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RESEARCH ARTICLE

The Adaptation of the Social Curiosity Scale into Turkish: A Validity and Reliability Study

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Abstract

Recently, interest in curiosity-related studies in the national education literature has increased. However, there is a research gap in the studies related to the social curiosity of individuals and measuring the social type of curiosity. The current research aimed to adapt the Social Curiosity Scale (SCS) developed by Renner (2006) into Turkish to contribute to the national literature. Undergraduate and graduate students studying at Turkish state universities constitute the research sample. The scale's Turkish version's exploratory (n=279) and confirmatory (n=310) factor analyzes were performed. In the exploratory factor analysis, the total variance explained by the two-factor and 9-items Turkish form is 63.70%. The first and second-level confirmatory factor analyses confirmed the two-factor model (General Social Curiosity and Covert Social Curiosity) obtained before as a result of exploratory factor analysis. Thus, the results of exploratory and confirmatory factor analysis revealed that the construct validity of the scale was ensured. The Cronbach Alpha internal consistency coefficient ranged between .83 and .85 for the whole scale and its subscales. These results indicated that the scale was highly reliable. It is thought that the scale will contribute to research in many fields such as psychological counseling, media research, and education.

Keywords: *Curiosity, General Social Curiosity, Covert Social Curiosity.*

Öz

Son yıllarda merak ile ilgili çalışmalara olan ilgi yurtiçi eğitim yazınında artmıştır. Ancak bireylerin sosyal merakı ile ilgili ve bu merak türünü ölçmeye yönelik çalışmalarda bir boşluk bulunmaktadır. Mevcut araştırma yurtiçi yazındaki bu ihtiyacı karşılamak için Renner'ın (2006) geliştirdiği Sosyal Merak Ölçeğini (SMÖ) Türkçeye uyarlamayı amaçlamıştır. Türkiye'de devlet üniversitelerinde öğrenim gören lisans ve lisansüstü öğrenciler araştırmanın örneklem grubunu oluşturmaktadır. Türkçeye çevirisi yapılan ölçeğin açıklayıcı (n=279) ve doğrulayıcı (n=310) faktör analizleri yapılmıştır. Açıklayıcı faktör analizinde 9 maddelik iki faktörlü Türkçe ölçek formunun açıkladığı toplam varyans miktarı %63,70'tir. Açıklayıcı faktör analizi sonucunda elde edilen iki faktörlü (Genel Sosyal Merak ve Gizli Sosyal Merak) model, birinci ve ikinci düzey doğrulayıcı faktör analiziyle doğrulanmıştır. Böylelikle açıklayıcı ve doğrulayıcı faktör analizi sonuçları ölçeğin yapı geçerliğinin sağlandığını ortaya koymuştur. Cronbach Alfa iç tutarlılık katsayısı ölçeğin tümü ve alt ölçekler için .83 ve .85 arasında değişmektedir. Bu sonuçlar ölçeğin yüksek düzeyde güvenilir olduğunu göstermektedir. Ölçeğin psikolojik danışmanlık, medya araştırmaları ve eğitim gibi alanlarda yapılacak araştırmalara katkı sağlaması umulmaktadır.

Anahtar Kelimeler: *Merak, Sosyal Merak, Gizli Sosyal Merak.*

Introduction

Accounts of the importance of curiosity can be traced back to Aristotle to Cicero (Markey & Loewenstein, 2014). In modern times, Charles Darwin (1809-1882) and William James (1842-1910) considered the concept of curiosity (Darwin, 1872/2001; James, 1890). In the twentieth century, the concept of curiosity was vital in Vygotsky and Piaget's theories on the development of cognitive processes in childhood (Pluck & Johnson, 2011). Curiosity was introduced into educational research in the mid-twentieth century (Berlyne, 1978; Day, 1982; Markey & Loewenstein, 2014). Such an effective power of curiosity, which is seen as a wonder of the human mind, has brought up the priority of encouraging curiosity in education and training systems (Lindholm, 2018). Because curiosity is related to the intrinsic motivation required for learning (Pluck & Johnson, 2011). In this historical development of the concept of curiosity, curiosity has been examined in terms of philosophical, cognitive development, and epistemic curiosity. However, studies on social curiosity, which is more related to the social aspect of curiosity, are more recent than epistemic curiosity.

