, Sumatera Barat, 25130, Indonesia.

☎ +62 (0754) 41650; Website: <http://pps.fip.unp.ac.id/>; ✉ [jk@konselor.org](mailto:jk@konselor.org) / [info@konselor.org](mailto:info@konselor.org)

Volume 13 Number 2 2024



# KONSELOR

ISSN 1412-9760 (Print) | ISSN 2541-5948 (Online)

Editor: Nilma Zola

Publication details, including author guidelines

URL: <https://counselor.pjj.unp.ac.id/index.php/konselor/about/submissions>

## The Effectiveness of Healthy Romantic Relationship Training on Enhancing Self-Concept Among Emerging Adults

Jessica Rosdiana Tobing<sup>•</sup>, Adriana Soekandar Ginanjar, & Santy Yanuar Pranawati  
Universitas Indonesia, Depok, Indonesia.

---

### Article History

Received: Thursday, May 02, 2024

Revised: Sunday, May 26, 2024

Accepted: Thursday, June 06, 2024

### How to cite this article (APA)

Tobing, J. R., Ginanjar, A. S., & Pranawati, S. Y. (2024). The Effectiveness of Healthy Romantic Relationship Training on Enhancing Self-Concept Among Emerging Adults. *KONSELOR*, 13(2), 146-160 <https://doi.org/10.24036/0202413288-0-86>

The readers can link to article via <https://doi.org/10.24036/0202413288-0-86>

### Correspondence regarding this article should be addressed to:

Jessica Rosdiana Tobing. Faculty of Psychology, Universitas Indonesia. Jl. Lkr. Kampus Raya Jl. Prof. DR. R Slamet Iman Santoso, Pondok Cina, Kecamatan Beji, Kota Depok, Jawa Barat 16424, Indonesia. Email: [jessica.rosdiana21@gmail.com](mailto:jessica.rosdiana21@gmail.com)

---

### SCROLL DOWN TO READ THIS ARTICLE



Universitas Negeri Padang (as publisher) makes every effort to ensure the accuracy of all the information (the "Content") contained in the publications. However, we make no representations or warranties whatsoever as to the accuracy, completeness, or suitability for any purpose of the Content. Any opinions and views expressed in this publication are the opinions and views of the authors and are not the views of or endorsed by Universitas Negeri Padang. The accuracy of the Content should not be relied upon and should be independently verified with primary sources of information. Universitas Negeri Padang shall not be liable for any losses, actions, claims, proceedings, demands, costs, expenses, damages, and other liabilities whatsoever or howsoever caused arising directly or indirectly in connection with, in relation to, or arising out of the use of the content.

KONSELOR is published by Universitas Negeri Padang comply with the [Principles of Transparency and Best Practice in Scholarly Publishing](#) at all stages of the publication process. KONSELOR also may contain links to web sites operated by other parties. These links are provided purely for educational purpose.



This work is licensed under a [Creative Commons Attribution 4.0 International License](#).

Copyright by Tobing, J. R., Ginanjar, A. S., & Pranawati, S. Y. (2024)

The author(s) whose names are listed in this manuscript declared that they have NO affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation in speakers' bureaus; membership, employment, consultancies, stock ownership, or other equity interest; and expert testimony or patent-licensing arrangements), or non-financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or materials discussed in this manuscript. This statement is signed by all the authors to indicate agreement that the all information in this article is true and correct.



# The Effectiveness of Healthy Romantic Relationship Training on Enhancing Self-Concept Among Emerging Adults

Jessica Rosdiana Tobing\*, Adriana Soekandar Ginanjar, & Santy Yanuar Pranawati

Universitas Indonesia, Depok, Indonesia.

**Abstract:** Building healthy romantic relationships is a critical developmental task during emerging adulthood as it contributes to higher psychological well-being. However, the instability and uncertainty that often characterize this period can hinder emerging adults from forming healthy romantic relationships. It has been found that self-concept is a key factor in building healthy romantic relationships, as a strong self-concept supports more positive outcomes in romantic relationships. However, much of the existing training only focuses on sexual health education and dating violence. In addition, the majority of emerging adults report that they have not received the relationship education they desire or require, whether from their families or educational institutions. To fill the gap in knowledge about this topic, this study focuses on enhancing self-concept through healthy romantic relationship training. This study hypothesized that participants who completed the training would report higher mean self-concept and healthy romantic relationship knowledge scores. This quasi-experimental study, employing one group pre-test and post-test design, involved 13 participants ( $M = 21.8$ ,  $SD = 2.1$ ). The instruments used to measure the variables were the Tennessee Self-Concept Scale Second Version Short Form (TSCS:2 SF) and the Healthy Romantic Relationship Knowledge Questionnaire. Qualitative data were also derived to support the quantitative data. Quantitative analysis using ANOVA Repeated Measures and thematic qualitative analysis showed that healthy romantic relationship training significantly enhanced self-concept in emerging adults. The research implications highlight the significance of providing training on healthy romantic relationship for emerging adults, emphasizing the need to focus on self-concept which can contribute to higher romantic relationship quality.

**Key Words:** Emerging adults; Healthy romantic relationships; Self-concept; Relationship education; Quasi-experimental study

## INTRODUCTION

Emerging adulthood (ages 18-29) refers to a development stage in which individuals transition towards more stable adulthood, with the establishment of romantic relationships being a critical developmental task (Arnett, 2000). Emerging adulthood has several features that differ from earlier stages, in which emerging adults experience feelings of being in-between, identity exploration, instability, self-focus, and encounter numerous opportunities/optimism (Arnett, 2000). Furthermore, Erickson's psychosocial theory (1958) states that individuals in this age range will face the conflict of intimacy versus isolation, where individuals are expected to achieve intimacy. In emerging adulthood, romantic relationships play a more significant role compared to other stages of development (Konstam

---

\*Corresponding author: Jessica Rosdiana Tobing. Faculty of Psychology, Universitas Indonesia. Jl. Lkr. Kampus Raya Jl. Prof. DR. R Slamet Iman Santoso, Pondok Cina, Kecamatan Beji, Kota Depok, Jawa Barat 16424, Indonesia. Email: [jessica.rosdiana21@gmail.com](mailto:jessica.rosdiana21@gmail.com)

et al., 2019). Previous literature showed that as an emerging adult's developmental task, healthy romantic relationships have positive contributions to emerging adults such as psychological well-being (Furman & Collibee, 2014; Gómez-López et al., 2019) and fostering positive emotions and greater life satisfaction (Ramsey & Gentzler, 2015). In line with this, romantic relationships can positively contribute to an individual's psychological well-being by providing a source of social support (Jakubiak & Tomlinson, 2020) and fostering opportunities for personal growth (Mattingly et al., 2020). On the other hand, Collibee and Furman (2015) found that as a salient developmental task, poorer quality of romantic relationships may lead to feelings of depression or anxiety.

