

Translation And Standardization of Emotional Abuse Questionnaire (EAQ)

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The present study aimed to translate and standardize the Emotional Abuse Questionnaire (EAQ). This research was completed in two phases. The objective of Phase 1 was to translate the scale into Urdu using the standard back-translation procedure. The purpose of Phase 2 was to standardize the Urdu version of EAQ. Purposive sampling technique was used to collect data from 250 participants (girls and boys) with age range of 12 to 18 years from educational institutions. A set of descriptive analyses was used to organize and summarize data. The internal consistency of the translated scale was 0.89 and the test-retest reliability was 0.96. The scale's construct validity was established through exploratory factor analysis. Six factors were loaded whose eigen value was greater than 1 and the total variance of these factors was 70.77. The convergent validity of the scale was 0.85. All the results were statistically significant.

1. Introduction

There is no consensus on the term emotional abuse. However, there are different definitions of emotional abuse which have been structured upon: caregiver's behavior and outcome of the abusive behavior the individual has been subjected to (Momtaz et al., 2022). One such definition was published in 2019 by American Professional Society on the Abuse of Children according to which psychological maltreatment is defined as the repeated and extreme behavior on behalf of a caretaker that hinders the child's basic psychological needs such as security, socialization, emotional support and respect. It formulates the child's belief that they are worthless and damaged goods, only useful in meeting someone else's needs and replaceable (APSAC, 2019). Another definition of emotional abuse is proposed by Honor (2012) which states that psychological abuse refers to a pattern of recurrent interactions between the child and the primary caregivers that harm his or her emotions and mental health.

The conceptualization developed by Glasser (2011) defines the child as an individual who exists, with one's own characteristics, feelings and perceptions. A child is a psychosocial being who is rapidly developing, vulnerable, and dependent and will interact in one's own social context. She states that emotional abuse happens when caregivers of children violate these aspects. Furthermore, she points out five categories while conceptualizing emotional abuse: Emotional indifference, being unavailable and neglecting the needs of the children; distorted judgment and misjudgment regarding the child; failure to acknowledge the child as an individual being with his/ her own feelings therefore lacking a psychological boundary; considering that the children projects to fulfill their own psychological needs (Glasser, 2011).

There are also multitude of terminologies used for the concept such as psychological maltreatment, psychological abuse and verbal abuse (Momtaz et al., 2022). This research will use the term 'emotional abuse' and the definition proposed by Honor (2012) for operationalizing the concept. The categorization of emotional abuse in the translated scale will be based upon Glasser (2011) similar to the original version.

The majority of studies investigating child maltreatment have primarily focused on the consequences of physical and sexual abuse, considering emotional abuse as a component or subset of these forms of abuse. Most of the scales developed on emotional abuse are particularly focused on adults rather than children and adolescents. The reason for this is the overlap between different types of abuse without examining each abuse individually. Measures like the Child Trauma Questionnaire (CTQ) and the Child Maltreatment Scale (CTS) were created to look at all forms of child abuse together, but they only have a few items on emotional abuse (Momtaz et al., 2022). Therefore, there is a need for a reliable and comprehensive scale to assess emotional abuse.

The scale that is to be translated and standardized in this study is called Emotional Abuse Questionnaire. EAQ is a 30 item self-report questionnaire developed by Momtaz and colleagues

at University Putra Malaysia. The instrument assesses the concept of emotional abuse and its subtypes thoroughly. Individuals of 12 year and older can attempt the questionnaire. The instrument assesses emotional abuse on six categorizations that include: verbal abuse, emotional rejection, over-control, insufficient control, over expectations and terrorizing (Momtaz et al., 2022).