Social curiosity, like epistemic curiosity, has many functions in terms of individual and social aspects. With social curiosity, individuals enable themselves to socialize. Social curiosity is the driving force of interpersonal relationships. Cultural learning (Baumeister, Zhang & Vohs, 2004) and observational learning are related to social information (as cited in Han et al., 2013). Social curiosity is one of the prerequisites for acquiring social information. That said, it is possible to see the strong effect of social curiosity in the background of the increase in the use of social media in the world (Baumeister et al., 2004). Because social curiosity is the individual's desire to obtain private and public information about people he met and people, such as celebrities, he never met in his social life. People satisfy their social curiosity by listening to the individuals in their social life, gossiping, and violating the privacy of private life to gather social information (Renner, 2006).

According to related literature, there was a positive relationship between social curiosity and death anxiety (Fitri, Asih & Takwin, 2020). It was found to be a positive relationship between interpersonal curiosity and sharing gossip (Litman & Pezzo, 2007). There was a negative relationship between trait anxiety and epistemic curiosity (Litman & Spielberger, 2003; Litman & Jimerson, 2004). A negative correlation was found between social anxiety and general social curiosity, and a positive correlation was found between social anxiety and covert social curiosity (Renner, 2006). During the Covid-19 pandemic, it was found to be negative correlations between interpersonal distancing and interpersonal curiosity (Huang et al., 2021). In addition, the interpersonal curiosity scale was developed by Litman and Pezzo (2007), and the social curiosity scale was developed by Renner (2006). Zhang (2019) revealed that the SCS developed by Renner (2006) was a valid and reliable scale in Chinese culture.

On the other hand, the contemporary literature on curiosity in Türkiye literature shows that Kashdan et al.,' (2009) curiosity and exploration scale, was adapted into Turkish by Acun, Kapıkıran and Kabasakal (2013), curiosity index was adapted into Turkish by Demirel and Coşkun (2009), epistemic curiosity scale developed by Litman and Spielberger (2003) was adapted by Yazıcı (2020) and Park et al.'s (2014) sports-specific curiosity scale was adapted into Turkish by Korur and Dever (2018). It seems that the contemporary literature on curiosity in Türkiye is not related to social curiosity/interpersonal curiosity. Various interest and curiosity concepts have increasingly been examined in the national literature, especially in the last two decades. Nevertheless, contrary to common belief, epistemic curiosity was already discussed by Sâtı Bey (1908), and both academic and social curiosity was discussed by Selim Sırrı Bey from a scientific perspective nearly one hundred years ago. Moreover, Selim Sırrı [Tarcan] focused on covert curiosity as social curiosity and mentioned the detriment of it in terms of Turkish culture (Tarcan, 1918).

The lack of conceptual consideration of social curiosity and the absence of a measurement tool to measure social curiosity hinder the development

of national literature on curiosity. Social curiosity is a concept that concerns many different disciplines such as psychology, education, media research, and marketing. However, the lack of a measurement tool that measures social curiosity hinders both the development of curiosity literature and the development of studies in fields such as psychology, education, marketing, and media research related to curiosity. The current research aims to contribute to the development of the literature in fields such as social curiosity and curiosity-related psychology, education, and marketing by testing the validity and reliability of the Social Curiosity Scale (SCS), developed by Renner (2006). In addition, the current research aims to contribute to the understanding of the scale's generalizability in different cultures by testing whether the two-dimensional (General and Covert) model obtained in SCS is applicable in Turkish culture.

Theoretical Background on Curiosity and Social Curiosity

Curiosity is defined as a kind of behavior in literary texts in European geography (Voss & Keller, 2013). In contemporary definitions, curiosity is defined as the urge to explore and discover (Fitzgerald, 1999), or in general terms as "the desire for acquiring new information" (Renner, 2006, p.305). So, it is a prerequisite of individual's learning and discovery (Berlyne, 1954; Berlyne, 1960; Lindholm, 2018). In terms of education, curiosity is defined as a metacognitive skill (Sinha, Bai & Cassell, 2017). Related literature on how curiosity is formed in individuals present that curiosity is a voluntary action (Voss & Keller, 2013), but it is also stated that curiosity is more instinctive. In this sense, an instinctive theory of curiosity has developed with an evolutionary perspective (Darwin, 1872/2001; James, 1890; Kashdan et al., 2020).

