

Statistical Analysis of Attitude Indicators Towards Psychological Services Among Higher Education Students Based on Age Factors

Yadgarova Ozoda Ibragimovna

Independent Researcher at Samarkand State Institute of Foreign Languages
yadgarovaozoda@26gmail.com

Abstract:

The article presents a statistical analysis of the attitude of higher education students towards psychological services based on their age characteristics. The study utilized the Kruskal-Wallis H test to determine the role of the age factor in seeking psychological help and evaluating the psychologist's performance. The results proved that students' opinions about the university psychologist significantly differ across age groups ($p < 0.01$). Specifically, it was found that 23-year-old students have the highest positive evaluation of the psychologist's activity, while 17-year-old students showed the lowest results.

Keywords: Students, psychological service, age factor, attitude, Kruskal-Wallis H test, psychological assistance, university psychologist.

Introduction

In the modern higher education system, safeguarding students' psychological health alongside their intellectual potential is one of the foremost priorities. In higher education institutions, the effectiveness of psychological services largely depends on the consumers, that is, the students' attitudes towards these services and their psychological culture. Considering that the student period encompasses complex, crisis-ridden and adaptive stages of a person's life, it is of pressing importance to study the needs for and attitudes towards psychological support among students of different age groups.

Similarly, the 2022 — 2026 Development Strategy of the New Uzbekistan" sets the development of human capital and the radical reform of the psychological services system in educational institutions as a priority task [1], [2]. In particular, as the Head of State, Sh.M. Mirziyoyev, has noted: "Raising the level of psychological services in schools and higher education institutions to meet modern demands, and protecting the mental health of young people, is the guarantee of society's stability" [3], [4]. This necessitates a scientific investigation of the mechanisms for providing psychological support to students in higher education institutions, taking into account their age-related characteristics. In light of this relevance, we defined the aim of our research.

The aim of this study is to statistically analyse the extent to which students' age indicators (from 17 to 23 years) influence their attitudes towards psychological services, their evaluation of the psychologist's work and their motives for seeking help. The study has formulated scientific conclusions for improving the higher education psychological service by identifying the age dynamics of subjective attitudes.

Methodological analysis

A total of N=484 students participated in the study. Participants were divided into age groups ranging from 17 to 23 years. A specialised questionnaire was used to determine students' attitudes towards psychological services. The obtained results were statistically analysed using the non-parametric Kruskal–Wallis H test, which allows for the detection of differences between several independent groups [5], [6]. The statistical indicators obtained during the study are summarised in Table 1 below:

Table 1. Results of comparing students of different age groups on the scales of the 'Study of the Social-Psychological Characteristics of Students' Attitudes to Psychological Services in Higher Education Institutions' questionnaire (Kruskal-Wallis H-test) [5].

	Yoshi	N	O'rtacha rang	H	p
Information on higher education students' attitudes towards psychological services activities	17	32	219,05	5,553	0,475
	18	167	248,28		
	19	193	243,46		
	20	79	233,06		
	21	7	323,21		
	22	3	158,33		
	23	3	253,33		
Information on higher education students' requests for psychological assistance.	17	32	210,34	9,509	0,147
	18	167	245,36		
	19	193	249,09		
	20	79	236,89		
	21	7	180,14		
	22	3	390,83		
	23				
		3	147,67		
Students' opinions about a university psychologist	17	32	158,05	20,052	0,003**
	18	167	248,19		
	19	193	248,17		
	20	79	260,89		
	21	7	134,64		
	22	3	208,50		

	23	3	263,00		
Factors prompting students to seek the services of a university psychologist	17	32	249,63	9,424	0,151
	18	167	244,24		
	19	193	231,95		
	20	79	246,47		
	21	7	288,07		
	22	3	413,00		
	23				
		3	366,83		
University students' suggestions for improving psychological services	17	32	264,95	4,366	0,627
	18	167	240,53		
	19	193	237,40		
	20	79	246,22		
	21	7	321,71		
	22	3	185,17		
	23	3	215,33		
	Total	484			

Note: *-p<0.05; ** - p<0.01

Result and Discussion

Our study presents a statistical analysis of students' attitudes towards psychological services by age group.