Unhealthy relationship behaviors are highly prevalent in young people's romantic relationships and are associated with a myriad of poor health and psychosocial outcomes (Hielscher et al., 2021). Problems in romantic relationships, including dating violence, are prevalent, with a higher number of female victims compared to male victims (Centers for Disease Control and Prevention [CDC], 2019). In Indonesia, dating violence ranks as the second most common form of violence, following domestic violence cases (Komnas Perempuan, 2023). Even violence committed by former partners dominates the reported cases. Unhealthy romantic relationships undoubtedly have various negative impacts on victims, such as poor psychological well-being, including anxiety in forming romantic relationships (Putri & Kurniawan, 2023). This is also consistent with the qualitative research by Lestari et al. (2022), which found that the psychological effects on victims of dating violence, both during and even after the relationship ends, can include feelings of distress, decreased productivity, low self-esteem, dependency on the partner, self-harm, and even trauma.

Based on previous literature, a healthy romantic relationship is characterized by strong communication and negotiation skills, caring behavior, self-expression, respect, trust, honesty, and fairness (Hielscher et al., 2021). Several other important aspects of healthy romantic relationships have been identified, such as (1) knowledge of healthy relationship concepts. It is crucial for individuals to develop knowledge and skills related to healthy romantic relationships to prevent unstable and unhealthy relationships (Adler-Baeder et al., 2007; Hielscher et al., 2021); (2) active and empathetic listening skills. Engaging in active and empathetic listening can lead individuals to exhibit positive interpersonal communication behaviors in their relationships with others (Duncan et al., 2009). By listening actively and empathetically, emerging adults gain information that enables them to understand others more deeply and modify their behavior in ways that benefit their relationships (Angera & Long, 2008), and resolve conflicts in romantic relationships (Meeks et al., 1998); (3) adaptive coping strategies (Adler-Baeder, 2007). Individuals often recognize that conflict in romantic relationships is inevitable and tend to view it negatively because they employ maladaptive coping strategies to address it (Shulman, 2003). However, conflict in romantic relationships can help individuals maintain a balance between emotional closeness and individuality (Adler-Baeder, 2007). To navigate these situations, individuals need to use adaptive coping strategies. Furthermore, strategies involving active behaviors (such as problem-solving or seeking social support) have been associated with more positive outcomes compared to avoidance-based strategies (such as wishful thinking or withdrawal) (Seiffge-Krenke, 2011); and (4) self-concept (Lewandowski et al. 2010; McIntyre et al., 2017). Specifically for emerging adults, romantic relationships are an essential source of emotional bonds and contribute to developing a positive self-concept and greater social integration (Meier & Allen, 2008). As a relationship begins and progresses, individuals acquire identity, characteristics, and perspectives from their partners, contributing to the development of their self-concept (Aron et al., 2013). Therefore, this training focuses on enhancing self-concept, as a strong self-concept has been found to correlate with positive relationship outcomes, including higher relationship satisfaction and commitment (McIntyre et al., 2017; Tajmiriyahi & Ickes, 2022).

Self-concept refers to an individual's view of their distinct, cohesive, and consistent characteristics (Campbell, 1990). Although it may appear stable, self-concept can be shaped, altered, and developed by an individual's perspectives, experiences, and context over time (Zeigler-Hill & Shackelford, 2020). Self-concept is shaped through evaluative processes based on others' responses to an individual, thereby providing meaning to one's self-definition by validating social status, ultimately leading to positive or negative self-evaluation (Callero, 1985; Stryker & Burke, 2000). Erikson (1958) also noted that the process of self-concept development can continue from late adolescence into emerging adulthood. Emerging adulthood, often marked by "turning points," offers emerging adults numerous opportunities

to redefine their self-concept, particularly in relation to love and work (Arnett, 2014; Schwartz et al., 2013). However, according to Arnett et al. (2014), the continual changes that occur during emerging adulthood can lead to instability and uncertainty. In fact, emerging adulthood is considered one of the most unstable periods of life. As a result, the identity exploration experienced during this time is not always pleasant. In particular, exploration in the realm of love can result in rejection and disappointment. Additionally, the feeling of being "in-between" adolescence and adulthood can lead to confusion among emerging adults (Arnett, 2004).

A strong self-concept can help emerging adults achieve better psychological adjustment and well-being, which is, in turn, associated with positive relationships (Kamp Dush et al., 2008). One reason for this is that emerging adults with a high self-concept tend to be more consistent in their thoughts, opinions, and behaviors, which is important for relationship satisfaction and longevity, as it reduces the adverse effects of emotional unpredictability within relationships (Fisher & McNulty, 2008). In addition, individuals with a high self-concept tend to exhibit self-expansion behaviors that yield benefits such as higher relationship quality (Cloutier & Peetz, 2017). Self-expansion behavior refers to actions that contribute to increasing resources, perspectives, and identities in order to achieve personal growth and goals (Aron et al., 2013). On the other hand, negative or unstable self-concept in emerging adults is associated with lower commitment and satisfaction in romantic relationships due to behaviors that avoid self-expansion (Aron et al., 2013), poor psychological health (Richman et al., 2016), and insecure attachment (Wu, 2009). Therefore, enhancing self-concept is crucial for maintaining high-quality romantic relationships (McIntyre et al., 2017), which can be achieved through training. Moreover, the relational and romantic skills acquired during emerging adulthood provide the foundation for future relationships in adulthood and marriage (Shulman et al., 2011).

Forming and maintaining intimate relationships that are complex and shifting requires skill, support, and resilience (Solomon et al., 2021). However, the majority of emerging adults report that they have not received the relationship education they desire or require, whether from their families or educational institutions (Weissbourd et al., 2017). Existing research has primarily focused on promoting healthy romantic relationships, especially among adolescents and young adults (Hielscher et al., 2021). However, much of the previous training only emphasized sexual health education and dating violence (Coyle et al., 2019; Hielscher et al., 2021). However, interventions aimed not only at reducing or preventing relationship abuse but also at actively promoting knowledge and skills for healthy romantic relationships have the potential to significantly enhance the health and well-being of young people. Halford (2011) also supports this statement by defining relationship education as psychoeducational interventions that aim to equip individuals and couples with the knowledge and skills needed for forming and maintaining healthy romantic relationships. By adopting this approach, these intervention programs contribute to a broader public health strategy focused on promoting healthy relationships. Preliminary evidence indicates that interventions targeting the development of healthy romantic relationships can be effective among youth (Bradford et al., 2016; Larson et al., 2007; Schramm & Gomez-Scott, 2012). Based on the literature reviewed in this study, no existing training programs have been found that focus on improving self-concept in emerging adults within the context of romantic relationships. To fill the research gap, this current study incorporates the aspect of self-concept within the scope of romantic relationships, which has not yet been found as a primary focus in other studies. Therefore, this study aims to examine the impact of healthy romantic relationship training on enhancing self-concept in emerging adults. The training module is adapted from Fitts and Roid's (1964) self-concept theory, the Healthy Relationship Resource Kit (2010), the coping strategy theory (Folkman & Lazarus, 1988), and the active listening and empathy module (Lachica et al., 2023; Long et al., 1999). The training outcomes are expected to be valuable for emerging adults in fostering healthy romantic relationships.