On the other hand, when the theoretical accounts about curiosity are examined, it is seen that there are some theories. First of all, drive theories can be discussed. Drive theories differ in that curiosity is viewed as homeostatic drives such as hunger and thirst and stimulus-induced drives (Loewenstein, 1994). One of the most important

drive-based accounts is Berlyne's theoretical perspective (Berlyne, 1954; Berlyne, 1960). Berlyne considered curiosity as an externally stimulated drive (Loewenstein, 1994). According to the theory, the prerequisite for human exploratory behavior is curiosity (Berlyne, 1954; Berlyne, 1960). Berylne made a distinction between perceptual and exploratory curiosity (Berlyne, 1954). Incongruity theory is one of the theories that account for curiosity. According to incongruity theories, curiosity is seen "as a natural human tendency to try make sense of the world" (Loewenstein, 1994, p.82).

Another theoretical approach to curiosity is White's (1959) theoretical accounts. White's (1959) theoric perspective argues that drive theories cannot explain exploratory behavior. According to him, exploratory behavior can be explained not by the concepts of drives or motivations but by the concept of competence.

A more contemporary account is Loewenstein's (1994) "information-gap" theoretical approach. In this theoretical approach, the perception of a gap between people's information and the information they need constitutes curiosity. Regarding the "information gap," it is possible to see more information-based perspectives account for curiosity. Accordingly, as a "category of information-seeking," curiosity is the search for information internal or external motivation (Kidd & Hayden, 2015, p.449). From this point of view, social curiosity is the desire to get information about individuals' social life or social world (Renner, 2006). Put another way, social curiosity is characterized as "people information.". People information includes information about individuals' behavior, beliefs, and feelings in their public and private lives (Litman & Pezzo, 2007). Therefore, this aspect of curiosity indicates socio-cognitive part of curiosity (Sinha et al., 2017).

As a type of information, people information becomes the basis for social comparison theory. Curiosity is the desire to get information, while social curiosity is the desire to get information about the social world in which the individual lives. The basic prerequisite of social comparison is social information. The individual acquires information about the people in his social environment with a motive that includes his

curiosity about his abilities and opinions and makes social comparisons with this (Festinger, 1954). In other words, interpersonal curiosity occurs in social comparison behavior as a prerequisite to obtaining information about the individual's social environment (Litman & Pezzo, 2007). Also, people information or social information is the source of an activity such as gossip as an exchange of information between people (Dunbar, 2004). This kind of desire to get information contributes to social interaction in interpersonal relations (Han et al., 2013; Fitri et al., 2020).

With regards to measuring curiosity and social curiosity, it is seen in the curiosity literature that different scales measure different types of curiosity. In the curiosity literature, the five-factor structure of curiosity has been revealed: Manipulation curiosity, perceptual curiosity, curiosity, complexity curiosity, and regulative-reactive curiosity (Kreitler, Kreitler & Zigler, 1974). Also, Wagstaff et al.'s (2021) literature review provides a good summary of the literature on the subject. In sum, the literature on measuring curiosity is summarized as follows: Epistemic curiosity (Litman & Spielberger, 2003), perceptual curiosity (Collins et al., 2004), curiosity and exploration (Kashdan et al., 2004), five-dimensional curiosity (Kashdan et al., 2018), social curiosity (Renner, 2006), interpersonal curiosity (Litman & Pezzo, 2007), work-related curiosity (Mussel et al., 2012), and entrepreneurial curiosity (Jeraj & Maric, 2013).

Material and Method

Model of the Research

The current research aims to test a measurement model in a different sample or culture. *Confirmatory factor analyzes* are the type of analysis that tests measurement models. Since confirmatory factor analysis is a type of structural equation models, it can be said that the current research is a relational (correlational) model (Aksu, Eser & Güzeller, 2017).

