

TRANSLATION, ADAPTATION AND CROSS LANGUAGE VALIDATION OF PERCEPTION OF PARENTS SCALE (POPS)

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Abstract

Perception of Parents Scale is extensively used in Psychological researches. Parents' encouragement and support for adolescent's independent functioning and self-governing behavior is referred as parental autonomy support. The present study aimed to translate and adapt English version of Perception of Parents Scale into Urdu and to assess its psychometric properties. Adolescents (N= 120) from government and private sector schools/ colleges were selected by using purposive sampling technique. Alpha reliability analysis of translated scales showed internal consistency of scales. For cross language validation an independent sample (N = 100) was selected. They Results of the test re-test reliability and item total correlation revealed that perception of parents scale is reliable and valid measure for the measurement of parental autonomy support.

Keywords: Autonomy, Parental Autonomy Support, Self-Determination Theory.

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Introduction

Adolescence is a period marked with critical developmental changes. They constantly change, physically, mentally and psychologically. They start learning about the *real world* and strive to achieve independence from parental constraints and to be part of social groups (Santrock, 2004). They want to be recognized as adults with decision-making skill but at the same time they also want to part of a peer group. Furthermore, they need structure and support from their parents; however they show an apathetic behavior and dislike the caring actions of their parents.

During adolescence developmental tasks are successfully managed in those families who can resolve conflict effectively and encourage autonomous functioning. The idea about the significance of autonomy provided by parents for typical progress, has begun from individualistic societies that standardize for autonomy. Poor understanding of encompassing rules and values, whether Western or Eastern, collectivistic or individualistic attribute lower self-governance (Chirkov, Ryan, Kim & Kaplan, 2003).

Since parents are the main figures in the development of their children's strong personalities, parent participation and effective relationship between parents and adolescents are offered as most the important prevention in the hope of avoiding emotional and social problems in children's life. There has been an increased apprehension regarding the importance of self-determination for the relationship between adolescents and parents. According to self-determination theory for individual's positive functioning, experiencing sense of choicefulness and autonomy in actions is vital (Ryan & Deci, 2002). Non-coercive, supportive family environment found helpful in promotion of self-determined behavior (Grolnick et al. 2007; Soenens & Vansteenkiste, 2005). Three basic instinctive psychological needs have been reported by self-determination theory, the need for competence, relatedness and autonomy. Self-determination theory

suggests that fulfillment of these innate needs is necessary for adolescent's optimal functioning.

Various researchers while relying on self-determination theory emphasized on the crucial role of parents in promotion of adolescent's autonomous functioning (Sands & Doll, 1996; Wehman, 1998). Research found the relationship between parent's behavior and the psychological well-being of adolescents (Grolnick, Deci, & Ryan, 1997). Both father and mother play a vital role in a child's development, as children acquire and learn skills from both parents. Research discussed that autonomy development only flourishes in supportive and understanding parent-child relationship. Striving to achieve independence is not most important way of achieving autonomy. Constructive autonomy development does not exclude or negate parental support and guidance.

Autonomy support allows parents to guide and structure adolescents as well as give them freedom, responsibility and volition. Consequently adolescents feel that they can take initiatives or decisions for available opportunities and their thoughts are appreciated by parents. Research found that the role of perceived autonomy support is crucial in deciding the degree of incorporation and internalizing values and development of autonomous and self-determined motivation (Legault, Green-Demers, & Pelletier, 2006). It is considered parents' non-coercive, empathetic and encouraging attitude towards adolescents that enhance autonomous working (Soenens & Vansteenkiste, 2010).

Researchers (Ryan & Deci, 2008) believed that the autonomous functioning is a critical developmental progression for adolescents. Consequently, parents have to perform important task which is provision of support to their children's autonomous functioning (Hmel & Pincus, 2002; Zimmer, & Mortimer, 2007). Few psychologists consider parental autonomy support, as the

encouragement of autonomous functioning within the Self-Determination (Silk, Morris, Kanaya, & Steinberg, 2003).

Based on the Self-Determination Theory, Perception of Parent Scale (POPS; Robbins, 1994) developed to evaluate adolescents' perceptions about their fathers and mothers' provision of support for autonomy. The main objective of the current research is to examine how well the original version of the Perceptions of Parents Scales (POPS) fits the Urdu translation of POPS and contribute to the structure of Self-Determination Theory from Pakistani culture.

Method

Objectives

The present research aimed to investigate the following objectives:

1. Translation of Perception of Parents Scale (POPS; Robbins, 1994) in Urdu.
2. To establish the psychometric characteristics and cross language validation of POPS.

The present research was carried out in two phases. Phase-I dealt with the translation of POPS; while Phase II involved the cross language validation and determination of psychometrics of translated scales.

The translation of the scales was completed in four steps: 1) translation, 2) committee approach, 3) back translation, and 4) committee approach.