During the study, the Kruskal–Wallis H test was used to determine whether students' attitudes towards the psychological service and their characteristics in seeking psychological help are related to age. This criterion is a non-parametric statistical method used to detect differences between several independent groups [7].

A total of N = 484 students participated in the study and were divided into age groups ranging from 17 to 23 years. For each group, the mean colours of the indicators were calculated. The students' attitudes towards psychological services were examined in this study.

According to the results, it was revealed that the level of attitude towards the psychological service activity varied among student age groups. According to the analysis results, no statistically significant differences were found between the age groups in terms of the 'Data on Higher Education Students' Attitudes Towards Psychological Service Activities' indicator ($H = 5.553$; $p = 0.475$; $p > 0.05$). This result indicates that students of different ages share a similar overall attitude towards the psychological services activity [8], [9]. However, in the mean score, 21-year-old students stand out with the highest attitude towards psychological services, emphasising the usefulness of this service. Conversely, Among 22-year-old students, this indicator is relatively low; our results show that at this stage students are more inclined to act independently.

No significant difference was observed between the age groups in the 'Data on higher education students' requests for psychological assistance' indicator ($H = 9.509$; $p = 0.147$; $p > 0.05$). Thus, the level of students' psychological help-seeking is not significantly related to age.

No reliable difference was observed in our scale for the indicator 'Factors prompting students

to visit the university psychologist' either, with no statistically significant difference identified ($H = 9.424$; $p = 0.151$; $p > 0.05$). This suggests that the factors motivating students from different age groups to seek psychological services are similar. No significant difference was found in the 'HEO students' suggestions for improving psychological service types' indicator ($H = 4.366$; $p = 0.627$; $p > 0.05$). This result indicates that students' suggestions for improving psychological services do not differ significantly across age groups [10], [11].

However, in this scale, a statistically significant difference was found between the age groups for the 'Students' opinions about the psychologist' indicator ($H = 20.052$; $p = 0.003$; $p < 0.01$). This result indicates that students' formed perceptions and evaluations of the psychologist are to some extent dependent on age. According to the mean colour scores, some age groups exhibited a more positive or active attitude towards the psychologist's work, which we observed could be explained by age-related psychological and social experience factors. 23-year-old students (mean colour = 263.00) were the group that rated psychologist activity most highly. 17-year-old students (mean colour = 158.05) showed the lowest result on this indicator.

This situation can be explained by a number of socio-psychological factors. Firstly, 23-year-old students are typically in the upper stages of higher education and may encounter a greater variety of academic, professional and personal problems during their studies [12]. Consequently, they begin to appreciate more deeply the importance of psychological support and the psychologist's services, and develop a more positive attitude towards the psychologist's work [13]. Furthermore, older students are also characterised by a relatively high level of life experience, personal reflection, and the ability to consciously analyse problems. These factors contribute to the formation of a conscious and constructive attitude towards psychological services.

Seventeen-year-old students are primarily first-year undergraduates who have only just entered the higher education system. Many of them may not have a sufficient understanding of the nature, functions and possibilities of psychological services. Moreover, at this age students often try to resolve their problems independently or do not consider it necessary to consult a psychologist. As a result, they may rate the psychologist's work relatively low. The results observed indicate that as students age, their positive attitude towards psychological services and their appreciation of their importance also increase. This indicates the importance of introducing first-year students in higher education institutions to the activities of the psychological service, fostering a psychological culture, and developing a culture of seeking help from a psychologist [14], [15].

Based on the above, the research findings indicate that student age groups do not have a significant impact on most indicators of attitudes towards psychological services. Only in the indicator of students' opinions about the university psychologist were statistically significant differences found depending on age. This indicates that the age characteristics of students must also be taken into account when organising the psychological service in higher education institutions.

