

## The Scale of Being Able to Say “No” For Children: Validity and Reliability Analysis \*

### Çocuklar İçin “Hayır” Diyebilme Becerisi Ölçeği: Geçerlik ve Güvenirlik Çalışması

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#### Öz

Bu çalışmada, çocukların “hayır” diyebilme becerilerini değerlendirmeye yönelik bir ölçeğin geliştirilmesi amaçlanmaktadır. Bu çalışmanın katılımcılarını, HÖ'nün kapsam geçerliğini sağlamak üzere HÖ'de yer alan maddeler hakkında görüşü alınan uzmanlar ile HÖ'nün yapı geçerliği, ölçüm güvenirliliği ve madde ayırt ediciliği hakkında fikir edinmek için HÖ'de yer alan maddeleri puanlaması istenen ilkökul 4. sınıf öğrencileri oluşturmaktadır. Bu çalışmada veri toplama aracı olarak sırasıyla HÖ'ye ait 24 maddelik 3'lü Likert, 22 maddelik 3'lü Likert, 12 maddelik 3'lü Likert ve 12 maddelik 5'li Likert olmak üzere dört ayrı taslak form kullanılmıştır. Bu formların geliştirilme süreci, aşağıda ayrıntılı bir biçimde açıklanmaya çalışılmıştır. HÖ'nün kapsam geçerliğini değerlendirmek amacıyla uzman görüşü alınmıştır. Yapı geçerliği için açımlayıcı ve doğrulayıcı faktör analizleri gerçekleştirilmiştir. HÖ'den elde edilen ölçümlerin güvenirliliği, Cronbach Alfa ve test yarılama (eşdeğer yarılar) yöntemlerinin kullanılmasıyla analiz edilmiştir. Düzeltilmiş madde toplam korelasyonları ile bağımsız örneklem için t-testi sonuçlarından yola çıkılarak ölçekte yer alan maddelerin ayırt edicilikleri hakkında bir fikir edinilmiştir. Bu çalışmanın sonuçları, çocukların “hayır” diyebilme becerileri ile ilgili yapılacak çalışmalarda HÖ'nün geçerli ve güvenilir sonuçlar verebilecek bir ölçme aracı olarak kullanılabilirliğine ortaya koymuştur.

*Anahtar Kelimeler:* “Hayır” diyebilme, “hayır” diyebilme ölçeği, ölçek geliştirme

#### Abstract

In this study, it is aimed to develop a scale for assessing children's ability to say “no”. The participants included in the study are the area experts that helped to achieve content validity, and fourth graders who are asked to score the items in the SN to have an idea about the construct validity, measurement reliability and item discrimination of the item in the scale. In this study, four different drafts of the SN which contained 24 items of 3-pointed Likert type, 22 items of 3-pointed Likert type, 12 items of 3-pointed Likert type and 12 items of 5-pointed Likert type were used. In order to evaluate the content validity of the SN, the experts' opinions were received. For the construct validity, exploratory and confirmatory factor analyses were conducted. Reliability of measurements obtained with the SN was analyzed by using the methods of Cronbach's Alpha and Split-half. An opinion was formed about the distinctiveness of items in the scale setting out from the corrected item total correlations (CITC) and the results of the independent samples t-tests. The results of the study showed that the SN can be used as a data collection tool, and is able to produce valid and reliable interpretations in studies that aim to explore children's ability to say “no”.

*Keywords:* Being able to say “no”, the scale of being able to say “no”, scale development

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## INTRODUCTION

The world is “biologically livable” for all living organisms unless its mechanism for natural balance is disturbed. The concept of livability needs assessment beyond its biological sense when a human is concerned; because livability has several aspects such as emotional, mental, social, cultural, economic and political aspects apart from biological. One of the most important instruments for making the world a livable place for everybody is people’s rights. Every individual has basic rights which make the world livable for them due to the fact that they are human beings. Of those rights, the ones come to mind initially are personal, political, social and economic rights. However, individuals’ rights are not limited to these.

Each individual has rights stemming from the situation they are in, apart from their personal, political, social and economic rights. Those rights- which are not written or guaranteed by the law- are called “assertiveness rights” (Garner, 2012). Assertiveness rights are the rights changing our behaviors and ideas, allowing to take on responsibility only in matters we wish to choose, allowing to make mistakes and saying ‘I don’t know’, ‘I don’t understand’ or ‘it is none of my business (Smith, 1998). Rights such as being treated equally and respectably, being committed to various values, privacy, observing individual needs and deciding how to behave in a given situation are also among those rights (Bishop, 2010). Finally, determining personal priorities, questioning injustice, refusal recommendations, refusal to be confirmed by others and being able to say “no” without feeling guilty are also considered being assertiveness rights (Pfeiffer, 2010).

Even though being able to say “no” is an assertiveness right, it is not usually displayed by every individual. This situation is thought to be related with the fact that being able to say “no” is an ability. This ability is defined as the process of creating the capacity to refuse risky behaviors with one’s own will and with his/her choice by Aslan and Özcebe (2008). This study, however, considers this ability as one’s ability to refuse demands, offers and behaviors targeting him/her by saying “no”, and to resist against potential manipulation efforts in cases where his/her personal rights and limits are violated or open to be violated. Considering the ability to say “no” in this way stems from necessity to implement the decision at the stages of refusal and resistance after a decision has been made to put the ability into action.

Refusal indicates a natural response to something undesired to be done at the relevant time (Bragger, 1982). An individual is asked to state that he/she does not accept the demand by using the most appropriate verbal expressions and body language consistent with those expressions and to say “no” at the stage of refusal. Yet, an individual’s behavior of refusal can cause manipulation efforts such as insistence from the opposite side, as addressed by Masterson (2011). Therefore, an individual is expected not to leave his/her decision to change for manipulation effort probable to come from the opposite side at the stage of refusal.