## METHOD

This current study used a quasi-experimental design with pre and post-test group (Creswell & Creswell, 2017), which was conducted in the form of a training group. The selected research design was used to examine the impact of the intervention by observing differences in scores on the self-concept and healthy romantic relationship knowledge measurement scales, administered at the beginning of the

training (pre-test), the end of the training (post-test), and one month after the training (follow-up). In addition, qualitative data were analyzed thematically based on the participant's experiences and the insights they gained during the training.

## Participants

To recruit participants, we used a non-probability sampling technique: convenience sampling. The participant criteria included individuals aged 18-29 years who were willing to attend the training in person at the Faculty of Psychology Universitas Indonesia, Depok, Indonesia. This training is not only beneficial for individuals who are currently in healthy romantic relationships but also for those who plan to engage in such relationships in the future. Therefore, the participant criteria are not limited to individuals who are already in a healthy romantic relationship. We distributed electronic recruitment posters via social media; the initial target number of participants was 30. Participants who were interested in joining the training registered through a Google Form registration link provided. The registration data included informed consent and demographic data.

Participants were also asked to complete the Healthy Romantic Relationship Knowledge scale as the screening instrument for participant selection. In selecting participants, the authors prioritized those with low scores on the healthy romantic relationship knowledge scale. Participants who met the criteria were then invited to join a WhatsApp group, where we shared information related to the training, including introductions of the research team and participants, general information about the training, and the completion of informed consent. 13 participants ( $M = 21.8$ ,  $SD = 2.1$ ) were willing to participate and complete the training until the follow-up session. After completing the training, each participant received an electronic booklet of Healthy Romantic Relationship and a training certificate. Four randomly selected participants were also provided with electronic money as a reward.

**Table 1.** Description of Training Participants ( $N=13$ )

Variable		N	%
Sex	Women	7	53.8
	Men	6	46.1
Education	Bachelor's degree	9	69.2
	Undergraduate students	4	30.8

## Procedures

In developing the Healthy Romantic Relationship training module, we developed a new module based on self-concept theory (Fitts & Roid, 1964), the Healthy Relationship Resource Kit (2010), coping strategy theory (Folkman & Lazarus, 1988), and active listening and empathy module (Lachica et al., 2023; Long et al., 1999). The activities in the module generally included introductory sessions, material presentations, worksheets, and interactive group discussions.

In this training, we also encouraged active participation in group activities. Reflective questions were also posed to stimulate group discussions, share romantic relationship experiences, and help participants gain meaningful insights from the activities. This current study focuses on increasing healthy romantic relationship knowledge and enhancing the self-concept of participants. Below are the topics covered in the training (see Table 2).

Before the training sessions began, participants attended an online pre-session. During the pre-session, we explained the general information of the training activities. Participants also were asked to fill out an informed consent form. The group training consisted of four sessions held in May and June 2024. Sessions one through four were conducted face-to-face with a duration around 180 minutes for each session. Considering the extended duration of the training, we also provided lunch and refreshments for the participants, as well as scheduled breaks to prevent fatigue. The follow-up session was conducted online, one month after the training ended.

**Table 2.** Content of Healthy Romantic Relationship Module

Session	Session Content	Duration (in minutes)
Healthy Romantic Relationship Knowledge	<ol style="list-style-type: none"> <li>1. Discuss healthy romantic relationship knowledge</li> <li>2. Share and discuss romantic relationship experiences</li> </ol>	180
Self-Concept	<ol style="list-style-type: none"> <li>1. Discuss self-concept and its relation to self-esteem</li> <li>2. Self-exploration activities through filling out</li> <li>3. worksheets and discussion</li> <li>4. Discuss self-acceptance</li> </ol>	180
Adaptive Coping Strategy	<ol style="list-style-type: none"> <li>1. Discuss and identify stressors in a romantic relationship</li> <li>2. Identify adaptive coping strategies to manage stress in a romantic relationship through discussion and filling out worksheets</li> </ol>	180
Active Listening and Empathy	<ol style="list-style-type: none"> <li>1. Discussion on active listening and empathy techniques in a romantic relationship</li> <li>2. Application/roleplay</li> </ol>	180

At the last moment of the follow-up session, we distributed awards consisting of an electronic booklet and a certificate of completion. Furthermore, four participants chosen via a lottery were awarded an e-wallet incentive. The training procedure was affirmed to comply with the ethical requirements of psychology by the Ethics Committee, under approval number 051/FPsi.Komite Etik/PDP.04.00/2024.

### Instrumentations

To measure self-concept and knowledge of healthy romantic relationships, this study utilized the Tennessee Self-Concept Scale Second Version Short Form (TSCS:2 SF) and the Healthy Romantic Relationship Knowledge Scale, administered three times to the participants: before the training (pre-test), after the training (post-test), and one month after the training (follow-up).

#### *Tennessee Self-Concept Scale Second Version Short Form (TSCS:2 SF)*

The TSCS: 2 SF is a self-report, multidimensional measure developed by Fitts and Roid (1964) to assess self-concept. TSCS:2 SF includes 2 dimensions which are (1) internal perspectives (identity self, behavioral self, and self-satisfaction); and (2) external perspectives (moral-ethical, personal, family, social, physical, and academic). Originally, the TSCS comprised 82 items, with the first 20 items forming a short version to measure self-concept. The TSCS: 2 SF was adapted into Indonesian by Ekhananda (2014) and has demonstrated good psychometric properties. The Cronbach's  $\alpha$  value of 0.837 indicates good reliability ( $\alpha > 0.7$ ). The item-total correlations (crit values) ranged from 0.045 to 0.646. Although items 4 and 12 had criteria values below 0.2, they were not removed due to the brevity of the scale and the potential impact on measuring self-concept comprehensively across dimensions. Overall, the Indonesian version of the TSCS 2nd SF is considered valid and reliable for measuring self-concept. The TSCS 2nd SF uses Likert Rating scale ranging from 1 to 5 (1 = always false, 2 = mostly false, 3 = partly false and partly true, 4 = mostly true, and 5 = always true). The scale includes both favorable and unfavorable items. An example of these items is "I am an attractive person". The total score ranges from 20 to 100, with higher scores indicating a more positive/high self-concept.