The EAQ has not been translated to Urdu until now. Research on emotional abuse in the cultural setting of Pakistan is limited. Hence, it is essential to translate and validate the Emotional Abuse Questionnaire (EAQ) to help fill this gap in the literature. There is no difference in the prevalence of traumatic event exposure based on gender, age, race, ethnicity, or sexual orientation. Due to its subtle and intricate nature, emotional abuse can persist and go undetected. However, it is the most harmful kind of abuse, with long-lasting trauma way into adulthood (Dye, 2019). This research is, therefore, an attempt to broaden the literature. It aims to add to the literature that facilitates the understanding of Emotional Abuse in Pakistan. It will assist in reporting personal emotions regarding abuse without a language barrier.

2. Literature Review

When most people think of child abuse, it is often linked to physical abuse. However, verbal or emotional abuse can share a similar devastating impact on an individual, if not more so. Whether we like it or not, verbal and/or emotional abuse is more common than we realize. Simply because these kinds of abuse don't leave observable physical damage externally does not mean they do not cause damage internally. The fact is that verbal and/or emotional abuses occur more than we are ready to acknowledge (Diventuri, n.d.). A study was conducted by Punjab University by Abbas and Jabeen (2020) to estimate the rates of prevalence of child abuse in Pakistan. It stated that emotional abuse is the second highest in the ranking of child abuse with a 53% rate of prevalence and gender differences of 54% females and 53% males. According to the study, the most frequently reported abuser was parents at 20 percent, followed by friends at 16 percent and teachers at 14 percent. The study also reported that the age range in which the abuse happens frequently was 10 to 15 years.

Emotional abuse occupies a central position in all forms of child abuse, including physical or sexual abuse as well as child neglect. Researchers argue that the detrimental outcome of all types of maltreatment or abuse mostly stems from its emotional aspects. However, emotional abuse as a separate construct has not received much attention (Momtaz et al., 2022). This could be partially explained by their less obvious immediate effects (i.e., no bodily harm or apparent symptoms of abuse) as well as significant geographical and cultural differences in explaining emotional abuse and (emotional) neglect might be the reason for less focus on emotional abuse. Emotional abuse can take many different forms. Some forms are very clear, like continuous swearing, yelling, criticism, or humiliation of the child. Others are less obvious, like having

unreasonable demands placed on the child or treating the child unfairly due to their physical appearance or disability (Kumari, 2020).

A study was undertaken to examine the correlation between intergenerational abuse and the experience of emotional abuse during the growing years. Using the International Child Abuse Screening Tool for Children, structured interviews with 800 children and their parents were conducted to acquire data. The study revealed that parents who had experienced abuse and victimization during their childhood were more inclined to perpetrate harm and abuse towards their children (Lakhtir et al., 2019).

A systematic review of school-aged children who have been victims of emotional abuse and neglect reveals that such children were unable to regulate their emotions, have decreased IQ and language skills. It was also demonstrated that emotional maltreatment and neglect in childhood predict later aggression. Emotional maltreatment and neglect are also associated with attention deficit hyperactivity disorder and less pro-social behavior (Maguire et al., 2015). Results from 42 studies including 98,749 Chinese children confirmed the theory that a wide range of behavioral issues in childhood are linked to parental abuse whether in the form of emotional abuse or mistreatment e.g., neglect by parents and other immediate family members at home. With small-to-moderate effect sizes, the pooled estimates indicate that various forms of child maltreatment are almost similarly connected to various forms of behavioral issues. Emotional abuse was more closely associated with internalizing than externalizing behaviors (Cui & Liu, 2018).

Emotional abuse in childhood has been linked to depression, anxiety, PTSD, Substance Use Disorders, self-esteem issues, psychotic disorders, and poor quality of life (Taillieu et al., 2016). Abuse in childhood has been linked to substance use disorders, such as alcoholism and illicit drug abuse. All forms of childhood maltreatment, exposure to other types of traumas, whether incidental or chronic, and emotional dysregulation were associated with lifetime alcohol and substance use. It was also concluded that emotional dysregulation and other trauma exposure indirectly influence the association between emotional maltreatment of children and lifetime substance abuse (Mandavia et al., 2016). In another study to investigate the impact of emotional abuse 500 undergraduate students from a variety of ethnic backgrounds were studied. It revealed that childhood emotional abuse was found to have significant indirect effects on psychological disorders and social relationship problems; on the other hand, childhood emotional neglect was found to have significant indirect effects on social relationships (Berzenski, 2018).