“No” should be said politely but clearly when refusing (Blair, 2008). Shortly speaking, sincere explanation should be given in relation to “no” without giving an excuse (Bolton, 1979). Stating a long explanation and/or giving an excuse may lead the other person to conclude that the stated reasons are insufficient or to create an opportunity for his/her demands (Breitmen and Hatch, 2011). Besides, rationalized and complicated explanations may make both sides feel bad, and result in repeating the demand. Therefore, saying “no” should include only an unconditional behavior of saying “no”, expressing the feelings honestly and briefly (Holland and Ward, 1990). No permission should be asked to say “no” because asking for permission may mean that somebody else, not the individual himself/herself, is responsible for individual’s behavior. The individuals to whom the responsibility is transferred can also hinder displaying the behavior of saying “no” (Paterson, 2000). For this reason, the responsibility of saying “no” should be taken on by the individual, and not be left to the opposite side. Also, the others on the other side should not be permitted to judge the decision when one says “no” (Clark, 2003) since those judgments might cause pressure on the individual to accept the demand. The phrase “may be” or other phrases meaning “may be” should not be used when one wants to say “no”. The phrase “may be” can mostly be understood as a potential “yes”. This might lead the opposite side to increase the hope. Being refused after a “maybe” answer might also cause bigger disappointment on the refused person (Beagrie, 2007). Assertive body language should be used when

saying “no” at the stage of refusal. A decisive, but with a polite tone of voice, answer should be used for this. The voice should not tremble, and should not be in an apologizing manner. The truth should be stated in a neutral rather than the defensive tone of voice. The body should be in an upright posture and eye contact should be set up (Deering, 1996). Nonverbal messages should be conveyed accurately. If “no” is said, a smiling facial expression to lead the opposite side to insist on his/her demand should be avoided (Moon, 2009).

One should be decisive in front of the insistence of the person making demands at the stage of resistance. Too much time should not be spent in that place, and movement should be made to another place, and if these are not possible, the topic of speaking should be changed in order not to be persuaded by the person who is refused by saying “no” (DeJong, 1986). If that does not work, one should go on with what he is doing when there is a demand (Rees and Graham, 1991). The previously said “no” should be repeated without making any new explanations whenever there is a demand (Deering, 1996). If others’ demands have been accepted for years, it should not be expected that they will accept the behavior of refusal at the first time. More efforts should be made in this respect and the opposite side should be refused more strongly (Paterson, 2000). The questions about why “no” is said should not be answered. Insult and implications should not be responded in order not to distract attention (Clark, 2003). Assertiveness rights should be used against such manipulating behaviors as praise, hypocrisy, deceiving by saying nice words, putting someone in a difficult situation, despising, accusing, threatening, casting aspersion on someone and emotional exploitation (Dalley, 2013; Potter, 2007; Potts and Potts, 2013).

The ability to say “no”, which is put into action at the stages of refusal and resistance, is important in that it can protect children against using substance (Tokur-Kesgin, 2012), sexual abuse (Elliot, Browne and Kilcoyne, 1995; Lecler, Wortley and Smallbone, 2011), having problems in time management (Mackenzie and Nickerson, 2009), moral violations (Leming, 1997; Szpalski, Gunzburg and DeKleuver, 2003) and against being exposed to online risks (Bal and Kahraman, 2015). For this reason, this ability should be developed at early ages. While grades 1-3 are considered as the most appropriate stages, grades 4 and 6 are thought to be the periods before too late for developing the ability (Hermann and McWhirter, 1997). Taking early steps in this respect can also pave the way for the subsequent developmental periods when such abilities gain more importance (Belgrave, Reed, Plybon and Corneille, 2004; Scheier, Botwin, Diaz and Griffin, 1999). However, on reviewing the literature about whether or not such a way is paved, no studies considering children’s ability to say “no” directly and in great details were found. Instead, it was found that the ability was considered in various studies (Durualp and Aral, 2010; Gündoğdu, 2012; Tuna Özcivanoglu, 2010) within the scope of adults’ assertiveness skills in a restricted manner. Probably, one of the reasons for this is that there is no data collection tool to use for conducting research. Thus, this study aims to develop a scale for assessing children’s ability to say “no”.

## **METHOD**

This is a study for developing a scale. The participants, data collection tools, the process of developing the scale of being able to say “no” (SN), and the data analysis were described below.

### ***Participants***

The participants included in this study were the experts whose opinions were consulted for the items in the SN to attain content validity and fourth graders who are asked to score the items in the SN to have an idea about the construct validity, measurement reliability and item discriminations of the scale. First, the expert opinion was consulted for the draft forms of the SN for qualitative and quantitative evaluations. The views of six experts, the three were the instructors in the primary education department of Gazi Faculty of Education of Gazi University and the three were the instructors in the departments of educational management, guidance, and psychological counseling, and curriculum and instruction, were obtained for the first draft form in terms of quality. Having made the necessary

corrections, the second draft was shown eight experts for its quantitative evaluation. The seven out of eight was from Dicle University Ziya Gökalp Educational Faculty (that is to say, two instructors in primary education department, one instructor in curriculum and instruction department, and one instructor in each of measurement and evaluation, social studies teaching and mathematics and science teaching departments) and the last one was from İnönü University Educational Faculty (instructor in primary education department).

Pre-interviews were conducted with ten students who were fourth graders by using the drafted form prepared on the basis of expert opinion. Two pre-applications were conducted for Exploratory Factor Analysis (EFA) to test construct validity following the pre-interviews. According to Güngör (2016), researchers who want to test a CFA-specified construct with EFA should test the same model in a different sample to find the best model. This is the ideal situation recommended by some researchers (Kılıç-Çakmak, Çebi, and Kan, 2014). Thus, one re-application was conducted for Confirmatory Factor Analysis (CFA). The first application was done with 302 fourth graders (who were in the 9-11 age range) in a primary school which could be considered as socioeconomically at the medium level. The second application was done with 250 fourth graders (in the 9-11 age range) in a different primary school of similar properties. The data necessary for CFA were also collected from 230 students of fourth graders (9-11 age range) attending a primary school at a medium socioeconomic level. The socioeconomic levels of the schools in which these applications were carried out have been defined based on the descriptions of school administrators, as the provincial directorate of education does not classify the socioeconomic levels of schools.

And finally, the main applications were performed with 907 students of fourth grade attending 13 different primary schools in the central districts of Diyarbakır which were selected through random sampling. Efforts were made to interpret the measurement reliability of the SN in terms of refusal and resistance and the discriminating levels of the items in the scale basing on the findings obtained from these applications.

