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Development and Validation of Behaviors toward Gays and Lesbians on Campus Scale

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Abstract

In the literature, there have been many studies measuring homophobic attitudes of heterosexual people. However, there is limited research on behavioral aspects of homophobia. We attempted to develop a new scale measuring homophobic behaviors of heterosexual students toward gay and lesbian individuals on campus life. We developed BGLC (Behaviors toward Gays and Lesbians on Campus) Scale and validated the scale by comparing it with Age Universal I-E Scale, Homophobic Behaviors of Students Scale (HBSS) and Future Engagement in Activities Concerning Homosexual People (FEACHP) in order to study discriminant, convergent and criterion validity, respectively.

Keywords: lesbian, gay, homophobia, homosexuality, religion, homophobic behaviors.

Development and Validation of Behaviors toward Gays and Lesbians on Campus Scale

Sexual orientation is a part of self that contains the attraction of a person to other individuals, which brings about behavioral and social intimacy as a result. As stated in the website of APA, the clusters of sexual orientation include homosexuality defined as being attracted to the same-sex individuals and heterosexuality defined as affiliation to individuals of other sex (American Psychological Association [APA], 2012). Beauchamp (2004) showed in a research that 1.5% of 18-year-old and older Canadian people identified themselves as gay or lesbian, which makes them the victims of discrimination because they are minority. Discrimination is defined as a distinctive way of acting toward a person or people due to their race, religion, age, sex, and sexual orientation etc. The discrimination toward gays and lesbians along with the fear of and aversion to them, their culture, and lifestyles is defined as homophobia. According to 2004 General Social Survey (GSS), the percentage of lesbian and gay individuals who felt that they were exposed to discrimination in the last five years is 44, whereas the percentage of heterosexuals is only 14. Sakallı-Uğurlu (2006) stated that studying prejudice, attitude, and discrimination toward minority groups is important in terms of both scientific and social aspects. Studying such issues helps eliminate differential behaviors and economic, social, and psychological problems resulting from these discriminative behaviors. Despite the importance of investigating homophobia in all aspects, many researchers focused mainly on only one aspect of this issue that is attitudes toward gay and lesbian individuals. However, behaviors do not always follow attitudes. We focused on the actual behaviors that have not been measured in most of the previous studies in the literature. In order to measure homophobic behaviors, we aimed to provide the literature with a measurement tool: Behaviors toward Gays and Lesbians on Campus Scale. The purposes of the current study were (1) to develop a scale for measuring behaviors toward gays and lesbians, (2) to assess the reliability of the scale, (3) to validate the newly developed scale in

terms of construct (i.e., convergent, discriminant) and criterion-related validity (predictive validity).

As we stated above, the studies investigating homophobic attitudes provided the literature with valuable information on various concepts that affect these attitudes. Lambert, Ventura, Hall, and Cluse-Tolar (2006) examined effects of education on attitudes toward gay and lesbian individuals. Results showed that with higher education level, positive attitude toward gay and lesbian individuals increases. Along with the positive attitudes, the eagerness to broaden gay and lesbian individual's rights and eagerness to communicate with them are higher in higher education level as compared to lower education level. Moreover, gender has a significant effect on attitude toward gay individuals. Although female students have a more positive attitude toward gay men as compared to male students, there is no significant difference between male and female students' attitudes toward lesbian women (Schellenberg, Hirt, & Sears, 1999). Lastly, Sakallı and Uğurlu (2001) examined the effects of having a gay or lesbian friend on the attitudes of Turkish college students toward homosexual individuals. The results of this study showed that people with gay or lesbian friends have more positive attitudes toward homosexuality as compared to people with no homosexual friends.

In order to assess the convergent validity of BGLC Scale, we used Homophobic Behaviors of Students Scale (HBSS). HBSS is a 10-item scale developed by Van de Ven, Bornholt & Bailey in 1996. Cronbach's alpha of HBSS was reported as .81 for undergraduate students and .86 for high school students. However, using HBSS may not be appropriate for measuring homophobic behaviors on a campus. Because it was not developed specifically for campus life, it does not measure all aspects of campus life. The difference of BGLC Scale from HBSS is that BGLC Scale considers all aspects of campus life including classroom setting, cafeterias, dormitories, swimming pool, student clubs, dining hall.