#### *The Healthy Romantic Relationships Knowledge Scales*

The healthy romantic relationship knowledge was assessed using a scale developed by the authors based on the Healthy Relationship Resource Kit (2010). The scale consists of 20 questions: 14 true or false statements and 6 multiple-choice questions. Participants were asked to choose the answer they believe is most accurate. An example of these items is "Your partner is giving you the silent treatment during conflicts.". Scores range from 0 to 20, with higher scores indicating higher knowledge of healthy

romantic relationships. The Cronbach's  $\alpha$  value of 0.727 indicates good reliability ( $\alpha > 0.7$ ). Additionally, qualitative data were gathered that emerged during the training, and recorded by the research team as observers.

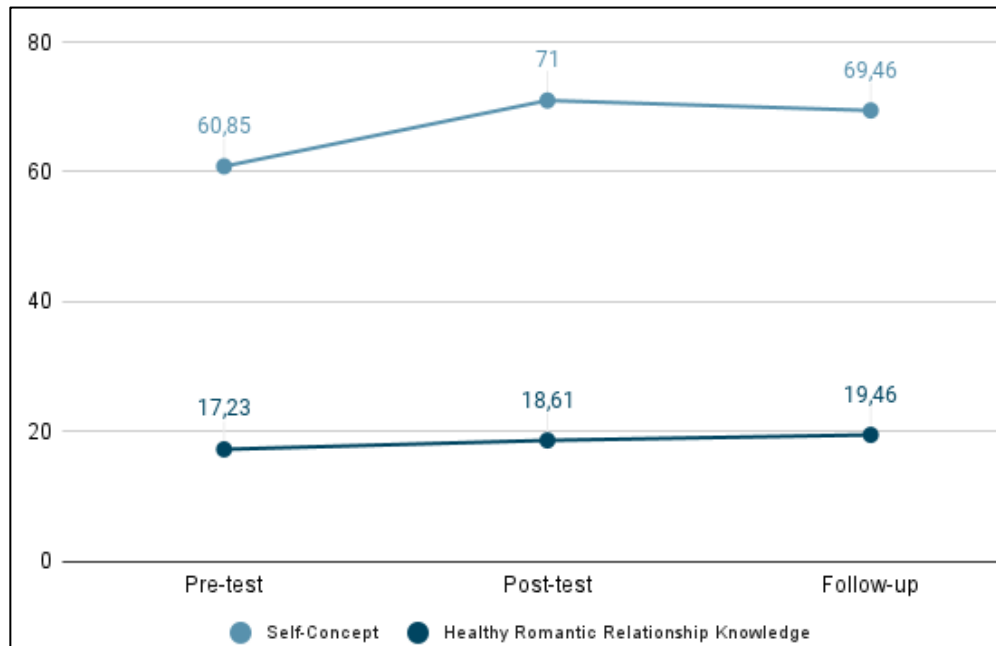
## Data Analysis

Quantitative data analysis was conducted to test the hypothesis that participants who completed the training would report higher mean self-concept and healthy romantic relationship knowledge scores. This was achieved by comparing the mean scores of the Tennessee Self Concept Scale 2nd Short Form (TSCS:2 SF) and the Healthy Romantic Relationship Knowledge Scale across the pre-test, post-test, and follow-up using Repeated Measures Analysis of Variance (ANOVA). Statistical testing was performed using the IBM Statistical Program for Social Sciences version 25. Responses and observational data from participants were also analyzed qualitatively using thematic analysis. According to Braun and Clarke (2006), thematic analysis is a qualitative research method to identify, analyze, and report patterns (themes) within the data. Qualitative data, which showed insights from participants, was also derived to support the quantitative data. Qualitative data were obtained through observations of participants' behaviors, responses, questions, and attitudes while engaging in healthy romantic relationships training activities.

## RESULTS

The data analysis results from the three time points chosen to measure 13 participants' self-concept showed the following: pre-test ( $M = 60.85$ ,  $SD = 8.375$ ,  $CI [52.475, 69.225]$ ), post-test after the training ( $M = 71.00$ ,  $SD = 7.506$ ,  $CI [63.494, 78.506]$ ), and follow-up one month after the training ( $M = 69.46$ ,  $SD = 7.434$ ,  $CI [62.026, 76.894]$ ). The illustration of mean score changes can be seen in Figure 1, where there is a significant increase in scores at the post-test and a slight decrease during the follow-up. The ANOVA results (see Table 3) indicated a significant improvement in self-concept influenced by healthy romantic relationship training,  $F(2, 24) = 5.144$ ,  $p = .005$ . It can be concluded that the training had a significant impact on enhancing participants' self-concept after the training was completed.

Based on Bonferroni post-hoc testing, there was a significant difference in self-concept between the pre-test and post-test, 95%  $CI [-19.38, -0.925]$ ,  $p = .030$ . However, no significant difference was observed between the pre-test and follow-up ( $p = .077$ ) or between the post-test and follow-up ( $p = 1.0$ ). The analysis of the mean differences in self-concept revealed a slight decline in self-concept one month after the training, though it remained higher than before the training (Mean difference (SE) =  $-1.538$  (3.580)).



**Figure 1.** Means Scores for Self-Concept and Healthy Romantic Relationship Knowledge During Pre-test, Post-test, and Follow-up

Additionally, the data analysis results from the three-time points selected to measure participants' knowledge of healthy romantic relationships showed the following: pre-test ( $M = 17.23$ ,  $SD = 2.455$ ,  $CI [15.747, 18.714]$ ), post-test after the training ( $M = 18.615$ ,  $SD = 1.850$ ,  $CI [17.497, 19.733]$ ), and follow-up one month after the training ( $M = 19.462$ ,  $SD = .660$ ,  $CI [19.063, 19.861]$ ). The illustration of mean score changes can be seen in Figure 1, where the scores increased during the post-test and follow-up. The ANOVA results (see Table 3) indicated that the change in knowledge of healthy romantic relationships was significantly influenced by the training,  $F(2, 24) = 4.962$ ,  $p = .005$ . It can be concluded that the training had a significant impact on increasing participants' knowledge of healthy romantic relationships one month after the training, but not immediately after the training. The analysis of the mean differences in knowledge revealed a noticeable increase in participants' knowledge of healthy romantic relationships one month after the training (Mean difference (SE) = 2.23 (.690)).

**Table 3.** ANOVA Test Result for TSCS:2 SF and Healthy Romantic Relationship Knowledge

Variable	Value	F	df	Sig.
Self-Concept	.483	5.144	24	.026
Healthy Romantic Relationship Knowledge	.474	4.962	24	.029

Qualitative data was also collected from participants to support the quantitative data. The qualitative data aimed to gain insights, assess changes in participants' self-concept, and assess how confident the participants feel about using the skills that have been taught. The themes in this thematic analysis were based on the dimensions of the TSCS:2 SF (Fitts & Roid, 1964). The thematic analysis of qualitative data showed an enhancement of self-concept in emerging adults following the training on healthy romantic relationships (see Table 4).