### ***Data Collection Tool***

In this study, four different drafts of the SN which contained 24 items of 3-pointed Likert type, 22 items of 3-pointed Likert type, 12 items of 3-pointed Likert type and 12 items of 5-pointed Likert type were used respectively. The development process for these forms is described in details below.

### ***Development Process and Data Analysis***

The first stage in the development process of the SN was defining the scale structurally. Accordingly, the refusal dimension of the scale measured whether or not students could say “no” for the demands and behaviors they did not like or found unreliable. On the dimension of resistance, on the other hand, efforts were made to determine whether or not students stepped back due to their feelings they can have after saying “no” or manipulation efforts they encounter.

Having described the structures in the SN, a 24-item draft of 3-pointed Likert type was created to measure the ability to say “no” on the dimensions of refusal and resistance. The draft was presented to six experts teaching at the Gazi University, Gazi Faculty of Education for assessment in terms of quality. After their views, five items were removed from the scale since they were found to be inappropriate, and the remaining items were modified to improve their clarity and finally, three items were added to the scale based on the experts’ suggestions. After making those corrections to the scale, expert opinion was consulted again according to Davis (1992) technique to attain the content validity of the 22-item draft of 3-pointed Likert type. Based on the technique, seven experts from Dicle University Ziya Gökalp Educational Faculty and one expert from İnönü University were asked to assess the 22 items planned to be included in the scale as “4: highly relevant, 3: quite relevant, 2: somewhat relevant, and 1: not relevant”. Following the evaluation, the decision was made to keep all of the 22 items in the scale as they were, and a pre-interview was conducted with 10 students in fourth

grade. Since it was found that the students were able to understand all the statements in the 22 items included in the draft form, the application necessary for EFA was started without making any changes.

The first pre-application for EFA was conducted with 302 fourth graders going to a primary school which might be considered to be socioeconomically at the medium level. In consequence, the Kaiser-Meyer-Olkin (KMO) value was found as 0.80, and the Barlett test result was found as significant ( $p < 0.05$ ). The EFA results indicated that all of the 22 items, whose content validity was determined on the basis of expert opinion, could be grouped in the factors of refusal and resistance as it had been predicted. The SN explained 31% of the total variance it that form. Although the ratio is considered adequate for social sciences (Bayram, 2015), it is necessary to go well beyond this proportion in multi-factor structures (Büyüköztürk, 2012). For this reason, the items whose common factor variance was smaller than 0.3 (Pallant, 2007) were excluded, and the EFA was re-done with the remaining 12 items. In consequence, it was found that the KMO value was 0.76 and the Barlett test result was significant ( $p < 0.05$ ). In this form, the SN explained 41.28% of the total variance. Since this proportion is bigger than the unexplained variance ratio (58.72) (Seçer, 2013), it was unacceptable. We believed that this was due to the fact that the scale was 3-pointed Likert type, therefore, the scale was restructured by using 5-pointed Likert type, and then tested again for construct validity with 250 students. The orthogonal rotation technique was used during EFA, because no correlation (Pallant, 2007) between refusal and resistance dimensions was hypothesized. Accordingly, the KMO value was found as 0.84 and the Barlett test was found as significant ( $p < 0.05$ ). These results showed that the data obtained from the application for EFA fitted factor analysis, and they also indicated that the number of participants for EFA was adequate (Seçer, 2013). Additionally, the skewness values for the refusal and resistance dimensions were -.21 and .27, respectively. This means that the scores obtained within the dimensions of refusal and resistance sub-scales were normally distributed (Büyüköztürk, 2012). Thus, we met the assumptions the EFA requires. We also investigated whether or not the factor structure obtained from EFA was confirmed by first level CFA. The data collected from 230 fourth graders demonstrated that the CFA model confirmed the 12-item and 2-factor structure of the SN obtained from EFA.

After pre-applications concerning construct validity, the main application was done, and the reliability of measurements conducted with the SN was analyzed by using the methods of Cronbach’s Alpha and Split-half. Finally, item analysis was done with the data come from the main application in the process of SN development, and an opinion was formed about the distinctiveness of items setting out from the corrected item total correlations (CITC) and the results of the independent samples t-tests which had been administered to determine whether there were any significant differences between the each items’ scores of the top and the bottom 27% groups determined according to participants sub-scale score averages.

## FINDINGS

Findings concerning the content and construct validity of the SN, reliability of measurements and item analysis as well as the interpretations of the findings are presented below.

### *Content Validity*

Table 1 below shows the validity indices calculated on the basis of expert opinion about whether or not the items in the 22-item draft form of SN are related to the latent variable of being able to say “no” according to Davis (1992) technique.



Table 1. SN Content Validity Indices

Item	1 <sup>th</sup> expert	2 <sup>nd</sup> expert	3 <sup>rd</sup> expert	4 <sup>th</sup> expert	5 <sup>th</sup> expert	6 <sup>th</sup> expert	7 <sup>th</sup> expert	8 <sup>th</sup> expert	Validity Indices (%)	Item	1 <sup>th</sup> expert	2 <sup>nd</sup> expert	3 <sup>rd</sup> expert	4 <sup>th</sup> expert	5 <sup>th</sup> expert	6 <sup>th</sup> expert	7 <sup>th</sup> expert	8 <sup>th</sup> expert	Validity Indices (%)
I1	4	4	4	4	3	4	4	4	100	I12	4	4	4	4	3	4	4	3	100
I2	4	4	4	4	4	4	4	4	100	I13	3	4	4	4	4	4	4	3	100
I3	4	4	4	3	4	4	4	4	100	I14	4	4	4	3	4	4	4	4	100
I4	3	4	3	4	4	3	3	4	100	I15	3	4	4	4	4	4	4	4	100
I5	4	4	4	4	4	4	4	4	100	I16	3	3	3	3	4	4	4	4	100
I6	3	4	4	4	3	4	4	3	100	I17	3	3	4	4	4	4	4	4	100
I7	4	4	4	4	4	4	4	4	100	I18	4	1	4	4	4	3	4	4	88
I8	4	4	4	4	4	4	4	4	100	I19	4	4	3	3	4	4	4	3	100
I9	4	4	4	4	4	4	4	4	100	I20	4	4	4	3	4	4	4	3	100
I10	3	4	4	4	4	4	4	4	100	I21	3	4	4	4	4	4	4	4	100
I11	4	4	4	2	4	4	4	4	88	I22	3	3	4	4	4	4	4	3	100

4: highly relevant, 3: quite relevant, 2: somewhat relevant

As is clear from Table 1, the validity indices calculated for all items in the SN through the formula  $[\text{number}(4) + \text{number}(3)/\text{total number of experts}]$  range between 88% and 100%. Since the indices were above 80%, it was found that all the items in the scale were directly related to property to be measured- that is to say, they had a high content validity (Davis, 1992).

