TRANSLATION AND ADAPTATION OF BRIEF FEAR OF NEGATIVE EVALUATION (BFNE) SCALE IN PAKISTAN

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ABSTRACT

The objective of the present study is to translate and adapt Brief Fear of Negative Evaluation Scale (BFNE; Leary, 1983) in national language (Urdu) and estimation of its psychometric properties. After the process of forward, back translation and committee approach the linguistic equivalence of the translated version of the scale was assessed on a sample of 71 bilingual adolescent students with the age range of 16-19 years, randomly selected from different schools of Karachi. The estimate shows significant results ($r = .614$) at .01 significant level. The split half reliability estimate was found to be .788, which is significant at .01 probability level. The Cronbach’s alpha of the Urdu version of the BFNE scale is .762 indicating considerable internal consistency of the translated version of BFNE. The Urdu version of BFNE has found to be a reliable scale for adolescents in Pakistan.

INTRODUCTION

Evaluation by others may be a fear of many, however, when it may be on heightened intensity it may influence person's various aspect of life, and may impact on his social and psychological functioning as well as interpersonal relationships. This fear may extend to such a height that it can hamper a person's functioning severely. In social situations the fear about the interaction is mediated by differences in the degree to which individuals worry about being negatively evaluated by others. People with high concerns related to negative evaluation by others tend to be more avoidant to the situations which may lead to the negative evaluation, as well as are more responsive to the situational factors.
related to negative evaluation and perceptions compare to less anxious people (Leary, 1983).

Fear of Negative Evaluation Scale (FNE) is a measure developed by Watson and Friend (1969), that is most commonly used to measure degree to which individual experience apprehensiveness at the prospect of being negatively evaluated. It is consisted of 30 true-false items. FNE is a reliable scale having Cronbach's alpha of .92 and test retest reliability of .68 (Watson & Friend, 1969). Although the scale of FNE is widely used measure in different researches, but its utility is sometimes compromised due to its length. Leary (1983a) developed a brief version of FNE (BFNE) that is convenient for quick and repeated administrations. On this questionnaire, respondents rate the degree to which each of 12 statements applies to them on a 5-point Likert scale (1 not at all characteristic of me; 5 extremely characteristic of me). Total scores range from 12 to 60. The items selected for inclusion in the BFNE had satisfactory item-total correlations with the original scale, ranging from .43 to .75 (Leary, 1983a). The brief version of the scale also correlates highly with the original scale (r = .96; Leary, 1983a; Westra & Stewart, 2001) and the reliability of the BFNE has been established using non-clinical samples. A high level of internal consistency was obtained for the items comprising the BFNE (alpha =.90) and a test-retest reliability coefficient of .75 was found over a 4-week interval (Leary, 1983a).

Although, the psychometric properties of the BFNE have been supported through numerous studies with undergraduate samples but it has been standardized on western cultures which can not be generalized on other cultures as people living in different parts of the world differ in their culture, language and even in their thinking patterns. Thus the manifestations of different behaviors and especially the psychological problems are different. The assessments and treatment of such problems in different cultures require specific tools that best represent that culture. During the past several decades, the unique challenges of cross-cultural counseling and assessment have attracted considerable attention. Cross-cultural assessment has become a sensitive issue due to specific concerns regarding the use of standardized tests across cultures (Butcher & Garcia, 1978). Due to these differences in cultures there is a need to translate and adapt the tools according to requirements of that culture. Adapting tests for administration to different language groups and administering the adapted tests to examinees of different cultures is a practice that has a long history in the field of psychological assessment. Work of Terman (1916) indicates how long ago researchers were aware of problems related to using instruments developed for one population to
assess attributes of a second population that may differ in background and culture.

Adaptation of instruments is important because it allows for greater generalizability and allows for investigation of differences among a growing diverse population. It can lead to increased fairness in assessment by allowing individuals to be assessed in the language of their choice (Hambleton & Kanjee, 1995).

BFNE has been translated and adapted in Aranian Language. Tavoli and colleagues (2009) studied the psychometric properties of Aranian version. Cronbach's alpha coefficient was .90 for non-clinical group, and was .82 for clinical group. In addition, test-retest reliability of the BFNE showed satisfactory results (Intraclass correlation coefficient = .71, p < .001).

