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ARAŞTIRMA

Açık Erişim

Adaptation of the Dysfunctional Attitudes Scale in Children (8-14 Years) into Turkish Culture

Çocuklarda (8-14 Yaş) Fonksiyonel Olmayan Tutumlar Ölçeği'nin Türk Kültürüne Uyarlama Çalışması

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Abstract. The aim of this research is to adopt the "Dysfunctional Attitudes Scale in Children (8-14 Years)" to Turkish culture, and to conduct validity and reliability studies. The data in the study were obtained from a total of 385 students, 169 female and 216 male. The students in the study group were between the ages of 8-14 and the average age was 10.85. Confirmatory factor analysis was used to examine the construct validity of the scale. In addition, one of the validity analyses, the criterion-related validity method, was utilized. Test-retest method, corrected item-total correlations for scale items and Cronbach Alpha internal consistency coefficient methods were used for reliability analysis. In this study, confirmatory factor analysis results showed that the one-factor structure was well adapted as in the original form. The test-retest coefficient obtained was $r = .72$ in this research. The Cronbach's Alpha reliability coefficient of the scale is .82. In conclusion, findings of the study supported that the Turkish form of the scale is a reliable and valid instrument.

Keywords. Dysfunctional attitudes, children, validity, reliability

Öz. Bu araştırmanın amacı Çocuklarda (8-14 Yaş) Fonksiyonel Olmayan Tutumlar Ölçeği'ni Türk kültürüne uyarlamak, geçerlik ve güvenilirlik çalışmalarını yapmaktır. Çalışma çerçevesindeki veriler 169 kız ve 216 erkek olmak üzere toplam 385 öğrenciden elde edilmiştir. Araştırma grubundaki öğrenciler 8-14 yaş arasında değişmekte olup yaş ortalaması 10.85'tir. Ölçeğin yapı geçerliğinin incelenmesi amacıyla doğrulayıcı faktör analizi uygulanmıştır. Ayrıca geçerlik analizlerinden biri olan ölçüt bağıntılı geçerlik yönteminden faydalanılmıştır. Güvenirlik analizleri için test-tekrar test yöntemi, ölçek maddelerine ilişkin düzeltilmiş madde-toplam korelasyonları ve Cronbach Alfa iç tutarlılık katsayısı yöntemlerinden yararlanılmıştır. Bu çalışmada doğrulayıcı faktör analizi sonuçları orijinal formda olduğu gibi tek faktörlü yapının iyi uyum verdiğini göstermiştir. Çalışmada test-tekrar test katsayısı $r = .72$ olarak bulunmuştur. Ölçeğin Cronbach Alfa güvenilirlik katsayısı .82'dir. Sonuç olarak çalışma bulguları ölçeğin Türkçe formunun geçerli ve güvenilir olduğunu destekler niteliktedir.

Anahtar Kelimeler. Fonksiyonel olmayan tutumlar, çocuklar, geçerlik, güvenilirlik

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Received: 14 January 2019

Revision: 28 March 2020

Accepted: 31 March 2020



Suggested Citation: Oral, T., & Günlü, A. (2020). Adaptation of the dysfunctional attitudes scale in children (8-14 years) into Turkish culture. *Turkish Psychological Counseling and Guidance Journal*, 10(57), 255-275.

INTRODUCTION

Attitude is the collection of a mental state of preparedness affecting the behavior of the individual and the beliefs that lead to behaviors that can be observed indirectly, as a result of the experience (Kağıtçıbaşı, 2006). The dysfunctional attitude is cognition emerging by the positive beliefs that individuals create as a result of the relationship they establish with the outside world and their environment, and negatively affects the lives of individuals (Beck, 2001). Beck (1979), who first discussed the concept of dysfunctional attitudes, realized that the patients possessed common negative cognitive thoughts during the treatment of depression and used the cognitive therapy approach in the treatment of this condition (Dinç, 2012). In cognitive therapy, which has the understanding that human perceptions and cognitions play a role in the mental and behavioral responses of the individual, it is emphasized that the individual's non-functional responses are crucial in understanding the individual (Duy, 2003). Thus, it is easier to understand how individuals make their decisions or choices (Sharf, 2012). Cognitive therapy is based on the view that the dysfunctional attitudes of the individual should be replaced with positive and healthy functional attitudes and focuses on increasing the positive cognitions of the individual during the therapy process (Beck & Alford, 2009; Kınık, 2015; Şahin & Sarı, 2010). The reaction of the individual in any event or situation can be more realistic, more logical, and more flexible with the increase in positive cognitions, thus increasing the individual's ability to interpret events positively and healthily (Keser & Voltan-Acar, 2013; Şahin & Batıgün, 2016). When examining dysfunctional attitudes, it would be easier to understand dysfunctional attitudes in order to understand what the concepts such as schema, automatic thoughts, intermediate beliefs, and basic beliefs are and which expressions can be given as an example.

