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Development Study for Absenteeism Attitude Scale

Devamsızlık Tutum Ölçeği Geliştirme Çalışması

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Abstract: The main purpose of this study, to determine the attitude to absenteeism among university students, is to develop a measurement tool with a high degree of validity and reliability. Data were collected from 1691 students (239 for pre-application 702 for EFA, 750 for CFA) for psychometric properties of the AAS (Absenteeism Attitude Scale) which developed the scope of the research. For selection of students in the research group, a maximum diversity sampling method was used. As a result of the analysis, the AAS (19-item) was found to have a three-dimensional structure with seven components. These dimensions were; Neccesity, Obligation, and Responsibility. According to the results of EFA, explained variance of the AAS was 53.97%. In the analysis for the three factors; it was observed that the first factor's contribution to the common variance was 18.51%, the second's was 17.88%, and the third's was 17.58%. On the other hand according to the results of second-order CFA, the goodness of fit index of the model was found to be high (RMSEA: 0.06 SRMR: 0.046, AGFI:0.91, NFI: 0.97, CFI: 0.98). The Cronbach alpha value for the reliability of the AAS was found to be .91 and the Guttman Split Half value was found to be .88.
Keywords: Absenteeism, scale development, attitude

Öz: Bu çalışmanın amacı üniversite öğrencilerinin devamsızlık tutumlarını ortaya koyacak bir ölçek geliştirmek ve geçerlik, güvenirlik çalışmalarını yapmaktır. Devamsızlık Tutum Ölçeği (DTÖ)'nin psikometrik özelliklerini sağlamak amacı ile 1.691 bireyden veri toplanmıştır (ön uygulama için 239, AFA için 702, DFA için 750). Örneklem seçiminde maksimum çeşitlilik yöntemi kullanılmıştır. DTÖ (19 madde), Gereklilik, Zorunluluk ve Sorumluluk olmak üzere üç alt boyuttan oluşmaktadır. AFA sonuçlarına göre DTÖ tarafından açıklanan toplam varyans oranı %53.97'dir. Gereklilik alt boyutu toplam varyansın %18.51'ini, sorumluluk alt boyutu toplam varyansın %17.88'ini ve Zorunluluk alt boyutu toplam varyansın %17.582ini açıklamaktadır. DFA sonuçlarına göre uyum iyiliği değerleri de (RMSEA: 0,06 SRMR: 0,046, AGFI:0,91, NFI: 0,97, CFI: 0,98) yüksek bulunmuştur. DTÖ'nin Cronbach alfa güvenirlik katsayısı .91 ve Guttman yarı testler katsayısı .88 olarak yüksek güvenirliğe sahip olduğu gözlenmiştir.
Anahtar sözcükler: Devamsızlık, ölçek geliştirme, tutum

Introduction

Absence is described as a situation of students' being at school intermittently or never coming to school (Küçüksüleymanoğlu, 2007 Silah, 2003); not attending school (Reid, 2006). While the question "What is absence?" is described as "truancy, not attending the classes regularly" (Kearney and Silverman , 1990; Özkanal & Arıkan, 2011). Reid (2010) describes it as suspension from school due to any reasons, breaking school or truancy (Gömleksiz & Özdaş, 2013). In another description, "absence is described as an individual's (who won the title 'student' on condition of being enrolled in any school) not attending school and course activities intermittently, or consistently" (MEM, 2013). Absence is considered as a significant factor that

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affects the efficiency associated with discontentment with a current situation (Örücü & Kaplan, 2001). Absence may result in academic problems and being swept away from school, etc. The premises of absence attitudes may include such factors as family, peers and friends, and social environment (Dube & Orpinas, 2009; Hammonn, Ali, Fendler, Dolan & Donavan, 2000).

Some students do not / cannot continue their education due to reasons such as not having enthusiasm for education and a reluctance to attend school, or complicated situations (Yılmaz, 2011). Altınkurt (2008) has claimed that students' academic successes have a reverse effect on absence; that students' absence can be related to various reasons; that absence is a students' attitude resulting from several physical, psychological and social factors. Hammonn et al. (2000) have pointed out the importance of hand hygiene to reduce illnesses and accordingly to reduce absence. Ingul, Klöcner, Silverman and Nordhal (2012) have dealt with risk factors for absence regarding personal, psychological, parental, school and environment factors. Also in different studies, anxiety, stress, depression and risky behaviors are accepted as symptoms of absence (Chou, Ho, Chen & Chen, 2006; Dube & Orpinas, 2009; Kearney, 2002).