### Construct Validity

Findings concerning the exploratory and confirmatory factor analysis performed to test the construct validity of the SN are described below.

### Exploratory Factor Analysis

Table 2 shows the factor loadings of the items in both dimensions, the common factor variance (CFV) for each item, the percentage of variance that the two dimensions explain (PEV) on their own and the percentage of variance they explain in total.

Table 2. EFA Factor Loadings of the items in SN and Common Factor Variances

Item	Refusal	Resistance	CFV	PEV
Item 1	<b>.65</b>	-.12	.39	26.99%
Item 2	<b>.73</b>	-.08	.42	
Item 4	<b>.71</b>	-.04	.42	
Item 7	<b>.65</b>	-.09	.39	
Item 10	<b>.73</b>	-.03	.43	
Item 11	<b>.71</b>	-.02	.33	24.64%
Item 14	-.01	<b>.69</b>	.34	
Item 16	-.04	<b>.75</b>	.36	
Item 19	-.09	<b>.80</b>	.52	
Item 20	-.06	<b>.74</b>	.55	
Item 21	-.07	<b>.65</b>	.37	
Item 22	-.15	<b>.75</b>	.45	
Total PEV				51.63%

As is clear from the EFA results shown in Table 2, the factor loadings for items available on the dimension of refusal range from 0.65 to 0.73 and the factor loadings of items on the dimension of resistance range from 0.65 to 0.80. While all of these items have the stated factor loadings on their own dimension, they have factor loadings below 0.30 on the other dimension. This situation indicates

that the items are related to the dimensions on which they are predicted to belong and that they do not overlap. The reason for this is that there are differences bigger than 0.10 (Akbulut, 2010) between the factor loadings of the items in the SN on their own dimension and the factor loadings on the other dimension. Besides, factor loadings of the items in the SN ranging from 0.65 to 0.80 mean a high proportion for social sciences (Büyüköztürk, 2012). The SN is capable of explaining 51.63% of total variance with its structure of 5-pointed Likert type. As expected, it is observed that the proportion is higher than the proportion of unexplained variance (48.37%).

### Confirmatory Factor Analysis

Table 3 shows the t values for items in the structure obtained through first level CFA.

Table 3. The t Values for Items in the SN

Refusal	t	Resistance	t
I1	9.41	I7	6.93
I2	9.66	I8	11.27
I3	7.05	I9	10.67
I4	8.88	I10	12.18
I5	7.01	I11	5.61
I6	7.08	I12	11.32

The t values shown in the Table 3 range from 7.01 to 9.66 for the dimension of refusal whereas, range from 5.61 to 12.18 for the dimension of resistance. Since the values were above 2.56, they were significant at the level of 0.01. This indicated that the latent variables in the scale predict all the items in the scale. Although these results show a desirable situation for the construct validity of SN, the goodness of fit indices should also be analyzed to assess for the structure to be acceptable as a whole (Şimşek, 2007). Table 4 shows some of the goodness of fit indices analyzed in this context.

Table 4. CFA Fit Indices for SN

	First Order CFA	Evaluation
p	<b>0.001</b> <0.05	Significant
$\chi^2$ /df	90.1/53= <b>1.7</b> <2	Perfect fit
RMSEA	0.05< <b>0.057</b> <0.08	Acceptable fit
CFI	0.95< <b>0.95</b> <1	Perfect fit
NFI	0.90< <b>0.91</b> <0.95	Acceptable fit
NNFI	0.90< <b>0.94</b> <0.95	Acceptable fit
IFI	0.95< <b>0.96</b> <1	Perfect fit
SRMR	0.05< <b>0.054</b> <0.08	Acceptable fit
PNFI	0.50< <b>0.73</b> <0.95	Acceptable fit
PGFI	0.50< <b>0.64</b> <0.95	Acceptable fit
GFI	0.90< <b>0.94</b> <0.95	Acceptable fit
AGFI	0.90< <b>0.90</b> <1	Perfect fit

The first index that should be focused on in Table 4 is Chi square (badness of fit index,  $\chi^2$ ) statistics-which is known as goodness of fit statistics. The value obtained in consequence of chi square should be significant at the level of 0.05. The chi square statistics in this study is significant at the level of 0.05. Since this means that there is a significant difference between observed data matrix and expected data matrix, it is necessary to analyze other fit indices. Of the other fit indices which were analyzed from the aspect of first level CFA  $\chi^2$ /df (chi square/degree of freedom), CFI (Comparative Fit Index), IFI (Incremental Fit Index) and AGFI (Adjusted Goodness of Fit Index) represented perfect fit. NFI (Normed Fit Index), NNFI (Non-normed Fit Index), SRMR (Standardized Root Mean Square Residual), PNFI (Parsimonious Normed Fit Index) and GFI (goodness of fit index), on the other hand, indicated good or acceptable fit (Bayram, 2013, Çokluk, Şekerciöglü and Büyüköztürk, 2012; İlhan

and Çetin, 2013; Seçer, 2013). Factor loadings found in structures obtained through CFA are shown in Figure 1 below.