All functional and non-functional cognitions of the individual are based on the schemes of the individual based on their previous experiences (Beck, Rush, Shaw, & Emery, 1979). The dysfunctional thoughts of the individual consist of three layers as automatic thoughts, intermediate beliefs, and basic beliefs (Atalan-Ergin, 2013). Automatic thoughts, which are important concepts of cognitive therapy, appear spontaneously during emotion and behavior, include the assessment and coding of the individual, and are also called schema in some sources, usually consist of short sentences, appear in each individual;

however, automatic thoughts in those with mental health problems are negative and erroneous (Beck, 2001; Keser & Voltan Acar, 2013; Padesky, 1994; Türkçapar, 2008). Expressions such as “I could not do this job, I am unsuccessful, I should never try this job again” are examples of automatic thoughts (Robins & Hayes, 1995). Automated thoughts are part of the normal life of the individual, they do not appear consciously, and these thoughts are the product of the schemes that individuals have created as a result of their experiences about themselves from the early years of life (Barnett & Gotlib, 1988; Sharf, 2012). Thus, it is necessary to determine what intermediate beliefs and basic beliefs are effective in the formation of these thoughts in order to determine automatic thoughts correctly.

Intermediate beliefs often contain conditions, attitudes, and assumptions that play an important role in people's stressful moments and struggle for life (Beck, 2011). These beliefs are regulators at the lower part of automatic thoughts and are generally expressed in terms such as conditional mood "if" or imperative mood "must" (Atalan-Ergin, 2013). It is more difficult to change compared to automatic thoughts, but easier to change than basic beliefs. Expressions such as “If I cannot fully understand something, that means I am stupid” are examples of intermediate beliefs (Duy, 2003). Basic beliefs are beliefs that are at the bottom of the mind and affect the thoughts of individuals (Gökdağ, 2014; Padesky, 1994). Basic beliefs that affect the individual's thoughts such as competence, likability, vulnerability, and self-perception becomes difficult to change with the influence of the individual's past life. Thus, it can be stated that revealing the structure of the individual's basic beliefs and evaluating the individual's dysfunctional attitudes is one of the important processes of cognitive therapy (Wenzel, 2012). Expressions such as “I am insufficient” can be given as an example of basic beliefs (Duy, 2003).

Dysfunctional attitudes are very strong attitudes of which its foundations are laid in childhood and develop throughout life along with cognitive development (Acar, 2013; Bilgin, 2001; D'Alessandro & Burton, 2006). These attitudes which are difficult to change can deeply affect an individual's emotions and behavior. Dysfunctional attitudes include negative expression, are unrealistic, strict, and over-generalized (Beck, 2001). It is stated that negative childhood experiences, domestic ones, in particular, can be effective in the emergence of dysfunctional attitudes (Vazquez & Ring, 1993). These

attitudes cause extreme emotions due to their exaggerated and negative nature (Sharf, 2012). Since the cognitive structure of the individual is the basis of the emotional and behavioral response of the individual, the dysfunctional attitudes of the individual are tried to be changed during the therapy process (Gökçakan & Gökçakan, 2005). Thus, it is considered that changing the cognitive structure of individuals will improve the ability of individuals to solve their problems and the ability to adapt to the conditions (Adams, 2000, as cited in Gül, 2016).

Dysfunctional attitudes are not just a concept for adolescents and adults. As a matter of fact, it can be stated that it is important to identify the dysfunctional attitudes of the individual in childhood, considering that the foundations of dysfunctional attitudes are laid in childhood and develop throughout life along with cognitive development (Acar, 2013; Bilgin, 2001; D'Alessandro & Burton, 2006). With this finding, it can be stated that by transforming the dysfunctional attitudes into functional attitudes through intervening in time will make a positive contribution to the mental health of the child. Although dysfunctional attitudes have a significant effect on the life of the individual, when the literature is analyzed, it was observed that there are only studies conducted with adolescents and adults using the Dysfunctional Attitudes Scale developed by Weissman and Beck (1978) and adapted to Turkish by Şahin and Şahin (1992). For example, Duy (2003), Hamamcı and Duy (2005), Kaya and Kaya (2015), Kınık (2015), Topal (2011) studied on university students; Eryüksel and Akün (2003), Gül (2016), Hamarta and Demirbaş (2009) studied on high school students; Akbaba-Türkoğlu (2013), Şenormancı, Konkan, Güçlü, Şenormancı and Sungur (2013), Ünsal-Barlas et al., (2014) studied on patients who are over 18 years old. As can be seen from the studies and literature review, it can be stated that a measurement tool for evaluating the dysfunctional attitudes of primary and secondary school children is not encountered and such a measurement tool is required. Furthermore, when the theoretical information is analyzed, it is stated that dysfunctional attitudes start to form and become rooted in cognitive development since childhood. Therefore, it is considered that developing or adapting a scale aimed at determining the dysfunctional attitudes of children can overcome this deficiency in the field. Thus, this study aims to adapt the Dysfunctional Attitudes Scale for Children (8-14 Years) Scale developed by D'Alessandro and Burton, (2006) to Turkish culture, and to perform validity and reliability studies.

