



Urdu Need For Dominance Scale

غالب شخصیت کا پیمانہ

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Abstract

This study aimed to develop and validate a culturally relevant and linguistically appropriate for assessing Need for Dominance for Pakistani populations. An initial pool of 39 items was generated and refined through expert review, with 26 items retained after removing those with low item total correlations. Principal Component Analysis with Oblimin rotation revealed a three-factor structure i.e., Dominance, Resilience, and Autonomy, which together explained 35.28% of the total variance. The scale demonstrated good internal consistency ($\alpha = .80$), with subscale reliabilities of .81, .74, and .51, and showed convergent validity through moderate positive correlations with the Dominance subscale of the established Dominance and Prestige Scale. These results suggest that the scale is a reliable, valid, and culturally relevant tool for assessing dominance-related tendencies in research and applied settings, providing a useful resource for studying personality and social behavior among Urdu-speaking adults.

Introduction

Dominance is a basic human motive that reflects an individual's desire to influence, control, or direct the behavior, thoughts, and emotions of others (Murray, 1938). The dominance is often seen as a stable personality trait. It describes a person's tendency to take charge, influence others and seek positions where one can use authority and influence. Dominance is not being bossy or aggressive it includes a broad spectrum of behaviors from constructive leadership to subtle interpersonal influence. Henry Murray identified need for dominance as one of the core motives that shapes personality and behavior throughout our lifespan. Unlike aggression that focuses on harming others, or achievement which emphasizes personal success, dominance is mainly about gaining of social power and authority within relationships or groups (McClelland, 1987). this drive shows up through leadership, assertiveness, persuasion, and control across both personal and professional domains. From an evolutionary perspective, dominant behaviors have been adaptive. Behaviours linked with dominance helped individuals to organize group structures, establish leadership and gain access to resources.in this way it became an important part of human social life.



Understanding dominance is important because this motive quietly shapes major life outcomes. It shapes the kind of career they pursue, the way they interact in relationships, and even psychological well-being. Research using the Manifest Needs Questionnaire–Dominance scale (Steers & Braunstein, 1976) has shown that individuals high in dominance move towards occupations that involves hierarchy and authority. Fields such as leadership, law enforcement, management, and politics tends to attract them because these roles revolve around influence and control (Spangler & House, 1991). These individuals do not merely enter such roles by chance; they actively seek environments that fulfill their motivational needs.

Dominance in group settings appears in clear and recognizable behavioral patterns. Highly dominant individuals are more likely to initiate tasks, direct group activities, and influence decisions which generally contributes to productivity and goal attainment (Spangler & House, 1991). However, the same individuals may show less involvement in relationship focused behaviors such as conflict resolution and offering emotional support. This reflects the dual nature of dominance as both functional and interpersonally challenging.

The need for dominance is typically characterized by behavioral, motivational, and cognitive patterns. In terms of behaviour the dominant individuals are often assertive, verbally active, directive, confident, and socially bold (Gough, 1987). They are usually the one initiating conversations, taking control in ambiguous situations, and use persuasive communication strategies. At the motivational level, they feel satisfaction from influencing outcomes and may feel frustration when placed in submissive or passive roles (Jackson, 1984). Cognitively, they show high sensitivity to status cues, power, authority and hierarchies in social environments. These characteristics are not inherently unhealthy, rather, they represent adaptive strategies. Though their impact can be constructive or destructive depending on how they are balance with empathy, affiliation, and moral reasoning.

Murray's (1938) psychogenic needs theory first identified dominance as a fundamental human motive, describing it as tendency that becomes active when relevant environmental conditions arise. McClelland (1961, 1975) later refined this through his theory of needs. He defines the need for power as a desire for impact, control, and influence. McClelland emphasized that dominance can take healthy or unhealthy forms. Healthy dominance involves responsible leadership and prosocial influence, whereas maladaptive dominance appears as exploitation or coercion. Social Dominance Theory extended the concept of dominance from individual to social groups. It proposes that individuals differ in their preference for hierarchical intergroup relations (Sidanius & Pratto, 1999). The emergence of Social Dominance Orientation (SDO) as a theoretical construct indicated that dominance can also exist at systemic and ideological levels (Pratto et al., 1994). the Dominance Behavioral System (DBS) a more recent model offered an integrated view. The model explains dominance as a coordinated system involving motivation, behavior, affect regulation, and shame-based mechanisms, bringing together biological, psychological, and social processes (Johnson et al., 2012).