Phase-I

Step I: Translation

Five experts (proficient in both English and Urdu language) were approached for the translation of scales. Experts were briefed about the variables and also about the rationale of the research. Three

Arts and two English lecturers were selected as experts from the departments of Economics, English, and Urdu from the University of Wah, Wah Cantt; Quaid-i-Azam University, Islamabad; and International Islamic University, Islamabad. Experts were requested to emphasize conceptual rather than literal translation and to use brief and simple language.

Step 2: Committee Approach

As experts translated the scales, a committee consisting six members ($n = 6$) was constituted to select the best translation for each item. This committee was consisted of the supervisor of the study, clinical psychologists ($n = 2$), counselors ($n = 2$) and the researcher herself. After selecting the best items which convey the similar meaning to the original, the scale was given to five other bilingual experts.

Step 3: Back Translation

To ensure the accuracy of translated scales, five other experts ($n = 5$) were requested to translate these scales in English. These experts were Masters of English language and were not included in the translation of scales earlier and were not acquainted with the language and words used in the original English version scales.

Step 4: Committee Approach

A group of experts consisting six bilingual experts ($n = 6$), was asked to critically examine back-translated items and to select the final items. The committee consisted of supervisor of the study, lecturers in Urdu ($n = 2$), lecturers in English ($n = 2$) and the researcher herself. All the members of the committee confirmed that translated items either conveyed the similar meaning or meaning closest to the original item.

Phase-II: Determination of Psychometric Characteristics of Urdu Scales

The test-retest reliability, alpha reliability and item-total correlations were measured by using Statistical Package for Social Sciences (SPSS).

Instruments

The following instruments were used to determine the cross language validation and psychometric characteristics.

Perception of Parental Autonomy Support. English version and translated Urdu Version of Perception of Parent Scale (POPS; Robbins 1994) used to evaluate adolescents' perceptions about their fathers and mothers' provision of support for autonomy. Two subscales (Autonomy Support) consisted of 18 items for mother and father were used in the present study. POPS is 5-point Likert scale, responses range from 1 = not at all true to 5 = very true. Item no. 2, 6 and 9 are reversed score.

Sample

For the determination of psychometric characteristics, the scale was administered to a sample of ($N=120$) adolescents with age range 14 to 18 years ($M = 16.3$). The Sample from two schools (F.G. Public High School; Sir Syed College) of Wah Cantt (Pakistan), were selected from 10th, 11th and 12th grade. Convenient sampling technique was used for the present study.

For cross language validation another sample ($n = 100$) was selected and divided in two equal parts (group 1 and group 2). The original English version scales were administered to Group 1, while the translated Urdu version scales were completed by group 2. The scales were re-administered in a different manner to the same

participants after 15 days. Group 1 was further divided into groups 1a ($n=25$) and 1b ($n=25$). In a same way, group 2a ($n=25$) and 2b ($n=25$) were formed. Original English version scales were given to group 1a and 2a while Urdu versions were distributed to group 1b and 2b.

Procedure

For data collection, permission letters on behalf of Department of Psychology, International Islamic University Islamabad was given to the authorities of selected schools/colleges. After getting permission from the authorities of schools/colleges adolescent were approached in their classrooms and were explained briefly about the research and their consent was taken for participation in research. They were requested to read the instructions and each item carefully and respond as honestly as possible. The average time taken to complete all the questionnaires was 15 minutes. The participants were assured about the confidentiality of their responses.

Results

Table 1

Frequency and Percentages of the Demographic Characteristics of Adolescents (N=120)

Demographic Characteristics	<i>f</i>	%
Gender		
Male	60	50
Female	60	50
Grades		
9 th -10 th	50	40
11 th -12 th	70	60
School System		
Private	67	60
Government	53	40

Table 2

Cross Language and Test-retest Reliability of Perception of Parents Scale (POPS) and its subscales (N = 100)

Groups	N	1 st Administration	1 st Administration	r
I	25	English	English	.85
II	25	English	Urdu	.79
III	25	Urdu	Urdu	.82
IV	25	Urdu	English	.76

**p < .01

Table 2 shows correlation between Urdu Perception of Parents Scale (POPS) and Perception of Parents Scale (POPS) English versions are significant ($p < .01$). The correlation value ranges from .85 (English to English) to .76 (Urdu to English).

Table 3

Alpha Reliability Coefficients of Perception of Parents Scale (N = 120)

Subscales	No. of Items	α
Mother Autonomy Support	9	.86
Father Autonomy Support	9	.83
Total Autonomy Support	18	.83

Table 3 shows alpha coefficients for the subscales and total Perception of Parents Scale (POPS). Results revealed that alpha reliability of the scales ranged from .83 to .86 indicating high internal consistency among all scales.