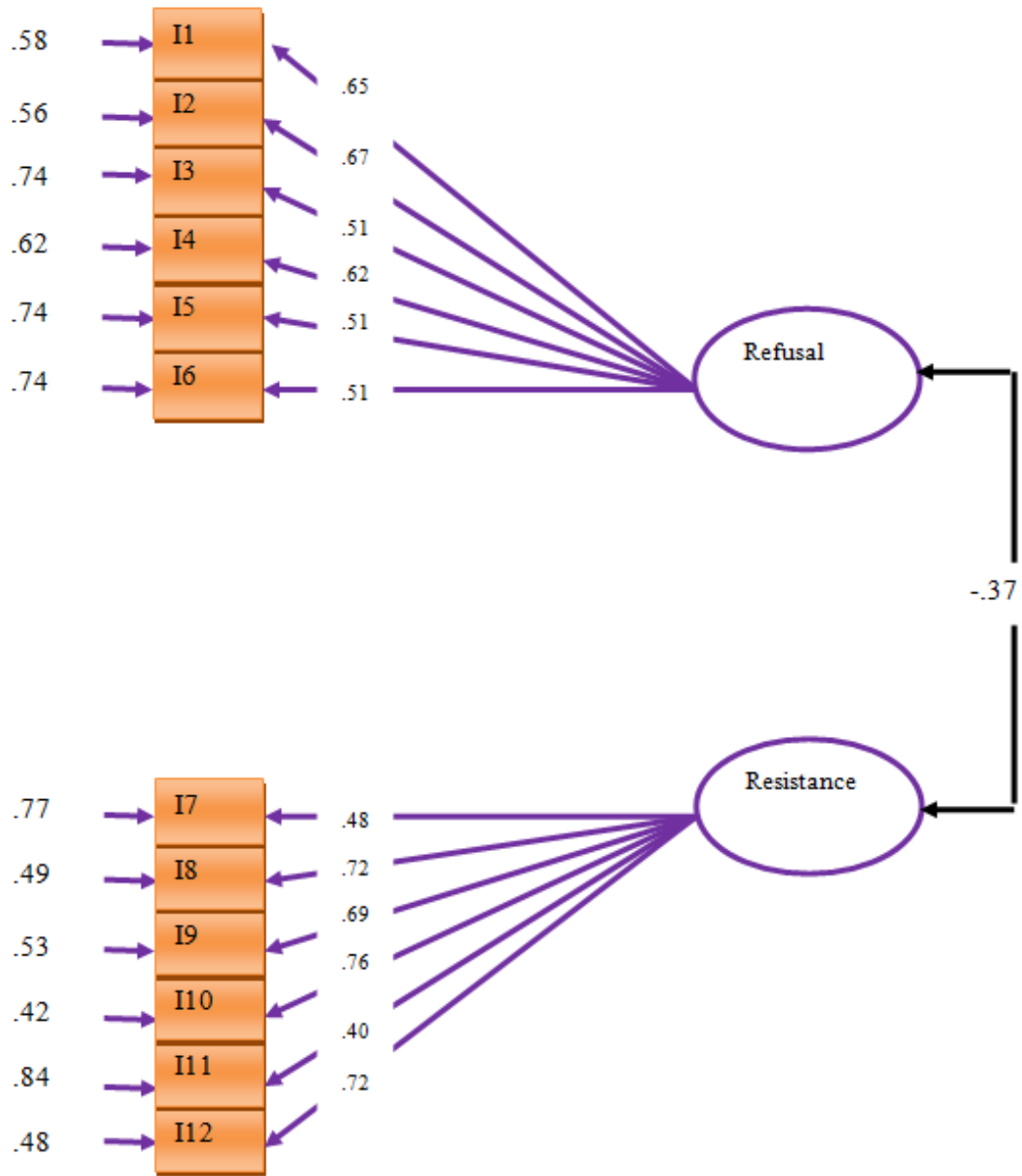


Figure 1. (CFA) Factor Loadings for SN

As it is clear from Figure 1, the factor loadings of SN on the dimension of refusal range between 0.51 and 0.67. The factor loadings for items on the dimension of resistance range from 0.40 to 0.76. Because all of these values were above 0.30, all of the 12 items in the SN had sufficient factor loadings.

### **Measurement Reliability**

The Cronbach's Alpha and Split-half methods were conducted so as to make comments on the reliability of measurements performed with SN in this study. The findings obtained in this respect are shown in Table 5.



Table 5. Measurement Reliability for SN

	Cronbach's Alpha	Split-half
Refusal	0.78	0.72
Resistance	0.77	0.77

As evident from Table 5, the coefficients found by Cronbach's Alpha method for measurements performed with SN were 0.78 and 0.72 for the dimensions of refusal and resistance, respectively. On the other hand, the Spearman-Brown coefficient found by Split-half method is 0.72 for the dimension of refusal and it is 0.77 for the dimension of resistance. Since all of these coefficients are above 0.70 (Sipahi, Yurtkoru and Çinko, 2010), measurements with SN can be said to be reliable on the dimensions of refusal and resistance.

### Item Discrimination

CITC was calculated for items in order to find whether or not the items available on the sub-dimensions of refusal and resistance were discriminating, and Independent Sample *t*-Test was performed by considering item scores of individuals in 27% top and bottom groups. The results obtained are shown in Table 6.

Table 6. Item Discrimination for Items in the SN

		Independent Sample <i>t</i> Test						
	CITC	Group	N	X	sd	<i>t</i>	df	p
Refusal	I1	Bottom	245	2.46	1.22	-28.27	321.02	0.000
		Top	245	4.85	0.49			
	I2	Bottom	245	2.58	1.51	-24.25	254.90	0.000
		Top	245	4.96	0.23			
	I3	Bottom	245	2.73	1.64	-21.02	253.21	0.000
		Top	245	4.95	0.23			
I4	Bottom	245	2.50	1.32	-23.82	341.42	0.000	
	Top	245	4.70	0.60				
I5	Bottom	245	2.46	1.29	-28.59	275.03	0.000	
	Top	245	4.89	0.33				
I6	Bottom	245	2.42	1.39	-26.52	282.15	0.000	
	Top	245	4.86	0.39				
Resistance	I7	Bottom	245	2.84	1.48	-22.28	254.74	0.000
		Top	245	4.97	0.22			
	I8	Bottom	245	3.04	1.56	-19.46	248.08	0.000
		Top	245	4.99	0.14			
	I9	Bottom	245	2.36	1.32	-28.69	284.45	0.000
		Top	245	4.88	0.38			
	I10	Bottom	245	2.24	1.23	-31.51	298.28	0.000
		Top	245	4.85	0.41			
	I11	Bottom	245	2.66	1.42	-21.40	325.80	0.000
		Top	245	4.76	0.59			
	I12	Bottom	245	2.64	1.48	-23.92	263.24	0.000
		Top	245	4.93	0.29			

According to Table 6, CITCs for the items on the dimension of refusing range from 0.49 to 0.55 whereas CITCs for the items on the dimension of resistance range from 0.35 to 0.60. The fact that the values are above 0.30 shows that the relevant items are in relation to the dimension to which they belong (Akbulut, 2010) and that they have discriminating power (Büyüköztürk, 2012). Another proof may be that there are significant differences between the scores individuals in the 27% top and bottom groups ( $p < 0.001$ ).