Recent researches have integrated personality traits, emotional functioning, and psychopathology with dominance. Studies using the Rank Style with Peers Questionnaire (Zuroff, 2010) reveals that not all dominance works in the same way. The constructive forms of dominance, such as dominant



leadership, are associated with adaptive leadership and confidence. Whereas exploitative strategies like ruthless self-advancement tend to relate with narcissistic and psychopathic traits (Hawley, 2003). Biopsychological research has also shown that dominance motivation is associated with hormonal changes, specifically to fluctuations in testosterone levels following status gains or losses, thus providing a biological basis for dominance striving (Schultheiss & Wirth, 2008). These findings suggest that dominance is a multidimensional construct that involves conscious, behavioral, and physiological components.

For dominance assessment a reliable and valid tool has been developed each capturing an aspect of dominance. A commonly used tool The Personality Research Form–Dominance (Jackson, 1984) scale having good properties is widely used for and has contributed to a number of studies. Another widely used tool is The California Psychological Inventory–Dominance scale (Gough, 1987) which measures leadership, persistence, and social initiative, and has shown substantial long-term stability. The Manifest Needs Questionnaire–Dominance scale (Steers & Braunstein, 1976) has been particularly useful in organizational psychology. It has shown predictive validity for leadership behavior (Spangler & House, 1991).

Some other measures also capture related aspects of dominance. The Multidimensional Personality Questionnaire–Social Potency scale (Tellegen & Waller, 2008) integrates broader personality traits. At group level the Social Dominance Orientation scale assesses hierarchical preferences between groups (Pratto et al., 1994). Implicit measures such as the Picture Story Exercise have been used to capture unconscious dominance motives and have shown links with physiological and behavioral outcomes (Winter, 1994). TAT a classic personality tool also used to identify unconscious need for dominance.

The existing scales on dominances although have contributions yet they have notable limitations. Many of these measures mix dominance motivation with dominance behavior, making it difficult to differentiate the desire from the actual action (Johnson et al., 2012). Self-report scales are highly vulnerable to social desirability bias. Individuals often present themselves as more influential or leader like than they really are (Paulhus, 1984). These scales do show predictive validity, while statistically significant, the strength of these predictions is usually moderate. This suggests a gap between what the scale measures and how dominance actually appears in real life situations (Spangler & House, 1991).

There is also conceptual inconsistency in the literature. Some instruments focus on measuring interpersonal dominance and others capturing ideological or group-based dominance. Yet the findings are often generalized across levels as if they reflect the same construct (Rubin & Hewstone, 2004). Cultural sensitivity is another major gap, since majority of the existing scales in use are developed in Western contexts and might not accurately capture dominance expressions in collectivist societies including Pakistan.

These gaps highlight the need for a refined measure of dominance. A scale that clearly distinguishes motivational, behavioral, and strategic components of dominance. It should minimize the social desirability bias and show strong cultural relevance. A scale that captures both adaptive and maladaptive expressions of dominance, while considering for interpersonal and contextual differences, and integrates contemporary theoretical developments would contribute meaningfully to both research and applied psychological practice.



Rationale

Dominance motivation plays an important role in how individuals manage power, influence others, and establish their position in social settings. In Pakistan, where traditional hierarchies exist alongside with gradually changing egalitarian values, understanding this construct requires culturally appropriate tools. There is currently no validated Urdu-language instrument designed for assessing dominance need among adults, which limits research accessibility and puts translated western tools at risks of semantic distortion.

This study develops the Need for Dominance Scale-Urdu (NDS-Urdu) by including items in locally meaningful contexts such as workplace authority, family decision-making, and community leadership. The items were generated directly in Urdu to better reflect how dominance motivation appears in everyday social life in Pakistan. The scale is intended to help researchers and practitioners better examine aspects of dominance such as power dynamics, relational behavior, and self–other regulation among Pakistani adults.

