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**TRANSLATION AND ADAPTATION OF
PERCEIVED SOCIAL SELF EFFICACY SCALE (PSSE)**

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ABSTRACT

The objective of the present study is to adapt the scale of Perceived Social Self-Efficacy (PSSE; Smith & Betz, 2000) in Urdu (national language of Pakistan) and to estimate the reliability of Urdu version of Perceived Social Self-Efficacy. The process of translation included Expert Panel approach, Forward translation and Back translation. Linguistic equivalence of the translated version of Perceived Social Self-Efficacy was checked on a sample of bilingual adolescent students. Moreover reliability of scale was established on a sample of adolescent students with the age range of 16-19yrs, mean age 17.09yrs. High degree of Cronbach alpha of Urdu version was found on the sample of 67 adolescent students with coefficient alpha .902. Test retest reliability over one week interval was $r = .887$ significant at .01 level. Translated version was found reliable in Pakistan. Implications and recommendation for future researches are discussed.

Keywords: Perceived social self-efficacy; Adolescents; Translation; Adaptation; Reliability

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INTRODUCTION

Bandura (1977) defined self efficacy as “a person’s evaluation of his or her ability or competency to perform a task, reach a goal or overcome an obstacle”. Efficacious beliefs while performing a task or deal with particular stressful event is important type of self-functioning. One’s efficacious beliefs regarding him/her self determine in what way people will utilize their knowledge or skills that lead towards outcome. As perceived self-efficacy are beliefs about individual’s capabilities to organize and perform the action necessary to manage prospective situation (Bandura, 1995). Such types of efficacious beliefs are based on different informational sources. For example Bandura (1977) identified that self-efficacy beliefs develop through information from four sources: (a) performance accomplishments; interpretation of the results of previous performance; (b) vicarious experience; observe others’ on the same task; (c) verbal persuasion; others’ verbal judgments and (d) physiological state, such as fatigue, and pain.

Self-efficacy beliefs are generally assessed at micro analytical level. The implication of self-efficacy in social domain is known as perceived social self-efficacy. Perceived social self-efficacy is defined as “an individual’s confidence in her/his ability to engage in the social interactional tasks necessary to initiate and maintain interpersonal relationships” (Smith & Betz, 2000). Those individuals who possess high level of social self-efficacy, they can initiate and maintain the social contacts which ultimately enhance socialization of human being which result in the adaptation of societal rules and leads to positive mental health. This level of social confidence helps to play an active role in every area of life. These self-efficacy beliefs have power to improve the performance in academic tasks (Adeyemo & Torubeli, 2008; Patrick, Hicks, & Ryan, 1997; Malik, Sikender, & Amjad, 2010), career choice (Hackett, 1995), to generate optimism (Karademas, 2006) that eventually diminish the thoughts of hopelessness which is prominent symptom of depression, and reduces the level of depression (Ehrenberg, Cox, & Koopman, 1991).

Thus the development of positive perceived social self-efficacy has significant implications for adolescents’ population in order to get more of their lives. Perceived social self efficacy is the key that serves as protective factor against social and emotional problems. Understanding the youth with reference to their positive development may help them to make responsible decisions in

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their lives successfully. On the other side this has detrimental impact on the lives of youth. For example, those who develop negative self perception may be vulnerable towards psychosocial problems including, conduct problems, drug addiction, violence and unsafe sex etc.

Realizing the importance of efficacy beliefs or expectations in human life, researchers have designed the various interventions which can be helpful in knowing the level of self-efficacy and to formulate strategies to increase the level of self-efficacy individually or collectively. A number of scales are being used to measure self-efficacy for example, Glasgow Social Self-Efficacy Scale for intellectually disabled population (Payne & Jahoda, 2004), and the Self-Efficacy for Social Situations Scale (SESS; Gaudiano & Herbert, 2003). The scale of Perceived Social Self-Efficacy by Smith and Betz (2000) is developed particularly to measure the level of perceived social self-efficacy in college students. Smith and Betz (2000), authors of the scale of perceived social self-efficacy, mentioned that the available measures of social self-efficacy are either psychometrically inadequate or somewhat narrow in definition and scope. These scales were developed for children rather than adolescent and adults. Therefore, they developed the scale of perceived social self-efficacy based on Bandura's (1977, 1997) theory. Perceived Social Self-Efficacy has strong psychometric properties, established on western population. PSSE has also been adapted and validated on Chinese adults and undergraduate students (Fan, Meng, Gao, Lopez, & Liu, 2010). Much has been written and discussed on these issues globally by using this construct but this has not been researched in Pakistan due to unavailability of the measure adapted in our culture. Few researches that have been conducted in Pakistan have been to explore the role of self-efficacy, for example mathematics self-efficacy has found to be a significant indicator of mathematics performance of primary school children in Pakistan (Anjum, 2006). Another study was conducted to determine the relationship between self-efficacy and depression in physically handicapped children.

