URDU TRANSLATION AND ADAPTATION OF THE ENGLISH VERSION OF COLLECTIVE SELF-ESTEEM SCALE IN PAKISTAN: RELIABILITY AND VALIDITY ANALYSIS

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ABSTRACT

Objectives: *The current research aimed to translate and adapt English version of Collective Self-esteem Scale in national language (URDU), and calculate the translated Urdu version psychometric properties including reliability and validity analysis on normal adolescent's population in Karachi.*
Design: *Survey / Correlational Design.*
Place and Duration of study: *Karachi, January 2017 to June 2017.*
Subject and Method: *Sample for pilot testing and psychometric evaluation consisted of 80 individuals with age range between 11 to 19 years; randomly selected from various Schools of Karachi. Pakistan. The present study consists of two phases. In the first phase a highly recommended method of translation, forward and backward translation was carried out. In the second phase of research validity and reliability analysis was carried out through pilot testing. Psychometric properties was estimated by using Cronbach's coefficient alpha, test re-test reliability and split half reliability.*
Results and conclusion: *Results shows adequate level of psychometric properties including temporal validity (r=.621), Split half reliability (.758) and internal consistency (.731. Urdu is the national language of Pakistan. Most of the population in Pakistan understands Urdu and they faced difficulty in understanding and comprehending the English language. That is the main reason the scale is translated into Urdu language to get more reliable and validated measure for the population of Pakistan in their native language. Hence the statistical analyses reflect that CSES is a suitable tool for the population of Pakistan.*

Keywords: Collective Self Esteem ; Reliability ; Validity ; Urdu

INTRODUCTION

Over a past many years' self-esteem has been a vast area of interest for many researchers. Numerous studies have demonstrated the significance of self-esteem. According to researches Self-esteem has an influential affect in shaping the human behavior, their overall process of evolution and growth (e.g., Baumeister et al., 2003; Ma-kikangas & Kinnunen, 2003; Oguz & Korukcu, 2010). Researches shows that sometimes Self-esteem act as a protective factor when individual is in new settings and having any psychological illnesses (Gaertner et al., 2008; Guillon et al., 2007; Martens et al., 2010), associated to person's psychological health (Vess et al., 2011), has great influenced on psychological health , social , emotional and subjective well-being (Diener et al.,2015; Cornejo et al., 2020) significant educational success (Baumeister et al., 2003; Mutlu, Balbag, & Cemrek, 2010) helps in increase in school engagement(Borrero & Yeh, 2020). Research conducted on students of higher education level reveals that collective self-esteem is consider as self-construal responsible for better psychological wellbeing of school children. (Yu et al., 2016).), A meta-analysis of longitudinal researches also supports this theory, reflecting that high level of self-esteem strongly associated with lower levels of anxiety (Sowislo & Orth, 2013). Another research shows that person with high level of self-esteem is supposed to be assertive , confidently speaks for their right, confident, strong and with having optimism, hopeful and confident perception about their way of living (Chedraui et al., 2010; Veselska et al., 2009; Sobhi-Gharamaleki & Rajabi 2010). Conversely, literature shows that low self-esteem significantly linked with sense of being rejected. (Marigold et al., 2010)

Consistently, the conventional research also shows the same explanation that low self-esteem comprises a low perception of the self, a sense of unimportance, persistent emotional state of feeling inferior, considering self as inadequate and insignificant and doesn't not consider self as secure (Mruk, 1999) correspondingly, The main purpose of the self-esteem is to protect individual self from the damage that as adverse event or a stressful situation can cause to its personality dynamics (Mann et al., 2004). Studies discover that people who have higher level of self-esteem is more adequately able to deal and cope every days life challenges while people who have lower level of self-esteem have faced severe difficulty in coping and managing these hurdles and challenges (Baumeister et al.,2003; Kernis, 2003).

Self-esteem doesn't stay same during the entire life course, however it's continually increases young adulthood to midlife (Pulkkinen et al., 2005) and starts to decrease afterwards (Trzesniewski et al., 2003). The diverse number of factors including individual and environmental experiences are

supposed to effect the direction and magnitude of its development (retirement, financial, loss of family /relationship disturbances and physical health etc) (Hirsch & DuBois, 1991) during whole life span. In an adolescent's trajectories few factors that affect adolescent self-esteem are race, social status and gender (DuBois et al., 2002).

Psychological problem and decline in self-esteem is mostly associated such as number of researches show their linked with anxiety (Boden et al., 2008; Heatherton & Ambady, 1993), with substance used disorder (Kitano, 1989; Leary et al., 1995), impulse control problem and conduct disorder ((Boden et al., 2008), associated with delinquent behaviors (Kaplan et al., 1986), and high anger and hostility (Donnellan et al., 2005; Leary et al., 1995). Further Skager and Kerst (1989) also explained that decline in self-esteem is associated with number of risk factor for the development of any psychological issues.

