# HELP SEEKING AND ITS RELATIONS TO SELF-STIGMA, ATTACHMENT MODELS AND GENDER

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Approval of the Graduate School of Social Sciences

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# ABSTRACT

HELP SEEKING AND ITS RELATIONS TO SELF-STIGMA, ATTACHMENT MODELS AND GENDER

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This study examined the relationship between help-seeking behavior and gender, self-stigma of seeking psychological help and internal working models of attachment. Sample was selected among university students and 307 of them responded to the study survey. There were three self-reported measures: Self-Stigma of Seeking Psychological Help Scale, Relationships Questionnaire, and Demographic Form. Logistic regression analysis has been implemented to examine the research question. According to the results, self-stigma level significantly predicted help-seeking behavior. Gender and internal working models did not relate to that behavior.

**Keywords:** Help Seeking Behavior, Internal Working Models of Attachment, Self-Stigma, Gender

# ÖZ

YARDIM ARAMANIN KENDİNİ ETİKETLEME, BAĞLANMA MODELLERİ VE CİNSİYET İLE İLİŞKİSİ

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Bu çalışma yardım arama davranışı ile psikolojik yardım aramada kendini etiketleme, içsel çalışan (bağlanma) modeller ve cinsiyet arasındaki ilişkiyi incelemektedir. Örneklem üniversite öğrencileri arasından seçilmiş ve 307 kişi çalışmaya katılmıştır. Çalışmada üç tane ölçek kullanılmıştır; Psikolojik Yardım Aramada Kendini Etiketleme Ölçeği, İlişkiler Anketi ve Demografik Form. Araştırma sorusu lojistik regresyon ile analiz edilmiş, sonuçlarda kendini etiketleme davranışı ile yardım arama davranışı arasında anlamlı bir fark bulunmuştur. Öte yandan içsel çalışan (bağlanma) modeller ve cinsiyet arasında anlamlı bir ilişki elde edilmemiştir.

**Anahtar Kelimeler**: Yardım Arama Davranışı, İçsel Çalışan Modeller, Psikolojik Yardım Aramada Kendini Etiketleme, Cinsiyet.

To my grandfather and my beloved mentor Pınar

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# CHAPTER I

# INTRODUCTION

## 1.1. Background of the Study

College students experience some difficulties related to their college life or previous life experiences. As pointed out by some researchers, college years are full of challenges and changes for students varying from adjustment issues to more serious problems such as depression, anxiety or loneliness (Koydemir & Demir, 2005; Mistler, Reetz, Barr & Krylowicz, 2012). Feeling homesick, taking personal responsibilities for the first time, or being in need of establishing and maintaining new friendships are among the most prevalent challenges students experience (Perlick, Hofstein & Michael, 2010). There are also psycho-social issues which can be a major source of distress. However, many university students are reluctant to seek help. Understanding who seeks help, or who needs to be reached out by the professionals was vital to developing effective intervention programs/strategies (Weiss, 1996). Existing research has mostly documented the nature of the help seeking attitude and its relationship with several variables. However, the characteristics of students who actually sought help or who never sought help need to be more closely examined in order to look for other variables that may be related with the action (help seeking behavior). Despite the fact that some studies reported close relationship between help seeking attitudes with actual help seeking behavior (Vogel, Wade & Hackler, 2007), attitudes may not guarantee the actual help seeking behavior. This study aims to examine some characteristics (namely gender, internal working models of attachment, self-stigma of seeking psychological help) of college students who received help compared to students who never sought help before. These variables were selected based on the extensive literature review which was summarized below.

The challenging aspects of university life have already been highlighted by national and international researchers. Several studies have reported common psychological issues among university students. Based on a three periods measurement (1988 to 1992, 1992 to 1996 and 1996 to 2001), Benton, Robertson, Tseng, Newton and Benton (2003), argued that university students have had increasing problems in the following six areas; "developmental, and situational issues, depression, academic skills, grief, and medication use". In a recent survey (Gallagher, 2014), it has been explained that 52% of the clients who applied for university counseling centers had severe psychological problems. The Association for University and College Counseling Center Directors Annual Survey (Mistler, Reetz, Barr & Krylowicz, 2012) demonstrated increasing concern of university counseling centers (70% of directors) for the severity of university students' problems. Those problems were listed as anxiety (41.6%), depression (36.4%) and relationship problems (35.8 %). Anxiety and depression were the leading ones in the National Survey of Counseling Center Directors (NSCCD) (2010). The study of Erdur-Baker, Aberson, Barrow and Draper (2006) also revealed an increasing severity and chronicity of problems in university counseling centers. According to Gallagher's (2010) survey, students applying for the counseling centers have more psychiatric problems (increase in suicidal ideation, medication, substance abuse) compared with the past.

Several studies, conducted in Turkish universities, have outlined major psychological difficulties as well. For example, adaptation and somatic problems, depression, social anxiety, interpersonal relationship problems and anxiety about future have been reported as the main issues by Erdur-Baker and Bıçak (2006). In some other studies following issues came into prominence: communication problems, adjustment to university life, romantic relationships, depression, anxiety disorders, test anxiety, study skills, academic failure, low self-esteem and relations with parents (Akdavar, Demiral, Ergör, Ergör, Bilici & Özer, 2003; Güneri, 2006); and anxiety about physical appearance (Cansever, Uzun, Dönmez & Özşahin, 2003).

From a general point of view it can be stated that there are changing profiles of university students seeking psychological help as proved by both national and

international literature. One of the critical questions is that whether or not the number of students who seek help has been increasing in proportion with their problem severity. In other words, whether boosting number of problems among college students lead to increase in their application to psychological services or not In other words, whether boosting number of problems among college students lead to increase in their application to psychological services or not. As Koydemir and Demir (2005) stated, seeking help behavior of university students from counseling services was low compared with non-professional help seeking from family, friends so forth. In order to have detailed information about college students' help seeking behavior, it is necessary to know their profiles; their previous help seeking histories and variables related this history. In this study, these variables are determined as "gender, internal working models of attachment and self-stigma of seeking psychological help".

"Gender" is selected as one of the main variables of the study because it is a discriminating characteristic of help seeking population. In other words, some research findings revealed significant gender differences in their willingness to seek help. For instance, according to some research findings female university students have been more likely to seek help than male university students (Gove, 1979; Hackler, Vogel & Wade, 2010; Nam, Chu, Lee, Lee, Kim & Lee, 2010). The reason of male students' reluctance for seeking psychological help was pointed by Vogel, Heimerdinger-Edwards, Hammer and Hubbard (2011) as stigmatization. According to Kahn and Nauta (1997), male university students had more negative belief toward seeking psychological help than the female university students. The reason of this can be explained as gender socialization in society, which means males' referral to psychological services was not encouraged by their family, friends or colleagues as much as females (Lott, Ness, Alcorn & Greer, 1999). As a result of this encouragement, males feel the stigmatization for themselves whereas females feel relaxed for seeking help. On the other hand, the observed gender difference may be reverse for some specific problems like substance abuse. Although substance abuse was one of the presenting problems encountered by both males and females, females felt the stigma stronger when they had this kind of problem and because of feeling

shame and guilt; they hesitated to seek help (Gomberg, 1982; Gomberg, 1994). In other words, women's substance abuse was less acceptable than men by the society (Thom, 1997). Richie (2006) stated that women prefer drinking alcohol for the sense of connection; however, because of the social stigma of alcoholism, they feel disconnection and desolation.

Gender differences in seeking help for specific problems are the concern of many studies. For instance, in Pertab, Nielsen and Lambert (2011)'s study, it was stated that female college students had higher levels of personal disturbance compared to male college students (as cited in Lambert, Kahler, Harmon, Burlingame, Shimokawa & White, 2013). However, research conducted by Lambert, Kahler, Harmon, Burlingame, Shimokawa and White (2013) showed that there was no significant gender difference in terms of outcome scores of female and male undergraduate students. Correspondingly, based on another study's results, there was no gender difference in terms of depression levels of university students among those seeking psychological help (Ceyhan, Ceyhan & Kurtyılmaz, 2009).

'Relationship problems' experienced by university students are among the increasing problems of college students as mentioned above (Connel, Barkham & Mellor-Clark, 2007). Individuals who have negative model of others have not been eager to talk about their feelings due to perceiving others as threats and these behaviors put a barrier to seeking psychological help (Venza, 2002). In other words, attachment patterns are related to help seeking ideas since those patterns are related with interpersonal relationships and one of them is counseling relationship. According to Gomez-Schwartz (1978), if the characteristics of the client were important for the success of treatment, then it was crucial to search negative attitudes toward seeking psychological help.

According to Bowlby (1977), early relationship quality becomes fixed after a while, and this relationship has an influence on individuals' later social and emotional skills (Odacı & Çıkrıkçı, 2014). As a result of the past negative or positive memories, an individual developed negative and positive internal working models and these models were closely associated with attachment styles as substructures (Rothbard & Shaver, 1994). Model of self and model of others represent the belief

about a person's self and others with the positive and negative memories in the past, especially with the first care-giving person. After the formation of Internal Working Models, it is hard to change mostly in close relationships (Turan & Erdur-Baker, 2013). According to attachment theory, every individual has their own mental representations and their own self and other model (Bartholomew & Horowitz, 1991). Accordingly mental representations are classified as secure, preoccupied, dismissive and fearful. Secure attachment type means that an individual has both positive self and positive other model. Preoccupied defines negative self-model, but positive other-model. Dismissive attachment means positive self-model but negative other-model. Lastly, fearful attachment corresponds to both negative self and other model.

Attachment styles have been a widely studied topic with different variables such as help seeking behavior (Kline, 2009), gender (Donaldson, 1991), loneliness (Akbağ & İmamoğlu, 2010), relationship quality (Birnbaum, Reis, Mikulincer, Gillath & Orpaz, 2006) and so forth. In Kenny and Donaldson (1991)'s study, searching the parental attachment of 1st year university students, females defined themselves more attached to their parents than males. In another study, Birnbaum et al. (2006) studied the differences between gender, relationship quality and type of attachment. According to this study, female participants were more preoccupied than males and male participants were more dismissing than females. Different attachment patterns may also be the cause of different problems. Insecure attachment types (preoccupied, dismissive and fearful) may possibly end with fear of rejection and stigmatization (Turan & Erdur-Baker, 2013) and this fear may cause an individual to refrain from seeking help.

