

The Effect of Attachment Styles on Attitude towards Help Seeking

Bağlanma Şekillerinin, Psikolojik Yardım Almaya Yönelik Tutum Üzerine Etkisi

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Abstract: The aim of the study is to determine whether there is a difference among university students' attitudes towards help seeking in regard to their attachment styles. Participants of this study were composed of 572 university students (264 female, 308 male). The data was obtained by using the Attitudes toward Seeking Psychological Help – Shortened and Relationship Questionnaire. One way analysis of covariance (ANCOVA) was used to analyze the data. Dependent variable of the study was attitude towards help seeking, independent variable was attachment style and covariance was gender. The findings of the study indicated that students with secure attachment style was found to have more positive attitude towards psychological help seeking than preoccupied and fearful attachment styles.

Keywords: Help seeking attitude, attachment styles, university students

Öz: Bu çalışmanın amacı, üniversite öğrencilerinin psikolojik yardım almaya ilişkin tutumlarının bağlama biçimlerine göre farklılık gösterip göstermediği bulmaktır. Bu çalışmanın örneklem grubunu 572 üniversite öğrencisi oluşturmaktadır (264 kız, 308 erkek). Bilgiler, Psikolojik Yardım Almaya İlişkin Tutum Ölçeği-S, İlişki Ölçekleri ve demografik bilgi formuyla toplanmıştır. Verileri analiz etmek için tek yönlü kovaryans analizi (ANCOVA) kullanılmıştır. Çalışmanın bağımlı değişkeni yardım almaya ilişkin tutum, bağımsız değişkeni bağlanma şekilleri ve ortak değişkeni cinsiyettir. Çalışmanın sonucunda güvenli bağlanma biçimine sahip olan öğrencilerin psikolojik yardım almaya ilişkin tutumlarının korkulu ve saplantılı bağlanma biçimlerine sahip olan öğrencilerden daha olumlu olduğunu ortaya koymuştur.

Anahtar Kelimeler: Yardım arama tutumu, bağlanma biçimleri, üniversite öğrencileri

Introduction

Universities are the first pit stop of an adult's life that helps individuals to gain various kinds of qualification to carry out their plans for the future. Students experience transformation from adolescence to adulthood. This transition which starts with the beginning of university life, challenge students with many kinds of adaptation problems like separation or distancing from their families, adapting to a new environment, making new friends, having more responsibility about one's life, considering educational attainment and prospective occupational success more seriously than before (Pittman & Richmond, 2008; Compas, Wagner, Slavin & Vannatta, 1986). Although this translation makes students grow intellectually, adapting to the changes mentioned above brings different kinds of difficulties to students' lives like acquiring new skills, coping with new academic issues, facing with the demands of their families, social network and academicians, and getting used to a new sense of self (Bayram & Bilgel, 2008; Grayson & Meilman, 1992; Humphrey, 1982).

In addition to academic and environmental problems, students also have to cope with developmental tasks which are physiological and psychological changes and these are natural parts of their development (Arnstein, 1984). In Turkey, most of the students begin their university life at the age range of 18-20. These ages fall into the transition period of late adolescents to early adulthood where individuals have more independence and control over their

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own lives (Erikson, 1950). Hence, exploring developmental theories help us to understand why students sometimes display certain characteristics by illustrating stages of development.