The purpose of the present study is to translate and adapt the Brief Fear of Negative Evaluation Scale in Pakistani culture so that the cultural contamination in assessment of problems can be overcome by using a standardized tool.

**METHOD**

In the present study the Brief Fear of Negative Evaluation Scale (BFNE; Leary, 1983), was selected for the purpose of translation and adaptation. First of all the permission to use the scale was obtained from the author of the scale, Mark Leary, Duke University, through fulfillment of all requirements. A brief description of this scale is provided before the details of the study.

**Brief Fear of Negative Evaluation Scale (Brief-FNE; Leary, 1983)**

It is a 12 item five point intensity likert scale from ‘not at all characteristic of me to extremely characteristic of me’, assessing apprehension or distress as a result of other’s evaluations. The score ranges from 12 to 60 with high scores indicating greater fear of negative evaluation. This brief version highly correlates (.96) with the original scale, has high internal consistency (.90) and a test retest correlation of .75 with a 4 week interval (Leary, 1983).
Participants and Procedure

For the process of linguistic equivalence a sample of 71 students was taken from different schools of Karachi (Pakistan) with the consent of the authorities of selected schools. The age range of the sample was from 16 years to 19 years.

The process of developing equivalent instruments in more than one language involves not only translation of the test items and test materials, but other changes such as changes in item format and testing procedures (test adaptation). Multiple issues pertaining to test translation need to be considered in order to have instruments that are appropriate for cross-cultural comparisons. According to Ercikan (1998) a good translation must reflect not only the meaning of the original item, but should also try to maintain the same relevance, intrinsic interest and familiarity of the item content; otherwise what the item measures may be altered.

The process of translation and adaptation of Brief Fear of Negative Evaluation Scale (BFNE) was carried out using the following steps:

i) Formulation of Committee and Expert Panel:

Weiner, Freedheim, Graham and Naglieri (2003) discussed the committee approach first described by Brisline (1980 as cited in Weiner et al. 2003), that ‘the members of the committee need to be not only bilingual but they need to be thoroughly familiar with both cultures; the construct measured on the test and with general principles’. Committee Approach was used to select the best translated items and to modify the items according to the culture. The committee for present research included six psychologists including four PhD doctors and three M.phil internees of Clinical psychology, who were familiar with the construct measured in the test, the Pakistani culture and also with the principles of adaptation.

ii) Forward Translation:

Test translation is only one of the steps in the process of test adaptation. With a forward-translation design, a single translator, or preferably, a group of translators adapt the test from the source language to the target language (Hambleton, 2005). For this purpose the scale was given to four qualified and
experienced translators (PhD in clinical Psychology) who translated the original English of the Brief Fear of Negative Evaluation Scale into the target language. The committee then conducted meetings to examine and review the translations. Forward translations were reviewed by committee members individually and independently and revisions in the items were made according to the suggestions and comments of the members. Then a draft was prepared for the back-translation.

iii) Backward Translation:

In backward Translation, after adapting a test from the source language to the target language, different translators take the adapted test (in the target language) and adapt back to the source language (Hambleton, 2005). In this step bilingual expert, who had not previously seen the original version of the test, translated the translated version of scale back into English. The back-translation was compared with the original version, and judgments were made about their equivalence by four psychologists and translated items were revised where necessary. Some of the items after back translations not related to the original concepts therefore those were modified and rephrased by the experts. Then the scale was finally reviewed by the panel experts for the translation inaccuracies and a final draft was prepared for a linguistic study.

Linguistic equivalence/ Cross language validation:

In Linguistic equivalence the emphasis is placed on the linguistic accuracy of item translations (Trimble, 2007). It means the similar meanings of word across cultures that the items of the original and new survey have similar meaning.

This purpose may be achieved by administering the two language versions to a group of test takers, proficient in both Urdu and English. The resulting differences on the two administrations thus supposed to be a function of non equivalence between two language version instead of a person’s difficulty in understanding of language.

For the process of linguistic equivalence the Urdu version of BFNE was administered on randomly selected bilingual adolescent students then again after the interval of 4 days the original (English version) of the BFNE was administered to the same respondents.
**Estimation of Split Half Reliability of BFNE**

Split-half reliability is a coefficient obtained by dividing a test into halves, correlating the scores on each half, (longer tests tend to be more reliable). The split can be based on odd versus even numbered items, randomly selecting items, or manually balancing content and difficulty (Anastasi, 1954). The Urdu version of BFNE was divided into two halves i.e. (a) Consisted of odd items (b) consisted of even items of the scale.

