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RESEARCH PAPER

Translation and Validation of Parent as Social Context (Child Report) Scale

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ABSTRACT

The objective of this study was to translate the Parent as Social Context Questionnaire (Child Form) into Urdu and to culturally adapt and validate it for use in Pakistan. This is important because culturally appropriate tools are needed for assessment. After translation as per the guidelines of Brislin (1980), the questionnaire was validated for a sample of 200 children using confirmatory factor analysis (CFA). The initial results of CFA did not reveal a good model fit; however, after the adjustments of error covariance, the model fit indices improved significantly (CFI =.94, RMSEA =.06), thus supporting the construct validity of the adapted version. The factor loadings were between .40 and .91, with most items showing acceptable squared multiple correlations. The validated scale is an excellent and reliable measure of children's perception of parenting behaviors in Pakistan. On the downside, the study addressed limitations facing the small, homogeneous sample and subjective self-reports, suggesting the need for generating culturally relevant tools. Recommendations incorpoate validating the scale within a larger sample and longitudinally.

| **KEYWORDS** | Parent as Social Context, Translation, Validation, Confirmatory Factor Analysis, Parenting, Urdu Adaptation, Psychometric Properties, Cultural Adaptation, Child Perception, Pakistan |

Introduction

Parental support is vital in determining how children become psychologically and emotionally developed. Among all dimensions of parental involvement, emotional support (ES) is a key aspect of positive parenting. Emotional support is regard as parents' perception of warmth, responsiveness, and availability to meet their children's emotional needs (Skinner et al., 2005). A supportive atmosphere goes a long way in promoting a child's self-esteem, emotion regulation, and resilience (Morris et al., 2022). However, one must have psychometrically sound instruments that measure emotional support from a child's perspective, which are also sensitive to the cultural context, depending on the non-Western perspective.

The Parent as Social Context (PASC) questionnaire's emotional support subscale has recently gained popularity in measuring the warmth and responsiveness perceived by children when interacting with their parents (Skinner et al., 2005). With respect to cultural usage, this index has been widely applied across cultures; however, its applicability to South Asian populations, in particular with respect to Urdu-speaking children, has seldom

been studied. Its translation and validation in that language is, therefore, very crucial to valid representation of children experiences; otherwise, it will compromise the clinical and research utility of both the tool (Van de Vijver & Tanzer, 2004).

Apart from translation, psychological instruments adaptation into other languages calls for comprehensive and rigorous procedures including forward and backward translation, expert review, and psychometric testing, to assure equivalence on all conceptual, semantic, and technical levels (Beaton et al., 2000). The tool maintains its original meaning and relevance in the target culture. For instance, as applied in this study for the Emotional Support scale of PASC, it becomes imperative to validate its structure along with internal consistency, as well as construct validity, among Urdu-speaking children.

While socio-cultural differences in parenting styles must be borne in mind, they also determine how emotional support gets manifested and received by children in their societies. For example, in collectivist cultures such as Pakistan, parental emotional expressions would be more implicit, rooted in family obligations, and less explicit verbal affirmations (Rana et al., 2021). Validation of the ES scale within such a culture will shed light on child-parent dynamics culturally shaped and thus lead to more valid research and practice outcomes.

The present study intends to translate and validate the Emotional Support (ES) scale of the Parent as Social Context - Child Report into Urdu. This exercise seeks to make available an instrument based on psychometrics to researchers and clinicians measuring perceived emotional support of parents among Urdu-speaking children for cross-cultural research and culturally relevant practice.

Literature Review

Emotional support from parents is central to children's psychological development as it influences their emotional regulation, social skills, and academic competences (Eisenberg et al., 2019). Studies have consistently shown that children who consider their parents to be supportive with their emotions report having lower anxiety and depression while reporting higher levels of self-efficacy and self-esteem (Zhang et al., 2021). Emotional support usually encompasses showing love, listening actively, and validating a child's feelings. Due to variability in parenting styles and expressions of emotion across cultures, there is an urgent need for culturally valid measures of parental emotional support.