METHOD

Study Group

The data of the study were obtained from 385 students (169 females (43.9%) and 216 males (56.1%) who were included in the research by a simple random element sampling method and studying in the second semester of the 2016-2017 academic year in Eskişehir. Students in the research group were between the ages of 8-14 and the average age is 10.85. When the age distribution of the participants is examined, it was observed 50 participants were 8 years old (13%), 62 participants were 9 years old (16%), 65 participants were 10 years old (17%), 60 participants were 11 years old (16%), 58 participants were 12 years old (15%), 46 participants were 13 years old (12%), 44 participants were 14 years old (11%).

Ethical Statement

The authors declare that they have carried out the research within the framework of the Helsinki Declaration and with the participation of volunteer students.

Data Collection Tools

The Original Form of Dysfunctional Attitudes Scale for Children (8-14 Years). The Dysfunctional Attitudes Scale for Children Scale developed by D'Alessandro and Burton (2006) consists of 22 items. This one-dimensional scale is designed in a five-point Likert type. The validity and reliability studies of the original scale were conducted on 453 students (221 females, 232 males), whose ages ranged from 8 to 14, with an average age of 11.86. The American Psychiatric Association (APA) did not distinguish children and adolescents in the depression diagnosis section of the diagnostic manual and listed the same basic symptoms. Furthermore, in this scale, which was prepared in accordance with the theoretical knowledge of Beck (1979), who discussed the concept of dysfunctional attitudes for the first time during his studies in depression treatment, no distinction was made for children and adolescents and 8-14 age group was selected as the age group for children. The name of the scale was determined as "Dysfunctional Attitudes Scale for Children". Cronbach Alpha internal consistency reliability coefficient of the scale was determined as .87

and test-retest correlation was determined as .80. The 22-item one-dimensional scale explains 27% of the total variance according to the exploratory factor analysis conducted within the scope of validity analysis. According to criterion-related validity studies, positive and significant relationships were determined between dysfunctional attitudes and depression ($r = .30$) and negative emotion ($r = .29$). The high scores obtained from the scale indicates that the level of dysfunctional attitude of the individual is high. The total score of the individuals from the scale, which does not include any reverse-scored item, ranges between 22 to 110 (D'Alessandro & Burton, 2006).

Process

The adaptation study of a measurement tool developed in another country is required to go through certain steps in order to become valid and reliable. Firstly, the approval was obtained via e-mail in order to adapt the Dysfunctional Attitudes Scale for Children (8-14 Years). After obtaining the necessary approval, the scale, guidance and psychological counseling were translated into Turkish by a total of 5 lecturers from the fields of English education, and then the consistency between the translation and the original form was examined by translating back to English, and the final form of the scale was revealed. After the form was checked by an academic from the Turkish Language and Literature department in terms of its meaning structure, the scale was finalized for application.

Data Analysis

Confirmatory factor analysis was applied to examine the construct validity of the Dysfunctional Attitudes Scale for Children (8-14 Years). Furthermore, the criterion-related validity method which is one of the validity analyzes was used. For reliability analysis, test-retest method, item-total correlations of the scale items, and Cronbach Alpha internal consistency coefficient methods were used. SPSS and AMOS package programs were used for validity and reliability analysis.

FINDINGS

Construct Validity

Construct validity is one of the most important features related to the validity of the data obtained from the scale in the adaptation process of the

