

## New Developed Problem Screening Inventory (Sample from Faculty of Vocational Education)

Ebru ERSAY  
Gazi University

Nevriye Yazçayır  
Gazi University

### Abstract

*College students face with different problems during their education. A number of studies has been conducted to provide solutions with these problems from past to present. However, the scales used for these studies need to be renewed to underline students' current problems and be improved in terms of validity and reliability qualities. The aim of this study is to develop a new problem screening inventory to determine current problems of college students. For this reason, the data was collected from sophomore and senior students studying in Faculty of Vocational Education at Gazi University. The problem screening inventory, for which exploratory and conformity factor analyses were used, has seven subscales: physical learning environment, university/faculty services, teaching-learning process, future work life, family relationships, social/friendship relationships, and personal perception and emotional condition.*

**Keywords:** *Problems of College Students, Problem Screening Inventory, College Students*

### SUMMARY

People can be accepted universities after long preperation time and passing their competitors in this process (Şahin, Şahin Fırat, Zoraloğlu, & Açıkgöz, 2009). During university education, students are expected to have academic success, to get ready for the work life, to cope with demands of various social roles and new relationships, to adapt for new living arrangements and for responsibility of their own finances. After that students need to find harmony and balance during handling with all these demands and changes (Vaez & Laflamme, 2008).

In Turkey, some studies about problems of university students have added important information to the literature (e.g., Atik and Yalçın, 2010; Bilgin, 2000; Erkan, Özbay, Cihangir-Çankaya, and Terzi, 2012; Gizir, 2005; Güneri, Aydın, and Skovholt, 2003; Kacur and Atak, 2011; Kaygusuz, 2002; Koç and Polat, 2006; Pektaş and Bilge, 2007; Şahin et al., 2009; Türküm, Kızıldaş, Yemenici, and Bıyık, 2004). However, data collection materials of these studies can be criticized in terms of different aspects. It is very important to use an effective problem screening inventory

for which validity and reliability analyses are completed to assess students' current problems. Because of this reason, we believe that this study will make valuable addition to the literature in this manner.

#### Purpose of the Study

The main aim of this study was to develop a new problem screening inventory which can reflect current problems of the undergraduate students and have appropriate validity and reliability analyses.

### METHOD

To develop a problem screening inventory, nine open ended questions aiming to reflect students' problems in different areas were applied to 300 sophomores and seniors at the end of 2008 fall semester. 272 of them were returned back and analyzed. Prepared problem list was controlled by five experts, according to their feedbacks necessary changes were made and the last version of the problem list was given to 60 college students to have face validity and students' feedbacks on items. According to feedbacks few minor changes were made.

The main study was conducted in the fall semester 2009. The data was collected from sophomore and senior students studying in Faculty of Vocational Education at Gazi University.

### FINDINGS & RESULTS

Total 563 questionnaires were taken into the analysis. The data divided randomly in two part for exploratory and conformity factor analyses. After factor analyses, the problem screening inventory has seven subscales: physical learning environment (9 items), university/faculty services (5 items), teaching-learning process (6 items), future work life (6 items), family relationships (8 items), social/friendship relationships (10 items), and personal perception and emotional condition (10 items). The Cronbach Alpha scores for these factors are .78, .68, .65, .77, .71, .75, and .76, respectively.

### CONCLUSIONS

Exploratory and conformity factor analyses indicate that the new developed problem screening inventory has seven subscales and provide information about university students' problems.