In order to test the discriminant validity of BGLC Scale, we measured level of religiosity. Previous findings showed a relationship between attitudes toward homosexual individuals and level of religiosity. According to Roggemans, Spruyt, Van Droogenbroeck, and Keppens (2015), people differ in their attitudes toward gays and lesbians according to their level of being religious. Specifically, religious people are more likely to have negative attitudes toward gay and lesbian individuals as compared to people who are not religious. Moreover, Kuptsevych (2014) also investigated the relationship between religiosity level and attitudes toward gay and lesbian people. They found that religious people have more negative attitudes toward gay and lesbian individuals as compared to people who are not religious. Considering this relationship, to assure that our scale does not measure religiosity and, as aimed, measures behaviors toward gay and lesbian individuals, we used level of religiosity to assess the discriminant validity of BGLC Scale. We measured level of religiosity by using 20-item Age Universal I-E Scale. Gorsuch and Venable developed the scale in 1983 by revising Religious Orientation Scale created by Allport and Ross in 1967. Age Universal I-E Scale consists of two intrinsic religious orientation subscale and extrinsic religious orientation subscale. Cronbach's Alpha for extrinsic religious orientation is .66 and for intrinsic religious orientation is .73. People who are high in intrinsic religiosity consider their belief in every course of their lives. However, people who are extrinsically religious have a belief but their belief does not affect their daily lives (Sanabria, 2002). Previous findings showed that intrinsic religiosity is related to more negative attitudes toward homosexual individuals when compared to extrinsic religiosity (Herek, 1987). We separated intrinsic and extrinsic religiosity in the analysis to ensure that our scale does not measure the dimensions of religiosity but it measures homophobic behaviors.

In order to test the predictive validity of BGLC Scale, we used engagement in future activities concerning gay and lesbian people. Pew Research Center (2013) conducted a

research investigating LGBT community engagement. The questions involved attending an LGBT pride event, not buying a product or service because of lack of support for LGBT rights, buying a product or service because of support for LGBT rights, attending a rally or march in support of LGBT rights, being a member of LGBT organization, donating to politicians or political organizations because of support for LGBT rights. Getting inspiration from this research, we measured engagement in future activities concerning gay and lesbian people by using the questions of this research.

We hypothesized that: a) there is a strong positive correlation between the BGLC Scale and HBSS in term of convergent validity, b) there is a weak positive or no correlation between the BGLC Scale and Age Universal I-E Scale in terms of discriminant validity, c) the individuals with lower scores on BGLC scale are more likely to engage in future activities concerning gay and lesbian people as a sign of predictive validity.

Method

Participants

BGLC Scale measures the university students' behaviors toward gay and lesbian people. In accordance with the target population of the BGLC Scale, 41 Middle East Technical University (METU) students participated in the study. We used convenience sampling method to reach the participants. Forty-one participants were reached by stopping them in different locations on Middle East Technical University campus such as cafeterias, dormitories, classrooms, etc. All of them accepted participating in the study. After receiving the questionnaires, the participants filled out the questionnaires and gave them back. The response rate was 100%.

Out of 41, one participant who declared in the Demographic Information Form that his/her sexual orientation was not heterosexuality was eliminated from the current study because BGLC Scale measures the behaviors of the heterosexual individuals toward gays and

lesbians. The final sample of the current study was 40. The mean age of the participants was 22.17 ($SD = 2.91$) and the age of the participants ranged from 18 to 29. Twenty-one of the participants (52.5%) were male and 19 of them (47.5%) were female.

Materials

Behaviors toward Gays and Lesbians on Campus (BGLC) Scale:

Behaviors toward Gays and Lesbians on Campus Scale (BGLC) consists of 34 items and measures behaviors of university students toward gay and lesbian individuals on campus (see Appendix C for the items and the Likert-type scale format of the BGLC Scale).

The target population of the BGLC Scale is heterosexual university students. Because the target population is university students, the items were constructed to be representative of campus life.