Procedure

Initially, necessary ethical approval was obtained from the relevant authorities in the adaptation process of the scale (METU Human Research Ethics Committee protocol number 0073-ODTUİAEK-2022). Based on the relevant ethical statement, it was stated to the participants that the research was based on voluntariness. The English version of the Social Curiosity Scale was translated into Turkish by 5 experts (2 English language instructors, 2 psychological counselors and 1 Turkish language instructor). Then, the original and Turkish versions of the scale were scored by two field experts on a five-point Likert scale. Accordingly, the average of the scores given to each item on the 5-point Likert scale should be greater than 3. The researchers should re-evaluate the items with a score of three or less (Seçer, 2015). Since the two experts scored the original and Turkish versions of the scale, the arithmetic means for each item should be greater than 4. Within this scope, the experts' evaluations revealed the arithmetic mean of each item as greater than 4 ($\bar{x}_{min}=4$, $\bar{x}_{max}=5$). The values obtained showed that the original and Turkish versions of the scale had linguistic equivalence. Then, the Turkish version of the translated scale was translated back into English and two different English language experts expressed their opinions on the scale. Likewise, the experts scored these two forms according to a 5-point Likert scale. The arithmetic mean of each item was greater than 4 ($\bar{x}_{min}=4$, $\bar{x}_{max}=5$) according to the experts' evaluations of the scale's original and back-translated English versions. These values are sufficient to consider language equivalence between the scale's original and back-translated English versions. After the appropriate equivalence approval between the two versions was obtained by the English language experts, the final Turkish version of the scale was created. The average response time of the scale is 3 minutes. Two different administrations were made with the Turkish version of the scale. The approach of performing both EFA and CFA in scale adaptations was adopted (Orçan, 2018). Thus, exploratory (n=279) and confirmatory factor

analysis (n=310) were applied to two different data sets obtained from the Turkish version of the scale.

Sampling

Data were collected from undergraduate and graduate students studying at state universities with convenience sampling method. Convenience samples are non-probability samples (Lunneborg, 2007; Jager et al., 2017). In this method, the researcher obtains data from the individuals who are easiest to reach, considering time and cost (Baştürk & Taştepe, 2013). If the target population is selected from a homogeneous group, this method is called homogeneous convenience samples. In such homogeneous convenience samples, the characteristics of subpopulations may vary. The main criterion here is the target sociodemographic characteristic. The limited target sociodemographic feature of this study is university education. In this context, the researchers collected data from university students whom they could easily reach regarding cost and accessibility. Subpopulations (e.g., gender, undergraduate and graduate students) can be expected to differ (Jager et al., 2017). Three of the participants who read the volunteer statement did not want to participate in the research. Thus, the data were collected from two hundred and seventy-nine students for exploratory factor analysis (n=279). The ages of two hundred and seventy-nine participants ranged from 18-36 ($\bar{x}$=21.54). Students studying in undergraduate and graduate programs of state universities are the groups that the data were collected for the exploratory factor analysis (First year n=76; second year n=30; third year n=97; fourth year n=63; graduate n=5; doctorate n=8). The participants were 193 (69.2%) female and 86 (30.8%) were male.

The second phase of the research is the confirmatory factor analysis study. Three hundred and ten participants participated in the confirmatory factor analysis (n=310). The ages of the participants in the second study ranged between 18-34 ($\bar{x}$=22.56). The education level of the students participating in the confirmatory factor analysis is between the preparatory class and doctorate level (Prep class n=1; first year n=36; second year n=35; third year n=99; fourth year

n=112; graduate n=24; doctor n=3). The participants were 210 (67.7%) female and 100 (32.3%) were male.

Data Collection Tools

The Social Curiosity Scale developed by Renner (2006) was used as a data collection tool in the current research. The Social Curiosity Scale, which consists of ten items, consists of two factors (General Social Curiosity and Covert Social Curiosity). There is no reverse item in the developed scale. Cronbach's alpha reliability coefficients for the overall social curiosity and covert social curiosity dimensions of the Social Curiosity Scale were .83, .82 and .81, respectively.

Data Analysis

In present research, SPSS 22 program was used in the exploratory factor analysis of the Turkish version of the Social Curiosity Scale. The confirmatory factor analysis of the Social Curiosity Scale was performed with the AMOS 22 program. The goodness of fit values considered for confirmatory factor analysis were $\chi2/sd < 5$; CFI, NFI and NNFI ≥ .90; GFI, AGFI ≥ .85; SRMR ≤ .80, and RMSEA ≤ .80 (Karagöz, 2019; Schumacker & Lomax, 2004). The reliability of the Turkish version of the Social Curiosity Scale was tested with the Cronbach alpha internal consistency coefficient.