Help seeking behavior may be related to some specific variables which have been studied separately in some studies (Duncan & Johnson, 2007; Hess & Tracey, 2012; Hunt & Eisenberg, 2010; Perlick, Hofstein & Michael, 2010; Pescosolido, Monahan, Link, Stueve & Kikuzawa, 1999; Venza, 2002). Based on the findings of this existing literature, there may be a possible relationship between help seeking behavior and internal working models of attachment, gender, self-stigma of seeking psychological help. Change in severity and type of college students problems have

been proved by previous research. Therefore with this change, it is expected to have increasing number of students who seek psychological help. However, research findings showed that help seeking behavior of college students are not increasing in correlation with the increase in their problem severity. Current study combined three variables (gender, internal working models of attachment and self-stigma of seeking psychological help) to find out whether or not those variables were related to help seeking behavior of college students. In other words, it has been checked that whether or not help seekers and non-help seekers are different from each other in terms of gender, self-stigma of seeking psychological help, internal working models of attachment and psychological issues.

### 1.2. Purpose of the study

The current research aims to investigate the characteristics of Turkish university students' help seeking behavior compared to non-help seekers in terms of their gender, internal working models of attachment and self-stigma level. In other words, the purpose of the study is to examine whether the variables of gender, internal working models of attachment and self-stigma level are associated to help seeking behavior.

### 1.3. Research Question

Are there any relationships between help seeking behavior of college students and gender, internal working models of attachment and self-stigma of seeking psychological help?

### 1.4. Significance of the Study

University students seek help less than they need. Some of them seek help for their problems at least one time in their lives whereas some of them never do, although it would be beneficial for them. Since 1980's, some studies stated university students' problem types, severity change and the need for updated research on the improvement of the implications in counseling (Erdur-Baker et al.,

2006; Gallagher, Gill & Sysco, 2000; Gallagher, 2010). For example; it was reported by Rubinshteyn (2012) that college students were applying with a growing numbers and also their problems has been more severe than they were in the past. However, Hunt and Eisenberg (2010) reported that there were differences between the individuals who need help and who seek help. In spite of changing properties of counseling centers to serve for increasing severity of problems in universities, students seeking help is still low (Turan & Erdur-Baker, 2013). Since research findings have not come to an agreement on the help seeking behavior of college students, this study will bring new results to literature.

The aim of the current study is to investigate help seeking behaviors of college students out of the clinical settings. According to Kline (2009, p.18), "Help-seeking behavior is thought to be a necessary condition for physical and psychological wellness." Searching the variables that may be a barrier for help-seeking contributes to remove those barriers and also find some ways to improve physical and psychological wellness of the individuals.

This quantitative study reveals significant results for literature in the field of counseling. Among the studied variables, self-stigma of seeking psychological help was found to be one of the possible reasons for not seeking help. As Morgan (2007) stated, in the near future, it is expected that researchers will try to reach non-seekers of psychological help as a challenge. Therefore, it is important to search variables related with help seeking behavior to prevent possible challenges in the future. Counselors and counseling centers may be prepared with the results of the study. There is a certain need to overcome self-stigma of seeking psychological help and increase the number of help-seekers applying to counseling services when it is needed

## 1.5. Operational Definitions of the Variables

### 1.5.1 Seeking Help Behavior

Help seeking behavior in the literature is defined as professional and non-professional help seeking behavior. Non-professional type includes friends, families,

neighbors etc. whereas professional type contains doctor, teacher or counselor (Fallon, 2001) In this study, help seeking behavior refers to applying for a counseling center at least one time and receiving treatment due to a problem. In this study, college students' help seeking behavior is examined. This information was obtained by a demographic form with the following question; "Have you ever sought psychological help before?"

### 1.5.2 Gender

Gender was included in the demographic form and has two dimensions; male and female. In this study, male and female college students' help seeking behavior has been mainly studied and also differences in self-stigmatization and internal working models of attachment has been checked.

### 1.5.3 Self-Stigma

Vogel, Wade and Haake (2006, p.325) defined self-stigma as "the reduction of an individual's self-esteem or self-worth caused by the individual self-labeling herself or himself as someone who is socially unacceptable." Self-stigma was measured by Self-stigma of Seeking Psychological Help Scale (SSOPH) (Vogel et al., 2006). Higher scores mean higher stigmatization of oneself for applying psychological help.

### 1.5.5 Internal Working Models of Attachment

According to Bartholomew and Horowitz (1991), during the infant and early childhood times, relationship with significant people constitutes internal working models; self-model and other-model. Self-model means a pattern believing oneself worth to be loved and supported. Other model is accepting other people as trustworthy and available. After the formation of those models, they become stable.

Internal working models of attachment were measured by Relationships Questionnaire including four paragraphs measuring 4 types of attachment patterns. According to the results of this scale, there is a self-model and an other-model of a person. Self-model is measured by summation of the scores of secure and dismissing

types and subtraction of preoccupied and fearful types (Item 1 + Item 2) - (Item 3 + Item 4). High points from this calculation are positive, low points are negative. Other model, on the other hand, is measured by summation of the scores of secure and preoccupied attachment types and subtraction of dismissing and fearful types (Item 1 + Item 3) – (Item 2 + Item 4). Like the self-model, high points lead to positivity, low points lead to negativity.

# CHAPTER II

# LITERATURE REVIEW

This chapter considers the rationale for help seeking behavior of university students by emphasizing fundamental findings of national and international literature related to hypothesized relationship among the four variables. After a brief summary of college students' current psychological profile, the relationship between psychological help seeking behavior and the variables of gender, self-stigma and internal working models of attachment were outlined.

Counseling professionals have always been interested in the challenges of university students (Heppner & Neal, 1983). According to recent research reports, severity of college students' problems is increasing. As Hunt and Eisenberg (2010) suggested, if the severity of the problems and treatment were not increasing at the same time, reasons of this inequality should be studied. What college students are experiencing, what problems they have and what variables are contributing to seeking help behavior of those students have been questions asked by other researchers. Especially, the first year of university, students start their higher education in a new environment and in a different system. They expand their social circle after their arrival and some of them change their city which requires solid interpersonal skills. At the same time, developmentally, they are going through one of the important life transition periods namely the time between childhood and adulthood (Arnet, 2004; Pledge, Lapan, Heppner, Kivlighan & Roehlke, 1998) Moreover, university environment is more stressful than it was in the past (Rubinshteyn. 2012).

In the university environment to which students are new, the problems they mainly face are reported as anxiety, depression and relationship problems by The Association for University and College Counseling Center Directors Annual Survey (Mistler, Reetz, Barr & Krylowicz, 2012). Pledge et al. (1998) also claimed a rise in

suicidal behaviors, substance abuse, psychiatric treatment cases, depression, anxiety and total stress level of university students. The rise in those problems has been proved by the recent survey of Gallagher (2014).

Dynamic profile of university students' problems also has been the focus of Benton et al. (2003)'s study. After conducting a longitudinal study for 13 years, they reported that at the end of the study university students had three times more suicidal ideation or attempts when compared with the beginning of the story. They also observed increases in 14 problem areas out of 19. Two longitudinal studies between 1978-1983 and 1983-1988 years showed that pathology among university students had increased (O'Malley, Wheeler, Murphy, O'Connel & Waldo, 1990). Robbins, May and Corazzini, (1985) studied the shift which was from educational and informational needs to emotional and behavioral problems. In another study, it was also reported that Major problems faced by university studentswere depression, academic problems, relationship issues and anxiety (Surtees, Pharoah, Wainwright, 1998).

Table 2.1.

*Comparison of National Survey of Counseling Center Directors Survey*

| **2010 Survey Results** | **2014 Survey Results** |
|---|---|
| • 70.6% Crisis situations | • 89% Anxiety Disorders |
| • 68.6% Psychiatric medication issues | • 69% Crises requiring immediate response |
| • 60.0% Learning disabilities | • 60% Psychiatric medication issues |
| • 45.7% Alcohol abuse | • 58% Clinical Depression |
| • 45.1% Drug abuse (different from alcohol) | • 47% Learning disabilities |
| • 39.4% Self-injury situations | • 43% Sexual Assault on campus |
| • 25.2% On-campus sexual assault | • 35% Self-injury issues (e.g. Cutting to relieve anxiety) |

Table 1 shows Gallagher's 2010 and 2014 National Survey results for the changing profile of college students.

After its was agreed upon that there was a rise in the severity of the problems university students were facing, as Hunt and Eisenberg (2010) recommended, one should ask, if university students seek help (parallel to increasing severity of problems) more than they did in the past? Neither increasing severity of the problems nor seeking help behavior of individuals are not a new subject for this study. There were absolute concerns about the changing severity of university students' problems since 1980's, however only a few number research have addressed this issue (Baker, Aberson, Barrow & Draper, 2003; Green et al., 2003; Pledge et al.,1998; Stone & Archer, 1990). Since the number of help seekers is also not equal to number of students who have problems, it is needed to study the variables affecting help seeking behavior. Kahn and Williams (2003) verified this statement by reporting the difference between distressed students and applicants to counseling services in campus. Some studies investigated the characteristics of students who did not utilize counseling services of the university and it was found that those students were not seeking professional help although they had problems. (Flisher, De Beer& Bokhorst, 2002; Raunic & Xenos, 2008; Vogel, Wester & Larson, 2007).

Characteristics of college students' who sought help and who did not seek help before, and more importantly, the variables related to help seeking behavior are the main issue of this study.. According to data of World Health Organization (2004), among individuals who carry the criteria of DSM-IV, only 15.3% of them had treatment last year. In other survey, it has been found that only 11% of which students were attending to counseling services (Gallagher, 2014). According to Erkan, Çankaya, Terzi and Özbay's study with eight universities in Turkey, 4% of the students has sought help in Middle East Technical University, 3% of the students in Bilkent University, 2% of the students in Başkent University, 4% of the students in Koç University, 0.7% of the students in Gazi University, 0.2% in Istanbul University, 8% of the students in Anadolu University, 3% of the students in Boğaziçi University.

University students' problem type and severity of the problems have evolved since 1980's and it has been proved by many studies. However, studies showed that with evolving problem types and increasing severity of those problems, students' help seeking behavior were not increasing correspondingly. The current study aims to examine the relationship between help seeking behavior and gender, self-stigma and current psychological issues.