Conclusion

As a result of the statistical analyses conducted (Kruskal–Wallis H test), the following conclusions were drawn:

1. Overall similarity: No statistically significant differences were found across age groups in students' general attitude towards the psychological service, their level of utilisation, and their suggestions for improving the service ($p > 0.05$). This indicates that a general perception of the psychological service has been formed among OTM students.

2. Differences in the perception of the psychologist: As the most significant finding of the study, a reliable difference was identified between the age groups in the "Students' Opinions on the OTM Psychologist' indicator ($p < 0.01$). Observations indicate that as students age, their positive evaluation of the psychologist's work and their appreciation of its importance increase.

3. Age dynamics: 23-year-old students rated the psychologist's work most highly, whereas for

17-year-old (first-year) students, this indicator was at its lowest. This is explained by the higher-year students' greater life experience and ability to consciously analyse problems, while the younger students lack sufficient information about psychological services.

4. Practical recommendation: University psychologists should take into account the age-related characteristics of students when developing their work plans and promotional activities. In particular, it is necessary to strengthen efforts to build “psychological immunity” and to provide information about career opportunities among first-year students.

References

- [1] Sh. M. Mirziyoyev, “O‘zbekiston Respublikasi kasb-hunar ta’limi tizimini takomillashtirish va uning samaradorligini oshirish chora-tadbirlari to‘g‘risida.” 2024.
- [2] D. L. Vogel, N. G. Wade, and A. H. Hackler, “Perceived stigma and counseling willingness,” *J. Couns. Psychol.*, vol. 54, no. 1, pp. 40–50, 2007.
- [3] O‘zbekiston Respublikasi Prezidenti, “2022–2026-yillarga mo‘ljallangan Yangi O‘zbekiston taraqqiyot strategiyasi.” Toshkent, 2022.
- [4] Sh. M. Mirziyoyev, *Yangi O‘zbekiston strategiyasi*. Toshkent: O‘zbekiston nashriyoti, 2021.
- [5] A. D. Nasledov, *IBM SPSS Statistics 20 i AMOS: professional statistical analysis*. St. Petersburg: Piter, 2013.
- [6] R. C. Kessler *et al.*, “Age of onset of mental disorders,” *Curr. Opin. Psychiatry*, vol. 20, no. 4, pp. 359–364, 2007.
- [7] J. J. Arnett, *Emerging Adulthood*. Oxford: Oxford University Press, 2015.
- [8] J. Hall and J. Marzillier, *What is Clinical Psychology?* Oxford: Oxford University Press, 2009.
- [9] N. J. Reavley and A. F. Jorm, “Recognition of mental disorders and beliefs about treatment,” *Aust. N. Z. J. Psychiatry*, vol. 45, no. 10, pp. 890–898, 2011.
- [10] D. Eisenberg, J. Hunt, and N. Speer, “Mental health in American colleges and universities,” *J. Nerv. Ment. Dis.*, vol. 201, no. 1, pp. 60–67, 2013.
- [11] D. Rickwood, F. P. Deane, C. J. Wilson, and J. Ciarrochi, “Young people’s help-seeking for mental health problems,” *Adv. Ment. Health*, vol. 4, no. 3, pp. 218–251, 2005.
- [12] A. S. Nasiddinov, “Talabalar psixologik madaniyatini shakllantirish masalalari,” *Psixologiya Jurnali*, no. 4, 2021.
- [13] E. G. G‘oziyev, *Umumiy psixologiya*. Toshkent: Universitet, 2010.
- [14] A. Field, *Discovering Statistics Using IBM SPSS Statistics*. London: SAGE, 2013.
- [15] A. Gulliver, K. M. Griffiths, and H. Christensen, “Barriers and facilitators to mental health help-seeking,” *BMC Psychiatry*, vol. 10, p. 113, 2010.