As proposed in social cognitive theory human functioning is the dynamic interplay of personal, behavioral and environmental influences and sources of self-efficacy is majorly based on environmental forces. It raises the need to study this phenomenon in particular environment shaped by culture. Each culture or each society has its own unique features, which vary along several important dimensions, such as ecology, climate, levels of education, technological, development, political, social, economic, and environmental conditions, beliefs, attitudes, and value systems. Pakistani society is considered as collectivist society

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that emphasizes on connectedness of human beings and based on Islamic philosophy in which concept of self is more interdependent on others and stress on the strong connections between groups or members of groups. It shows that Individuals brought-up in this type of societies value and inculcate those characteristics which are liked by others and obliged to follow these rules. While psychological constructs generally are formulated in western countries as a result not represent and applicable in non western society. Psychological Scales developed in Western countries are mostly in English language. These tools are more comprehensible for people only who are familiar and have command on English language. Thus there is a need to develop or adapt scales that are in a language that can be understood by majority of the Pakistani people, like Urdu, and also represent Pakistani culture. Therefore, present study has implication to provide the reliable measure in local language (Urdu) that assesses the construct of social self-efficacy in adolescents and would contribute to the understanding of above mentioned issues in a broader way.

METHOD

Participants

For the purpose of linguistic equivalence and establishment of reliability, different number of participants was selected. For linguistic equivalence, sample of 67 adolescents was taken and for establishment of reliability 377 adolescents (40 adolescents for test retest reliability and 337 for split half reliability) participated. The age range of entire sample was 16 to 19 years old with the mean age of 17.09. Participants were selected randomly from both private and government educational institutes situated different areas in Karachi.

Measures

The Scale of Perceived Social Self-Efficacy

Permission to translate the scale of Perceived Social Self Efficacy (PSSE; Smith & Betz, 2000) in Urdu (National language of Pakistan) and to establish its psychometric properties in Pakistan was obtained from the author of scale. Perceived social self-efficacy scale was developed by Smith and Betz (2000). It consists of 25 rationally derived items that measure the level of confidence in diverse social situations. Responses are obtained using a five-point Likert scale ranging from 1 (no confidence at all) to 5 (complete confidence).

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Smith and Betz (2000) reported Cronbach's alpha value of .95, an internal consistency reliability coefficient of .94 ($N = 354$) for the scale. Test-retest reliability was obtained by administering on smaller sample ($N = 109$) over an interval of three weeks, yielding a value of $r = .82$. Concurrent validity data was evaluated using the social subscale of the Self-Efficacy Scale (Sherer et. al, 1982) and the Social Confidence Scale of the Skills Confidence Inventory (Betz, Borgen, & Harmon, 1996). Correlations of these scales with the PSSE were $r = .60$ for males and $r = .62$ for females on the former, and $r = .46$ for males and $r = .53$ for females for the latter. Significant concurrent construct validity evidence was also found by comparing the measure with variables of social anxiety and shyness (Smith & Betz, 2000). Correlations of this measure with a measure of shyness were $r = -.67$ for males and $r = -.71$ for females. For social anxiety, correlations of $r = -.57$ for males and $r = -.68$ were found.

Procedure

Translation and Adaptation of PSSE

To translate and adapt the scale in Pakistani culture following methods were used;

Expert Panel: The quality of translation of texts may benefit from an approach in which not a single bilingual but a whole group of experts participate in the translation process. The most useful strategy is to review the items, share and consider the comments of each other in panel and reconcile difference of opinion in final draft that reflect the best judgment of entire group of expert panel (Geisinger, 1994). To follow this method, group of seven personnel; 4 clinical psychologist (PhD in clinical Psychology) from teaching faculty of Institute of Clinical Psychology and 3 students enrolled in MPhil/PhD program at Institute of Clinical Psychology, University of Karachi were included. Items related to the friendship with opposite sex were skipped after the group member's consensus due to the concern of taboos in Pakistani culture and to lessen the respondent's hesitation or reluctance. To make the directions more clearly for the respondents, a practice item was included in the direction of scale.

