Turkish Version of the Silencing the Self in School Scale: Validity and Reliability Study for Emerging Adults

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ABSTRACT

The purpose of this study is to adapt the STSIS Scale to Turkish and to investigate its psychometric qualities. The scale comprises 22 items and three variables (self-silencing, divided self, and putting the teacher first).The study participants comprised 298 young adults with a mean age of 21.09 years. Utrecht Work Engagement Scale-Student Form, Negative Affect Schedule, and Perception Form for Life Skills were used to evaluate the scale's criterion validity. The construct validity was investigated using confirmatory factor analysis. In addition, test-retest and internal consistency coefficients were examined to evaluate the scale's reliability. The Turkish version of the scale consisted of three subdimensions related to the Negative Affect Schedule and Perception Form for Life Skills. In addition, reliability values for the scale were satisfactory. The internal consistency coefficient was .89, the composite reliability was .97, and the test-retest validity coefficient was .86. According to these findings, the Turkish version of the STSIS Scale is a valid and reliable tool for use with young adults.

Keywords:
Self-silencing, school, validity, reliability, scale

1. Introduction

Self-silencing (SS) is a notion that emphasizes via individuals' thoughts related to their intimate relationships and themselves (Jack & Ali, 2010). Individuals who silence themselves give more importance to the desires and demands of others by giving up on themselves (Jack, 2003). SS, based on the clinically depressed women's life, is theorized by Jack (1991). According to Jack (2003), in intimate relationships, women think that they can maintain their relationships by putting others' expectations, desires, and demands ahead of their own. In addition to keeping the relationship, avoiding conflict and gaining a feeling of trust are the basic goals of SS.

SS is addressed within the scope of voice or silence in developmental and feminist perspectives (Gilligan, 2017). At this point, the Two Dimensional Autobiographical Model proposed by Fivush (2002) draws attention. Fivush suggests that the basic phenomenon that determines the presence of women in voice or silence is the narratives. When women experience a sense of existential despair by silencing themselves, they take part in the "avoidant" attitude dimension in this model. Participation in any dimension of this model is influenced by both the attitudes of others and one's own self. Therefore, it is believed that SS can benefit from the culture. Expectations about conforming to culture's norms and feminine ideals cause women to SS more (Jack & Ali, 2010; Jack & Dill, 1992). By affirming traditional gender roles, certain cultures that encourage women to be silent contribute to the formation of a submissive attitude in women (Jack, 1991). In other words, it can be said that masculine and feminine gender roles evaluated in conventional roles (Woodhill & Samuels, 2004), increase SS. On the other hand, it is known that the individuals silence themselves in different ways in both gender roles (Smolak, 2010). As with both gender roles, there are different forms of SS in both genders.

Women to secure their relationships, and men to maintain autonomy and distance in relationships silence themselves (Smolak, 2010). Therefore, though it is seen in the studies that SS is considered as a notion for women's studies, men also silence themselves. In the literature on SS, mostly depression (Jack & Dill, 1992; Lafrance, 2009; Nicolas et al., 2010), self-esteem (Neely-Smith & Patsdaughter, 2004; Drat-Ruszczak, 2010), trauma (Granski et al., 2020), dyadic relationship adjustment (Thompson, 1995) and achievement motivation (Spratt et al., 1998) are examined. In Turkey, there are few studies on SS. These studies examined the relationships between SS and identity formation (Demir Kaya & Çok, 2021) and well-being (Kurtiş, 2010) in women.

It is assumed that SS (Jack & Ali, 2010), considered a relational process rather than an individual feature, is frequently experienced in young people with school life due to its emphasis on dyadic relationship adjustment and achievement motivation. The importance of the young's relational processes in the school environment is remarkable in achieving positive academic outcomes (Patrick et al., 2019). Assuming that the teacher is the center of the network of relationships in the school life of young people, students can also silence themselves in the teacher-student relationship.

