

## THE VALIDITY AND RELIABILITY OF THE TURKISH VERSION OF THE SOCIAL-NORM ESPOUSAL SCALE

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### ABSTRACT

The purpose of this study is to assess the validity and reliability of the Turkish version of the Social-Norm Espousal Scale (SNES; Bizer, Magin, & Levine, 2014). The validity study was conducted with 288 college students. The result of CFA indicated that the fourteen items loaded on one factor ( $\chi^2=204.75$ ,  $df=76$ ,  $RMSEA=.077$ ,  $CFI=.94$ ,  $GFI=.91$ ,  $IFI=.94$ ,  $NNFI=.93$ ,  $SRMR=.063$ ). Cronbach's alpha reliability coefficient for total scale was calculated as .81. The item-total score correlations ranged from .31 to .67. As a result of this study, it was determined that the Social-Norm Espousal Scale is a valid and reliable measurement tool that can be used in the Turkish sample.

**keywords:** Social Norm, Validity, Reliability

## SOSYAL NORM BENİMSEME ÖLÇEĞİ'NİN TÜRKÇE FORMU'NUN GEÇERLİĞİ VE GÜVENİRLİĞİ

### ÖZET

Bu araştırmanın amacı Sosyal Norm Benimseme Ölçeği'nin (SNBÖ; Bizer, Magin, & Levine, 2014) Türkçeye uyarlanması amacıyla geçerlik ve güvenilirlik çalışmasının yapılması hedeflenmiştir. Çalışmanın örneklem grubunda 288 üniversite öğrencisi bulunmaktadır. Uygulanan DFA sonucunda ölçeğin tek boyutlu bir yapıdan oluştuğu belirlenmiş ve uyum iyiliği düzeylerinin kabul edilebilir sınırlar içerisinde olduğu görülmüştür. ( $\chi^2=204.75$ ,  $sd=76$ ,  $RMSEA=.077$ ,  $CFI=.94$ ,  $GFI=.91$ ,  $IFI=.94$ ,  $NNFI=.93$ ,  $SRMR=.063$ ). Sosyal Norm Benimseme Ölçeği'nin Cronbach güvenilirlik katsayısı .81 olarak bulunmuştur. Sosyal Norm Benimseme Ölçeği'nin düzeltilmiş madde-toplam puan korelasyonlarının .31 ile .67 arasında olduğu belirlenmiştir. Bu çalışmanın sonuçları Sosyal Norm Benimseme Ölçeği'nin Türk örnekleminde kullanılabilecek, geçerli ve güvenilir bir ölçme aracı olduğu görülmüştür.

**anahtar kelimeler:** Sosyal Norm, Geçerlik, Güvenirlik

### INTRODUCTION

According to the Dictionary of Psychology (2000), the concept of adaptation is generally harmony or adaptation through interaction with the environment on an individual level with non-hereditary adaptations and versions. Adaptation is an important part of personality. According to Demirel and Ün (1987), personality is the physical, mental, social, and emotional possessions that distinguish an individual from others and the way they integrate them in a unique way. On the other hand, adaptation is mostly related to the development of effective personality patterns that will enable the individual to live in constructive interaction with his environment.

According to Qin and Shogren (2015), it is necessary for the members to cooperate among themselves in a determined order. In order to maintain the existence of society, social norms are of great importance in ensuring this requirement. According to Fehr and Fischbacher (2004), it is not possible to understand the reasons behind cooperation between people without being noticed by social norms. According to Cevizci (2000), the phenomenon of the norm is a set of codes of conduct that a social group adopts as a principle and directs the behavior of group members, the rule that determines the right action in the field of morality, the standard for appropriate behavior, the principle of behavior based on actions, the judgment of value or value. That is is a way of measure used for an estimate the value.

According to Moizeau (2015), norms are principles and rules that shape and limit behavior in interpersonal relationships and interactions. According to Pedersen, Gronhoj, and Thogersen (2015), these rules form the basis of society and are very important for the existence of social order. According to Reynolds, Subasic, and

Tindall (2015), norms, which are defined as common behavioral rules accepted by society, direct human behavior as well as specify accepted rules consisting of human behavior. In addition, according to Weber (2004), norms are informal rules that people are expected to obey in the socialization process, and non-compliance with the rules leads to results that will cause a reaction in society.

