

Developing an Attitude Scale toward Seeking Psychological Help for Secondary Students

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Abstract

Problem Statement: Adolescence is a period during which emotional and behavioral problems are increased. Adolescents seek answers for the questions such as "hat kind of person should I be?" Additionally, it is a period in which one undergoes and must adapt to physical changes. Some adolescents are not able to find their way during this difficult period, and parents are often not a large source of assistance. Seeking help, adolescents are likely to approach friends to overcome their problems. However, even if the adolescent asks for help from family and friends, this does not substitute for professional psychological help. For this reason, psychological counselors at schools are important sources for professional psychological help. Research indicates that scales that identify attitudes toward professional psychological help have been developed. However, these scales, unique to Turkish culture, are for university students, not for secondary school students who are in the mid-adolescence period.

Purpose of Study: Seeking psychological help from a professional varies depending upon both age and culture. The aim of this study is to develop a scale, the Attitudes toward Seeking Professional Psychological Help, for Turkish secondary school students (ASPH-S).

Methods: In this study, which was based on a general survey, three different groups were used. The first study group was used for testing the structure determined by explanatory factor analysis (EFA). The first group consisted of 142 female students (42.2%), and 194 male students (57.7%). In this group, the ages ranged from 15 to 18 and the mean age was 16. The second study group was used for testing the structure determined by confirmatory factor analysis (CFA). This group consisted of 350 students [200 females (57%) and 150 males (42.9%)]. The mean age was 16 (Range = 14-18). The third study group was used for retesting the reliability level of the scale. This group consisted of 150 students [83 females (55.3%) 67

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(44.6% males] and the mean age was 16.

Findings: As a result of the explanatory and confirmatory factor analyses that were carried out to identify the psychometric characteristics of the scale, three factors were derived: “confidence toward psychological help,” “closeness to psychological help,” and “negative beliefs toward counselor and processes.” At the end of explanatory factor analysis, the factor loadings of 15 items in three dimensions varied between .54 and .76. These three dimensions explained 53% of the total variance. The three factor scale model made for ASPH-S was tested by confirmatory factor analysis. Fit indexes that were obtained from the results of confirmatory factor analysis were found as follows: RMSEA (0.062), SRMR (0.050), GFI (0.93), AGFI (0.90), NFI (0.96), and CFI (0.98). Obtained results showed that model data adjustment was provided.

Related to the reliability of the scale, the Cronbach alpha coefficient was calculated for internal consistency. Accordingly, the Cronbach alpha coefficient was .85 for the total scale. Consistency levels of the scale were calculated by the test-retest method. A consistency coefficient of .83 was obtained through the test-retest method. The high score from the total scale was the expression (indication) of a positive attitude toward professional psychological help; the low score was the expression (indication) of a negative attitude. It was possible to get a minimum of 15 and a maximum of 75 on the scale. The items numbered 1, 3, 4, 6, 7, 9, 11, 12, and 14 were coded inversely.

Conclusion and Suggestions: The obtained findings related to validity and reliability of the scale indicated that psychometric characteristics of the scale were acceptable. Psychological counselors working in the secondary schools might identify the attitudes of the secondary school students toward professional psychological help by using the ASPH-S. In this way various studies could be carried out to prevent negative attitudes toward professional psychological help.

Keywords: Reliability, validity, seeking help, psychological help, attitude.

Seeking psychological help is a way of overcoming problems that individuals cope with on their own. The seeking help behavior is based on social relationships and interpersonal skills. For the solution to the problems, individuals ask for some suggestions, information, tolerance and support from others. Individuals may receive help from two different sources, formal and informal. Informal sources are friends and parents; formal ones are professional people (Rickwood, Deane, Wilson & Ciarochi, 2005). Seeking psychological help is defined as a person’s effort to attain professional help for the solution of his/her emotional, interpersonal and quasi-psychological problems (Atkinson & Gim, 1989).

Psychological services provide assistance to help individuals sustain their lives as psychological human beings, to meet their demands, and to develop at the highest level. Psychological counseling and guiding services, by having an active and guiding role, aim at bringing the individual into the society promptly. **The efficiency of these services depends on an individual's readiness (Türküm, 2004).**

Moreover, adolescents, who face an emotional gap, are unwilling to get psychological help because of the fear of being stigmatized (Vogel, Wade & Haake, 2006), tendencies to hide themselves (Cepeda-Benito & Short, 1998; Kelly & Achter, 1995), gender discrimination (Fischer & Turner, 1970, Kalkan & Odacı, 2005, Keklik, 2009), educational levels, beliefs and targets (Fischer & Cohen, 1972), stress levels, control-focused beliefs, loneliness perceptions, level of psychological symptoms (Azizoglu, 1993) and specific erroneous beliefs and negative attitudes toward seeking help.

