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URDU TRANSLATION AND VALIDATION OF RELATIONSHIP QUESTIONNAIRE IN PAKISTANI CULTURE

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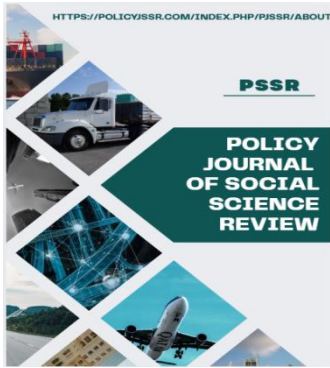
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ABSTRACT

The current research was designed to translate the Relationship Questionnaire (RQ) into Urdu, followed by the investigation of its psychometric properties. The translation was conducted using the forward-backward translation method, followed by a pilot study executed on 20 participants. The main study was conducted on a sample of 500 Pakistani adults, consisting of students and professionals, selected through convenience sampling method. The findings indicated that the Urdu translation of the Relationship Questionnaire is a culturally valid and reliable brief scale for measuring relationships. Internal consistency analysis revealed acceptable reliability findings, while all inter-item correlations were found to be significant, indicating considerable correlations among the four items designed for measuring attachment. Confirmatory Factor Analysis (CFA) was executed using AMOS on Relationship Questionnaire reflecting positive findings as all items loaded well. The model demonstrated good fit indices, as indicated by $\chi^2/df = 1.34$, NFI = .99, IFI = .99, TLI = .99, CFI = .99, and RMSEA = .03. The scale can be effectively utilized in future research and clinical settings to examine attachment-related patterns and interpersonal functioning within the local cultural context.

Keywords: Relationship questionnaire, attachment styles, interpersonal relationships, adult attachment, translation and validation.



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Introduction

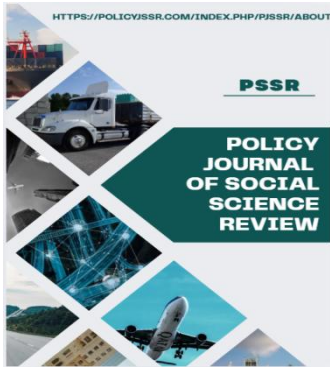
Relationships can be conceptualized as enduring patterns of interaction, emotional connection, and mutual influence between and among individuals. They are central to human psychological and social functioning because they provide emotional security, enhance psychological well-being, and support effective personal adjustment (Bowlby, 1969; Baumeister & Leary, 1995).

Relationships involve cognitive, emotional, and behavioral dimensions, including intimacy, trust, commitment, and interdependence, which shape how individuals connect with others across different life domains (Reis & Shaver, 1988; Kelley et al., 1983; Berscheid & Regan, 2005). Emotional components like empathy and attachment are influenced by cognitive processes such as social perception and perspective-taking to create this dynamic interaction, which influences relational quality (Hinde, 1997), while behavioral elements involve patterns of communication, methods of handling conflict, and forms of positive engagement that further demonstrate how individuals can effectively form and maintain meaningful bonds between them (Gottman & Levenson, 2002).

Relationships influence both the individual development and the process of change in structure of society and the functioning of its elements.

Developmentally, early attachment experiences are the basis for the development of inter-personal relationships, emotional regulation and the expectations associated with relationships throughout the lifespan (Ainsworth et al., 1978; Bowlby, 1969; Mikulincer & Shaver, 2007). These initial relationship templates shape later relationships including adult and institutional. These relationships within the family, peer groups, schools, and communities in which people live become incorporated into the person through social norms, ethical values, and culturally appropriate behavior (Vangelisti & Perlman, 2006; Deci & Ryan, 2000). Thus, relationships serve as channels for learning to manage emotions, understand others' emotions, cooperate with others, and have moral considerations, and this learning is conducive to one's own well-being and that of others in society (Eisenberg & Spinrad, 2004).