## 2.1 Help-seeking behavior

Help-seeking behavior can be described as applying to a counseling center at least once and receiving treatment due to a problem. It is defined differently from "help-seeking attitude". When there is a threat to psychological health of an individual, all their cognitive, affective and behavioral tendencies toward seeking psychological help from a professional center are named as attitudes for seeking help (Kushner & Sher, 1991), it is "personal judgements" of an individual about professional help (Harewood, 2009). Since many studies in literature focused on help-seeking attitudes (Davis & Liang, 2015; Topkaya, 2014; Wade, Vogel, Armistead-Jehle, Patrick, Heat & Stass, 2015; Yousaf, Popat & Hunter, 2015) those studies have been used in this study for understanding help-seeking behavior. Actually, those two terms; help seeking behavior and help-seeking attitudes are not completely distinct from each other. Attitudes toward seeking help have been found related to the indication of those attitudes as behaviors (Vogel, Wade & Hackler, 2007). As it is expected, individuals who had positive attitudes toward seeking professional help had desire to attend it (Bicil, 2012).

Helping behavior refers to university students' application to psychological services in or out of the campus. While determining the variables of seeking help behavior, participants who tended to develop distress, for example individuals called "emerging adults" who feel stressful due to the needs of adulthood, should be noted (Perlick, Hofstein & Michael, 2010). Therefore, this study's participants have been selected among university students in Turkey who are emerging adults.

Counseling services may not be sufficiently used by college students, despite of the rise in severity of problems (Duncan & Johnson, 2007; Hunt & Eisenberg,

2010; Perlick, Hofstein & Michael, 2010). According to National Survey of College Counseling Centers (Gallagher, 2014) data, among 3.3 million students, only 11% of them sought help. One reason of not seeking help has been explained as stigmatization of oneself for seeking psychological help. This stigmatization has also gender differences in it; for example; males experienced self-stigma more than females and therefore males' hesitation to attend psychological help was more than female participants (Topkaya, 2014). The other reason of not seeking psychological help may be the current psychological situation of a person; for example depression and anxiety was more acceptable disorders than the psychotic ones; due to the judgements of others, psychotic disorders cause more stigmatization (Pescosolido, Monahan, Link, Stueve & Kikuzawa, 1999). In other words, disorders that are severely judged by society refrain the individual from seeking help. Another reason of seeking or not seeking psychological help behavior may be the relationship between internal working models of attachment and seeking help. Infant and early childhood relationships are related with adulthood relationships according to attachment theory (Bowlby, 1967) and when a person had negative model of others, they may hesitate to seek help from a professional because of perceiving other people as possible threats (Venza, 2002).

When someone starts the helping process, they are taking a step to "obtain relief, discover direction for life, experience healthy relationships, work toward personal growth, address existential concerns and learn valuable skills" (Hill, 2004, p.4). If helping process is beneficial for the client, it is expected for everyone to seek professional help when it is needed. If all the conditions are satisfied (affordability, accessibility etc.), what may be other reasons for not seeking psychological help? Studying seeking help behaviors also helps to understand the dynamics behind the choices of applying to a counseling center (Hess & Tracey, 2012) and the possible impact of cultural factors on the decision of this behavior (Cauce et al., 2002).

Different variables may be related with help-seeking behavior. In this present study, help seeking behavior has been studied in terms of gender, self-stigma of seeking psychological help and internal working models of attachment. If college students' severity of problems has increased, as it was recommended by Eisenberg

and Hunt (2010), the reasons for this increase, which may be college related or due to societal factors, should be researched.. In this study, another group of factors, namely personal factors, has been added. One of the personal factors is stigmatization of self. Vogel, Wade and Haake (2006, p.325) defined self-stigma as "the reduction of an individual's self-esteem or self-worth caused by the individual self-labeling herself or himself as someone who is socially unacceptable." This research aims to investigate the relationship between help-seeking behavior and self-stigma of seeking psychological help. Internal working models of attachment are also another personal factor that may be related with help-seeking behavior. Individuals have self and other models that stem from their mental representations of their self and other people (Barthelomow & Horowitz, 1991). These mental representations (especially negative model of others) may be the reason for not trusting other people. Since therapeutic relationship contains a secure and trustworthy base, these models may have an impact on help-seeking behavior. As it is recommended by Franz (2012), different characteristics of people who seek help and who do not seek help should be studied, this study has aimed to explain these characteristics.

## 2.2 Gender

Gender is one of the essential demographic factors in social science studies. Since it is widely used with many variables, the results about the relationship mostly do not compromise with specific variables. The hypothesized question is whether gender predicts the help-seeking behavior of university students or not. According to Heppner, Kivlighan, Good, Hills, Roehlke and Ashby (1994), in spite of the fact that females seek help more than males, gender of the client did not significantly influence the presented problem type after the decision of attending counseling. *** An important consideration of this study is to define elements that contribute to help seeking behavior until acceptance of the treatment. Gender?

Many other studies focused on gender differences among students who sought help (Raunic & Xenos, 2008). Gallagher (2014)'s survey with the counseling directors explained that 64.60 % of clients in the centers were female, 35.40% were male (total number of school students were 2.752.000). Flisher, De Beer and

Bokhorst (2002) also reported that women were using those services more than men. However, these results do not prove that females have more problems than males. Females have more affirmative attitude for seeking psychological help when compared with males (Çebi, 2009).

Different psychological problems of males and females also have been explored by different studies. According to the results of Surtees, Pharoah and Wainwright (1998)'s study about the gender related differences in the presenting problems, female students addressed more self-harm, eating disorders, and sexual abuse whereas male students experienced mostly academic and social problems. In another study, male students had more likely "course-related problems, anxiety and addictions" and female students reported "eating disorders, trauma or abuse and self-esteem problems" (Connell & Mellor-Clark, 2007). In contrast to these findings, Franz (2012)'s study showed no significant results in terms of the relationship between gender and help seeking behavior. Another study conducted in Turkey, also found no difference in current psychological situation (depression levels) of males and females (Ceyhan, Ceyhan & Kurtyılmaz, 2009).

Gender differences of presenting problems of university students were mostly studied with help seekers. However, not all of the students were seeking help when they had problems. Therefore, gender differences in terms of previous help seeking behavior have been the main concern of this study.

### 2.3 Internal Working Models of Attachment

Attachment patterns are one of the previous experiences derived from theory of attachment. Bowlby (1977) defined the attachment theory as "the propensity of human beings to make strong affectional bonds to particular others" (as cited in Barthelomow and Horowitz, 1991, p. 226). Based on this theory, children while they are growing up internalize actions they have with their caretakers and these previous attachment relationships affect the following relationships and become a prototype outside the family (Barthelomow & Horowitz, 1991). The main philosophy of attachment theory is that attachment relationships maintain their importance during the life time. Since the very first times of a person due to the interaction with the

significant figure, children have developed internal working models of the self and others (Bowlby, 1977, 1980, 1982b; Bowlby, 1973).

Based on the attachment theory, Barthelomow and Horowitz (1991) were the ones who explained the internal working models of an individual. In their study, they presented four mental representations parallel with attachment styles. There are four types of attachments styles (see figure 3.1), comprising by Secure, Preoccupied, Fearful and Dismissing. Before giving the definition of these 4 types of attachment; Bartholomew and Horowitz (1991) defined self-model as seeing oneself worth of love and support or not. Other model is accepting all other individuals as trustworthy and accessible or deceptive and rejecting. Secure attachment type means having both positive view of self and positive view of others whereas Preoccupied is having negative view of self but positive view of others. Preoccupied individuals feel a continuous need to be with other people although they carry fear of being abandoned (Permuy, Rubino, Fernandez-Rey, 2010). Fearful types of individuals have both negative view of self and others at the same time and seeks other individuals' approval due to lack self-confidence (Odacı & Çıkrıkçı, 2014). Lastly, dismissing type of people have positive view of self but negative view of others. Dismissive individuals abstain themselves from involving in other people because of fear of facing negativity (Odacı & Çıkrıkçı, 2014). These are the main definitions of 4 types of attachment which are formed by people as working models of self and others. For the quality of interpersonal relations, secure people have more gratifying relationships when they are compared with insecurely attached people. Avoidantly attached people abstain from having intimate relationships due to fear of closeness. (Hazan & Shaver, 1987). This fear may result in not seeking help.

| Thoughts of Partner \ Thoughts of Self | Positive | Negative |
|---|---|---|
| Positive | **Secure**<br>Comfortable with intimacy and autonomy | **Preoccupied**<br>Preoccupied with relationships |
| Negative | **Dismissive**<br>Dismissing of intimacy<br>Strongly independent | **Fearful**<br>Fearful of intimacy<br>Socially avoidant |

*Figure 3.1* Model of Attachment (Bartholomew & Horowitz, 1991)

Bartholomew and Horowitz (1991) presented self and other models of self in four attachment patterns. They concluded their study in terms of gender differences in attachment styles. As a result, female participants had higher score in preoccupied attachment style than male participants. On the other hand, male participants had higher score in dismissing type of attachment than female participants.

Besides the findings of gender differences in different attachment styles, those styles may affect current psychological situations and help-seeking behavior of individuals. This topic has been investigated by some studies. For instance, according to results of Mikulincer and Orbach (1995)'s study, securely attached people were able to challenge with negative emotions whereas individuals who have anxious-ambivalent attachment style had more anxiety due to their problems. Not challenging with negative emotions may cause an individual to refrain seeking help. For example, individuals who have negative model of other have not been eager to talk about their feelings due to perceiving others as threats and these behaviors put a barrier to seeking psychological help (Venza, 2002). One other study also proved that avoidantly attached individuals were not eager to seek help (Vogel & Wei, 2005). Franz (2012) also found a strong relationship between anxiously attached

participants and help seeking intention whereas non-significant relationship between avoidantly attached individuals and their intention. Loneliness, the perception of not having sufficient relationship with others, was also positively correlated with insecure attachment types and negatively correlated with the secure attachment type (Akbağ & İmamoğlu, 2010).

Permuy, Rubino and Fernandez-Rey (2010) conducted a research with a group of university students to investigate the relationship between attachment styles and depressive symptoms of individuals. Results showed that participants who have preoccupied and fearful attachment styles (negative model of self) had higher score from Beck Depression Inventory when they compared with secure and dismissing type of attached participants. Although this study was not taking into consideration help seeking behavior, it is important to note that it is conducted with non-clinical sample and there were significant results in terms of attachment styles.

