



Adaptation of the Distress Disclosure Index to Turkish Culture

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Abstract

The purpose of this study is to investigate the psychometric properties of the Turkish version of the Distress Disclosure Index (DDI). Participants were 333 high school students. In this study, as construct validity, exploratory and confirmatory factor analyses were executed. As reliability analysis internal consistency coefficients, the item-total correlations were examined. Barlett Sphericity test was applied and Kaiser-Meyer-Olkin (KMO) coefficient was calculated. The consequence of analysis result displayed that the model was well fit ($\chi^2=116.05$, $sd=50$, $p=0.00$, $RMSEA=.063$, $NFI=.97$, $NNFI=.97$, $CFI=.98$, $IFI=.98$, $RFI=.95$, $GFI=.94$, and $SRMR=.45$). Cronbach alfa coefficient of the items were .86. The results of analysis showed that DDI had high validity score of Turkish culture and DDI can be utilized as a valid and reliable instrument.

Keywords: Distress disclosure, scale adaptation, validity, reliability, confirmatory factor analysis.

Kendini Açma Ölçeğinin Türk Kültürüne Uyarlanması

Öz

Çalışmanın amacı Kahn ve Hessling tarafından geliştirilen Kendini Açma Ölçeğinin (KAÖ) Türkçeye uyarlanmasıdır. Ölçeğin Türkçe formu 333 lise öğrencisi üzerinde uygulanmıştır. Ölçek uyarlama çalışması kapsamında, güvenirlik, madde analizi düzeltilmiş madde-toplam puan korelasyonu ve doğrulayıcı faktör analizi ile incelenmiştir. Ölçek için yapılan doğrulayıcı faktör analizinde tek boyutlu modelin iyi uyum verdiği görülmüştür ($\chi^2=116.05$, $sd=50$, $p=0.00$, $RMSEA=.063$, $NFI=.97$, $NNFI=.97$, $CFI=.98$, $IFI=.98$, $RFI=.95$, $GFI=.94$, ve $SRMR=.45$). Ölçeğin güvenirlik katsayısı .86 olarak bulunmuştur. Yapılan analiz sonucunda, Kendini Açma Ölçeğinin Türkçe Formunun uygulandığı örneklem grubunda geçerli ve güvenilir olduğu sonucuna ulaşılmıştır.

Anahtar Kelimeler: Kendini açma, ölçek uyarlama, geçerlik, güvenirlik, doğrulayıcı faktör analizi.

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Introduction

The establishment and maintenance of interpersonal relationships relies on the individuals' potential of using various communication skills. Self-disclosure, which is an interpersonal communication skill, enables them to establish satisfying relationships. Self-disclosure, a part of behavioral dimension, is defined as the communication process by which individuals express their feelings, thoughts, needs and beliefs to another person¹. Jourard defines the term "self-disclosure" as "portrayal of self to the others through explaining one's feelings and thoughts"². Self-disclosure can also be defined as revealing feelings and thoughts enthusiastically³. According to Jourard self-disclosure promotes others to disclose themselves too. Preparing to reveal own personal characteristics to other people, one promotes others to behave and talk similarly⁴. Effects of an individual's decision to talk about his or her problems has become the focus of two main literatures (self-concealment and self-disclosure). While research on these two fields provide important contribution to the efforts to uncover the problems related to physical and mental health, these two literatures developed separately.⁵

As a result of the studies "self-concealment", which is hiding negative personal information about oneself, was found to be associated with a variety of physical and physiological symptoms. For example, self-concealment was found to be associated with anxiety, depression and some other physical symptoms.⁶

While concealment involves an active process of hiding stress, self-disclosure includes the process of coping with stress. Research on self-disclosure was initiated by Jourard and sustained by Pennebaker and his colleagues and it was supported that emotional expression was beneficial for mental and physical health⁷. Jourard suggested that self-disclosure at high levels affected physical and mental health positively and associated self-disclosure with close interpersonal

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relationships with others and psychological well-being⁸. Psychologically examined, self-disclosure process enables individuals to know and understand themselves; besides socially examined, it accelerates the establishment of mutual trust in interpersonal relationships⁹. Self disclosure or emotional expression does not always produce positive outcomes. In case of a lifelong disease, personal secret or traumatic experience, people may show tendency to conceal their negative information. It was suggested that suppression of feelings and thoughts harm physical and mental health along with cognitive processing capabilities. Suppressing feelings harms both mental and physical health. Freud also argued that storing up the feelings harms physical health. Emotional awareness enables us to make our health and life better, to protect our family, establish compassionate and long lasting relationships, and success in career; in short, helps us in self-realization.¹⁰

Ustundag,¹¹ in a study on self-disclosure with students, found that the self-disclosure levels of the students who receive “developing communication skills improving program” were increased. Also Aglamaz¹² found that 12955 high school students with low levels of self-disclosure showed more aggressive behavior. Another study conducted by Yılmaz¹³, investigate to interpersonal relations and self-disclosure levels of the university students in relation to the variables such as gender, department attended, being day-time or night-time students, grade level, place of residence, socio-economic level and found a positive, significant relation between self-disclosure and interpersonal relationship patterns. The study on the self-disclosure concept is expected to guide the psychologist, psychological counselors and education specialist working in the field. This study aims to adapt the Distress Disclosure Index, which was developed by Kahn and Hessling, to Turkish. In the study the reliability and validity of the scale was examined.