Relationships are not peripheral to human life, but rather are central. They influence the construction of self-concept, understanding of social reality, and personal and social identity (Deci & Ryan, 2000; Markus & Kitayama, 1991). According to social identity theory, people get their identity from their group membership and their interpersonal belonging, which then affects cognition and behaviour in their social context (Tajfel & Turner, 1986). The requirement



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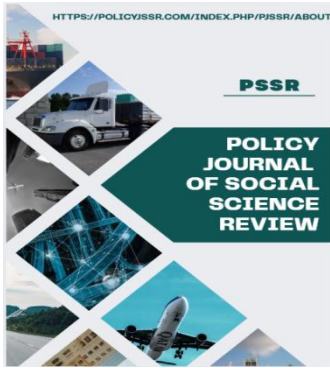
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for forming and sustaining relationships characterized by positive interpersonal connections is also acknowledged as one of the fundamental human motivators important for psychological functioning and life maintenance (Baumeister & Leary, 1995; Ryan & Deci, 2017). Moreover, relationships also provide a context for socialization and self-expression and contribute to emotional, cognitive, and interpersonal competence that is essential for social functioning (Vygotsky, 1978; Vangelisti & Perlman, 2006). Individuals learn social norms, communication competencies, and emotional awareness through repeated interactions in which they encounter various relational contexts that facilitates adaptive functioning in the different areas of life (Bandura, 1977). Relationships also serve as a protective factor for the individual from society's stressors such as social marginalization, economic stressors, and political injustice and instability, in addition to interpersonal learning. Therefore, relational contexts are key to personal development, but also to the maintenance of coherent, functioning societies.

Relationships have been noted to vary in terms of their quality and sustainability due to personality, experiences, and socio-cultural differences (Karney & Bradbury, 2005). An emotionally intelligent person is in a better position to recognize and accordingly regulate or monitor not only

their own feelings, moods, and emotions but also that of others. This, in essence, strengthens interpersonal relationships or ties and aids in resolving interpersonal conflicts (Salovey & Mayer, 1990). Similarly, unpleasant situations or positive experiences in one's life have also been noted to impair or enhance one's interpersonal relationships or ties (Fralely et al, 2013). Environmental factors, such as family, peers, workplace, and community, have also been noted to affect interpersonal relationships or ties, in that they have an impact on one's satisfaction or gratification in relationships (Holt-Lunstad, 2008). Moreover, relationships or ties have also been noted to vary owing to differences in social, cultural, and gender influences, in that different people react or express interpersonal attributes, intimacy, or dependency in different ways, in accordance with social influences (Triandis, 1995). Understanding the link between individual, relational, and societal factors offers a more holistic perspective on how relationship factors can be related to mental health, emotions, and society. Therefore, such a three-level perspective on relationship factors can be used to emphasize the need for integration in terms of psychological, social, and cultural perspectives to understand such relationship factors comprehensively.

The relationships are more than just sources of social support and security.



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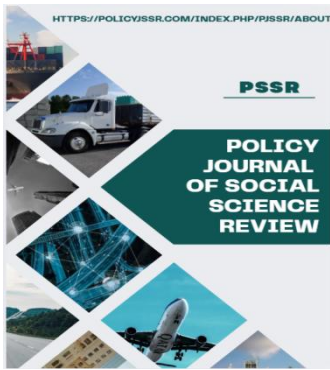
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Relationships are the contexts wherein social skills are learned, emotional regulation takes place, and practice of appropriate social interaction skills occurs (Vangelisti & Perlman, 2006; Deci & Ryan, 2000). In fact, repeated social experiences lead to the development of relational schemas, which influence social behavior as well as the way relationships are viewed (Hinde, 1997; Reis & Collins, 2000). Additionally, the quality of relationships has a great influence on self-concept or self-esteem (Harter, 1999). On the other hand, relational conflict, distraction, or insecurity can lead to low self-confidence, emotional regulation difficulties, relational anxiety, and mental health problems like depression or anxiety (Shaver & Mikulincer, 2002; Cozzarelli et al., 2003). Relational factors, with their multifaceted nature, provide a framework to understand the adaptive as well as maladaptive processes involved in the lives of both the individual and others. The development of close relationships has also been used as a framework to understand the regulation of emotions, personal growth, and stress management. Empirical studies have clearly demonstrated the link between high-quality relationships and positive outcomes like life satisfaction, better emotional regulation, or mental well-being, whereas poor relational quality has been associated with negative outcomes like relational distress, loneliness, anxiety, or depressive

disorders (Baumeister & Leary, 1995; Holt-Lunstad et al., 2010). Healthy relational dynamics include supportive relational interactions like cooperative problem-solving, emotional regulation, or constructive conflict resolution, which are associated with well-being and smooth relational interactions (Karney & Bradbury, 2005). For example, relational security has been associated with low levels of stress, high levels of stress management, or high levels of life satisfaction.