Objectives of the Study

The study aims to achieve the following objectives

1. To construct the Need for Dominance Scale in Urdu.
2. To establish the psychometric properties of the Urdu Need for dominance scale.
3. To identify the factor structure of the NDS-Urdu through Exploratory Factor Analysis.

Methodology

As the present study focused on the development of a culturally relevant indigenous scales, it was divided into two studies. The study one has two phases. The initial phase focused on item generation and qualitative item analysis of *Ghalib Shakhseyat Ka Pemana* (need for dominance scale). And, the second phase dealt with Exploratory Factor Analysis (EFA). The study two was conducted for finding convergent validity of the scale.

Study 1: Scale Development

Phase I: Item Generation and Content Validation

Initially an item pool of 45 statements to cover different aspects of dominance as a personality construct. The items were drafted in Urdu to maintain language and cultural relevance for the target population.

The initial item pool was then qualitatively evaluated by a panel of experts in psychometrics and personality psychology; each item was assessed for clarity, cultural appropriateness, and conceptual alignment with the theoretical framework of dominance. Based on the feedback, items were reworded for better clarity, and others were eliminated due to weak conceptual contribution. A total of 39 items were retained for further empirical analysis.

Phase II: Exploratory Factor Analysis

Sample

A total of 250 individuals participated in the study. Participants for the exploratory factor analysis were recruited using convenience sampling from the University of Peshawar and nearby educational institutions. The sample comprised 100 males (40%) and 154 females (60%), representing a reasonable



gender distribution for initial scale validation. Participants age ranged from 16 to 67 years, ($M=28.4$, $SD = 11.2$). All participants possessed at least a higher secondary level education, which ensured adequate comprehension of the scale items. While the sample size and educational level were appropriate for the initial phase of scale construction, subsequent studies with more diverse demographic representations would strengthen the generalizability of findings.

Instrument

The third draft of the Need for Dominance Scale was used for experimental try out that consisted of 39 Urdu items that remained after the content validation phase. Clear instructions were printed at the top of the form to guide participants. The scale employed a four-point Likert-type response format : Bilkul Durust (Absolutely True) scored as 4, Durust (True) scored as 3, Ghalat (False) scored as 2, and Bilkul Ghalat (Absolutely False) scored as 1. One item was negatively worded and subsequently reverse-scored to reduce the effects of response bias. Higher total scores on the scale indicated a stronger need for dominance.

Procedure

Data was collected from several educational and training settings in Peshawar. The participants were approached individually or in small groups and were briefly informed about the purpose of study. Participation was voluntary, and respondents were assured that their responses would remain confidential. Consent was implied when participants chose to complete and return the questionnaire.

The instrument was self-administered so allowing participants to read the instructions at their own pace and respond according to their understanding. They were encouraged to complete all items carefully and to point out any statements that seemed unclear or culturally inappropriate. Most participants completed the questionnaire immediately, while those who required additional time were permitted to return the forms within 24 hours. Only fully completed questionnaires were included in final data set.

Study 2: Convergent Validity

Sample

A new sample of 100 participants was recruited for the convergent validity analysis. The sample consisted of 40 males (40%) and 60 females (60%), with ages ranging from 15 to 45 years ($M=24.08$; $SD=9.804$). This independent sample allowed for an unbiased assessment of the scale's relationship with established measures of related constructs.

Instruments

In study 2 two instruments were administered to participants in. along with the the final 26-item Ghalib Shakhseyat Ka Pemanā (Need for Dominance Scale) developed in Study 1, Dominance and Prestige scale was also used to establish the construct validity of the instrument.

Dominance and Prestige Scale

The Dominance and Prestige Scale developed by Korner and colleagues(2022) was administered, with particular focus on the dominance subscale to assess convergent validity. The Dominance and Prestige Scale was developed by Robert



Körner, Timo Heydasch, and Astrid Schütz for assessing the different ways individuals navigate social hierarchies. The instrument uses a 7-point Likert-type response format. the Dominance subscale demonstrates good internal consistency with Cronbach's alpha (α) commonly reported around .83.