Qualitative analysis supports the research hypothesis, indicating that participants demonstrated a higher awareness in observing and reflecting on their identity, behaviors, and self-evaluation within the context of romantic relationships. Participants also gained crucial insights regarding the importance of exhibiting healthy romantic relationship behaviors and knowledge taught during the training. The acquisition of knowledge and skills related to healthy romantic relationships instilled a sense of optimism and heightened self-efficacy among participants about applying these concepts in their



romantic relationships. Moreover, participants also reported a greater awareness of cultivating self-confidence and self-acceptance, which in turn helped them learn to accept their partner's weaknesses. This aligns with the research hypothesis that posits an increase in the participants' self-concept.

**Table 4.** Qualitative Analysis of Self-Concept Enhancement in the Context of Romantic Relationships among Emerging Adults

Themes	Sub-themes	Description
Internal references	Identity	<ol style="list-style-type: none"> <li>1. Participants demonstrated a heightened awareness in observing their traits, weaknesses, and strengths in forming romantic relationships.</li> <li>2. Participants were able to reflect on how their traits, weaknesses, and strengths influenced the romantic relationships they experienced.</li> </ol>
	Behavior	<ol style="list-style-type: none"> <li>1. Participants made an effort to become aware of the behaviors exhibited in their romantic relationships with their partners.</li> <li>2. Participants reflected on the consequences experienced by their partners when displaying certain behaviors, which subsequently influenced whether those behaviors persisted or diminished.</li> <li>3. Participants gained insight into the importance of demonstrating behaviors that can support healthy romantic relationships. This process also led them to feel more optimistic and empowered to apply their knowledge and skills related to healthy romantic relationships.</li> </ol>
	Self-satisfaction	<ol style="list-style-type: none"> <li>1. The understanding that each individual has weaknesses and strengths helped participants become more accepting of themselves, leading to higher self-satisfaction.</li> <li>2. Participants gained insight into the importance of having high self-confidence to support healthy romantic relationships, prompting them to engage in various active efforts to enhance their self-esteem, such as learning self-acceptance.</li> </ol>
External references	Moral-ethic	Participants reflected on unhealthy traits or behaviors exhibited in their romantic relationships. This led to insights aimed at becoming better and psychologically healthier partners.
	Personal	Participants recognized the importance of self-efficacy, self-acceptance, and high self-confidence in romantic relationships, aspects that had not been fully acknowledged before.
	Social	Participants made an effort to evaluate feedback from their partners or others regarding their interactions, which helped them engage in self-assessment to improve the quality of their relationships.
	Family	Participants became aware of the role of family, both positive and negative, in shaping their self-concept in romantic relationships. Although they viewed their families as less than ideal, they gained insights into values or behaviors that could serve as examples, as well as those to avoid in their romantic relationships.
	Physical	Participants endeavored to cultivate acceptance and self-esteem regarding their physical appearance.

## DISCUSSION

Healthy romantic relationship knowledge and skills training are considered essential for emerging adults, as forming healthy romantic relationships is a key developmental task at this stage. For emerging adults, romantic relationships serve as a significant source of emotional connection and contribute to building a positive self-concept and greater social integration (Meier & Allen, 2008). Therefore, this training emphasizes enhancing self-concept, since a strong self-concept has been linked to positive

relationship outcomes, such as higher satisfaction and commitment in relationships (McIntyre et al., 2017; Tajmiriyahi & Ickes, 2022). This study aims to assess the effectiveness of healthy romantic relationship training in enhancing self-concept among emerging adults. Using a pre-test and post-test design, the researchers hypothesized that participants who completed the training would report enhanced self-concept, both quantitatively and qualitatively.

This current study indicates that healthy romantic relationship training is effective in enhancing self-concept among emerging adults. This is quantitatively demonstrated by a significant increase in self-concept scores from pre-training to post-training. The result of this study supports the research hypothesis, where the participants reported higher self-concept scores after completing the training. The healthy romantic relationship knowledge scores also showed a significant increase between pre-training and follow-up sessions. The results are consistent with the previous findings from Davila et al. (2021) that showed more positive self-concept and increased healthy romantic relationship knowledge in participants who completed healthy romantic relationship training. Furthermore, the research meta-analysis review on existing healthy romantic relationship interventions that was conducted by Emerson et al. (2022) also found that half of the reviewed interventions significantly affect self-concept (including self-acceptance and self-esteem).

The key findings of this study indicate that training focused on self-concept is significantly important for supporting healthy romantic relationships among emerging adults. The training included various activities aimed at enhancing participants' self-awareness (recognizing strengths, weaknesses, behavior, and traits), and fostering self-acceptance and self-esteem. According to London et al. (2023), improving self-awareness positively impacts behavior and the accuracy of how we trust others' judgments about ourselves and how we perceive others. While self-awareness may not always lead to positive outcomes—such as recognizing undesirable traits or behaviors—individuals must learn how to manage the differences between themselves and others' expectations, especially when receiving unfavorable feedback (Whetten & Cameron, 2016). Furthermore, recognizing the connection between romantic relationships and self-concept is also important, as romantic relationships serve as a platform for individuals to develop self-regulation and self-expression, which contribute to mental well-being in late adolescence and subsequently in early adult romantic relationships (Davila et al., 2017; Kansky & Allen, 2018). This finding on heightened self-awareness is also supported by Solomon (2017) who found that relationship education can assist emerging adults in gaining a deeper understanding of their "love template", which refers to the internalized framework of attitudes, beliefs, and expectations about love, sex, and intimacy. This template, primarily shaped by early experiences within the family of origin, plays a critical role in how individuals interpret and navigate their romantic relationships. Although the follow-up self-concept scores were not higher than the post-test scores, they remained higher than the pre-test scores. This variability may be explained by the notion that developing a clear and coherent self-concept requires more time for self-reflection and reconsideration (Van Der Crujisen et al., 2018). Therefore, it is important for participants to consistently implement the knowledge and techniques acquired from healthy romantic relationship training to fully maintain and enhance self-concept.

Qualitative data were obtained through responses and observations of participants during the training. The qualitative analysis, based on the dimensions of the TSCS:2 SF, revealed several key themes describing the enhancement of self-concept among emerging adults in the context of romantic relationships. The first theme involved internal aspects. By taking time to reflect on their views of identity, behavior, and self-satisfaction, participants gained a clearer and deeper understanding of their self-concept. Additionally, they could better integrate the impact of their romantic relationship experiences on their self-concept. In line with this, higher levels of self-awareness have a positive impact on a greater self-concept (Coutts et al., 2023). This can be explained that self-awareness, which refers to the ability to recognize our own emotions, values, strengths, weaknesses, and behavior, helps individuals to have a more accurate understanding of their self-concept (Alicke et al., 2020). This finding is important because self-awareness also plays a key role in the development of a more focused and clearer self-concept (Nasby, 1997). Moreover, this training not only raised participants' awareness of stressors in their romantic relationships, but it also helped them identify and apply adaptive coping strategies when handling these stressors. Applying adaptive coping strategies has also been found to enhance self-concept, as individuals who utilized positive coping strategies when dealing with life stressors generally experienced better outcomes, leading to increased confidence to cope with conflicts

and improved self-esteem (Li et al., 2023). In line with this, Riggio et al. (2013) found that self-efficacy in romantic relationships correlated with self-esteem. This finding shows that the current training is effective in enhancing participants' self-concept by providing them with the skills and knowledge needed to form and maintain romantic relationships.