Health outcomes are negatively impacted by emotional maltreatment. Emotional abuse is associated with low self-esteem and self-evaluation, depression, interpersonal problems, and anxiety. It has been discovered that in the Portuguese sample, emotional neglect emerged as the most widespread form of childhood maltreatment. In addition, emotional abuse exhibited significant association with psychological issues (Dias et al., 2015).

Frequently, many individuals not only are unaware of emotional abuse or, they rather consider patterns such as excessive expectation and control to be beneficial parenting techniques. Despite this alarming reality, the majority of child abuse research has primarily concentrated on physical and sexual abuse, often considering emotional abuse as a secondary component of other maltreatment types (Momtaz et al., 2022). Therefore, there is a strong need to study this construct within cultural aspects.

3. Method

Initial approval was taken from the Board of Faculty of Psychology, the Board of Advanced Studies and Research, and the Institutional Review Board of Forman Christian College (A Chartered University) Lahore. Permission to use the original scale and translate it into Urdu was taken from the original author by email. After getting approval from the concerned board (Reference no: IRB-444/6-2023) and the original author of the Emotional Abuse Questionnaire Mr. Momtaz Vahid, the research was carried out. The research was carried out in two phases. The details of the phases have been described below.

3.1 Phase 1: The translation Process

Translation process consisted of four steps which are given below:

Step I. As a first step to translating the EAQ, three bilingual translators proficient in English but having Urdu as their native language were requested to translate the scale into Urdu. One week period was set as a reasonable time to translate the questionnaire. The translators who agreed to participate in the study were provided with the English version of EAQ with a request to translate the items on a separate piece of paper. The translations were collected from the translators after about one week. One of the authors requested three more days to complete the translation for personal reasons. The translator was given an extension of three days to send back the translation.

Step II. In the second step, both the first and the second authors reviewed the three translations completed in the first step. They looked into the clarity of items and a sense of meaning intended by the original version. In this step, items no. 1, 5, 6, 9, and 11 of the translated scale did not convey the appropriate meaning when compared to the original scale. The translators were requested to review these items again as they were not conveying the intended meaning in the original questionnaire. The reviewed items along with the rest of the items were reviewed by the first and second author for any inconsistencies between the original and the translated version. After this process, the reviewed translation of the questionnaire was again reviewed by another bilingual expert. The most appropriate Urdu Translation was retained for further processing.

Step III. For backward translation, three additional bilingual translators who were proficient in English and Urdu were requested to translate the items of the EAQ (generated in step 2) back to English. This process was blind translation. This means that the translators were

not given the English version of the questionnaire. The purpose of this process was to evaluate the validity of the Urdu-translated item. It was determined by establishing if the translated items had retained the actual meaning of the original version.

Step IV. The authors compared the back translation with the original questionnaire in English and made sure there were no content related discrepancies. In this step, item no 8, 11, 18, 26, 28 were sent back to the translators for review because of the discrepancies in meaning. After the reviewed translation came in, item no. 11 was discussed and reviewed again. After a thorough review of the translation a proper translation was found for item 11 which conveyed the intended meaning so it was included in the script. All the discrepancies were addressed and this completed the process of translation of EAQ (Urdu Version).

3.2 Phase 2: The Standardization Process

The objective of phase-II was standardization of EAQ-Urdu version. Aim of this phase was to establish demographic characteristics of the data and internal consistency, construct validity, convergent validity, test-retest reliability for the translated version of the scale. The sample was selected through purposive sampling technique. It consisted of 250 participants including both girls and boys with age range of 12 to 18 years from educational institutions. A demographic sheet, EAQ English and Urdu version were used in the study.