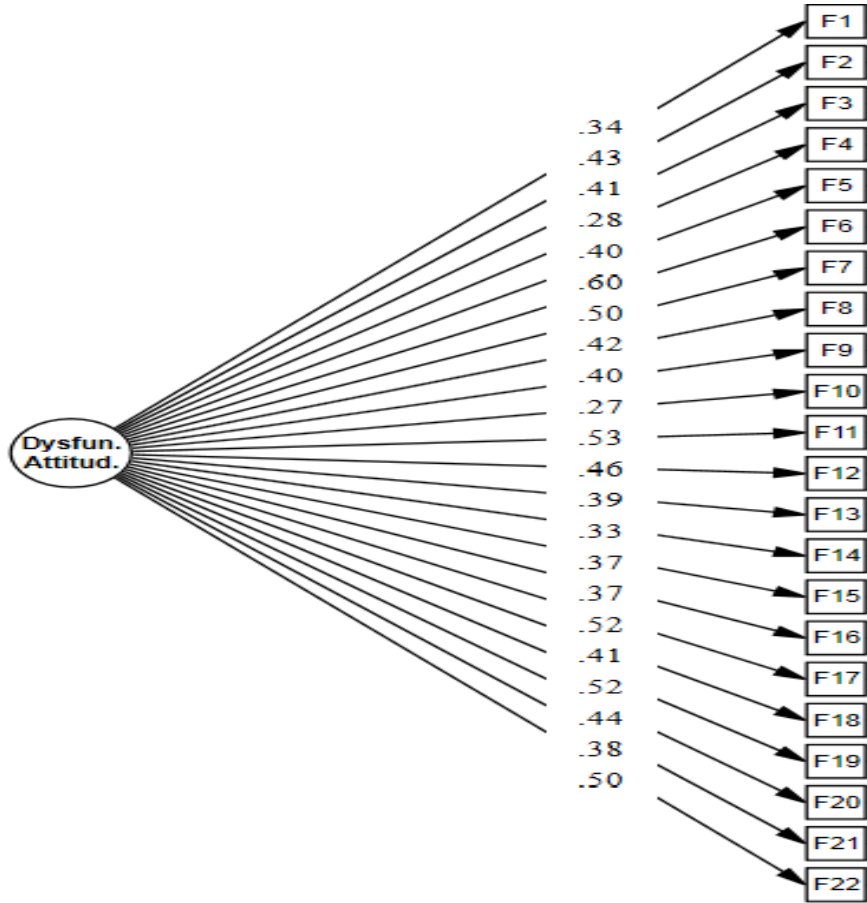
measurement tool. This type of validity provides the opportunity to test inferences about variables that cannot be observed through observable variables (Çokluk, Şekercioğlu, & Büyüköztürk, 2014). Confirmatory factor analysis (CFA) is a technique used to test whether a measurement tool developed in another culture retains its construct validity while adapting it to a new culture (Seçer, 2015). This technique indicates whether the new data fit the previous data and the original structure (Meydan & Şeşen, 2015). In the evaluation of the confirmatory factor analysis, various fit indices are used. The frequently used ones are; chi-square fit (χ^2) and the ratio of chi-square to the degree of freedom (χ^2/sd), Comparative Fit Index (CFI), Root Mean Square Error of Approximation (RMSEA), Goodness of Fit Index (GFI), Adjustment Goodness of Fit Index (AGFI) and Standardized Root Mean Square Residual (SRMR) (Bayram, 2016; Brown, 2006). In the confirmatory factor analysis performed to determine the construct validity of the Dysfunctional Attitudes Scale for Children (8-14 Years), all of the abovementioned fit indices were taken into consideration. Confirmatory factor analysis was conducted through the AMOS package program and the model fit indices are presented in Table 1 and the path diagram and factor loadings are presented in Figure 1.

Table 1. Model Fit Indices of Dysfunctional Attitudes Scale for Children (8-14 Years)

χ^2/sd	RMSEA	SRMR	CFI	GFI	AGFI
1.58	.039	.048	.91	.93	.92

According to the obtained results, it can be stated that the Dysfunctional Attitudes Scale for Children (8-14 Years) possesses an acceptable level of model-data compatibility (Bayram, 2016; Brown, 2006; Çokluk et al., 2014; Schumacker & Lomax, 2010).

Figure 1. Path Diagram and Factor Loadings of Dysfunctional Attitude Scale for Children (8-14 Years)



Criterion-Related Validity

In the criterion-related validity study of the Dysfunctional Attitudes Scale for Children (8-14 Years), the Perceived Stress Scale for Children (8-11 Years Old) developed by Snoeren and Hoefnagels (2014) and adapted to Turkish by Oral and Ersan (2017) was used. Since the research was appropriate for the student group and it was stated that the concept of stress was related to anxiety and depression in the literature (Lovibond & Lovibond, 1995), Perceived Stress Scale for Children (8-11 Years Old) was preferred for criterion-related validity. Perceived Stress Scale for Children (8-11 Years Old) consists of nine items.

According to the confirmatory factor analysis conducted within the scope of the validity studies of the scale, it was concluded that the model-data fit was good ($\chi^2/sd=1.58$, $p>.001$, $RMSEA=.039$, $SRMR=.03$, $GFI=.98$, $AGFI=.96$, $CFI=.97$). Cronbach Alpha reliability coefficient of the scale was determined as .76 and the test-retest reliability coefficient was determined as .71 (Oral & Ersan, 2017). In the present study, the data were collected from 324 students (136 females, 188 males), whose ages ranged from 8 to 14, with an average age of 10.71 for criterion-related validity. As a result of the correlation analysis between the Perceived Stress Scale for Children and the Dysfunctional Attitude Scale for Children (8-14 Years), a positive ($r=.22$, $p<.01$) relationship was determined between the two scales.