There are two types of student developmental theories: psychosocial and cognitive. Psychosocial theories involve development as a succession of stages, such as thinking, feeling, behaving, valuing, and relations with other and to oneself. Examples, of psychosocial theories are Arthur W. Chickering's seven vectors of development (1969) and Erikson's eight developmental crises (1959). Like Erikson (1969), Chickering (1969) also emphasize individual transition and exploration in establishing identity and developing characteristics, the distinctive feature of Chickering theory from Erikson theory is its emphasize on college student's transition . The purpose of the seven vectors is to present how a students' development in the college life can affect them emotionally, socially, physically, and intellectually especially in the formation of identity. Chickering's seven vectors developmental theory includes the following vectors: developing competence, managing emotions, moving through autonomy toward interdependence, developing mature interpersonal relationships, establishing identity, developing purpose, and developing integrity (Chickering & Reisser, 1993). Chickering and Reisser (1993) assert that students will move through the progression the seven vectors at different rates and in various orders. They also claim that, all college students will experience challenging transition period due to the biological, interpersonal, cognitive and environmental changes. Moreover, together with the demands of university life, this transition period turns into a vulnerable era to psychological difficulties and morbidities. Many studies reported high levels of psychological distress among university students (Demirüstü, Binboğa, Öner & Özdamar, 2009; Eskin, Kaynak-Demir & Demir, 2005; Kaya, Genç, Kaya & Pehlivan, 2004; Özdel, Bostancı, Özdel & Oğuzhanoglu, 2002; Özenli, Yoldaşcan, Topal & Özçürümez, 2009). Thus, this transition period has to be handled carefully and professionally. However, previous research presents that in contrast to the increases in need of counseling services, the help seeking behavior of university students was found very low (Nilsson, Berkel, Flores & Lucas, 2004; Rosenthal & Wilson, 2008). Furthermore, studies showed that the level of utilization of counseling services and receiving professional psychological help is too insufficient (Andrews, Hall, Teesson & Henderson, 1999; Andrews, Issakidis & Carter, 2001; Cho et al., 2009; Cooke, Bewick, Barkham, Bradley & Audin, 2006; Güneri, Aydın & Skovholt, 2003; Nilsson et al., 2004; Whiteford & Groves, 2009; Yakushko, Sanford-Martens & Davidson, 2008).

Researchers examined various kinds of variables that may be related to help seeking behavior in order to understand the factors that determine whether or not an individual seeks help from professional sources. There are many factors that preventing adults to seek psychological help, researchers have identified a number of factors that inhibits individual seeking psychological help, such as emotional inhibition (Ciarocchi, Deane, Wilson & Rickwood, 2003), level of distress (Cramer, 1999; Sheffield, Fiorenze & Safronoff, 2004), self-esteem and external locus of control (Barwick, Man & McKelvie, 2009), social support (Sheffield et al., 2004; Vogel & Wei, 2005), opinions about mental illness (Leong & Zaghar, 1999), suicidal ideation (Carlton & Deane, 2000), prior help-seeking experience (Hsiaowen, 2008), gender (Hsiaowen, 2008; Mackenzie, Gekoski & Knox, 2006; Sheffield et al., 2004; Türküm, 2005). One of the recent qualitative research conducted in Turkey in 2015, showed that social stigma, one's belief that he/she can solve his/her problems, not knowing enough about the psychological help process, the belief in the benefits of psychological services, trusting in the mental health professional, receiving help free of cost was found as barriers to psychological help seeking (Topkaya, 2015). Among these factors, attitudes toward seeking psychological help were stated as one of the most effective factors in determining an individual's decision to seek professional help (Cramer, 1999; Vogel, Wester, Wei & Boysen, 2005). Hence, many studies were conducted to understand the factors that affecting individuals' attitudes towards professional help seeking, and one of the most influential factors was found to be individuals' attachment style (Carlton & Deane, 2000; Vogel & Wei, 2005).

Bowlby (1982) defined the attachment as an emotional bond between caregiver and child formed to protect and ensure the survival of infant. Therefore, it can be seen as a special

emotional relationship that involves security. Bartholomew (1990) and his colleagues (Bartholomew & Horowitz, 1991) systematized the attachment style in a four-category that are secure attachment style (positive view of self and others), dismissive attachment style (positive view of self, negative view of others), preoccupied attachment style (negative view of self, positive view of others) and lastly fearful attachment style (negative view of self and others). The findings of the help seeking literature indicate that securely attached individuals engage in more help seeking behavior than insecurely attached individuals (Collins & Feeney, 2000; DeFronzo, Panzarella & Butler, 2001; Moran, 2007; Vogel & Wei, 2005). Lopez, Melendez, Sauer, Berger and Wyssmann (1998) indicated that insecurely attached individuals (including dismissive and fearful attachment styles) are less willing to receive professional psychological help and view mental health counseling negatively compared to securely attached individuals. Also, Vogel and Wei (2005) affirmed that not only individuals with secure and insecure attachment styles present differences in help seeking intention, but also individuals with different types of insecure attachment, which include dismissing, fearful and preoccupied attachment styles, present the same level of willingness to seek professional help. In different studies, it was reported that individuals who have secure and preoccupied attachment styles are more likely to receive psychological treatment and are more willing to seek help than those who have dismissing and fearful attachment styles (Bartholomew & Horowitz, 1991; Collins & Feeney, 2000; Mallinckrodt, Gantt & Coble, 1995).

