

ASSOCIATIONS OF PSYCHOLOGICAL PROBLEMS WITH PARENTAL  
ACCEPTANCE-REJECTION, SOCIAL SUPPORT, AND LOCUS OF  
CONTROL: A STUDY CONDUCTED WITH ADOLESCENTS

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## **ABSTRACT**

### **ASSOCIATIONS OF PSYCHOLOGICAL PROBLEMS WITH PARENTAL ACCEPTANCE-REJECTION, SOCIAL SUPPORT, AND LOCUS OF CONTROL: A STUDY CONDUCTED WITH ADOLESCENTS**

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The aim of the present study was to examine the associations between demographic variables, parental acceptance-rejection (PAR), social support (SS), locus of control (LC), and psychological problems with adolescents. The study consisted of 375 high school students (215 females and 160 males) from three different high schools in Ankara whose age range between 14-18. Furthermore, 134 of students' both parents, 18 of students' only mothers, and 5 of students' only fathers participated into the study. A questionnaire packet (Parental Acceptance-Rejection Questionnaire/Control: Child Version, Personality Assessment Questionnaire: Child Version, Positive Affect Negative Affect Schedule, Social Support Appraisals Scale for Children, Nowicki-Strickland Locus of Control Scale for Children) was administered to the students and Conners' Parent Rating Scale was filled by both mothers and fathers. The results revealed that after controlling the effect of demographic variables, SS from family was positively associated with positive affect and negatively with externalizing problems and psychological maladjustment (PM). After controlling the effects of demographic variables and SS, internal LC was positively

associated with positive affect and impulsivity/hyperactivity and external LC with PM. Moreover, controlling the effects of demographic variables, SS and LC, maternal hostility/aggression was positively associated with PM; maternal undifferentiated rejection with negative affect, conduct problem and oppositional defiant disorder; paternal warmth/affection with positive affect and learning problem; paternal indifference/neglect with impulsivity/hyperactivity and paternal undifferentiated rejection with oppositional defiant disorder. The findings of the study were discussed in the light of the literature. Additionally, limitations and implications of the study and suggestions for future researches were stated.

**Keywords:** Psychological Problems, Parental Acceptance-Rejection, Social Support, Locus of Control, Adolescence

## ÖZ

# PSİKOLOJİK PROBLEMLER İLE EBEVEYN KABUL-REDDİ, SOSYAL DESTEK VE DENETİM ODAĞI ARASINDAKİ İLİŞKİİNİN İNCELENMESİ: ERGENLER ÜZERİNE YAPILMIŞ BİR ÇALIŞMA

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Bu çalışmanın amacı demografik değişkenler, ebeveyn kabul-reddi, sosyal destek, denetim odağı ve psikolojik problemler arasındaki ilişkileri araştırmaktır. Çalışmada yaşıları 14 ile 18 arasında değişen Ankara'da üç farklı lisede öğrenim gören 375 lise öğrencisi yer almıştır (215 kız ve 160 erkek). Bunun yanı sıra, çalışmaya 134 öğrencinin hem annesi hem babası, 18 öğrencinin annesi ve 5 öğrencinin babası katıldı. Öğrencilere Ebeveyn Kabul-Red/Kontrol Ölçeği: Çocuk Formu, Kişilik Değerlendirme Ölçeği: Çocuk Formu, Pozitif ve Negatif Duygu Durum Ölçeği, Çocuklar için Sosyal Desteği Değerlendirme Ölçeği, Nowicki-Strickland Çocuklar için İç-Dış Denetim Odağı Ölçeği'ni içeren bir anket paketi uygulanmıştır. Ayrıca, Conners' Ana Baba Derecelendirme Ölçeği ebeveynler tarafından doldurulmuştur. Çalışmanın sonuçlarına göre, demografik değişkenlerin etkisi kontrol edildikten sonra aileden algılanan sosyal destek pozitif duygusal durumu ile pozitif yönde, dışsal problemlerle ve psikolojik uyumsuzluk ile negatif yönde ilişkili bulunmuştur. Demografik değişkenler ile sosyal desteğin etkileri kontrol edildikten sonra içsel denetim odağı pozitif duygusal durumu ve ataklık/hiperaktivite ile; dışsal denetim odağı da psikolojik uyumsuzluk ile pozitif yönde ilişkili bulunmuştur. Demografik değişkenler,

sosyal destek ve denetim odağının etkileri kontrol edildikten sonra, anneden algılanan düşmanlık/saldırganlık psikolojik uyum ile; ayrılmamış red negatif duygusal durumu, davranışsal bozukluğu ve karşıt gelme bozukluğu ile pozitif yönde ilişkili bulunmuştur. Babadan algılanan sıcaklık/şefkat pozitif duygusal durumu ve öğrenme problemi ile; kayıtsızlık/ihmal ataklık/hiperaktivite ile; ayrılmamış red ise karşıt gelme bozukluğu ile pozitif yönde ilişkili bulunmuştur. Elde edilen bulgular literatür ışığında tartışılmıştır. Bunun yanı sıra, çalışmanın sınırlılıklarına, klinik uygulamalara katmasına ve sonraki çalışmalara dair önerilere değinilmiştir.