According to Yasar and Balkıs (2004), "students' absence from school affects their success negatively". According to Teixeria (2013), in studies carried on university students, it was observed that the absence rate has increased to 40% from 18.5% and even in some courses to 70% and absence was expressed as a major problem. Eaton, Brener and Kann (2008) have reported that 9% of the students enrolled in schools in different countries do not continue their school and in some countries this rate has increased to 30%.

Absence can be explained as being attributed to various reasons. In addition to reasons for absence, students' attitudes towards absence can play a significant role in explaining absence events. Students' attitudes towards absence can be considered as a significant premise which affects their absenteeism behaviors. Students' attitudes associated with absence can be their absence predictors. Adıgüzel and Karadaş (2013) have described views which claim that the attitudes towards school for students having less absence than those having more absence are more positive. While students' absence reduces courses' efficiency, it affects students' analytical thinking skills negatively as well. Students' continuation in courses can be considered as a factor to increase the efficiency of the courses. According to Kağıtçıbaşı (2013), attitude is a tendency attributed to an individual; and to Robbins (1994), it is an intention to behave in a certain way toward people or events in a positive or negative manner. Attitudes generally consist of cognitive, affective and behavioral factors. The attitudes of students towards absence can be the determiner of the absence act.

Absence may come about depending on various reasons. These reasons may become chronic in time. It can be said that student attitudes have effects on absences becoming chronic. Because the relation between attitude and behavior proves that absence attitudes may be affected by different behaviors, it is possible to discuss the existence of a relation between attitude and absence. Attitude towards school, instructors, and courses may determine absence attitudes. Yıldırım and Dönmez (2008) pay attention to some precautions such as giving place to various activities in classes to maintain students' attendance at courses, providing a class for students to spend most of their time in, and enriching the courses with activities. According to Balfanz and Byrnes (2012), students need to attend school activities to be successful. Being at school is accepted as a factor to increase school success. Especially, there is a positive relation between maths success and continuation at school. When considered in general, it can be seen that there is a negative relation between school success and absence.

The level of attitudes associated with university students' absence from courses may have a significant effect on explaining absence behaviors. So, what may be focused upon is to determine absence attitudes of university students and to increase their attendance at courses by changing these attitudes. For this reason, it has been a must to develop an absenteeism attitude scale in order to determine attitudes of university students towards absence.

This study aims to develop an absenteeism attitude scale in order to determine attitudes of university students towards absence and to conduct validity and reliability studies of this scale.

Method

This is a study to develop an absenteeism attitude scale in order to determine attitudes of university students towards absence. The steps followed in the process are summarized in Figure 1.

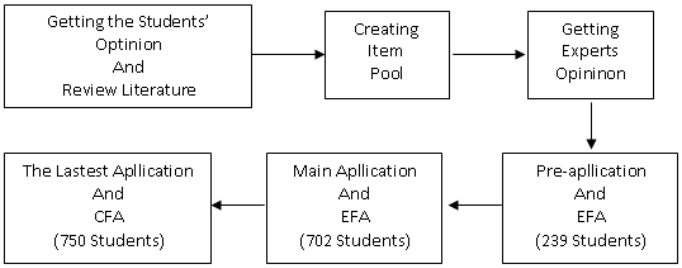

Figure 1. The steps followed in the process

Participants

The study group reached a total of 1691 students. These students are students in the 2013–2014 academic year at the Cumhuriyet University.

In the first step of the study to develop a scale, an absenteeism attitude scale pre-application form was applied to 239 students who have similar characteristics to the sample. In addition an emphasis was placed on the fact that the number of participants should be more than the number of items in the scale development studies (Cohen, Monion & Morrison, 2007), it is expressed that the number of participants should be at least five times greater than the number of items (Tabachnick & Field, 2007; Tavşancıl, 2002). In this study, there were 25 items at the first step of the pre-application stage. Thus, the scale was considered suitable to be carried out through the data collected from 239 students.

In the second step of the study, the main application was applied to 702 students. In line with the data collected, exploratory factor analysis was conducted and according to the analysis results, 750 students were applied one more time in order to do a confirmatory factor analysis.