On the flip side, poor relationship skills such as overdependence on other people, avoidance of closeness, fighting in relationships, or bottling up feelings can lead to psychological risks. Consequently, this increases the risks for relational aggression, anxiety, and depression (Shaver & Mikulincer, 2002). Moreover, long-term studies have shown that insecure relationships in early adulthood can increase psychological distress in later life, thus indicating the extent to which relationships affect psychological well-being (Fraley et al., 2013). Other psychological factors such as personality, support from one's social network, and coping styles are other factors that influence relationship processes and psychological well-being (Holt-Lunstad, 2008).

Relationship processes are a regulatory system for stress and emotion (Reis & Collins, 2004; Lakey & Orehek, 2011). Thus, positive relationship processes



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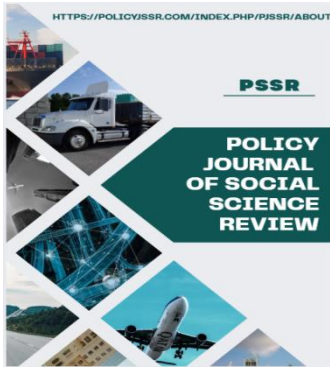
provide opportunities for expressing emotions, seeking and receiving support, and finding solutions to relationship conflicts (Reis & Shaver, 1988). Positive relationships can buffer stress and promote psychological well-being by promoting positive coping when faced with stressful events in life (Cohen & Wills, 1985; Uchino, 2009). In contrast, poor relationship skills such as overdependence, bottling up feelings, or relational aggression can increase stress, emotion dysregulation, and relationship dissatisfaction (Gross, 2002; Murray et al., 2006). Emotional intelligence can mitigate the effects of relationship processes on psychological well-being. Thus, high emotional intelligence can buffer stress effects on psychological well-being due to empathy, effective communication, and effective conflict resolution in relationships (Mayer et al., 2004; Brackett et al., 2011).

From the lifespan perspective, as we age through childhood into adolescence, emerging adulthood, and older adulthood, relationships become more important to our identity and how we see ourselves (Collins & Laursen, 2004; Allen et al., 2007; Seiffge-Krenke et al., 2010). Relationships such as those with friends, romantic partners, and caregivers can influence our identity and independence. During adolescence, relationships within the family can be complemented by relationships with friends and romantic

partners. The emerging adult years have been considered a critical period in building relational security that can influence later psychological adjustment (Arnett, 2000). The same is true for older adults; relational satisfaction is related to mental health and well-being (Antonucci et al., 2001).

Attachment theory is a fundamental framework for understanding relationship processes (Bowlby, 1969). John Bowlby developed attachment theory in which early relationships between a parent and a child influence internal working models of the self and other people (Bowlby, 1969, 1982). Internal working models are long-lasting, influencing perceptions of intimacy, dependency, and emotional closeness in relationships (Bretherton & Munholland, 2008). Bowlby (1962) emphasized that a caregiver is very vital in laying a foundation for a positive internal working model. Thus, a sensitive caregiver can enhance positive internal working models, increasing feelings of worth and trust in other people in relationships (Ainsworth et al., 1978). Bowlby's perspective is supported by Ainsworth et al. (1978) and Waters et al. (2000) in indicating that a caregiver is very vital in laying a positive relationship foundation in infancy.

Conversely, a caregiving style which is inconsistent, neglecting, and/or controlling elicits insecure attachment, which is marked by anxiety, avoidance,



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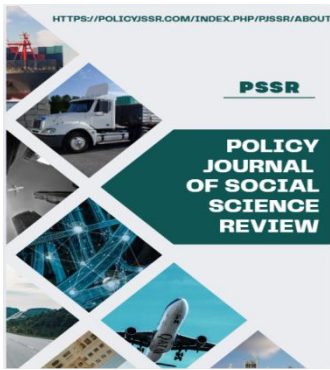
and/or ambivalence. Behaviors related to attachment are intrinsic to human evolution and have important biological as well as behavioral aspects because these are proximity-seeking, care-seeking, and distress regulation in their most general forms, which are displayed throughout the lifespan (Bowlby, 1988, p. 12). New studies have demonstrated attachment styles are not fully static entities and can be subject to modification with supportive relations and/or interventions, showing both stability and flexibility in relational styles in adult attachment functioning (Mikulincer & Shaver, 2007).

Building on the foundational paper published by Bowlby, attachment theory was later extended to include adult relationships. Hazan and Shaver (1987) used attachment in relation to romantic relationships, where it was suggested that the attachment process in adult romantic relationships is the same as the attachment process in the relationship between the infant and the caregiver. More recently, Bartholomew and Horowitz (1991) developed the four-category model that describes attachment in adults in relation to attachment styles, where attachment is categorized into secure, preoccupied, dismissing, or fearful attachment.