Theory of insecure attachment explains possible relationship problems due to disruptions in early family relationships and "insecurity in attachment can potentially result in the insecurity of other's response e.g. fear of rejection, or stigmatization" (Turan & Erdur-Baker, 2013, p. 89). Since relationship problems may also occur in counseling session, this fear of rejection and stigmatization may influence help seeking behavior of an individual. Therefore, it may be plausible to look for a relationship between help-seeking behavior and internal working models of attachment. The research gap about help seeking behavior and attachment relationship is also stated by Franz (2012).

### 2.4 Self-stigma of seeking psychological help

People may retain themselves from seeking help even they have psychological problems. By not seeking help when there is a problem, gives individual an opportunity to escape from accepting themselves as inadequate to solve problems (Harewood, 2009). One of the factors contributing to this situation is self-stigma (Komiya et al. 2000; Surf and Lynch 1999). Self-stigmatization prevents somebody to seek help due to being afraid of labeling and named as mentally ill by others (Corrigan, 2004; Kushner & Sher, 1991). According to Corrigan (2004), there

was a relationship between stigma and avoidance and declined participation to treatment because based on the results of his study, one group of people never attend any treatment due to stigmatization (avoidance) and other group of people experience drop out (non-attendence).

Gender differences in stigmatization have been studied by Chandra and Minkovitz (2006) and results showed that females were more inclined to apply for help than males. In other words, males tend to stigmatize themselves more than females about applying for help (Hackler, Vogel &Wade, 2010; Topkaya, 2014). Previous authors studied one specific problem (eating disorder) and self-stigma relationship and results showed that women who had disordered eating tend to have fear of being labeled and felt shame due to their experience. Moreover, also in a study conducted with undergraduate students showed that male students expressed more stigma than female students (Vogel, Wade & Haake, 2006) which keeps males away from seeking help.

The level of stigma changes according to the severity or the type of problems. For example; depression and anxiety are more acceptable disorders when compared to psychotic disorders since other people have less severe judgements about the first group (Pescosolido, Monahan, Link, Stueve & Kikuzawa, 1999). Moreover, since college years are the “emerging adulthood” times, those emerging adults had more hesitation to seek help due to fear of stigma in their social circles (Franz, 2012).

This study focuses on the relationship between individual’s self-stigma of seeking psychological help level and their seeking help behavior. Vogel, Wade and Haake (2006) conducted a study looking for a relationship between help seeking intentions of college students and self-stigma of seeking psychological help and as a result, self-stigma of seeking psychological help has been predicted by help seeking intentions. Self-stigma and help seeking behavior has been also studied by other researchers and results were same; the higher the stigma the lower the help seeking behavior (Pederson & Vogel, 2007, Harewood, 2009) and it causes postponing help seeking (Wang, Peng, Li & Peng, 2015). On the other hand, it has been explained

that there was no accurate relationship between self-stigma and help seeking behavior (Golberstein, Eisenberg, & Gollust, 2007).

There is not much study relating self-stigma to help-seeking behavior in Turkey, therefore this study contributes literature by considering the relationship between previous help seeking behavior and self-stigma of seeking psychological help level of Turkish university students. In this cultural context, the differences hav been studied and the results have been compared with international literature.

Investigation of college students' help seeking behavior, help seeking attitudes or help seeking intentions has been the focus of many other studies in international and national literature. These terms are studied with different variables in different cultural contexts (like with Black college students, Latin Americans etc.). However, there is no study researching previous help seeking behavior of college students in Turkey. Important variables that may contribute to help seeking behavior are determined as gender, self-stigma of seeking psychological help, internal working models of attachment and current psychological issues after revision of literature. Moreover, independent variables of this study has been researched in other studies, one or two of them together; stigma, gender and desire to attend psychological services (Chandra & Minkowitz, 2006; Vogel, Wade & Haake, 2006; Çebi, 2009; Hackler, Vogel & Wade, 2010; Topkaya, 2014), help-seeking attitudes and internal working models of attachment (Turan, 2014). This study integrated separately studied terms to check the relationship together.

# CHAPTER III

# METHOD

## 3.1 Research Design

The goal of the study is to investigate whether or not previously help seeking is associated with the variables as gender, internal working models of attachment, self-stigma level. Parts of the method chapter are research design, participants' profile and definition of instruments. In order to reach the aimed goal a descriptive – correlational study was designed.

## 3.2 Participants

Participants of the research were university students studying in undergraduate and graduate programs. Via convenience sampling method, data has been collected from university students in Ankara. 2 types of data collection method have been used; one of them was traditional self-reported hard copy data collection method. The other method was delivered through a software. There were 99 participants filled out the hard copy version and 208 participants filled out the soft copy version.

Table 3.1

*Table of Demographic Information of Participants*

| Help seeking behavior | | Female | Male | Ages 18-22 | Ages 23-35 |
|---|---|---|---|---|---|
| Help seeker | 79 | 64 | 15 | 35 | 44 |
| Non-help seeker | 228 | 166 | 62 | 118 | 110 |
| Total | 307 | 230 | 77 | 153 | 154 |

The total number of participants was 307. Among the participants, 230 (74.9%) of them were female and 77 (25.1%) of them were male, coming from different majors in the public universities in Ankara. The majority of the participants were female. The age ranges of the participants were 18 to 35 (M = 23.25, SD = 3.61). Median of the ages was 23 and mode of them was 20. The most frequent ages of the participants were 19 (10.1%), 20 (13.4%), 21 (12.7%) and 26 (11.4%). 180 (58.6%) of the overall participants were in undergraduate level and 127 (41.4%) of them were in graduate (master or doctorate) level. 79 (25.7 %) of overall participants gave an affirmative response about seeking help behavior while 228 (74.3%) of them giving a negative response.

## 3.3 Instruments

Inventories were 10-item Self-stigma of Seeking Psychological Help Scale (SSOPH) (Vogel et al., 2006), and 4-item Relationships Questionnaire (RQ) (Bartholomew and Horowitz, 1991). Also, demographic form was used in the study.

### 3.3.1 Self-Stigma of Seeking Psychological Help Scale (SSOPH)

SSOPH was developed by Vogel, Wade and Haake (2006) to measure the self-stigma level of an individual for seeking psychological help. It is a 10-itemed Likert scale; 1 means strongly disagree and 5 means strongly agree. An example item of the scale is “I would feel inadequate if I went to a therapist for psychological help.” Turkish adaptation of this scale was done by Topkaya (2013). Test-retest reliability of the original version was found as .73 in the university samples (Vogel et al., 2006). Moreover, estimated internal consistency of the adapted scale was .81. Higher scores mean higher stigma of person for seeking psychological help. Cronbach’s alpha for the present study was .84.

### 3.3.2 Relationships Questionnaire

Bartholomew and Horowitz (1991) were the developers of the Relationships Questionnaire. There are 4 short paragraphs measuring the attachment styles (secure, dismissing, preoccupied and fearful) (a paragraph example of the scale: “It is easy

for me to become emotionally close to others. I am comfortable depending on them and having them depending on me. I don't worry about being alone or having others not accepting me.") As a result of these 7 point Likert scale paragraphs, there are two models; self-model and other-model. Adaptation of this test was done by Sümer and Güngör (1999) and test-retest reliability was range from .54 to .78. And in that study, it was concluded that this adapted scale was reliable and valid like the original form (Sümer, 1999).

### 3.3.3 Demographic Form

Demographic form was developed by the researcher including the information about participants' gender, age, department in university, last graduated school and help seeking behavior (asking whether participants have ever sought help from psychological services or not).

## 3.4 Sampling Procedure and Data Collection

Convenience sampling was used to access participants. Data has been collected in two type of data collection method; hard copy and online data collection in the universities in Ankara. After necessary permission obtained from Ethics Committee in Middle East Technical University, data was collected with the above mentioned sampling procedure. During the data collection procedure, participants were informed about confidentiality and volunteer attendance was emphasized both in the written and online forms. Data has been collected during a period of 30 days from universities in Ankara by the researcher. Total time of the scale administration was at most 15 minutes. A short introduction was given to participants about hard copy versions. For the online version, there was a brief paragraph explaining the purpose of the study. Contact information of the researcher was also shared with the participants for their possible questions. After the mentioned procedures, in order to analyze collected data, logistic regression method has been used.

## 3.5 Limitations

Even though findings of the study revealed some relationship between the variables of this study and help seeking behavior, some limitations need to be reported. There were 307 participants from universities in Ankara. Because of the small sample size, it is difficult to generalize the findings to all university students in Turkey. Also due to easy access, some data has been collected via online survey which removes the possibility of asking questions what the participants had difficulty to understand. Moreover, since all the scales are self-reported, social desirability remained as a limitation of the study. Finally, this study was conducted as correlational design which restricts the causal inferences. In order to have detailed findings, interview might be used to gather more detailed information about the attachment patterns.

# CHAPTER IV

# RESULTS

This chapter introduces the results of the statistical analysis of the present study. First, descriptive analyses of the study with correlation matrices of the variables were presented. Then assumption checks of the logistic regression analyses were done. Finally, the logistic regression analysis results were introduced.

## 4.1 Descriptive Statistics of the Variables

Table 4.1

*Summary of Descriptive Analysis for Study Variables*

| | *N* | *M* | *SD* |
|---|---|---|---|
| Self-stigma | 307 | 20.57 | 6.80 |
| Internal Working Models | | | |
| Self-Score | 307 | .65 | 4.81 |
| Other-Score | 307 | .86 | 4.18 |

Table 4.1 showed the results of mean and standard deviations of variables in the present study. Self-stigma score can be maximum 50 and minimum 10 and current mean of this score was 20.57, standard deviation 6.80. Third variable was internal working models of attachment has been measured with 2 scores; self-score and other-score. Self-score may be maximum 12 and minimum -12, mean of the self-score in this study was .65 and standard deviation was 4.81. Other score minimum and maximum values were same with the self-score, and mean of the other score was .86 and standard deviation was 4.18 for this study.

Table 4.2

*Mean Values for Predictor Variables as a Function of Seeking Psychological Help Behavior*

| | Seeking Help Before | | Not Seeking Help Before | | *t*(305) | *p* |
|---|---|---|---|---|---|---|
| Predictors | *M* | *SD* | *M* | *SD* | | |
| Self-stigma | 18.77 | 5.63 | 21.20 | 7.06 | 2.76 | .006 |
| Self-score | .46 | 3,92 | .71 | 5,09 | .41 | .686 |
| Other-score | 1.06 | 4.32 | .79 | 4.13 | -.50 | .616 |

Seeking psychological help behavior was the dependent variable of this study. Therefore, to understand seeking help behavior in terms of independent variables, independent sample t-test was conducted. Seeking help before and not seeking help before significantly differed only in their self-stigma for seeking psychological help scores t(305)= .006, p<.05. Individuals who sought help before (M = 18.77, SD = 5.63) had lower self-stigma scores than who did not seek help before (M = 21.20, SD = 7.06).