The development of the data collection tool

Writing of the item and creating a test form. In order to develop a measurement too oriented to an absenteeism attitude scale, the first step based on Şimsek, Usta, Uğurlu and Koç's (2014) study is to focus on students' views about absence within the scope of qualitative research. As a result of the students' views and the literature review, a 52-item form was prepared. Some items have been changed, omitted, or new items added by taking experts' views regarding appropriateness, comprehensibility, and representability of the items. The views of experts regarding the 52 items in the pool were obtained by applying to an Education Management and Control Expert, a Psychological Counselling and Guidance Expert and two Measurement and Evaluation Experts. A 25-item draft scale was created as a result of this advice. A five-point Likert grading scale was used in the study. The options corresponding to the items and point responses were edited as follows; 5=Exactly Agree, 4=Agree, 3=Undecided, 2=Don't Agree, 1=Exactly Disagree.

Data analysis and collection procedures

After the data entry process was completed, it was controlled whether or not there were any incorrect data entries by creating a frequency table. While editing the data, missing data was paid great attention as it could cause bias (Erkuş, 2012, p.63). Additionally, extreme values were controlled for each item by being converted into Z-points. After that, the items having negative meaning in the scale were applied reverse decoding.

Pre-application data analysis

The test form was applied to applicants in the 2013 Spring Term at university with the purpose of the study being explained. Application duration was about 20 minutes. Scale factors were determined by doing an Exploratory Factor Analysis (EFA) for the data collected by pre-application. The items having less discrepancy than .10 factor load value (4 and 14 numbered-items) which is accepted as a cyclical factor of the scale were omitted from the scale. The main application was applied as a 23-item and a three-factor structure.

Validity and reliability analysis

Exploratory Factor Analysis was applied using SPSS 18 for the construct validity of the scale by controlling assumptions. Then, Confirmatory Factor Analysis (CFA) was applied using LISREL 8.7 to examine the accuracy of sub-dimensions obtained by the Exploratory Factor Analysis and concordance indices were interpreted. Of internal consistency coefficients, Cronbach's alpha and the Split Half Test reliability coefficients were utilized to determine the reliability of all the scale and each of its sub-dimensions and it was controlled whether they are over .70 or not.

Findings

The findings obtained associated with the validity and reliability of the Absenteeism ttitude Scale (AAS) were presented under two main titles, as The Validity of Measurement Tool and The Reliability of Measurement Tool respectively.

The Validity of Measurement Tool

Among the types of content validity, construct validity and criteria validity; the suitability validity was examined to determine the validity of the Absenteeism Attitude Scale (AAS).

Content Validity. The views of experts regarding the 52-item form constructed in line with the review of the literature and students' views to reveal the content validity of the Absenteeism Attitude Scale were taken. According to the results of the experts' views, it was determined that 25 of the 52 items were in accordance with the content.

Construct Validity. In order to present the proof of construct validity of the measurement tool, firstly, Exploratory Factor Analysis and then Confirmatory Factor Analysis were applied to the form edited according to EFA results.

Exploratory Factor Analysis (EFA)

Before Exploratory Factor Analysis was done according to the main application, the Kaiser-Meyer-Olkun (KMO) and Bartlett tests were applied to examine the suitability of the sample to be factorised. The KMO value is higher than .60 for the factor analysis given, and the Bartlett test is meaningful, proving that the data is in accordance with the factor analysis (Büyüköztürk, 2007; Kalaycı, 2010). As a result of analysis, it was proved that the KMO value is .94, and Bartlett globosity test results ($X^2_{(171)} = 5425.036$; $p < .01$) are meaningful. These results prove that model data accordance is maintained. In other words, it proves that the data is in accordance with the factor analysis.

The 23-item and three-factor scale designed at the end of the pre-application was applied to 702 students and analysis was conducted in line with the data collected by Exploratory Factor Analysis. A maximum variability (Varimax) technique was used as the factorising method in the analysis. As a result of the analysis, it was observed that the three-dimensional commonalities related to the items are between .37 and .67. It is accepted that the common variance being close to 1.00 will increase the total variance explained for the model. The item numbered 2 has been omitted from the analysis according to common factor variances

(for item 2 factor variance is below .30). As a result of this analysis, item factor load values were counted. According to Büyüköztürk (2007), if there is a cluster constituted by items which have a high level relation with a factor, this finding means that these items together measure a term-structure. So, the factor load value being 0.30 or higher is accepted as a good measurement. Besides, it is suggested that the difference between the highest value of an item in factors and the highest load value after that value should be .10. By taking all these into consideration, the scale has been reduced to 19 items respectively by omitting the items numbered 7, 18 and 8. As a result of analysis, a scree plot was applied for the 19 items under three factors according to pre-application results.