Tajfel and Turner (1986) developed a theory named as social identity theory in which they described that sense of group belongingness is an indicator of psychological wellbeing in ethnic members of the group. It also put emphasis on the two areas of one's self concept which is individuals personal and its social identity. They considered that identification or belongingness with the groups are important for developing good self-esteem Tajfel (1979). Collective self-esteem is an important concept which explains that self-esteem in relation with groups and the feeling of belongingness with them. Theory explains that when somebody belong to a group and interacts with other group member it also help to develop self teems .Luhtanen & Crocker (1992) further classified it into four components. First is the private self-esteem is the analysis of social group. Second is the membership esteem which reflects how he sees himself in the group, Third public collective self-esteem that identify others perspective towards his own group. Fourth Importance to identity. The value of one's self to be a member of one's group. It develop his own self-concept.

Now we understand that self-esteem is essential for psychological well-being, thus it is also important to evaluate it in Pakistan by the measures that are suitable for its cultural dynamics and are in its own language. Thus the main goal of this research is to construct a reliable and valid measure in Urdu language to assess self-esteem level .The official language is English but it is spoken and understands on limited level. As statistically literacy ration is 55% but it include all those people who have education till primary or below primary level Government of Pakistan, Population Census Organization. Statistics Division. This is the reason that its comprehension in Pakistan population is limited. Statistics also shows that 8% people use Urdu as first language as they're bilingual and also speak their native languages.

However most of the people being bilingual as well can understand and speak Urdu as it's their national language *Government of Pakistan, Federal Bureau of Statistics.)*. This is the main reason the scales were translated into Urdu language to control the variable and finds results that have less errors and more accurate in terms of reliability and validity.

METHOD

Participants

The sample of current study consisted of 147 students in which 87 were male and 60 were female from different academic institutions included school, colleges and institutes in Karachi, Pakistan. The age of all individuals who participated in study is between 11 years to 19 years and their educational level is at least primary (ranged in between 6 to 14 grade level). Further person who were participated were screened out for any significant stressor in last past 6 months were not included, and any diagnosed psychological and physical illness in self or in immediate family member were screened out and excluded from research.

Measures

1. Demographic Data Sheet

It was a self-developed form in which demographic information of students who were participated in present research was requested. They were asked for their gender, socioeconomic status, religion, birth order, age, grade level, family structure and ethnicity

2. Collective self-esteem scale (Luhtanen & Crocker, 1992)

In present research we translate Collective Self-esteem scale (Luhtanen & Crocker, 1992) in Urdu language. The CSES measure is comprised of 16-item scale from which have four subscales. It taps group identification and used in number of research. Four sub scales are :   (1) Membership Esteem reflects how he/she perceived herself/ himself in a group (2) Private Collective Self-Esteem indications individual analysis of their social group (3) Public Collective Self-Esteem – a person's view that how others assess their group (4) Importance to Identity reflects the significance of group membership in their self-concept . The reliability of each sub-scale is adequate (.7 to .8).

Procedure

The present research includes three phases: The first phase comprised Translation and Adaptation; second phase consisted of Cross Language Validation process and third phase attempted to determine the psychometric properties including reliability and validity analysis of the scale.

Phase 1: Translation and Adaptation

The purpose of present research is to translate and adopt the Collective Self-esteem Scale (English) in Urdu language. Urdu is the national language of Pakistan. As in Pakistan less people are able to comprehend the English language as 55 % people falls in educable criteria are educated till primary. This research was significant in as it provide scale that is linguistically and culturally a valid measure for the peoples of Pakistan. The forward and backward translation process was applied to reliability and validity of scale. During translation process focused was conceptual equivalence rather linguistically equivalence. This method section comprises three essential steps.

Formulation of an Expert panel

The final draft was analytically evaluated and approved by expert panel. Expert panel was selected by including only those who were involved translation and adaptation process previously, and having expertise in these matters. PhD scholars were approached who have command on both languages (English and Urdu). The panels consist of four skilled PhD professionals all of them had adequate experience in translation and adaption of scales used in psychology field.

Forward translation

For the purpose of translation of scale we used forward and backward translation method. According to Hambleton (2005) in Forward translation one or more than one translators are approached to translate the scale from source language to target language". By the help of this technique 4 experts were taken in group.