Another significant variable that asserted to have significant effect on attitude towards help seeking was to be as gender (Sheffield et al., 2004; Türküm, 2005; Kartalova- O'Doherty & Doherty, 2010; Koydemir-Özden, 2010). Gender was found as a significant predictor of attitudes towards seeking professional psychological help (Sheffield, Fiorenza & Sofronoff, 2004; Türküm, 2005; Kartalova- O'Doherty & Doherty, 2010; Koydemir-Özden, 2010). Several studies have reported that gender makes a significant contribution to the attitudes towards help seeking. In a study which involved Chinese college students ($N = 995$), it was found that although gender was a significant predictor of attitude, the influence of gender difference remained the same for the professional help seeking behavior, in other words it was found that males and females were equally unlikely to seek professional help for psychological problems (Hsiaowen, 2008). Hence, because gender is effective component in attitude towards help seeking, it is assumed to control effect of gender to figure out effect of attachment styles.

In summary, in the light of literature, it can be said that attachment and gender has an important role in psychological help seeking behavior s. However there is no study that examines four attachment styles separately while controlling gender. Thus, the main purpose of this study is to investigate the effect of attachment styles on the help seeking attitudes of university students while controlling gender. Examining factors that has effect on help seeking attitude is important for understanding the question of why those in need of psychological help avoid from taking help (Wong, 2006). In addition, there are quite few studies that examine psychological factors on the attitudes and intentions toward seeking psychological help (Güneri, Aydın & Skovholt, 2003; Türküm, 2005; Topkaya, 2011; Bicil, 2012). Therefore, this study helps to identify the attachment styles which may have an effect on help seeking attitude. In addition, existing limited knowledge about help seeking attitude and barriers that hinder the help seeking behavior is extended.

Method

In the study, causal-comparative research design was utilized to examine the role of the attachment styles on attitudes toward help seeking. In order to systematically explain the effects of the type of perfume the following research question will be analyzed in the following order: What is the effect of attachment styles on attitudes towards help seeking? After controlling the gender how well does the attachment styles affect attitudes towards help seeking?

The collected data from 572 participants was analyzed in order to make predictions about the effects of attachment styles on help seeking attitude. The dependent variable was determined as attachment styles (secure, fearful, dismissive and preoccupied) and independent

variable as attitude towards help seeking. In this study it was planned to control the gender which is known as one of the most effective factor in help seeking attitude and intention. Thus, covariance of the study was determined as gender. The collected data is continuous and make it more manageable the dummy coding was done by selecting secure attachment style as reference category.

Participant of the study

The target population of the present study is the students of the Middle East Technical University (METU), Ankara, Turkey. In the sampling procedure, the convenient sampling method was used in order to gather data. The sample size was reduced to five hundred seventy two from seven hundred fifty because of unanswered items in the scales. Therefore, the participants of the present study consisted of five hundred seventy two undergraduate students from thirty departments of the five faculties of the university. This population included students from the faculties of education, engineering, arts and sciences, economics and administrative sciences, and architecture, which are most crowded faculties of METU. The sample included 308 males (53.8 %) and 264 females (46.2 %). The age of the participants ranged from 18 to 26 years old ($M = 20.75$; $SD = 1.46$).