Table 4.3

*Means and Gender Differences among Major Variables of the Study*

| | Female | | Male | | | |
|---|---|---|---|---|---|---|
| | *M* | *SD* | *M* | *SD* | *t(305)* | *p* |
| Predictors | | | | | | |
| Stigma | 19.60 | 5.94 | 23.47 | 8.26 | -4.45 | .000 |
| Self-Score | .46 | 4.89 | 1.19 | 4.56 | -1.16 | .247 |
| Other-Score | .94 | 4.32 | .62 | 3.70 | .57 | .566 |

Gender was one of the independent variables of this study. Therefore, to understand gender differences in terms of other independent variables, independent sample t-test was conducted. Males and females significantly differed only in their self-stigma for seeking psychological help scores t(305)= .000, p<.05. Males (M = 23.47, SD = 8.26) had higher self-stigma scores than females (M = 19.60, SD = 5.94).

Table 4.4

*Age Groupings of Participants*

| *Age* | *Frequency* | *Percent* | *Help-Seeker* | *Non-help seeker* |
|---|---|---|---|---|
| 18 to 22 | 153 | 49.8 | 35 | 118 |
| 23 to 35 | 154 | 50.1 | 44 | 110 |
| Total | 307 | 100,0 | 79 | 228 |

Based on the information gathered through demographic form, ages of participants has been grouped according to Higher Education Statistics in 2013-2014 Academic Year about the university students' ages. This statistics showed that most of the students' ages attending undergraduate programs were less than 23 and other students who were attending university after 22 mostly registered to master or doctorate programs. Therefore, in this study, age grouping has been categorized based on this information. Number of university students aged 18 to 22 were 153 (49.8 %), 23 to 35 were 154 (50.1%) students. Based on the chi-square analysis to check the association between help-seeking behavior and age grouping of the participants, a non-significant relationship has been found between these groups $X^2$ (2, N = 307) = .27, p < .05.

## 4.2 Correlation Matrix of the Variables

Table 4.5

*Correlation Matrix of Study Variables*

| | 1 | 2 | 3 |
|---|---|---|---|
| Stigma | 1 | | |
| Self-score | -.71 | 1 | |
| Other-score | -.137* | -.143* | 1 |

**p<.05, **p<.01 Note. Stigma: Self-Stigma Score*

Based on the results shown in Table 4.2, stigma was significantly and negatively correlated with other score ($r$=-.137, $p$<.05), self-score significantly and negatively correlated with other-score ($r$=-.143, $p$<.05).

## 4.4 Logistic Regression Assumptions

Before conducting the main analysis, logistic regression assumptions were checked. Logistic regression is used with a binary dependent variable. Seeking help or not seeking help before is the dependent variable of this study and it has two dimensions “yes” or “no”, it means this is binary. Since dependent variable is dichotomous, there was no need for linear relationship between dependent and independent variables. Therefore, linearity assumption is not applicable. Besides, other basic assumptions which are valid for linear regression and general linear models such as normality, homoscedasticity and measurement level are also not applicable for logistic regression.

One of the assumptions of logistic regression is that the dependent variable should be coded according to probability of the event occurring. In this study, answering the question of seeking psychological help before or not as “yes” is coded as “Y=1”. Another assumption is that logistic regression requires sample size to be

bigger than 30 participants per variable. This assumption has been fulfilled with a sample size of 307 participants. The third assumption of logistic regression is independent observations which are fulfilled for this study; all cases are independent from each other.

### 4.5 Results of Logistic Regression Method

A logistic regression analysis was conducted to examine the associations between help seeking history and gender, internal working models of attachment (self and other model) and self-stigma of seeking psychological help.

Self-stigma and help seeking behavior significantly related with each other. When self-stigma of seeking psychological help level increases by one unit, the odds that a person seeks help are multiplied 0.944 (or are decreased by about 94 percent). In other words, 94% of occurrences of help seeking behavior predicted by self-stigma.

Table 4.6

*Summary of Logistic Regression Analysis for Variables Predicting Help-Seeking Behavior*

| Predictor | β | *SE* β | Wald's χ 2 (df= 1 ) | *p* | eβ |
|---|---|---|---|---|---|
| Constant | -.125 | .576 | .047 | .827 | .882 |
| Gender | .275 | .333 | .681 | .409 | 1.317 |
| Self-stigma | -.057 | .023 | 6.246 | .012 | .944 |
| Self-score | -.016 | .027 | .323 | .570 | .985 |
| Other-score | .001 | .032 | .001 | .976 | 1.001 |

A binary logistic regression has been conducted to test whether self-stigma, gender and internal working models of attachment were influential predicting the help-seeking behavior. As a result of this, self-stigma and help seeking behavior were significantly related to each other ($\chi 2$ [1, 306] = 9.27, p = .012).

# CHAPTER V

# DISCUSSION

The main purpose of the current study was to assess the relationship between help-seeking behavior of university students and gender, self-stigma of seeking psychological help, internal working models of attachment, and current psychological issues of Turkish college students. This question is vital since it is known that individuals do not utilize counseling services sufficiently even if it will be beneficial for them (Franz, 2012). In this chapter, discussion of the results, implications and recommendations for further research are presented.

## 5.1 Discussion of Results

First research question of the study was that whether there was a relationship between gender and help seeking behavior. This hypothesis has surprisingly not been satisfied. In results of some studies, it has been found that female participants sought psychological help more than male participants (Çebi, 2009; Flisher, De Beer and Bokhorst, 2002; Gallagher, 2014). On the other hand, current study results were similar with Franz (2012)'s study, she also did not find a significant difference between males' and females' help seeking behavior.

Based on the results of independent sample t test, males and females significantly differed in terms of their self-stigma scores. Males had higher levels of self-stigma than females. This is parallel with findings of Hackler, Vogel and Wade (2010) and Topkaya (2014); which reported that males tended to stigmatize themselves more than females (Hackler, Vogel &Wade, 2010; Topkaya, 2014). Parallel with some research findings (Flisher, De Beer & Bokhorst, 2002; Raunic &Xenos 2008; Vogel, Wester & Larson, 2007), individuals may not seek help even they are psychologically distressed. Individuals' severity of problems and seeking

help behavior also may not increase at the same time (similar with Hunt & Eisenberg (2010)'s findings.). One of the reasons of it may be stigmatization.

Dependent and at the same time demographic variable of the study was seeking help behavior 79 (25.7%) of the participants reported that they applied for psychological help before and 228 of them reported they did not (74.3 %). This corresponds with Flisher, De Beer and Bokhorst (2002) and Gallagher (2014)'s findings, that only small group of university students were applying for psychological help. The sample of participants was heterogeneous in terms of gender. 230 participants were female and 77 of participants were male. This is mostly the limitation of studies researching for gender differences (Raunic & Xenos, 2008).

According to results of logistic regression, self-stigma and help seeking behavior are significantly related. In other words, if a college student does not seek psychological help, this may be the result of their self-stigmatization. This is consistent with findings in international literature (Harewood, 2009; Pederson & Vogel, 2007). Corrigan (2004) also reported a relationship between avoidance to seek help and stigmatization of oneself. However, findings of the current study have not corresponded with what Golberstein, Eisenberg and Gollust (2007) claimed. They stated that there was an unclear relationship between self-stigma and help seeking behavior. Although self-stigma and help seeking behavior has been found significantly related, there was no gender difference according to the results of the current study. Chandra and Minkowitz (2006), Hackler, Vogel and Wade, (2010), and Topkaya (2014) found different results in terms gender differences in self-stigmatization, they stated a relationship between gender and self-stigma.

Another research question of the study was whether there is a relationship between internal working models of attachment and help seeking behavior. This has not been satisfied. These findings were different from literature. It has been found by Venza (2002) that negative model of others (dismissive and fearful) affected the individual's help seeking behavior. Especially, negative model of others include dismissing or fearful intimacy (Barthelomow & Horowitz, 1991). Vogel and Wei

(2005) stated that avoidantly attached individuals were not eager to seek help and according to Franz (2012)'s findings there was a strong relationship between seeking help intention and anxious attachment but no relationship between avoidant attachment and this intention. Therefore it was expected that negative model of others and non-seekers of help were significantly related to each other but it was not significant in this study.

In this study, the variables which may be the cause of not seeking help from psychological services were examined as Vogel, Waake and Hade (2006) recommended. Moreover, in Turkey, it is known that some university students had negative thoughts about seeking help and one of the reasons for not seeking help may be these thoughts (Erkan, Çankaya, Terzi & Özbay, 2011). With this motivation, by screening national and international literature four variables that may have possible relationship between help seeking behavior has been selected. These variables have been studied by researchers separately in terms of help seeking behavior, attitude or intentions in different studies. In the current study, they have been studied together to observe the relationship together. As a result, findings of the study explained that self-stigma of seeking psychological help is highly important for psychological help behavior. If a person's self-stigma level is high, then the possibility of seeking help will be low. This finding is important to explain possible reason of not seeking help. Significant results showed that an individual may be hesitant to seek help due to fear of stigmatization. Moreover, as Morgan (2007) claimed the non-seekers may be the biggest problem of counseling centers in the near future. It will be wise to consider this result to increase the number of help seekers.

## 5.2 Implications

Findings of this study serve for possible future prevention and intervention strategies in counseling centers. By considering significant results and some important findings in literature, implications for the field of counseling and recommendations for further research have been reported in this section. As mentioned by Vogel, Wester and Larson (2007), knowing the various reasons of seeking help avoidance is the initial step for awareness of this behavior and they also

added that beyond the awareness, the investigation of ways for removal of this avoiding behavior need to be considered.