Procedure. The ethical standards of research stated by the American Psychiatric Association APA were followed throughout the present study (APA, 2002). Permission to collect the data was taken from the respective institutes. The principal was requested to instruct the teachers to note in students' home diaries and get consent from their parents to participate in the research. Those students whose parents gave permission were included in the sample. The participants were debriefed about the nature and purpose of the study. After that, the participants were asked to fill the demographic sheet and EAQ-Urdu. For test retest reliability, a group of participants (50) were selected to administer the EAQ-Urdu version after two weeks of the first administration of EAQ-Urdu which is considered a suitable time period for test-retest reliability (Shrout & Fleiss, 1979). In order to determine convergent validity, a proportion of participants (50) who were bilingual, proficient in English and Urdu were selected and administered with EAQ-English version.

4. Results

This section is divided into three sub-sections. First is the description of demographics of the sample. The second sub-section describes the establishment of validity (construct and convergent validity). Third sub-section deals with establishing reliability e.g., (internal consistency and test-retest reliability). To determine convergent validity, another set of participants (50) who were bilingual, and proficient in English and Urdu were selected and administered with EAQ-English version.

4.1 Description of Demographics

This segment of the chapter explains the demographic characteristics of the sample (N=250).

Table No 1: Frequencies and Percentage of the Demographic Characteristics of the Participants (N=250)

Demographic Characteristic	<i>f</i>	%
Gender		
Male	107	43
Female	143	56
Living with following people in my family		
Both parents (mother and father)	231	92
Father	5	2
Mother	11	5
Mother and stepfather	3	1
Father and stepmother	0	0
How long I have been living with them		
Since birth	247	98
Since few years	3	2
Socio Economic Status (perceived by the participants)		
Very good	68	27
Good	116	46
Average	66	27
Marital status		
Unmarried	250	100
Religion		
Islam	200	80
Christianity	50	20

Family system		
Joint	87	35
Nuclear	163	65
Medical problem		
None	250	100
Psychological problem		
None	250	100

Table No 2: Mean Scores and Standard deviation of age and Years of Education (N=250)

Demographic Characteristics	M	SD	Minimum	Maximum
Age	15.13	1.400	12	18
Years of Education	9.47	1.621	6	13

4.2 Establishing Validity

This section of the chapter includes establishing construct validity and convergent validity of Emotional Abuse Questionnaire-Urdu Version.

4.2.1 Construct Validity

Exploratory Analysis was performed to identify the factor structure of the EAQ-Urdu. Exploratory Factor Analysis was conducted to ascertain the construct validity of the scale. The Kaiser-Meyer-Olkin Measure and Bartlett's test were used to evaluate sampling adequacy. Two criteria were considered to determine the number of factors: Principal Component Analysis and Varimax rotation of the factors. The six-factor solution was retained. The items of each factor had differing loadings, with some items carrying a high loading and others carrying a lower loading. The suppression value was set to 0.5 for factor loading.

Table No 3: Kaiser-Meyer-Olkin Measure and Bartlett's test

KMO Measure of Sampling Adequacy		.828
Bartlett's Test of Sphericity	Approx. Chi-Square	5716.816
	df	435

Sig. .000

Table No 4: The Factor Structure of Items of Emotional Abuse Questionnaire Urdu Version with Varimax Rotation (N=250)

