

THE RELATIONSHIP BETWEEN PARENTING STYLE
AND SELF-ESTEEM

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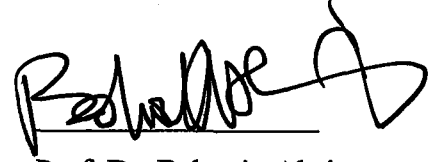
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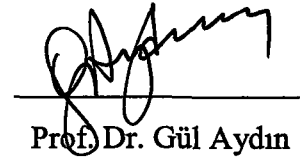
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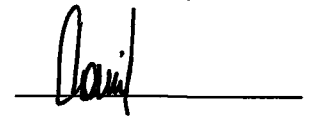
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ABSTRACT

THE RELATIONSHIP BETWEEN PARENTING STYLE AND SELF-ESTEEM

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The purpose of the present study is to investigate the relationships of different types of perceived parenting style and self-esteem.

The sample was 755 (354 females, 401 males) high school students in Yenimahalle district, in Ankara. The data were gathered by administering three instruments, namely Rosenberg Self-esteem Scale (RSS), Parenting Style Inventory (PSI) and Demographic Inventory (DI).

The result of the ANOVA employed to self-esteem scores of the high school students revealed a significant main effect for the parenting style groups. The results yielded that there were significant differences between those who perceived their parents as “authoritarian” and those who perceived their parents as “authoritative” and “permissive indulgent”. In other words, findings suggested that those who perceived their parents as “authoritarian” have a relatively low level of self-esteem as compared to those who perceived their parents as “authoritative” and “permissive indulgent”.

Keywords: Parenting styles, self-esteem



ÖZ

ÇOCUK YETİŞTİRME STİLLERİ VE BENLİK SAYGISI ARASINDAKİ İLİŞKİ

Tunç, Aygöl

Eğitim Bilimleri Bölümü

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Bu çalışmanın amacı ergenler tarafından algılanan çocuk yetiştirme stilleri ile benlik saygısı arasındaki ilişkiyi araştırmaktır.

Araştırmanın örneklemini Ankara'nın Yenimahalle ilçesindeki 755 (354 kız, 401 erkek) lise öğrencisinden oluşmaktadır. Veriler, Rosenberg Benlik Saygısı Ölçeği (Rosenberg Self-esteem Scale RSS), Çocuk Yetiştirme Stilleri Envanteri (Parenting Style Inventory PSI) ve Demografik Envanterin (Demographic Inventory DI) uygulanmasıyla elde edilmiştir.

Lise öğrencilerinin benlik saygısı puanlarına uygulanan varyans analizi sonuçları, çocuk yetiştirme stilleri grubu temel etkisinin istatistiksel olarak anlamlı olduğunu göstermiştir. Sonuçlar, anne-babasını “otoriter” olarak algılayan öğrencilerin, benlik saygısı puan ortalamaları ile anne-babasını “açıklayıcı otoriter” ve “izin verici şımartan” olarak algılayan öğrencilerin benlik saygısı puan ortalamaları arasında anlamlı farklılıklar olduğunu göstermiştir. Diğer bir deyişle, bulgular, anne-babasını “otoriter” olarak algılayan öğrencilerin, anne-babasını “açıklayıcı otoriter” ve “izin verici şımartan” olarak algılayan öğrencilere oranla daha düşük benlik saygısına sahip olduklarını ortaya çıkarmıştır.

Anahtar kelimeler: Çocuk yetiştirme stilleri, benlik saygısı

To Alpaslan Tunç



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TABLE OF CONTENTS

ABSTRACT.....	iii
ÖZ.....	v
ACKNOWLEDGEMENTS.....	viii
TABLE OF CONTENTS.....	ix
LIST OF TABLES.....	xi
CHAPTERS	

1. INTRODUCTION.....	1
1.1. Introduction.....	1
1.2. Purpose of the Study.....	7
1.3. Research Question.....	7
1.4. Definition of the Terms.....	7
1.5. Significance of the Study.....	9
1.6. Limitation.....	10
2. REVIEW OF THE LITERATURE.....	11
2.1. Parenting Style.....	11
2.1.1. Parenting Style and Personality Characteristics.....	12
2.2. Studies in Turkey.....	18
3. METHOD.....	25

3.1. Sample.....	25
3.2. Data Collection Instruments.....	26
3.2.1. Rosenberg Self-esteem Scale(RSS).....	27
3.2.2. Parenting Style Inventory(PSI).....	28
3.2.2.1. Factor Structure of PSI for the Sample of the Present Study.....	29
3.2.2.2. Reliability of PSI.....	32
3.2.3. Demographic Inventory (DI).....	32
3.3. Data Collection Procedure.....	33
3.4. Data Analysis Procedure.....	33
4. RESULTS.....	35
4.1. Self-esteem and Parenting Style.....	35
5. DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS.....	39
5.1. Discussion of the Findings.....	39
5.2. Implications.....	42
5.3. Recommendations.....	43
REFERENCES.....	44
APPENDICES.....	56
A. Rosenberg Self-esteem Scale (RSS).....	57
B. Parenting Style Inventory (PSI).....	60
C. Demographic Inventory (DI).....	64

LIST OF TABLES

3.2. Factor Loading and Communalities of the PSI Items.....	31
4.1.1. Means and Standard Deviations of Self-esteem Scores of Female and Male Students in terms of Five Groups of Parenting Style.....	36
4.1.2. The Results of the Analysis of Variance Employed to the Self-esteem Scores of Female and Male Students in terms of Five Groups of Parenting Style.....	37

CHAPTER I

INTRODUCTION

1.1. Introduction

Adolescence, as a developmental period of transition from childhood to early adulthood, is characterized by several physical, social and psychological changes. At this point in the development, adolescents try to cope with a developing a sense of identity and self-worth, adjusting to society's demands for behavioral maturity, and making preparations for adult roles (Ingersall, 1982). In dealing with these developmental changes, adolescent's relationship with parent is of importance since parent serves as a social support system as adolescent explore the more complex social world (Santrock, 1997). Therefore, in understanding the nature of parent adolescent relationships, several attempts have been made in identifying the parental styles, which may have positive or negative effects on adolescents' psychosocial developments.

In exploring the different types of parenting styles, the view of Baumrind (1966) is widespread and provides a base for parenting studies. She emphasizes three types of parenting: authoritarian, authoritative and permissive. In her

conceptualization, authoritarian parents shape strict rules to child, allow little verbal exchange, value discipline and obedience. However, authoritative parents generally attempt to direct their children's behavior activities, but tend to exercise their authority in a rational, flexible manner that encourages their children to communicate. In other words, they encourage children to be independent but still place limits and control on their actions. They not only recognize their children's needs but also assert the children's positive qualities. The interview and observational data collected by Baumrind (1971, 1972) showed that children from authoritative homes became both socially and academically successful in pre-school and in elementary schools years.

Permissive parents, on the other hand, tend to make few demands on their children and seek to provide a nonpunitive, accepting, and affirmative environment in which children regulate their own behavior as much as possible. They act as a resource for the children to use, but do not see themselves as being responsible for shaping and modifying their children's ongoing and future behavior.

In 1983, Maccoby and Martin, by identifying two forms of permissive parenting style, named as neglectful and indulgent parenting, described four parenting styles based on the two dimensions: demandingness and responsiveness. Demandingness refers to the extent to which parents show control, maturity demands and supervision in their parenting; responsiveness refers to the extent to which parents show affective warmth, acceptance and involvement (cited in Auonola, Stattin, & Nurmi, 2000). From the intersecting of two dimensions, four parenting

styles have been described: authoritative, authoritarian, permissive indulgent and permissive neglecting.