The most important finding of the study was the relationship of self-stigma of seeking psychological help and help-seeking behavior. It resulted as the strongest predictor of help seeking behavior among the other variables. Therefore, it may be concluded as decreasing self-stigma of seeking psychological help level may increase help-seeking behavior. Corrigan (2004, p.619) stated that "Alternatively, some people with mental illness may avoid the label to escape stigma's impact on their sense of self." Therefore there may become a need to check self-stigma level and develop strategies to overcome it. Group intervention may be one of the ways to reduce self-stigma. Similar implementation has been conducted by Vogel (2015) with the name of "Ending Self-Stigma" and at the end of the group study, internalized stigma level was measured lower than the beginning of the study. Support groups for specific problems may also be useful for reducing self-stigma. Vogel et al. (2007) recommends beneficial ways to overcome stigmatization for implications. One is trying to change the fixed perception of seeking help and trying to decrease the fear of stigmatization as well. The ways to change this perception may be protesting, education and contact (Corrigan & Penn, 1999). Counselors, via media channels, may explain the importance of help seeking and the myths about it. There may be some myths in society about helping process such as ideas of that counselor will put pressure on you to tell your secrets or if someone seeks help, they will be certainly medicated. Counseling professionals may also enlighten people about the nature of help seeking (in workshops, seminars etc.) to eradicate such and similar myths. Moreover, meeting with a previous help seeker may also be useful to decrease stigmatization.

For future research plans in scope of the variables of current study, this study may be replicated with different university students in Turkey. With bigger sample size, gender may be a predictor of help seeking behavior. Moreover, as additional variable, time of help seeking may be added to check which period of their life college students sought help. For further research, it may be recommended to check

help-seeking behavior, intentions and attitudes simultaneously to see their relationship with the variables of this study.

Self-stigma of seeking psychological help may also be studied with different groups of college students and also sample may be changed to children or adolescents since not many studies researched self-stigma term with these groups. Besides self-stigma, public stigma (Vogel, Wade & Hackler, 2007) may be the focus of other research for different samples in Turkey.

In this study, self-reported measures have been used but according to some researchers as reported by Turan (2013), attachment patterns cannot be revealed immediately and they may be hidden. Therefore, in other researches, interview may be preferred as measurement tool for internal working models of attachment.

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# APPENDICES

## Appendix A: Approval Letter From Middle East Technical University Human Subjects Ethics Committee

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
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30.01.2015

Gönderilen : Doç. Dr. Özgür Erdur Baker
Eğitim Bilimleri Bölümü

Gönderen : Prof. Dr. Canan Sümer
IAK Başkan Vekili

İlgi : Etik Onayı

Danışmanlığını yapmış olduğunuz Eğitim Bilimleri Bölümü öğrencisi Hatice Dalak'ın "Danışanın Kendini Etiketleme, Var Olan Sorunu, Psikolojik Danışman-Danışan Bağlanma Stilinin Etkileşimi ve Terapötik Çalışma Uyumu Arasındaki İlişkinin İncelenmesi" isimli araştırması "İnsan Araştırmaları Komitesi" tarafından uygun görülerek gerekli onay verilmiştir.

Bilgilerinize saygılarımla sunarım.

Etik Komite Onayı

Uygundur

30/01/2015

Prof.Dr. Canan Sümer
Uygulamalı Etik Araştırma Merkezi
( UEAM ) Başkan Vekili
ODTÜ 06531 ANKARA

## Appendix B: Sample Items from Self-Stigma Of Seeking Psychological Help Scale

**Açıklamalar:** İnsanlar zaman zaman psikolojik yardım almayı düşündükleri sorunlarla karşı karşıya kalırlar. Bu durumlarda kişilerde, psikolojik yardım almayla ilgili bazı duygu ve düşünceler ortaya çıkar. Ölçeğin maddelerinde yer alan bu duygu ve düşüncelere ne derece katıldığınızı, aşağıda verilen 5'li derecelendirmeyi kullanarak belirtiniz

1----------2----------3----------4----------5

Kesinlikle katılmıyorum | Katılmıyorum | Ne katılıyorum ne katılmıyorum | Katılıyorum | Kesinlikle katılıyorum

| | | | | | |
|---|---|---|---|---|---|
| 1. Psikolojik yardım almak için terapiste gidersem kendimi yetersiz hissederim. | 1 | 2 | 3 | 4 | 5 |
| 2. Psikolojik yardım alırsam kendime güvenim sarsılmaz. | 1 | 2 | 3 | 4 | 5 |
| 3. Psikolojik yardım almak kendimi daha az zeki hissetmeme neden olur. | 1 | 2 | 3 | 4 | 5 |
| 4. Terapiste gidersem benlik/öz saygım artar. | 1 | 2 | 3 | 4 | 5 |
| 5. Terapiste gitmeyi seçtiğim için kendime bakışım değişmez. | 1 | 2 | 3 | 4 | 5 |

## Appendix C: Sample Paragraphs from Relationships Questionnaire

**Açıklamalar:** Lütfen aşağıdaki paragrafların her birinin sizi ne oranda doğru tanımladığını değerlendiriniz. Değerlendirmenizi aşağıdaki yedi aralıklı ölçek üzerinde uygun rakamı daire içine alarak yapınız. *1=beni hiç tanımlamıyor, 7=beni tamamen tanımlıyor.* Orta noktadaki rakamlar ise genellikle orta derecede doğru tanımladığını gösterir.

1. Başkaları ile kolaylıkla duygusal yakınlık kurarım. Başkalarına güvenmek, onlara bağlanmak ve başkalarının bana güvenip bağlanması konusunda kendimi oldukça rahat hissederim. Birilerinin beni kabul etmemesi ya da yalnız kalmak beni pek kaygılandırmaz.

| Beni hiç tanımlamıyor | | | | Beni tamamen tanımlıyor | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

2. Yakın duygusal ilişkiler içinde olmaksızın çok rahatım. Benim için önemli olan kendi kendine yetmek ve tamamen bağımsız olmaktır. Ne başkalrına güvenmeyi ne de başkalarının bana güvenmesini tercih ederim.

| Beni hiç tanımlamıyor | | | | Beni tamamen tanımlıyor | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

## Appendix D: The Demographic Form

Cinsiyetiniz : K ( ) E ( )

Yaşınız : …….

Bölümünüz :……..

En son mezun olduğunuz okul : İlkokul-Ortaokul ( )
Lise ( )
Üniversite ( )
Yüksek lisans ( )
Doktora ( )

Daha önce psikolojik yardım aldınız mı? : Evet ( ) Hayır ( )

## Appendix E: Turkish Summary

### 1. GİRİŞ

Üniversite öğrencileri üniversite hayatları ya da önceki getirdikleri deneyimlerle ilgili bazı sıkıntılar deneyimlemektedir. Bazı araştırmacılar tarafından da belirtildiği gibi üniversite öğrencileri depresyon, anksiyete, yalnızlık ve uyum sorunları gibi zorluklarla karşılaşır (Koydemir & Demir, 2005; Mistler, Reetz, Barr & Krylowicz, 2012). Evden uzak olmak, kendini sorumlarını ilk defa almak ya da yeni arkadaşlıklar kurma ihtiyacı içinde olmak üniversite öğrencilerinin özellikle ilk yıllar deneyimledikleri arasındadır (Perlick, Hofstein & Michael, 2010). Üniversite öğrencileri bu ve benzer sorunlar yaşamalarına rağmen yardım aramaya isteksiz olabilirler. Bu sebepten kimin yardım aradığı ya da kime ulaşılması gerektiği etkili müdahale yöntemleri geliştirmek için gereklidir (Weiss, 1996). Yardım arama tutumuyla ilgili araştırmalar çeşitli değişkenlerle birlikte bulunmuştur. Ancak daha önce yardım aramış ve hiçbir zaman yardım aramamış öğrencilerin özelliklerini araştırmak tutumun yanı sıra harekete geçmiş ve geçmemiş olanların özelliklerini ortaya çıkarmak açısından yakından araştırılması gereken bir konudur. Bu çalışma bu amaç doğrultusunda kapsamlı bir literatür taramasına dayanarak yardım arama davranışıyla cinsiyet, kendini etiketleme ve bağlanmanın içsel çalışan modelleri (Benlik ve Başkaları Modeli) arasındaki ilişkiyi araştırmaktadır.

Üniversitenin zorlayıcı koşulları ulusal ve uluslararası literatürde halihazırda araştırılmış ve birçok çalışma üniversite öğrencilerinin ortak psikolojik durumlarını ortaya koymuştur. Örneğin Benton, Robertson, Tseng, Newton ve Benton (2003)'ın çalışmalarında üniversite öğrencilerinin altı alanda (gelişimsel durumlar, depresyon, akademik beceriler, üzüntü ve ilaç kullanma) artan sorunları olduğu görülmüştür. Yakın zamanlı bir araştırmada da üniversite psikolojik danışmanlık merkezine başvuran öğrencilerin %52'sinin ciddi bir problemi olduğu görülmüştür (Gallagher, 2014). Artan şiddet ve kronikliği Erdur-Baker, Aberson, Barrow ve Draper (2006) da belirtmiştir.

Türkiye'de gerçekleştiren birçok çalışmada üniversite öğrencilerinin ana psikolojik sorunlarını belirtmiştir. Adaptasyon ve somatik problemler, sosyal kaygı, kişilerarası ilişki sorunları, gelecek ile ilgili endişeler bu sorunlar arasında yer almaktadır (Erdur-Baker & Bıçak, 2006). Diğer çalışmalarda işaret edilen sorunlarda şunlardır; iletişim problemleri, üniversite hayatına uyum, akademik başarısızlık, düşük benlik saygısı, ebeveynlerle ilişkiler (Akdavar, Demiral, Ergör, Ergör, Bilici & Özer, 2003; Güneri, 2006) ve dış görünüş hakkında endişeler (Cansever, Uzun, Dönmez & Özşahin, 2003).

Genel bir bakış açısıyla ulusal ve uluslararası araştırmalarda yardım arayan üniversite öğrencilerin yardım aradıkları konular ve şiddetlerinin değiştiği görülmüştür. Burada üniversite öğrencilerinin artan sorunlarıyla birlikte yardım arama davranışlarının artıp aramadığı sorusu gündeme gelmektedir. Koydemir ve Demir (2005)'in de çalışmalarında belirttiği gibi üniversite öğrencilerinin yardım arama davranışları profesyonel olmayan yardım arama davranışı (aile, arkadaş, komşu vb.) ile kıyaslandığında oldukça düşük bir orandadır. Üniversite öğrencilerinin yardım arama davranışları hakkında daha detaylı bilgiye sahip olabilmek için bu öğrencilerin profillerini, önceki yardım arama davranışlarını ve bu geçmiş yardım arama davranışını etkileyebilecek değişkenleri araştırmak gerekmektedir. Bu çalışmada bu değişkenler cinsiyet, bağlanmanın içsel çalışan modelleri ve psikolojik yardım aramada kendini etiketleme davranışı olarak belirlenmiştir.