The growing need to examine adult attachment culminated in the creation of a tool known as the Relationship Questionnaire (RQ), which was proposed

by Bartholomew and Horowitz (1991). Adult attachment theory is founded on the conceptual framework that the need for closeness, support, and security is present and continuous during adulthood (Mikulincer & Shaver, 2016). An individual with a secure adult attachment style is characterized by features such as emotionality, dependence, and conflict management skills that are positive (Hazan & Shaver, 1987). On the other hand, preoccupied adult attachment entails anxiety, including relational monitoring features and the need to seek constant confirmation. An adult with a dismissive attachment style is characterized by independence and avoidance of intimacy, while fearful adult attachment encompasses a blend of closeness and fear, which results in instability and ambiguity in relational behavior (Collins & Read, 1990). These patterns affect our relationships, including romantic relationships, friendships, family relationships, and working relationships (Shaver & Mikulincer, 2002).

A secure attachment style leads to relational satisfaction, hardiness, and coping skills, whereas insecure attachment leads to fear of rejection, avoidance, emotional autonomy, and relationship conflicts (Mikulincer & Shaver, 2016; Bartholomew & Shaver, 1998). Preoccupied attachment results in relational vigilance, dismissing attachment



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in avoidance, and fearful attachment in conditional approach/avoidance patterns (Fraley et al., 2013; Mikulincer & Shaver, 2007). Cozzarelli et al. (2003) in their meta-analysis revealed that secure attachment predicts lower levels of depression, anxiety, and relational conflicts, whereas insecure attachment results in negative outcomes in terms of mental well-being. A secure attachment is related to brain systems that regulate emotions and reward; insecure attachment is related to heightened amygdala reactivity and sensitivity to social threat (Vrtička et al., 2008; Lone, 2025; Coan et al., 2006; Strathearn et al., 2009). Physiological research has also revealed that in healthy and secure relationships, cortisol levels and sympathetic nervous system arousal are reduced when faced with stressful situations (Diamond & Hicks, 2005; Hostinar et al., 2014).

Mostly tools developed to measure adult attachment patterns are based on Western culture in which choice, talkativeness, and independence are considered important in relationships. However, in a collectivistic culture like Pakistan, group cohesion and shared responsibility are vital, and dependence is often considered a normal state rather than a weakness (Kagiticbasi, 2007; Rothbaum et al., 2000). While translating the tools, one needs linguistic, conceptual, and cross-cultural sensitivity so that content validity and reliability are maintained (Beaton et al., 2000;

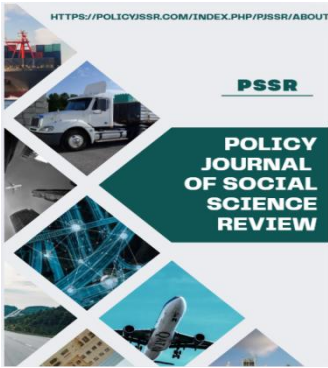
Matsumoto & Juang, 2016; Van de Vijver & Tanzer, 2004). The dynamics of relationships vary depending upon gender, age, and socio-economic status, so interpretation needs to be sensitive in research as well as clinical settings (Triandis, 1995).

Mostly tools developed to determine adult attachment style cannot fully capture culturally embedded meanings of relationships in collectivist societies such as Pakistan. Therefore, translating and validating such a tool is essential to ensure conceptual, linguistic, and psychometric equivalence across cultures. Currently, there are not many tools available to assess attachment styles and interpersonal relationships among Pakistani adults (Amanat, 2025). The Urdu translated and validated Relationship Questionnaire will serve as a reliable tool for researchers, educators, counselors, and psychologists working in Pakistan to assess relationship quality and interpersonal functioning.

Objectives

The objectives of the present study were twofold.

- To translate the Relationship Questionnaire (RQ) into Urdu and make it culturally appropriate through the process of standardization
- To assess the psychometric properties of the Urdu version of the Relationship Questionnaire, specifically



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focusing on the reliability and validity of the scale in Pakistani culture.

Method

The study was conducted in two parts. First, the Relationship Questionnaire was translated into Urdu using a translation and back-translation method to ensure linguistic equivalence. Second, the translated Urdu version was used for validation study using a sample from Pakistan, including college students, university students, and professionals.