Findings

In the findings part of the study, the results of the exploratory and confirmatory factor analysis performed on the Turkish version of the Social Curiosity Scale are presented. In addition, findings related to the reliability of the aforementioned scale are included.

Exploratory Factor Analysis

Totally, 279 university students selected by convenience sampling method constitute the sample of the study. Students participating in the EFA research, are studying at state universities. Exploratory factor analysis was performed on the Turkish version of the Social Curiosity Scale using

the Principal Axis Factoring method. In the first exploratory factor analysis, a model consisting of two factors was obtained as in the original scale. However, the sixth item on the scale is "When other people are having a conversation, I like to find out what it's about." (Factor loads: .490 and .526) were included in both factors. Since the difference between the factor loadings of this cross-loaded item on both factors was not sufficient for being included in a single factor, the item was removed from the scale. After the aforementioned cross-loaded item was removed, the analysis was performed again. According to the second analysis result, the sample size is sufficient according to the Kaiser-Meyer-Olkin (KMO) value of .85. However, according to the Bartlett's test result [$\chi 2$ =1031.9940; p=.000 <0.001] data showed multiple normal distribution (Seçer, 2015). The variance values of the Social Curiosity Scale are presented in Table 1.

Table 1. Explained Total Variance Rates

Factors	Eigenvalue	Variance (%)	Cumulative Variance (%)
General social curiosity	3,94	43,80	43,80
Covert social curiosity	1,79	19,90	19,90

As seen in Table 1, the variance rate explained by the first factor (General Social Curiosity) with an eigenvalue of 3.94 is 43.80%, and the variance rate explained by the second factor (Covert Social Curiosity) with an eigenvalue of 1.79% is 19.90%. The total variance explained by the nine-item scale (See Appendix) is 63.70%. Thus, as in the original scale, sub-factors with an eigenvalue above 1 and explained variance value above 5% were obtained (Seçer, 2015; Büyüköztürk, 2012). Figure 1 shows the scree plot showing the two-factor structure of the Social Curiosity Scale.
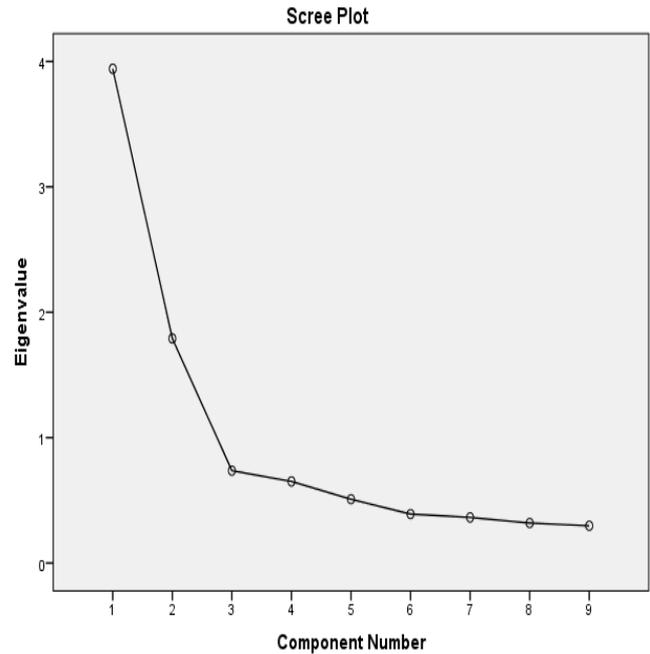
Figure 1. Scree plot for the factor structure of the Social Curiosity Scale

As can be seen from Figure 1, the Turkish version of the Social Curiosity Scale has a horizontal line continuation after the second factor. The line seen in the figure indicates the two-factor structure of SCS. The factor load of nine items in SCS is presented in Table 2 below;

Table 2. Social Curiosity Scale item factor loads

Item	N	Factor Load	Mean	Sd
1	279	.79	3,87	1,01
2	279	.85	3,71	1,08
3	279	.83	3,56	1,15
4	279	.83	3,28	1,22
5	279	.69	3,73	1,14
6	279	.79	2,47	1,27
7	279	.78	2,28	1,32
8	279	.80	1,77	1,13
9	279	.67	2,90	1,34

Table 2. shows the item factor loads, arithmetic mean and standard deviation values of the items related to the Social Curiosity Scale. Accordingly, the factor load (>.32) of each item in the scale is sufficient (Seçer, 2015). The lowest factor load is .67, and the highest factor load is .85 in the scale. Based on the data obtained from the exploratory factor analysis, it is understood that the Social Curiosity Scale forms a two-factor structure in Turkish culture as well as in its original form.