Procedure

The procedure for Study 2 similar to that of Study 1, with participants being approached in educational settings and invited to complete both measures voluntarily.

Results

Table 1: *Item–Total Correlations for the Initial Item Pool (N = 250)*

Item	<i>r</i>	Item	<i>r</i>
1	.22	19	.20
2	.07	20	.42
3	.17	21	.31
4	.20	22	.28
5	.05	23	.20
6	.43	24	.29
7	.36	26	.38
8	-.03	27	.26
9	.29	28	.27
10	.15	29	.34
11	.31	30	.23
12	.45	31	.42
13	.13	32	.35
14	-.03	33	.24
15	.17	34	.23
16	.24	35	.15
17	.30	36	.13
18	.20	37	.30



According to the results, the items 2,4,5,8,13,14,15,18,19,25,31,36 and 39 not meet the minimum item total correlation cut-off of .30 were removed from the scale. Thirteen items failed to meet this criterion and were therefore discarded, while the remaining 26 items met the required threshold and were retained in the final Ghalib Shakhseyat Ka Pemana (Need for Dominance Scale).

Table 2: Item–Total Correlations for the Final Need for Dominance Scale (N = 250)

Item	r (Item–Total)	item	r(item total correlation)
1	.23	23	.20
3	.19	24	.27
6	.46	26	.41
7	.47	27	.22
9	.30	28	.27
10	.22	29	.44
11	.49	30	.33
12	.48	32	.33
16	.31	33	.30
17	.38	34	.24
20	.37	35	.21
21	.44	37	.29
22	.26	39	.39

Table 2 presents the retained items of the Need for Dominance Scale. The remaining 26 items met the required cut-off and were therefore retained in the Ghalib Shakhseyat Ka Pemana.

Preliminary Analyses

Prior to conducting exploratory factor analysis, preliminary analyses were performed to verify that the data met the assumptions necessary for factor extraction.

Table 3: Kaiser-Meyer-Olkin and Bartlett's Test

KMO	Bartlett's χ^2	df	P
.77	1461.75	325	< .000

Table 3 shows that Bartlett's Test of Sphericity was significant, and the Kaiser–Meyer–Olkin (KMO) measure of sampling adequacy was .77, indicating that the data were adequate for factor analysis.

Exploratory Factor Analysis

Table 4: Total Variance Explained by the Three-Factor Solution

Factor	Eigenvalue	% Variance	Cumulative %
1	4.63	17.82	17.82
2	2.85	10.94	28.76
3	1.69	6.51	35.28



Table 4 presents the eigenvalues, percentage of variance, and cumulative variance explained by the three factors. The first factor accounted for 17.82% of the variance, the second factor explained 10.94%, and the third factor explained 6.51%. Together, these three factors explained 35.28% of the total variance.