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METHOD

This research uses a descriptive method since it aims to reveal the current situation.

Study Group

Distress Disclosure Index (DDI) was applied to 333 high school students. Sample of the study consists of 190 female and 143 male students. 92 (% 27,6) of the students are 9th class, 91 (%27,3) 10th class, 88 (% 26,4) 11th class and 62 (%) are 12th class students.

Instrument

The research data were collected through The DDI index, which consists of 12 items. Coefficient alpha of the DDI was .94. Both exploratory and confirmatory factor analyses supported the existence of one bipolar dimension of DDI.

Permission of using and adopting DDI in Turkish has been received from Jeffrey H. Kahn via electronic mail. To the adaptation study firstly relevant literature was reviewed and other studies that used the scale were examined. English form of the scale was translated into Turkish by the researcher and feedback was received from expert academics in the field in the scope of the scale adaptation process. Having carried out modifications following expert opinion of the items, a 12- item pre-trial form was prepared. The pre-trial scale was conducted with 333 university students. Confirmatory and Exploratory factor analysis has also been used together.

RESULTS

As a result of the analysis it was found that factor loads vary between .61 and .84. Consistency coefficients of the scale was scored as .93 which could be considered as a high internal consistency.

Item analysis and Reliability

Item analysis was applied to determine the DDI's ability to differentiate between items. As a result of the analysis, internal consistency coefficient (Cronbach Alpha) was found to be .86 for DDI DDI Corrected Item Total Correlation Coefficients were found that coefficient is between .34 and .68.

Findings were presented in Table 1.

Table 1. DDI Corrected Item Total Correlation Coefficients

Item Nr	<i>r_{jt}</i>	Item Nr	<i>r_{jt}</i>
1	.635	7	.683
2	.573	8	.575
3	.616	9	.659
4	.348	10	.460
5	.589	11	.679
6	.591	12	.505

Construct Validity

Exploratory Factor Analysis (EFA): Exploratory Factor Analysis was conducted to examine the factorial structure in the data gathered by means the scale applied to Turkish high school students. Barlett Sphericity test was applied and Kaiser-Meyer-Olkin (KMO) coefficient was calculated in order to determine if the scale is appropriate for factor analysis. As the result of the analysis Barlett test χ^2 value was found to be 1378,829 ($p < .001$) and sample relevance coefficient is .907. Since the original scale consists of a single dimension, single limiting factor method was used. As the result of the analysis, single factor structure explains the %41.4 of the total variance. Explanation of a %41.4 variance in a single factor is a significant indicator that it is a single factor structure

Confirmatory Factor Analysis. Confirmatory Factor Analysis was used in order to find the relationships between the data gathered through the DDI Turkish Form.

The results of DDI Turkish Form analysis showed that the DDI model was well fitted which was assessed for the adaptation of the model was found to be significant. Obtained fit indexes ($\chi^2=116.05$, $sd=50$, $p=.000$, $RMSEA=.063$, $NFI=.96$, $NNFI=.97$, $CFI=.98$, $IFI=.98$, $RFI=.95$, $GFI=.94$, $SRMR=.045$) indicates that single dimension DDI fits well. Standardized regression load of the confirmatory factor analysis was presented in Figure 1.