**Anahtar Kelimeler:** Psikolojik Problemler, Ebeveyn Kabul-Red, Sosyal Destek, Denetim Odağı, Ergenlik

*To my dear husband Ali Çolak,  
to my parents Sakine-Reşit,  
to my siblings Çiğdem, Gazi, Murat,  
&  
to my hometown...*

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## TABLE OF CONTENTS

|   |      |
|---|------|
| PLAGIARISM .....  | iii  |
| ABSTRACT .....  | iv   |
| ÖZ.....   | vi   |
| DEDICATION .....  | viii |
| ACKNOWLEDGMENTS.....  | iv   |
| TABLE OF CONTENTS .....   | vi   |
| LIST OF TABLES .....  | xix  |
| LIST OF FIGURES.....  | xxi  |
| CHAPTER   |      |
| 1. INTRODUCTION.....  | 1    |
| 1.1 General Introduction .....  | 1    |
| 1.2 Parental Acceptance-Rejection Theory (PARTheory) .....              | 2    |
| 1.2.1 The Warmth Dimension of Parental Acceptance-Rejection .....       | 3    |
| 1.2.2 Personality Sub-theory of Parental Acceptance and Rejection ..... | 6    |
| 1.3 Parental Acceptance-Rejection and Psychological Problems .....      | 8    |
| 1.3.1 Psychological Adjustment and Affect .....                         | 8    |
| 1.3.2 Externalizing Problems .....                                      | 13   |
| 1.4 Social Support .....  | 17   |
| 1.5 Locus of Control .....  | 20   |
| 1.6 Aims of the Study .....   | 22   |

|  |           |
|--|-----------|
| <b>2. METHOD .....</b>   | <b>24</b> |
| <b>2.1 Participants .....</b>  | <b>24</b> |
| <b>2.2 Instruments .....</b>   | <b>26</b> |
| <b>2.2.1 Parental Acceptance-Rejection Questionnaire/Control:<br/>            Child version (Child PARQ/C) .....</b>   | <b>27</b> |
| <b>2.2.2 Personality Assessment Questionnaire: Child version<br/>            (Child PAQ) .....</b>   | <b>29</b> |
| <b>2.2.3 Positive Affect Negative Affect Schedule (PANAS).....</b>   | <b>30</b> |
| <b>2.2.4 Conners' Parent Rating Scale (CPRS) .....</b>   | <b>30</b> |
| <b>2.2.5 Social Support Appraisals Scale for Children (SSAS).....</b>  | <b>31</b> |
| <b>2.2.6 Nowicki-Strickland Locus of Control Scale for Children<br/>            (NSLCS).....</b>   | <b>32</b> |
| <b>2.3 Procedure.....</b>  | <b>32</b> |
| <b>2.4 Statistical Analysis .....</b>  | <b>33</b> |
| <b>3. RESULT .....</b>   | <b>34</b> |
| <b>3.1 Factor Analysis for Nowicki-Strickland Locus of Control<br/>        Scale (NSLCS) .....</b>   | <b>34</b> |
| <b>3.2 Descriptive Information for Measures of the Study .....</b>   | <b>35</b> |
| <b>3.3 Differences of Demographic Variables on the Measures of the Study ....</b>  | <b>37</b> |
| <b>3.3.1 Differences of Demographic Variables on the Child<br/>            Parental Acceptance-Rejection/Control: Mother Form<br/>            (Child PAR/C: Mother Form) .....</b> | <b>38</b> |
| <b>3.3.1.1 Influence of Age on Child Parental Acceptance-<br/>                Rejection/Control: Mother Form (Child PAR/C:<br/>                Mother Form) .....</b>              | <b>39</b> |
| <b>3.3.1.2 Influence of Gender on Child Parental Acceptance-<br/>                Rejection/Control: Mother Form (Child PAR/C:<br/>                Mother Form) .....</b>           | <b>39</b> |