Participants

The total number of participants was 500, comprising 248 males (49.6%) and 252 females (50.4%), all aged between 18 and 50 years. The sampling method used was convenience sampling.

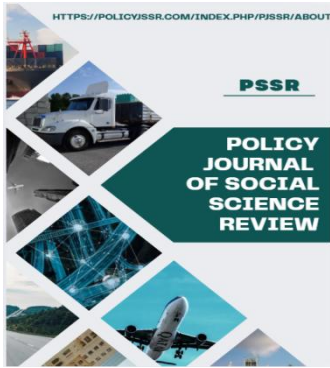
The Relationship Questionnaire (RQ)

The originally developed scale by Bartholomew and Horowitz (1991) is a brief self-report questionnaire to measure adult attachment styles in close interpersonal relationships. The original scale consists of four brief descriptions (items), each representing a typical attachment style: Secure, Fearful-avoidant, Preoccupied, and Dismissing-avoidant. Respondents are asked to rate how well each description reflects their typical experiences in close relationships using a 7-point Likert-type scale, with higher scores indicating greater agreement with the described attachment style in each item. The RQ is designed to measure individual

differences in attachment styles towards others in close relationships and can be used to measure general relationship styles, romantic attachment styles, or relationship styles with particular partners. Studies have shown that the four attachment style ratings can be combined to create continuous dimensional profiles that represent the underlying attachment dimensions. The Urdu translation of the Relationship Questionnaire was done carefully to maintain the semantic equivalence of the original items and ensure linguistic clarity and ease of understanding for the local respondents.

Procedure

Formal approval was first received from institutional authorities and from the Ethical Review Board of the University prior to beginning data collection. After receiving ethical clearance, an online survey was developed using Google Forms. The survey consisted of three sections. An informed consent form was included in Section I and provided information about the objectives of the research study, confidentiality, and that the study was voluntary and that individuals had the right to withdraw from the study at any time. The second part of the questionnaire, Section II, was composed of questions related to the demographic characteristics, such as age, gender, family status, educational qualifications. The Urdu version of Relationship Questionnaire was



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included in section III. Survey link was sent to participants via electronic means (WhatsApp, SMS). Data were collected using online survey tools. The data was analysed using SPSS version 23. Translating the Relationship Questionnaire is considered Phase I. Translation of Relationship Questionnaire is regarded as Phase I. The Relationship Questionnaire was adapted for Pakistani culture according to the guidelines proposed by assistance of questionnaire adaptation. The guidelines for cross-cultural adaptation developed by Brislin have been widely adopted in translation studies. In 1970, 1976, and 1980, Brislain was the developer of various guidelines. The International Test Commission (2017) recommended that expert translators be chosen based on their general proficiency in both languages, English and Spanish, or upon their specific knowledge of a test.

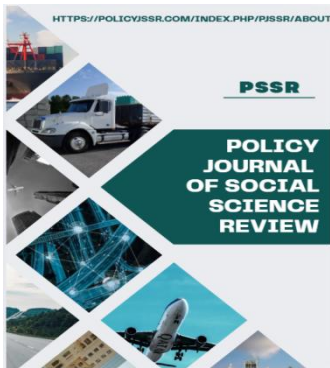
Step-1: Forward Translation Two bilingual expert psychologists who have a better command of both English and Urdu with a sensitivity to the target population were assigned to carry out the forward translation. They were informed about the aim of the study, conceptual framework of the instrument, and the nature of the target sample. Their main job was not to translate literally, but to achieve conceptual and semantic equivalence as well as taking

into account the cultural as well as grammatical aspects.

Step-2: Committee Approach Two forward translations were done and then checked by a panel of subject experts, where both versions of Urdu and the original English versions were checked. They reviewed and assessed the translations for clarity, cultural sensitivity and consistency. Some minor linguistic problems and ambiguities were identified to ensure appropriateness of language and the final Urdu translated version of a Relationship Questionnaire was developed.

Step-3: Backward Translation In order to assess semantic and conceptual equivalence, the Urdu version (back-translated) by three professional translators not involved in the forward translation was compared to the original English version of the Relationship Questionnaire. The purpose of this was to reduce the potential for translator bias, and ensure fidelity to the original instrument (John et al., 2006).

Step-4: Committee Evaluation The back translation was reviewed by an expert committee made up of a psychologist, a sociologist and an English linguist. They assessed the accuracy, clarity and conceptual equivalence of the translated version. Finally, after a consensus was reached by all the committee members, a final Urdu version of the Relationship Questionnaire was prepared.