Figure 1: Scree plot for Ghalib Shakseyat ka Peman

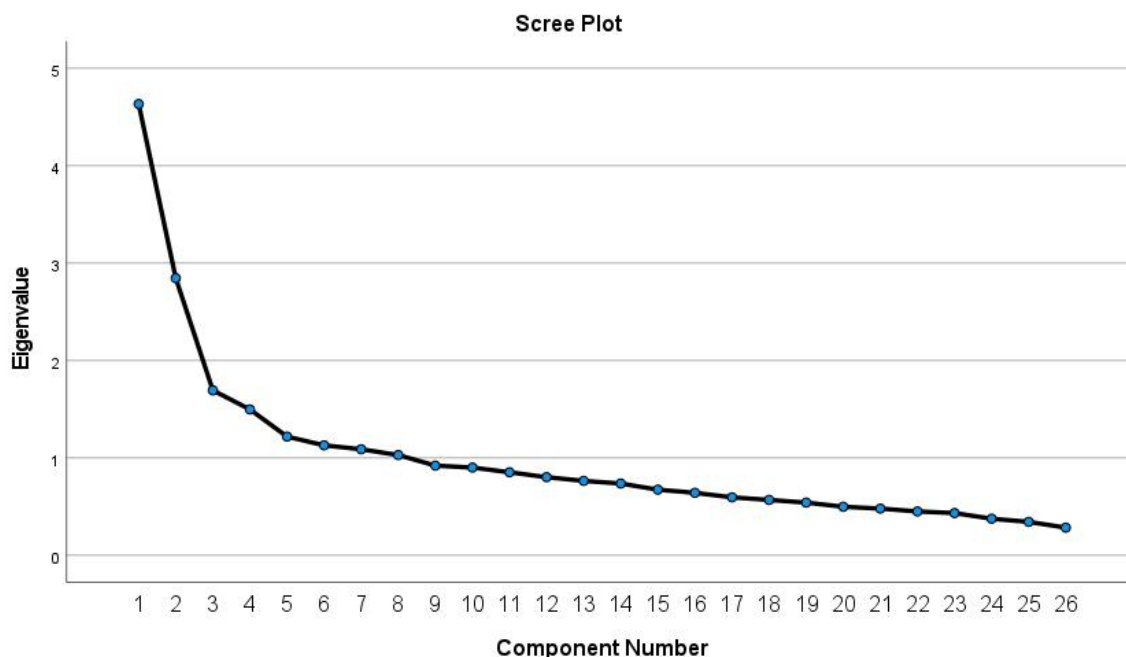


Table 6: Factor Loadings of Ghalib Shakhseyat Ka Peman scale with Direct Oblimin in Rotation

Item	Item description	Dominance	Resilience	Autonomy
Factor 1: Dominance				
6	Main sab par apni marzi musallat kar sakta/sakti hoon	.66	-	-
7	Mere mashwaron ko har haal mein maana jata hai	.54	-	-
9	Mere halqa-e-ahbab mein mujhe bohat shohrat hasil hai	.31	-	-
10	Main doosron ke khayalat apni raye ke mutabiq tabdeel kar sakta hoon	.32	-	-
11	Mujh mein inkaar sunne ki aadat nahi	.66	-	-
12	Main har haal mein haan sunne ka aadi hoon	.68	-	-
16	Main logon se apni izzat karwana pasand karunga/karungi	.47	-	-
17	Main doston se israr karta/karti hoon ke woh mere mashwaron par amal	.64	-	-



	karein			
20	Mere dost mujh se poochay bina kuch bhi nahi karte	.55	-	-
21	Apne doston ke mabain mera faisla hi harf-e-aakhir hota hai	.66	-	-
22	Agar behn bhai ki koi cheez pasand aa jaye to main bina poochay le leta hoon	.46	-	-
26	Main khud ko doosron se mumtaaz ya behtar samajhta hoon	.65	-	-
29	Mujhe auron se kaam nikalwana aata hai	.45	-	-
Factor 2: Resilience				
1	Mujh mein jamaat ki sarbrahi karne ki salahiyat hai	-	.42	-
3	Main apne aap ko har tarah ke nataij ka samna karne ke liye tayar rakhta hoon	-	.63	-
24	Mujh mein kai khudadad salahiyatein hain	-	.38	-
30	Main apne faislay khud karta/karti hoon	-	.62	-
32	Mujhe nit naye andaz se kaam karna acha lagta hai	-	.60	-
33	Mujh mein har qisam ke halaat se nimatne ki salahiyat hai	-	.61	-
34	Main khud ko zehni tor par har tarah ke halaat ke liye tayar rakhta hoon	-	.65	-
37	Main apne iradon ka pakka insan hoon	-	.57	-
39	Main aik be-khauf insan hoon	-	.51	-
Factor 3: Autonomy				
23	Mujhe apne muamalat mein doosron ki mudakhlat pasand nahi	-	-	.72
27	Mujhe ba-ikhtiyar hona pasand hai	-	-	.52
28	Mujhe kisi ke matahat kaam karna pasand nahi	-	-	.50
35	Mujhe apni baat ko baar baar dohrane se uljhan hoti hai	-	-	.59



Table 6 presents the factor loadings of the Need for Dominance Scale on three factors. Factor 1 (Dominance) includes 13 items I.e 6,7,9,10,11,12,16,17,20,21,22,26,29 with loadings ranging from .31 to .68. Factor 2 (Resilience) consists of 9 items I.e 1,3,24,30,32,33,34,37,39 with loadings between .38 and .65. Factor 3 (Autonomy) includes 4 items I.e 23,27,28,35 with factor loadings ranging from .50 to .72.