Table 3. Communality Values for the Social Curiosity Scale items

Item	Communality Values
1	.63
2	.74
3	.70
4	.75
5	.50
6	.67
7	.65
8	.65
9	.45

According to Table 3, the communality values of the Social Curiosity Scale items vary between .45 and .75 (See Seçer, 2015). Also, the corrected item-total correlation and the items' Cronbach alpha coefficient values performed in study 1 are presented in Table 4 below.

Table 4. Corrected Item-Total Correlation and Cronbach's alpha values

Items	Corrected Item Total Correlation	Cronbach's alpha when item is deleted
1	.563	.810
2	.633	.802
3	.549	.810
4	.689	.793
5	.515	.814
6	.556	.809
7	.523	.814
8	.455	.821
9	.374	.833

According to Table 4, corrected item-total correlations (ranged from .374 to .689>.28) showed satisfactory correlation for all items (Kartal & Bardakçı, 2019). The items' Cronbach alpha coefficient values in the Turkish version varied between .793 and .833. The Cronbach's alpha values are sufficient. Therefore, it was not necessary to remove items from the scale (Seçer, 2015).

Confirmatory Factor Analysis

Confirmatory factor analysis was performed with a different sample (n=310) to confirm the Turkish version of the Social Curiosity Scale, which consists of nine items and two sub-dimensions. Before data analysis, univariate and multivariate normality of the data were checked. It was seen that the skewness (-.782-1.368) and kurtosis (-.1,144-.634) values provided the necessary assumption for the univariate normality of the data (Tabachnick & Fidell, 2013; Seçer, 2015). On the other hand, according to the critical ratio (CR) value of the data (c.r.=8,420), it can be said that multivariate normality is not problematic (Kline, 2015; Karagöz, 2019). After testing the necessary assumptions, confirmatory factor analysis was carried out. In the confirmatory factor analysis, the two-factor measurement model indicated good fit values as in the original scale. The fit index values are presented in Table 5.

Table 5. Goodness of fit values for the SCS

	χ2/sd	CFI	NFI	NNFI	GFI	AGFI	RMSEA	SRMR
The First-Order CFA	2,92	96	94	94	.95	.91	.08	.05
The Second-Order CFA	2,92	96	94	94	.95	.91	.08	.05

Table 5. shows the values obtained as a result of the first and second level confirmatory factor analysis of the Turkish form of the Social Curiosity Scale. According to Table 4., the goodness of fit values for both the first and second level models (χ2/df=2.92; CFI=.96; NFI=.94; NNFI=.94; GFI=.95; AGFI; 91; RMSEA=.08, and SRMR=.05) seems to be at a sufficient level (Karagöz, 2019; Schumacker & Lomax, 2004; Kline, 2015). The path diagram of the first and second level factor analysis of the Social Curiosity Scale and the relationships between the factors are presented in Figure 2.
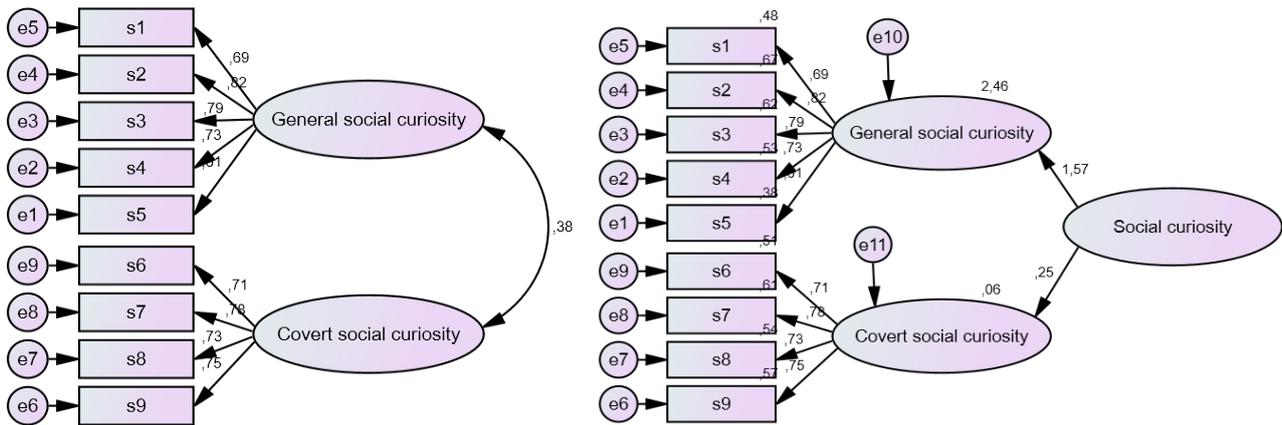
Figure 2. SCS first and second order confirmatory factor analysis path diagram