Item Analysis and Reliability Studies

The data were collected from 136 students (60 females, 76 males) with an average age of 11.12 years studying in Eskişehir for the test-retest reliability, which is one of the reliability studies. The scale was applied to students twice with an interval of approximately three weeks. Accordingly, the test-retest coefficient obtained was determined as $r=.72$.

Corrected item-total correlations and Cronbach Alpha internal consistency coefficient analyzes were used to examine the reliability of the Dysfunctional Attitudes Scale for Children (8-14 Years). The data for these analyzes were collected from 385 students, 169 females (43.9%), and 216 males (56.1%) studying in Eskişehir. According to the analysis conducted to determine the distinguishing power of the scale items, the adjusted item-total correlations of the scale ranged between .27 and .60. The Cronbach Alpha reliability coefficient of the scale was determined as .82.

DISCUSSION, CONCLUSION AND SUGGESTIONS

In the present study, it was aimed to adapt the Dysfunctional Attitudes Scale for Children (8-14 Years) developed by D'Alessandro and Burton (2006) to Turkish culture and to make validity and reliability studies of the Turkish version. The construct validity of the scale was examined by confirmatory factor analysis (CFA). CFA is regarded as the most effective analysis used to evaluate whether the pre-selected factor model is compatible with the data available (Floyd & Widaman, 1995). It is considered that a research group of

300 people is good and a group of 500 people is very good for factor analysis in a study (Tabachnick & Fidell, 2012). Since the factor analysis was conducted with a group of 385 students, it can be stated that the number of people in the student group is sufficient. In confirmatory factor analysis, the relationships between latent and observed variables are indicated by arrow-shaped lines called paths. The latent variables explain the observed variables on a given path in the weight of representation in the observed variables. This weight is indicated by the λ (lambda) coefficient and this coefficient can be evaluated as factor load value in exploratory factor analysis. A high λ (lambda) value in DFA indicates a strong relationship between the latent variable and the observed variable (Çokluk et al., 2014). In the present study, it is observed that “ λ ” values are between .27 and .60 and the values are within acceptable limits. In order to determine whether these values are acceptable, the C.R. (critical ratio) values, which are accepted as t-values in the AMOS program, were examined and each item was determined to be above the lower limit of 2.56 for significance at the .01 level. The t-values of the items on the scale ranged from 3.83 to 5.84. Accordingly, it can be stated that there is no need to remove any item from the scale. χ^2 /sd, RMSEA, SRMR, GFI, AGFI, and CFI are the frequently preferred statistics used in the confirmatory factor analysis model-data fit (Bayram, 2016; Brown, 2006). Less than 3 calculated χ^2 /sd ratios, lower than .08 RMSEA and SRMR values, and bigger than .90 GFI, AGFI, and CFI values indicate the model data compatibility (Bayram, 2016; Brown, 2006; Çokluk et al., 2014; Schumacker & Lomax, 2010). In the present study, the results of the confirmatory factor analysis indicated that the single factor structure fits well as in the original version.

The Perceived Stress Scale for Children (8-11 Years Old) developed by Snoeren and Hoefnagels (2014) and adapted to Turkish by Oral and Ersan (2017) was used for the criterion-related validity study. A positive correlation was determined between the two scales as a result of the correlation analysis between the Perceived Stress Scale for Children (8-11 Years) and the Dysfunctional Attitudes Scale for Children (8-14 Years). In the original study of the criterion-related validity study, a positive relationship was determined between dysfunctional attitudes with depression and negative thoughts at the level of $r = .21$ and $r = .29$, respectively. Accordingly, it can be stated that in the criterion-related validity study of the scale, similar results were obtained

compared to the original scale and the present scale possesses criterion-related validity.

The reliability levels of the scales used in scientific research are expected to be .70 and above (Bayram, 2016; Tezbaşaran, 1996). The fact that the Cronbach Alpha internal consistency coefficient and the test-retest coefficient is above .70 in the Dysfunctional Attitudes Scale for Children (8-14 Years) indicate that reliability was fulfilled. Item-total correlation is an analysis that explains the relationship between the scores obtained from the test items and the total score of the test. In the item-total correlation, each item is expected to have a correlation of .30 and higher with the sum of the remaining items of the test (Şencan, 2005). If this relationship is between .20 and .30, items can be tested if necessary (Büyüköztürk, 2016). It can be stated that the scale is sufficient in terms of item-total correlations considering that the corrected item-total correlations of the Dysfunctional Attitudes Scale for Children (8-14 Years) possess sufficient values.

In conclusion, it is observed that the results obtained from validity and reliability studies in order to adapt the Dysfunctional Attitudes Scale for Children (8-14 Years) to Turkish culture are at acceptable levels. The scale adapted to Turkish culture can be used as one of the convenient tools to determine the dysfunctional attitudes of children between the ages of 8-14. It can be stated that determining the dysfunctional attitudes of the individual in childhood is significant, considering that the foundations of dysfunctional attitudes are laid in childhood and develop throughout life along with cognitive development. Psychiatrists, psychologists, and psychological counselors can provide the necessary psychological help services to the children by measuring the level of dysfunctional attitudes of children in the period stated on the scale. The adaptation study of this scale was carried out only with children between the ages of 8-14 studying in Eskişehir. Validity and reliability analyzes can be repeated with a larger sample by collecting data from other cities and provinces. Additionally, in the present research, studies that would reveal the dysfunctional attitude levels of children between 8 and 14 years of age and their relationship with different variables can be conducted by using this scale.

About Authors / Yazarlar Hakkında

Tuncay Oral, PhD, is an instructor at the department of Child Care and Youth Services Department at Pamukkale University. He completed his undergraduate education and master degree in the field of Psychological Counseling and Guidance at Pamukkale University. He received his PhD degree in the same field from Necmettin Erbakan University. His research area contains interpersonal rumination, stress, human values, school satisfaction, goal orientations, attachment to parents and school.

Tuncay Oral, Dr., Pamukkale Üniversitesi Çocuk Bakımı ve Gençlik Hizmetleri Bölümü'nde öğretim görevlisi olarak çalışmaktadır. Lisans ve yüksek lisans eğitimini Pamukkale Üniversitesi Psikolojik Danışma ve Rehberlik anabilim dalında tamamlamıştır. Doktora derecesini ise aynı anabilim dalında Necmettin Erbakan Üniversitesi'nden almıştır. Çalışma alanları arasında kişilerarası ruminasyon, stres, insani değerler, okul doyumu, amaç yönelimleri, ebeveyn ve okula bağlanma bulunmaktadır.

Aykut Günlü, is an instructor at the department of Child Care and Youth Services Department at Pamukkale University. He finished his undergraduate education at Pamukkale University and master degree at Anadolu University in the field of Psychological Counseling and Guidance. He continues his doctoral studies in the same field at Dokuz Eylül University. His research interests include problematic internet use, social media use, general and academic procrastination.

Aykut Günlü, Pamukkale Üniversitesi Çocuk Bakımı ve Gençlik Hizmetleri Bölümü'nde öğretim görevlisi olarak çalışmaktadır. Lisans eğitimini Pamukkale Üniversitesi'nde ve yüksek lisans eğitimini Anadolu Üniversitesi'nde Psikolojik Danışma ve Rehberlik anabilim dalında tamamlamıştır. Doktora eğitimine aynı anabilim dalında Dokuz Eylül Üniversitesi'nde devam etmektedir. Araştırma ilgi alanları arasında problemlili internet kullanımı, sosyal medya kullanımı, genel ve akademik erteleme yer almaktadır.

Author Contributions / Yazar Katkıları

TO and AG were involved in the design of the study, literature research, summary of previous research studies. AG was responsible in gathering the data, TO was responsible to conduct the statistical analysis and to write the method and findings. TO and AG contributed to developing all manuscripts draft, writing the discussion and approved the final manuscript.

TO ve AG çalışmanın planlanması, literatür taraması ve önceki araştırmaların özetlenmesi sürecine katılmıştır. AG verilerin toplanmasından, TO ise istatistiksel analizleri gerçekleştirmekten ve yöntem ile bulguların yazılmasından sorumlu olmuştur. TO ve AG çalışmanın taslağının oluşturulmasına, tartışma bölümünün yazılmasına ve son halinin incelenmesi ile onaylanmasına katkı sağlamıştır.

Conflict of Interest/ Çıkar Çatışması

Authors declare that no conflict of interest.

Yazarlar çıkar çatışmasının olmadığını bildirmiştir.

Funding / Fonlama

No funding support was received.

Herhangi bir finansal destek alınmamıştır.

Notes / Not

This paper was presented as oral presentation in II. INES Congress in Alanya/Turkey.

Bu çalışma Alanya/Türkiye’de düzenlenen II. INES Kongresi’nde sözlü bildiri olarak sunulmuştur.

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Genişletilmiş Türkçe Özet

Giriş: Fonksiyonel olmayan tutum bireyin dış dünya ve çevresiyle kurduğu ilişki sonucunda oluşturduğu olumlu olmayan inançlardan oluşan ve bireyin yaşamını olumsuz etkileyen bilişlerdir (Beck, 2001). Fonksiyonel olmayan tutumlar kavramını ilk ele alan Beck (1979), depresyon tedavisindeki çalışmaları sırasında hastalarının ortak olumsuz bilişsel düşüncelerinin olduğunu fark etmiş ve bu durumun sağaltımında bilişsel terapi yaklaşımını kullanmıştır (Dinç, 2012). Bilişsel terapi bireyin fonksiyonel olmayan tutumlarının olumlu, sağlıklı fonksiyonel tutumlar ile yer değiştirmesi gerektiği görüşüne dayanmakta olup, terapi sürecinde de bireyin olumlu bilişlerini arttırmaya odaklanmaktadır (Beck ve Alford, 2009; Kınık, 2015).