Scale development studies on SS were carried out by Jack and Dill (1992) and Jack (1991). Participants included women in universities, hospitals and women's shelters, and the "Silencing the Self (STS) Scale", which consists of 31 items in four subdimensions, was developed. Drat Ruszczak (2010) conducted an adaptation study of the scale on Polish women. Similarly, DeMarco (2010) examined an adaptation study of the scale on women with HIV / AIDS. On the other hand, some studies have used this scale on both women and men to examine individuals' grades of SS (Gratch et al., 1995). Remen et al. (2002) evaluated the construct validity of Jack's (1991) STS Scale regarding gender differences and suggested that the scale had a stronger structure in women.

As the scale studies on SS are investigated in Turkey, it is noteworthy that Kurtiş (2010) conducted the reliability and validity of the STS Scale. After the study by Kurtiş (2010), a revision including men and women in the participants was needed, and Birtane Doyum (2017) carried out Turkish adaptation of this scale on both men and women. Later, Demir Kaya (2019) carried out Turkish adaptation of the STS Scale in women who are both students and non-students. Thus, examination on STS Scale was conducted on a heterogeneous women sample. As a result, it can be said that the adaptation studies of STS Scale were carried out in various cultures and different sample types.

STS Scale developed by Jack (1991) measures the attitudes of individuals in their intimate relationships. Patrick et al. (2019) examined the STS Scale from a different perspective and adapted this scale to young people in the context of the student-teacher relationship and the school environment. It is seen that the items in this adaptation study, which is suggested as 'Silencing the Self in School (STSIS)', are similar to the items of the scale developed by Jack (1991) and emphasize relationships with teachers rather than relationships with partners (Patrick et al., 2019). Although there are validity and reliability studies on the STS Scale (Jack, 1991; Jack & Dill, 1992) in many cultures, there is no adaptation study of the STSIS Scale, which was developed based on the STS Scale on both women and men.

Adapting the STSIS Scale into Turkish may be beneficial in some respects. For example, the concept of SS, which is only considered suppressing the woman's voice in intimate relationships, has not been examined in the academic environment. Therefore, this scale can be used to define the level of SS of individuals in the school environment. In addition, SS is higher in depressed individuals and causes depression (Jack, 1991). In other words, there is a two-way relationship between depression and SS. In situations of general distress, including depression, the level of students' ability to express themselves as they feel or think can be measured using the STSIS Scale. In addition, this scale can also be used in studies involving variables related to schools such as academic achievement, school burnout, and school engagement. Therefore, this study aimed to adapt the STSIS Scale to Turkish designed to assess the level of expression of feelings and thoughts in the school environment among young adults aged 18-27 years.

2. Method

2.1. Participants

Data were collected from 298 students. The relevant literature has recommended that 10 participants be reached for each item on the scale (Turker, 2009). It is also maintained that at least 200 participants are required for the sample size (Pituch et al., 2016). Therefore, it can be said that the current study reached a sufficient number of participants for the SS scale at school, consisting of 22 items. **T**he participants' ages were between 18 and 27 (178 females and 120 males). The ages of the participants of the test-retest group ranged from 18 to 26 (Mean = 21.74, SD = 2.34). Participants were 49 females (68%) and 23 males (32%).

2.2. Measures

Sociodemographic Data Form: This form was created to collect information about the demographic features of the individuals. The form recorded the students' sex, age, and the university.

Silencing the Self in School Scale (STSISS): The scale, which determines the extent to which individuals silence themselves in school, was developed by Patrick et al. (2019). In the analyses of validity, it was determined that a structure consisting of 22 items and three factors had been established for the students. The scale is a 5-point Likert type. The scale having 22 items has three subscales 8 items are in the Self-Silencing subscale (SSS), 6 items are in the Divided-Self subscale (DSS), and 8 items are in the Putting Teacher First subscale (PTFS). Items 6, 9 and 14 in the scale are reverse coded. The reliability analysis calculated the internal consistency coefficients as .89 for the SSS, .77 for the DSS, and .77 for the PTFS (Patrick et al., 2019).