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Step-5: Pilot Study To determine the comprehensibility, clarity and possible ambiguities of the translated version, a pilot study was undertaken. Twenty participants were sampled by convenience sampling, and the number of male and females were equal. Participants were given a briefing about the study and their

Results

Table 1. *Descriptive Statistics of Demographic Characteristics of Sample (N=500)*

Variables		Frequency	Percentage
Age	17-20	229	45.8%
	20-21	1	.2%
	22-25	215	43%
	26-30	42	8.4%
	30-50	13	2.6%
Gender	Male	248	49.6%
	Female	252	50.4%
Family Status	Nuclear family	247	49.4%
	Joint family	253	50.6%

The demographic variables of the sample, which include university students, college

informed consent was taken for participating in the study. They were requested to point out anything that could be confusing or unclear. There were no reports on such problems. Both linguistic and conceptual clarity were found to be satisfactory. It took 4 to 7 minutes to fill out the questionnaire.

students, and professionals, are presented in Table 1.

Table 2: *Reliability Statistics*

Cronbach's Alpha	N of Items
.597	4

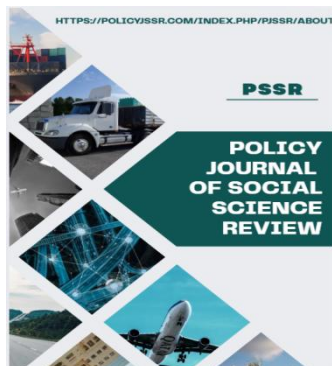
Note: α =Cronbach's Alpha, N=Total number of items

Reliability refers to the consistency of the data obtained from the administration of the measurement tool on multiple

occasions (Cronbach, 1951). The translated scale demonstrated good reliability as indicated by the Cronbach's alpha of .597 obtained from the four items.

Table 3: *Item-total correlation of The Relationships Questionnaire (N=500)*

Correlation				
Items	RQ1	RQ2	RQ3	RQ4
RQ1	1	.164**	.198**	.282**
RQ2		1	.429**	.287**



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RQ3			1	.251**
RQ4				1
M	4.02	4.15	4.22	4.36
SD	1.78	1.99	1.91	1.88

Table 3 shows the inter-correlations, means, and standard deviations of the Relationship Questionnaire.

Phase 2: Confirmation of Factor Structure and Assessing the Psychometric Properties of The Relationships Questionnaire

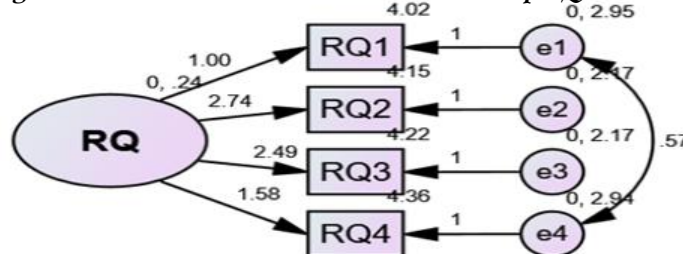
Confirmatory Factor Analysis

Confirmatory Factor Analysis (CFA) refers to a multivariate data analysis technique used to determine the degree of goodness of fit of the data obtained from the sample to the theoretically posited measurement model, based on the relationship between the variables (Brown, 2015). Confirmatory Factor Analysis is extremely powerful as a validation tool for the factorial structure of an existing scale.

In the present study, CFA has been used as a data analysis technique to validate the

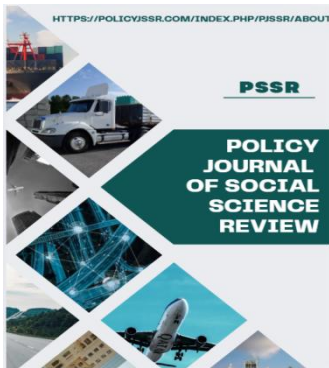
factorial structure of the Relationship Questionnaire. The data collected from the sample of 500 participants, including 248 males and 252 females, has been used as the sample data. The CFA has been conducted using the data obtained from the sample. The findings of the study have indicated good fit of the data obtained from the sample with the proposed model, as all the items of the Relationship Questionnaire have loaded significantly on the construct. The findings of the study are indicative of the factorial validity of the Relationship Questionnaire, which makes the scale a good measure of the relationship constructs. A graphical representation of the measurement model, together with the standardized loadings, is as follows:

Figure 1: CFA Model for The Relationships Questionnaire



The confirmatory factor analysis (CFA) offered sufficient support for the measurement model specified using the

Relationship Questionnaire. As shown in Figure 1, all items had sufficient factor loadings on a single latent factor,



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suggesting that the items well captured the theoretical construct of attachment orientation as specified in the original scale. These results offer support for the appropriateness of the unidimensional model specification for the Relationship Questionnaire in the current sample.