All the translators were instructed to translate the scale draft. They were requested to focus on retaining the concept of the items as English version. The final draft after the review of translator regarding the items and difficulty level was also recorded. In next step the translated scale was further

evaluated by two other experts and after their mutual decision a draft was prepared of items.

Backward translation

Backward translation method is a standardized procedure used linguistically and conceptual equivalence of the scale (Hambleton, 2001; Brislin, 1970). In this purpose four translators who are highly qualified and having experiencing of translation and adaptation were request to participate as backward translation. They were not present in the forward translation step. They translated the scale back to a source language by considering conceptual equivalence. After the draft is made it is compared with original version and inconsistencies were removed. After that a final draft was discussed with entire panel to be sure of equivalence regarding the concept of construct. In the last review is done to evaluate language, construct and psychometric properties.

Phase II: Cross Language Validation

In order to analyze the scale validity of cross language, the participant of 75 of both gender equally selected. Their age range is between 11 to 19 years. All participants' education were above primary level. It was also ensure that all participants had good understanding and comprehension of both languages (English and Urdu). The samples were recruited from three to four schools of private sector in Karachi, Pakistan. In this research method we know and identify the adequacy of translated version as well as changes were made on those item that seems difficult for the participants to understand or unclear items.

Procedure

The researcher Sirect in 2005 used single group Bilingual design. This design is used for the validity purpose. In our study we follow the same design by selecting 75 bilingual school children In this process both versions, Urdu translated version   was administered to the group and after 7 days English original version of scale was administered on the same group .Then after the result of two administration the Pearson Product Moment Coefficient for Correlation was applied. That result shows cross language validity of the measure.

Phase III: Establishing Psychometric Properties of Urdu version (CSES)

In this section, method of test retest reliability, split half reliability and internal consistency of newly translated version CSES scale were discussed .These method is applied to find out reliability and validity of the scale .

a)   Test retest: Test-Retest Reliability

As we know that Test retest reliability is the process in which the same scale was administered two times on a same individual in different time as mentioned in Anastesi (1997). On Sample of 75 college and school students with age comprise in between 11-19 years were selected The Collective self-esteem was administered on them. As we discussed above test was again administered after 7 days of similar sample group. Then after the result of two administrations the Pearson Product Moment Coefficient was applied. The result of pre and post correlation of the scale shows cross language validity of the measure.

b)   Convergent validity

According to Anastasi, 1997 validity of the scale is how perfectly test measure what it intended to measure. There are two types of validity: i.e. Divergent and Convergent. In our research we use Convergent validity. In this process two different scale of same construct was applied to a sample of 75 school children and adolescents on a same time. The age range of sample consists of 11-19 years from different school. After administration of both scales Pearson Product Moment Coefficient was applied. The findings shows how both test respond each other.

c)   Internal Consistency Reliability

Another method to check reliability of the scale is internal consistency. In our research we use technique of Cronbach's Alpha Coefficient for reliability analysis. The sample of 107 students. The sample was recruited from different educational institutes (schools and colleges) of Karachi. The test was then administered in individual setting. So, then Cronbach Alpha was calculated to evaluate the internal consistency of the scale.

d)   The Split-Half technique

Other technique to measure reliability is Split-half reliability. In this method, scale was split in two equal halves such odd no of item verses even no of item. After splitting the both halves administered to the sample. The correlation of these two parts give split half reliability. (Anastasi, 1976). Similarly, in our study, the scale was translated into Urdu language and then split into two halves. In the end correlation was computed of both parts. This process is called split half technique.

RESULTS

Table 1
Cross Language Validation (Item by Item) of Urdu and English Version of CSES (Collective Self Esteem Scale)

Item No.	R	Item No.	R
1	.346**	9	.437**
2	.342**	10	.369**
3	.423**	11	.304**
4	.390**	12	.388**
5	.371**	13	.437**
6	.615**	14	.656**
7	.404**	15	.473**
8	.608**	16	.650**

Note: N=75, 7 days inter test Interval, **p< .01

Table 2
Estimates of Cross Language Validation for subscales of Urdu (translated) and English (original) version of CSES (Collective Self Esteem Scale)

Scales	r	Scales	r
Member	.439**	Public	.523**
Private	.685**	Identity	.648**

Note: N= 75, 7 days' interval, ** p< .01

Table 3
Test Retests Reliability of Collective Self-Esteem Scale

	M	SD.	N	R
First Administration	19.88	3.44	67	.621**
*Second Administration	19.55	3.32	67	

* One-week interval **. Correlation is significant at the 0.05 level (1-tailed).