Authoritative parents are both demanding and responsive. This means that they are controlling but not restrictive. They are child-centered. They show acceptance, responsiveness and demand for maturation. They also have reciprocal communication. Authoritarian parents are demanding but not responsive. They show rejection, unresponsiveness, but they demand for maturation. They have control over their child's behavior. Although in both authoritative and authoritarian parenting demandingness and controlling are valued, the differences lie on being responsive or nonresponsive. The other difference is that authoritative parents are high on bi-directional communication, whereas power-assertive parents (authoritarian) do not allow child to express their needs. Permissive indulgent parents are less in demandingness, but high on responsiveness. They are highly involved with their children but place few demands or controls on them. Permissive neglectful parents are low both in demandingness and responsiveness. They show rejection, unresponsiveness, are undemanding for maturation, and do not control child behavior. Both indulgent and permissive parents are low in control and undemanding, again the difference lies in responsiveness.

In the literature, these theoretical conceptualizations of parenting styles have been investigated in relation to several psychosocial characteristics of children and adolescents. Researchers have agreed that authoritative parenting style is associated with "healthy" or "normal" behavior in adolescents (Sprinthall & Collins, 1995).

Studies generally revealed that adolescents who perceived their parents as authoritative were at a higher level of school achievement (Chen, Dong, & Zhou, 1997; Dornbusch, Ritter, Leiderman, Roberts, & Fraleigh, 1987; Lamborn, Mounts, Steinberg, & Dornbush, 1991; Steinberg, Elmen, & Mounts, 1989; Stienberg, Lamborn, Dornbusch, & Darling, 1992), highest on measures of psychosocial competence and maturity, lowest on psychological and behavioral dysfunction (Chen, Dong, & Zhou, 1997; Lamborn et al., 1991), and lower level of alcohol and drug use (Shek, 1997; Shucksmith, Glendinning & Hendry 1997) than the other types of parenting styles. Furthermore, authoritative parenting enhances youngsters' psychosocial development, which in turn contributes to their success in school (Strage & Brandant, 1999).

The results of the studies yielded that authoritarian parenting style was negatively associated with school achievement (Dournbusch et al., 1987; Weiss & Shawards, 1996), positively correlated with aggression (Chen, Dong & Zhou, 1997). It was also found that although adolescents from authoritarian homes were low in the measure of self-reliance and self-conception, they were low on drug-use and delinquency (Lamborn et al., 1991).

On the other hand, adolescents who perceived their parents as neglectful permissive were the lowest on measure of adjustment and academic achievement (Lamborn et al., 1991), and using maladaptive learning and studying strategies (Boveja, 1998) when compared with the other type of parenting styles. It was also

found that the negative effect of the neglectful permissive parenting was stable over time (Steinberg et al., 1994).

Adolescents from indulgent permissive homes were also found to be low in the measure of school engagement, high on drug and alcohol use, and school misconduct, but high also on the measure of the social competence and self-confidence (Steinberg et al., 1994).

In the light of these studies, it becomes apparent that the parents who encourage autonomy and psychological maturity, convey a two way communication, high in control but with affection and acceptance (i.e., having authoritative parenting style) allow their children to develop an overall positive image of themselves and a higher self-worth, i.e. higher self-esteem.

Self-esteem, as a personality variable, is defined as one's feeling about one's own worthiness and competence (Schaffer, 1996). High self-esteem implies that the person feels he is good enough, respects himself/herself for what he or she is, whereas low self-esteem includes self-rejection, self-dissatisfaction, self-contempt (Rosenberg, 1965). High self-esteem is assumed to be related to healthy behavior and good adjustment (Wells & Marvell, 1976). For example, Coopersmith (1967) revealed that boys with high self-esteem were less conforming, more creative and higher achievers than those with low self-esteem. The person with low self-esteem is more likely to lack self-confidence, be dependent upon others, shy, nonexplorative (Rosenberg, 1965), less creative and less flexible (Coppersmith, 1967). It was also

found that low self-esteem led to depression and fostered delinquency (Rosenberg, Schooler, & Schoenbach, 1989).

As stated by Bedner and Scott (1995), the impact of parents' behavior upon child's self-esteem is undeniable and parents affect the child's self-esteem in their expression of acceptance and discipline. A good deal of relationship between parenting and self-esteem has been established in the literature. Coopersmith (1967) postulated that high self-esteem boys have mothers who have greater acceptance and democratic attitudes, and set the limits to child's behavior whereas low self-esteem boys have mothers who are autocratic, permissive, have limited affection, distant relationship, and use punishment. Rosenberg (1965) also stated that adolescents who report close relationship with father, and report highly parental interest have higher self-esteem than those who describe distant relationships and lack of parental interest.

Furthermore, the more recent studies conducted abroad (Aunola, Stattin, & Nurmi, 2000; Herz & Gullone, 1999) indicated that high level of self-esteem was indeed associated with perceiving parents as authoritative. For example, Buri, Louselle, Misukanis and Mueller (1988, cited in Buri, 1991) reported significant positive relationship between authoritativeness and self-esteem, negative relationship between authoritarianism and self-esteem, and no relationship between permissiveness and self-esteem. On the other hand, a study carried out in Turkey, (Sümer & Güngör, 1999) indicated that permissive indulgent style was related with high level of self-esteem.

In the light of all these findings, it can be argued that although the relationship between authoritative parenting style and self-esteem is well established in the literature, the relationships of different parenting styles and their associations with self-esteem, which is the focus of this study, are still needed for further examination.

1.2. Purpose of the Study

The purpose of the present study is to investigate the relationships of different types of perceived parenting styles and self-esteem.

1.3. Research Question

Are there significant differences between self-esteem scores of male and female students as a function of perceived five types of parenting styles identified as authoritative, authoritarian, permissive indulgent, permissive neglectful, undifferentiated?

1.4. Definition of the Terms

Self-esteem: “ Self-esteem is a positive or negative attitude towards particular objects, namely self.” (Rosenberg, 1965, p.30).

Parenting style: It is defined as “... a constellation of attitudes toward the

parents behavior are expressed” (Darling & Steinberg, 1993, p. 493).

Authoritative Parenting Style: Authoritative parents are high both on responsiveness and demandingness (Maccoby & Martin, 1983). They have firm behavioral control on child behavior (Baumrind, 1966). They accept the child individuality in the family (Lamborn et al., 1991), have two way communication (Maccoby & Martin, 1983), encourage psychological autonomy of child (Gray et al., 1999). Furthermore, they are interested in child’s activities and friends (Steinberg et al., 1989) and treat the child in a loving, warm manner.

Authoritarian Parenting Style: Authoritarian parents are demanding but not responsive (Maccoby & Martin, 1983). They have both behavioral and psychological control over the child behavior (Gray et al., 1999). They are more adult centered (Maccoby & Martin, 1983). They do not accept and are not involved in the child activities (Lamborn et al., 1991).

Permissive Indulgent Parenting Style: Permissive indulgent parents are less in demandingness, but high on responsiveness, and they are child-centered (Maccoby & Martin, 1983). They behave in an accepting and warm manner, but don’t have any control over the child behavior (Lamborn et al., 1991).

Permissive Neglectful Parenting Style: Permissive neglectful parents are low both in demandingness and responsiveness (Maccoby & Martin, 1983). They

neither control or monitor the child behavior nor behave in an accepting and warm manner to child (Lamborn et al., 1991).