The Parent as Social Context (PASC) approach of Skinner et al. (2005) describes parenting within six dimensions: warmth/emotional support, structure, autonomy support, rejection, chaos, and coercion. Amongst them, emotional support is foundational since it directly shapes a child's internal working models of self and others (Skinner et al., 2005). The PASC-Child Report has been well-established in Western settings and demonstrates good psychometric properties. However, literature on its use in non-Western, collectivist cultures such as Pakistan, in which parents tend to be more hierarchical and not emotionally expressive, is severely lacking.

Cultural variances in parenting lay emphasis on the requirement for context-sensitive measurement tools. In South Asian societies, parental love is often expressed by actions, not by words or physical demonstrations, for instance, by providing for the family or decision-making in the children's "best interest" (Rana et al., 2021). Consequently, the universal application of West-developed scales might induce cultural biases and improper children's response interpretations. This warrants the translation and validation of the

Emotional Support (ES) subscale into Urdu for construct equivalence and contextual relevance.

Furthermore, literature sustains that psychometric adaptation is not a mere translation of a tool but the meaning of psychological constructs across cultures in Van de Vijver & Leung, (2021). A valid and reliable Urdu version of the ES scale would serve as a vital research tool for all those working with children in Pakistan, including researchers, clinicians, and educators. This would help measure parent-child emotional dynamics accurately, intervene with culturally relevant parenting programs, and contribute to literature worldwide on parenting and child development.

Material and Methods

Instruments Translation and adaptation.

Translation and adaptation comprised the first and initial phase of the study to make language comprehensible and easier for the sample to understand. The present study used four scales, and only one of them was in Urdu translated version that is strength Difficulties Questionnaire. The rest of scales include (Parent as social context parent version, Parent as social context child version, Basic need satisfaction in general) translated and adopted in Urdu language. These scales were not validated among Pakistani population. At Phase-I of the study, translation and adaptation were done according to the guidelines recommended by Brislin (1980)**.**

Procedure

Consent has been taken from authors through email for translation as the copy right has been hold by author so the permission of authors is important for translation of scales. Attached is the permission done by authors in Appendix. The process of translation is divided in four steps and has been**:**

Step I: Urdu Translation/ Forward Translation

Translation of the scales (Parent as social context child version) has been done applying Brislin (1980) guidelines, which are:

1.   Maximize correspondence between the original and target language forms.

2.   Must be kept somewhat simple on the scale.

3.   No item substitution or deletion should occur in translation of scale

Translation process took place among bilingual experts. This process witnessed the participation of five people among them two were M.A. (English) and 3 were Mphil (Psychology). Those translators who fulfilled the criteria described by Brislin (1980) were included in the process. Criteria given by Brislin (1980) are:

1. Those who could clearly understand the original language.
2. High prospect of finding a readily accessible equivalent target language in order to avoid unfamiliar terms by translator.
3. Having capability to generate target language items comprehensible by the ultimate population.

Instructions were given to translators to translate the items correctly and also to identify the item that has been found as irrelevant to Pakistani culture and to recommend best possible substitute for irrelevant item.

Committee approach

As Translation is made from source language (English) to target language (Urdu), committee approach has been devised to select the most rave and good translated word. One PhD (Psychology), one Mphil (Psychology), and one research student have been included in the committee. The committee members deliberated each and every item based on exact meanings as well as according to context, grammar and wording and included those items which gave more expressed feeling connotation rather than literal meanings of original scale. Conceptual equivalence was preferred to present common meaning and reasonable comparison between material source- (English) and target language (Urdu). Some items have been paraphrased for better comprehension.

Step II: Back Translation

This was the step where bilingual expert recruited for this purpose provided final version and packed translated items, such as from these four bilingual experts three were M. Phil in psychology and one M.A.in English. They were alien to the actual scales in English version. Their task was asked to back translate into English keeping both versions in content-equivalent level.