According to Kormos, Gifford, and Brown (2015), norms are learned in the process of socialization and become lifelong habits. Özyürek and Şahin (2015) state that individuals internalize a norm unconsciously. According to Moran, Murphy, Frank, and Garbanati (2013), community members learn and teach what is right in line with the norms of the society they live in and ensure that it is obeyed by people living in that society. In such a manner, it may be assumed that taking control of society is provided to some extent through norms.

In addition, Aktan (2006) argues that norms provide predictability and stability within inter-individual relations by minimizing uncertainty, control, and limit human behaviors, and at the same time, norms liberate the individual and provide them with the power and opportunity to do. Individuals could create new attitudes by social norms. Kalyencioğlu and Kutlu (2010) specify that many things, such as the histories and temperaments, mental capacities, and other characteristics of the individuals are also effective along with social norms in the process of creating an attitude. However, according to Şerif and Şerif (1996), the extends of the individual's attitude are within a range determined by social norms. Consequently, social norms determine a person's range of behavior and limit the behaviors that can be tolerated within this range.

According to Petzold and Peter (2015), social norms affect and shape human behaviors due to they represent the code of conduct formed in society. Sargut (2001) argues that the values and attitudes determined by the culture determine the behavior, and that small differences in cultural values have a big impact on the behaviors. The social influence which is expressed in this situation is discussed in terms of social psychology. According to Colombo (2014), society develops norms to create behavioral patterns and imposes them on all individuals from early childhood eras. As a result, it can be defined as that most of the common behaviors of society are the result of common knowledge which starts to be taught at early childhood and continues throughout their lives. In the current process, it can also be defined that a person's attitudes or behaviors are affected by the presence of someone else. However, according to Kağıtçıbaşı (2008), behavior does not occur on its own, it occurs as a result of the individual being influenced by others, and there is social interaction.

In the researches, it has been observed that a person's behavior affected by the influence of social factors, the intimacy of the social factors to the person in terms of time and place in his life, and the number of people affected (Cüceloğlu, 2006). According to Petzold and Peter (2015), there are four pillars which consist of behaviors that conform to the social norms. These four pillars are the dimensions of compliance-non-conformity and being dependent-independent on the norm. Based on this, people willingly or unwillingly and consciously or unconsciously behave by the framework of the social norms of their environment. There are different reasons why people behave by social norms. According to Eren (2000), some reasons why people behave in accordance are the norm is believed to be right, to get rewards/to avoid punishment, because it is a habit from the past, the values that people believes, and sometimes to avoid the consequences of creating a new habit. The study aims to adapt the Social Norm Espousal Scale developed by Bizer, Magin, & Levine (2014) into Turkish and to asses the validity and reliability of the scale.

## **METHODS**

### **Study group**

The research was carried out on 288 university students studying at Zonguldak Bülent Ecevit University Ereğli Faculty of Education. The ages of the participants in between 18-29.

### **Process**

Before starting the adaptation of the scale, similar researches investigated whether the scale was previously adapted. The scales related to social norms in the Turkish literature were analyzed and when it has been found

that the scale was not adapted to Turkish, the authors of the original scale were contacted via e-mail. The necessary permission was obtained for the scale to be adapted. The adaptation process of translating the scale into Turkish consists of certain stages. Primarily, the scale was translated into Turkish by two lecturers. The same faculty members discussed the Turkish forms they made the necessary corrections in terms of meaning and grammar, and a pilot Turkish form was created. At the last stage, the form was reviewed by three faculty members in the field of psychological counseling and guidance and measurement and evaluation, and essential requirements were made in line with their opinions. The prepared Turkish form was duplicated and applied to university students after the required explanations were made. The forms were collected and the data was transferred to the computing environment. CFA was applied for the structural validity of the scale. The reliability of the scale was examined by using the internal consistency method. Item analysis was applied by examining item-total score correlations. LISREL 8.54 and SPSS 16.0 programs have been used for validity and reliability analysis.