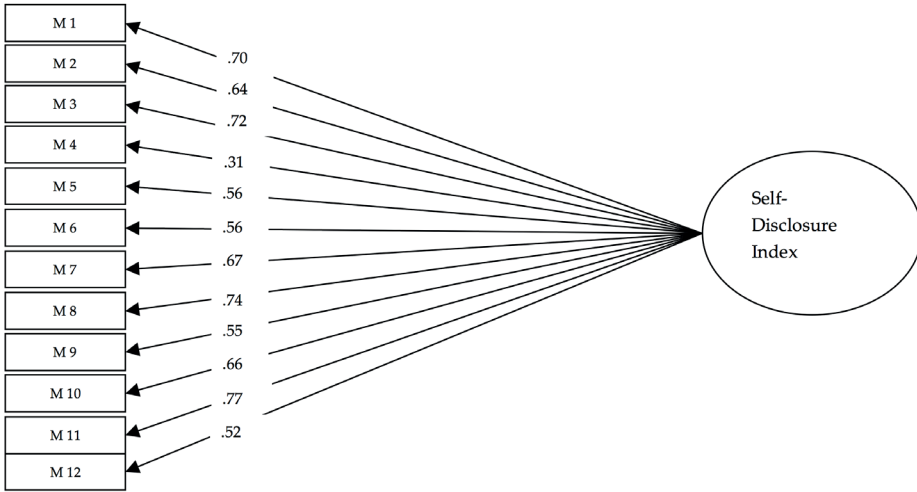


Fig. 1 Path Diagram and Factor Loads in relation to Self-Disclosure Index

DISCUSSION

The present study aims to adapt the Distress Disclosure Index, which was developed by Kahn and Hessling in to Turkish culture. Results obtained as the result of the explanatory factor analysis (EFA) which was conducted to test the construct validity of the Self -Disclosure Index showed that it is a single factor structure that explains %41.4 of the total variance. The result of the confirmatory factor analysis which was conducted to determine if the factorial construct of the original form can be confirmed in a sample of Turkish high school students showed that the model demonstrates adequate compliance. Construct validity of the Distress Disclosure Index was examined with confirmatory factor analysis and in the fit index obtained as the result of this examination; it was found that single dimension model fits well. Fit indexes of the model, which was derived from the confirmatory factor analysis, were examined and minimum chi-square value ($\chi^2=116.05$, $sd=50$, $p=.000$) was found to be significant. Fit index values were found to be $RMSEA=.063$, $NFI=.96$, $NNFI=.97$, $CFI=.98$, $IFI=.98$, $RFI=.95$, $GFI=.94$, $SRMR=.045$. These fit index values proves that the model is compatible. Utilizing the Jourards' self-disclosure questionnaires' and Flanders' 'inventory of self-disclosure' in terms of form and content, Self-Disclosure Inventory was developed. Reliability coefficient of the inventory is .81. Similar scales validity was applied and similar scales coefficient was found to be .68. Correlation coefficients between these two applications are between .79 and .91; average reliability coefficient is .84. The results of the study have similar with

other studies. In a study by Sahin¹⁴, the relationship between university students' self-disclosure and different variables were examined and it was found that participants self-disclosure scores varied depending on the gender. The correlation between self-disclosure scores; subjective well-being scores and perceived social support scores were found to be positive and significant.

In another study, Cetinkaya¹⁵ found that significant differences between self-disclosure levels according to individuals and topics depending on their gender. Furthermore, significant differences were found between students' self-disclosure behaviors' and commitment patterns. The results of another study conducted by Klunk on self-disclosure showed that individual factors and gender are important determinants of self-disclosure behaviors¹⁶. Eitel's study¹⁷ showed that individuals with high awareness levels are more likely to disclose themselves.

According to findings obtained through the validity and reliability study of the DDI Turkish form, it can be stated that the scale is ready to be used. On the other hand, since the reliability and validity study was conducted with high school students, studies must be conducted with different groups. To sum up, the findings derived from the reliability and validity study conducted in a sample consists of high school students suggests that the scale has sufficient reliability and validity in terms of determining the "self-disclosure" capability of individuals. Future research on other variables related to self-disclosure and a comparison with the findings of this study may also contribute to make the scale more reliable and validity. Finally, studies that will use this scale may make significant contribution to measuring strength of the scale.

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Kendini Açma Ölçeği

Her sorunun karşısında bulunan **1-Kesinlikle katılmıyorum, 2-Katılmıyorum, 3-Kararsızım, 4-Katılıyorum, 5-Kesinlikle katılıyorum** anlamına gelmektedir.

1	Kendimi üzgün hissettiğim zaman, genellikle arkadaşlarımla üzüntümü paylaşıyorum	1	2	3	4	5
2	Genellikle sorunlarım hakkında konuşmamayı tercih ederim	1	2	3	4	5
3	Başıma kötü bir şey geldiğinde, genellikle konuşmak için birini ararım	1	2	3	4	5
4	Genellikle beni üzen konular hakkında tartışmaya girmem	1	2	3	4	5
5	Kendimi üzgün yâda depresyonda hissettiğimde, bu duygularımı içimde tutarım	1	2	3	4	5
6	Sorunlarım hakkında konuşacak birilerini bulmaya çalışırım	1	2	3	4	5
7	Kendimi kötü hissettiğimde, arkadaşlarımla bu konuyu konuşurum.	1	2	3	4	5
8	Kötü bir gün geçirdiğimde, en son isteyeceğim şey bu konuyu konuşmaktır	1	2	3	4	5
9	Sorunum olduğu zaman, nadiren bu sorunumu paylaşacak insanlar ararım	1	2	3	4	5
10	Stresli olduğum zaman, bunu kimseye söylemem	1	2	3	4	5
11	Kendimi kötü hissettiğim zaman, genellikle bu konuyu konuşmak için birilerini ararım	1	2	3	4	5
12	Beni rahatsız eden düşüncelerimi diğer insanlara söylemeye istekliyimdir	1	2	3	4	5

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