1.5. Significance of the Study

The present study has significance in investigating the relationships of five types of perceived parenting styles and self-esteem. In Turkey, studies examining parent-child relationships are generally based on parental attitudes (e.g., Düzgün, 1985; Kuzgun, 1972; LeCompte, LeCompte & Özer 1978; Tuzgöl, 2000) rather than parenting styles. In one recent comprehensive study (Sümer & Güngör, 1999) carried out with the university students, parenting styles were examined in relation to several psychosocial variables, including self-esteem. In the present study, the relationship between parenting style and self-esteem has been investigated with a sample of high school students for the purpose of providing further evidence on this issue. Further studies in exploring these relationships with different age groups and diverse samples, might be contributions to Turkish literature to enrich the understanding concerning the role of parent-child relationships on psychosocial development of individuals.

The results of this study might also be valuable for counseling in terms of providing a theoretical base in practice. This study may provide significant cues for school counseling staff both for understanding the parenting styles of the students' parents and the consequences of these styles on students' behavior.

Furthermore, the knowledge about parenting style may help school counselor to be more effective in consultation with parents. School counselors might develop parent education or consultation programs in order to help them to understand the procedures for improving parent-child relationships. Counselors can also prepare some materials concerning parenting styles to use in parent study groups. Parent conferences might also be an opportunity for the counselors to communicate with the parents about the role of parenting styles on their children's psychosocial development.

1.6. Limitations

The present study has some limitations. First, the study was carried out with high school students in Yenimahalle district, in Ankara. Therefore, the results cannot be generalized to other high school students. Second, since the study measured the perceptions of the adolescents' parenting styles, students might have over interpreted or over represented parenting functions.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter covers the research literature that is appropriate to the study presented. It includes two sections. The first section covers the review of the literature concerning parenting styles and certain personality characteristics, including self-esteem. The second section introduces the Turkish studies related to parental attitudes and styles.

2.1. Parenting Style

In the literature, parenting style has long been the subject of several studies. The variables that have been investigated in relation to parenting style are widespread and cover various aspects of the life of the adolescents. In the present study, these variables are presented in terms of certain personality characteristics including self-esteem.

2.1.1. Parenting Styles and Personality Characteristics

In the literature, the link between parenting style and several personality characteristics of the children has been investigated. In these studies, researchers either studied several characteristics together or concentrated on a single trait in order to understand the relationships between parenting styles and personality characteristics.

For example, in one study, researchers (Lamborn, Mounts, Steinberg, & Dornbusch, 1991) examined the effect of parenting styles on the four outcomes of adolescence: psychosocial development (social competence, work orientation, and self-reliance), academic competence, internalized distress (somatic symptoms, anxiety, depression), and problem behavior (drug and alcohol use, delinquency). The results of the study showed that the adolescents from an authoritative home reported higher academic competence, lower levels of problem behavior, higher levels of psychosocial development than those from other parenting style homes. Adolescents from authoritarian and authoritative parenting style were not different in terms of GPA, drug use, and delinquency. In addition, adolescents from authoritative and indulgent permissive homes were not different from each other with respect to self-reliance, social competence, and delinquency. Moreover, students that describe their parents as neglectful permissive were lowest on the psychosocial development, school achievement, internalized distress, and problem behavior than the other styles. Adolescents from authoritarian and neglectful homes did not differ in self-reliance,

perceived social competence, and perceived academic competence. Researchers (Steinberg, Lamborn, Darling, Mounts, & Dornbusch, 1994), after one year follow-up study, stated that the differences observed in the former study were maintained in terms of the adjustment of adolescents.

In another study (Shek, 1997), the relationships between parenting styles and various outcomes of Chinese adolescents were investigated. Results revealed that perceived paternal and maternal parenting style, family functioning, and conflict with mother and father which were named as family environment were significantly correlated with adolescents' psychological well-being (general psychiatric morbidity, life satisfaction, purpose in life, hopelessness, and self-esteem), school adjustment (perceived academic performance and school conduct), smoking and psychotropic drug abuse on secondary school students in Hong Kong.

Kaufmann, Gesten, Santa Lucia, Salcedo, Rendina-Gboff, and Gadd (2000) also examined the relationship between authoritative parenting style and socio-emotional adjustment of elementary school children as rated by parents. The results indicated that authoritative parenting style was negatively associated with emotional and behavioral problem, positively related with the healthy adjustment. Furthermore, authoritative parenting style was more predictive on children's' healthy adaptation. However, authoritarian parenting was not the predictor of the children's socio-emotional well being.

The three dimensions of authoritative parenting style were found to be related

with the psychological well-being of the adolescent in the study of Gray, Steinberg, Marjory, and Roberts (1999). It was stated that the two indices of authoritative parenting -parental acceptance-involvement and autonomy granting- most effectively promotes healthy social competence and work orientation than the strictness-supervision.

Gonzales, Greenwood, and Wenhsu (2001) examined the relation between goal orientation (mastery orientation and performance orientation) and parenting style of African American and Caucasian undergraduate university students. Results indicated that, for Caucasian undergraduate students, mastery orientation was related with mothers' authoritativeness and performance orientation was related with the fathers' authoritarianism. For African American students, mastery orientation was related with mothers' authoritarianism, and performance orientation was related with the fathers' authoritativeness.

Chen, Dong, and Zhou (1997) studied the relationships among authoritative and authoritarian parenting style, and social and school adjustment. It was found that authoritarian parenting styles of both mothers and fathers were positively associated with aggression-disruption, negatively correlated with sociometric preferences, with being distinguished studentship (a kind of evaluation in which each student is judge at the end of the year as morally "good" and intellectually and physically competent by classmates and teachers), and with school achievement. Authoritative parenting style of both parents, on the other hand, was found to be positively correlated with

peer sociometric preferences, sociability-competence, distinguished studentship, and school achievement.

As previously mentioned, in some studies researchers concentrated on only one personality characteristic and tried to understand its relation to parenting style.

In some studies, for example, aggressiveness was investigated with respect to parenting styles (Hart, Nelson, Robinson, Olsen, & McNeilly-Choque, 1998; Brook, Zheng, Whiteman, & Brook, 2001). Hart et al. (1998) stated that the three stylistic dimensions of parenting style -responsiveness, coercion and psychological control- were found to be related with aggressive behavior of the children in Russia. The results revealed that children's overt and relational aggression was associated with more maternal coercion and less paternal responsiveness. Additionally, Brook, Zheng, Whiteman, and Brook's (2001) study showed that both maternal child-rearing practices and three dimensions of child-rearing practices -warmth, coercion and psychological control- had direct effect on toddlers' aggression.

Dominguez and Carton (1997) found that there was a significant relationship between parenting style and the degree of self-actualization in college-aged children. Students who perceived their parents as more authoritative had the highest levels of self-actualization, whereas students who perceived their fathers as being more authoritarian had the lowest levels of self-actualization.

Neal (2001) stated that neither authoritative parenting nor authoritarian and permissive styles were related with the perception of one's own relationship qualities, but authoritative parenting predicted one's perception of how other people relate to them interpersonally. Furthermore, the study showed that parenting style and persons' attachment styles did not overlap.

In a longitudinal study, Taris and Semin (1998) stated that although the mothers' control/protection and care/involvement parenting styles affect adolescent sexual experience and self-efficacy, their influence diminishes as the teenagers get older.

Studies generally indicated that a lower level of authoritativeness was a significant predictor of emotional autonomy (McBride-Chang & Chang, 1998; Smetena, 1995).