Cinsiyet yardım arama davranışının belirleyici bir değişkeni olarak seçilmiştir. Bazı araştırmalar yardım arama istekliliği konusunda cinsiyet farkları olduğunu belirtmiştir. Örneğin bazı araştırma bulgularına göre erkek üniversite öğrencilerine kıyasla kadın üniversite öğrencilerinin daha çok yardım aradığı bulunmuştur (Kahn & Nauta, 1997; Nam, Chu, Lee, Lee, Kim & Lee, 2010; Gove, 1979; Hackler, Vogel & Wade, 2010). Vogel, Heimerdinger-Edwards, Hammer ve Hubbard (2011) tarafından erkek öğrencilerin yardım arama isteksizliğinin sebeplerinden birinin de etiketleme olabileceği belirtilmiştir.

Üniversite öğrencilerinin belirtilen sorun artışlarında ilişkisel problemler de yer almaktadır (Connel, Barkham & Mellor-Clark, 2007). Diğer insanları tehdit olarak algılayan yani bağlanmanın "negatif başkaları" modeline sahip bireylerin

yardım arama konusunda isteksiz oldukları bulunmuştur (Venza, 2002). Diğer bir deyişle ilişki çeşitlerinden biri olan psikolojik danışmanlık ilişkisi bağlanma modelleriyle ilişkili olabilir. Gomez-Schwartz (1978) tarafından danışanın özelliklerinin tedavinin başarısı için önemli olduğu göz önünde bulundurulursa yardım aramaya dair negatif tutumların da araştırılması gerektiği belirtilmiştir.

Bowlby (1977)' e göre erken yaşta geliştirilen ilişki tipi bir süre sonra sabitlenmektedir ve bu ilişki bireylerin sonraki sosyal ve duygusal gelişimleri üzerinde etkilidir (Odacı & Çıkrıkçı, 2014). Bağlanma biçimlerinin alt ögeleri olarak geçmişteki pozitif veya negatif anıların sonucunda birey bağlanma biçimiyle yakından ilgili olan pozitif ya da negatif içsel çalışan modeller geliştirmektedir (Rothbard & Shaver, 1994). Bu modeller benlik modeli ve başkaları modelinden oluşmaktadır ve benlik ve başkaları modeli oluştuktan sonra onu değiştirmek zorlaşmaktadır (Turan & Erdur-Baker, 2013). Farklı bağlanma modelleri farklı sorunlara yol açabilmektedir. Örneğin güvensiz bağlanma modeli reddedilmekten ya da etiketlenmekten korkmakla sonuçlanabilir (Turan & Erdur-Baker, 2013) ve durum kişiye yardım arama davranışından alıkoyabilir.

Yardım arama davranışı farklı çalışmaların bulguları doğrultusunda bazı değişkenlerle ilişkili olabilir (Pescosolido, Monahan, Link, Stueve & Kikuzawa, 1999; Venza, 2002; Duncan & Johnson, 2007; Hunt & Eisenberg, 2010; Perlick, Hofstein & Michael, 2010; Hess & Tracey, 2012). Var olan literatürün bulgularına göre yardım arama davranışı ile cinsiyet, bağlanmanın çalışan iç modelleri ve yardım aramada kendini etiketleme davranışı ile muhtemel bir ilişki olabilir. Üniversite öğrencilerinin şiddet ve problem çeşitleri artışı başka çalışmalar tarafından açıklanmıştır. Bu artışa paralel olarak yardım arayan öğrencilerde de artış beklenmektedir fakat bulgular bunu desteklememektedir. Bu çalışma üç değişkeni (cinsiyet, bağlanmanın çalışan içsel modelleri ve psikolojik yardım aramada kendini etiketleme) bir araya getirerek yardım arama davranışı ile ilişkisini araştırmaktadır.

## 1.1 Çalışmanın amacı

Bu çalışma Türkiye'deki daha önce psikolojik yardım aramış ve hiç psikolojik yardım aramamış üniversite öğrencilerinin özelliklerini cinsiyet, bağlanmanın çalışan içsel modelleri ve psikolojik yardım aramada kendini etiketleme davranışı açısından incelenmeyi amaçlamaktadır. Diğer bir deyişle bu çalışmanın amacı cinsiyet, bağlamanın içsel çalışan modelleri ve psikolojik yardım aramada kendini etiketleme davranışı ile yardım arama davranışı arasında ilişki olup olmadığını incelemektir.

## 1.2 Araştırma Sorusu

Bu araştırmada 'Üniversite öğresncilerinin yardım arama davranışı ile cinsiyet, bağlanmanın çalışan içsel modelleri ve yardım aramada kendini etiketleme davranışı arasında bir ilişki var mıdır?' sorusunun yanıtı araştırılmıştır.

## 1.3 Çalışmanın önemi

Üniversite öğrencileri ihtiyaç duyduklarından daha az yardım aramaktadırlar. Bazıları bir kez de olsa yardım aramaktadır ancak bazıları faydalanabilecek olmasına rağmen hiç yardım aramamaktadır. 1980'lerden bu yana üniversite öğrencilerinin problem çeşitlerinin ve şiddetlerinin değiştiğine ve danışmanlık merkezindeki uygulamaların geliştirmesi için güncel çalışmalara ihtiyaç olduğuna dair çeşitli araştırmalar yapılmaktadır (Gallagher, Gill & Sysco, 2000; Erdur-Baker et al., 2006; Gallagher, 2010; Rubinshteyn, 2012; Gallagher, 2014). Artan problem şiddetlerine rağmen, Hunt ve Eisenberg (2010) ihtiyacı olanlarla yardım arayanların arasında farklar olduğunu vurgulamıştır. Diğer bir deyişle ihtiyacı olan sayısıyla yardım arayan sayısı aynı oranda artmamaktadır. Bu durumun Türkiye için de geçerli olduğu belirtilmiştir (Turan & Erdur-Baker, 2013). Araştırmaların yardım arama davranışı ile net bir sonuca varamamasından ötürü, bu çalışma literatürün ihtiyaç olarak işaret ettiği taze sonuçlar ortaya koymaktadır.

Yardım arama davranışının önündeki engelleri araştırmak bu engelleri aşabilmek için bir adım olacaktır. Bu çalışma da psikolojik danışmanlık alanında kullanılabilecek önemli bulgular sunmaktadır. Psikolojik yardım arama davranışı ile

kendini etiketleme davranışı arasında çıkan ilişki yardım arama davranışının önündeki engellerden biri sayılabilir. Morgan (2007)'ın da belirttiği gibi yakın gelecekte araştırmacılar aşılması gereken bir sorun olarak yardım aramayanlara ulaşmaya çalışacaklardır. Bu yüzden bu davranışla ilişkilendirilebilecek değişkenleri araştırmak gelecekteki zorlukları önlemeye yardımcı olabilir. Psikolojik yardım aramada kendini etiketleme davranışının üstesinden gelmek yardım arayanların sayısını arttırma konusuna ışık tutabilir.

## 2. YÖNTEM

Bu araştırmanın yöntemi bağımlı ve bağımsız değişkenler arasında anlamlı bir ilişki olup olmadığını belirleyen ilişkisel araştırma yöntemidir (Frankel, Wallen, ve Hyun, 2012). Bağımlı değişken yardım arama davranışı, bağımsız değişkenler ise cinsiyet, bağlanmanın çalışan içsel modelleri ve psikolojik yardım aramada kendini etiketleme davranışıdır.

### 2.2 Örneklem

Çalışmanın örneklemi lisans ve lisansüstü düzeyde eğitim gören üniversite öğrencilerinden oluşmaktadır. Veriler Ankara'daki üniversite öğrencilerinden iki çeşit veri toplama yöntemiyle ve ulaşılabilen örneklem çeşidiyle toplanmıştır. Veriler; geleneksel veri toplama yöntemi ve online very toplama yöntemi olmak üzere iki çeşit yöntemle toplanmıştır. Geleneksel yöntem kişilerin kendilerinin doldurduğu kağıt-kalem yöntemi bir veri toplama şekliyken online very bir yazılım programı aracılığıyla katılımcılara online olarak iletilmiştir. Geleneksel yöntemle soruları dolduran 99 kişi varken, online formu 228 kişi tamamlamıştır.

#### 2.2.1. Katılımcıların Demografik Özellikleri

Yardım arama davranışıyla cinsiyet, bağlanmanın çalışan içsel modelleri ve psikolojik yardım aramada kendini etiketleme davranışı arasındaki ilişkiyi incelemek için 307 öğrenci (230 kadın, 77 erkek) ile araştırma yapılmıştır. Katılımcıların yaş aralıkları 18 ile 15 arasında değişkenlik göstermektedir ve yaş ortalamaları ise 23.25

olup standart sapması 3.61'dir. Katılımcıların 79'u daha önce psikolojik yardım ararken 228 tanesi hiç yardım aramamışlardır.

## 2.4 Veri Toplama Araçları

Çalışmada kullanılan ölçekler 10 maddelik Psikolojik Yardım Aramada Kendini Etiketleme Ölçeği (Vogel, Wade ve Haake, 2006), 4 maddelik İlişkiler Anketi (Bartholomew and Horowitz, 1991) ve demografik bilgi formudur.

### 2.4.1 Psikolojik Yardım Aramada Kendini Etiketleme Ölçeği

Psikolojik yardım aramada kendini etiketleme ölçeği katılımcının kendisi tarafından doldurulan bir ölçektir. 10 maddeden oluşan 5'li Likert tipi bir ölçektir. Testten alınabilecek en yüksek puan 50, en düşük puan ise 10'dur. Orjinal formun test-tekrar test güvenirliği .73, ölçülen iç tutarlığı .81'dir. Yüksek alınan skorlar kişinin kendini psikolojik yardım aramada daha çok etiketlediğini gösterir. Bu çalışmada Cronbach alfa katsayısı .84 çıkmıştır.