## RESULTS AND DISCUSSION

SN is a self-report scale intending to measure fourth graders' ability to say "no". The scale is composed of refusal and resistance dimensions. Each dimension contains six items. The students are asked to score each statement in the items as "Never" "Rarely", "Sometimes", "Mostly" and "Always" in 5-pointed Likert type. In assessing the scores received from the SN, coding for the dimension of refusal is rated as it is while the coding for the dimension of resistance is rated reversely.

The findings obtained in this study indicated that the SN was a valid tool of measurement in measuring fourth graders' ability to say "no". The reliability tests employed in this study demonstrated that reliable measurements could be done with SN. Item analyses also suggested that the individuals answering the SN could be discriminated in terms of their performance in saying "no". These results have proven that the SN can be used as a measurement tool capable of yielding valid and reliable results in studies to be conducted in relation to children's ability to say "no".

An examination of other measurement tools, measuring the ability to say "no" (García-Ros, Pérez-González, & Hinojosa, 2004; Macan, Shahani, Dipboye, & Philips, 1990; Scheier et al., 1999) makes it clear that they evaluate the ability to say "no" in scales developed for different purposes, in limited ways and at item level, or they aim to measure the ability only in such contexts as substance use and time management. This current study, however, aims to contribute to the relevant literature with its data collection tool which can measure the ability in details on the dimensions of refusal and resistance and which can be used in several contexts.

However, this study has some restrictions. Within its scope, this study collected the data only from fourth graders who were in the 9-11 age range. Therefore, it is suggested that the reliability and validity of the SN should be conducted with different age groups and individuals of different developmental periods in the future studies. Thus, it would be possible to see how individuals' ability to say "no" varies at different periods of development. While the content and construct validity of SN was analyzed in this study, its concurrent validity was not analyzed. It is believed that conducting concurrent validity analysis would be beneficial. It is recommended in this context that the data collection tools to measure assertiveness skills and social skills which can be related to the ability to say "no" (Caldarella and Merrell, 1997; Eslami, Mazaheri, Mostafavi, Abbasi and Noroozi, 2014; Gresham and Elliot, 1990; Vaz, Parsons, Passmore, Andreou and Falkmer, 2013) should be employed. This current study has determined the measurement reliability of SN by using the Cronbach's Alpha and Split-half methods. We believe that test-retest method could also be used in analyzing the measurement reliability of SN in prospective studies. This would allow us to see whether or not the scale performs consistent measurements at different times. In this study, only the Turkish version of the scale was tested for validity and reliability. The validity and reliability of the English version of this scale can also be studied in future studies.

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## GENİŞ ÖZET

### Giriş

Her bireyin, kişisel, siyasal, sosyal ve ekonomik hakları dışında içinde buldukları durumdan kaynaklanan başka hakları da bulunmaktadır. Yazılı olmayıp yasalarla da güvence altına alınmamış olan bu haklara "atılganlık hakları" adı verilmektedir (Garner, 2012). "Hayır" diyebilme de birer atılganlık hakkı olarak kabul edilmektedir (Pfeiffer, 2010). "Hayır" diyebilme, bir atılganlık hakkı olsa da her birey tarafından sergilenememektedir. Bu durumun, "hayır" diyebilmenin bir beceri olmasıyla ilgili olduğu düşünülmektedir. Söz konusu beceri, mevcut çalışmada, bireyin kişisel hak ve sınırlarının ihlal edildiği ya da ihlal edilme ihtimalinin bulunduğu durumlarda kendisine yöneltilen talep, teklif ve davranışları, "hayır" diyerek reddedebilmesi ve potansiyel güdümlene çabaları karşısında direnebilmesi şeklinde ele alınmaktadır. "Hayır" diyebilme becerisinin bu şekilde ele alınması, ilgili becerinin hayata geçirilmesi konusunda bir karar alındıktan sonra bu kararın reddetme ve direnme aşamalarında eyleme dökülmesi gerekliliğinden kaynaklanmaktadır.

Reddetme, ilgili zamanda yapılmak istenmeyen bir şeye verilen doğal bir tepkiye işaret etmektedir (Bragger, 1982). "Hayır" diyebilmeye ilişkin reddetme aşamasında bireyden, en uygun sözel ifadeleri ve bunlarla uyumlu vücut dilini kullanarak ilgili talebi, "hayır" deyip kabul etmediğini belirtmesi istenmektedir. Ancak bireyin reddetme davranışı, Kersey ve Masterson'ın (2011) da belirttiği gibi karşı tarafın ısrar gibi çeşitli güdümlene çabalarına neden olabilmektedir. Bu yüzden direnme aşamasında bireyden, karşı taraftan gelebilecek olan güdümlene çabaları karşısında, "hayır" deme konusunda aldığı karardan vazgeçmemesi beklenmektedir.