Model modifications were made by introducing covariances among selected error terms, which improved the overall fit of the model. Such modifications are justified in brief self-report scales, where

Table 4: Confirmatory Factor Analysis of The Relationships Questionnaire (N=500)

CMIN/DF	NFI	IFI	TLI	CFI	RMSEA
1.342	.994	.998	.990	.998	.026

Note: NFI= Normed Fit Indices, IFI= Incremental Fit Indices, TLI= Tucker Lewis Index, CFI= Comparative Fit Indices; RMSEA= Root Mean Square Error of Approximation

Table 4 below shows the results for the fit indices for the scale using Confirmatory Factor Analysis. The results show good and excellent fit between the model and data,

Table 5: Descriptive Statistics of Relationships Questionnaire (N=500)

Variables	K	M(SD)	α
Relationships Questionnaire	4	16.75(5.10)	.597

Note: k = Number of items; M = Mean, SD = Standard Deviation, α = Cronbach's alpha

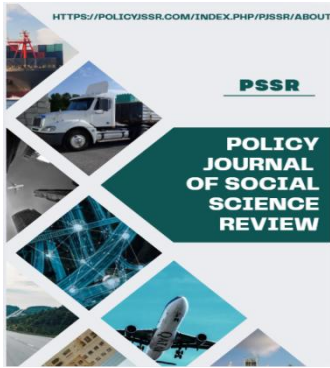
The table above also shows results for internal consistency, means, and standard deviations for the Relationships Questionnaire.

similarity in item wording and conceptual overlap may cause correlated residuals. The introduction of these covariances suggests that the initial poor fit of the model may have been due to characteristics of the measurement process rather than the theoretical dimensionality of the construct. Overall, the CFA results confirm that the Relationship Questionnaire reliably captures the intended attachment construct within the studied population.

as supported by a χ^2/df value of 1.34. Other incremental fit indices also support this finding, as NFI = .99, IFI = .99, CFI = .99, and TLI = .99, showing good and excellent fit. The finding that the value for RMSEA is .03 also supports this, showing that it is small and therefore good and excellent. Overall, this finding supports that the measurement model fits well.

Discussion

Relationship orientations affect the way one experiences intimacy, trust, dependence, and emotional availability in interpersonal situations (Bartholomew & Horowitz, 1991). These relationship patterns are not only determined by



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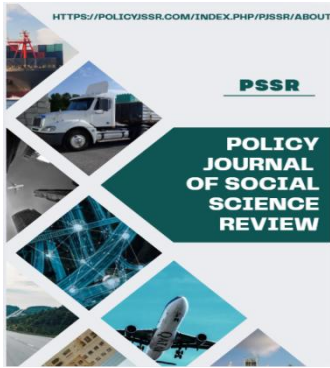
individual experiences but also by sociocultural values and norms (Triandis, 1995). Therefore, the application of relationship assessment measures that are not adapted to the sociocultural context may lead to biased or invalid results (Van de Vijver & Tanzer, 2004). In collectivistic societies like Pakistan, where values of interpersonal harmony, emotional control, and family interdependence are highly emphasized, relationship patterns might not be similar to those defined in Western cultures (Hofstede, 2011; Triandis, 1995). Hence, there is a great need for culturally adapted measures to assess relationship orientations in the Pakistani context.

The results of the research showed that the Urdu version of the Relationship Questionnaire had acceptable validity and reliability. The results supported the factorial validity of the scale, as the Confirmatory Factor Analysis revealed that all four items loaded properly (Kline, 2016). The fit indices revealed an excellent fit of the proposed model, which indicated that the translated items properly measured the theoretical construct of relationship orientation among the Pakistani sample (Hu & Bentler, 1999).