Among the personality characteristics that have been investigated in relation to parenting style, self-esteem, as being the focus of the present study, has been the interest of several researchers.

For example, Aunola et al., (2000) found that adolescents from authoritative homes had higher self-esteem as compared to adolescents from authoritarian, indulgent and neglectful permissive homes. Furthermore, the two dimensions of parenting style, namely acceptance/involvement and psychological autonomy giving, predicted the high self-esteem (Gray, et al., 1999).

In another study, Dekovic and Mees (1997) found that mothers' and fathers' child rearing practices were associated with adolescents' self-concept and self-esteem, and their relationship with their peers. It was also concluded that a positive self-concept and self-esteem was related to parents' acceptance of the child, and warm, close parent-adolescent relationship which in turn affected the peer involvement of adolescents.

In the study of Herz and Gullone (1999) that compared the self-esteem and perception of the parenting style of Vietnamese Australian and Anglo-Australian. It was found that adolescents who perceived their parents as affectionless-control (i.e., Baumrind's authoritarian parenting) reported low level of self-esteem than those perceived their parents as optimal-bonding (i.e., Baumrind's authoritative parenting) in both groups. Results also yielded that Vietnamese Australian adolescents perceived their parents as more affectionless-control and less optimal-bonding than Anglo-Australian adolescents.

Cardinali and D'allura (2001) examined the relationship between self-esteem and mothers' parenting styles, i.e., authoritarian, authoritative, permissive with the sample of visually impaired young adults and their mothers. The results revealed that there was a moderate relationship between self-esteem and young adults' ratings of their mothers as permissive. However, the ratings of mothers themselves as permissive were negatively associated with the self-esteem of young adults. In addition, a significant relationship was found between mothers' ratings of themselves as authoritative and young adults' self-esteem.

Carlson, Uppal, and Prosser (2000), studied the predictors and differences of global self-esteem among early adolescent girls from the ethnic groups of Hispanic, African American, and White. In all three ethnic groups, authoritative parenting was found to have a positive effect on the global self-esteem. Furthermore, ethnic identity predicted global self-esteem directly via parenting style for both Hispanic and African American girls.

2.2. Studies in Turkey

In Turkey the parent-child relationship have long been the concern of several researchers. Dereli (1967) in a cross cultural study found no differences between of Turkish college students and American college students in terms of autonomy, compliance, expression of parental pressure and non-expression of parental pressure.

Kağıtçıbaşı (1970) found in Turkish culture that authoritarianism was higher in Turkish high school students than the students in the United States. In the study of Value of Children (Kağıtçıbaşı, 1982) two values on child rearing practices were identified; namely: economic and psychological value. The study showed that socio-cultural factors affect parents' perceptions and values, which were reflected in intra-family relationships. With the socio-economic development, especially with education, the economic value of children decreases, whereas psychological value increases. In low SES parents in Turkey boys were seen as their future breadwinners, satisfying the needs for marital support and old-age security. Kağıtçıbaşı (1991)

argued that the transition from economic value to psychological value with the development of SES resulted in psychological autonomy on the socialization of the child, but this autonomy may break the emotional dependency. Therefore, the psychological autonomy with the firm control is appropriate to understand the parent-child relationship, and this model can be connected with the authoritative parenting style in parent child-relationship (Kağıtçıbaşı, 2000).

“The Parental Attitude Scale” was the first scale developed by Kuzgun (1972) which measures the parental attitude in Turkey, and it has been used in numerous studies. In the scale three types of parental attitude based on parents’ expression of love and exertion of control applied to child behavior were identified as democratic, careless and authoritarian. The study showed that the democratic parental attitude related with the self-actualization positively, the authoritarian parental attitudes were negatively related with self-actualization, and careless was somewhere between two on collage students.

Studies have been conducted to find out the relationship between some psychological variables and parental attitudes by using Kuzgun’s Parental Attitude Scale. Bilal (1984) revised "Parent Attitude Scale" and examined the effects of 11th grade students’ perception of “democratic” and “authoritarian” parental attitudes on their personal, social and general adjustment. Generally, the study showed that the students from democratic homes were higher on personal, social and general adjustment than those from authoritarian homes.

Kişisel (1984) studied the relationship between schizophrenia and parental attitudes of adolescents. The result indicated that being normal and schizophrenic were associated with the parental attitudes.

Düzgün (1985) found that authoritarian parental attitude affects the high school students' symptoms of hostility and somatisation, whereas democratic and careless attitudes had no affect on these symptoms. It was also found that authoritarian attitude positively affected the depression, anxiety and negative ego levels of the students, while democratic attitudes negatively affected these symptoms.

Polat (1986) found that the children who perceived their parents as authoritarian had a high level of learned helplessness than the children who perceived their parents as democratic. Another result of the study was that when perceiving one of the parents as democratic and another one as authoritarian, children's level of learned helplessness level was higher than children perceiving both of the parents as democratic.

Erkan (1986) studied the relationship of parenting attitudes, self-concept and ideal self-concept of college students. It was found that democratic style composed of unconditional affection, understanding and autonomy dimensions were more likely related to self-concept and ideal self-concept than authoritarian and careless parental attitudes.

Öztürk (1990) studied the effect of perceiving parents as authoritarian and democratic on the autonomy, interception, affiliation, dominance, abasement and aggression level of the college students. The students having democratic parents were higher on the level of autonomy, interception, affiliation, dominance, and lower on the level of abasement and aggression than the students both having “authoritarian parents”, and “democratic mother-authoritarian father”, “democratic father-authoritarian mother”. No significant differences were found between female and male students on perceiving their parents as democratic or authoritarian when their autonomy, interception, affiliation, dominance, abasement and aggression level were compared.

Furthermore, Aksaray (1992) found that democratic attitudes of the parents were related to the self-images of the high school students positively, whereas authoritarian parenting attitudes were related negatively. It was also stated that when mothers’ and fathers’ attitudes were examined separately having democratic and authoritarian mothers or fathers made the same effect on the self-image of both girls and boys. Güven (1994) also found that perceiving the parents as democratic was positively correlated with students’ self-image.

Karadeniz (1994) found that there were significant relationships between parental attitudes and vocational values of skill using, creativeness, competitiveness, cooperativeness, adventure, and leadership. Mother's democratic attitudes were related to skill using, leadership, creativeness and cooperativeness; father's

democratic attitudes were related to adventure seeking and competitiveness in high school students.

Eldeklioğlu (1999) studied the relationship between parental attitudes and decision-making strategies of university students. "Parental Attitude Scale" which was revised for this study yielded three parental attitudes identified as Democratic, Protective-Demanding and Authoritarian parental attitudes. Results revealed that students from democratic homes had rational decision-making, and students from authoritarian and protective-demanding homes had impulsive and indecisive decision-making strategies.

Schaefer's Parent Attitude Research Instrument was another instrument adopted by LeCompte, LeCompte, and Özer (1978). The scale identified four dimensions: over protective mothering, democratic attitude, mother's rejection of home making role and strict discipline. The attitudes of mothers from low SES were identified as supporting, control, discipline, and being friends with the child. Attitudes of mothers from high SES were identified as supporting, rejection of home making, discipline and control. The scale has been used in some other studies. For example, Argun (1995) found that mother's rejection of home making role and strict discipline affect secondary school students' locus of control. However, Siviş (1999) found no relationship between gender-role identity and over protective mothering, democratic attitude, and mother's rejection of home making role and strict discipline on college students.