### **Data collection tools**

*Social-Norm Espousal Scale:* The original form of the scale was developed by Bizer, Magin, & Levine (2014). The scale is scored on a five-level Likert scale. The format of the five-point Likert item is ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). Elevated scores express higher levels of social norm acceptance. The Cronbach alpha reliability coefficient of the original form of the Social Norm Espousal Scale was found to be .84 for the whole scale. Item factor loads range from .41 to .79.

## **RESULTS**

### **Item Analysis and Reliability**

The analysis of items was made to determine the discriminating power of the items of the SNES. Consequently, it was found that the corrected item-total correlations coefficients of the scale ranged between .31 and .67. The internal consistency was evaluated with Cronbach's alpha reliability coefficient. The coefficient of the Social Norm Espousal Scale was calculated to be .81. Results are shown in Table 1.

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**Table 1: Adjusted Item Total Correlation Coefficients of Social Norm Adoption Scale**

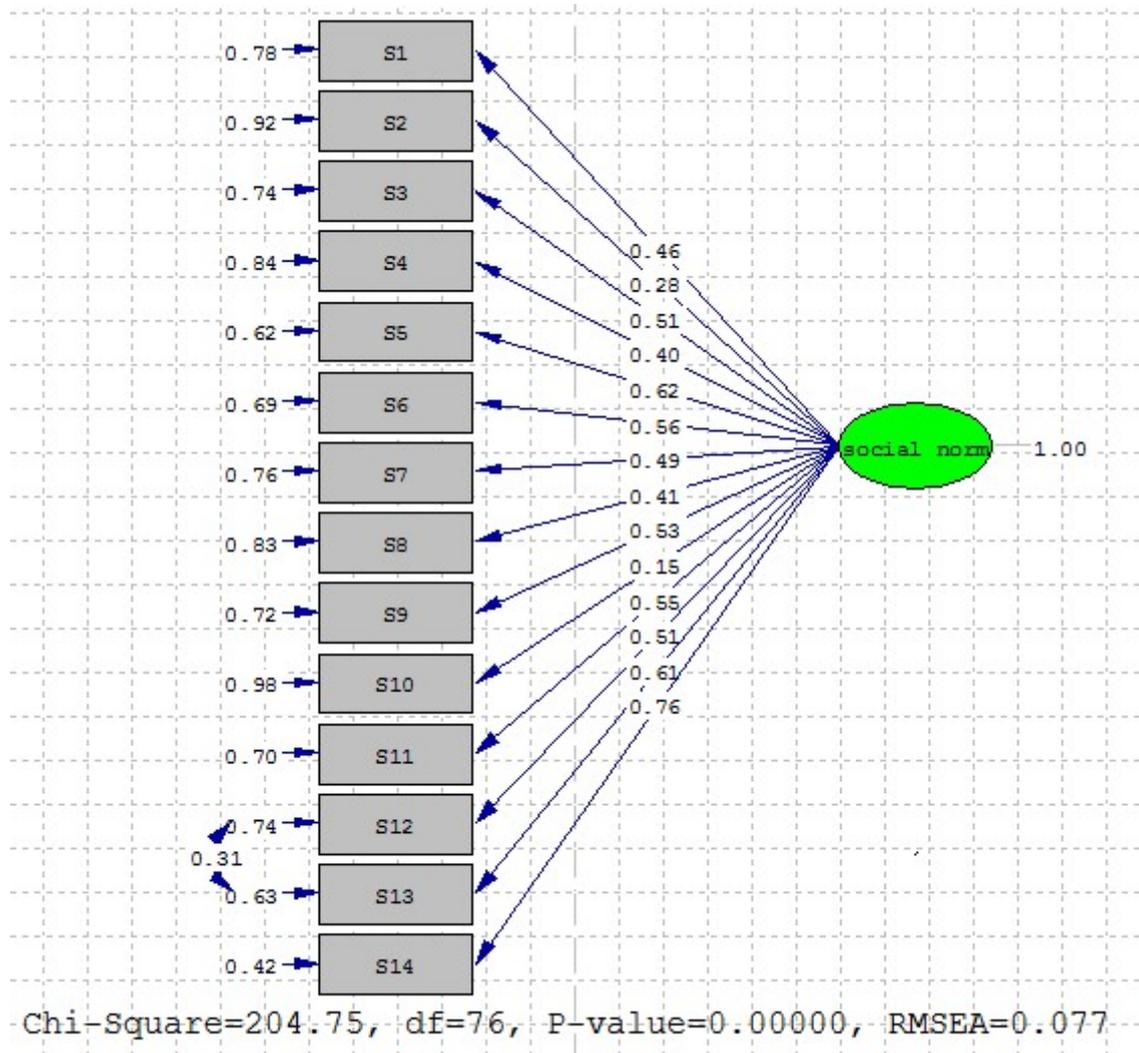
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<b>Item No</b>	<b>r<sub>jt</sub></b>	<b>Item No</b>	<b>r<sub>jt</sub></b>
1	.40	8	.39
2	.36	9	.48
3	.46	10	.31
4	.35	11	.48
5	.55	12	.50
6	.49	13	.61
7	.41	14	.67