According to Corrigan (2004), although the field of psychology has a long history, many people still have erroneous beliefs concerning psychological help (Barwick, Man, & McKelvie, 2009). Among these false beliefs are thinking that a foreigner cannot help him/her, and those who receive psychological help are insane and hope **to overcome all difficulties just by getting help (Kaya & Çivitçi, 2004).**

Fischer and Turner (1970) emphasize that psychological problems are generally regarded as insulting, dangerous and threatening factors for the society. They further emphasize that even those who plan to get help have similar attitudes, and those who are in need of psychological help are often looked down on by others. As a result they may also resist professional help when they experience a psychological problem. Individuals in this situation regard the concept of getting help as a weakness, failure and humiliation (Barwick, Man & McKelvie, 2009). Fischer, Winer and Abramowitz (1983) identify three major factors influencing the attitudes towards seeking help: 1) personal factors including personal characteristics and situations; 2) **socio-cultural factors including cultural values or certain social groups' characteristics;** and 3) agency factors including factors relating to counseling services, counselors, or other administrative issues.

The behavior of seeking psychological help may be shaped by attitudes. Many studies have been conducted regarding the importance of measurement of attitudes toward seeking psychological help. Many attitude scales have been developed. Some of them are measured by Likert type scales such as The Attitudes Scale toward Seeking Professional Psychological Help Scale (Fischer & Farina 1995; Fischer & Turner, 1970), and the Stigma Scale for Receiving Psychological Help (Komiya, Good, & Sherrod, 2000). **Taking cultural differences into consideration, Türküm (2004) has developed Attitudes toward Seeking Psychological Help Scale (ASPH) with the aim of observing the attitude of Turkish university students toward seeking psychological help. ASPH developed for the university students is composed of four dimensions: 1) confidence to get psychological help; 2) beliefs about the functions of psychological help; 3) endurance against labelling; and 4) self-disclosure. It has been observed that the attitude scales aimed at seeking psychological help indicate a**

positive structure reflecting trust in the person providing help and the necessity for professional psychological help, and a negative expression of attitude such as not believing in professional psychological help or believing that the people receiving help will be affected and resistant.

Özbay, Yazıcı, Palancı & Koç (1999) have developed the Seeking Help Attitude Scale with the aim of observing the attitude of university students seeking psychological help. Both of the attitude scales aiming at psychological help were developed for Turkish culture and are intended for the university students. The studies reveal that the attitudes aimed at professional psychological help vary in accordance with class level (Fischer and Cohen, 1972; Leaf, Bruce, Tischler and Holzer, 1987). The results of this research demonstrate that university students have more positive attitudes than high school students (Goh, Xie, Wahl, Zhong, Lian & Romano, 2007).

Individuals may be in need of psychological help in every phase of their life and therefore seek it. It is known that adolescents face many problems, and, as a result, it is better to deal carefully with the problems of secondary students who are in that stage of their lives. At this time, individuals are forced to make educational and vocational decisions as well as form an identity. All these efforts increase the need for professional help and especially counseling and guiding services (Ilgar, 2004). Being aware of the attitudes of secondary students toward seeking psychological help will give the opportunity to counselors to study the reasons and cope with them efficiently.

These studies can play a preventive role for the following stages of life. All of these reasons lead to the importance of the development of a Scale of Attitudes toward Seeking Psychological Help for Turkish Secondary Students.

Methods

Study Groups

In this study, which was based on a general survey, three different groups consisting of high school students during the 2008/09 and 2011/12 academic year were used. The first study group was used to test the structure determined by explanatory factor analysis (EFA). The first group consisted of 336 students attending secondary schools (142 females (42.2%), and 194 males (57.7%). The mean age was 16 (Range = 15-18). Twenty-eight percent of the students in the first study group attended the first level, 32% of them the second level, and 39% of them the third level of secondary education. The final year students were not included in the study groups due to the university exams. After excluding the extreme values, two-thirds of the group completed the forms, (297 students), and these data were included in the analysis. The second study group was used for testing the structure determined by confirmatory factor analysis (CFA). The second group consisted of 350 students [200 females (57%), and 150 males (42.9%)]. The mean age was 16 (Range = 14-18).

The students in the second group were in the first level of secondary education (34.3%), the second level (34%), and the third level (31.7%). The third study group was used for retesting the test reliability level of the scale. This group consisted of 150 students [83 females (55.3%) 67 (44.6%) males] and the mean age was 16. The third study group included 50 students, all of whom were at the third level of secondary education.

Development of the Scale

In the literature, different methods have been proposed for developing the means of measurement. In this study, the stages proposed by DeVellis (2003), Tavşancıl (2006), and Tezbaşaran (1997) were used. A pool of items was formed into two steps. The first step was to construct attitude expressions. In order to form the attitude items toward seeking psychological help, students were asked two open-ended questions: "From whom do you seek help when you have a problem? Why?" and "Write down your reasons for demanding or not demanding professional help." Subsequently, the comments of the students were reviewed and transformed into items. In the review the researchers tried to determine items that were special to both **the culture and the age group**. The second source was selected items from Türküm's (2004) Attitudes toward Seeking Psychological Help Scale aimed at university students. A pool of 85 items contained positive and negative emotional thoughts and behavior statements toward seeking psychological help.

The pool of items was submitted to the lecturers for appraisal. Three of the lecturers are from the field of psychological counseling and guidance and one is from the field of Turkish teaching. The lecturers were asked to determine whether the items were appropriate in terms of the measured properties and the use of language. Five items were determined inappropriate by two-thirds of the experts, and these items were excluded from the pool, leaving 80 items on the development form. While some of these statements were positive, some of them were reversed. A Likert type scale was used and choices at each item were as follows: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree. The scale is supposed to suggest the Attitudes of Secondary Students toward Psychological Help.

Validity and reliability studies of the scale were done on an 80 item initial form. For the construct validity of the scale, exploratory and confirmatory factor analyses were used. Varimax axis rotation was also performed. The reliability of the scale was **examined by Cronbach's alpha and the calculations were based on the interior consistency of the clauses by retesting**. Before analysis, it was checked whether the data had a normal distribution with single variables or not in each of the study groups, and it was determined that skewness and kurtosis values in all study groups were between -1.0 and + 1.0 (Büyüköztürk, 2007). **It was observed that the data had a normal distribution with one variable**. Before confidentiality of the scale was determined, two different clause analysis methods were used: clause analysis based on scale total point correlation and clause analysis based on the differences in the bottom-top 27% group averages.

SPSS 17.0 software was used for explanatory factor analysis and determination of interior consistency factors. LISREL 8.71 software was used for confirmatory factor analysis in the research. The scale sub-dimensions were named according to the clause content t-test.

Procedure

The scale development form was carried out in the first 20 minutes of the lesson by the researcher. Instructions were read aloud. Participants were asked not to write their names on any of the forms to provide anonymity of their responses.

Results

Validity Studies

Construct validity. In order to put forward the construct validity of ASPH-S, exploratory and confirmatory factor analyses were conducted. First, the data were controlled whether they were coherent to univariate and multivariate analyses. Z table value at the level of 0.01 for the extreme values with single variable was checked either in ascending or in descending order, and 10 data exceeding 3.29 were excluded from the data set (Tabachnick ve Fidell, 2007). Mahalanobis distance was analyzed for the extreme values with multivariable and no values over one were found (Tabachnick ve Fidell, 2007).

In order to control whether the data were suitable for factor analysis, the Kaiser-Meyer-Olkin statistics and Bartlett homogeneity test were applied. The results (KMO=.855; $X^2_{2556}=8145.66$, $p=0.000$) showed that data were suitable for factor analysis (Tabachnick & Fidell, 2007). Before factor analysis, anti-image coefficients of the items were studied and there were no items whose anti-image coefficient was below 0.50. Measures of sampling adequacy (MSA) values measured the appropriateness of each question for factor analysis one by one. MSA values are included in the anti-image correlation matrix in the SPSS output. In the event that MSA values are less than 0.50, the question should be excluded from the analysis (Siphai, Yurtkoru & Çinko, 2006). Using this process, the data gathered from 297 people were applied to 80 items. In order for factor analysis to be applied to a data set, it is necessary that the amount of data should be at least three or four times more than the statement number; as this ratio increases, the quality of analysis also increases (Hinkin, 1998). It is indicated that for factor analysis, there are at least 200 data totally independent from these ratios, which will produce more sound results (Hinkin, 1995). In addition, the experts working with structural equation models have pointed out that the sample size to be selected should be between 200 and 500 (Kline, 1994). Principal component analysis with varimax rotation was applied. When the factors obtained in the scale do not correlate with one another, the factors are rotated with the angle of 90 without changing the position of axes. Perpendicular analyses provide the convenience of interpreting, defining and easily reporting the results (Tabachnick & Fidell, 2007). Theoretically, it is expected that dimensions of

the scale should be independent from one another; therefore the varimax perpendicular rotating method was used.

As a result of varimax rotation, items were placed in more than one factor, and it was accepted as the criteria that factor loads of the clauses should be at least 0.40 (Stevens, 1996) and those that existed in only one dimension were excluded from the scale one by one and factor analysis was repeated (Siphai, Yurtkoru & Çinko, 2006). Items that were found in more than one factor and whose least difference among factor loading was 0.10 were left in the dimension at the highest loading (Büyüköztürk, 2007; Hinkin, 1998; Tabachnick & Fidell, 2007). After six rotations, clause scale total point correlation coefficients of the total 18 items in all three factors and alpha coefficients of each item were observed. Three items whose clause scale total point correlation coefficient was below .30 (Büyüköztürk, 2007) and which had low alpha coefficient were excluded and factor analysis was repeated. The items under the suggested interrupt values were excluded from the scale. As a result, a construction of three factors composed of 15 items was obtained. Similar attitude statements in the pool items were expressed with different sentences, in an effort to make the items comprehensible for adolescents. The study aimed at developing a scale that was formed from a limited number of items and whose psychometric properties were strong.

Total points of the scale were derived from three factors. When considering the content of the items contained in the first dimension, it was observed that they included positive statements for psychological help. Therefore, the items composed in the first dimension were named "confidence toward psychological help." Sample statements included: "I can trust psychological counselors since they are educated in the relevant field" and "Psychological help made me feel better." Considering the contents of the items included in the second dimension, it was observed that the students were reticent about receiving psychological help, and therefore the second dimension was labeled "closeness to psychological help." Sample statements included, "People can solve their problems only on their own merits," and "I don't share my problem with anyone else." Finally when considering the meaning and content of the items included in the third dimension, it was observed that the belief that psychological help will not be helpful for the individuals has come to the fore, and therefore the third dimension was labeled "negative beliefs toward counselor and process." Sample statements included: "Professional psychological help reduces my self esteem," and "I doubt the sincerity of psychological counselors." The domain experts and similar scales were used in naming the dimensions. Factor loadings of items in all three dimensions and their explanatory rate of total variance are provided in Table 1.

Table 1
The Results of the Factor Analysis of the Scale of Attitudes toward Seeking Psychological Help

Item	Factor load			Total
	I	II	III	
61(10)	.74	.11	.18	
46 (2)	.73	.05	.09	
78 (13)	.72	.02	.12	
53 (5)	.71	.21	.07	
63 (8)	.69	.08	.12	
79 (15)	.63	.24	.01	
70(11)	.01	.76	.07	
68(9)	.17	.74	.09	
69(7)	.14	.68	.28	
59(6)	.25	.65	.10	
72(12)	.03	.60	.32	
73(14)	.20	.54	.39	
37(3)	.11	.17	.73	
48(4)	.17	.14	.70	
3(1)	.09	.23	.62	
Eigen Values	4.85	2.04	1.05	
Cumulative variance explained	21%	19.42%	12.33%	52.9%

As seen in Table 1, 15 items with factor loads from .54 to .76 were loaded on one of the three factors. These three factors explain 52.9% of the variance. Factor 1 accounts for 21% of the variance and contains six items all characterized by confidence toward psychological help. Factor 2 refers to strength and closeness to help. It explains 19.42% of the variance and includes six items. Factor 3 explains 12.33% of the variance and contains three items all characterized by negative beliefs toward counselors and processes. Items in parentheses indicate the item number in scales.

In addition to explanatory factor analysis, the model data fit of the scale, which contains three sub-dimensions and 15 clauses, was tested by confirmative factor analysis (CFA). Confirmatory factor analysis models were frequently employed to examine patterns of interrelationships among several latent constructs (Kocayörük, 2010). Each construct included in the model was typically measured by a set of observed indicators. Hence, in a confirmatory factor analysis model no specific directional relationships were assumed between the constructs, only that they were potentially correlated with one another (Marcoulides & Hershberger, 1997; Raykov & Marcoulides, 2006).

Confirmatory factor analysis was carried out with the Lisrel 8.54 package program (Jöreskog & Sörbom, 2001). In all the LISREL analyses, maximum likelihood technique was used. The measurement model was evaluated with the following fit indexes (Byrne, 1989): chi-square, The Goodness-of-Fit Index (GFI), Comparative Fit Index (CFI), Incremental Fit Index (IFI), Normed Fit Index (NFI), Relative Fit Index (RFI) and the Standardized Root Mean Square Residual (SRMR). GFI, CFI, NFI and RFI fit indexes ranged from 0 to 1, with values of .90 or higher indicating an adequate fit and a value greater than .95 representing a very good model fit. For the standardized RMR and RMSEA, values below .05 indicate a good fit (Browne & Cudeck, 1993), and values between .08 and .10 represent a mediocre fit. The following commonly used criteria were utilized in evaluating the adequacy of models: $RMSEA < .08$ (Browne & Cudeck, 1993), $Standardized\ RMR < .05$, $GFI \geq .90$, $CFI \geq .90$, $IFI \geq .90$, $NFI \geq .90$, AND $RFI \geq .90$ (Bentler, 1990) and $X^2/df < 5$ (Marsh & Hocevar, 1985). A path diagram of three factor model is presented in Figure 1. Fit statistics created for ASPH-S are given in Table 2.

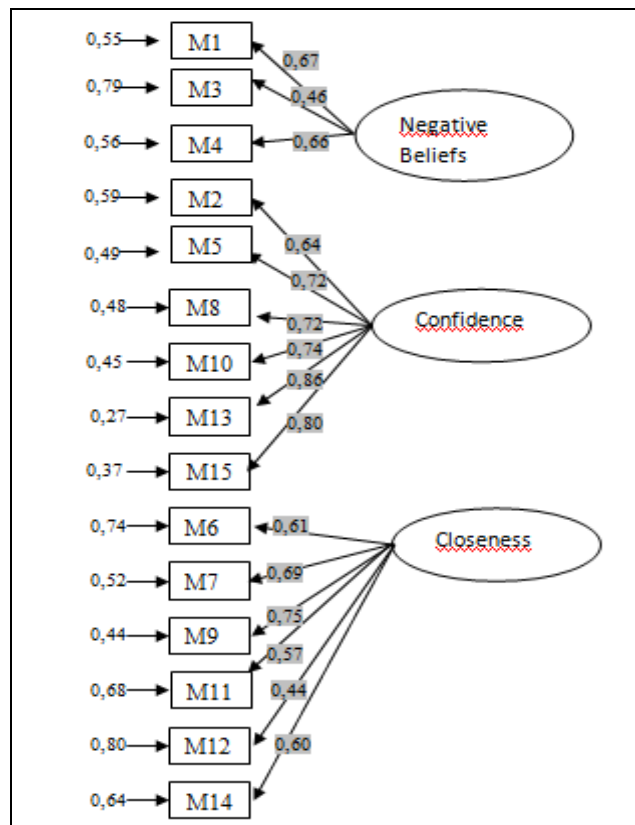


Figure 1. The Results of Confirmatory Factor Analyses for the Standardized Solution of Three-Factor Model

Table 2
Values of the Goodness-of-Fit Test

X^2	X^2/df	P-Value	NFI	RFI	CFI	GFI	AGFI	SRMR	IFI	RMSEA
204,05	2.34	.000	0.96	0.95	0.98	0.93	0.90	0.050	0.98	0.062

* $p < 0.01$

When the data fit is evaluated, chi-square values usually provide meaningful values in large samples (Byrne, 1989). Because of this, instead of using only chi-square value, it was decided to use the ratio of the chi-square value to the degree of freedom. It is desirable that this ratio (X^2/df) **fall below five (Sümer, 2000)**. When Table 2 was evaluated, it was seen that the chi-square value ($X^2 = 204,05$, $df = 87$, $X^2/df = 2.34$, $p = 0.000$) was meaningful. GFI and AGFI values higher than 0.90 in fit indexes show a good fit, but the 0.85–0.90 range for GFI value and AGFI value higher than 0.80 show the existence of an acceptable fit (Cole 1987; Marsh, Balla, & McDonald, 1988). GFI was found to be 0.93 and AGFI to be 0.90 in this research. These obtained values show the existence of an acceptable fit.

Of the fit indexes, it was found that CFI = 0.98, NFI = 0.96, SRMR = 0.050, RMSEA = 0.062, and IFI = 0.98. The criteria of 0.90 for CFI and NFI values, < 0.08 for RMSEA and RMR values (Hu & Bentler, 1999), and 0.90 for RFI and IFI values (Hair, Anderson, Tatham, & Black, 1998) show that the fit between the model and observed data is high.

A t-test was performed to the bottom-top 27% groups' mean points for each item. Also, the scale total point correlation coefficient was determined by the points obtained from items in each dimension and from the other items that are in the same dimension with the item in question. By calculating the scale total point correlation coefficients, a comparison was made between the points obtained from each item and the points from the other items that are in the same dimension with the item in question. The correlation coefficient that was obtained is the validity coefficient of the item, and it indicates coherence with the whole test. Scale total point correlation coefficients and "bottom-top 27% groups' mean points are given in Table 3.

Table 3

Scale Total Point Correlation Coefficients and Bottom-Top 27% Groups' Mean Points

Items	Scale Total Point Correlation			Differentials of Bottom-Top Groups' Mean			Total
	I	II	III	I	II	III	
61	.52			15.18**			10.16**
46	.43			15.23**			8.96**
78	.41			13.99**			8.37**
53	.51			14.40**			9.66**
63	.44			12.48**			8.83**
79	.46						8.54**
70		.45			14.90**		10.15**
68		.54			16.36**		11.29**
69		.57			18.22**		13.92**
59		.47			16.61**		15.08**
72		.56			15.64**		10.52**
73					16.55**		12.80**
37			.42			16.65**	8.10**
48			.43			15.41**	9.42**
3			.41			17.49**	8.56**

**P<0.000

The results indicate that t-values of all items in the scale were significant at $p < 0.001$ levels. As seen in Table 3, t-values of all items in the scale that are bottom-top 27% groups' mean points are significant at $p < 0.000$ level. As observed in Table 3, scale total point correlation coefficients are between .41 and .52 in the first dimension, between .45 and .57 in the second dimension, and between .41 and .43 in the last dimension. When the results obtained are evaluated as a whole, all clauses included in the model show a fit with the model. Given these findings, it can be stated that each factor represents the statements correctly, and the scale shows structural validity.

Reliability Findings

The reliability of the scale was evaluated by test re-test and Cronbach alpha factor based on the interior consistency of the clauses. The Cronbach alpha value was calculated according to the total factor points of the scale and general total points. The calculated Cronbach alpha coefficient was .85 for the whole scale, .81 for the first factor with six items, .80 for the second factor with six items, and .60 for the third factor with three items.

The test-retest method was applied twice to 150 high school students with a 15 days interval. The correlation between the points the students obtained from the scale was found to be 0.83 ($p < 0.000$). This result shows that the scale gives consistent results when applied at different times.

Scoring

Scoring high points from the total scale indicates a positive attitude toward professional psychological help, and conversely, low points indicate a negative attitude. One can have a minimum of 15 and a maximum of 75 points on the scale. Items 1, 3, 4, 6, 7, 9, 11, 12 and 14 were scored in reverse.

Discussion

Previous research has demonstrated that students often have divergent attitudes and erroneous beliefs about psychological counseling and guiding services (Erkan, Cihangir Çankaya, Terzi & Özbay, 2011; Korkut-Owen & Owen, 2008). These erroneous beliefs will be effective for student's seeking professional psychological help attitudes. Therefore it is important to know for a counselor to know student's seeking psychological help attitudes.

This study aims at developing a scale that determines the attitudes of secondary school students (ages 15 to 18) toward psychological help. By reviewing the literature, it was seen that attitude scales toward seeking psychological help had been primarily developed for university students and adults (Fischer & Farina 1995; Fischer & Turner, 1970; Komiya, Good & Sherrod, 2000; Türküm, 2004). However, it is thought that determining the attitudes toward seeking psychological help at earlier ages would help to overcome the obstacles faced by adolescents when seeking psychological help. Additionally, the changing behavior from culture to culture in seeking psychological help makes it compulsory to develop scales pertinent to different cultures and age groups (Türküm, 2005).

As a result of explanatory and confirmatory factor analyses carried out for the determination of psychometric features of the scale, a construct with three factors, "confidence toward psychological help," "closeness toward psychological help," and "negative beliefs toward counselor and process" was developed. It is seen that 15 items chosen describe half of the total variance (53%). The observed explanation rate is at an acceptable level.

The structure obtained by the explanatory factor analysis and the model fit were tested by confirmative factor analysis. It was found that the fit index values were $X^2 = 204.05$, NFI = 0.96, RFI = 0.95, CFI = 0.98, GFI = 0.93, AGFI = 0.90, IFI = 0.98, SRMR = 0.050, and RMSEA = 0.062. A good fit was found between the hypothetical model and the observed data (Hu and Bentler 1999). As a result of the explanatory and confirmative factor analyses, it was found that the model consisting of 15 clauses and three factors was appropriate theoretically and statistically. The results are also proof that the scale has structural validity.

The scale total point correlation coefficients that are calculated for the validity of the scale are in the acceptable level. As the scale total point correlation coefficients of items taking place in the scale is over 0.30, all items display a consistency with the whole test. Moreover, t values that are calculated from t-tests were applied to compare the average item scores in bottom-top 27% groups were significant. Results

of the validity and reliability studies show that the scale has acceptable psychometric properties. The scale composed of 15 items enables students to answer the items without getting bored.

The reliability of the scale was calculated by using two different methods, test-retest and internal consistency. The calculated Cronbach alpha coefficient is .85 for the whole scale, .81 for the first factor with six items, .80 for the second factor with six items, and .60 for the third factor with three items. Test retest reliability was found to be 0.83 ($p < 0.000$).

The majority of the attitude scales developed in Turkey toward seeking professional psychological help are for university students. Furthermore, in Turkey psychological counseling and guidance services are commonly provided at secondary schools. Almost every secondary school in Turkey employs a counselor. It has been suggested in many studies that the most important obstacle in providing psychological counseling and guidance services effectively is the fallacy and negative attitudes of the students toward these services. For this reason, determining the negative attitudes of students who do not seek psychological help could make it easy for counselors to reach the students. It is believed that the students having positive attitudes toward professional psychological help in secondary school times will not hesitate to ask for psychological help in following years. As a result, people will be able to gain support from a professional before their problems escalate. When looked at from this point of view, this scale for secondary school students can contribute to preventive psychological counseling and guidance services. Researchers can use this scale for studies aimed at defining the attitudes of students having different demographic characteristics toward professional psychological help. The psychometric properties of the ASPHS-S for different study groups (such as different developmental stage, professional groups, socio-economic level...) can be examined.

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Ortaöğretim Öğrencileri için Profesyonel Psikolojik Yardım Aramaya Yönelik Tutum Ölçeği

(Özet)

Problem Durumu: Ergenlik dönemi, duygusal ve davranış sorunların en çok yaşandığı dönemdir. Ergen, bedensel değişimlere uyum sağlama çabalarının yanı sıra "ben neyim, nasıl biri olmalıyım" gibi kişiliğini geliştirmeye yönelik sorulara cevap aramaya çalışır. Ergen içinde bulunduğu bu zor dönemde kimi zaman tek başına yolunu bulamayabilir. Anne ve baba çoğunlukla bu dönemde ergen için referans kaynağı değildir. Ergen sorunlarıyla başa çıkmada çoğunlukla arkadaşlardan yardım isteyebilir. Ancak, ergen ailesinden ve arkadaşlarından yardım istese de, bu yardım profesyonel psikolojik yardımın yerini tutamaz. Bu nedenle, okullarda görevli psikolojik danışmanlar, profesyonel psikolojik yardım için çok önemli bir kaynak durumundadırlar. Araştırmalar, yaşadıkları problemler

göz önünde bulundurulduğunda ergenlerin çok azının profesyonel psikolojik yardım almaya yöneldiklerini göstermektedir. Ergenin profesyonel psikolojik yardıma ilişkin tutumları, yardımı talep etme davranışını da belirleyebilmektedir. Profesyonel psikolojik yardıma ilişkin, etiketlenmek kaygısı ya da psikolojik yardımın işe yaramayacağına ilişkin genel önyargılar, yardımı isteme davranışının önüne geçebilmektedir. Oysa bu dönemin kişilik gelişimi için kritik ve sonraki gelişim dönemleri için hazırlayıcı olması, uzman yardımının önemini bir kat daha artırmaktadır. Alan yazın incelendiğinde, "profesyonel psikolojik yardıma ilişkin tutumları" belirlemeye yönelik ölçeklerin geliştirildiği görülmektedir. Ancak, Türk kültürüne özgü geliştirilen ölçeklerin üniversite öğrencilerine yönelik olduğu, orta ergenlik dönemindeki ortaöğretim öğrencilerine yönelik bir ölçek olmadığı görülmektedir. Oysa uzman bir kişiden psikolojik yardım isteme, hem yaşa hem de kültüre bağlı olarak değişmektedir.

Erken yaşlarda profesyonel psikolojik yardıma yönelik tutumların belirlenmesinin, profesyonel psikolojik yardımın talep edilmesi önündeki engellerin kaldırılmasına katkı sağlayacağı düşünülmektedir. Ayrıca, profesyonel psikolojik yardım arama davranışının kültürden kültüre değişmesi, farklı kültür ve yaş gruplarına yönelik ölçeklerin geliştirilmesini zorunlu kılmaktadır.

Araştırmanın Amacı: Araştırmanın amacı, orta öğretim öğrencileri için profesyonel psikolojik yardım aramaya yönelik tutum ölçeği (PYATÖ) geliştirmektir.

Yöntem:

Bu çalışmada üç çalışma grubu kullanılmıştır. Birinci grupta yaşları 15-18 arasında değişen toplam 336 ortaöğretim öğrencisi yer almıştır. Birinci gruptan elde edilen veriler üzerinde açıklayıcı faktör analizi gerçekleştirilmiştir. İkinci grupta yaşları 14-18 arasında değişen toplam 350 öğrenci yer almış ve bu gruptan elde edilen verilerle açıklayıcı faktör analizi yapılmıştır. Üçüncü grupta yaşları 150 öğrenci yer almış ve bu gruptan elde edilen veriler üzerinde test tekrar test güvenilirliği hesaplanmıştır.

Bulgular: Ölçeğin yapı geçerliğini ortaya koymak için yapılan açıklayıcı faktör analizi sonucunda, "psikolojik yardıma inanç ve güven", "psikolojik yardıma almaya kapalılık", ve "psikolojik danışmana ve sürece ilişkin inançsızlık" olmak üzere üç faktörlü bir yapı ortaya konmuştur. Açıklayıcı faktör analizi sonrasında üç boyutta yer alan 15 maddenin faktör yükleri .54 ile .76 arasında değişmektedir. Bu üç boyut toplam varyansın yaklaşık % 53' ünü açıklamaktadır. Gözlenen açıklama oranının kabul edilebilir düzeyde olduğu görülmektedir.