Reliability Analysis

Table 7: Alpha Reliability of Dominance along with its subscales Subscales

Scales	No. of Items	Mean	SD	Range	Alpha Coefficient
Need for dominance	26	66.57	8.58	22-101	.80
Dominance	13	28.77	5.91	15-49	.81
Resilience	9	26.46	3.85	5-36	.74
Autonomy	4	11.34	2.06	5-16	.51

As shown in Table 7, the Cronbach’s alpha for the total Need for Dominance Scale was .80, indicating good internal consistency. For the subscales, the alpha coefficients were .81 for Dominance, .74 for Resilience, and .51 for Autonomy. These values suggest acceptable reliability for the overall scale and most of its subdimensions.

Convergent Validity

Table 7: Correlations Between Need for Dominance Scale and Dominance and Prestige Scale (N = 100)

Measure	1	2
1. Need for Dominance Scale	—	
2. Dominance and Prestige Scale	.58**	—

According to Table 7, The correlation coefficient of .58 between the Need for Dominance Scale and the Dominance subscale indicates a moderate to strong positive relationship. This finding supports the convergent validity of the scale, demonstrating that it measures a construct that aligns with established conceptualizations of dominance.

Discussion

The present research aimed to develop and provide initial validation evidence for a Need for Dominance Scale(Ghalib Shakhseyat Ka Pemana) in urdu language. The scale development process followed established psychometric procedures, beginning with item generation and content validation, followed by exploratory factor analysis and reliability assessment. The resulting 26-item instrument demonstrated promising psychometric properties that support its potential utility for assessing dominance tendencies in Urdu-speaking populations. The exploratory factor analysis revealed a three-factor structure underlying the



Need for Dominance Scale. While the variance explained by these factors (35.28%) is somewhat modest, it falls within an acceptable range for personality measures and suggests that the construct of dominance is multifaceted rather than unidimensional. The three-factor solution aligns with theoretical perspectives that conceptualize dominance as involving multiple behavioral and motivational components.

The item retention process was guided by both statistical and conceptual considerations. The 13 items i.e 2,4,5,8,13,14,15,18,19,25,31,36 and 39 were eliminated either failed to meet the minimum loading criterion or demonstrated problematic cross-loadings that made their placement within the factor structure ambiguous. The 26 retained items showed clean factor loadings and conceptual coherence, suggesting that they effectively capture distinct aspects of the dominance construct. Factor-loadings ranged from .31 to .72. Factor 1 (Dominance) includes 13 items I.e 6,7,9,10,11,12,16,17,20,21,22,26,29 with loadings ranging from .31 to .68. Factor 2 (Resilience) consists of 9 items I.e 1,3,24,30,32,33,34,37,39 with loadings between .38 and .65. Factor 3 (Autonomy) includes 4 items I.e 23,27,28,35 with factor loadings ranging from .50 to .72.

The Dominance subscale reflects an individual's tendency to assert control, influence others, and impose personal opinions. The findings showed a moderate mean score ($M = 28.77$, $SD = 5.91$), indicating a balanced level of dominant traits within the sample. The subscale demonstrated good reliability ($\alpha = .81$) suggesting consistent measurement. This dimension is important as it captures the core behavioral expression of dominance which plays a critical role in leadership, decision-making and interpersonal dynamics.

The Resilience subscale represents the ability to withstand challenges and maintain psychological strength in the face of adversity. The observed mean ($M = 26.46$, $SD = 3.85$) suggests that participants generally possessed a reasonable level of resilience. With an acceptable reliability ($\alpha = .74$), this subscale highlights the adaptive aspect of dominance, indicating that individuals high in dominance may also exhibit emotional strength and persistence which are essential for coping and goal attainment.