Karadayı (1994) stated that fathers were perceived as more authoritarian and less democratic, and distant in the relationship when compared with mothers. Results also yielded that optimism, joyfulness, force of struggle, calmness, self-reliance, self-esteem and dependency on parents were positively related to good and close relationship with parents. In contrast, pessimism, shyness, skillfulness and dependency on friends were found to be related with strict parental discipline.

In a more recent study, Sümer and Güngör (1999) found that authoritarian and permissive/indulgent parenting styles were more common than authoritative and neglectful styles among college students in Ankara. Authoritative and permissive indulgent styles were found to be related with the secure attachment style, high level of self-esteem and self-concept clarity, and low level of trait anxiety. Parenting dimensions perceived from mothers style was more related with the attachment styles, whereas, parenting dimensions perceived from fathers were more related with self-dimensions.

In another study (Yılmaz, 2000), results yielded that acceptance/involvement dimension significantly predicts behavioral conduct, close relationship and self-perception of high school students. In addition, psychological autonomy dimension of parenting style predicted academic competence, self-perception and self-worth of high school students.

Çakır (2001) found that identity status was significantly related with parental attitudes of 11th grade level students. Students who perceived their parents as

democratic scored significantly higher in the identity achievement and identity foreclosure subscales than students who perceived their parents as neglectful. Furthermore, students from permissive homes were higher on identity foreclosure than the students from neglectful homes.

Although in Turkish literature, the relationship between parental attitudes and certain psychological outcomes has been studied, there are few studies that investigate the relationship between parenting style and self-esteem. In one of them, İlkizoğlu (1993) found that there was no relationship between perceiving parents as democratic and authoritarian, and self-esteem score of high school students. However, in another study, which was conducted with elementary school children, Duru (1995) stated that there was a positive relationship between perceiving parents as democratic and high level of self-esteem.

CHAPTER III

METHOD

The methodological procedures are presented in this chapter. The chapter includes the sampling, the data collection instrument, the data collection procedure and the data analysis procedure, respectively. The sampling section deals with the selection procedures and demographic characteristics of the sample. The instruments section explains the instruments utilized in the collection of data. The procedure section introduces the way of the administration of the instruments. Finally, the data analysis section presents the statistical techniques used in analyzing the data.

3.1. Sample

The sample of the study included 755 (354 females, 401 males) high school students in Yenimahalle district, in Ankara. The sample selection procedure used in the study was as follows. Considering the types of the schools located in the district, students from five schools were selected, namely, Gazi Anatolian High School ($n = 182$), Gazi Çiftliği High School ($n = 203$), Gazi Anatolian Technical High School ($n = 76$), Gazi Vocational High School ($n = 147$), and Yenimahalle Vocational High School for Girls ($n = 147$). Two classes were randomly selected from each grade of

these schools, except the Gazi Anatolian Technical High School where there is only one class in each grade level. The preparatory, 9th, 10th, and 11th graders of these selected classes constituted the sample of the present study.

The other certain demographic characteristics of the sample were as follows. The age of the students ranged from 14 to 20 with the mean of 16,4 (SD = 1,05). In terms of number of siblings, ranging from 0 to 9, 4.5% of the students had no sibling, 42.4% had only one sibling, 31.7% had 2 siblings, 20.2% had 3 or more siblings. With respect to birth order, 44.7% of the students were the first child, 30.1% were the second, 14.5% were the third, 9.3% were the fourth and more. As for the parents' education, 43.5% of the mothers were elementary school, 15.0% were secondary school, 22.9% were high school, and 10.6% were university graduates. Moreover, 22.3% were elementary, 17.3% were secondary school, 30.7% of the fathers were high school, and 22.3% were university graduates. In terms of parents' employment status, 18.7% of the mothers were full-time, 6.4% were part-time employees, and 73.1% were housewife. Most of the fathers (76.3%) were full-time employees, 9.9% were part-time, 11.3% were unemployed. Most of the students' parents were married (90.4%), whereas 8.7% were either divorced/separated or dead. About 13.9% were extended and 85% were nuclear families.

3.2. Data Collection Instruments

The data were gathered by administering three instruments, namely Rosenberg Self-esteem Scale (RSS), Parenting Style Inventory (PSI), and

Demographic Inventory (DI).

3.2.1 Rosenberg Self-esteem Scale (RSS)

The Rosenberg Self-esteem Scale (RSS) was originally developed by Rosenberg (1963) for measuring the global self-esteem. The adaptation studies of the scale to Turkish adolescents were carried out by Çuhadaroglu (1985) (Appendix A).

RSS has 10 items each of which provides four alternative Likert type responses ranging from “1 = strongly agree” to “4 = strongly disagree”. The RSS is scored by using Guttman scoring format. Five of the items are formed as positively, e.g., “On the whole, I’m satisfied with myself”, the other five items are formed as negatively, e.g., “I can’t find much in myself to be proud of”. Negative and positive items were presented alternately.

The scores obtained from RSS are between 0-6, and any score between 0-2 was accepted as indicative of high self-esteem, any score between 3-6 accepted as indicative of low self-esteem.

Çuhadaroglu (1985), by taking psychiatric interview as criteria, reported that the correlation coefficient between interview scores and scores of RSS was 0.71. Çankaya (1997) also found significant correlation coefficients between Self-concept Inventory developed by Baymur (1968) and RSS (0.26 for the whole group, $p < .001$; 0.26 boys, $p < .05$; and 0.24 for girls, $p < .05$).

All these findings suggest that RSS has an acceptable level of reliability and validity evidences.

3.2.2. Parenting Style Inventory (PSI)

The Parenting Style Inventory (PSI) was originally developed by Lamborn et al. (1991) and adapted to Turkish culture by Yılmaz (2000).

PSI is a multidimensional scale and it has 26 items. In the original study (Lamborn, 1991), the results of factor analyses revealed three dimensions: acceptance/involvement, strictness/supervision, and psychological autonomy. Acceptance/involvement subscale measures the extent to which the adolescent perceives his or her parents as loving, responsive, and involved (sample item: When I have problems, I am sure that my parents will help me.). The strictness/supervision subscale assesses parental monitoring and supervision of the adolescents. (Sample item: Does your parent permit you to go out at night during the week?). Psychological autonomy subscale assesses the extent to which parents employ noncoercive, democratic discipline and encourage the adolescents to express individuality in the family (Sample item: My father and mother tell me not to argue with the elderly.).

Acceptance/involvement and psychological autonomy subscales have 9 items. Respondents are asked to think about their own parents and answer each item by indicating the extent of their agreement along a 4-point Likert scale, ranging from

1 “not alike at all” to 4 “very much alike”. The possible total score obtained from each of the two subscales change from 9 to 36. Strictness/supervision subscale has 8 items. In the first two items of this scale, respondents are asked to indicate their agreement by choosing the alternatives “yes” or “no”. If their answer is “yes” they then are asked to choose one of the 6 scored from 1 to 6. In the rest of the items respondents are asked to indicate their agreement along a 3-point Likert scale, ranging from 1 to 3. The possible total score obtained from each of the two subscales changes from 8 to 32.

In the adaptation studies, Yılmaz (2000) administered PSI to 299 high school students. The results of factor analysis revealed a three factor structure for the inventory with the eigenvalues, of 3.56 for the first, 2.84 for second, 1.95 for the third factor. Factor loadings were 13.7 for the first factor, 10.9 for the second, and 7.5 for the third factor. Cronbach alpha coefficients calculated for each subscale were .70 for acceptance/involvement, .69 for strictness/supervision, and .66 for psychological autonomy subscales. Test-retest reliability coefficients were .82 for acceptance/involvement, .88 for strictness/supervision, and .76 for psychological autonomy subscales.