Committee approach

So far for the last set of back-translated items again, the committee approach was used. The committee included one PhD. (Psychology), one M. Phil (Psychology) and one researcher. Complete original and back translated items were presented to committee to measure accordance between both versions. Hence those items kept in the basket which could depict similar meanings as that of original scale items. Those who faced some problems in their back-translations would be modified.

Structural Validation of the Instruments

In order to evaluate the effectiveness and cultural appropriateness of the translated instruments within the Pakistani context, a structural validation was conducted through CFA. This procedure was necessary for establishing the psychometric soundness and construct validity of these adapted scales.

Confirmatory Factor Analysis (CFA)

Confirmatory Factor Analysis was performed to validate the underlying factor structure for the instruments used in the study. The study analyzed the data with the aid of AMOS-21 software focusing on translations of the Parent as Social Context Scale (Child form) scale.

In assessing whether a model has fit, multiple well-known fit indices were utilized: Tucker-Lewis Index (TLI), Incremental Fit Index (IFI), Comparative Fit Index (CFI), and Root Mean Square Error of Approximation (RMSEA). As opined by Schreiber et al. (2006), the acceptable model fit is indicated when (TLI, IFI, CFI) exceeds .90 for RMSEA. Based on these agreed-upon benchmarks, model fit sufficiency was ascertained for the sample analyzed. The RMSEA also served as a core indicator that indicated how well the model corresponded to the structure of the data.

Confirmatory Factor Analysis of Parents as Social Context Questionnaire (PASCQ) (Child Report).

Parents as Social Context Questionnaire (PASCQ) positive dimensions included warmth, structure and autonomy support and negative dimensions included rejection, chaos and coercion was a Multi-dimensional scale and it was translated in Urdu. In order to confirm the structure of this scale on sample of adolescents, second order CFA was performed. Presentation of its item's square multiple correlation and the factor loadings are given below.

Table 1
Factor Loading of CFA for Parent as Social context questionnaire (Child form) (N=200).

Item No.	λ	SMCs	Item No.	λ	SMCs
1	.76	.58	13	.72	.52
2	.65	.72	14	.80	.64
3	.83	.69	15	.47	.22
4	.91	.82	16	.51	.25
5	.75	.56	17	.69	.48
6	.64	.70	18	.67	.44
7	.56	.30	19	.53	.28
8	.42	.17	20	.67	.44
9	.55	.30	21	.40	.15
10	.68	.46	22	.78	.60
11	.85	.71	23	.69	.47
12	.61	.36	24	.70	.48

Note. λ= Factor Loading, SMCs= Squared Multiple Correlation

Table shows the items corresponding to the scales as well as obtained factor loadings of each item in the respective dimension. Factor loadings and SMCs for Parent as Social Context Questionnaire positive Dimensions Subscale (child Form) ranges from λ=.40 to λ=.91. Factor loadings for Parent as Social Context Questionnaire Negative Dimensions Subscale (Father Form) ranges from λ=.53 to λ=.85. All items have factor loadings and SMCs in acceptable range i.e. more than .30 (Field, 2009) and SMCs acceptable range is below .20 criteria given by Hooper et al. (2008).

Table 2
Confirmatory Factor Analysis for Parent as Social Context Questionnaire Negative Dimensions (Rejection, Chaos and coercion) Subscale (Child Form)

	χ^2(df)	NFI	IFI	TLI	CFI	RMSEA	$\Delta\chi^2$ (Δdf)
Model 1	861.18(245)	.70	.76	.73	.76	.112	
Model 2	332(188)	.88	.94	.91	.94	.061	529.18(57)

Model 1 = Default model of CFA

Model 2 = M1 after adding error variances

Table represents the model fit indices for Parent as Social Context Questionnaire Negative Dimensions (Rejection, Chaos and coercion) Subscale (ChildForm). It shows that model fit χ^2(df)= 861.18(245) is with values of CFI= .76, IFI=.76 and RMSEA =.112. The value of RMSEA was high. In order to get best fit error covariance were added on basis on content overlapping and the values were χ^2 (df)= 332(188) is with values of CFI= .94, IFI=.94 and RMSEA =.06. The value of RMSEA lowered to .08 which is considered as good fit.