Utrecht Work Engagement Scale-Student Form (UWES-SF): The scale was developed by Schaufeli and Bakker (2004) and Çapri et al. (2017) carried out a Turkish adaptation study. The scale has five Likert points. As the score increases, employee engagement will increase. The scale consists of nine items and three subscales, each with three items. The reliability and validity analysis confirmed the three-factor structure among college students (χ^2: 92.75; df: 24, χ^2/df: 3.86; NNFI: .92; CFI: .95; RMSEA: .07). The reliability was analyzed by calculating the reliability coefficient (Cronbach's alpha) and it was determined to be α = .73 for the factor of vigor, α = .76 for the factor of dedication, α = .70 for the absorption, and α = .84 for the overall scale (Schaufeli & Bakker, 2004). In adaptation studies, it was determined that the three-factor structure was confirmed among Turkish students (χ^2: 75.34; df: 23, χ^2/df: 3.27; NNFI: .99; CFI: .99; RMSEA: .062; SRMR: .029). Cronbach's alpha ranged between 0.72 and 0.88 in the study of adaptation to Turkish, and the sample size was 597 students (Çapri et al., 2017). In this study, the Cronbach's alpha of the UWES-SF was calculated as .89.

Negative Affect Schedule: In the tested PANAS validity studies (Watson et al., 1988), the two-factor structure was determined on the students. There are 10 negative and 10 positive affect items in the schedule. When the reliability findings were investigated, it was seen that the internal consistency value for the positive affect was .88 and .85 for the negative affect. The scale is in 5-point Likert type and the points for each affect are between 10 and 50. There is no reverse item and Cronbach's alpha is .85. Gencoz (2000) conducted a validity and reliability analysis in Turkish. According to the Explanatory Factor Analysis (EFA) outcome for Turkish culture, the two-factor structure accounting for 44% of the total variance was confirmed. The reliability was analyzed by calculating the reliability coefficient. It was determined that the Cronbach's alpha was .86, test-retest reliability was .54, and the sample size was 199 students (Gençöz, 2000). In this study, the negative affect subscale was used, and the Negative Affect Schedule's Cronbach's alpha was .88.

Perception Form for Life Skills: This form, which measures the life skills of individuals, consists of 16 items. A single total score is obtained from the 5-point Likert-type form (Çok et al., 2020). In this study, the reliability was analyzed by calculating the reliability coefficient, and the Cronbach's alpha of the Perception Form for Life Skills was calculated as .91.

2.3. Procedure

Brian C. Patrick, who developed the scale, was contacted, and required permission was obtained to adapt the STSIS Scale to Turkish. Permission was obtained from the developers of the Turkish versions. Ataturk University's ethics committee approval (Date: 05.07.2021 Number: 10/144) was obtained. After the required permission and ethics committee approval were completed, the adaptation study of the STSIS Scale was started. In the study, language validity was first evaluated. After the research team and three experts in the

fields of psychology translated the original items, items were compared, and the Turkish form was created. After it was observed that the items were compatible, the data were collected through the online form. An informed consent form was presented to the participants, and information about the study was given. Students filled out the forms in about 15 minutes. After three weeks, test-retest reliability was used to determine the form's reliability, and 72 of the participants were given the form a second time.

2.4. Statistical Analysis

To define the validity analysis of the scale, construct validity and criterion-related validity were examined. Confirmatory factor analysis (CFA) was used to investigate the construct validity. First Order CFA and then Second Order CFA were analyzed. Meydan and Şeşen (2011) state that in CFA analysis, Second Order CFA of multidimensional scales should also be tested. Therefore, in the current study, First Order CFA was prefered to verify the factorial structure, and Second Order CFA was used to test its multi-factorial structure. For the criterion-related validity of the STSIS Scale, the Utrecht Work Engagement Scale-Student Form, Negative Affect Schedule, and Perception Form for Life Skills, whose reliability was calculated in the literature, were used. To determine if STSIS scores differed between genders, the t-test for independent samples was performed. The reliability was examined with test-retest reliability, internal consistency, and composite reliability. Regarding test-retest reliability, 72 participants were re-reached at three-week intervals. In addition, independent samples t-test was performed to determine the difference between the lower 27% and upper 27% group averages for each item in revealing the discrimination power of the items. As it is known, Henryson Method and Simple Method are the most commonly used methods to calculate item statistics in the item analysis process. The number of samples included in the calculation distinguishes these two item analysis methods from each other. In the Henryson Method, all respondents included in the measurement are used, while in the Simple Method, the most successful 27% upper and the most unsuccessful 27% subgroup are determined, and 54% of the population is used (Hasançepi, Terzi, & Küçük, 2020). In the current study, the simple method was used and 54% of the mass was handled. SPSS 21.0 and Lisrel 8.70 programs were preferred for statistical Adata Analysis.

