The Validity And Reliability Of The Turkish Version Of The Perception Of False Self Scale

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Abstract

The aim of this research is to examine the validity and reliability of the Turkish version of the Perception of False Self Scale (POFSS; Weir & Jose, 2010). Participants were 391 high school students (169 were female and 222 were male). The results of confirmatory factor analysis indicated that the two dimensional model (False Self, Social Concern) was well fitted and Chi-Square value ($\chi^2=188.66$, $df=101$, $p=0.00$) which was calculated for the adaptation of the model was found to be significant. The goodness of fit index values of the model were RMSEA = .047, CFI = .94, IFI = .94, GFI = .94, and SRMR = .051. The overall internal consistency coefficient of the scale was .75. The corrected item-total correlations of POFSS ranged from .18 to .49. Overall findings demonstrated that this scale had high validity and reliability scores and that it may be used as a valid and reliable instrument in order to assess false self perceptions levels of adolescents.

Keywords: false self, perception of false self, scale adaptation, confirmatory factor analysis;

1. Introduction

Either appear as you are or be as you appear. Mevlana, (1207 - 1273).

Critical challenges to the development of a consolidated sense of self are displayed in an adolescent. Throughout the period of adolescence, Self-development is qualified by increasing differentiation across roles as well as an intensification in displays of false self-behavior. The main expression of false self-behavior is composed of not saying what one thinks or believes, not reflecting one's true opinion (Harter, Waters & Whitesell, 1997).

False self research has a long history in psychology. Generally in those researches aimed to examine the relationship between emotional disturbance and self-discrepancy (Weir & Jose, 2010). True self and false self were introduced to psychoanalysis by Winnicott in 1960. It came in to various pretences not only in descriptive psychiatry but also in certain philosophical and religions systems (Winnicott, 1960). According to Winnicott the true self, which people experience their spontaneous and creative gestures as important, is different from the “false,” or socially compliant self. To emphasize the difference between true and false self Winnicot described the true self as

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being deeply authentic and grounded in the deepest sense and also believed that creativity resided in the true self alone. In contrast, Winnicott described the false self as compliant and performance-based regarding others’ expectations. False self refuses what is important and true part of authentic being of an individual (Carey, Wingert, & Harlacher, 2010). The present report describes the validity and reliability of the Turkish version of the Perception of False Self Scale for adolescents.

Winnicott emphasized the first stages of object relationships with the holding environment for the false self development, based in the development of a true self, The containment of the mother is crucial (Kernutt, 2007). The development of a false-self is connected to the quality of early relationships. The attachment style is also linked to false self behavior. These aspects of the parent-child relationships are related to false self behavior and afterward to psychological adjustment (Selby, 2000).

False self-perceptions have been explained that are experienced as inauthentic, on the other hand, with increasing social progression the distinction between inauthentic and authentic experiences may become progressively complex. For instance, in certain social contexts an individual may experience their own conduct as inauthentic, but if the behavior is considered socially acceptable, it may not necessarily lead to negative affect (Weir & Jose, 2010). When individuals occupied with the false self, they are not completely engaged with the transcendent presence within oneself, others, or life as a whole. Actually, by conforming and performing for acceptance as a more artificial degree, they are somewhat disconnected and released from a meaningful, objective-driven, and love-oriented life (Carey, et al., 2010).

Harter, Morald, Whitesell and Cobbs (1996) asked adolescents to describe adolescents to the meaning of the terms true and false self. Adolescents general descriptions of their true self was included the “real me inside,” ”my true feelings,” ”saying what I really think and feel,” ”behaving the way / want to behave and not how someone else wants me to be.’ Or else false self was described as ‘being phony’ ‘putting an act,’ “expressing things you don’t really believe or feel not saying what you think ”, not stating your true opinion “changing yourself to be something that someone else wants you to be’ and saying what you think other people want to hear.” (Harter, Marold, Whitesell, & Cobbs, 1996; Harter, Waters & Whitesell 1997; Weir & Jose, 2010).