In order to develop BGLC Scale, we created an item pool by screening scales, tests, and surveys from past psychological works. We generated the items of BGLC scale by considering all major aspects of the campus life. The scale consists of several behavioral examples from campus life, including academic (sample item: "I would avoid taking a course if I find out that the teacher of the course is gay or lesbian"), dormitory (sample item: "I would change my dormitory room if I think my roommate is gay or lesbian"), and other aspects of the social life on the campus life (sample item: "When I spend time with my friends, if a person whom I think is gay or lesbian joins us, I would avoid talking to that person"). As the first step, we determined the possible areas where heterosexual people may encounter with gay and lesbian individuals on campus; therefore, we created the items of the scale based on the behaviors in dormitory, academic, and social life. Secondly, we considered the possible behaviors of heterosexual individuals toward gay and lesbian people in those three areas in detail.

In order to score the items, we used 5-point Likert-type scale. Point 1 indicates strong disagreement with the statement presented (i.e., highest behavioral support for gays and lesbians), whereas point 5 indicates strong agreement by the participants (i.e., lowest behavioral support for gays and lesbians as well as highest level of refraining from gays and lesbians). Therefore, as the score on the scale increases, level of homophobic behaviors toward gay and lesbian people increases. There are three reverse items in the scale, which are questions number 3, number 12 and number 21.

Homophobic Behaviors of Students (HBS) Scale:

We used 10-item HBS Scale to assess the convergent validity of BGLC Scale. HBS Scale measures behavioral intentions of students [sample item (reverse item): “I would speak in a small class group with a gay person or lesbian about homosexual issues”]. HBSS was arranged into 5-point Likert-type format to measure the intentional strength (1= *Strongly disagree*, 5= *Strongly agree*). Seven of 10 items are reverse items (1, 2, 4, 6, 7, 9, 10). Lower score of this scale reveals more positive behaviors toward gay and lesbian people. Cronbach’s Alpha of HBSS was reported as .81 for undergraduate students and .86 for high school students (Van de Ven et al., 1996).

Age Universal I-E Scale:

Age Universal I-E Scale has 20 items related to religious orientation. We used this scale to measure the discriminant validity of BGLC Scale. Age Universal I-E Scale consists of 8-item intrinsic religious orientation subscale (sample item: “My religion is important to me because it answers many questions about the meaning of life”) and 12-item extrinsic religious orientation subscale (sample item: “I go to places of worship mainly because I enjoy seeing people I know there”). The scale is in 5- point Likert-type format (1= *Strongly disagree*, 5= *Strongly agree*). A higher score on this scale indicates more religiosity.

Cronbach's Alpha for extrinsic religious orientation is .66 and for intrinsic religious orientation is .73 (Gorsuch & Venable, 1983).

Future Engagement in Activities Concerning Homosexual People (FEACHP):

We took Future Engagement in Activities Concerning Homosexual People from a survey of Pew Research Center (2013). We made small adjustments to the items to adapt them to campus life (sample item: "LGBTI community is planning to organize a march on the campus next Saturday in order to support LGBTI rights. Would you participate in order to support?"). The participants were asked to respond FEACHP questions in yes/no format. If the respondents gave "yes" as an answer to any of the five questions, then he or she was assessed as having positive behavior toward gay and lesbian individuals. For every participant, the total number of "yes" responses was subtracted from five to determine the level of homophobic behaviors of heterosexual people (i.e., five for the highest homophobic behavior and zero for no homophobic behaviors toward gays and lesbians). The result of the aforementioned subtraction was used as the score of FEACHP.

Demographic Information Form

We asked demographic information of the participants by using Demographic Information Form. The form consists of questions about age, sexual orientation, and gender of the participants.

Procedure

At first, we gave the participants Voluntary Participation Form. After receiving their consent, we gave the questionnaire to the participants in an envelope. The questionnaire was in paper and pencil format. On the first page of the questionnaire, instructions were presented as the informed consent for the description of the purpose of the study. The questionnaire consisted of five sections. Section 1 included BGLC Scale. The second section included HBS Scale. Age Universal I-E Scale was presented in Section 3. In Section 4, yes-no questions

were asked to determine the future engagement in activities concerning lesbian and gay individuals. In the final section, demographic information questions were asked. After finishing all of the sections, the questionnaire was taken back in a sealed envelope and the participants were given a debriefing form and informed about the true nature of the study. The contact information of the researchers was given to the participants and they were informed that they can have the results of the study if they want. Voluntary Participation Form, the scales, and the debriefing form are attached in the Appendix section.