2.5. Ethical

Permission was obtained from the developers of the Turkish versions. Ataturk University's ethics committee approval (Date: 05.07.2021 Number: 10/144) was obtained.

3. Findings

After translating to Turkish, the 22-item scale was administered to 298 university students. Firstly, it was checked whether there were any errors in the data entries. As the items on each scale were required to be filled out during the creation of the online form, there were no instances of missing data. Then, it was determined whether the data set contained any extreme values.After determining that there were no outliers, the assumption of normality was examined. Skewness and kurtosis values were checked for normality analyses. It was observed that the skewness was between -1.12 and 1.16, and the kurtosis was between -.80 and 1.32. Since the values in the data set are close to 0 and between skewness and kurtosis values (+2, -2), the assumption of normality is met (Georg & Mallery, 2019).

3.1. Validity Analysis

3.2. Construct Validity

CFA was used to test construct Validity. In the scope of the CFA, the factoring technique of maximum probability factor analysis was used. Multiple fit indexes of the CFA were used. In the fit indexes, the criteria was above .90 for CFI and NFI, and below .08 for RMSEA and SRMR. According to the literature, values of .90 and above for CFI and NFI indexes indicate good fit (Hu & Bentler, 1999; Kline, 2016). It was stated that for the RMSEA values, below .05 is a good fit, below .08 is an acceptable fit, and above .10 is a poor fit. It is stated that a value between .08 to .10 shows mediocre fit (Brown, 2015). According to the First Order CFA conducted for the STSIS Scale, the factor loading of item 8 was .04, and it had a meaningless value. Then, item 8 was removed from the scale, and analyzes were performed. The First Order CFA results and error variances of the STSIS Scale are shown in Figure 1.
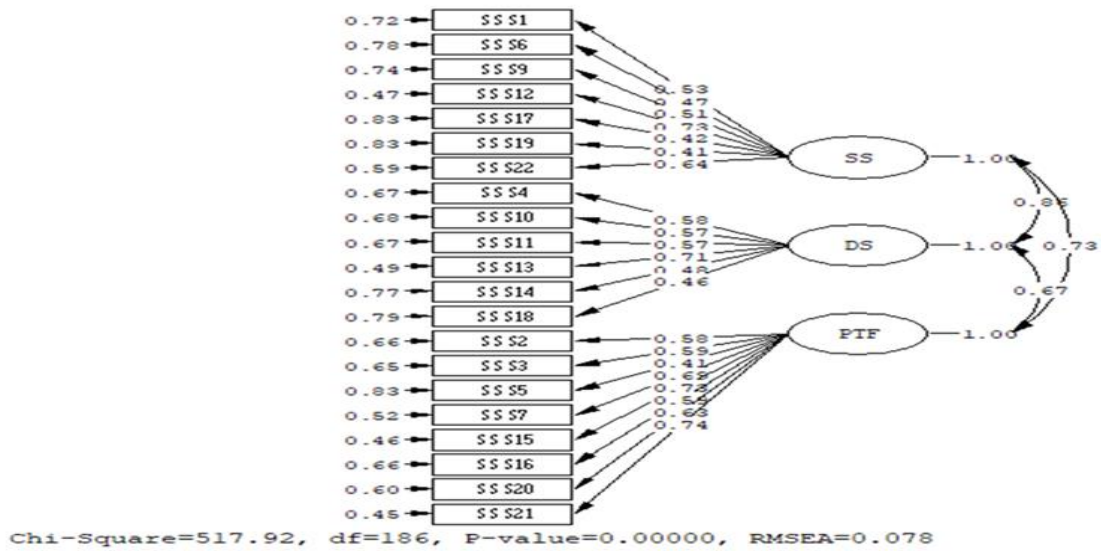
Figure 1. *The First Order CFA Results and Error Variances of the STSIS Scale*