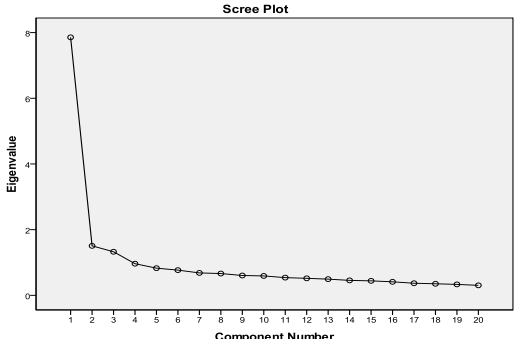

***Figure2**.Factor Analysis Line Chart*

As seen from the breaking points in the line chart given in Figure 2 it is suitable that the scale is described as being clustered in a three-factor structure.

The total variance explained by the structure coming out as three-dimensional is 53.97%. In the analysis for the three factors; it was observed that the first factor's contribution to the common variance was 18.51%, the second's was 17.88%, and the third's was 17.58%. It was also observed that the first factor's factor load value was between .78 and .48, the second was between .77 and .49, and the third between .77 and .49. In multi-factor patterns, the calculation of common factor variance is significant. Accordingly, the lowest value of common factor variances (h^2) was .37. The common factor variance's being less than .20 proves the existence of heterogeneousness among the variables.

Table1. *AAS Exploratory Factor Analysis*

Items	Factor Load Value	Load Values After Converting			Common Factor Variance(h^2)	Item-Total Correlation
		Necessity	Obligation	Responsibility		
Derse devamın başarıyı arttırdığını düşünüyorum.	**.67**	**.48**			**.47**	**.66**
Derslere devam ettiğimde kendimi iyi hissederim.	**.77**	**.62**			**.65**	**.60**
Derse girmeyi seviyorum.	**.63**	**.52**			**.46**	**.58**
Önemli bir sorunum yoksa derse devam ederim.	**.63**	**.78**			**.66**	**.64**
Her fırsatta devamsızlık yaparım.	**.52**	**.70**			**.55**	**.65**
Kendimi sürekli devamsızlık yapan biri olarak düşünemiyorum.	**.57**	**.68**			**.53**	**.48**
Devamsızlığın eğitimin kalitesini düşürdüğüne	**.57**		**.49**		**.37**	**.75**

inanıyorum.				
Derse devam etmemenin tembellik olduğunu düşünüyorum.	**.63**	**.57**	**.50**	**.62**
Derslere devam etmediğim zaman suçluluk duyarım.	**.63**	**.72**	**.59**	**.65**
Devamsızlık yaptığımda kontrolü kaybettiğimi hissederim.	**.54**	**.72**	**.54**	**.61**
Derslere devam etmemek bende okuldan uzaklaşma hissi yaratır.	**.64**	**.71**	**.59**	**.55**
Derslere devam etmemeyi kendime yakıştıramıyorum.	**.67**	**.77**	**.67**	**.76**
Derslere devam etmek planlı yaşamanın bir parçasıdır.	**.60**	**.49**	**.40**	**.71**
Teorik dersler için devam zorunluluğu gereksizdir.	**.46**	**.53**	**.37**	**.56**
Devam zorunluluğunu doğru buluyorum.	**.66**	**.56**	**.50**	**.66**
Devam zorunluluğunu gereksiz buluyorum.	**.60**	**.77**	**.63**	**.60**
Zorla derse devam etmek beni rahatsız ediyor.	**.54**	**.77**	**.60**	**.68**
Elimde olsa devamsızlık hakkını arttırırım.	**.77**	**.62**	**.65**	**.52**
İmkanım olsa devam zorunluluğunu kaldırırım.	**.73**	**.53**	**.56**	**.56**
Explained variance	**Factor1 18.51**	**Factor 2 17.88**	**Factor 3 17.58**	

The validity coefficients of the items are counted with item-correlation values. The results related to these values are shown in Table 1. It is seen that the correlation coefficients of the items change between .48 and .76. According to these values, the values between .30 and .70 are accepted as medium-level; the values between .70 and 1.00 are accepted as high-level (Büyüköztürk, 2007, p.32). According to these value gaps, it is seen that the total test points of all the items in the scale have shown a meaningful relation at medium and high levels (p= .001). In other words, each of the items shows a high and medium relation with the whole test. This proves that the items and measured properties are similar to the test and measured properties, and that the items have validity.