### 2.4.2 İlişkiler Anketi

İlişkiler Anketi Bartholomew ve Horowitz (1991) tarafından geliştirilmiştir. Bağlanma biçimleri ölçen 7'li Likert tipi ölçeğe sahip dört kısa paragraftan oluşmaktadır. Örnek paragraf; "Başkaları ile kolaylıkla duygusal yakınlık kurarım. Başkalarına güvenmek, onlara bağlanmak ve başkalarının bana güvenip bağlanması konusunda kendimi oldukça rahat hissederim. Birilerinin beni kabul etmemesi ya da yalnız kalmak beni pek kaygılandırmaz." Bu ölçeğin adaptasyonu Sümer ve Güngör (1999) tarafından yapılmıştır. Test-tekrar test güvenirliği .54 to .78 arasında değişmektedir.

### 2.4.3 Demografik Bilgi Formu

Demografik bilgi formu araştırmacı tarafından geliştirilmiş olup katılımcılardan yaş, cinsiyet, bölüm ve daha önce hiç psikolojik yardım arayıp aramadıklarına dair bilgiler içermektedir.

## 2.5 Veri Toplama Süreci

Bu çalışmada kullanılan veriler, 2015 yılı bahar döneminde Ankara'daki üniversite öğrencilerinden toplanmıştır. Orta Doğu Teknik Üniversitesi İnsan çalışmaları Etik Kurulundan gerekli izinlerin alınmasının ardından üniversiteler ile iletişime geçilmiştir. Anketin tamamlanma süresi yaklaşık 15 dakikadır. Ankete başlamadan önce bilgi amaçlı çalışmanın içeriği, gönüllülük esasına dayalı olduğu ve araştırmacının iletişim bilgileri paylaşılmıştır.

## 2.6 Veri Analizi

Bu çalışmada gerçekleştirilen analizler IBM Statistical Packages of Social Sciences 22 (SPSS) kullanılarak gerçekleştirilmiştir. Temel analize geçmeden önce belirli değişkenler arasında anlamlı bir fark olup olmadığını incelemek için t test uygulanmıştır.

Bağımsız değişkenlerin ikisi Likert tipi ölçekle ölçülmüştür. Bir bağımsız değişken ve bağımlı değişken ise demografik bilgi formu aracılığıyla ölçülmüştür. Çalışmanı bağımlı değişkeni yardım arama davranışı iken, bağımsız değişkenleri; cinsiyet, psikolojik yardım aramada kendini etiketleme ölçeği ve bağlanmanın içsel çalışan modelleri (benlik ve başkaları modelleridir).

Temel analize geçmeden önce varsayımlar test edilmiş ve geçerli bulunmuştur. Sonrasında lojistik regresyon analizi ile değişkenler arasındaki ilişki analiz edilmiştir. Çalışmada bağımlı değişken kategorik ve diğer değişkenler kategorik ve numerik olduğu için lojistik regresyon kullanılmıştır.

## 2.7 Çalışmanın Kısıtlılıkları

Çalışma bazı kısıtlıklar içermektedir. Çalışmaya katılanların sayısının 307 olması çalışmanın genellenebilirliği açısından bir kısıtlıktır. Bunun yanında veri toplama sürecinin iki aşamadan oluşuyor olması ve bu sürecin ikinci kısmı olan online veri toplama kısmında katılımcıların sorularını araştırmacıya yöneltemiyor olmaları bir diğer kısıtlamadır. Ayrıca bireysel doldurulan bu tarz ölçeklerde sosyal arzuedilebilirlik yanlılığı gerçekleşmiş olabilir.

# 3. BULGULAR

Bu çalışmanın analiz edilen sonuçlarına göre psikolojik yardım arama ve daha önceki yardım arama deneyimi birbiriyle ilişkili çıkmıştır. Diğer bir deyişle bireyin psikolojik yardım aramada kendini etiketleme davranışı bir birim arttığında yardım arama oranı 0.944 ile çarpılarak azalmaktadır. Bunun yanında ana analiz öncesinde gerçekleştirilen t-testi sonuçlarına göre kadın ve erkeklerin psikolojik yardım aramada kendini etiketleme davranışı arasında anlamlı bir fark bulunmuştur. Buna göre erkeklerin kendini etiketleme skorları kadınlardan daha yüksek çıkmıştır.

# 4. TARTIŞMA

Araştırmanın değişkenlerinden cinsiyet ve yardım arama davranışı ilişkisine bakıldığında ilginç bir şekilde anlamlı bir sonuç bulunamamıştır. Bazı araştırma sonuçlarına göre kadınlar erkeklerden daha çok psikolojik yardım aramaktadır (Flisher, De Beer and Bokhorst, 2002; Çebi, 2009; Gallagher, 2014). Diğer yandan Franz (2012)'ın çalışmasında da yardım arama davranışı ile cinsiyet arasında anlamlı bir fark bulunmamıştır.

T-testi sonuçlarına göre kadın ve erkeklerin psikolojik yardım aramada kendini etiketleme skorları arasında anlamlı bir fark bulunmuştur. Bu bulgu Hackler, Vogel ve Wade (2010) ve Topkaya (2014)'nın sonuçları ile paraleldir. Çalışmanın bağımlı değişkeni olan daha önce psikolojik yardım arama davranışına dair veri demografik bilgi formu aracılığıyla toplanmıştır. Katılımcıların 79 tanesi daha önce psikolojik yardım aramışken 228 tanesi hiç psikolojik yardım aramamıştır. Bu oran

üniversite öğrencileri arasında küçük bir grubun yardım aradığı bulgusuyla aynı doğrultudadır (Gallagher, 2014).

Lojistik regresyon sonuçlarına göre psikolojik yardım aramada kendini etiketleme ve psikolojik yardım arama ilişkilidir. Diğer bir deyişle, bir üniversite öğrencisi hiç yardım arama davranışı göstermemişse bunun sebeplerinde biri kendini etiketleme olabilir. Bu bulgu uluslararası literatür ile tutarlıdır (Pederson & Vogel, 2007; Harewood, 2009).

Bu çalışmada Vogel, Waake ve Hade'in de önerdiği gibi psikolojik danışmanlık merkezlerinden yardım aramama davranışının nedeni olabilecek değişkenler araştırılmıştır. Ayrıca Türkiye'dei üniversite öğrencilerinin yardım arama davranışı hakkında negative düşüncelerinin olması bu çalışmanın gerçekleştirilmesinin sebeplerinden biridir (Erkan, Çankaya, Terzi & Özbay, 2011). Bu motivasyonla ulusal ve uluslararası literatür araştırmaları sonucunda 4 değişken araştıtmaya dahil edilmiştir. Bu değişkenler farklı çalışmalarda bir ya da ikisi birlikte incelenmiştir. Bu çalışma bu değişkenleri bir araya getirerek beraber ilişkilerini araştırmıştır. Çalışmanın sonucunda da kendini etiketleme davranışı ile yardım arama davranışı arasında anlamlı bir ilişki bulunmuştur. Eğer bir kişinin kendini etiketleme davranışı skoru yüksekse bu kişinin psikolojik yardım arama davranışının düşük olması beklenebilir.Anlamlı sonuçlar bireyin kendini etiketleme korkusuyla yardım aramaktan vazgeçebileceğini ortaya koymuştur. Morgan (2007)'a göre yardım arama davranışı göstermeyen bireyler gelecekte psikolojik danışmanlık merkezleri için en büyük sorunlardan biri olabilir. Bu noktada çalışmanın sonuçlarını göz önünde bulundurmak gerekebilir.

## 4.1 Uygulamaya Yönelik ve Araştırmalar için Öneriler

Bu çalışmanın bulguları gelecek önleme ve müdahale çalışmalarında kullanılabilir. Vogel, Wester ve Larson (2007)'ın da belirttiği gibi yardım arama davranışının arkasındaki çeşitli sebeplerini bilerek öncelikle farkındalık kazanma ardından da yardım arama davranışının önündeki engelleri kaldırma yolunda çeşitli adımlar atılabilir.

Bu çalışmanın en önemli bulgusu psikolojik yardım aramada kendini etiketleme ve psikolojik yardım arasında çıkan anlamlı ilişkidir. Bu yüzden bireyin kendini etiketleme skorunu azaltmak yardım arama davranışını arttırabilir. Bunun içinse grup danışmanlığı uygulamaları bir yol olabilir. Vogel (2015) tarafından yürütülen "Etiketi Bitirmek" isimli grup çalışması buna bir örnek olabilir. Bu çalışma sonucunda katılımcıların kendini etiketleme skorlarının azaldığı görülmüştür. Destek gruplarıyla kendini etiketlemeyi azaltmak için bir başka yol olabilir. Vogel ve ark. (2007)'a göreyse sabitleşmiş yardım arama algısını değiştirmek bir yol olabilir. Bu algıyı değiştirmek içinse Corrigan ve Penn (1999) tarafından önerilen üçyol vardır; protesto etmek, eğitmek ve iletişime geçmek. Protesto etmek psikolojik danışmanların çeşitli medya kanalları aracılığıyla yardım arama davranışını ve bu davranışa ait mitleri açıklamasını içerir. Eğitim boyutundaysa bu konuyla ilgili seminerler düzenlenebilir. İletişime geçirmek için de daha önce yardım aramış kişiler hiç yardım aramamış kişilerle bir araya getirebilirler.

Gelecek araştırmalar için öneriler çalışmanın Türkiye'deki başka bir üniversitelerde daha büyük bir örneklemle tekrar edilmesi olabilir. Bunun yanında yardıma arama davranışının vakti de araştırılacak konulara eklenebilir. Kendini etiketleme davranışı farklı gruplarla (ergenler ya da çocuklar) ile çalışılabilir ve ayrıca sosyal etiketleme de eklenebilir.

## Appendix F

## Tez Fotokopisi İzin Formu

**ENSTİTÜ**

Fen Bilimleri Enstitüsü [ ]

Sosyal Bilimler Enstitüsü [x]

Uygulamalı Matematik Enstitüsü [ ]

Enformatik Enstitüsü [ ]

Deniz Bilimleri Enstitüsü [ ]

**YAZARIN**

Soyadı : Dalak
Adı : Hatice
Bölümü : Rehberlik ve Psikolojik Danışmanlık

**TEZİN ADI** (İngilizce) : HELP SEEKING AND ITS RELATIONS TO SELF-STIGMA, ATTACHMENT MODELS AND GENDER

**TEZİN TÜRÜ**: Yüksek Lisans [x] Doktora [ ]

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir. [ ]
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir. [ ]
3. Tezimden bir (1) yıl süreyle fotokopi alınamaz. [x]

**TEZİN KÜTÜPHANEYE TESLİM TARİHİ**: