
Adaptation Modification and Validation of General Help-seeking Questionnaire (GHSQ) for Filipino College Students

Mary Jane B. Cinco

Samar State University, Catbalogan City, Philippines

ABSTRACT

This paper aimed to establish the validity and reliability of General Help-seeking Questionnaire (GHSQ) in the context of Filipino College Students (GHSQ; Wilson, Deane, Ciarrochi, & Rickwood, 2005, Tuliao, 2014). Exploratory Factor Analysis and Cronbach's Alpha reliability test results showed that the help-seeking behavior scale developed with four components is valid and reliable to measure college student's help-seeking behavior in terms of their problem awareness, problem disclosure/expression, awareness of the available source of help and their willingness to seek for help from professionals working in the university (Counselors, Psychologists, Doctors, Instructors and etc.) to their family and lay of social networks. The result of the validity and reliability testing of the scale indicated that it is an accurate measure of help-seeking behaviour since the items in each component are internally consistent to what it intends to measure the other measures form a coherent component as presented in the results of principal components analysis.

Keywords: Help-seeking, Awareness, Willingness, Norm, Filipino College Students

INTRODUCTION

Tertiary education is very challenging and stressful nowadays. Students face a number of academic challenges in college, including finding time to study, understanding course content and maintaining a high degree of motivation. Along with meeting these challenges, students often struggle to balance academic demands with school related works, personal responsibilities and social experiences. Despite the difficulties experienced by students, some of them usually keep their struggles with them. As a result, a tendency for college student's poor life skills and academic performance, maintaining relationships and drop out because of dealing many forces and pressures may transpire. An inability to solve problems, especially an ability to seek help, appears to be one of those factors. Nevertheless, many students with measurable help-seeking skills appear to be dropping out. Besides improving our ability to measure students' problem solving skills, we also need to understand external pressures on students better (Dickmeyer & Zhu, 2013).

The Career Guidance Center of Samar State University provides the services of Guidance and counseling to help students attain a holistic development to be able to manage college life. However, an assessment on the center's annual accomplishment in year 2013 revealed that the school's counseling services is the least availed. Cited in Mcclure (2014) study, Gulliver, Griffiths, and Christensen's review (2010) of existing research on barriers and facilitators to pursuing professional help, the authors identified that stigma regarding having a mental illness arose as the single most common barrier to seeking help for young adults and

adolescents regarding mental health treatment underutilizing counseling as one of the services in any educational setting. Misperceptions and lack of awareness of the nature of the said services may additionally affect the use of the center.

Guidance Services is an integral and inseparable part of the education process. It is one form of teaching. Guidance, as organized and administered in a more or less systematic manner, maybe based on the fundamental aims of education as provided for in our constitution that it is the duty of all schools and other educational agencies in the Philippines to guide children, (Kapunan,1974)thus making the guidance services very helpful in the Philippine educational system.

“Counseling” specifically is the heart of the guidance program, a process of helping individuals to understand themselves by discovering their own needs, interests and capabilities in order to formulate their own goals and make plans for realizing those goals” (Egbochuku, 2008, p. 44). It is designed to facilitate self-understanding and development of the students through dyadic or small-group relationships.

SSU Career Guidance Center caters student’s needs not only in providing basic guidance services such as individual inventory, psychological, information counseling, follow-up and placement but also in the realization of student’s full potentials for a successful stay in college. Counselors appraise student’s attitudes, abilities, interests, habits and skills for deeper self-awareness and understanding.

In order for the students to maximize the counseling service of the university, a paper which aims to assess and correlate student’s help-seeking behavior and their attitude towards counseling as factors for students to underutilize the said service leads the researcher to come up and formulate the current study. The researcher hopes that the results could be carefully analyzed, redirect and improved center’s efforts to inform the beneficiaries of the said services.

The present study is anchored on Ajzen’s theory of planned behavior (TPB). The TPB assumes that the best predictor of a certain behavior is an individual’s intention to perform that specific behavior. This model includes three determinants of the intent to perform a certain behavior: (1) attitudes toward the behavior, (2) subjective normative beliefs about performing the behavior, and (3) perceived behavioral control of performing the behavior.