Perception of false self scale (POFSS) was longitudinally related to both depressive and anxious symptoms. In other words, false self behavior is connected with depression and anxious mood, particularly when adolescents perceive their true self as defective or want to conceal who they ‘really are’ from other people (Harter, et al., 1996; Weir and Jose, 2010). The purpose of this research is to adapt the perception of false self scale to Turkish and to examine its psychometric properties.

1.1 The perception of false self scale (Weir & Jose, 2010).

The POFSS scale measures a generalized self-perception where one feels false or phony. When researchers are interested in false self behavior across contexts generally and want to encompass a variety of false self behaviors (voice, emotion, and appearance), the POFSS scale may be more appropriate than the relational context scales or the multiple self-procedure (Weir & Jose, 2010).

This is a self-report scale with 16 items rated on a 5-point scale (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 — strongly agree). Factor analysis was conducted with two factors; false self and social concern. Eleven items loaded on the false self factor, and explained 30.0% of the variance. This first factor exhibited high internal reliability (α = .83). False self factor encompasses a variety of false self behaviors for instance “I act one way, but want to act a different way”. Five items loaded on the 'social concern' factor, and explained a further 9.2% of the variance. Social concern factor internal reliability (α = .60), for instance “I spend a lot of time thinking about how other people feel”. In total, 39.2% of the variance was explained by the two factor model. These two factors were positively correlated (r = .47). In addition, the test-retest reliability of POFSS scores across the 10 weeks was very high (r = .84). In combination, these results suggest that adolescents' POFSS are relatively stable across short periods of time. In concurrent validity the POFSS was found positively to Silencing the Self (r = .54), externalized
self perception ($r = .76$), depressive symptoms ($r = .64$), negatively to say what I think around female classmates ($r = -.33$), say what I think around male classmates ($r = -.37$), say what I think around close friends ($r = -.53$), say what I think around parents ($r = -.50$). POFSS scores were correlated with anxious and depressive symptoms to explore criterion validity. Higher POFSS scores were associated with higher depression ($r = .62$), and higher anxiety ($r = .61$) (Weir & Jose, 2010).

2. Method

2.1. Participants

Participants were 391 high school students (169 were female and 222 were male) from Istanbul, Turkey.

2.2. Procedure

Primarily the POFSS was translated into Turkish by five academicians. After that the Turkish form was back-translated into English and examined the consistency between the Turkish and English forms. Turkish form has reviewed by seven academicians from educational sciences department. Finally they discussed the Turkish form and along with some corrections this scale was prepared for validity and reliability analyses. In this study exploratory factor analysis was performed to examine the factor structure of the scale according to the data obtained from the Turkish students and confirmatory factor analysis was executed to confirm the original scale’s structure in Turkish culture. As reliability analysis internal consistency coefficients and the item-total correlations were examined. Data were analyzed by LISREL 8.54 and SPSS 13.0.

3. Results

3.1. Language equivalence

The language equivalence study demonstrated that correlations between Turkish and English forms of POFSS were high ($r = .83$). The correlations between Turkish and English items of POFSS ranged from $.49$ to $.81$.

3.2. Construct Validity

The results of confirmatory factor analysis indicated that the model was well fitted and Chi-Square value ($x^2 = 188.66$, $df = 101$, $p = 0.00$) which was calculated for the adaptation of the model was found to be significant. The goodness of fit index values of the model were RMSEA = .047, CFI = .94, IFI = .94, GFI = .94, and SRMR = .051.
3.3. Reliability

The overall internal consistency coefficient of the scale was $.75$. The corrected item-total correlations of POFSS ranged from $.18$ to $.49$. The test-retest reliability coefficient was $.84$ for the overall scale and for two subscales were $.74$, $.73$.

4. Discussion

The purpose of this study was to translate the POFSS into Turkish and examine its psychometric properties. The results of language equivalence showed that the correlations between the Turkish and English forms were high. These results confirm that the Turkish and English forms of the POFSS might be regarded equivalent. Overall findings demonstrated that this scale had middle validity and reliability scores and that it may be used as a valid and reliable instrument in order to assess false self perceptions levels of adolescents. Nevertheless, further studies that will use POFSS are important for its measurement force.
References