Furthermore, under the sub-theme of self-satisfaction, participants evaluated their identity and behavior in the context of romantic relationships. This led to the insight that there were aspects of themselves they did not like, resulting in negative emotions such as disappointment and guilt. This aligns with Whetten and Cameron (2016), who note that the process of self-concept development is not always pleasant, as it involves awareness of potentially undesirable aspects of oneself. However, the training helped participants cultivate self-acceptance, which supported increased self-satisfaction. This has positive implications for healthy romantic relationships. Yarnell and Neff (2013) found that accepting one's flaws predicts acceptance of a partner's flaws, aiding emerging adults in resolving conflicts more effectively with their partners. Furthermore, when evaluating self-satisfaction, highly self-confident individuals are likelier to exhibit healthy dating behaviors and achieve higher quality and commitment in their romantic relationships (Luciano & Orth, 2017).

Another important finding that arose from qualitative data is external perspectives. In this theme, participants sought to integrate various external resources (physical, personal, moral-ethical, social, and family) to define themselves. During the training and in their daily lives, participants were naturally exposed to feedback from their environment regarding how others perceive them, and sometimes this can lead to conflict in their romantic relationship. Specifically, in the context of romantic relationships, individuals attempt to align their self-concept with the feedback received from their romantic partners. Feedback provided during the training played a role in enhancing participants' self-concept. This was evidenced by participants' efforts to evaluate the information they received about themselves and reflect on ways to become more capable of maintaining healthy romantic relationships. This process can be explained by Jelic (2022), which suggests that when individuals are motivated to develop themselves, they use feedback to adjust their behavior in a more positive direction to gain acceptance from others. The communication and empathy skills taught during the training also contributed to a higher self-concept (specifically self-efficacy) by helping participants develop the skills needed to manage conflict alongside their partners, which led to making them feel more competent to resolve conflicts in their relationships. Moreover, this program can enhance participants' self-efficacy by equipping them with the skills needed to pursue their relationship goals, which is a critical aspect of change (Snyder, 2002). The results of this study align with other research on healthy romantic relationship training, which also targets emerging adults. A systematic review study conducted by Simpson et al. (2018) also found that interventions promoting healthy relationships resulted in changes in romantic relationship knowledge and attitudes, at least in the short term.

The success of the training was also influenced by participants' active involvement in discussions, as receiving feedback from the environment and interacting with others helped participants become more self-aware. The training emphasized face-to-face interaction, which encouraged and facilitated mutual efforts to achieve group goals. Johnson and Johnson (2001) highlight that in-depth discussions between participants and facilitators significantly contribute to the achievement of training objectives. They found that one of the key factors supporting training effectiveness is active discussion of the concepts being learned, sharing knowledge with peers, and elaborating on current knowledge and past learning experiences. Moreover, participant evaluations of this current training showed that the depth of the material and practical exercises helped them better understand healthy romantic relationships.

The generalizability of this research findings remains uncertain. Generalizability or external validity refers to the degree to which conclusions from experimental scientific studies can be generalized from the specific set of conditions under which the study is conducted to other populations, settings, treatments, measurements, times, and experimenters (Kemper, 2017). In this study, most participants came from similar backgrounds (i.e., undergraduate students, bachelor's degree, or came from the same domicile). Therefore, the applicability of the study's findings to emerging adults who are not university students or come from more diverse backgrounds remains unclear. Additionally, compared to similar studies, the sample size in this research is relatively small, which also affects this study's external validity.

Considering the importance of modifying the module to suit the unique characteristics of different groups, the effectiveness of the healthy romantic relationship training module for emerging adults with more varied backgrounds or characteristics needs further investigation for training development. Future research should focus on this area to enhance the development of the training program. Finally, the results of this study highlight the significance of healthy romantic relationship training in emerging adults, not only to address sexual health and prevent dating violence but also to improve self-concept which could lead to better romantic relationship outcomes. Research implications suggest how the findings may be important for policy, practice, theory, and subsequent research on healthy romantic relationships in emerging adults.

### Limitations

The applicability of this study's findings to emerging adults outside of university settings or those with more diverse backgrounds remains uncertain. Given the importance of adapting the module to fit the unique characteristics of various groups, further research is necessary to assess the effectiveness of the healthy romantic relationship training module among emerging adults with broader and more varied backgrounds. Future investigations should focus on this area to enhance the development of the training program. Additionally, the sample size for further research also could be increased to better represent the population which would further support the generalizability of the findings. Despite the limitations, overall, the results from both quantitative and qualitative data analysis indicate significant results regarding the effectiveness of healthy romantic relationship training in enhancing self-concept among emerging adults.

### CONCLUSIONS

This study's results showed an enhancement in self-concept and increased healthy romantic relationship knowledge among emerging adults after participating in the healthy romantic relationship training, which was maintained for one month after the training ended. The training helped participants identify their strengths and weaknesses, foster self-acceptance, boost self-esteem, and deepen healthy romantic relationship knowledge. It also helped participants feel more confident in applying what they had learned to their current or future romantic relationships. The findings of this study support the importance of healthy romantic relationship training for emerging adults, not only focusing on sexual health and preventing dating violence but also enhancing self-concept. Despite certain limitations regarding external validity, the findings from both quantitative and qualitative analyses demonstrate a significant effectiveness of healthy romantic relationship training in improving self-concept among emerging adults. Suggestions for improving the quality of the training include modifying the duration of the training modules to avoid being too condensed. Additionally, as a practical recommendation, participants are encouraged to consistently apply the knowledge and techniques provided in healthy romantic relationship training to maximize and sustain the benefits, particularly in improving self-concept. The implications of the research highlight the importance of healthy romantic relationships in emerging adulthood training for policy development, practical applications, theoretical frameworks, and future studies.

### ACKNOWLEDGEMENTS

We acknowledge the financial support from the Faculty of Psychology, Universitas Indonesia (Grant number NKB-146/UN2.F8.D/PPM.00.02/2024). Their financial support has been essential in completing this research.