The Finding of Factor Correlation

The correlation between the lower most dimensions determined as a result of Exploratory and Confirmatory Factor Analysis is shown in Table 2.

Table 2 *Correlations Between Factor Points*

Factor	Necessity	Obligation	Responsibility
Necessity	1		
Obligation	.61**	1	
Responsibility	.67**	.61**	1
Total	.85**	.86**	.88**

p< .01

According to the results in Table 2, there is a correlation at a high level (> .70) between the necessity, obligation and responsibility dimensions of the scale and scale's total points.

Confirmatory Factor Analysis (CFA)

In order to test the validity of the factor coming out as a result of the Exploratory Factor Analysis, the data whose assumptions were maintained were applied a second level Confirmatory Factor Analysis (CFA). In the evaluation of the model, firstly, the meaningfulness of *t*-values for each item which takes place for the factors in question were examined, and as a result of this evaluation, it was observed that all the items under related factors were meaningful. Secondly, when standard factor load values of each item were examined, it was seen that standard factor load value must be .30 and over. Finally, model accordance indices are presented in Table 3.

Table 3. *EFA Results of AAS*

Accordance Index	Acceptable Limit	CFA Results
X^2		510.86
sd		149
X^2/sd	Must be below 4	3.43
RMSEA (Root Mean Square Error of Approximation)	b/w= .050 and = .080	0.06
SRMR (Standardized Root Mean Square Residual)	b/w= .050 and = .080	0.046
CFI (Comparative Fit Index)	= .95 and over	.98
NFI (Normed Fit Index)	= .90 and over	.97
RFI (Relative Fit Index)	= .90 and over	.96
IFI (Incremental Fit Index)	= .90 and over	.98
AGFI (Adjusted Goodness of Fit Index)	= .85 and over	.91

When the values counted related to accordance indices are compared with acceptable gaps (Çokluk, Şekercioğlu & Büyüköztürk, 2010; Seçer, 2013), it is seen that CFA results of AAS are within acceptable limits of accordance values. In the model, it may be seen that the value of X^2 is 510.86, df=149 p= 0.00, X^2/df=3.43. Of other variables, RMSEA which were examined together with X^2 value's being meaningful at .06. According to these results, it can be said that the related items represent the determined factors. The standard load value for each item is shown in Figure 3.

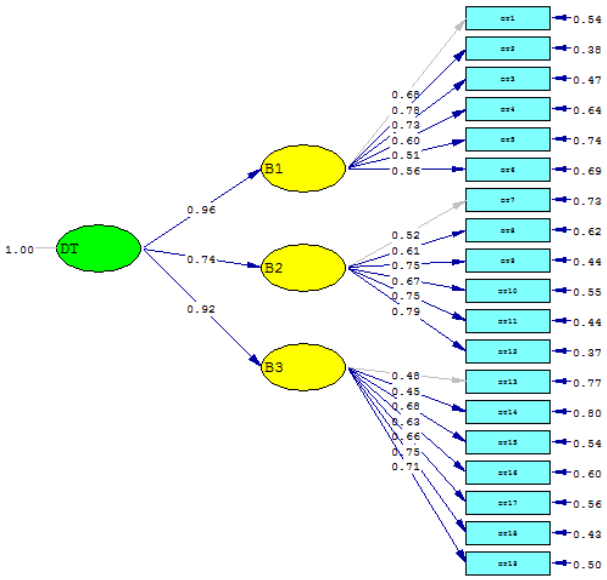

Figure 3*.Confirmatory Factor Analysis of AAS*

Accordingly, Attitude which is a high level (second level) suppressive variable explains the variables Necessity, Responsibility and Obligation. It is seen that the sequence of the relation between second level variables and the attitude variable includes; Necessity, Obligation and Responsibility.