Description of sample characteristics; the number of the participants is $N=572$ which is composed of 164 students with secure attachment style ($M=70.52$, $SD=9.03$), 95 students with fearful attachment style ($M=67.09$, $SD=10.62$), 105 student with preoccupied attachment style ($M=69.50$, $SD=9.36$) and 208 students with dismissive attachment style ($M=67.13$, $SD=10.29$). Descriptive statistics were presented in table 1.

Table 1. Attitude towards Help Seeking According to Attachment Style

Attachment Styles	<i>M</i>	<i>SD</i>	<i>N</i>
Secure	70.52	9.03	164
Fearful	67.09	10.62	95
Preoccupied	69.50	9.36	105
Dismissive	67.13	10.28	208

Data collecting tool

Personal Information Form: The form includes demographic questions about age, gender and grade.

Relationship Scales Questionnaire (RSQ): The RSQ which was developed by Griffin and Bartholomew (1994) and adapted into Turkish participants by Sümer and Güngör (1999) was used to measure attachment styles. The RSQ is a 30 item scale with seven-point Likert-type scale, ranging from 1 (not at all like me) to 7 (very much like me) that measures four different attachment styles; secure, fearful, preoccupied and dismissing. The highest score from among subscales indicates attachment styles that individual has. The test-retest reliability of the scale were found to be between .54 - .78 (Sümer & Güngör, 1999). The reliability study of the subscale was also calculated in the same study, the Cronbach alpha coefficients was found as .17 for secure attachment, .54 for fearful attachment, .53 for preoccupied attachment and .32 for dismissing attachment. Griffin and Bartholomew (1994) explains these low alpha levels with the few items of subscales. The internal consistency coefficient of the RSQ was computed as .20 for secure attachment, .56 for fearful attachment, .57 for preoccupied attachment and .28 for dismissing attachment style for the current study.

The Attitudes toward Seeking Psychological Help—Shortened (ASPH-S): The ASPH-S was developed by Fischer and Turner (1970) to measure attitudes toward help seeking. The adaptation of the scale was done by Türküm (2004). The ASPH-S has 18 items which were rated on a five- point Likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree). High scores indicate high positive attitude toward seeking psychological help (Türküm, 2004).

The reliability coefficient of the scale was found as .88 for the total scale and subscales .76 for the first factor that includes seven items which indicate confidence in taking psychological help, .77 for the second factor that includes seven items which indicate beliefs about getting psychological help, .76 for the third factor that includes seven items which indicate endurance against labeling, and .68 for the fourth factor that includes six items which indicate self-disclosure (Türküm, 2004). However for the present study the total score was used. The reliability coefficient was found .88 for the total scale. Test-retest reliability was .99 (Türküm, 2004). In the current study reliability coefficient was found as .74 for total score.

Procedure

In collecting data, students who would be conveniently reached were asked to take part in the study. Students were reached in the compulsory courses like Turkish literature, history and calculus. To provide voluntary participation, confidentiality and protection of privacy, the participants were informed that participation was voluntary and anonymous. After completing an informed-consent sheet, the participants received the questionnaires (Personal Information Form, RSQ and ATHS-S).

Data analysis

Variables of the study align with the purpose; constitute two levels; dependent variable and independent variables. Dependent variable of study is attitude towards help seeking scale scores and independent variables are of the attachment styles (secure, fearful, dismissive and preoccupied). In analyzing the data, IBM SPSS package program, version 20 was utilized (IBM Corp, 2011). Because the dependent variable of the study constituted one continuous variable (duration) and one independent variable with three levels data was analyzed thorough one-way analysis of variance (Tabachnick & Fidell, 2007). Alpha level was set as .05.

Findings

As mentioned above ANCOVA was conducted in order to see whether there is a significant effect of attachment styles on attitude towards help seeking when gender is controlled. Before interpreting the results, the assumptions for ANCOVA were checked. It can be assumed that the observations are statistically independent and the data is randomly sampled. So, the assumptions of independence of observations and homogeneity of variance were met. Visual check of scatter plots of the covariate and the dependent variable was satisfying the linearity assumption. The interaction plots look parallel, but to confirm the assumption, the ANCOVA analysis was conducted with an interaction term. Violation of the homogeneity of regressions slopes assumption indicates an interaction effect between the covariate and the factors which means that there should be no interaction between covariate and independent variables. The results of the study indicated that the interaction is not significant, $F(3, 572) = 1.33, p = .26$. Based on this finding, the assumption of the homogeneity of regressions slopes is satisfied. Result is presented in Table 3.