Firstly, the significance of the standardized regression coefficients for the First Order CFA of the STSIS Scale was assessed. Accordingly, factor loading values were ranged from .41 to .73 for SSS, .46 to .71 for DSS, and .41. to .74 for PTFS. According to First Order CFA, model fit indexes were (χ^2: 517. 92; df: 186, χ^2/df: 2.78; NNFI: .92; CFI: .93; RMSEA: .078; SRMR: .066). According to the fit indices, the First Order CFA values of the STSIS Scale have a good fit (Bayram, 2016; Kline, 2016; Tabachnick & Fidell, 2014). To reveal the determined structure of the STSIS Scale, Second-Order CFA was carried out. Second-Order CFA results and error variances are shown in Figure 2.
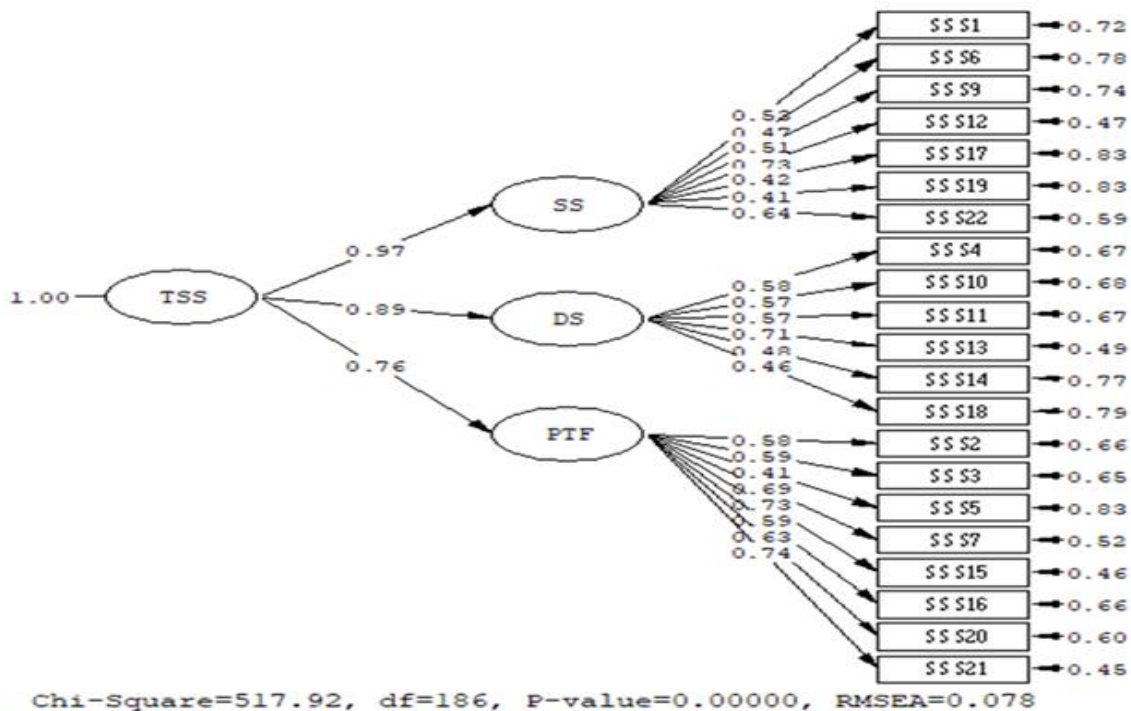
Figure 2. *The Second Order CFA Results and Error Variances of the STSIS Scale*

Firstly, the significance of the standardized regression coefficients was assessed by the Second Order CFA of the STSIS Scale. Accordingly, factor loading values ranged from .41 to .74 (p< .01). According to Second-Order CFA, model fit indexes were (χ^2: 517. 92; df: 186, χ^2/df: 2.78; NNFI: .92; CFI: .93; RMSEA: .078; SRMR: .066). According to the fit indices, the Second Order CFA values of the STSIS Scale have a good fit (Bayram, 2016; Kline, 2016; Tabachnick & Fidell, 2014). Normality values, standardized factor loading values, and explained variance values of the Second Order CFA Model are presented in Table 1.