Cited in the study of Hartong (2011), TPB posits that intention to perform a behavior is predicted by one’s attitudes toward the behavior; subjective norms associated with the behavior, and perceived behavioral control over performing it (Ajzen, 1985, 1991; Ajzen & Fishbein, 1980). Based on context, one predictor (e.g., attitudes) may influence intentions more than the other two predictors (subjective norms, perceived behavioral control), and the most influential component varies based on context as well. In this study, the researcher hypothesized the relationship of college student’s attitude towards counseling and their help-seeking behavior.

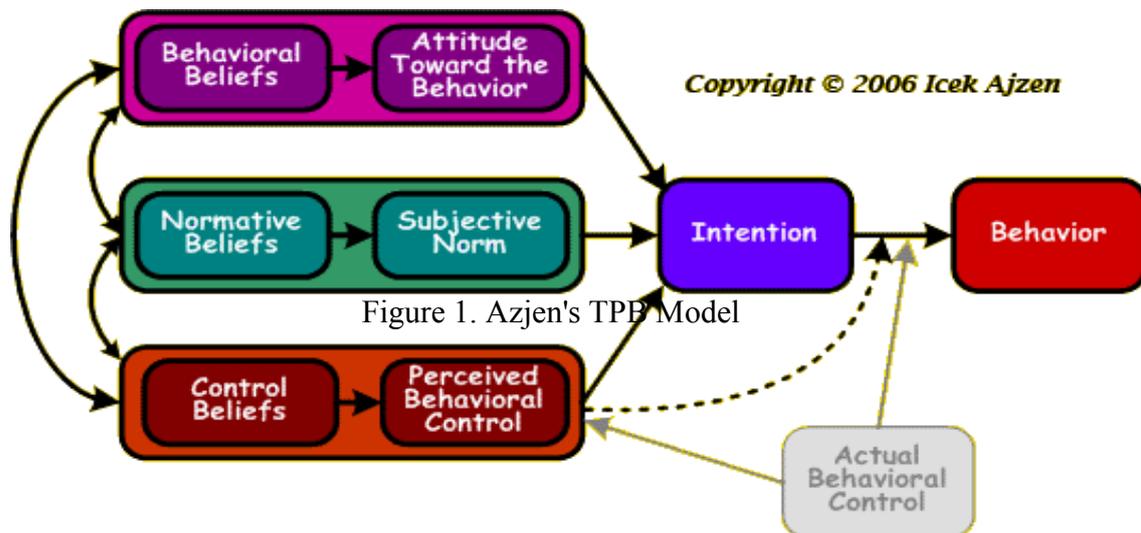


Figure 1. Azjen's TPB Model

METHODS

Instrument

For the present study, the researcher constructs a self-made questionnaire as an instrument. A 3-part tool will gather student's demographic profile, help-seeking behavior and attitude towards counseling. It consists of 70 questions all in all. The first part is design for the gathering of the respondents profile with their personal information such as: 1) name (optional), 2) age, 3) gender 4) course, 5) year level, 6) college/ campus enrolled in; 7) civil status, 8) family income. Part II and III of the questionnaire will measure both the independent and dependent variables. The researcher adopted the four scales in a model proposed by Rickwood, Deane, Wilson, & Ciarrochi, in their 2005 review looking into the attitudes young people have toward seeking professional help for mental health concerns on : awareness, expression, availability, and willingness and were considered in the help-seeking behavior of Samar State University students. The identified four factors will measure student's awareness of their problem, expression/disclosure of their problem, availability of their source of help from professionals working in the university (Counselors, Psychologists, Doctors, Instructors and etc.) to their family and lay of social networks and their willingness to seek help from these sources available. 10 item questions on each category will measure their problem awareness; problem disclosure/expression, awareness of availability of source of help and about student's willingness to seek for help for a total of 40 questions on the respondent's help-seeking behaviour.