The scores obtained from the scales were analyzed by using IBM SPSS Statistics 22. Reliability analyses were made to assess internal consistency reliability and Cronbach's Alphas of the scales were calculated. Validity analyses were conducted by calculating Pearson Correlation Coefficients for the relationships stated in Hypothesis *a* through *c*.

In order to assess the convergent validity, the relationship between BGLC Scale and Homophobic Behaviors of Students Scale was analyzed. For discriminant validity, the correlation between BGLC scale and Age Universal I-E Scale was calculated. FEACHP was used to assess the predictive validity of BGLC scale.

Results

Descriptive statistics of the variables used in the current study are presented in Table A1 (see Appendix A).

Reliability Analysis

To assess the reliability of each scale, Cronbach's Alphas were calculated (see Table A2). Cronbach's Alpha for the 34-item BGLC Scale was calculated as .98 which implies very high reliability. No items were eliminated in order to increase the reliability level of the scale (i.e., to increase the value of the α).

Reliability analyses of the other scales that we used in the current study were also conducted. Cronbach's Alphas of HBS, I-E, I, E, and FEACHP were .90, .93, .92, .83, and

.73, respectively. The internal consistency levels of the scales are high enough to conclude that the scales we used in the current study are reliable.

Validity Analysis

In order to validate BGLC Scale, we assessed convergent validity, discriminant validity, and predictive validity levels (see Table A2). We analyzed the validities by calculating Pearson Correlation Coefficients (r) between the variables in focus.

Because BGLC Scale and HBSS measure the same construct, we hypothesized that there is a strong positive relationship between BGLC Scale and HBSS (i.e., Hypothesis *a*). As can be seen in Table A2, BGLC Scale and HBSS were positively correlated, $r = .671, p < .01$. The level of correlation between BGLC Scale and HBSS provides support for the convergent validity of BGLC Scale. Therefore, Hypothesis *a* was supported.

For the assessment of the discriminant validity of BGLC Scale, we used religious orientation. In Hypothesis *b*, we hypothesized that there is a weak positive correlation or no relationship between Age Universal I-E Scale and BGLC Scale. As it was discussed before, Age Universal I-E Scale consists of two subscales named as intrinsic and extrinsic religious orientation (Gorsuch & Venable, 1983). In the analyses of the discriminant validity of BGLC Scale, we analyzed the relationship between BGLC Scale and each of the religious orientation constructs, which are intrinsic religious orientation (I), extrinsic religious orientation (E), and overall religious orientation (I-E). Although the correlation between BGLC and I was small as expected, it was statistically significant, $r = .323, p < .05$. There was a nonsignificant correlation of .181 ($p > .05$) between E and BGLC. In addition, there was a nonsignificant correlation between I-E and BGLC, $r = .266$. The small correlation and nonsignificant correlations between religious orientation constructs and BGLC Scale support the discriminant validity of BGLC Scale. Therefore, Hypothesis *b* was supported.

Finally, we assessed the predictive validity of BGLC scale by analyzing the relationship between BGLC Scale and FEACHP. We hypothesized that the individuals with lower scores on BGLC scale were expected to be more likely to engage in future activities concerning gay and lesbian people (i.e., Hypothesis *c*). As was expected, the correlation between BGLC Scale and FEACHP was statistically significant, $r = .474, p < .01$. Because BGLC Scale scores of the individuals predicted their engagement in future activities concerning gay and lesbian people, it can be concluded that BGLC Scale has predictive validity. As a result, Hypothesis *c* was supported.

Discussion

We developed BGLC Scale to assess university students' behaviors toward gay and lesbian individuals on campus life. BGLC Scale showed high reliability and consistency. Each of the 34 items in BGLC Scale achieved adequate levels of consistency and supported the overall reliability of the scale. No items were removed from the survey; therefore, there was no exclusion of items in the final analysis.