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### Construct Validity

Confirmatory Factor analysis; CFA was applied to determine how well the measured validity represents the number of constructs. As a result, they obtained that the scale was compatible in one dimension, as in the original form ( $\chi^2= 204.75$ ,  $sd= 76$ ,  $RMSEA= .077$ ,  $CFI= .94$ ,  $GFI= .91$ ,  $IFI= .94$ ,  $NNFI= .93$ ,  $SRMR= .063$ ). However, a double error covariance was defined between the 12th and 13th items. CFA results are shown in Figure 1.



**Figure 1. Path Diagram and Factor Loads of SNES**

### DISCUSSION AND COMMENT

The current study, it was aimed to adapt the Social Norm Espousal Scale to Turkish and to examine the psychometric properties of the Turkish form. CFA was applied to confirm that the Turkish version of the scale has a one-dimensional structure as in its original form. In evaluating to determine the fit adequacy of the model tested in CFA, various fit indices are used. The most frequently used fit indices are Chi-Square Goodness,

Goodness of Fit Index (GFI), Adjusted Goodness of Fit Index (AGFI), Comparative Fit Index (CFI), Normed Fit Index (NFI), Root Mean Square Residuals (RMR or RMS), Root Mean Square Error of Approximation (RMSEA). The acceptable fit value is .90 and the perfect fit value is .95 for GFI, CFI, NFI, RFI, IFI, and AGFI indices (Bentler & Bonett, 1980; Bentler, 1980; Marsh, Hau, Artelt, Baumert, & Peschar, 2006) and also for RMSEA, .08 was accepted as an acceptable fit and .05 as a perfect fit value (Byrne & Campbell, 1999; Brown & Cudeck, 1993). The value of  $\chi^2 /sd$  is considered to be between 2-3 as acceptable and between 0-2 as a perfect fit value (Schermelel-Engel & Moosbrugger, 2003). According to the results of the confirmatory factor analysis, when the acceptable and perfect fit values of the fit indices were taken into account, it was seen that the one-dimensional structure of the SNES gave an acceptable fit.

A high degree of internal consistency indicates that items meant to the internal consistency are acceptable. Considering that the predicted reliability level for the measurement tools that acceptable in research is .70 (Sipahi, Yurtkoru, & Çinko, 2008), and the reliability of the SNQ ensured that. The corrected item-total correlations measure the relationship between an individual item and the total score without that item, and the fact that these values are positive and high indicates that each item in a measurement tool represents similar behaviors. Corrected item-total correlations of .30 and above are considered as an acceptable value (Büyüköztürk, 2010). As a result of the item analysis, it has been found that the item-total correlation coefficients of the scale met the .30 criterion.

## **CONCLUSION AND RECOMMENDATIONS**

As a result, it can be said that the SNES, which aims to measure the social norm adoption level of individuals, is a valid and reliable measurement tool. The current research assessed the reliability and validity of the SNES. It can be said that The SNES valid and reliable measurement tool to assess the social norm adoption level of individuals. Additionally, the relationships between SNES and concepts such as loneliness, self-esteem, self-confidence, depression, social relations, family relations, antisocial tendencies, and anxiety can be examined to determine the convergent validity of the scale. Also, the benefits of conducting researches on which the scale used will make significant contributions to scales strong.

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