Factors	Factor Loadings					
	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6
Verbal Abuse/ زبانی بدسلوکی						
لوگ مجھ سے لڑتے ہیں	.893					
لوگوں نے بات چیت کرتے اور تبادلہ خیال کرتے ہوئے ڈانٹا	.870					
میری باتوں کو سنجیدگی سے نہیں لیا یا نہیں لیتے ہیں	.885					
غلطی کرتا ہوں تو میرے پر الزام ٹھہرایا جاتا ہے۔	.819					
میں اپنی بے قدری محسوس کرتا/کرتی ہوں	.835					
لوگ مجھے برے ناموں سے پکارتے تھے یا اب پکارا کرتے ہیں۔	.798					
میرے قول-و-فعل کا مذاق اڑاتے	.852					
میری بڑیاں تلاش کرنے میں تلے رہتے ہیں۔	.875					
Over-Control/ حد سے زیادہ اختیار						
دوستوں کے ساتھ تعلقات رکھنے سے منع کرتے	.894					
سماجی گروہوں میں حصہ لینے پر پابندی	.884					
رشتہ داروں کے علاوہ کسی اور کے ساتھ تعلق نہیں رکھنا چاہئے۔	.894					
سخت قابو میں رکھا کرتے	.878					
روزمرہ کام کاج کے بارے میں فیصلہ کرنے کی اجازت نہیں	.695					
پڑھائی کے شعبے کے بارے میں فیصلہ کرنے کی اجازت نہیں	.571					

ذائقے اور انداز کی بنیاد پر اپنی ذاتی چیزوں کا انتخاب کرنے کی اجازت نہیں	.624					
Insufficient Control/ ناکافی اختیار						
پرواہ نہیں ہوا کرتی تھی کہ میں نے کیا کیا یا میں کیا کر رہا/رہی ہوں	.822					
تعلقات یا میری سرگرمیوں پر کوئی اختیار یا نگرانی نہ تھی یا نہ ہے۔	.746					
لوگ اس قدر مصروف تھے کہ انہیں میری کوئی فکر نہ تھی یا نہ ہے	.857					
غیر متوقع برتاؤ	.759					
ان کے دوہرے رویوں نے مجھے الجھن میں ڈال دیا ہے۔	.666					
Terrorizing / ڈرانا دھمکانا						
ایسے کام کرنے پر مجبور کیا جاتا تھا جو معاشرے میں قابل قبول نہیں	.833					
دھمکی دیتے تھے کہ وہ میری کمزوریوں کو دوسروں کے سامنے ظاہر کر دیں گے۔	.685					
بچپن سے ہی برے کام کی طرف راغب کیا ہے۔	.819					
لوگوں نے مجھے بچپن سے ہی شرارتوں کی طرف راغب کیا ہے۔	.777					
Over Expectation/ توقع سے باہر						
پڑھائی سے متعلق میری صلاحیتوں سے بڑھ کر توقعات	.844					
میں اپنی صلاحیتوں سے بڑھ کر عمل کروں	.900					
میں اپنے خاندان کی توقعات کو پورا نہیں کر سکتا۔	.795					
Emotional Rejection/ جذبات کو رد کرنا						
میرے آرا اور تجاویز کو دھیان میں نہیں رکھا کرتے	.828					
لوگ میرے ساتھ سرد رویے کا مظاہرہ کرتے ہیں۔	.816					
اپنے بارے میں میرے جذبات کو مسترد کرتے ہیں۔	.702					
EigenValues	6.053	4.722	3.242	2.698	2.343	2.175
% of Variance	20.176	15.740	10.807	8.994	7.809	7.251

4.3 Factor Description.

Based on the factor analysis, following factors were determined.

4.3.1 Factor 1: Verbal Abuse.

Factor 1 illustrates those items that depict the characteristic of verbal abuse of children and adolescents by the people around them. It includes belittling and humiliating the child which makes him/her feel worthless, nominating the child in a vile manner in front of others and criticizing and ridiculing the child's behavior (Momtaz et al., 2022). This factor consists of 8 items.

4.3.2 Factor 2: Overcontrol

This factor includes all the items that illustrate the characteristics of over control on children in the form of isolating and dominating them. Isolating the child includes not allowing him/her to interact with their social group thus hindering social connections outside of family. Dominating the child includes taking away his/her choices regarding everyday matters or their wishes. (Momtaz et al., 2022) This factor consists of 7 items.