As stated in Hypothesis *a*, BGLC Scale and HBS Scale were positively correlated. Because both scales measure the same construct, this result is considered to be a support for the convergent validity of BGLC Scale. In Hypothesis *b*, we expected a weak positive or no correlation between BGLC Scale and Age Universal I-E Scale. Because the results showed no correlation, we can infer that BGLC Scale has discriminant validity. Lastly, as it was expected in Hypothesis *c*, the correlation between BGLC Scale and FEACHP was positive. Therefore, people with higher scores in BGLC Scale are more likely to engage in future activities concerning gay and lesbian people. In the light of this result, it can be inferred that BGLC Scale has predictive validity.

Because the target population of BGLC Scale is university students, it would not be appropriate to use BGLC Scale with participants who are not university students. Moreover,

the participants should be heterosexual because BGLC Scale measures heterosexual students' behaviors toward gays and lesbians. BGLC Scale has 5-point Likert-type scale (1= *Strongly disagree*, 5= *Strongly agree*) with lower points representing supportive and friendly behaviors toward gays and lesbians, whereas higher scores suggesting unsupportive and unfriendly behaviors toward gays and lesbians. The overall BGLC score is suggested to be reached by getting the mean of the 34 items.

There are some limitations of the current study. First, the characteristics of the dataset of the BGLC did not concur with the characteristics of the normal distribution. The skewness and kurtosis values were not between -1.0 and 1.0. Some statistical methods would have been used to make the dataset distribute normally (i.e., normal distribution). Second, when developing a scale, an exploratory factor analysis must be conducted to define whether the newly developed scale has the same factorial structure as the theory suggests. Because the sample size of the study was not high ($N = 41$), we did not conduct exploratory factor analysis in the study. MacCallum, Widaman, Zhang, and Hong (1999) stated that in order to run an exploratory factor analysis, sample size should be between 100 and 200. It can be said that deletion of some items due to some methodological issues arising from the low number of sample size may result in an unnecessary reduction of the scope of the scale; therefore, the instrument may lead to misleading results. Future research may focus on conducting an explanatory factor analysis of BGLC Scale by using an increased sample size, which would be methodologically more appropriate. Third, because of the use of self-report technique to obtain data for the foci variables, it can be said that the participants may have been tended to reply the items in a socially desirable way, which may have led to social desirability bias. Fourth, for criterion-related predictive validity, the participants were given some cases of pseudo-events and then they were asked to reply whether they would participate in those

events. These pseudo-events may have led the participants to reply in a way that would be different in real-life.

Future studies can be held to eliminate the aforementioned limitations. To eliminate the possibility of common method bias, data may be collected by checking the participants' real-life experiences (e.g., attendance to a parade for supporting the LGBTI). Structured interviews and/or observations can be used to obtain more information on behavioral patterns.

Because discrimination toward gay and lesbian people is a major problem in all aspects of life, they may encounter problems on campus life too. BGLC Scale provides a valid and reliable measurement of this discrimination on campus life. It is important to realize that this scale measures behaviors rather than attitudes because behaviors are more observable in real-life. BGLC Scale does not only make a contribution to existing literature about behaviors toward gays and lesbians but also gives a new research direction to researchers to focus on behavioral patterns of university students. BGLC Scale was also developed to overcome the shortcomings of HBS Scale. With the promising support for the convergent validity, discriminant validity, and predictive validity as well as high level of internal consistency reliability, it can be stated that BGLC Scale can be considered as a valid and reliable measure.

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APPENDIX A

TABLE A1
Descriptive Statistics

	Mean	SD	Median	Min	Max	Range	Skewness	Kurtosis
BGLC	1.32	0.66	1.13	1.00	4.88	3.88	4.48	23.16
HBS	1.86	0.86	1.65	1.00	4.60	3.60	1.36	1.81
I	2.21	1.06	1.94	1.00	5.00	4.00	0.67	-0.43
E	2.33	0.80	2.41	1.00	4.27	3.27	0.13	-0.82
I-E	2.28	0.88	2.30	1.00	4.60	3.60	0.33	-0.57
FEACHP	1.86	1.57	2.00	0.00	5.00	5.00	0.23	-1.28

Note. 1. BGLC: Behaviors toward Gays and Lesbians on Campus, HBS: Homophobic Behaviors of Students, I-E: Age Universal I-E Scale, I: Intrinsic, E: Extrinsic, FEACHP: Future Engagement of Activities Concerning Homosexual People; 2. Scale points: for BGLC, HBS, I, E, I-E: 1=Disagree strongly, 5=Agree strongly; for FEACHP: 0=attendance to all events out of 5 events offered (i.e., events for giving support for the gays and lesbians), 5=attendance to no events out of 5 events offered.