The Autonomy subscale reflects independence, self-governance, and the ability to make decisions without external influence. As the scale comprised of only four items, the reliability of the scale was moderate ($r = .51$). With lesser number of items, it is common to have low reliability of the subscales (Nunnally, 1979). Autonomy remains an important component of dominance, as independent thinking and self-direction are fundamental to asserting control and personal agency. The internal consistency of the final scale, as indexed by Cronbach's alpha of .80, indicates acceptable reliability. This level of consistency suggests that the items are measuring a coherent construct and that the scale can produce stable scores across administrations. The item-total correlations further supported the internal structure of the scale, with most items showing moderate to strong relationships with the total score.

The convergent validity analysis provided encouraging evidence ($\alpha = .58$) that the Need for Dominance Scale measures a construct that is theoretically related to existing dominance measures. The moderate positive correlation with the Dominance subscale of the Dominance and Prestige Scale suggests that the two instruments are tapping into similar underlying tendencies, while the correlation is not so high as to suggest repetition. This pattern is consistent with the expectation that different measures of dominance should converge while



maintaining their unique measurement characteristics.

The development of this scale addresses a notable gap in the psychological assessment literature. While numerous dominance measures exist in Western contexts, there has been a relative scarcity of validated instruments available in Urdu. The current scale offers researchers and practitioners a tool that is linguistically and culturally appropriate for assessing dominance in Urdu-speaking populations, which may facilitate research on personality and social behavior in these communities.

Limitations and Suggestions for Future Research

Several limitations of the present research should be acknowledged. First, the samples for both studies were drawn primarily from educational settings, which may limit the generalizability of findings to broader populations. The relatively high educational level of participants in Study 1, in particular, raises questions about whether the scale would perform similarly with individuals having less formal education. Future research should seek to validate the scale with more diverse samples representing various socioeconomic backgrounds and educational levels.

Second, the cross-sectional design of the current studies precludes examination of temporal stability. Test-retest reliability was not assessed, and it remains unknown whether scores on the Need for Dominance Scale remain stable over time or whether they fluctuate in response to situational factors. Longitudinal studies would be valuable for establishing the temporal consistency of the measure and for exploring potential developmental trajectories of dominance tendencies.

Third, the convergent validity analysis was limited to a single external criterion measure. While the correlation with the Dominance and Prestige Scale provides initial support for convergent validity, additional evidence from other established measures of dominance, aggression, and related constructs would strengthen the validity argument. Furthermore, discriminant validity was not assessed in the current research, leaving open the question of whether the scale can differentiate dominance from conceptually distinct but potentially correlated constructs such as extraversion or assertiveness.

Fourth, the factor structure identified through exploratory factor analysis requires confirmation through confirmatory factor analysis in an independent sample. While the three-factor solution showed conceptual coherence, cross-validation is necessary to establish whether this structure replicates in new data. Future research should employ confirmatory approaches to test the stability of the factor structure and to compare alternative models.

Fifth, the variance explained by the three-factor solution, while acceptable, suggests that a substantial portion of variance remains unexplained. This may indicate that additional factors contribute to the dominance construct or that the current item pool does not fully capture all relevant aspects of dominance. Further item development work may be warranted to enhance the comprehensiveness of the scale.

Based on these limitations, several directions for future research are suggested. Researchers should attempt to replicate the factor structure using confirmatory factor analysis with larger and more diverse samples. Additional validity studies examining relationships with behavioral criteria, peer ratings, and other personality measures would strengthen the evidence base for the scale.



Investigation of potential gender, age, and cultural differences in scale scores would inform the interpretation of results across different demographic groups. Finally, exploration of the scale's utility in applied settings, such as organizational or clinical contexts, would demonstrate its practical value beyond basic research applications.

Conclusion

This study developed and initially validated the Need for Dominance Scale-Urdu (NDS-Urdu), a 26-item measure demonstrating adequate internal consistency. Exploratory factor analysis revealed a three-component structure capturing assertive control, interpersonal dominance, and strategic authority—distinct yet related facets of dominance motivation that align with theoretical conceptualizations and cultural context.

The multidimensional solution indicates that Pakistani adults differentiate between direct leadership, relational influence tactics, and calibrated authority assertions. This finding supports dominance as a complex, culturally modulated construct rather than a uniform behavioral tendency. While confirmatory validation and criterion-related validity testing remain necessary, the NDS-Urdu provides a foundation for investigating how dominance needs interact with social values and adaptive functioning. Its availability enables nuanced research on leadership, family dynamics, and clinical presentations where power regulation proves central, advancing contextually informed psychological science in Urdu-speaking populations.