Fonksiyonel olmayan tutumlar, temelleri çocukluk döneminde atılan ve çocukluktan itibaren bilişsel gelişimle birlikte yaşam boyu gelişimi süren çok güçlü tutumlardır (Acar, 2013; Bilgin, 2001; D'Alessandro ve Burton, 2006). Bu değişmesi zor tutumlar bireyin duygu ve davranışlarını derinden etkileyebilir. Fonksiyonel olmayan tutumlar; olumsuz ifade içerir, gerçekçi değildir, katıdır ve aşırı genellenmiştir (Beck, 1995). Fonksiyonel olmayan tutumların oluşmasında olumsuz çocukluk deneyimlerinden özellikle aile ile ilgili olanların etkili olabileceği ifade edilmektedir (Vazquez ve Ring, 1993). Fonksiyonel olmayan tutumlar sadece ergen ve yetişkinlere yönelik bir kavram değildir. Hatta fonksiyonel olmayan tutumların temellerinin çocukluk döneminde atıldığı ve bilişsel gelişimle birlikte yaşam boyu devam eden tutumlar (Acar, 2013; Bilgin, 2001; D'Alessandro ve Burton, 2006) olduğu hatırlanacak olursa bireyin çocukluk dönemindeki fonksiyonel olmayan tutumlarının tespit edilmesinin önemli olduğu söylenebilir. Literatür incelendiğinde ülkemizde sadece Weissman ve Beck (1978) tarafından geliştirilen ve Şahin ve Şahin (1992) tarafından Türk kültürüne uyarlanan Fonksiyonel Olmayan Tutumlar Ölçeği'nin kullanıldığı ergenler ve yetişkinlere yönelik çalışmalara rastlanmaktadır. Örneğin, Duy (2003), Hamamcı ve Duy (2005), Kaya ve Kaya (2015), Kınık (2015), Topal (2011) üniversite öğrencileriyle; Eryüksel ve Akün (2003), Gül (2016), Hamarta ve Demirbaş (2009) lise öğrencileriyle; Akbaba-Türkoğlu (2013), Şenormancı vd. (2013), Ünsal-Barlas vd., (2014) ise 18 yaşından büyük hastalar ile çalışmıştır. Literatür incelemesinden anlaşıldığı üzere ilkökul ve ortaokul çocuklarının fonksiyonel olmayan tutumlarını değerlendirmeye yönelik bir ölçme aracının bulunmadığı ve böyle bir ölçme aracına ihtiyaç duyulduğu söylenebilir. Ayrıca kuramsal bilgilere bakıldığında fonksiyonel olmayan tutumların çocukluktan itibaren bilişsel gelişimle birlikte oluşmaya başladığı ve gelişerek kökleştiği ifade edilmektedir. Bu sebeple çocukların fonksiyonel olmayan tutumlarını tespit etmeye yönelik olarak bir ölçek geliştirme veya uyarlama çalışmasının alandaki bu eksikliği giderebileceği düşünülmektedir. İfade edilen nedenlerle bu araştırmanın amacı D'Alessandro ve Burton, (2006) tarafından geliştirilen Çocuklarda (8-14 Yaş)

Fonksiyonel Olmayan Tutumlar Ölçeği'ni Türk kültürüne uyarlamak, geçerlik ve güvenilirlik çalışmalarını yapmaktır.

Yöntem: Çalışma çerçevesindeki 169 kız ve 216 erkek olmak üzere toplam 385 öğrenciden elde edilmiştir. Araştırma grubundaki öğrenciler 8-14 yaş arasında değişmekte olup yaş ortalaması 10.85'dir. Başka bir ülkede geliştirilmiş bir ölçme aracının geçerli ve güvenilir biçimde kullanılabilmesi için uyarlama çalışmasının belirli bazı aşamalardan geçmesi gerekmektedir. Çocuklarda (8-14 Yaş) Fonksiyonel Olmayan Tutumlar Ölçeği'ni uyarlamak için ilk etapta elektronik posta yoluyla izin alınmıştır. Gerekli iznin alınmasının ardından ölçek, rehberlik ve psikolojik danışma ile İngilizce eğitimi alanlarında 5 öğretim elemanı tarafından önce Türkçeye çevrilmiş, daha sonra tekrar İngilizceye çevrilerek çeviri ile orijinal form arasındaki tutarlılık incelenmiş ve ölçeğin nihai formu ortaya konmuştur. Çocuklarda (8-14 Yaş) Fonksiyonel Olmayan Tutumlar Ölçeği'nin yapı geçerliğinin incelenmesi amacıyla doğrulayıcı faktör analizi uygulanmıştır. Ayrıca geçerlik analizlerinden biri olan ölçüt bağıntılı geçerlik yönteminden faydalanılmıştır. Güvenirlik analizleri için test-tekrar test yöntemi, ölçek maddelerine ilişkin düzeltilmiş madde-toplam korelasyonları ve Cronbach Alfa iç tutarlılık katsayısı yöntemlerinden yararlanılmıştır.