Criteria Based Validity. Suitability validity of the 19-item and three-dimensional absenteeism attitude scale whose structure validity is tested and confirmed by CFA was tested. Therefore, regression values between total absence attitude points and weekly absence hour variables obtained from 750 students were accounted for. In a basic linear regression model, the total attitude point is a dependent variable, and weekly absence number is an independent variable. The standardized regression coefficient (correlation) obtained from the analysis of this model is -.304. According to this result, as long as the weekly absence number increases, positive attitude associated with absence increases as well. In other words, the attitude points are in accordance with the absence number. This expresses the suitability validity of the attitude scale related to absence.

The Reliability of the Measurement Tool

Cronbach's alpha values of the whole scale and its sub-dimensions for reliability analysis were related to AAS. These values are shown in Table 4.

Table 4.*Values of the Whole Scale and Its Sub-dimensions for Reliability Analysis Related to AAS*

Factor	Cronbach's Alpha		Guttman Split Half		Spearman Brown	
	Study 1	Study 2	Study 1	Study 2	Study 1	Study 2
Necessity	**.76**	**.81**	-	-	-	-
Obligation	**.82**	**.84**	-	-	-	-
Responsibility	**.80**	**.81**	-	-	-	-
Total	**.91**	**.91**	**.86**	**.88**	**.87**	**.88**

It was observed that the result is over .70, when the results for the reliability of AAS are accounted separately in samples used for both EFA and CFA. This proves that the scale and its sub-dimensions have a high reliability.

Discussion

It is regarded as important to describe the attitudes of students towards absence behaviors during educational processes in respect to ensuring their attendance in that process. It can enable prediction of individual's behaviors such as loyalty, belonging, caring towards an object, an event, a situation and a phenomenon. Therefore, having information about the attitudes of university students towards absence will be a guiding spirit for teachers in respect to their active attendance to the educational process and benefitting from that process. In line with this purpose, it is considered useful to have a study to develop a scale which aims to reveal the attitudes of students towards absence behavior. For this purpose, an item pool which reveals the attitudes of students towards absence from courses was constructed. In line with experts' views, the items in the item pool was necessarily edited and the pre-application of the absenteeism attitude scale was done. As a result of the pre-application, the items with low factor loads and cyclical items were omitted from the scale and the Exploratory Factor Analysis was done to determine the factor structure for the scale. After that, Confirmatory Factor Analysis was done to examine the structure constituted by the Exploratory Factor Analysis.

The factor structure of the AAS was described as three-dimensional. These dimensions were named by considering the common qualities of the meanings that the items express.

Accordingly, the AAS was named as dimensions of Necessity, Responsibility and Obligation. The total variance of the structure coming out as three-dimensional was 53.97%. In the analysis for the three factors; it was observed that the first factor's contribution to the common variance was 18.51%, the second was 17.88%, and the third was 17.58%. It was also observed that the first factor's factor load value was between .78 and .48, the second between .77 and .49, and the third between .77 and .49. It was seen that the correlation coefficients of the items in the scale change between .52 and .76. This situation suggests that there is a high level of relation between the attitude desired to be observed with the scale by related items and the attitude related to absence. This indicates the meaningfulness at a medium and high level between the total test points of the whole items in the test.

When the values counted related to accordance indices are compared with acceptable gaps, it was seen that CFA results of AAS are within acceptable limits of accordance values.

As a result of Confirmatory Factor Analysis of the last stage in relation to the Absenteeism Attitude Scale, it was seen that the acceptable gaps relating to CFA accordance indices were within acceptable limits. Of other variables, RMSEA which was examined together with X^2 value's meaningfulness was seen to be .06. At the same time, it was observed that the correlation values between total scale points and the sub-dimensions Necessity, Responsibility and Obligation were 0.96, 0.74, and 0.92 respectively. The evaluations done as a result of the CFA confirms that the accordance of model-data is acceptable, and the sub-dimensions "Necessity, Responsibility and Obligation" which are described by Exploratory Factor Analysis were explained by related items. In other words, the Control Attitude Scale consists of the sub-dimensions Necessity, Responsibility and Obligation and the related items provide that structure. Also, the relation order of these three dimensions towards absence is; Necessity, Obligation and Responsibility.

In reliability analysis related to the scale, it was observed that reliability had a high value, over .86 in total points and in all of the sub-dimensions. It is important to maintain active student attendance in the educational process. So, it is regarded as important to determine the attitudes of students towards absence. This study aims to develop an absence attitude scale whose validity and reliability is confirmed. When it is considered that the attitudes predict the actions, the attitudes related to control actions can be expected to be explanatory regarding the control processes running quality. For this reason, it can be said that the *Absenteeism Attitude Scale* is a scale which can be used to measure the attitudes of university students towards absence and has validity and reliability.

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Uzun öz

Giriş

Devamsızlık, öğrencilerin okula aralıklı gelme veya hiç gelmeme (Silah, 2003; Küçüksüleymanoğlu, 1997) okulda bulunmama (Reid, 2006) durumu olarak tanımlanmaktadır. Bir başka tanımda ise "devamsızlık, herhangi bir okula kayıtlı olmak suretiyle "öğrenci" sıfatını kazanmış bireyin, okul ve ders faaliyetlerine aralıklı ve sürekli olarak katılmamasıdır" (Milli Eğitim Müdürlüğü [MEM], 2013). Okula devamsızlık akademik problemler ve okul dışına itilme gibi sonuçlar doğurabilir. Devamsızlık davranışlarının öncülü aile, akran ve arkadaş, sosyal çevre gibi faktörler olabilir (Hammonn, Ali, Fendler, Dolan ve Donava (2000; Dube ve Orpinas, 2009). Öğrencilerden bazısının öğrenim isteğinin olmayışı ve okula karşı isteksizliği ya da engel durumları gibi nedenlerden dolayı da öğrenciler okula devam etmemekte ya da edememektedirler (Yılmaz, 2011). Altınkurt'a göre (2008) öğrencilerin akademik başarılarının öğrenci devamsızlıklarını ters yönde etkilediğinive öğrenci devamsızlıkları farklı nedenlere bağlanabileceğini, okula devamsızlığın fiziksel, psikolojik ve toplumsal birçok etmenden kaynaklanabilen bir öğrenci davranışı olduğunu ifade etmiştir. Okula devamsızlık farklı nedenlere dayandırılarak açıklanabilir. Ancak devamsızlığa ilişkin nedenlerin yanı sıra öğrencilerin devamsızlığa ilişkin tutumları devamsızlık davranışlarını açıklamada önemli bir yere sahip olabilir. Öğrencilerin devamsızlık davranışlarına ilişkin tutumları onların davranışlarını etkileyen önemli bir öncel olarak kabul edilebilir. Üniversite öğrencilerinin derslere devamsızlığa ilişkin tutumlarının düzeyi devamsızlık davranışlarını açıklamada önemli bir etkiye sahip olabilir. Üniversite öğrencilerinin devamsızlık tutumlarını belirlemek, tutumları değiştirerek öğrencilerin derslere devam davranışlarını artırmak amaçlanabilir. Bu nedenle üniversite öğrencilerinin devamsızlığa ilişkin tutumlarının belirlenmesine yönelik devamsızlık tutum ölçeğinin geliştirilmesine gerek duyulmuştur.

Yöntem

Bu araştırmanın türü, üniversite öğrencilerinin devamsızlığa ilişkin tutumlarını ortaya koymak amacıyla bir ölçek geliştirme çalışması olduğundan uygulamalı araştırmadır.

Çalışma grubu

Bu çalışmada ön uygulama için başlangıçta 25 madde yer almaktadır. Bu nedenle ölçeğim 239 öğrenciden elde edilen veriler üzerinden gerçekleştirilmesi uygun görülmüştür. Araştırmanın

ikinci adımında esas uygulama için ölçek 702 öğrenciye uygulanmıştır. Elde edilen veriler doğrultusunda açımlayıcı faktör analizi yapılmış ve açımlayıcı faktör analizi sonuçlarına göre 750 öğrenciye doğrulayıcı faktör analiz yapmak için tekrar uygulanmıştır.

Veri toplama aracının geliştirmesi

Devamsızlık tutum ölçeğine yönelik bir ölçme aracı geliştirmek amacıyla öncelikle Cumhuriyet Üniversitesi öğrencilerinden nitel araştırma kapsamında devamsızlığa ilişkin görüşleri alınmıştır. Görüşler ve alanyazın taraması sonucu 52 maddelik taslak form oluşturulmuştur. Bu form için öncelikle uzman görüşü alınarak bazı maddeler elenmiştir. Oluşturulan deneme formu öğrenci grubuna gerekli eksiklikleri görebilmek adına uygulanmıştır. Ön uygulama verilerine gore AFA analiz sonuçları elde edilmiştir. Bu sonuçlar doğrultusunda gerekli düzeltmeler yapılarak ölçeğe nihai hali verilmiştir. Esas form yeniden öğrenci grubuna uygulanarak AFA sonuçları ile kontrol edilmiş ve belirlenen bu yapının doğrulanıp doğrulanmadığını sınamak için yeniden uygulanarak DFA sonuçları elde edilmiştir.

Verilerin analizi

Veri girişi işlemi tamamlandıktan sonra yanlış veri girişi olup olmadığı frekans tablosu oluşturularak veri grubunda kayıp veri, uç değer olup olmadığı kontrol edilmiştir. Daha sonra ölçekte yer alan olumsuz anlam içeren maddelere ters kodlama yapılmıştır. Ön uygulama ile elde edilen verilere Açımlayıcı Faktör Analizi yapılarak asıl uygulama 23 madde ve üç faktörlü bir yapı olarak uygulanmıştır.

Ölçeğin yapı *geçerliği* için uygulanan açımlayıcı faktör analizi sonucu elde edilen alt boyutların doğruluğunu sınamak için ise doğrulayıcı faktör analizi yapılarak uyum indeksleri yorumlanmıştır. Tüm Ölçeğin ve her bir alt boyutun güvenirliği için iç tutarlık katsayılarından Cronbach's Alpha ve iki yarı test güvenirlik katsayıları hesaplanmıştır.

Bulgular ve tartışma

DTÖ'nin faktör yapısı üç boyutlu olarak tanımlanmıştır. Bu boyutlar maddelerin ifade ettiği anlamların ortak nitelikleri dikkate alınarak adlandırılmıştır. Buna göre Devamsızlık Tutum Ölçeği; Gereklilik, Sorumluluk ve Zorunluluk boyutları olarak adlandırılmıştır. Üç boyutlu olarak ortaya çıkan yapının açıkladığı toplam varyans % 53.97'dir. Üç faktör için yapılan analizde; birinci faktörün %18.51, ikinci faktörün % 17.88, üçüncü faktörün % 17.58 oranında ortak varyansa katkı sağladıkları görülmüştür. Birinci faktörün faktör yük değerleri .78 ile .48 arasında; ikinci faktörün .77 ile .49 arasında; üçüncü faktörün .77 ile .49 arasında olduğu gözlenmiştir. Ölçekte yer alan maddelerin korelasyon katsayılarının .52 ile .76 arasında değiştiği görülmektedir. Bu durum ilgili maddelerin ölçek ile gözlenmek istenen devamsızlığa ilişkin tutumla yüksek düzeyde ilişki olduğunu ifade etmektedir. Ayrıca ölçekte yer alan maddelerin tamamının toplam test puanları ile orta ve yüksek düzeyde anlamlılığına işaret etmektedir.

Devamsızlık Tutum Ölçeğine ilişkin son aşamada yapılan Doğrulayıcı Faktör Analiz sonucunda DFA uyum indekslerine ilişkin kabul edilebilir aralıkların sınırlar içerisinde olduğu görülmektedir. Modelde X2 değerinin anlamlı olması ile birlikte incelenen diğer uyum değerlerinden RMSEA değerinin .06 olduğu görülmüştür. Aynı zamanda ölçek toplam puanları ile alt boyutlar arasındaki korelasyon değerlerinin de Gereklilik, Sorumluluk ve Zorunluluk alt boyutları için sırasıyla, 0.96, 0.74, 0.92 olduğu görülmüştür. DFA analizi sonucu yapılan bu değerlendirmeler model-veri uyumunun kabul edilebilir olduğunu ve açımlayıcı faktör analizi ile tanımlanan "Gereklilik, Sorumluluk ve Zorunluluk" alt boyutlarının ilgili maddelerce açıklandığı doğrulanmıştır. Yani Denetim Tutum Ölçeği "Gereklilik, Sorumluluk ve Zorunluluk" alt boyutlarından oluşmaktadır ve ilgili maddeler bu yapıyı sağlamaktadır. Ayrıca bu üç alt boyutun devamsızlığa ilişkin tutumla ilişki sırası "Gereklilik, Zorunluluk ve Sorumluluk" şeklindedir.