Reliability and Validity Measure

To ensure that the questionnaire that the researcher has constructed is valid and reliable, the researcher conducted a pre testing of the questionnaire to randomly selected 50 Silliman University students on the college level. Measuring the tool's construct and face validity, the researcher conducted a review of related literature and carefully picked the constructs from the definition that would measure help-seeking behaviour of the student respondents of the study and while conducting the pilot testing, participants were asked about their feedback on the readability of the items through its font size and style, clearness of the thoughts asked on

each item together with the appropriateness of the choice of words used and the sequence of items asked on each category.

The data gathered were carefully checked individually for missing or double responses. In order to understand whether the questions in this questionnaire reliably measure the same variable, a Cronbach's alpha was run on a sample size of 50 randomly selected 1st- 5th year college students of Silliman University through Statistical Package for Social Sciences / SPSS Statistics. Cronbach's alpha is the most common measure of internal consistency (reliability). It is most commonly used when you have multiple Likert questions in a survey/questionnaire that form a scale and you wish to determine if the scale is reliable. Factor Analysis is another statistical method commonly used during instrument development to cluster items into common factors, interpret each factor according to the items having a high loading on it, and summarize the items into a small number of factors (Bryman & Cramer 1999). A factor is a list of items that belong together. Related items define the part of the construct that can be grouped together. To ensure an appropriate sample size was obtained for the current study to enable factor analysis to be undertaken KMO criteria was considered. Varimax, the most commonly used orthogonal rotation was undertaken to rotate the factors to maximize the loading on each variable and minimize the loading on other factors (Field 2005; Bryman & Cramer 2005).

RESULTS

Table 1. HSBQ Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.939	.942	40

A reliability score of .939 Cronbach's alpha presented in Table 1 indicates a high level of internal consistency for our scale with this specific sample when all the items were run as measurement of student's help-seeking behavior in general. Internal consistency describes the extent to which all the items in a test measure the same concept or construct and hence it is connected to the inter-relatedness of the items within the test. A computation of group items reliability were run on Cronbach's alpha to find out if the 10 items in four categories of the help-seeking behavior measure in terms of students' problem awareness, awareness of available help sources, self-disclosure and willingness to seek for help have the same internal consistency as well.

The Problem awareness factor 10 item questions as presented in table 1 has a reliability score of .844, indicating an acceptable score of items internal reliability to measure help-seeking variable in terms of their awareness to their problems;.761 reliability score on the items student's awareness of the available source of help shown on fig.2, .864 alpha level on student's problem disclosure/expression on table.3. It was suggested that the figure 0.80 is typically employed as the rule of thumb to denote an acceptable level of internal reliability,

Bryman (2004). Although many writers work with a slightly low figure like in the scale of work commitment devised by Westergaard, et.al., alpha was 0.70 they referred to as “a satisfactory level (1989: 93) as cited in Bryman (2004).

Reliability Statistics: *Problem Awareness*

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.844	.846	10

Reliability Statistics: *Aware on Source of help*

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.761	.770	10

Reliability Statistics: *Disclosure/ Expression*

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.864	.866	10

Reliability Statistics: *Willingness to seek help*

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.761	.763	10

Table 2.Help-seeking reliability scores on four factors/categories

Another measure of the questionnaires reliability is when factors of the help-seeking behavior are run through factor analysis. Factor analysis is a method of data reduction and is used to find factors among observed variables. Factor analysis groups variables with similar characteristics together as advised having 30 participants for a safe pre testing will result a normal distribution but the bigger the number of participants, the better the result.

A correlation matrix is simply a rectangular array of numbers which gives the correlation coefficients between a single variable and every other variable in the investigation. The correlation coefficient between a variable and itself is always 1.0; hence the principal diagonal of the correlation matrix contains 1.0s. The correlation coefficients above and below the principal diagonal are the same. The determinant of the correlation matrix is .043 which is greater than .0001 where assumption is met for factor analysis shown at the foot of the table below.