TABLE A2
Cronbach's Alphas of the scales and correlations among the variables

	1	2	3	4	5	6	7	8
1. Age	-							
2. Sex	.462**	-						
3. BGLC	.087	.158	(.98)					
4. HBS	.124	.182	.671**	(.90)				
5. I	.317*	.326*	.323*	.297	(.92)			
6. E	.124	.038	.181	.275	.835**	(.83)		
7. I-E	.234	.196	.266	.299	.961**	.954**	(.93)	
8. FEACHP	.070	.116	.474**	.413**	.368*	.386*	.393*	(.73)

* p<.05, ** p<.01

Note. BGLC: Behaviors toward Gays and Lesbians on Campus, HBS: Homophobic Behaviors of Students, I-E: Age Universal I-E Scale, I: Intrinsic, E: Extrinsic, FEACHP: Future Engagement of Activities Concerning Homosexual People; Sex is coded as 0=Female, 1=Male, 3=Other; Bold numbers in the parentheses at the diagonal are the scales' Cronbach's Alphas (α).

APPENDIX B

VOLUNTARY PARTICIPATION FORM

This research is conducted by Dilan Çabuk, Güler Tireli, Ayşe Seda Gürbüz, Mehmet Emin Bayık and Selami Koçal who are Middle East Technical University undergraduate students. This form is prepared to inform you about the content of the research.

What is the purpose of the study?

The purpose of the study is to create a new scale which measures behaviors of the participants toward gay and lesbian individuals.

What is it expected from you?

If you agree to participate in the study, you are expected to answer the statements on the rating scale and answer 5 yes-no questions. Participation in the study takes approximately 10-15 minutes.

How are we going to use the data that you provided?

Participation in the study should be completely voluntary. You will not be asked to provide any information related to your identification. Your answers will be kept completely confidential and will be evaluated only by the researchers. The data that you will provide will not be matched with your initials in the voluntary participation form. The data provided by participants will be evaluated en masse.

What should you know about your participation?

The study does not generally include questions that will cause discomfort. However, if you feel uncomfortable due to the questions or any other reasons during the study, it will be enough to tell the researcher that you want to withdraw from the study.

For further information about the study:

After your participation, your questions related to the study will be answered. Thank you in advance for your participation in the study. To obtain more information about the study, you can contact with Güler Tireli (e-mail: guler.tireli@metu.edu.tr) or Dilan Çabuk (e-mail: dilan.cabuk@metu.edu.tr).

I have read the information above and I want to participate in the study completely voluntarily.

(After you read and sign the form, please return it to the researcher).

Initials

Date

Signature

APPENDIX C
BGLC SCALE

The statements below are hypothetical situations that you may encounter on campus life. Please circle the numbers that indicate how much you agree or disagree with each statement.

1=I strongly disagree 2=I tend to disagree 3=I'm not sure 4=I tend to agree 5=I strongly agree

1	In the cafeterias on campus, if a person whom I think is gay or lesbian sits at the table near me, I would move away from that table.	1	2	3	4	5
2	I would attend the activities in order to protest the events in which the people whom I think are gay or lesbian are represented.	1	2	3	4	5
3	If a person whom I think is gay or lesbian hitchhike, I would pick that person up.	1	2	3	4	5
4	I would avoid sharing my belongings with a person whom I think is gay or lesbian just because the person is gay or lesbian.	1	2	3	4	5
5	When I spend time with my friends, if a person whom I think is gay or lesbian joins us, I would avoid talking to that person.	1	2	3	4	5
6	If a person whom I think is gay or lesbian sits at the same table with me in the dining hall, I would change my table.	1	2	3	4	5
7	If I learn that my friend from university is gay or lesbian, I would end my friendship with that person.	1	2	3	4	5

8	I use words related to being gay or lesbian in order to insult other people.	1	2	3	4	5
9	I would avoid making eye contact if am obliged to talk to a person whom I think is gay or lesbian.	1	2	3	4	5
10	I would avoid borrowing belongings of a person whom I think is gay or lesbian.	1	2	3	4	5
11	I would avoid touching a person's belongings if I think that person is gay or lesbian.	1	2	3	4	5
12	I would shake hands with a person whom I think is gay or lesbian.	1	2	3	4	5
13	If there is a person whom I think is gay or lesbian in front of me or right behind me in the bank or dining hall queue, I would change my place in the queue.	1	2	3	4	5
14	I would avoid joining a student club which has many members whom I think are gay or lesbian.	1	2	3	4	5
15	I would avoid using the pool on the campus if I see a person whom I think is gay or lesbian is using it.	1	2	3	4	5
16	If a person whom I think is gay or lesbian sits next to me in university shuttle, I would change my seat.	1	2	3	4	5
17	I would change my dormitory room if I think my roommate is gay or lesbian.	1	2	3	4	5
18	If I think that one of the dormitory receptionists is lesbian or gay, I would submit a petition in order for that person to be dismissed.	1	2	3	4	5
19	If a person whom I think is gay or lesbian is using the kitchen in the dormitory, I would avoid using	1	2	3	4	5

	the kitchen.					
20	If there is a person whom I think is gay or lesbian in the common area of the dormitory, I would avoid using that area.	1	2	3	4	5
21	I would lend my kitchen utensils such as spoon, fork, knife or plate to a person whom I think is gay or lesbian.	1	2	3	4	5
22	In the dormitory, I would avoid to commend my staff to a person whom I think is gay or lesbian.	1	2	3	4	5
23	In the dormitory, I would avoid using the personal care products of a person just because I think that person is gay or lesbian.	1	2	3	4	5
24	If I am staying in the same dormitory room with a person whom I think is gay or lesbian, I would avoid using the same objects such as kettle with that person.	1	2	3	4	5
25	If I am staying in the same dormitory room with a person whom I think is gay or lesbian, I would avoid changing my clothes when that person is in the room.	1	2	3	4	5
26	I would avoid using the table next to a person whom I think is gay or lesbian in study hall of the dormitory.	1	2	3	4	5
27	I would file a complaint form if I see couples who I think are gay or lesbian getting romantically intimate.	1	2	3	4	5
28	I would avoid taking a course if I find out that the teacher of the course is gay or lesbian.	1	2	3	4	5

29	I would avoid being in the same project group for homework with a person whom I think is gay or lesbian.	1	2	3	4	5
30	I would change my seat if a person whom I think is gay or lesbian sits next to me in the class.	1	2	3	4	5
31	When a person whom I think is a gay or lesbian asks me a question about the class, I would avoid answering the question even if I know the answer	1	2	3	4	5
32	If a video related to gays or lesbians must be watched in the class, I would avoid watching the video.	1	2	3	4	5
33	I would evaluate a teacher whom I think is gay or lesbian poorly at the end of the semester just because the teacher is gay or lesbian.	1	2	3	4	5
34	I would avoid giving my lecture notes to and taking lecture notes from a person whom I think is gay or lesbian.	1	2	3	4	5

APPENDIX D

HBSS

Circle the number which indicates your opinion the best.

1=I strongly disagree 2=I tend to disagree 3=I'm not sure 4=I tend to agree 5=I strongly agree

1	I would speak in a small class group with a gay person or lesbian about homosexual issues.	1	2	3	4	5
2	I would speak individually, in class, with a gay person or lesbian about homosexual issues.	1	2	3	4	5
3	I would NOT like to have a gay person or lesbian address the class about homosexual issues.	1	2	3	4	5
4	I would take the opportunity to talk in an informal lunchtime meeting with a group of four lesbians or gay males.	1	2	3	4	5
5	I would NOT attend a lunchtime BBQ at which four gay males or lesbians are present.	1	2	3	4	5
6	I would watch a video in class in which a lesbian or gay person features.	1	2	3	4	5
7	I would sign my name to a petition asking the government to do more to stop violence against gay men and lesbians.	1	2	3	4	5
8	I would NOT sign my name to a petition asking the government to make sure gays and lesbians have equal rights with everybody else.	1	2	3	4	5
9	I would sign my name to a petition asking the government to allow lesbian and gay couples to officially register their marriage or partnership.	1	2	3	4	5
10	I would sign my name to a petition asking the government to allow lesbian and gay couples to adopt children.	1	2	3	4	5

APPENDIX E
AGE UNIVERSAL I-E SCALE

Please circle the number below that indicates how much you agree or disagree with each statement. Circle only one number for each statement.