**Internal Consistency of BFNE**

Coefficient alpha is a useful measure as it provides an excellent estimate of internal consistency.

**Statistical Analysis**

For the interpretation of results, the data was statistically analyzed using the Statistical Package for Social Sciences (SPSS, Version 12.0). Pearson Product Moment Correlation, and Cronbach's alpha was calculated.

**RESULTS**

**Table 1**

<table>
<thead>
<tr>
<th>Item NO</th>
<th>Pearson r with English items</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>.614</td>
<td>.01</td>
</tr>
<tr>
<td>1</td>
<td>.426</td>
<td>.01</td>
</tr>
<tr>
<td>2</td>
<td>.311</td>
<td>.01</td>
</tr>
<tr>
<td>3</td>
<td>.326</td>
<td>.01</td>
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<td>4</td>
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<td>5</td>
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<td>.01</td>
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<tr>
<td>6</td>
<td>.364</td>
<td>.01</td>
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<tr>
<td>7</td>
<td>.144</td>
<td>.23</td>
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<tr>
<td>8</td>
<td>.327</td>
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<td>9</td>
<td>.357</td>
<td>.01</td>
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<td>10</td>
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<tr>
<td>11</td>
<td>.327</td>
<td>.01</td>
</tr>
<tr>
<td>12</td>
<td>.444</td>
<td>.01</td>
</tr>
</tbody>
</table>

N=71; 4-days inter test interval
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Table 2
Split Half Reliability of BFNE

<table>
<thead>
<tr>
<th>Cronbach's Alpha</th>
<th>r</th>
<th>significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part a</td>
<td>.699</td>
<td>.01</td>
</tr>
<tr>
<td>Part b</td>
<td>.474</td>
<td>.01</td>
</tr>
<tr>
<td>Correlation Between Forms</td>
<td>.673</td>
<td>.01</td>
</tr>
<tr>
<td>Spearman-Brown Coefficient</td>
<td>.805</td>
<td>.01</td>
</tr>
</tbody>
</table>

a The items are: 1, 3, 5, 7, 9, 11  b The items are: 2, 4, 6, 8, 10, 12

Table 3
Cronbach’s alpha of original version and Urdu version of BFNE

<table>
<thead>
<tr>
<th>Scale</th>
<th>Cronbach's alpha of original version of BFNE</th>
<th>Cronbach's alpha of Urdu version of BFNE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BFNE</td>
<td>.92</td>
<td>.762</td>
</tr>
</tbody>
</table>

DISCUSSION

The BFNE is a well-known instrument for measuring fear of negative evaluation from others and is relevant to the study of human social behavior in general. The focus of the present study was the adaptation of BFNE in Pakistan and to explore its reliability with the use of split half reliability. In general, the findings showed promising results.

The linguistic equivalence of the translated version was calculated after the procedures of test translation and adaptation to find out the equivalence between the original version of the BFNE (English) and the adapted version (Urdu) of the test. By this procedure the calculated results show significant correlation between the two versions of BFNE, which are shown in Table 1 ($r= .614$). Results show the item by item correlation (correlations between Urdu item and English items). The correlation between the original items and the Urdu items is strong (significant at .01 level) except for the items 4 and 7 that showing weak correlations.

The split half reliability estimate for the Urdu version of Brief Fear of Negative Evaluation Scale was obtained as .788 that is significant at .01 probability level. These results indicate the consistency among the two halves
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(even and odd numbered items) of Urdu version of the BFNE. The reliability results are shown in Table 2. Similarly there is a significant correlation between the two halves of the scale ($r = .673$).

The estimates of cronbach’s alpha for total score of fear of negative evaluation is $.762$. The comparison of alpha values of total score of original English and Urdu version are also given in Table 3, which shows significant similarities between both versions.

The BFNE has received support from different cultures and languages. It has been translated and adapted in Aranian Language. This instrument continues to be useful in understanding the problems of evaluative anxiety in adolescents. Its translation and adaptation can help the health professionals to understand the problems in the cultural context and can also be useful in its application in researches.

In conclusion the reliability estimates and the cross language equivalence of the Urdu version of BFNE presents the scale to be an acceptable and reliable measure of apprehension in the social situations within the context of Pakistani culture.

REFERENCES