Bulgular: Bu çalışmada doğrulayıcı faktör analizi sonuçları orijinal formda olduğu gibi tek faktörlü yapının iyi uyum verdiğini göstermiştir (χ^2 /sd=1.58, $p<.001$, RMSEA=.039, SRMR=.048, GFI=.93, AGFI=.92, CFI=.91). Ölçüt bağıntılı geçerlik çalışması için Çocuklarda Algılanan Stres Ölçeği ile Çocuklarda (8-14 Yaş) Fonksiyonel Olmayan Tutumlar Ölçeği'nden toplanan verilerle yapılan korelasyon analizi sonucunda iki ölçek arasında pozitif yönde anlamlı ($r=.22$, $p<.01$) ilişki saptanmıştır. Güvenirlik çalışmalarından biri olan test-tekrar test güvenirliliği için ölçek formu öğrencilere yaklaşık üç hafta ara ile iki kez uygulanmıştır. Buna göre elde edilen test-tekrar test katsayısı $r = .72$ olarak bulunmuştur. Ayrıca güvenirliliğin incelenmesinde düzeltilmiş madde-toplam korelasyonları ve Cronbach Alfa iç tutarlılık katsayısı analizlerinden yararlanılmıştır. Ölçek maddelerinin ayırt etme gücünü belirlemek için yapılan analize göre ölçeğin düzeltilmiş madde-toplam korelasyonları .27 ile .60 arasında değişmektedir. Ölçeğin Cronbach Alfa güvenirlik katsayısı .82'dir.

Tartışma ve Sonuç: Bu çalışmada doğrulayıcı faktör analizi, ölçüt bağıntılı geçerlik, test tekrar test güvenirliliği, düzeltilmiş madde toplam korelasyonları ve Cronbach Alfa güvenirlik katsayısı gibi pek çok geçerlik güvenirlik analizine yer verilmiştir. Sonuç olarak Çocuklarda (8-14 Yaş) Fonksiyonel Olmayan Tutumlar Ölçeği'nin Türk kültürüne uyarlanması amacıyla yapılan geçerlik ve güvenirlik çalışmalarından elde edilen sonuçların kabul edilebilir düzeylerde olduğu görülmektedir. Türk kültürüne uyarlanan ölçek 8-14 yaş arasındaki çocukların fonksiyonel olmayan tutumlarını belirlemeye yönelik elverişli araçlardan birisi olabilir. Fonksiyonel olmayan tutumların

temelleri çocukluk dneminde atılan ve çocukluktan itibaren bilişsel gelişimle birlikte yaşam boyu devam eden tutumlar olduğu hatırlanacak olursa bireyin çocukluk dnemindeki fonksiyonel olmayan tutumlarının tespit edilmesinin önemli olduğu söylenebilir. Psikiyatrist, psikolog ve psikolojik danışmanlar ölçek aracılığıyla ifade edilen dnemdeki çocukların ne düzeyde fonksiyonel olmayan tutumlara sahip olduğunu ölçerek, çocuklara gerekli psikolojik yardım hizmetlerini sunabilirler. Bu ölçeğin uyarlama çalışmaları sadece Eskişehir il merkezinde öğrenim gören 8-14 yaş arasındaki çocuklarla gerçekleştirilmiştir. Başka şehir ve ilçelerden veriler toplanarak daha geniş bir örnekleme geçerlik güvenirlik analizleri tekrarlanabilir. Ayrıca bundan sonra yapılacak araştırmalarda bu ölçek kullanılarak 8-14 yaş arasındaki çocukların fonksiyonel olmayan tutum düzeylerini ve bu düzeylerin farklı değişkenlerle ilişkilerini ortaya koyacak çalışmalar gerçekleştirilebilir.

Ethical Statement

In the writing process of the work titled "**Adaptation of the Dysfunctional Attitudes Scale in Children (8-14 Years) into Turkish Culture**", the scientific, ethical and citation rules were followed, there was no falsification on the data collected, the "Turkish Psychological Counseling and Guidance Journal Editorial Board" had no responsibility for all ethical violations, and all the responsibility belongs to the authors. I undertake that it has not been sent to another academic publishing medium for evaluation.

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