PYATÖ için kurulan üç faktörlü ölçme modeli, doğrulayıcı faktör analizi ile test edilmiştir. Doğrulayıcı faktör analizi sonuçlarından elde edilen uyum istatistikleri RMSEA (0,062), SRMR (0,050), GFI (0,93), AGFI (0,90), NFI (0,96), CFI (0,98) olarak bulunmuştur. Elde edilen sonuçlar model veri uyumunun sağlandığını göstermektedir.

Ölçekte yer alan maddelerin; madde toplam korelasyon katsayıları .41 - .57 arasında değişmektedir. Ölçekteki maddelerin madde toplam korelasyon katsayıları; birinci boyutta .46 - .52, ikinci boyutta .45 - .57 ve üçüncü boyutta .41 - .43 arasında

değişmektedir. Ölçekteki tüm maddelerin madde toplam korelasyonları .30'un üzerinde olduğundan, tüm maddelerin testin bütünü ile tutarlılık gösterdiğine karar verilmiştir. Ölçeğin; alt %27 ve üst %27 de yer alan grupların madde ortalama puanları için hesaplanan t değerleri $p < 0.000$ düzeyinde anlamlıdır.

Ölçeğin güvenilirliğine ilişkin olarak, ölçeğin iç tutarlılığı için Cronbach Alpha katsayısı hesaplanmıştır. Buna göre, ölçeğin bütünü için Cronbach Alpha katsayısı .85'dir. Ölçeğin kararlılık düzeyi test tekrar test yöntemi ile hesaplanmıştır. Ölçek, 15 gün arayla 150 öğrenciye iki kez uygulanmıştır. Test-tekrar test yöntemiyle elde edilen kararlılık katsayısı .83' olarak bulunmuştur.

Ölçeğin tamamından yüksek puan almak profesyonel psikolojik yardıma yönelik olumlu, düşük puan almak ise olumsuz tutumun ifadesidir. Ölçekten minimum 15, maksimum 75 puan alınabilecektir. Ölçekte yer alan, 1,3,4,6,7,9,11,12 ve 14. maddeler tersine puanlanmaktadır.

Sonuç ve Öneriler: İlgili alan yazın incelendiğinde, Türk Kültürüne özgü profesyonel psikolojik yardım aramaya yönelik tutum ölçeklerinin üniversite öğrencileri için olduğu görülmektedir. Bu çalışmada, ortaöğretim öğrencileri için profesyonel psikolojik yardım aramaya yönelik tutum ölçeği geliştirilmiştir. Ölçeğin geçerlik ve güvenilirliğine ilişkin bulgular ölçeğin psikometrik özelliklerinin kabul edilebilir düzeyde olduğunu ortaya koymaktadır. Ortaöğretim kurumlarında görev yapan psikolojik danışmanlar PYATÖ'ni kullanarak ortaöğretim öğrencilerinin, profesyonel psikolojik yardıma yönelik tutumlarını belirleyebileceklerdir. Böylece, öğrencilerin profesyonel psikolojik yardım aramaya yönelik olumsuz tutumlarının ortadan kaldırılması için grup rehberliği çalışmaları yapılabilir. Bu sayede, ortaöğretimde yürütülen psikolojik danışma ve rehberlik faaliyetlerinden daha çok sayıda öğrencinin faydalanması sağlanabilir. Ayrıca, ortaöğretim yıllarında profesyonel psikolojik yardım aramaya yönelik olumsuz tutumlar ortadan kaldırıldığında, sonraki öğretim kademelerinde bu öğrenciler profesyonel psikolojik yardım arama konusunda daha olumlu tutum sergileyebilirler. PYATÖ ortaöğretim kurumlarında yürütülen psikolojik danışma ve rehberlik hizmetlerinin sene sonu değerlendirmesinde de kullanılabilir. Ayrıca psikolojik danışma ve rehberlik alanında çalışmalar yapan akademisyenler; öğrencilerin profesyonel psikolojik yardım aramaya yönelik tutumlarını çeşitli değişkenler açısından incelemek amacıyla bu ölçeği kullanabilirler. Bunun yanı sıra, PYATÖ'nin uyum geçerliği yapılabilir ve psikometrik özellikleri farklı örneklem gruplarında (farklı gelişim düzeyleri, SED, meslek grupları gibi) incelenebilir.

Anahtar Sözcükler: Güvenirlik, geçerlik, yardım arama, psikolojik yardım, tutum.