Table 1. *Normality Values, Standardized Factor Loading Values, and Explained Variance Values of STSIS Scale*

Items	Skewness	Kurtosis	Λ	R^2
Self-Silencing (SS)			.97	.94
1.	.52	-.27	.53	.28
6.	.88	.34	.47	.22
9.	.54	.05	.51	.26
12.	.91	.80	.73	.53
17.	-.02	-.71	.42	.17
19.	-1.12	-.71	.41	.17
22.	.20	-.72	.64	.41
Divided-Self (DS)			.89	.79
4.	.32	-.80	.58	.33
10.	.54	-.36	.57	.32
11.	.22	-.77	.57	.33
13.	1.13	.97	.71	.51
14.	.68	.88	.48	.23
18.	.07	-.72	.46	.21
Putting Teacher First (PTF)			.76	.57
2	.83	.32	.58	.34
3	.89	.43	.59	.35
5	.36	-.52	.41	.17
7	1.01	.50	.69	.48
15	1.16	1.32	.73	.54
16	.63	.11	.59	.34
21	.69	-.29	.63	.40
22	.86	-.04	.74	.55

As shown in Table 1, both the standardized factor loading values and explained variance values are quite high (R^2= .17 to .54). In light of these findings, the three-dimensional structure hypothesis model for the STSIS Scale is confirmed. In other words, the 21-item STSIS Scale is a suitable measuring instrument.

3.3. Criterion-related Validity

The STSIS Scale was assessed by examining the relationships between work engagement (student form), negative affect, and life skills. Obtained data show a normal distribution. Table 2 shows the correlation coefficient, skewness, and kurtosis values obtained.

Table 2. *Correlations Between Mean Scores and the STSIS Scale on the Criterion Measurement Tools*

	Mean	SD	Skewness	Kurtosis	1	2	3	4
1. STSISS	50.43	11.50	.24	.19	1			
2. WES	24.58	7.04	.30	-.22	-.08	1		
3. NAS	22.14	8.11	.64	-.25	.43**	-.07	1	
4. PFFLS	61.51	9.75	-.25	-.31	-.32**	.35**	-.26**	1

**p < .001; STSIS: Silencing the Self in School Scale; WES: Work Engagement Scale; NAS: Negative Affect Schedule; PFFLS: Perception Form for Life Skills

As a result of the correlation analysis, there was a significant positive correlation between silencing the self in school and negative affect (r = .43, p <.01), and there was a significant negative correlation between silencing the self in school and life skills (r = -.32, p <.01). In addition, there was no significant negative correlation between silencing the self in school and work engagement (r = -.08, p= .705).

3.4. Comparison of Self-Silencing in School by Genders

In the current study, the differences between the levels of STSIS Scale of individuals are investigated by gender. According to the total score obtained, there was no difference between females and males. The results are shown in Table 3.

Table 3. *T-test for STSIS scale on gender*

	Gender	N	Mean	SD	t	p
STSIS	Female	178	51.35	11.02	1.68	.094
	Male	120	49.08	12.08		

According to the findings, there was no significant difference between the students' the STSIS marks by gender (t_{296} = 1.68, p = .094).

3.5. Reliability Analysis

In addition to the t-test results concerning the significance of the difference between the item means of 27% of the lower and 27% of the upper groups, Table 4 displays the item-total correlations for each item on the STSIS Scale.

Table 4. *Item analysis results*

Item Number	Corrected item-total correlation coefficients	Cronbach's alpha value when the item is eliminated	t (Low 27%-High 27%) n1=81, n2=81	p
1	.46	.88	8.88	.000
6	.36	.89	7.37	.000
9	.40	.88	8.51	.000
12	.66	.88	12.91	.000
17	.41	.88	7.65	.000
19	.41	.88	6.92	.000
22	.62	.88	12.61	.000
4	.50	.88	11.26	.000
10	.44	.88	9.45	.000
11	.51	.88	10.13	.000
13	.60	.88	11.82	.000
14	.41	.88	7.26	.000
18	.36	.89	7.68	.000
2	.51	.88	10.09	.000
3	.47	.88	8.69	.000
5	.36	.89	6.98	.000
7	.54	.88	10.15	.000
15	.60	.88	11.14	.000
16	.50	.88	11.08	.000
20	.54	.88	10.54	.000
21	.63	.88	14.74	.000