Forward Translation: Forward translation is most commonly used technique of translation procedure. According to Hambleton (2005) for forward translation, a single translator or group of translators translate the test from source language to target language and then is evaluated by another group of

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translators (Hambleton, 2005). The translators should be familiar, have knowledge of both source and target languages as well as culture, moreover, have expertise in research and scale development or adaptation. In the first stage of forward translation, scale was given to 6 translators who had knowledge of culture or language as well as psychological concepts. After getting the direct translation, scale was given to other bilingual and subject expert for evaluation. In this step, forward translations were compared with the considerations of conceptual equivalence, comprehensibility, clarity of sentences or words etc. After the detailed discussions, Forward Translation was produced that consisted of best suitable translated items, close to the concepts with local language consideration. After this procedure, forward translation was given for Back Translation.

Back Translation: Back translation is another best known technique of translation to check the conceptual equivalence. In this technique one or more translators adapt the test from target language to source language and make judgments through the comparisons of translated and original version of scales (Hambleton, Merenda, & Spielberger, 2005). Scale was given to four translators; linguistic experts, Neuro-physician, 2 clinical psychologists. To improve the accuracy of translation/adaptation, scale after the procedure of Back translation, was again given for review to two members of teaching faculty of Institute of Clinical Psychology. They compared the items one by one to original scale of Perceived Social Self-Efficacy (PSSE; Smith and Betz, 2000) and made some amendments in the framing of items to make it more clear for respondents and to lessen the ambiguity.

Linguistic equivalence: In Linguistic equivalence the emphasis is placed on the linguistic accuracy of translated items (Trimble, 2007). It helps to assess the similar meanings of word across cultures that the items of the original and translated versions of scale have similar meaning. For this purpose scale was administered on a group of participant, who are proficient in both English and Urdu language, over an interval of four days.

To check the linguistic equivalence, sample of 67 adolescent students were selected from different educational institutes of Karachi. Registered institutes were approached to get the consent from institute's administration. Participants were asked to fill in the details on the personal information form. After that English version of Perceived Social Self Efficacy (PSSE; Smith & Betz, 2000) was administered in group setting. After the interval of four days, Urdu version

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of scale of Perceived Social Self-Efficacy was administered on same students. Once all participants completed the scales, researcher answered any queries about study they had. After data collection both Urdu and English versions of scale of Perceived Social Self Efficacy (PSSE; Smith & Betz, 2000) were scored according to standard procedure.

Reliability Analysis: Test retest reliability, split half reliability and Cronbach alpha coefficient were analyzed. Sample of 67 adolescents was taken to assess the internal consistency of Urdu version of perceived social self-efficacy (PSSE). To assess the test re-test reliability, 40 participants were approached to administer the original version of perceived social self-efficacy scale (PSSE; Smith & Betz, 2000). After one week interval, Urdu version of perceived social self-efficacy was again administered on same participants. Split half reliability was calculated through the administration of Urdu version of PSSE on 337 adolescent. The age range of entire sample was 16 to 19 years from different educational institutes situated in Karachi.

Data Analysis

Data was statistically analyzed through the Statistical Package of Social Sciences (SPSS, Version 12.0). Pearson Product Moment Coefficient of Correlation and Cronbach Alpha were calculated.

RESULTS

After translation of scale, the focus of present study was to estimate the reliability of the translated version of perceived social self-efficacy scale. For this purpose, preliminary analysis for cross-culture validation and reliability (test retest reliability, split half reliability and internal consistency) were carried out.

Preliminary Analyses

Linguistic equivalence of Perceived Social Self-Efficacy scale: After the translation of PSSE, linguistic equivalence of translated version was examined to find out the cross-cultural equivalence between original version and adapted version. Findings show significant correlation between original version and translated version of perceived social self-efficacy scale. Item to item and the item-total correlations are illustrated in Table 2 and 3 respectively.

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Table 1

Linguistic Equivalence (correlation between English Version and Urdu Version) of Perceived Social Self-Efficacy (PSSE)

Test administered	Mean	r	sig
Original version	40.436	.705	.01
Urdu version	40.429		

Note. (N=67) 4-days inter test interval.

Table 2

Linguistic Equivalence (item by item) of Urdu and English version of Perceived Social Self-Efficacy (PSSE)

Item No	Pearson r with English items	Sig
1	.662	.0001
2	.542	.0001
3	.462	.0001
4	.293	.016
5	.293	.016
6	.418	.0001
7	.464	.0001
8	.302	.013
9	.481	.0001
10	.533	.0001
11	.277	.023
12	.342	.005
13	.417	.0001
14	.424	.001
15	.459	.001
16	.370	.002
17	.421	.0001
18	.392	.001
19	.383	.001
20	.334	.006
21	.401	.001
22	.597	.0001
23	.397	.001

Note. N= 67

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Table 3
Item-Total Correlation of Urdu version of PSSE

Item No	Pearson r with Total	Sig
1	.611	.0001
2	.445	.0001
3	.479	.0001
4	.272	.026
5	.621	.0001
6	.486	.0001
7	.659	.0001
8	.691	.0001
9	.512	.0001
10	.516	.0001
11	.507	.0001
12	.423	.0001
13	.530	.0001
14	.645	.0001
15	.577	.0001
16	.506	.0001
17	.647	.0001
18	.430	.0001
19	.531	.0001
20	.694	.0001
21	.434	.0001
22	.632	.0001
23	.475	.0001

Note. N = 67

Internal Consistency: Cronbach alpha obtained on the sample of adolescents shows that translated version has significant alpha value (.902).