4.3.3 Factor 3: Insufficient Control

It encapsulates all the items that depict the characteristics of lack of control or being inconsistent with the control on children by the people around them. Lack of control includes lack of authority in the child's life and inconsistency with control means that sometimes people around the child are very focused on what the child is doing and on other occasions they do not pay any attention to what is happening in the child's their life. It is also called as contradictory control. (Momtaz et al., 2022) This factor consists of 5 items.

4.3.4 Factor 4: Terrorizing

This factor considers all items that reveal abuser's characteristic of corrupting, blackmailing and using children for the caregiver's needs and wishes. A caregiver may fulfill his/her own needs by forcing the child to do what they say using threatening behavior or blackmailing them of exposing their weaknesses to others. Corrupting the child includes encouraging them towards activities that are frowned upon by their society. (Momtaz et al., 2022) This factor includes 4 items.

4.3.5 Factor 5: Over expectation

This factor includes all the items related with people around the child or adolescent having unfair expectations or expectations far above their capabilities on them. (Momtaz et al., 2022) It consists of 3 items.

4.3.6 Factor 6: Emotional Rejection

This factor encompasses the items that represent child or adolescent's experience of emotional rejection by the people around them. This includes refusal of complete and unbiased acceptance of the child and not being able to provide a warm and nurturing environment to them. The behavior that is characteristic of emotional rejection by the caregivers includes being unresponsive and ignorant to the child's need, being cold and cruel to them. (Momtaz et al., 2022) This factor consists of three items.

4.4 Convergent Validity

The next step was to establish convergent validity. For this purpose, the researcher compared the scores of EAQ-English and EAQ-Urdu. The results are given in the table below:

Table 5: Correlation between EAQ-Eng & EAQ-Urdu

Variable	N	M	SD	1	2
EAQ-Urdu	50	44.2400	11.00	-----	0.85**
EAQ-Eng	50	47.4000	12.937	-----	-----

Note. N=Total Participants M= Mean, SD= Standard Deviation, ** $p < 0.01$

4.5 Establishing Reliability

This section includes statistical analysis of test-retest reliability and internal consistency of the scale.

4.5.1 Internal Consistency

Internal Consistency was established through Cronbach Alpha. The results are listed in the table no 6.

Table No 6: Cronbach Alpha of Total Number of Items and Six Factors of the Scale

Factors	No. of Items	Internal Consistency
Verbal Abuse	8	0.952
Emotional Rejection	3	0.778
Over control	7	0.911
Insufficient Control	5	0.852
Over expectation	3	0.846
Terrorizing	4	0.825
Full Scale	30	0.897

4.5.2 Test-Retest Reliability

The Test-Retest Reliability of EAQ-Urdu was assessed through Intra-Class Correlation.

Table No 7: Test-Retest Reliability Analysis Using 2 way Mixed-Effects with Intraclass Correlation

Variable	Intraclass correlation	Values	F test with true value 0			95% of CI	
			df1	df2	p	LL	UL
Average measures	0.96	30.15	49	49	0.000***	0.939	0.981

Note: N= 50, LL= Lower Limit, UL= Upper Limit

4.6 Discussion

The primary objective of this study was to translate the Emotional Abuse Questionnaire (EAQ) into Urdu and standardize it for the target population in Pakistan. The study aimed to ensure that the questionnaire fulfilled both linguistic criteria and psychometric standardization, including reliability and validity analysis specific to the Pakistani context. The scale was translated through forward and backward translation method and the standardization process included determining demographics of participants, establishing validity and reliability.

The found factor structure extracted through Exploratory Factor Analysis (EFA) in order to demine construct validity, fitted the original questionnaire, and they included elements like verbal abuse, emotional rejection, over control, insufficient control, over expectation, and terrorizing. This indicates that the theoretical foundation of the original questionnaire has been preserved and that the multifaceted nature of emotional abuse has been captured appropriately in the translated questionnaire. The findings show that the translated questionnaire had a comparable factor structure to the original version, supporting its validity and adding to the original literature. The questionnaire's cross-cultural adaptability and generalizability are supported by factor structure agreement between translated and original scores. It suggests that the original scale's concepts and objects match the cultural context of the translated version's users.