Reddetme ve direnme aşamaları çerçevesinde eyleme dönüştürülen "hayır" diyebilme becerisi, özellikle çocukları madde kullanmak (Tokur Kesgin, 2012), cinsel açıdan istismar edilmek (Elliott, Browne ve Kilcoyne, 1995; Lecler, Wortley ve Smallbone, 2011), zaman yönetimi ile ilgili sorun yaşamak (Mackenzie ve Nickerson, 2009), ahlaki ihlallerde bulunmak (Leming, 1997; Szpalski, Gunzburg ve De Kleuver, 2003) ve çevrimiçi ortamların risklerine maruz kalmak (Bal ve Kahraman, 2015) gibi sorunlardan koruyabileceği için önem arz etmektedir. Çünkü bu becerilerin erken yaşlarda geliştirilmesi gerekmektedir. 1-3. sınıflar, bu açıdan uygun dönemler olarak değerlendirilirken 4 ve 6. sınıflar, bu becerilerin geliştirilmesi açısından daha fazla geç kalınmaması gereken dönemler olarak düşünülmektedir (Herrmann ve McWhirter, 1997). Ayrıca bu konuda erken adımlar atılması, bu becerilerin daha çok önem kazandığı ileriki gelişim dönemleri açısından kolaylaştırıcı bir zemin hazırlayabilmektedir (Belgrave, Reed, Plybon ve Corneille, 2004; Scheier, Botvin, Diaz ve Griffin, 1999). Ancak çocuklar açısından böyle bir zeminin hazırlanıp hazırlanmadığına yönelik alan yazın incelendiğinde çocukların "hayır" diyebilme becerilerini doğrudan ve ayrıntılı bir biçimde ele alan



çalışmalara rastlanmamaktadır. Bunun yerine söz konusu beceri, çeşitli çalışmalarda (Durualp ve Aral, 2010; Gündoğdu, 2012; Tuna Özcivanoğlu, 2010) yetişkinlerin atılganlık becerileri kapsamında sınırlı bir biçimde ele alınmaktadır. Bunun temel nedenlerinden birinin, bu konuda herhangi bir araştırma yürütülmesini kolaylaştıracak veri toplama araçlarının bulunmaması olduğu söylenebilmektedir. Bu yüzden mevcut çalışmada çocukların “hayır” diyebilme becerilerini değerlendirmeye yönelik bir ölçeğin geliştirilmesi amaçlanmaktadır.

### **Yöntem**

Bu çalışma, bir ölçek geliştirme çalışmasıdır. Bu çalışmanın katılımcılarını, HÖ'nün kapsam geçerliğini sağlamak üzere HÖ'de yer alan maddeler hakkında görüşü alınan uzmanlar ile HÖ'nün yapı geçerliği, ölçüm güvenilirliği ve madde ayırtediciliği hakkında fikir edinmek için HÖ'de yer alan maddeleri puanlaması istenen ilkökul 4. sınıf öğrencileri oluşturmaktadır. Bu çalışmada veri toplama aracı olarak sırasıyla HÖ'ye ait 24 maddelik 3'lü Likert, 22 maddelik 3'lü Likert, 12 maddelik 3'lü Likert ve 12 maddelik 5'li Likert olmak üzere dört ayrı taslak form kullanılmıştır. HÖ'nün geliştirilmesi sürecinde öncelikle bu ölçekle ölçülmesi planlanan reddetme ve direnme boyutları yapısal olarak tanımlanmıştır. Daha sonra sırasıyla ölçekte yer alması planlanan maddeler, kapsam geçerliği açısından, Davis (1992) tekniği çerçevesinde, uzman görüşüne sunulmuştur. Ölçeğin yapı geçerliği Açıklayıcı ve Doğrulayıcı Faktör Analizleri ile test edilmiştir. Ölçüm geçerliği hakkında yorum yapabilmek için Cronbach Alfa ve test yarılama (eşdeğer yarılar) yöntemlerine başvurulmuştur. Maddelerin ayırt edicilik düzeyleri ise Düzeltmiş Madde Toplam Korelasyonları ve alt ölçeklere ilişkin ortalama puanlarına göre belirlenmiş en üst ve en alt düzeyde bulunan % 27'lik grupların her bir maddeye ilişkin puanları arasında anlamlı farklılık olup olmadığını belirlemek için uygulanan Bağımsız Gruplar için t-testlerinden yola çıkılarak hesaplanmıştır.

### **Sonuç ve Tartışma**

HÖ, ilkökul 4. sınıf öğrencilerinin “hayır” diyebilme becerilerini ölçmeye dönük öz-bildirimli bir ölçektir. Bu ölçek, reddetme ve direnme boyutlarından oluşmaktadır. Reddetme ve direnme boyutları, 6'şar madde içermektedir. Öğrencilerden maddelerin içerdiği her ifadeyi “Hiçbir zaman”, “Nadiren”, “Bazen”, “Çoğu zaman” ve “Her zaman” şeklinde 5'li Likert bir derecelendirme ile puanlamaları istenmektedir. HÖ'den elde edilen puanlar değerlendirilirken reddetme boyutu için yapılan kodlamalar aynen; direnme boyutu için yapılan kodlamalar ise ters puanlanmaktadır.

Bu çalışmadan elde edilen bulgular, HÖ'nün ilkökul 4. Sınıf öğrencilerinin “hayır” diyebilme becerilerini ölçmek için geçerli bir ölçme aracı olduğuna işaret etmektedir. Araştırma kapsamında işe koşulan güvenilirlik testleri, HÖ ile güvenilir ölçümler yapılabileceğini göstermektedir. Madde analizleri ise HÖ'ye yanıt veren bireylerin, “hayır” diyebilme performansları açısından ayırt edilebileceklerini ortaya koymaktadır. Bu sonuçlar, genel olarak çocukların “hayır” diyebilme becerileri ile ilgili yapılacak çalışmalarda HÖ'nün geçerli ve güvenilir sonuçlar verebilecek bir ölçme aracı olarak kullanılabilceğini kanıtlamaktadır.

“Hayır” diyebilme ile ilgili diğer ölçme araçları (García-Ros, Pérez-González, & Hinojosa, 2004; Macan, Shahani, Dipboye, & Philips, 1990; Scheier vd., 1999) incelendiğinde, bu ölçme araçlarının “hayır” diyebilme becerisini farklı amaçlarla geliştirilmiş ölçeklerde, sınırlı bir biçimde, madde (item) düzeyinde içerdiği ya da bu beceriyi sadece madde kullanımı ve zaman yönetimi gibi bağlamlarda değerlendirmeyi amaçladığı anlaşılmaktadır. Mevcut araştırma ise söz konusu beceriyi, reddetme ve direnme boyutlarında ayrıntılı bir biçimde ölçebilecek ve birçok bağlamda kullanılacak bir ölçme aracıyla alan yazına katkı sağlamayı amaçlamaktadır.