The path diagrams are first and second level confirmatory factor analyzes of the Turkish form of the social curiosity scale in Figure 2. According to the values in Figure 2., the standard factor loads of each item vary between .61 and .82. Based on the data in the path diagrams, it can be said that the first and second order models of the scale have good fit values. On the other hand, the Cronbach's alpha internal consistency coefficient for the Turkish version of the Social Curiosity Scale is .83 for the whole scale, .85 for the General Social Curiosity dimension, and .83 for the Covert Social Curiosity dimension (n=310). According to these internal consistency values, the Turkish version of the Social Curiosity Scale has a high level of reliability (Seçer, 2015).

Discussion, Conclusion and Recommendations

In the current research, curiosity and types of curiosity are explained conceptually. It is stated in the research that both epistemic curiosity and social curiosity were examined by Ottoman educators a century ago. After explaining the concepts related to curiosity, the Social Curiosity Scale was adapted to Turkish and the psychometric features of the scale were tested. At this stage, first of all, SCS's translation into Turkish was made. The validity and reliability analyses of the scale, translated into Turkish, were made through the collected data. A two-factor (General Social Curiosity and Covert Social Curiosity) model was obtained in the Turkish form of the Social Curiosity Scale developed by Renner (2006). In the exploratory factor analysis, only one of the ten items in the original form of the scale was eliminated because it was cross-loaded factor. In scale adaptations, items that have cross-loaded characteristics can be observed. In this case, if sufficient loadings difference cannot be obtained, the items are removed from the scale (Bellier et al., 2020). In the exploratory factor analysis results, a two-factor model consisting of nine items was reached. The two-factor model in the current study indicated the same structure as the model in the original form of the scale. Therefore, the research revealed that the model in the original form of the scale was also confirmed in terms of Turkish culture. Similar to the result of the research, Zhang (2019) reached a two-factor model in the adaptation study of the scale he conducted with Chinese university students. The current study and the result of Zhang's (2019) research contributed to the generalizability of SCS in different cultures. In addition, the second-order factor analysis of the scale showed that the factors came together under the name of "social curiosity" latent structure of general social curiosity and covert social curiosity dimensions. Finally, the current study indicated that SCS is a valid and reliable scale in Turkish culture. The scale is a valid and reliable measurement tool that measures the social curiosity of individuals.

On the other hand, social curiosity depends on environmental conditions such as innovation (Voss & Keller, 2013), social advice (Wu et al., 2016), social networks and online information consumption (Sousa et al., 2022), organizational contexts (Wagstaff et al., 2021) and judging visible features (Hartung & Renner, 2011) are mentioned in the related literature. In this context, it is thought that the Social Curiosity Scale, whose validity and reliability has been proven in Turkish culture, will contribute to research in many fields such as social psychology, psychological counseling, education and marketing.