The internal consistency of the Urdu Relationship Questionnaire was acceptable, with a Cronbach's alpha of .597. Although the reliability coefficient is somewhat low, it should be noted that the Relationship Questionnaire is a very brief scale,

consisting of only four prototype-based items (Bartholomew & Horowitz, 1991). Brief scales such as this one tend to have lower alpha coefficients because of the low number of items, rather than any issues with construct validity (Nunnally & Bernstein, 1994). The fact that the inter-item correlations were significant suggests that the items are related to each other and are tapping into the underlying construct. These results are not surprising, given that previous research using brief attachment-based scales has found that reliability coefficients vary depending on the cultural context. Brief scales, especially those consisting of fewer than five items, tend to have lower alpha coefficients even if they have adequate construct validity and conceptual cohesion (Briggs & Cheek, 1986; Streiner, 2003). Cronbach's alpha tends to underestimate the reliability of very brief scales because it assumes tau-equivalence and item homogeneity (Sijtsma, 2009).

The sample comprised of college, university students and working population that were equally distributed across gender, further enhances the generalizability of the results for the Pakistani population. However, the results should be interpreted in the light of the predominance of the urban participants. Due to the wide and heterogeneous age range and the variety of demographic characteristics of the participants, the



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findings of the present study can be generalised. Relationship orientations are likely to differ by age, level of education and by sociocultural context, so a demographically diverse sample increases the robustness and external validity of the results of the study (Ferguson & Hull, 2018).

Implications

For psychologists, counselors, mental health care providers, the Urdu Relationship Questionnaire can be of great help in evaluating relationship patterns and attachment styles. It can be used to detect issues in relationships and to inform therapeutic interventions. Furthermore, it indicates that this scale can serve as a foundation for future studies on relationship in mental health, interpersonal behaviors, marital satisfaction and emotional well-being among the Pakistani culture. It may be used in educational psychology, family studies, counselling psychology, and mental health research to gain insight into relationships and the impact of relationship on mental health. It also can be used to facilitate culturally responsive interventions for enhancing social adjustment and interpersonal relationships. It also allows for comparison and future research to be conducted between the Pakistani population and other cultural groups, and hence, a more accurate

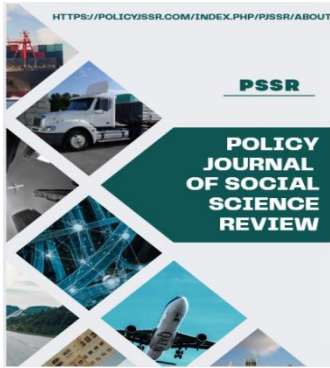
understanding of relationship constructs across cultures.

Limitations & Recommendations

- The participants in the current study were predominantly educated and lived in urban areas. It is therefore recommended that a more representative sample be obtained in future studies to increase generalizability to rural populations or less educated populations in Pakistan. A more representative sample can be obtained by increasing the sample size and ensuring greater diversity among participants.
- Online surveys were employed in collecting data for the current study. It is therefore recommended that a variety of data collection methods be employed in future studies to increase generalizability. Pencil-and-paper surveys can be employed to increase generalizability.
- As a self-report measure, the Relationship Questionnaire is subject to social desirability bias and lack of self-knowledge. It is therefore recommended that a variety of data collection methods be employed to increase generalizability.

Conclusion

The use of the Urdu translation of the Relationship Questionnaire is an important milestone in the correct measurement of relationship orientations in Pakistan. The results show that the scale possesses good internal consistency and strong factorial validity. Although it is not



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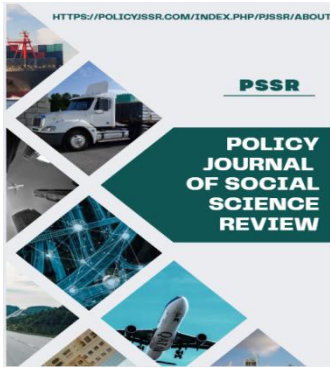
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without limitations, the Urdu translation of the Relationship Questionnaire proves to be a short and efficient scale with good potential. However, limitations need to be addressed in further research, and its exploration in other populations should be conducted. The Urdu Relationship Questionnaire is seen to possess good potential as a valuable addition to Pakistani culture.

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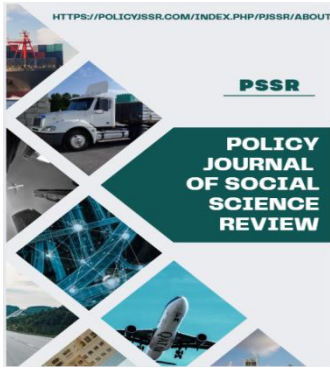


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