Table 3. Correlation Matrix^a

	Prob_Aware	Self_Disclose	Source_Aware	Willingness
Correlation Prob_Awareness	1.000	.806	.790	.668
Self_Disclosure	.806	1.000	.770	.610
Source_Awareness	.790	.770	1.000	.782
Willingness	.668	.610	.782	1.000

a. Determinant = .043

Prior to the extraction of the factors these tests should be used to assess the suitability of the respondent's data for factor analysis. Aside from the universal agreement that factor analysis is inappropriate when sample size is below 50 data collected should also undergo with Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Bartlett's Test of Sphericity which are tests of assumptions. The KMO index ranges from 0 to 1, with 0.50 considered suitable for factor analysis. The Bartlett's Test of Sphericity should be significant ($p < .05$) for factor analysis to be suitable. KMO measures the sampling adequacy has a result of .809 while Bartlett's test is another indication of the strength of the relationship among variables and tests the null hypothesis that the correlation matrix is an identity matrix, Williams, B., Brown, T., & Onsmann, A. (2010). In this case the result .000 is significant (less than .05), indicating that the correlation matrix is significantly different from an identity matrix, in which correlations between variables are all zero. This means that the variables are correlated highly enough to provide a reasonable basis for factor analysis as in this case. Thus the results provided passed the minimum before a factor analysis (or a principal components analysis) should be conducted.

Table 4. KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.809
Approx. Chi-Square	147.043
Bartlett's Test of Sphericity	
Df	6
Sig.	.000

In terms of the communalities of factors of the Help-seeking behavior sub scales, the four factors extracted uniform scores of 1.0 through the method of Principal Component Analysis which was shown on table 5 how much of the variance in the variables has been accounted for by the extracted factors. With principal factor axis factoring, the initial values on the diagonal

of the correlation matrix are determined by the squared multiple correlation of the variable with the other variables. The values in this column indicate the proportion of each variable's variance that can be explained by the retained factors. Variables with high values are well represented in the common factor space, while variables with low values are not well represented. (In this example, we don't have any particularly low values since scores are all 1.0) which is good.

Table 5. Communalities

	Initial	Extraction
Prob_Awareness	1.000	1.000
Self_Disclosure	1.000	1.000
Source_Awareness	1.000	1.000
Willingness	1.000	1.000

Extraction Method: Principal Component Analysis.

The Total Variance Explained in table 6 shows how the variance is divided into the 4 fixed numbers of factors. Eigenvalues refer to the variance accounted for, in terms of the number of "items' worth" of variance each explains. The first component shows that it is the only one to get an eigenvalue (a measure of explained variance) greater than 1.0, which will always account for the most variance (and hence have the highest eigenvalue), and the next factor will account for as much of the left over variance as it can, and so on. Hence, each successive factor will account for less and less variance. The column which contained the percent of total variance accounted for by each factor shows similar values from the initial eigenvalues to extraction sums of squared loadings of 80.424 % as the highest while it an average % of variance was presented in the rotation sums of squared loadings making the varimax rotation to maximize the variance of each of the factors, so the total amount of variance accounted for is redistributed over the four extracted factor.

Table 6. Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3.217	80.424	80.424	3.217	80.424	80.424	1.157	28.933	28.933
2	.427	10.678	91.102	.427	10.678	91.102	1.084	27.104	56.037
3	.191	4.763	95.865	.191	4.763	95.865	.964	24.089	80.126
4	.165	4.135	100.000	.165	4.135	100.000	.795	19.874	100.000

Extraction Method: Principal Component Analysis.

Factors are rotated so that they are easier to interpret. Rotation makes it so that, as much as possible, different items are explained or predicted by different underlying factors, and each factor explains more than one item. This is a condition called simple structure. Although this

is the goal of rotation, in reality, this is not always achieved. One thing to look for in the Rotated Matrix of factor loadings is the extent to which simple structure is achieved.

Table 7 contains the rotated component matrix which represent both how the variables are weighted for each factor but also the correlation between the variables and the component. Varimax with Kaiser Normalization was used as rotation method where the rotation converged in 5 iterations. The columns under this heading are the rotated components that have been extracted according to the fixed number we have selected. Willingness loaded and correlated highly with component 1 with loading of as high as .892 as the highest correlation while source awareness on the other hand loaded with .738 on component 4.