Bu çalışmanın bazı sınırlılıkları bulunmaktadır. Bu sınırlılıklar çerçevesinde araştırma verileri, sadece 9-11 yaş aralığındaki ilkökul 4. sınıf öğrencilerinden toplanmıştır. Dolayısıyla ilerleyen dönemlerde yapılacak çalışmalarda HÖ'nün farklı yaş grupları ve gelişim dönemlerindeki bireyler için de geçerlik ve güvenilirlik çalışmalarının yapılması önerilmektedir. Böylece bireylerin “hayır” diyebilme becerilerinin farklı gelişim dönemleri açısından nasıl bir seyir izlediği ortaya



konulabilecektir. Bu çalışmada HÖ'nün kapsam ve yapı geçerliği incelenmişken uyum geçerliği incelenmemiştir. Gelecekte yapılacak çalışmalarla HÖ'nün uyum geçerliğinin de yapılmasının faydalı olacağına inanılmaktadır. Bu kapsamda “hayır” diyebilme becerisi ile ilişkili olabilecek atılganlık becerilerini ya da sosyal becerileri (Caldarella ve Merrell, 1997; Eslami, Mazaheri, Mostafavi, Abbasi ve Noroozi, 2014; Gresham ve Elliot, 1990; Vaz, Parsons, Passmore, Andreou ve Falkmer, 2013) ölçmeye yönelik geliştirilmiş olan veri toplama araçlarının işe koşulması önerilmektedir. Mevcut çalışmada HÖ'nün ölçüm güvenirliği, iç tutarlılık katsayısının belirlenmesi ve test yarılama (eşdeğer yarılar) yöntemleriyle tespit edilmiştir. Yapılacak farklı çalışmalarla HÖ'nün ölçüm güvenirliği konusunda test-tekrar test yönteminin de kullanılabileceği düşünülmektedir. Bu şekilde ölçeğin farklı zamanlarda tutarlı ölçümler sunup sunamayacağı anlaşılabilir.

## Appendices

### Appendix 1: The Scale of Being Able to Say “No”\*

FORM I Dear students, • Read each sentence below carefully. • Choose the best alternative for you. • <u>Do not leave</u> any question unanswered. • Choose <u>only one alternative</u> for each item.	Never	Rarely	Sometimes	Mostly	Always
1. I can say “ <b>No; I don’t want to do it</b> ” when somebody asks me to do something that I don’t like doing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I can say “ <b>No; you cannot do this to me</b> ” when somebody does something that I don’t like to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I can say “ <b>No; I will not do this</b> ” when somebody asks me to do something that will cause me trouble.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I can say “No.” <b>unashamedly</b> when I don’t want to do something.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I can say “No.” <b>to suggestions that I may regret accepting</b> ”.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I can say “No.” <b>to suggestions that I can be angry</b> with myself if I accept.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. When somebody to whom I said “no” comes to me <b>with the same demand</b> after a while, I do what he/she asks me to do by giving up my decision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. When somebody to whom I said “no” <b>accuses me</b> , I do what he/she asks me to do by giving up my decision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. When somebody to whom I said “no” <b>cries</b> , I do what he/she asks me to do by giving up my decision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. When I see somebody to whom I said “no” <b>to be sad</b> , I do what he/she asks me to do by giving up my decision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. When somebody to whom I said “no” <b>pulls some strings</b> I do what he/she asks me to do by giving up my decision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. When somebody to whom I said “no” <b>is cross with me</b> , I do what he/she asks me to do by giving up my decision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\* The English version of the scale is shared only in terms of providing information about the items in the Turkish version. The validity and reliability study of this form or the adaptation study from Turkish to English was not conducted.

## Appendix 2: The Original Scale of Being Able to Say “No”

<b>I.FORM</b> Sevgili öğrenciler, • Lütfen, aşağıdaki her cümleyi ayrı ayrı okuyun. • Sizin için hangi seçenek uygunsu onu işaretleyin. • Hiçbir maddeyi <u>boş bırakmayın</u> . • Her madde için sadece bir seçeneği işaretleyin.	Hiçbir zaman	Nadiren	Bazen	Çoğu zaman	Her zaman
1. Biri, benden yapmaktan hoşlanmadığım bir şey istediğinde ona, “ <b>Hayır, bunu yapmak istemiyorum.</b> ” diyebiliyorum.	○	○	○	○	○
2. Biri, bana hoşuma gitmeyen bir şey yaptığında ona, “ <b>Hayır, bana bunu yapamazsın.</b> ” diyebiliyorum.	○	○	○	○	○
3. Biri benden başıma kötü işler açacak bir şey istediğinde ona, “ <b>Hayır, bunu yapmayacağım</b> ” diyebiliyorum.	○	○	○	○	○
4. Bir şeyi yapmak istemediğim zaman, buna <b>çekinmeden</b> “Hayır.” diyebiliyorum.	○	○	○	○	○
5. Kabul edersem <b>pişman olabileceğim</b> tekliflere “Hayır.” diyebiliyorum.	○	○	○	○	○
6. Kabul edersem <b>kendime kızabileceğim</b> tekliflere “Hayır.” diyebiliyorum.	○	○	○	○	○
7. “Hayır” dediğim bir insan, bir süre sonra <b>benden aynı şeyi tekrar istediğinde</b> bu kararımın vazgeçip onun benden istediği şeyi yapıyorum.	○	○	○	○	○
8. “Hayır” dediğim bir insan, <b>beni suçladığında</b> bu kararımın vazgeçip onun benden istediği şeyi yapıyorum.	○	○	○	○	○
9. “Hayır” dediğim bir insan, <b>ağladığında</b> bu kararımın vazgeçip onun benden istediği şeyi yapıyorum.	○	○	○	○	○
10. “Hayır” dediğim <b>bir insanın üzüldüğünü gördüğümde</b> bu kararımın vazgeçip onun benden istediği şeyi yapıyorum.	○	○	○	○	○
11. “Hayır” dediğim bir insan, <b>araya sevdiğim birini koyduğunda</b> bu kararımın vazgeçip onun benden istediği şeyi yapıyorum.	○	○	○	○	○
12. “Hayır” dediğim bir insan, <b>bana küstüğünde</b> bu kararımın vazgeçip onun benden istediği şeyi yapıyorum.	○	○	○	○	○