Table 4
Test Retest Reliability of Subscales of Collective Self Esteem Scale

Collective Self Esteem Subscales	R	Sig
Membership	.515	.001
Private	.631	.001
Public	.244	.047
Importance to Identity	.578	.001

Table 5

Relationship of Collective Self Esteem Scale and its Subscales with Rosenberg Self Esteem Scale Scores (N= 75)

Measures	R	Sig
Collective Self Esteem	.246	.033
Membership Esteem	.138	.237
Private Collective Self Esteem	.255	.027
Public Collective Self Esteem	.218	.060
Importance to Identity	.163	.162

Table 6

Table reflecting Cronbach Alpha (N=107) of Collective Self Esteem Scale (CSES)

	Reliability Analysis α for CSES		
	No. of cases	No. of item	α
Minority	107	16	.730

Table 7

Table reflecting Split Half Reliability (N=107) Collective Self Esteem Scale (CSES)

Scales	Cronbach Alpha		Correlation b/w Forms	Spearman Brown Coeficient
	Part 1	Part 2		
CSES	.434	.668	.610	.758

DISCUSSION

The aim of the study is to analyze, translate and validate collective self-esteem scale in Urdu language. It helps to exclude the language barrier and also develops cultural equivalence. The study also provide the CSES validity and reliability so researches can easily utilize a valid tool and can be utilize in Pakistani people who face difficulty in comprehending the English language. Numerous scales of self-esteem is available as this construct is widely used in researches but un- fortunately low number of measure are available in Urdu language . Especially CSES is extensively used in PHD and MPhil thesis. The researches faces difficult because limited number of scales was developed or translate in national language. Hence, 80 individuals were recruited for this research purpose. This Urdu translated version of CSES is freely available and helpful for those people who want to use this measure in their researches, qualitative and quantitative studies and also use in clinical purposes with relevance to Pakistani culture.

Reliability

As we discussed above first we translate and adapt English version of collective self-esteem scale. After translation language equivalence was done through different method such as (1) the internal consistency reliability, (2) Test Retest Reliability and (3) Split half reliability

Cross Language Validation

In order to analyze the scale validity of cross language validity method was utilized. In this method both version Urdu translated and English translated that was original scale were administered. Finding shows significant correlation between both versions. Table 1 and table 2 show these scores.

Test -retest reliability

In our research, eighty individuals were selected and after selection they were tested after 7 days. The results show very significantly and strong test retest reliability. The correlation was found to be .621 (Table 3) that shows high test retest reliability. CSES original research was conducted by (Luhtanen & Crocker in 1992). Luthanenn and crocker use test retest reliability method. He retest the same scale on same population after 6 months and correlation was found to be .68. Which is quite similar with translated version, which shows that if temporal variances between 2 administrations was same then finding would have been same

Convergent validity

In our research we use Convergent validity in which two different scale of same construct was applied to a same sample. So we used two theoretically same constructs (Rosenberg self-esteem scale and collective self-esteem scale). These two theoretically identical construct scale was administered on 75 school children and adolescents. The age range of sample consists in between 11 to 19 years. After administration of both scale Pearson Product Moment Coefficient was applied. The findings shows how both test respond each other (Table 5).

Internal consistency reliability (Cronbach's Alpha)

In our study we use Cronbach's Alpha Coefficient technique to check reliability. The sample (107 student) were recruited from different academic institutes. The test was then administered in individual setting. So, Cronbach Alpha was calculated, the result shows adequate internal consistency with value of .730 (Table 6) which is similar to the original version. Luthanenn and crocker (1992) use same method in the original version of collected self-esteem. It shows that Urdu translated version has similar high consistency like the original English version.

Split Half reliability

As discussed above in this method, scale was split in two equal halves such as odd no of item verses even no of item. After splitting, both halves administered to the sample. The correlation between both parts gives split half reliability. The correlation between the two half of the scale was measured through spearman -Brown Coefficient and is found to be .758 (Table 7). That shows strong correlation between two equal halves of scale.

Hence we concluded that the translated version shows adequate reliability as well validity, which shows that it is a valid and consistent instrument that can be used to measure collective self-esteem in Urdu language.

Conclusion

Hence, we concluded that the translated version shows adequate reliability as well validity, which shows that it is a valid and consistent instrument that can be used to measure collective self-esteem in Urdu language and help to prevent possible language and cultural barriers during assessment.

Limitation and Future suggestions

In the current study , data was limited and only collected from one region of Pakistan so it cannot be generalized to whole population. It is recommended in future, sample should be collected from all over Pakistan. It will help to reduces sample biasness and utilized as the representative sample for the whole population. Despite these limitation, our study not only provide the valid and reliable Urdu language scale but also provides the base of developing future scale construction in this domain and also helpful for professionals and educational figures who are interested in studying collective self-esteems etiology and development.

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