As a result of the construct validity, item analyses were performed on the STSIS Scale, consisting of three subdimensions and 21 items, and individuals who have the features in the items and those who do not are distinguished. Accordingly, the item-total test correlation values were found to be between (r =.36) and (r =.66). According to the relevant literature, scale items are valid when the item-total correlation value is more than .30 (Field, 2013). These results show that the items' the validity in the scale is high. Therefore, the items measure the features that are wished to be determined. In addition, it can be said that all items in the scale contribute positively to the scale's reliability (Field, 2013). Another finding was that the t values between the lower and upper groups' item scores ranged between 6.92 and 14.74 ($p < .01$).

Test-retest reliability, Cronbach's alpha, and composite reliability were calculated to determine the reliability of the STSIS Scale. The test-retest reliability, internal consistency, and composite reliability coefficients of the STSIS Scale are shown in Table 5.

Table 5. *Internal Consistency, Test-Retest Reliability, and Composite Reliability Coefficients of the STSIS Scale*

Scale	Internal Consistency	Test-Retest Reliability	Composite Reliability
Self-silencing	.73	.68	.82
Divided Self	.74	.82	.77
Putting Teacher First	.83	.87	.89
Total Score	.89	.86	.97

The Cronbach's alpha is .73 for the SSS, is .74 for the DSS, is .83 for the PTFS, and is .89 for the total score. In addition, composite reliability coefficient is .82 for the SSS, is .77 for the DSS, is .89 for the PTFS, and is .97 for the total score.

The STSIS Scale was first applied to 80 students for test-retest reliability. Three weeks later, the scale was re-administered to the same students and 72 people were involved in the second application. When the correlation values between the first and second application obtained from 72 people were examined, it was found that SSS (r = .68), DSS (r = .82), PTFS (r = .87), and the total score (r = .86). Reliability coefficients of .70 or more are considered sufficient (Field, 2013). In addition, values of .60 or more can be considered good

measures (Kalaycı, 2009; Şencan, 2005). Therefore, according to the findings, the scale has a good level of reliability.

4. Conclusion and Discussion

In this study, the Turkish reliability and validity of the STSIS Scale developed by Patrick et al. (2019) were examined. The validity and reliability analyses showed that the STSIS Scale's Turkish version is suitable for measuring the SS levels of young people in the school environment. It is seen that the STSIS Scale, which originally composed of 22 items, was confirmed with 21 items, and the Self-Silencing subscale included 7 items instead of 8 items. For the other items, the items in each subdimension of the original scale are also included in the same subdimensions in the Turkish version. In addition, the item analysis results showed that each item was suitable for measuring SS in school.

The STS Scale has been adapted in many cultures such as Polish (Drat Ruszczak, 2010), American (DeMarco, 2010), Asian, African American, Hispanic, and Caucasian (Gratch, Bassett, & Attra, 1995). Based on the Self-Silencing Theory in women proposed by Jack (1991), the STSIS Scale measures the level of self-expression of students in their relationships with their teachers in the educational setting. In other words, the relationship established with the teacher in the educational setting, instead of the partner in intimate relations, determines the individual's silencing. STSIS Scale was re-evaluated by Patrick et al. (2019), regarding the items in the STS Scale. Unlike the STS Scale in women, the STSIS Scale includes 3 subdimensions: SSS, DSS, and PTFS. Cronbach's alphas were .89 for SSS, .77 for DSS, and .77 for PTFS (Patrick et al., 2019). Cronbach's alphas were .73 for SSS, .74 for DSS, and .83 for PTFS; similarly, the 3-factor structure of the STSIS Scale was confirmed.