3.2.2.1. Factor Structure of the PSI for the Sample of the Present Study

To investigate the dimensions of the PSI statistically, responses to 26 items were factor analyzed using principal factoring with iteration and varimax rotation. Although the first factor analysis suggested that the scale consisted of seven factors,

principal factoring with iterations yielded three interpretable factors with eigenvalues greater than 1. Some of the items were distributed among other factors without any meaningful cluster. Items were then submitted to principle component factor analysis for the second time limiting the number of factors to three. Because of the low factor loading, item 2 was excluded and a total of 25 items were submitted to the principle component factor analysis for the third time limiting the number of factors to three. Three factors emerged from the third run, which explained 36,05% of the total variance. The first factor accounted for 13.47%, while the second and third factors accounted for 11.45% and 11.13%, respectively. The eigenvalues were 3,84 for the first, 3.16 for the second, and 2.01 for the third factor. The factor loading and communalities of items were presented in Table 3.2.

As shown in Table 3.2., principle component analysis with varimax rotation for the three factors revealed factor loadings between .412 and -.617 for the first factor, .435 and .667 for second, and 498 and 628 for the third factors. A total of 25 items with 9 items in the first, 8 items in the second and third factors were selected with respect to their contents and loadings to form a three dimensional questionnaire for the sample of the present study (Appendix B).

Table 3.2. Factor Loading and Communalities of the PSI Items

Item No	Factor I	Factor II	Factor III	Communalities
12	-.617	-.245	.140	.460
1	.596	.214	.085	.409
17	.590	.198	.194	.425
9	.527	.023	.047	.279
5	.526	.254	.074	.347
7	.513	-.020	.141	.284
11	.508	-.076	.163	.290
15	.454	-.050	.045	.211
13	.412	.036	-.038	.173
6	.033	.667	.025	.447
16	.088	.642	.015	.421
3	.086	-.607	-.065	.380
8	.153	.543	-.037	.318
18	.093	.540	-.017	.301
14	.180	.531	.038	.314
4	-.054	.441	-.016	.225
10	.021	.435	-.084	.197
23	.167	-.123	.628	.437
19	-.289	-.041	.609	.456
26	.336	-.028	.588	.460
21	-.056	.013	.585	.346
20	-.405	.049	.583	.504
25	.440	-.145	.553	.521
24	.178	.159	.525	.333
22	.358	-.314	.498	.475

These dimensions were labeled as “acceptance/involvement”, “psychological autonomy” and “strictness/supervision” which contain items similar to the subscales of Yılmaz (2000).

The total score of each of the subscales was constructed by adding item responses in a factor. The possible total score changed from 9 to 36 in “acceptance/involvement” while 8 to 32 in “psychological autonomy” and “strictness/supervision”.

The results of the factor analytic study can also be considered as an evidence of the construct validity of PSI.

3.2.2.2. Reliability of PSI

The evidence for the reliability of PSI was obtained by calculating internal consistency coefficients for each of the subscales. The Cronbach Alphas’ were .53 for acceptance/involvement, .53 for psychological autonomy, and .63 for strictness/supervision subscales.

3.2.3. Demographic Inventory (DI)

DI was developed by the researcher to gather information regarding certain demographic characteristics of the students (Appendix C). The inventory consists of

questions concerning the name of the school, grade level, age, gender, number of the siblings, birth order, educational level of mother and father, number of persons living in the family, parents' employment, marital status and perceived achievement.

3.3. Data Collection Procedure

After getting permission from the Provincial Educational Directorate, Demographic Inventory (DI), Rosenberg Self-esteem Scale (RSS) and Parenting Style Scale (PSS) were administered to the students in classroom settings by the researcher during 2001 fall semester. The administration of the instruments took approximately 30 minutes. Students' anonymity and the confidentiality were guaranteed.

3.4. Data Analysis Procedure

In order to investigate the differences between self-esteem scores of male and female students in terms of five parenting styles, a 2 (gender) X 5 (authoritative, authoritarian, permissive-neglectful, permissive-indulgent, undifferentiated parenting style) ANOVA was employed to self-esteem scores of the students.

Before conducting ANOVA, students were assigned to 5 parenting style categories based on their scores obtained from each of the three dimensions. Students whose scores were above the median on both acceptance/involvement and strictness/supervision dimensions were assigned to the group of authoritative

parenting style. Students whose scores were below the median both on acceptance/involvement and strictness/supervision dimensions were assigned to the group of permissive neglectful parenting style. Students whose scores were below the median on acceptance/involvement and above the median on strictness/supervision dimensions were assigned to the group of authoritarian parenting style. Students whose scores were above the median on acceptance/involvement and below the median on strictness/supervision dimensions will be considered as permissive indulgent parenting style. Finally, students whose scores were around the median on all three dimensions were assigned to the group of undifferentiated parenting style.

Statistical Package for Social Sciences (SPSS) for Windows 8.0 package program was used to analyze data.

CHAPTER IV

RESULTS

In this chapter, the results related to the differences between self-esteem scores of male and female students in terms of parenting styles are presented.

The level of significance for this study was set at $\alpha = 0.05$.

4.1. Self-esteem and Parenting Style

For the purpose of investigating the differences between self-esteem scores of male and female students in terms of authoritative, permissive indulgent, authoritarian, permissive neglectful, and undifferentiated parenting styles, a simple factorial ANOVA was employed to the self-esteem scores of the students.

The means and standard deviation of self-esteem scores of female and male students in terms of five groups of parenting styles are presented Table 4.1.1.

Table 4.1.1 Means and Standard Deviations of Self-esteem Scores of Female and Male Students in terms of Five Groups of Parenting Style.

Groups	Female N = 317			Male N = 371		
	n	M	SD	n	M	SD
Authoritative	99	1.57	1.52	60	1.32	.97
Permissive-Indulgent	32	1.97	1.98	120	1.78	1.45
Authoritarian	95	2.13	1.57	43	2.21	1.82
Permissive-Neglectful	41	1.29	1.31	103	1.46	1.24
Undifferentiated	50	1.58	1.37	45	1.71	1.44

Due to missing cases N = 688 (317 females, 371 males).

As seen in Table 4.1.1., in females, the mean self-esteem scores were 1.57 in the group who perceived their parents as authoritative, 1.97 in the group who perceived their parents as permissive indulgent, 2.13 in the group who perceived their parents as authoritarian, 1.29 in the group who perceived their parents as permissive neglectful, 1.58 in the group who perceived them as undifferentiated. The standard deviations were 1.52, 1.98, 1.57, 1.31, 1.37, respectively. In males, the mean self-esteem scores were 1.32 in the group who perceived their parents as authoritative, 1.78 in the group who perceived their parents as permissive indulgent, 2.21 in the group who perceived their parents as authoritarian, 1.46 in the group who perceived their parents as permissive neglectful, 1.71 in the group who perceived them as undifferentiated. The standard deviations were .97, 1.45, 1.82, 1.24, 1.44,

respectively.

The results of the ANOVA employed to the self-esteem scores of the students are presented in Table 4.2.

Table 4.1.2. The Results of the Analysis of Variance Employed to the Self-esteem Scores of Female and Male Students in terms of Five Groups of Parenting Styles.