The first factor was loaded with eight items which were under the category of verbal abuse. It has been proven that exposure to parental verbal aggressiveness, as well as other forms of verbal abuse within the family, is substantially correlated with unfavorable outcomes like increased psychological distress and emotional issues (Hamby et al., 2010). The second factor comprised of three items pertaining to emotional rejection. Researchers have been studying the aftereffects of childhood abuse and neglect. Long-term detrimental effects of emotional abuse, which includes emotional rejection, were seen in the study's adult survivors. One aspect of emotional abuse that can manifest itself in the home is emotional rejection, which can lead to problems with developing trustworthy connections, low esteem for oneself, and emotional distress (Higgins & McCabe, 2000).

The third factor presented itself with seven items which come under the category of over control. Literature has looked into the long-term consequences of parental disputes on parental practices. The results of the study link emotionally abusive parenting styles with excessive control. Emotional abuse can occur in the home when there is an abundance of controlling, demanding, and unsupportive behavior (Sturge-Apple et al., 2009). The fourth factor was loaded with five items which come under the category of insufficient control. The relationship between insufficient or inconsistent control and emotional abuse in the in one's home has been the subject of numerous researches. For instance, a study looked at how different types of control were exercised by parents and how that correlated with children experiencing emotional abuse. The results showed that inconsistent authority had a strong correlation to more emotional abuse at

home. This provides further evidence that emotionally abusive parents often display incoherent and contradictory parenting styles (Lamela et al., 2017).

The fifth factor consisted of three items which come under the category of over-expectation. Khalid (2015) investigated how women from economically disadvantaged backgrounds in Pakistan perceived the topic of emotional abuse. The purpose of this research was to identify what elements contributed to the emotional abuse that these women had to endure. The results showed that both parental and spousal unrealistic expectations were major contributors to the development of emotional abuse (Khalid, 2015). The sixth factor contained four items that fall under the category of terrorizing. The correlation between terrorizing and psychological abuse at home has been the subject of numerous studies. Terrorizing by caregivers was found to be a major component of emotional maltreatment experienced by adolescents, highlighting its significance in studying emotional abuse in the context of the family (Walsh et al., 2008).

Because of its excellent test-retest reliability coefficient, high convergent validity and internal consistency, this questionnaire is trusted to accurately and precisely measure emotional abuse. Translation into the local language and adaptation to the cultural context of Pakistan makes the questionnaire a more culturally sensitive instrument for assessing emotional abuse. It will facilitate mental health professionals in diagnosing emotional abuse in clinical settings because of the accessibility of a standardized measure of emotional abuse tailored to the Pakistani population. It will also educate the people in Pakistan on the issue of emotional abuse. With a reliable indicator of emotional abuse in place, governments, NGOs, and social organizations may determine the extent of emotional abuse, pinpoint at-risk populations, and develop effective strategies to combat the problem.

5. Conclusion

In conclusion, the translated and standardized emotional abuse questionnaire provides a reliable and valid method of measuring emotional abuse in the study's population. The results corroborate the translated questionnaire's validity and reliability, giving academics and practitioners a powerful new instrument with which to quantify and combat emotional abuse.

5.1 Limitations and Future Directions

Receiver Operating Characteristic (RCO) analysis, which is typically used to define a cut-off score for psychological measures, was planned for the study. However, it was not possible to conduct it due to the lack of a criterion variable. As a result, the research project was unable to establish a reliable cut-off score for emotional abuse. Future study could use this gap to fill in the gaps left by the lack of a criteria variable and determine an appropriate emotional abuse questionnaire cutoff score. In order to more easily apply ROC analysis, future research might want to include a criteria variable that corresponds to the concept of emotional abuse.

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