Test retest reliability: The test-retest reliability of Urdu version of PSSE which is .887 significant at the level of .01. Obtained estimation of test retest reliability shows the temporal stability of Urdu version of PSSE.

Split half reliability: The split-half reliability of PSSE (Urdu version) by dividing the two halves of scale to check the consistency of these halves.

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Obtained findings show a significant correlation (.776) between two halves of PSSE.

Factor analysis: Principal component analysis was computed for the Urdu version of the scale. The first eigen value was higher than the other values, and 24 % variance account for by this component with eigen value of 5.65, whereas the second and other proceeding components would only account for 6.7% and less respectively. Scree test also suggest the clear significance of only one factor in the representation of the structure of scale. This demonstrates the unidimensionality of the scale and a reliable total score as representing the construct of social self efficacy.

DISCUSSION

During the past decade, cross cultural psychology gave substantial importance to studies across countries that help to understand the individual experiences including cognition, emotions and behaviors in any specific culture. This interest in cross-cultural psychology have highlighted that people in different cultures have noticeably different experiences that determine their behaviors. Regarding concept of self, Markus and Kitayama (1991) argued that people in different cultures have markedly different construals of the self, of others, and of the interdependence of the two. These self-construals can influence, and determine individual experience. These view about self arise the importance to understand the self and other phenomena that are implicated with self should be examined according to particular culture. For example, a study conducted by Kitayama, Markus, Matsumoto, and Norasakkunkit, (1997) confirmed the notion proposed by a collective constructionist theory of the self that many psychological processes, including enhancement of the self (pervasive in the United States) and criticism and subsequent improvement of the self (widespread in Japan), result from and support the very ways in which social acts and situations are collectively defined and subjectively experienced in the respective cultural contexts. This analysis shows that underlying mechanisms that cause to exhibit any behavior depends on culture as indicated by findings that prevalence and expression of social anxiety depends on the particular culture (Hofmann, Asnaani, & Hinton, 2010). Thus, it is important that mental health professionals take into consideration the cultural differences in methodology or interventions used for research and clinical practices. Despite this fact, studies conducted in nonwestern cultures are using the scales that are standardized on

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western population. This fact raises the question mark on the findings of these studies.

Due to these facts, purpose of this study was to adapt the scale in Urdu language and to establish its psychometric properties. To our knowledge there is no scale in Pakistan to measure the concept of social self-efficacy. It is therefore crucial to identify the expectancy related beliefs of adolescents particularly about social situations in Pakistan.

Cultural adaptation of this scale would help the psychologists, researchers and practitioners to move forward to acquire better understanding about self-efficacy beliefs in social situation, that represent culture of Pakistani adolescent students. Majority of people in Pakistan have command in Urdu language and use it as a medium of communication between each other. As a result Urdu version of this scale would be more comprehensible for people. Pakistan is located in Asia where collectivistic culture is prevailing. In this type of culture, the interdependent construal of self (emphasis on the interrelatedness of the individual to others and to the environment represented by Asian cultures; see Markus and Kityama 1991) is common. Hence, adaptation of scale would be useful in future researches to study the social self-efficacy beliefs and its impact on social interaction that portray the Pakistani culture. The findings of this study open the new prospect for researchers to develop or translate/adapt the psychological scales in Urdu language which may be fruitful in providing theoretical basis of expectancy related beliefs and also for treatment in Pakistan. This study would helpful for mental health professional to design the strategies required to deal with the intrapersonal or interpersonal conflicts, manage painful experiences, to lessen the degree of stress and enhance coping mechanisms. Mental health professionals can develop the strategies in academic or community based settings to enhance the appropriate behaviors and attitudes of adolescence towards self and others' needed to develop and maintain the interpersonal relationships, expand the social network, recognize and use their potentials, and to be realistically positive regarding their self that what they can and cannot do.

In conclusion Scale of perceived social self-efficacy is found to be psychometrically sound in Urdu language as the original version.

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