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APPENDIX

ہدایات برائے سوالنامہ

درج ذیل سوالات کے ذریعے ہم آپ کی شخصیت کے مختلف پہلوؤں کے بارے میں آپ کا نقطہ نظر معلوم کرنا چاہتے ہیں۔ آپ کے جوابات سے معلوم کیا جائے گا کہ معاشرے یا زندگی میں رونما ہونے والے واقعات کس حد تک آپ کو متاثر کرتے ہیں۔

اس ٹیسٹ میں میچ اور غلط کا کوئی تصور نہیں۔ ایسا انداز سے ممکنہ حد تک ٹھیک جواب دیں۔ ہر سوال کا جواب دیں اور یہ یقینی بنائیں کہ آپ نے ہر جواب کے لئے مسج جگہ پر نشان لگایا ہے۔

نمبر شمار	سوالات	بلکل صحیح	صحیح	غلط	بلکل غلط
1	مجھ میں جماعت کی سربراہی کرنے کی صلاحیت ہے				
2	میں اپنے آپ کو ہر طرح کے نتائج کا سامن کرنے کے لئے تیار رکھتا رکھتی ہوں۔				
3	میں سب پر اپنی مرضی مسلط کر سکتا سکتی ہوں				
4	میرے مشوروں کو ہر حال میں مانا جاتا ہے				
5	میرے حلقہ احباب میں مجھے بہت شہرت حاصل ہے				
6	میں دوسروں کے خیالات اپنی رائے کے مطابق تبدیل کر سکتا سکتی ہوں				
7	مجھ میں انکار سننے کی عادت نہیں				
8	میں ہر حال میں ہاں سننے کی عادی ہوں				
9	اگر مجھے کوئی عہدہ مل جائے تو میں لوگوں سے اپنی عزت کروانا پسند کروں گی آگا				
10	میں دوستوں سے اصرار کرتا ہوں کہ وہ میرے بتائے ہوئے مشوروں پر لا زمان عمل کرے				
11	میرے دوست مجھ سے پوچھے بنا کچھ بھی نہیں کرتے				
12	اپنے دوستوں کے مابین میرا فیصلہ ہی حریف آخر ہوتا ہے				
13	اگر بہن بھائی کی کوئی چیز پسند آجائے تو میں بنا پوچھے لے لیتا لیتی ہوں				
14	مجھے اپنے معاملات میں دوسروں کی مداخلت پسند نہیں				
15	مجھ میں کئی خداداد صلاحیتیں ہیں				
16	میں خود کو دوسروں سے ممتاز بہتر سمجھتا ہوں				
17	مجھے با اختیار ہونا پسند ہے				
18	مجھے کسی کے ماتحت کام کرنا پسند نہیں				



			مجھے اوروں سے کام نکلوانا آتا ہے	19
			میں اپنے فیصلے خود کرتا کرتی ہوں	20
			مجھے نئے نئے انداز سے کام کرنا اچھا لگتا ہے	21
			مجھ میں ہر قسم کے حالات سے نمٹنے کی صلاحیت ہے	22
			میں خود کو ذہنی طور پر ہر طرح کے حالات سے گزرنے کے لئے تیار رکھتا رکھتی ہوں	23
			مجھے اپنی بات کو بار بار دہرانے سے الجھن ہوتی ہے	24
			میں اپنے ارادوں کا پکا انسان ہوں	25
			میں ایک بے خوف انسان ہوں	26

Dominance scale consists of the following subscales :

Subscale 1: Dominance Items: 6,7,9,10,11,12,16,17,20,21,22,26 & 29

Subscale 2: Resilience Items: 1,3,24,30,32,33,34,37,39

Subscale 3: Autonomy Items: 23,27,28,35

Note: The researchers, students, clinicians, and academic professionals are permitted to use the present scale for research, educational, and non-commercial purposes, provided that appropriate acknowledgment and citation of the original author and source are given. Users of the scale are permitted to administer, score, and interpret the instrument within ethical and professional guidelines.