Table 7. Rotated Component Matrix^a

	Component			
	1	2	3	4
Prob_Aware			.803	
Self_Disclose		.848		
Source_Aware				.738
Willingness	.892			

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 5 iterations.

CONCLUSIONS

The help-seeking behavior scale developed with four components is valid and reliable to measure college student's help-seeking behavior in terms of their problem awareness, problem disclosure/expression, awareness of the available source of help and their willingness to seek for help from professionals working in the university (Counselors, Psychologists, Doctors, Instructors and etc.) to their family and lay of social networks. The result of the validity and reliability testing of the scale indicated that it is an accurate measure of help-seeking behaviour. The Cronbach's alpha internal consistency (reliability) results for each component/factor reached and even exceeded the acceptable value for a new tool as discussed in the result. Principal components analysis with varimax rotation was conducted and the assumptions of sampling adequacy and variables correlation were met Results suggest, that the items in each component are internally consistent to what it intends to measure the other measures form a coherent component.

Factor analysis is a statistical approach commonly used in psychology. In order to better check the validity and reliability of a newly developed tool, it is better to conduct a factor analysis first considering all the items based on the fixed number of factors used as model in questionnaire construction for the principal components analysis (PCA). Determining the items loaded high on component/factors and grouping them together to test their internal consistency would increase the value of alpha. Cronbach's alpha provided the internal consistency with an overall reliability coefficient for a set of variables (e.g., questions) for a component/factor. Running these grouped questions on Cronbach's alpha would have a higher level of internal consistency if the items loaded very high on each component that best fits these items.

REFERENCES

- i. Bryman, A., Cramer, D. (1999). *Quantitative Data Analysis with SPSS Release 8 for Windows. A Guide for Social Scientists*. London: Routledge.
- ii. Bryman, A. (2004). *Social Science Research Methods 2nd Ed.* Oxford University Press.
- iii. Bryman, A., Cramer, D. (2005). *Quantitative Data Analysis with SPSS12 and 13. A Guide for Social Scientists*. East Sussex Routledge.
- iv. Dickmeyer, N. & Zhu, C. (2013). *Help-Seeking Behavior and Predictions of Retention*. La Guardia Community College. Institutional Research & Assessment.
- vi. Egbochuku, E. O. (2008), “Assessment of the Quality of Guidance and Counseling Services in Edo State of Nigeria,” *Research Journal of International Studies*, vol. 8, pp. 42-50.
- vii. Field, A. P. (2005). *Discovering Statistics using SPSS*. London: Sage.
- viii. Hartong, J. M. (2011). *Help-seeking and the Theory of Planned Behavior in College Students: Experiment and Model Testing*. Ball State University Muncie, Indiana.
- x. Kapunan, Rocio R. *Fundamentals of Guidance and Counseling*. Rex Printing Co. Inc., Quezon City. 1974.
- xi. McClure, A. K. (2014). *Help-Seeking Attitudes and Behaviors of Graduate Psychology Students*. Florida State University. College of Education.
- xii. Rickwood, D. J., Deane, F. P., Wilson, C. J., & Ciarrochi, J. (2005). Young people’s help-seeking for mental health problems. *Australian e-Journal for the Advancement of Mental Health*, 4, 1-34. doi:10.5172/jamh.4.3.218.
- xiii. Tuliao, A. P. & Velasquez P. A. (2014). Revisiting the General Help Seeking Questionnaire: Adaptation, Exploratory Factor Analysis, and Further Validation in A Filipino College Student Sample. *Philippine Journal of Psychology*, 2014, 47(1), 1-17.
- xiv. Williams, B., Brown, T., & Onsmann, A. (2010). Exploratory factor analysis: A five-step guide for novices. *Australasian Journal of Paramedicine*, 8(3). Retrieved from <http://ro.ecu.edu.au/jephc/vol8/iss3/1>