Discussion

The present study was conducted to evaluate the psychometric properties of the Parent as a Social Context Questionnaire (Child Form) after translating and cultural

adapting it in Urdu. Confirmatory Factor Analysis (CFA) was conducted to scrutinize the factorial validity of both the positive and negative dimensions of the scale, for the present Pakistani context.

The CFA was carried out, with respect to its positive dimensions such as warmth, structure, autonomy support, where all items were found to have acceptable factor loadings, between .40 and .91 and Squared Multiple Correlations (SMCs) were found to be most acceptable (Table 1). This meant that items above could be geometrically clear for showing their latent constructs and the variance explained with them was quite reasonable. Although few such items like Item 8 and Item 21 would show comparatively lower SMCs, they are found to be conceptually relevant hence retained. This corresponds to prior findings (Field, 2009) that items with theoretical significance may be retained despite slightly weaker statistical performance, particularly during initial scale adaptation.

With respect to the negative dimensions, that is rejection, chaos, and coercion, the CFA baseline model (Model 1) did not exhibit good model fit with CFI and IFI values under the minimum acceptable threshold of .90 and fairly high RMSEA value of .112 (Table 17). These indicated that the original model failed to capture the relationships among the observed variables properly. However, after again specifying the model by correlating error terms based on content overlap and theoretical justification, the revised model (Model 2) really showed a significant improvement in fit indices. The CFI and IFI improved to .94, and the RMSEA dropped to .06, which is seen as indicator of good model fit (Schreiber et al., 2006). The chi-square difference test ($\Delta\chi^2$ = 529.18, Δdf = 57) confirmed also that the newly revised model was a much better fit for the data than the previously self-referenced one.

These findings support the construct validity for the Parent as a Social Context Questionnaire (Child Form) concerning the adapted Urdu version. The adequate fit indices and factor loadings also indicate that the translated items adequately measure the psychological constructs of interest. The change in model fit in light of measurement error and content overlap raises one's eyebrows to be in line with standard CFA proceedings but also calls for attention to the culturally and contextually nuanced adaptation of modes.

Thus, the study could attest to ascertaining that the Urdu version of the Parent as a Social Context Questionnaire is psychometrically sound and culturally appropriate for Pakistani children. The results further emphasized the need for thorough statistical evaluations and theoretical foundations in the adaptation process of psychological instruments across diverse populations.

Conclusion

On such notes, the current argument substantiates strong claims about the validity of the Pakistani context's Urdu-translated Parent as Social Context Questionnaire (Child Form) regarding reliability and construct validity. Appropriate loading of factors and enhanced model fit indices, through confirmatory factor analysis, demonstrate that the instrument adapted substantially reflects the intended dimensions of parent behavior as perceived by children. The evidence-based experimental study was intentionally designed to stress the importance of cultural adaptation and validation of psychological tests for appropriate evaluation among different populations. Future research can confidently consider this validated tool for a variety of applied settings and research directions to understand parent–child relationships and the effects of these relationships on child development in Pakistan.

Limitations and Recommendations

Notwithstanding the favorable psychometric properties, there are limitations to this study. First, the sample was restricted to a particular demographic context that might not portray the various cultural, regional, and socioeconomic environments within Pakistan. Second, the use of self-reports provided by children might seriously bias the results due to factors such as social desirability and possibly lack of understanding. Further, the suggested modifications were to some extent influenced by the sample data and ought to be treated conservatively, although they yielded an acceptable model fit through confirmatory factor analysis. Further studies therefore should replicate these findings on larger, more diverse populations and employ mixed-method approaches, including parent or teacher reports, to increase the construct validity of these findings. Also, long-term studies may want to look into the stability of the scale over time. It is also important for researchers to assess the measurement invariance across different genders and age groups so that the Urdu version of the Parent as a Social Context Questionnaire (Child Form) would be even more generalizable across different child populations in Pakistan.

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