Table 3. Homogeneity of regression slopes for the interaction of attachment styles and gender

Source	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	η^2
Attachment Styles	274.52	3	91.51	1.09	.35
Gender	5836.64	1	5836.64	69.66	.00
Attachment Styles*Gender	333.96	3	111.32	1.33	.26
Error	47259.36	564	83.79		
Corrected Total	2742662.00	572			

R Squared = .160 (Adjusted R Squared = .149)_a
 Computed using alpha = .05_b

A one-way analysis of covariance (ANCOVA) was conducted for this study. The independent variable is attachment styles that was measured by four types; secure, fearful, dismissive, preoccupied. The dependent variable is students' attitude toward help seeking and the covariate in the analysis is gender. The ANCOVA result was found significant, $F(3, 572) = 8.74$, $p < .05$ (See Table 4). Furthermore, 4% ($\eta^2 = .04$) of the total variance in attitude towards help seeking was accounted for by the four different styles of attachment controlling for the effect of gender (See Table 4).

Table 4. ANCOVA results for the effects of attachment styles on attitudes towards help seeking after controlling gender

Source	SS	df	MS	F	η^2
Gender	7283.51	1	7283.51	86.77	.13*
Attachment Styles	2201.77	3	733.92	8.74	.04*
Error	47593.32	567	83.94		
Total	2742662.00	572			

* $p < .05$

Follow-up tests were conducted to evaluate the main effects of gender styles on attitude towards help seeking. Attachment style were found significant so significance tests between subjects was run in order to check the significance of the main effects which is illustrated in Table 4. The Bonferroni procedure was used to control for Type I error ($\alpha/3 = .05/3 = .025$). In the light of these analyses, it can be resulted that there is not a significant difference between having secure attachment style and preoccupied attachment style on help seeking attitude ($F(3, 572) = .13$, $p > .02$), however, there is a significant difference found between having secure attachment style and having fearful attachment style ($F(3, 572) = .00$, $p < .02$) and dismissive attachment style ($F(3, 572) = .00$, $p < .02$). The results showed at Table 5.

Table 5. Bonferroni Comparison for Attachment Styles on Attitude towards Help Seeking

Comparisons	Mean Attachment Style Difference	Std. Error	95% CI	
			Lower Bound	Upper Bound
Fearful vs. Secure	-5.35*	1.20	-7.70	-2.99
Preoccupied vs. Secure	-1.75	1.15	-4.00	.51
Dismissive vs. Secure	-3.88*	.96	-5.77	-2.00

Reference category = secure attachment

* $p < .025$

Discussion and Conclusion

This study investigated the question as to whether the attachment styles affect the attitudes towards seeking psychological help. The results of the current study indicated that attachment styles had an effect on attitudes towards seeking psychological help. The results of the present study are consistent with previous studies that suggest a relationship between attachment styles and help seeking attitudes (Shaffer, Vogel & Wei, 2006). However, only %4 of variance was found to be account for the change in student's attitude towards help seeking. This small variance could be explained by other factors which has effect on help seeking, such as level of distress (Cramer, 1999; Sheffield, Fiorenze & Safronoff, 2004), prior help-seeking experience (Hsiaowen, 2008), gender (Hsiaowen, 2008; Mackenzie, Gekoski & Knox, 2006; Sheffield et al., 2004; Türküm, 2005). As it is known from the literature, there are many factors that affect attitudes toward help seeking and many of them are related to personality factors (Barwick et al., 2009). Thus it is important to conduct studies in which dominant factors like gender and prior

help seeking experience is controlled. In the present study, it was also found that securely attached individuals had higher positive attitudes toward psychological help seeking compared to dismissive individuals, which is in line with previous research in this area (Collins & Feeney, 2000; DeFronzo et al., 2001; Hazan & Shaver, 1987; Kobak & Sceery, 1988; Lopez et al., 1998; Moran, 2007; Vogel & Wei, 2005). Difference in securely attached individuals and insecurely attached individuals might arise from having more positive attitudes about sharing their problems and are more willing to seek support from others (Bartholomew & Horowitz, 1991; Florian, Mikulincer & Bucholtz, 1995).