The current research has some limitations. Since the sampling method in the research is a convenience sample, it does not make it possible to generalize the research results to different populations. However, since the research sample limits the target population to university students, it may seem possible to generalize to the related university students (Jager et al., 2017). In addition, since the original scale was developed with a population of young and older adults, future studies involving older adults may be conducted. Thus, the scale's psychometric properties on older adults can be tested. In addition, when some studies are examined, it is seen that the social curiosity scores of young adults and older adults differ (Renner, 2006). Therefore, future studies on whether the social curiosity scores of young adults and older adults differ in Turkish culture will contribute to the relevant theory because social curiosity is related to cultural learning (Baumeister et al., 2004; Kurtbaş, 2011). Kurtbaş (2011) states that social curiosity, which is a drive and a social stimulus, is also a concept that cannot be dissociated from cultural structure. In terms of Turkish culture, as mentioned above, Tarcan (1918) discussed social curiosity and conceptualized covert social curiosity in a sense. Tarcan discussed covert social curiosity in terms of culture and considered covert social curiosity as a very bad feature in terms of Turkish culture, even as a sick mood. Therefore, qualitative and quantitative studies that approach culturally related social curiosity will make a great contribution to the relevant theory.

Nonetheless, another factor related to curiosity is gender differences. More specifically, many studies examined the relationships between curiosity and exploration, as a type of curiosity, and gender. While some of the studies examining the relationship between curiosity and exploration and gender differences have found differences in terms of gender (Ben-Zur & Zeidner, 1988; Acun et al., 2013; Litman & Spielberger, 2003; Kapıkıran & Kırmızı, 2019), some studies have not (Engelhard & Monsaas, 1988; Acun et al., 2013; Şentürk, 2020; Ustabulut, 2021).

When it comes to social curiosity, it is seen that Kurtbaş (2011) examines the relationships between social curiosity and gender. In the study above, it was determined that women were more prone to covert social curiosity. However, studies examining the relationships between social curiosity and gender are inadequate. For this reason, future studies will contribute to the related theory, which will focus on the relationship between social curiosity (general and covert) and gender.

That said, social curiosity should be taken into account in advertising, marketing, and media studies. As a matter of fact, the studies conducted in this field in Türkiye included curiosity (Özsungur & Güven, 2016; Eşiyok, 2017; Tokmak, 2019; Yemez, 2016; Çelik, 2019; Albayrak, 2020), but social curiosity was not discussed as a concept, and variable. In social media, covert curiosity is effective, especially in the desire to learn about the private lives of celebrities. In social networks (Facebook, Twitter, Instagram, etc.), individuals' effort to get information about what people in their social life or the attempt to get information about what celebrities do in their private or public lives is related to general and covert social curiosity.

However, neither general nor covert social curiosity has been discussed in the review and experimental type of social media research in Türkiye. Therefore, it is thought that the adapted scale will contribute to new studies in marketing and media research. In addition, considering the relationship of social curiosity with concepts such as anxiety and social anxiety (Fitri et al., 2020; (Litman & Spielberger, 2003; Litman & Jimerson, 2004; Renner, 2006) the relationship between anxiety and social curiosity can be examined in terms of seeing the effects in Turkish culture. In sum, as stated in Vega-Oliveros et al.'s (2017)

study, curiosity or social curiosity is a subject that can be examined in many fields such as marketing, education, politics, and health.

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Appendix

SMÖ Aşağıdaki ifadelere katılım düzeyinizi 1 ile 5 arasında puanlayınız.	Hiç Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
Genel Sosyal Merak					
1. Yeni biriyle tanıştığımda onun hakkında daha fazla şeyler öğrenmek ilgimi çeker.	1	2	3	4	5
2. İnsanlara karşı ilgiliyimdir.	1	2	3	4	5
3. Yeni insanlar tanımayı heyecan verici bulurum.	1	2	3	4	5
4. Başkalarının alışkanlıklarını öğrenmekten hoşlanırım.	1	2	3	4	5
5. Başkalarının nasıl çalıştığını keşfetmek hoşuma gider.	1	2	3	4	5
Gizli Sosyal Merak					
6. Tren ve benzeri bir toplu taşıma aracındayken diğer insanların kendi aralarındaki konuşmalarını dinlemeyi severim.	1	2	3	4	5
7. Ara sıra pencerede durup komşularımın yaptıklarını izlemeyi severim.	1	2	3	4	5
8. Işıkları yanan bir evin içini seyretmek hoşuma gider.	1	2	3	4	5
9. İnsanlar tartıştığında, neler olduğunu bilmek hoşuma gider.	1	2	3	4	5