Table 4

Item Total Correlations of Perception of Parents Scale (POPS) (N = 120)

Mother Autonomy Support		Father Autonomy Support	
Item No	r	Item No	r
1	.30	1	.55
2	.85	2	.56
3	.54	3	.31
4	.32	4	.56
5	.87	5	.55
6	.77	6	.67
7	.34	7	.75
8	.41	8	.53
9	.86	9	.41

p < .01

The results in the above table shows, that there is significant positive correlation exists between the subscales and total score of the Perception of Parental Autonomy Support Scale. The significant positive correlations indicated that all items measure the same construct.

Table 5

Mean, Standard Deviation, and Correlation Coefficient of Urdu Perception of Parents Scale and Subscales (N = 120)

	Subscales	M	SD	I	II	III
I	MAS	32.95	6.94	1	.146	.781**
II	FAS	33.79	6.36	---	1	.732**
III	TAS	66.74	10.08	---	---	1

**p < .01

Note. MAS = Mother Autonomy Support; FAS= Father Autonomy Support; TAS=Total Autonomy Support

Table 5 shows correlation coefficients among perception of mother autonomy support, perception of father autonomy support and perception of parental autonomy support scale. The results

revealed significant positive correlation between Mother Autonomy Support and Father Autonomy Support scale.

Table 6

Gender difference on MAS, FAS and TAS (N=120)

Variables	Boys (n= 60)		Girls (n= 60)		r(118)	p	Cohen's d
	M	SD	M	SD			
MAS	32.20	7.51	33.70	6.30	-1.08	.28	-.21
FAS	34.64	5.48	32.94	7.09	1.34	.18	.27
TAS	66.84	10.54	66.64	9.69	.09	.92	.18

Note. MAS = Mother Autonomy Support; FAS= Father Autonomy Support; TAS=Total Autonomy Support

Results showed in Table 6 indicated non-significant gender differences on the scores of perception of mother autonomy support, perception of father autonomy support and perception of parental autonomy support scale.

Discussion

There are very few researches available in the field of developmental psychology in Pakistan especially with reference to autonomy support. Thus, there was a great need of accessibility of appropriate measurement in Urdu language to evaluate perceived autonomy support of adolescents. Present study was conducted to translate the Perceptions of Parental Autonomy Support scale into Urdu language and to establish its psychometric properties.

Phase I was carried out for the translation of scales. To overcome language barriers, the Perceptions of Parental Autonomy-Support was translated into Urdu by the following four steps: 1) translation, 2) committee approach, 3) back translation, and 4) committee approach.

Adolescents with knowledge of both (English and Urdu) languages participated in the study. The results of this phase revealed that scales are reliable and valid. The results indicated that Urdu version of POPS is appropriate for the measurement of perception of parental autonomy support of adolescents in Pakistan.

The phase II of the study was conducted for the determination of psychometric characteristics and cross language validation of the scales. Determining psychometric properties of the scales is considered an essential basic step, which allows the evaluation about the quality and appropriateness of the scales. The results revealed that all the scales in general obtained positive response from participants. Moreover, it showed that there was no difficulty in comprehending the items. The results of the reliability analysis and item total correlation indicated that all the scales were internally consistent. The significant item total correlations indicated that scales were valid and measured what they intended to measure (Anastasi, 1997).

The results of the study revealed non-significant gender differences on the scores of mother autonomy scale, father autonomy scale and total scores of perception of parental autonomy support scale, which could be ascribed to the differences in home/family environment and parental warmth, difference in the role of authority figure and dependence on parents. On the whole, the results revealed that the translated Urdu Version of the scales has good reliability and construct validity and could be recommended for the measurement of Parental autonomy support.

The results of the present research provide evidence for the confident use of translated scales in educational setting and for the future research in the area of developmental psychology. Perception of Parental autonomy support scale could be used to evaluate the multifaceted construct of parental autonomy support in relation to mother and father autonomy support as suggested by Grolnick, Deci

and Ryan (1997). The results of the present study provided a good base for further development of perception of parental autonomy support scale. Future studies while keeping the cultural background in mind might try to develop and improve several items to increase internal consistency of the parental autonomy support, particularly the mother and father autonomy support subscale.

Limitations and Suggestions

The use of moderately homogeneous and well-educated sample was the major limitation of the current study. The data was collected from the surrounding areas of Islamabad, Wah Cantt and Attock which have high literacy rate. The use of well-educated sample limits the possibilities to generalize the findings to the population and in particular to samples that are more heterogeneous in terms of living area (rural versus urban). Future studies need to focus on nationwide data, so that generalizability of the findings may be improved.

The scales used in present study should be validated on more broader and large sample.

As the study was co-relational research, it could not offer causal explanations for the obtained results. The data from one point in time limits the knowledge that can be obtained from investigating parenting practices for autonomy granting and controlling through longitudinal research design.

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