## REFERENCES

- Alicke, M., Zhang, Y., & Stephenson, N. (2020). Self-awareness and self-knowledge. In *Oxford Research Encyclopedia of Psychology*.
- Angera, J. J., & Long, E. C. (2006). Qualitative and quantitative evaluations of an empathy training program for couples in marriage and romantic relationships. *Journal of Couple & Relationship Therapy*, 5(1), 1-26. [https://doi.org/10.1300/J398v05n01\\_01](https://doi.org/10.1300/J398v05n01_01)
- Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American psychologist*, 55(5), 469.
- Aron, A., Lewandowski Jr, G. W., Mashek, D., & Aron, E. N. (2013). The self-expansion model of motivation and cognition in close relationships. *The Oxford handbook of close relationships*, 90-115.
- Bradford, K., Stewart, J. W., Pfister, R., & Higginbotham, B. J. (2016). Avoid falling for a jerk (ette): Effectiveness of the premarital interpersonal choices and knowledge program among emerging adults. *Journal of Marital and Family Therapy*, 42(4), 630-644.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Callero, P. L. (1985). Role-identity salience. *Social psychology quarterly*, 203-215.
- Campbell, J. D. (1990). Self-esteem and clarity of the self-concept. *Journal of personality and social psychology*, 59(3), 538.
- Carver, C. S., Scheier, M. F., & Weintraub, J. K. (1989). Assessing coping strategies: A theoretically based approach. *Journal of Personality and Social Psychology*, 56(2), 267.
- Centers for Disease Control and Prevention. (2019). Fast Facts: Preventing Teen Dating Violence. Downloaded from [https://www.cdc.gov/violenceprevention/pdf/ipv/TDV-factsheet\\_2022.pdf](https://www.cdc.gov/violenceprevention/pdf/ipv/TDV-factsheet_2022.pdf)
- Chow, C. M., & Ruhl, H. (2014). Friendship and romantic stressors and depression in emerging adulthood: Mediating and moderating roles of attachment representations. *Journal of Adult Development*, 21, 106–115.
- Cloutier, A., & Peetz, J. (2017). People, they are a changin' The links between anticipating change and romantic relationship quality. *Journal of Social and Personal Relationships*, 34(5), 676-698.
- Collibee, C., & Furman, W. (2015). Quality counts: Developmental shifts in associations between romantic relationship qualities and psychosocial adjustment. *Child Development*, 86(5), 1639–1652. <https://doi.org/10.1111/cdev.12353>
- Connolly, J., McIsaac, C., Shulman, S., Wincentak, K., Joly, L., Heifetz, M., & Bravo, V. (2014). Development of romantic relationships in adolescence and emerging adulthood: Implications for community mental health. *Canadian Journal of Community Mental Health*, 33(1), 7-19.
- Coutts, J., Al-Kire, R. L., & Weidler, D. J. (2023). I can see (myself) clearly now: Exploring the mediating role of self-concept clarity in the association between self-compassion and indicators of well-being. *PLOS ONE*, 18(4), e0283047. <https://doi.org/10.1371/journal.pone.0283047>
- Coyle, K. K., Anderson, P., Franks, H. M., Walker, J. D., & Glassman, J. R. (2019). You-Me-Us: results of a cluster randomized trial of a healthy relationships approach to sexual risk reduction. *The Journal of Primary Prevention*, 40(6), 607-629.
- Davila, J., Zhou, J., Norona, J., Bhatia, V., Mize, L., & Lashman, K. (2021). Teaching romantic competence skills to emerging adults: A relationship education workshop. *Personal Relationships*, 28(2), 251-275.
- DeWall, C. N., Maner, J. K., Deckman, T., & Rouby, D. A. (2011). Forbidden fruit: Inattention to attractive alternatives provokes implicit relationship reactance. *Journal of Personality and Social Psychology*, 100(4), 621.
- Duncan, L. G., Coatsworth, J. D., & Greenberg, M. T. (2009). A model of mindful parenting: Implications for parent–child relationships and prevention research. *Clinical child and family psychology review*, 12, 255-270.
- Emerson, A., Pickett, M., Moore, S., & Kelly, P. J. (2023). A scoping review of digital health interventions to promote healthy romantic relationships in adolescents. *Prevention Science*, 24(4), 625-639.

- Erdfelder, E., Faul, F., & Buchner, A. (1996). GPOWER: A general power analysis program. *Behavior Research Methods, Instruments & Computers*, 28(1), 1–11. <https://doi.org/10.3758/BF03203630>
- Feist, J., & Feist, G. J. (2012). *Psychology: theories of personality*.
- Fisher, T. D., & McNulty, J. K. (2008). Neuroticism and marital satisfaction: the mediating role played by the sexual relationship. *Journal of family psychology*, 22(1), 112.
- Fitts, W. H., & Roid, G. H. (1964). *Tennessee self concept scale*. Nashville, TN: Counselor Recordings and Tests.
- Furman, W., & Collibee, C. (2014). A matter of timing: Developmental theories of romantic involvement and psychosocial adjustment. *Development and Psychopathology*, 26(4pt1), 1149-1160.
- Gehl, K., Brassard, A., Dugal, C., Lefebvre, A.-A., Daigneault, I., Francoeur, A., & Lecomte, T. (2024). Attachment and Breakup Distress: The Mediating Role of Coping Strategies. *Emerging Adulthood*, 12(1), 41–54. <https://doi.org/10.1177/21676968231209232>
- Gómez-López, M., Viejo, C., & Ortega-Ruiz, R. (2019). Well-being and romantic relationships: A systematic review in adolescence and emerging adulthood. *International journal of environmental research and public health*, 16(13), 2415.
- Halford, W. K. (2011). *Marriage and relationship education: What works and how to provide it*. Guilford Press.
- Healthy Relationship Resource Kit. (2010). Netherlands; Western Health.
- Hielscher, E., Moores, C., Blenkin, M., Jadambaa, A., & Scott, J. G. (2021). Intervention programs designed to promote healthy romantic relationships in youth: A systematic review. *Journal of Adolescence*, 92, 194-236.
- Jakubiak, B. K., & Tomlinson, J. M. (2020). The role of social support in promoting self-development. In M. L. Akin, S. J. Kogan, & C. M. Zaki (Eds.), *The Cambridge handbook of personal relationships* (pp. 125-143). Springer Nature. [https://doi.org/10.1007/978-3-030-43747-3\\_8](https://doi.org/10.1007/978-3-030-43747-3_8)
- Jelić, M. (2022). How do we process feedback? The role of self-esteem in processing self-related and other-related information. *Acta psychologica*, 227, 103592.
- Johnson, D. W., & Johnson, R. T. (2001). *Learning Together and Alone*. Upper Saddle River, NJ: Prentice Hall.
- Kamp Dush, C. M., Taylor, M. G., & Kroeger, R. A. (2008). Marital happiness and psychological well-being across the life course. *Family relations*, 57(2), 211-226.
- Kemper, C.J. (2017). External Validity. In: Zeigler-Hill, V., Shackelford, T. (eds) *Encyclopedia of Personality and Individual Differences*. Springer, Cham. [https://doi.org/10.1007/978-3-319-28099-8\\_1303-1](https://doi.org/10.1007/978-3-319-28099-8_1303-1)
- Komnas Perempuan. (2024). *Catatan Tahunan Komnas Perempuan Tahun 2023: Lembar Fakta*. Downloaded from <https://komnasperempuan.go.id/download-file/1085>
- Konstam, V. (2019). *The romantic lives of emerging adults: Getting from I to we*. Oxford University Press.
- Lachica, N., Stockwell, A., & Gamba, J. (2023). What did I just say? An individualized behavior skills training for listening behaviors of adult participants in romantic relationships. *Sexual and Relationship Therapy*, 38(4), 732-755. <https://doi.org/10.1080/14681994.2021.1922664>
- Larson, J. H., Vatter, R. S., Galbraith, R. C., Holman, T. B., & Stahmann, R. F. (2007). The RELATionship Evaluation (RELATE) with therapist-assisted interpretation: Short-term effects on premarital relationships. *Journal of marital and family therapy*, 33(3), 364-374.
- Lestari P. P., Abidin Z., & Abidin F. A., "Bentuk kekerasan dalam berpacaran (KDP) dan dampak psikologisnya pada wanita dewasa awal sebagai korban kekerasan." *Martabat: Jurnal Perempuan dan Anak* 6, no. 1 (2022): 65-84.
- Li, W., Guo, Y., Lai, W., Wang, W., Li, X., Zhu, L., ... & Lu, C. (2023). Reciprocal relationships between self-esteem, coping styles and anxiety symptoms among adolescents: between-person and within-person effects. *Child and adolescent psychiatry and mental health*, 17(1), 21.
- London, M., Sessa, V. I., & Shelley, L. A. (2023). Developing self-awareness: Learning processes for self-and interpersonal growth. *Annual Review of Organizational Psychology and Organizational Behavior*, 10(1), 261-288.