No study on the adaptation of the STSIS scale was found in the relevant literature. Therefore, some comparisons can be made following the STS scale developed by Jack (1991). In the STS Scale developed by Jack and Dill (1992) and Jack (1991) the samples consist of undergraduate females, pregnant women/hospitalized patients, and individuals in women's shelters. The Cronbach's alpha values were calculated as .86, .89, and .94, respectively, for the sample. The test-retest validity coefficient was found to be .88, .89 and .93 in the study group, respectively. According to Remen et al. (2002), who conducted the STS Scale's validity and reliability study on men and women, the Cronbach's alpha of the STS Scale was good for women and men (α = .81 and .82, respectively). Cramer and Thoms (2003) also conducted a validity and reliability study of the STS Scale on both women and men. Although the original scale's 4 factors were confirmed in women, a 3-factor solution for males emerged.

Similarly, some studies in the literature (Duarte & Thompson, 1999; Birtane Doyum, 2017) have adapted the STS Scale, which was originally developed for women, and for men. Therefore, the participants in these studies are similar to the participants in the STSIS Scale. In addition, it was found that silencing in school did not differ by gender in the participants of this study. Although there was a gender difference in some of the adaptation studies on SS (Remen et al., 2002), the lack of difference in SS in school might be connected to the school environment. For example, while individuals are more committed to gender roles related to femininity or masculinity in their intimate relationships, they may not use these gender characteristics much in the school environment.

Similar to the study by Cramer and Thoms (2003), Drat Ruszczak (2010) also confirmed the STS Scale on 3 subdimensions. In other words, 20-item STS Scale shows a good fit as a measurement tool with Divided Self, Externalized Self-Perception, and Silencing the Self subscales. The STSIS scale, which was developed based on the STS scale, is similar to the above studies in that it confirms the 3 subdimensions. In the present study, these subdimensions were confirmed. Its correlations with work engagement (student form), negative affect, and life skills were examined to determine the criterion validity. Accordingly, the correlation between work engagement (student form) and silencing the self in school is parallel with the study of Patrick et al. (2019). Studies on SS show that individuals experience negative emotions as they silence themselves (Lafrance, 2009; Oh, 2010). On the other hand, as SS increases, enterprise, expressiveness, and awareness decrease (Fivush, 2002; Jack & Ali, 2010). The STSIS scale, which was developed based on the STS scale, is similar to the above studies in that it confirms the 3 subdimensions. In the present study, these subdimensions were confirmed. Silencing the self in school is associated with a depressive experience in school, including variables such as feelings of disconnection from teachers, maladaptive coping strategies, weak grades of behavioral engagement, and emotional distress (Patrick et al., 2019). Considering that the starting point of the Silencing

the Self Theory is depressed women (Jack, 1991), it can be said that silencing the self in school can also cause depression. It is known that concepts such as competence and academic achievement related to the school variable are also related to depression (Kennedy, Spence, & Hensley, 1989). These studies show that negative experiences in the school environment cause general distress such as stress, depression, and anxiety (Hewitt et al., 2002). Similarly, there is a correlation between general distress and SS in intimate relationships. Therefore, it has been expected that silencing the self in school is a variable that prepares the ground for the depressive position at school.

5. Limitations and Recommendations

The present study has some limitations. First, the participants in the study are in young adulthood. Because school life is central to adolescence, this study can be conducted with adolescents. Another limitation of this study is that a few participants represent Turkish society unevenly. Although it is desired to prevent this through online data, it is seen that the majority of the participants reside in eastern Turkey. Since SS is a concept discussed in cross-cultural psychology (Jack, 1991), repeating the study with a heterogeneous sample may be recommended. In addition, the collected data coincided with a period when online education was carried out in schools owing to the covid-19 pandemic. Compared to face-to-face education, the relationship styles of students with their teachers may have changed in online education. Therefore, the present study can be repeated once formal education is started in schools. Similar to the previous limitation, the participants could not directly ask questions to the research group about the items in the scales due to the online data. Finally, the convergent and divergent validity of the scale was not investigated as there is no other scale measuring STSIS Scale in Turkey. In future studies the convergent and divergent validity of the scale can be investigated with other scales. Despite these limitations, according to the study's results, the Turkish version of the STSIS Scale is a valid and reliable tool.

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