Source	Sum of Squares	df	Mean Square	F	Sig.
Gender	0.230	1	0.230	0.011	.915
Groups	51.471	4	12.868	6.091	.000
Gender*Groups	4.559	4	1.140	0.540	.707
Error	1432.266	678	2.112		
Total	3464.000	688			

The results of ANOVA employed to the students' self-esteem scores yielded a significant main effect for groups ($F(4,678) = 6.091, p < .001$) Neither the main effect of gender ($F(1,678) = .011$) nor the groups X gender interaction was found significant ($F(4,678) = .540$)

Tukey test was utilized to compare the means of self-esteem scores of the groups. The results indicated that those who perceived their parents as authoritarian ($M = 2.17$) significantly different from those who perceived their parents as

authoritative ($M = 1.44$) and who perceived their parents as permissive indulgent ($M = 1.37$). Differences between other groups were not found as significant.



CHAPTER V

DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

This chapter presents discussion of the results that were reported in the present chapter, their implications and recommendations for future studies.

5.1. Discussions of the Findings

The purpose of the study is to investigate the differences between self-esteem scores of female and male students who perceived their parents as authoritative, authoritarian, permissive indulgent, permissive neglectful and undifferentiated.

The result of the ANOVA applied to self-esteem scores of the high school students revealed a significant main effect for the parenting style groups. The comparisons made between the means of self-esteem scores of five groups showed that those who perceived their parents as authoritarian significantly differed from those who perceived their parents as authoritative and permissive indulgent. In other words, the results of the present study indicated that those who perceived their

parents as authoritarian have a relatively low level of self-esteem as compared to those who perceived their parents as authoritative and permissive indulgent.

These findings of the present study seemed to be consistent with the studies in the literature. For example, Lamborn and colleagues (1991) found that authoritatively and permissive indulgently reared adolescents' self-reliance was not different but higher than the authoritarianly reared adolescents. The results of several other studies (Buri et al, 1988, cited in Buri, 1991; Duru, 1995; Herz et al., 1999; Aunola et al., 2000; Carlson et al., 2000) revealed that adolescents from authoritative homes have higher self-esteem. Moreover, in a longitudinal study Lamborn et al. (1994) stated that authoritatively reared adolescents' self-reliance continue to improve over the years.

Furthermore, the findings of the present study indicating that adolescents who reported their parents as permissive indulgent had a higher level of self-esteem than adolescents who reported their parents as authoritarian seemed to be partly supported since the findings are not consistent in the literature. Cardinalli et al. (2001), for example, stated that adolescents' self-esteem was higher among those who perceived their parents as permissive than those who perceived their parents as authoritarian. Similarly, in Turkey, Sümer and Güngör (1999) found that university students who perceived their parents as permissive indulgent had a higher level self-esteem as compared to those who perceived their parents as authoritarian. On the contrary, Aunola et al., (2000) reported that authoritarian and permissive indulgent parenting styles were not different with respect to self-esteem of the adolescents. In another

study (Buri et al., 1988 cited in Buri, 1991) authoritarianism was found to be negatively associated with the self-esteem but no relationship was found between permissiveness and self-esteem. Based on these findings it can be concluded that the relation between permissive indulgent parenting style and self-esteem seemed to need further investigations.

In general, the results of the present study revealing that adolescents from authoritative and permissive indulgent home have a higher level of self-esteem might be interpreted in terms of the definitions of the dimensions of the parenting styles. As mentioned earlier, authoritative parenting style is high on the acceptance/involvement and strictness/supervision; permissive indulgent parenting style is high in acceptance/involvement but low in strictness/supervision dimensions. However, authoritarian parenting style is low in acceptance/involvement and high in strictness/supervision dimensions. As it is seen, acceptance/involvement is a more important factor that differentiates authoritative and indulgent permissive parenting style than the authoritarian parenting style. Strictness/supervision is the characteristic of the authoritarian parenting style. In conclusion, according to contributing factors of authoritarian style, it can be argued that control and lack of acceptance of the children have negative effects on adolescents' self-esteem.

In the present study, the main effects of both gender and group gender interaction were not significant. The literature generally supports that adolescent boys have a higher level of self-esteem than adolescents girls (Aunola et al., 2000; Quatman & Watson, 2001). However, there are other studies conducted both abroad

(Benjet & Hernandez-Guzman, 2001) and in Turkey that failed to find out significant gender differences in self-esteem. For example, in Turkey, Duru (1995) and Çanakcı (2000) stated no gender differences in self-esteem. Regarding parenting styles and gender interaction Aunola et al.,(2000) also reported no significant interaction effect similar to the findings of the present study. In general, it can be concluded that gender difference in self-esteem of adolescents and its relation to parenting styles seemed to be questionable and also needed further investigations.

5.2. Implications

The findings of the present study may provide significant implications for school counselors.

The result of the study showed that parents' parenting styles continue to play an important role in the life of the high school students. The study showed that authoritative and permissive parenting styles affect the adolescents' self-esteem positively. As it is known, consultation with parents or parent counseling is the important part of the school guidance and counseling service. In this sense, school counselors by using the knowledge of parenting styles can better understand parents' child rearing practices and their consequences in students' self-esteem during consultation. In addition, in counseling intervention programs with parents counselors may enhance authoritative and permissive parenting styles that can positively affect adolescents' self-esteem. For example, as a preventive strategy,

school counselors can provide parent training programs or parent involvement programs in schools.

Moreover, in the light of the present findings, school counselors can better understand the factors that effect the parents' child-rearing styles, and develop counseling programs for both students and parents accordingly.

5.3. Recommendations

On the basis of the findings of the present study followings are recommended for future studies.

1. The present study is conducted in Yenimahalle district in Ankara, so a replication of the study in a different region of Turkey is needed.

2. Students might be asked to respond to the Parenting Style Inventory separately for their fathers and mothers.

3. The present study measured adolescents' perception of parenting styles. The replication of the study can also be made by collecting data directly from parents.

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APPENDICES

APPENDIX A
ROSENBERG SELF-ESTEEM SCALE (RSS)

Aşağıdaki ifadelerin altında yer alan seçeneklerden size uygun gelen tek bir seçeneği işaretleyiniz.

1-Kendimi en az diğer insanlar kadar değerli bulurum.

- a) Çok doğru
- b) Doğru
- c) Yanlış
- d) Çok yanlış

2-Bazı olumlu özelliklerimin olduğunu düşünüyorum

- a) Çok doğru
- b) Doğru
- c) Yanlış
- d) Çok yanlış

3-Genelde kendimi başarısız bir kişi olarak görme eğilimindeyim.

- a) Çok doğru
- b) Doğru
- c) Yanlış
- e) Çok yanlış

4-Ben de diğler insanların birçoğunun yapabileceğı kadar bir şeyler yapabilirim.

- a) Çok doğru
- b) Doğru
- c) Yanlış
- d) Çok yanlış

5-Kendimde gurur duyacak fazla bir şey bulamıyorum.

- a) Çok doğru
- b) Doğru
- c) Yanlış
- d) Çok yanlış

6-Kendime karşı olumlu bir tutum içindeyim.

- a) Çok doğru
- b) Doğru
- c) Yanlış
- d) Çok yanlış

7-Genel olarak kendimden memnunum.

- a) Çok doğru
- b) Doğru
- c) Yanlış
- d) Çok yanlış

8-Kendime karşı daha fazla saygı duyabilmeyi isterdim.

- a) Çok doğru
- b) Doğru
- c) Yanlış

d) Çok yanlış

9-Bazen kendimi kesinlikle bir işe yaramadığımı düşünüyorum.

a) Çok doğru

b) Doğru

c) Yanlış

d) Çok yanlış

10-Bazen kendimin hiç de yeterli bir insan olmadığımı düşünüyorum.

a) Çok doğru

b) Doğru

c) Yanlış

d) Çok yanlış

APPENDIX B

PARENTING STYLE INVENTORY (PSI)

Lütfen aşağıdaki sorulara kendi anne ve babanızı düşünerek dikkatli okuyunuz.