1=I strongly disagree 2=I tend to disagree 3=I'm not sure
4=I tend to agree 5=I strongly agree

1	I enjoy reading about my religion.	1	2	3	4	5
2	I go to church because it helps me to make friends.	1	2	3	4	5
3	It doesn't much matter what I believe so long as I am good.	1	2	3	4	5
4	Sometimes I have to ignore my religious beliefs because of what people might think of me.	1	2	3	4	5
5	It is important to me to spend time in private thought and prayer.	1	2	3	4	5
6	I would prefer to go to church.	1	2	3	4	5
7	I have often had a strong sense of God's presence.	1	2	3	4	5
8	I pray mainly to gain relief and protection.	1	2	3	4	5
9	I try hard to live all my life according to my religious beliefs.	1	2	3	4	5
10	What religion offers me most is comfort in times of trouble and sorrow.	1	2	3	4	5
11	My religion is important because it answers many questions about the meaning of life.	1	2	3	4	5
12	I would rather join a Bible study group than a church social group.	1	2	3	4	5

13	Prayer is for peace and happiness.	1	2	3	4	5
14	Although I am religious, I don't let it affect my daily life.	1	2	3	4	5
15	I go to church mostly to spend time with my friends.	1	2	3	4	5
16	My whole approach to life is based on my religion.	1	2	3	4	5
17	I go to church mainly because I enjoy seeing people I know there.	1	2	3	4	5
18	I pray mainly because I have been taught to pray.	1	2	3	4	5
19	Prayers I say when I'm alone are as important to me as those I say in church.	1	2	3	4	5
20	Although I believe in my religion, many other things are more important in life.	1	2	3	4	5

APPENDIX F

FEACHP

There are 5 questions below. Please read the statements carefully and decide the best answer for you.

Please give the answer by circling “Yes” or “No” for each answer.

1	At the beginning of next month, LGBTI community is planning to make some activities on the campus as part of the pride parade in order to support their rights. Would you be willing to participate in order to support?	Yes	No
2	LGBTI community is planning to open a stand on the campus next week. Would you buy any of the sold products in order to support LGBTI community?	Yes	No
3	LGBTI community is planning to organize a march on the campus next Saturday in order to support LGBTI rights. Would you participate in order to support?	Yes	No
4	LGBTI community will distribute brochure which gives information about their activities on the campus. Would you take one of these brochures?	Yes	No
5	LGBTI community is planning to make a video on the campus in order to increase the awareness of the students on the rights of LGBTI. Would you be willing to participate?	Yes	No

APPENDIX G
DEMOGRAPHIC INFORMATION FORM

Age	
Sexual Orientation	<input type="checkbox"/> Heterosexual <input type="checkbox"/> Other <input type="checkbox"/> I am not sure
Gender	<input type="checkbox"/> Female <input type="checkbox"/> Male <input type="checkbox"/> Other

APPENDIX H

DEBRIEFING FORM

As stated before, this study is conducted by Güler Tireli, Dilan Çabuk, Ayşe Seda Gürbüz, Mehmet Emin Bayık and Selami Koçal. The purpose of the study is to create a new scale measuring behaviors of university students toward gay and lesbian individuals on campus life.

The new-developed scale consists of 4 parts including statements about attitudes and behaviors and demographic information. In the first section, the hypothetical situations are given in order to measure the behaviors toward gay and lesbian individuals on campus life. The second part consists of statements to measure behaviors of students toward gay and lesbian people. The third part includes statements related to attitudes and behaviors in order to measure religious orientation. Lastly, the fourth part includes yes-no questions in order to assess whether the participants would attend the hypothetical events related to LGBTI on campus. The data obtained from the participants provide information about how well the items are created in parallel with the purpose of the study. The provided data will be used only for scientific purposes. We would like you not to share information about nature of the study with other participants. Thank you for your contributions.

You can contact with the people below for result of the study or more information related to study.

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