Satterfield and Lyddon (1995) claimed that individuals who have negative view of others are less willing to take professional help and more prone to evaluate counseling relationship as unfavorable. Moreover, individuals who have negative view of counseling session can prematurely terminate sessions (Mallinckrodt, Gantt & Coble, 1995). Thus, school counselors need to be competent enough to evaluate students' attachment style, for preventing them from early termination. By doing so, early discussions about potentially problematic students can be identified, regardless of the counselor's competence in establishing a relationship.

The awareness about the relationship between help seeking attitudes and attachment styles may help the counselor to draw case conceptualizations for each client. Knowing each student's attachment style and how these styles effect help seeking behavior may help college counselors to easily establish a therapeutic bond. Moreover, this may also help college counselors to instill confidence to students to take psychological help.

This study sheds light on the factors that affect help seeking attitudes by examining the contribution of attachment styles. Realizing the effect of different variables on attitudes towards professional help seeking is the first step in understanding the reason of help seeking behavior and increasing the use of counseling service. Investigating the relationship between various factors and help seeking attitude may allow researchers to study other variables that have a greater amount of variance associated with help seeking behavior and may support researchers to develop better models of the relation among help seeking attitude and attachment styles.

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Uzun Öz

Giriş

Üniversiteler kişilerin gelecekle ilgili planlarını gerçekleştirebilmek için çeşitli kazanımlar edindikleri duraklardır. Bu duraklar aynı zamanda kişilerin ergenlikten yetişkinliğe geçtikleri zaman dilimi içerisinde yer alır. Bu geçiş beraberinde birçok zorlukta getirmektedir. Üniversite hayatına adım atmayla beraber başlayan bu zorluklar öğrencilere, adaptasyon problemleri, yeni arkadaşlar edinme, kişinin kendi hayatı üzerinde daha çok sorumluluğunun olması, eğitim hayatıyla yakından ilgilenmeye başlaması ve gelecekteki mesleki başarıyı düşünme gibi yükler yüklemektedir (Pittman ve Richmond, 2008; Compas, Wagner, Slavin ve Vannatta, 1986). Bu dönemde öğrenciler, akademik ve çevresel problemlerin yanı sıra, temel gelişimsel görevlerinin getirdiği psikolojik ve fizyolojik değişimlerle de baş etmek zorundadır (Arnstein, 1984). Bu geçiş dönemiyle beraber, üniversite hayatının getirdiği zorluklar, kişiyi psikolojik olarak etkilemekte ve psikolojik rahatsızlıklara hassas bir konuma getirmektedir (Demirüstü, Binboğa, Öner ve Özdamar, 2009; Özenli, Yoldaşcan, Topal ve Özçürümez, 2009). Bu dönemde öğrenciler psikolojik açıdan sıkıntı çekseler bile üniversitelerin danışmanlık servislerinden yararlanmanın düşük olduğu farklı çalışmalarla ortaya konuşmuştur (Güneri, Aydın ve Skovholt, 2003; Yakushko, Sanford-Martens ve Davidson, 2008). Bu anlamda, profesyonel olarak psikolojik yardım almak istemeyen bireylerin, yardım almamalarının sebeplerini araştırmak önemli bir araştırma sorusu oluşturmıştır. Yardım almayı etkileyen birçok faktör bulunmuştur, bunlardan bir kısmı; stres seviyesi (Sheffield, Fiorenze ve Safronoff, 2004), sosyal destek (Vogel ve Wei, 2005), kendine güven (Barwick, Man ve McKelvie, 2009) olarak bulunmuştur. Bu faktörler arasında cinsiyet (Hsiaowen, 2008; Mackenzie, Gekoski ve Knox, 2006; Sheffield at al., 2004; Türküm, 2005) ve bağlanma şekillerinin (Carlton ve Deane, 2000; Vogel ve Wei, 2005) dominant faktörler olduğu bulunmuştur. Cinsiyet yardım almaya ilişkin tutumu etkileyen çok önemli bir etkidir, bu yüzden yapılacak olan çalışmada cinsiyetin etkisinin kontrol altına alınması gerekmektedir. Bu çalışmada bağlanma şekillerinin yardım almaya ilişkin tutuma olan etkisine cinsiyet değişkeni kontrol edilerek bakılmıştır.