- Long, E. C., Angera, J. J., Carter, S. J., Nakamoto, M., & Kalso, M. (1999). Understanding the one you love: A longitudinal assessment of an empathy training program for couples in romantic relationships. *Family Relations*, 235-242. <https://doi.org/10.2307/585632>
- Lazarus, R. S., and Folkman, S. (1984). *Stress, Appraisal, and Coping*. New York: Springer.
- Mattingly, B. A., McIntyre, K. P., & Lewandowski, G. W. (2020). Relationship-induced self-concept change: Theoretical perspectives and methodological approaches. *Interpersonal relationships and the self-concept*, 1-19.
- McIntyre, K. P., Mattingly, B. A., & Lewandowski, G. W. (2017). Self-concept clarity and romantic relationships. *Self-concept clarity: Perspectives on assessment, research, and applications*, 107-124.
- Meeks, B. S., Hendrick, S. S., & Hendrick, C. (1998). Communication, love and relationship satisfaction. *Journal of Social and Personal Relationships*, 15(6), 755-773. <https://doi.org/10.1177/0265407598156003>
- Meier, A., & Allen, G. (2008). Intimate relationship development during the transition to adulthood: Differences by social class. *New directions for child and adolescent development*, 2008(119), 25-39.
- Nasby, W. (1997). Self-consciousness and cognitive prototypes of the ideal self. *Journal of Research in Personality*, 31(4), 543-563.
- Putri, A. R., & Kurniawan, Y. (2023). Kecemasan Menjalin Relasi Romantis: Studi Kasus terhadap Perempuan Penyintas Toxic relationship. *Philanthropy: Journal of Psychology*, 7(1), 90-107.
- Ramsey, M. A., & Gentzler, A. L. (2015). An upward spiral: Bidirectional associations between positive affect and positive aspects of close relationships across the life span. *Developmental review*, 36, 58-104.
- Richman, S. B., Pond Jr, R. S., Dewall, C. N., Kumashiro, M., Slotter, E. B., & Luchies, L. B. (2016). An unclear self leads to poor mental health: Self-concept confusion mediates the association of loneliness with depression. *Journal of Social and Clinical Psychology*, 35(7), 525-550.
- Riggio, H. R., Weiser, D. A., Valenzuela, A. M., Lui, P. P., Montes, R., & Heuer, J. (2013). Self-efficacy in romantic relationships: Prediction of relationship attitudes and outcomes. *The Journal of Social Psychology*, 153, 629-650. doi:10.1080/00224545.2013.801826
- Schramm, D. G., & Gomez-Scott, J. (2012). Merging relationship education and child abuse prevention knowledge: An evaluation of effectiveness with adolescents. *Marriage & Family Review*, 48(8), 792-808.
- Schwartz, S. J., Zamboanga, B. L., Luyckx, K., Meca, A., & Ritchie, R. A. (2013). Identity in emerging adulthood: Reviewing the field and looking forward. *Emerging adulthood*, 1(2), 96-113.
- Seiffge-Krenke, I. (2011). Coping With Relationship Stressors: A Decade Review. *Journal of Research on Adolescence*, 21(1), 196-210. <https://doi.org/10.1111/j.1532-7795.2010.00723>.
- Shulman, S. (2003). Conflict and negotiation in adolescent romantic relationships. In *Adolescent Romantic Relations and Sexual Behavior* (pp. 109-135). Psychology Press.
- Shulman, S., Davila, J., & Shachar-Shapira, L. (2011). Assessing romantic competence among older adolescents. *Journal of Adolescence*, 34(3), 397-406.
- Snyder, C. R. (2002). Hope theory: Rainbows in the mind. *Psychological Inquiry*, 13, 249-275.
- Solomon, A. H. (2017). *Loving bravely: Twenty lessons of self-discovery to help you get the love you want*. New Harbinger Publications.
- Solomon, A. H., Martinez, C. J., & Wren, J. E. (2021). Becoming what you are seeking: Building relational self-awareness in emerging adults. *Family process*, 60(4), 1539-1554.
- Stryker, S., & Burke, P. J. (2000). The past, present, and future of an identity theory. *Social psychology quarterly*, 284-297.
- Van der Crujisen, R., Peters, S., Van der Aar, L. P. E., & Crone, E. A. (2018). The neural signature of self-concept development in adolescence: the role of domain and valence distinctions. *Developmental Cognitive Neuroscience*, 30, 1-12.
- Weissbourd, R., Anderson, T. R., Cashin, A., & McIntyre, J. (2017). The talk: How adults can promote young people's healthy relationships and prevent misogyny and sexual harassment. *Harvard Graduate School of Education*, 16(8), 1-46.

Wu, C. H. (2009). The relationship between attachment style and self-concept clarity: The mediation effect of self-esteem. *Personality and individual differences*, 47(1), 42-46.