Aşağıdaki durumun anne ve babanızın davranışına ne kadar benzediğini düşünün.

Eğer **TAMAMEN BENZİYORSA** aşağıdaki cümlelerin başındaki kutunun içine 4;

BİRAZ BENZİYORSA 3;

BENZEMİYORSA 2;

HİÇ BENZEMİYORSA 1;

	1-Herhangi bir sorunum olduğunda, eminim annem ve babam bana yardım ederler.
	2-Annem ve babam büyüklerle tartışmam gerektiğini söylerler.
	3-Annem ve babam yaptığım her şeyin en iyisini yapmam için beni zorlarlar.
	4-Annem ve babam herhangi bir tartışma sırasında başkalarını kızdırmamak için, susmam gerektiğini söylerler.
	5-Annem ve babam bazı konularda “sen kendin karar” ver derler.
	6-Derslerimden ne zaman düşük not alsam, annem ve babam kızar.

	7- Ders çalışırken anlayamadığım bir şey olduğunda, annem ve babam bana yardım ederler.
	8-Annem ve babam kendi görüşlerinin doğru olduğunu, bu görüşleri onlarla tartışmamam gerektiğini söylerler.
	9-Annem ve babam benden bir şey yapmamamı istediklerinde, niçin bunu yapmamam gerektiğini de açıklarlar.
	10-Annem ve babamla her tartıştığım da bana “büyüdüğün zaman anlarsın” derler
	11-Derslerimden düşük not aldığım da annem ve babam beni daha çok çalışmam için desteklerler.
	12-Annem ve babam yapmak istediklerim konusunda kendi kendime karar vermeme izin verirler.
	13-Annem ve babam arkadaşlarımı tanırlar.
	14-Annem ve babam istemekleri bir şey yaptığım da, bana karşı soğuk davranırlar ve küserler.
	15-Annem ve babam sadece benimle konuşmak için zaman ayırırlar.
	16-Derslerimden düşük notlar aldığım da, annem ve babam öyle davranırlar ki suçluluk duyar ve utanırım.
	17-Ailemle birlikte hoşça vakit geçiririz.
	18-Annemi ve babamı kızdıracak bir şey yaptığım da, onlarla birlikte yapmak istediğim şeyleri yapmama izin vermezler.

Aşağıdaki her ifadenin yanında bulunan kutulardan sadece size uygun olanının içine çarpı (X) işareti koyunuz.

19-Genel olarak annen ve baban okul zamanı hafta içinde gece arkadaşlarıyla bir yere gitmene izin verirler mi?

Evet	
------	--

Hayır	
-------	--

Eğer cevabınız Evet ise, aşağıdaki soruyu cevaplayınız.

Hafta içinde engeç saat kaç kadar gece dışarıda kalmanıza izin verilir (Pazartesi-Cuma arası)?

8.00'den önce

10.00-10.59 arası

8.00-8.59 arası

11.00 ya da daha geç

9.00-9.59 arası

İstediğim saate kadar

20-Genel olarak annen ve baban hafta sonları gece arkadaşlarıyla bir yere gitmene izin verirler mi?

Evet	
------	--

Hayır	
-------	--

Eğer cevabınız Evet ise, aşağıdaki soruları cevaplayınız.

Haftanın Cuma ya da Cumartesi akşamları en geç saat kaç kadar gece dışarıda kalmanıza izin verirler?

8.00'den önce

10.00-10.59 arası

8.00-8.59 arası

11.00 ya da daha geç

9.00-9.59 arası

İstediğim saate kadar

Annen ve baban aşağıdakileri öğrenmek için ne kadar çaba gösterirler?

	Hiç çaba göstermez	Çok az çaba gösterir	Çok çaba gösterir
21-Eğer gece bir yere gittiysen nereye gittiğini			
22-Boş zamanlarınızda ne yaptığını,			
23-Okuldan çıktıktan sonra ne yaptığını,			

Annen ve baban aşağıdakiler hakkında ne kadar bilgiler vardır?

	Bilgileri yoktur	Çok az bilgileri vardır	Çok bilgileri vardır
24-Eğer gece bir yere gittiysen nereye gittiğin,			
25-Boş zamanlarında ne yaptığın,			
26-Okuldan çıktıktan sonra nereye gittiğin,			

APPENDIX C
DEMOGRAPHIC INVENTORY (DI)

Aşağıda sizinle ilgili bazı bilgiler sorulmaktadır. Lütfen ilgili kutucuklara (X) işareti koyarak yada boşlukları doldurarak soruları cevaplayınız. Verdiğiniz cevaplar yalnız araştırma amacıyla kullanılacak ve kesinlikle gizli tutulacaktır. Yardımlarınız için teşekkür ederim.

Aygül TUNÇ

- 1-Okulunuzun adı: 2-Sınıfınız:
- 3-Yaşınız : 4-Cinsiyetiniz: () Kız () Erkek
- 5-Kaç kardeşiniz var (kendiniz hariç) (Sayısını cinsiyeti ile birlikte belirtiniz):
.....
- 6-Kaçıncı çocuğunuz?.....
- 7-Anne-babanızın eğitim durumun aşağıdaki seçeneklere göre belirtiniz.
- | | <u>Okur-yazar değil</u> | <u>Okur-yazar</u> | <u>İlkokul</u> | <u>Ortaokul</u> | <u>Lise</u> | <u>Üniversite</u> | <u>Ünv.Üstü</u> |
|-------------|-------------------------|-------------------|----------------|-----------------|-------------|-------------------|-----------------|
| <u>Anne</u> | () | () | () | () | () | () | () |
| <u>Baba</u> | () | () | () | () | () | () | () |
- 8-Annelerinizin mesleği: Babanızın mesleği:

9-Aşağıdaki seçeneklerde anne ve babanız için uygun olanını seçiniz.

	<u>Tam zamanlı çalışıyor</u>	<u>Yarım zamanlı çalışıyor</u>	<u>Çalışmıyor</u>
Anne	()	()	()
<u>Baba</u>	()	()	()

10-Ailenize giren toplam geliri (maaş,ücret,kira vb.) aşağıdaki seçeneklere göre belirtiniz.

- () Ortalamanın çok altında
() Ortalamanın altında
() Ortalama
() Ortalamanın üstünde
() Ortalamanın çok üstünde

11-Ailede anne,baba ve kardeşler dışında yaşayan var mı?

Evet () Hayır ()

Evet ise kimler belirtiniz:

12-Aşağıdaki seçeneklerden size uygun olan seçeneğin yanındaki kutucuğa (x) işareti koyunuz.

a-() Birlikte yaşıyorlar

b-() Boşandılar Süresini belirtiniz:

c-() Ayrı yaşıyorlar Süresini belirtiniz:

d-() Annem öldü Süresini belirtiniz:

e-() Babam öldü Süresini belirtiniz:

b,c,d,e seçeneklerinden birini işaretlediyseniz, halen kiminle ve kimlerle yaşadığınızı belirtiniz.

.....

13-Okul başarınızı aşağıdaki seçeneklere göre değerlendiriniz.

<u>Başarısız</u>	<u>Az başarılı</u>	<u>Orta</u>	<u>Başarılı</u>	<u>Çok başarılı</u>
()	()	()	()	()



**T.C. YÜKSEKÖĞRETİM KURULU
DOKÜMANTASYON MERKEZİ**