Yöntem

Bu çalışmada nedensel karşılaştırma modeli kullanılarak bağlanma şekillerinin yardım alma tutum üzerindeki rolü araştırılmıştır. Araştırma soruları; bağlanma şekillerinin yardım alma tutum üzerine etkisi nedir ve cinsiyet değişkeni kontrol edildiğinde bağlanma şekilleri yardım alma tutumu ne kadar değiştirebilir şeklinde kurgulanmıştır. Çalışmada bağımsız değişken bağlanma şekilleri (güvenli, korkulu, saplantılı ve kaygılı), bağımlı değişken olarak öğrencilerin yardım almaya yönelik tutumları alınmıştır. Aynı zaman da çalışmada cinsiyet ortak değişken olarak alınıp, ortak değişkenin bağımlı ve bağımsız değişken üzerindeki etkisi kaldırılmaya çalışılmıştır. Bağlanma şekilleri kategorik veri olduğu için yapay kodlama yapılmış, referans kategorik olarak güvenli bağlanma grubu alınmıştır.

Çalışma grubu

Çalışmanın popülasyonunu Orta Doğu Teknik Üniversite'sinde eğitim gören 572 üniversite öğrencisi oluşturmaktadır. Katılımcılar uygun örneklem metodu kullanılarak seçilmiştir. Bu popülasyonda eğitim fakültesi, mühendislik fakültesi, fen-edebiyat fakültesi, iktisadi-idari bilimler fakültesi ve mimarlık fakültesinden, 18 ve 26 yaşları aralığında, 308 erkek (%53.8) ve 264 kız (%46.2) öğrenci vardır. Örneklem grubu bağlanma şekillerine göre ayrıldığında 164 güvenli bağlanma, 95 korkulu bağlanma, 105 saplantılı bağlanma ve 208 kayıtsız bağlanma stilini sahip öğrenci olduğu görülmüştür

Veri toplama araçları

Kişisel bilgi formu: öğrencilerin yaş, cinsiyet ve fakültelerine ilişkin bilgiler sorulmuştur.

İlişki Ölçekleri Anketi (İÖA): İÖA, Griffin ve Bartholomew (1994) tarafından geliştirilmiş, Türkçeye adaptasyonu ise Sümer ve Güngör (1999) tarafından yapılmıştır. İÖA, 30 soruluk 7 basamaklı (1 = beni hiç tanımlamıyor; 7 = tamamıyla beni tanımlıyor) likert tipi ölçektir. Güvenli ve kayıtsız bağlanma stilleri beşer maddeyle ölçülürken, saplantılı ve korkulu bağlanma stilleri dörder madde ile ölçülmektedir.

Psikolojik Yardım Almaya İlişkin Tutum Ölçeği-R (PYAİTÖ-KF) (Türküm, 2001), PYAİTÖ-KF, Fischer ve Turner (1970) tarafından geliştirilmiş, Türküm (2004) tarafından Türkçeye uyarlaması yapılmıştır. Ölçek 18 maddeli, 5 basamaklı (1= kesinlikle katılmıyorum; 5= tamamen katılıyorum) likert tip sorulardan oluşmaktadır.

Verilerin analizi

Çalışmanın değişkenleri bağlanma şekilleri (bağımlı değişken), öğrencilerin yardım almaya ilişkin tutumları (bağımlı) ve cinsiyet (ortak değişken)'dir. Bağlanma şekillerinin (güvenli, güvensiz, saplantılı ve kayıtsız), yardım almaya ilişkin tutumlara etkisini, cinsiyet değişkeni kontrol edilerek bakmak için kovaryans analizinden (ANCOVA) yararlanılmıştır. Verilerin analizi IBM SPSS paket programı sürüm 20 (IBM Corp, 2011) kullanılarak yapılmıştır.

Bulgular ve Tartışma

Kovaryans analizine geçilmeden önce, analiz için gerekli olan ön koşullar incelenmiş ve herhangi bir sorun bulunmamıştır. Analiz sonuçları cinsiyet değişkeninin etkisi kontrol edildiğinde bağlanma şekillerinin, öğrencilerin yardım almaya ilişkin tutumları üzerinde istatistiksel açıdan etkisinin olduğunu göstermiştir, $F(3, 572) = 8.74, p < .05$. Bu bulguların yanında farklı bağlanma şekillerine sahip göre yardım almaya ilişkin tutumlarının değişiminin 4% ($\eta^2 = .04$) 'den bağlanma şekillerinin sorumlu olduğunu göstermiştir. Bağlanma şekillerini bir birleriyle arasındaki farkı bulmak için karşılaştırma analizleri yapılmıştır. Karşılaştırma analizinde güvenli bağlanma grubu referans kategori olarak seçilmiştir. Karşılaştırmalara Benforrini düzeltmesi yapılarak bakılmıştır. Karşılaştırma sonuçları, güvenli bağlanma ile korkulu bağlanma ($F(3, 572) = .13, p > .02$) ve kayıtsız bağlanma ($F(3, 572) = .00, p < .02$) şekilleri arasında anlamlı fark olduğunu ortaya koymuştur.

Bu çalışma bağlanma şekillerinin yardım alma tutumuna etkisini cinsiyet değişkeninin kontrol ederek bakan ilk çalışmadır. Çalışma sonuçları bağlanma şekillerinin yardım alma

tutumuna etkisi olduğunu göstermiştir, fakat bu etki %4'lük bir varyansla açıklanabilmiştir. Düşük etki büyüklüğü birçok araştırmacı tarafından bildirilmiş, neden olarak ise kişinin yardım almaya ilişkin tutumlarını etkileyen birçok faktör olmasından kaynaklı olduğu bildirilmiştir (Cramer, 1999; Sheffield, Firenze ve Safronoff, 2004; Mackenzie, Gekoski ve Knox, 2006; Hsiaowen, 2008). Bu çalışma doğrultusunda gelecekteki çalışmaların kişinin yardım almaya ilişkin tutumlarını etkileyen diğer faktörleri kontrol edilerek yapılması önerilmektedir. Bağlanma şekilleri arasındaki tutum farkının, kişinin dünyayı algılayış biçiminden kaynaklandığı savunulmaktadır, güvenli bağlanmaya sahip kişilerin problemlerini paylaşma konusunda korkulu bağlanmaya sahip kişilerden daha istekli oldukları bildirilmiştir (Bartholomew ve Horowitz, 1991; Florian, Mikulincer ve Bucholtz, 1995).

Çalışmalar yardım almaya yönelik negatif tutumu olan kişilerin, profesyonel yardım alırken erken bıraktıklarını ortaya koymuştur (Mallinckrodt, Gantt ve Coble, 1995), bu tarz sorunları başında önleyebilmek için yardım almaya yönelik tutumu daha pozitif çevirecek çalışmalarda bulunulmalı. Ayrıca bağlanma şekillerindeki farklılık göz önüne alınarak, daha etkili vaka analizleri yapılabilir. Özetle bu çalışmada bağlanma şekillerinin, cinsiyet faktörü kontrol edildiğinde, yardım almaya ilişkin tutum üzerindeki etkisine bakılmıştır. Yardım almayı engelleyen faktörleri ortaya çıkarmak, yardım arama davranışını anlamlandırmaya ve bu sayede psikolojik danışmanlık servislerinin kullanımını artırmaya yardımcı olmaktadır.