|  |    |
|--|----|
| 3.3.1.3 Influence of Number of Sibling on Child Parental Acceptance-Rejection/Control: Mother Form<br>(Child PAR/C: Mother Form) .....     | 40 |
| 3.3.1.4 Influence of Grade on Child Parental Acceptance-Rejection/Control: Mother Form (Child PAR/C: Mother Form) .....                    | 42 |
| 3.3.1.5 Influence of School on Child Parental Acceptance-Rejection/Control: Mother Form (Child PAR/C: Mother Form) .....                   | 43 |
| 3.3.1.6 Influence of Mother's Education on Child Parental Acceptance-Rejection/Control: Mother Form<br>(Child PAR/C: Mother Form) .....    | 44 |
| 3.3.1.7 Influence of Income on Child Parental Acceptance-Rejection/Control: Mother Form (Child PAR/C: Mother Form) .....                   | 45 |
| 3.3.2 Differences of Demographic Variables on Child Parental Acceptance-Rejection/Control: Father Form<br>(Child PAR/C: Father Form) ..... | 46 |
| 3.3.2.1 Influence of Age on Child Parental Acceptance-Rejection/Control: Father Form (Child PAR/C: Father Form).....                       | 46 |
| 3.3.2.2 Influence of Gender on Child Parental Acceptance-Rejection/Control: Father Form (Child PAR/C: Father Form).....                    | 48 |
| 3.3.2.3 Influence of Number of Sibling on Child Parental Acceptance-Rejection/Control: Father Form<br>(Child PAR/C: Father Form) .....     | 49 |
| 3.3.2.4 Influence of Grade on Child Parental Acceptance-Rejection/Control: Father Form (Child PAR/C: Father Form).....                     | 50 |
| 3.3.2.5 Influence of School on Child Parental Acceptance-Rejection/Control: Father Form (Child PAR/C: Father Form).....                    | 52 |

|   |    |
|---|----|
| 3.3.2.6 Influence of Father's Education on Child Parental Acceptance-Rejection/Control: Father Form<br>(Child PAR/C: Father Form) ..... | 52 |
| 3.3.2.7 Influence of Income on Child Parental Acceptance-Rejection/Control: Father Form (Child PAR/C: Father Form).....                 | 53 |
| 3.3.3 Differences of Demographic Variables on the Psychological Maladjustment(PM) .....   | 53 |
| 3.3.3.1 Influence of Age on Psychological Maladjustment .....   | 53 |
| 3.3.3.2 Influence of Gender on Psychological Maladjustment .....  | 54 |
| 3.3.3.3 Influence of Number of Siblings on Psychological Maladjustment.....   | 56 |
| 3.3.3.4 Influence of Grade on Psychological Maladjustment .....   | 58 |
| 3.3.3.5 Influence of School on Psychological Maladjustment .....  | 58 |
| 3.3.3.6 Influence of Income on Psychological Maladjustment .....  | 59 |
| 3.3.3.7 Influence of Mother's Education on Psychological Maladjustment .....  | 59 |
| 3.3.3.8 Influence of Father's Education on Psychological Maladjustment.....   | 61 |
| 3.3.4 Differences of Demographic Variables on the Social Support .....  | 61 |
| 3.3.4.1 Influence of Age on Social Support .....  | 61 |
| 3.3.4.2 Influence of Gender on Social Support .....   | 62 |
| 3.3.4.3 Influence of Number of Siblings on Social Support .....   | 63 |
| 3.3.4.4 Influence of Grade on Social Support .....  | 64 |
| 3.3.4.5 Influence of School on Social Support.....  | 64 |
| 3.3.4.6 Influence of Income on Social Support.....  | 65 |

|  |    |
|--|----|
| 3.3.4.7 Influence of Mother's Education on Social Support .....                                      | 65 |
| 3.3.4.8 Influence of Father's Education on Social Support .....                                      | 66 |
| 3.3.5 Differences of Demographic Variables on the Conners' Parent Rating Scale (Mother Report) ..... | 66 |
| 3.3.5.1 Influence of Age on Conners' Parent Rating Scale (Mother Report).....                        | 66 |
| 3.3.5.2 Influence of Gender on Conners' Parent Rating Scale (Mother Report).....                     | 67 |
| 3.3.5.3 Influence of Number of Siblings on Conners' Parent Rating Scale (Mother Report) .....        | 68 |
| 3.3.5.4 Influence of Grade on Conners' Parent Rating Scale (Mother Report).....                      | 68 |
| 3.3.5.5 Influence of School on Conners' Parent Rating Scale (Mother Report).....                     | 69 |
| 3.3.5.6 Influence of Income on Conners' Parent Rating Scale (Mother Report).....                     | 70 |
| 3.3.5.7 Influence of Mother's Education on Conners' Parent Rating Scale (Mother Report) .....        | 70 |
| 3.3.5.8 Influence of Father's Education on Conners' Parent Rating Scale (Mother Report) .....        | 72 |
| 3.3.6 Differences of Demographic Variables on the Conners' Parent Rating Scale (Father Report).....  | 71 |
| 3.3.6.1 Influence of Age on Conners' Parent Rating Scale (Father Report) .....                       | 71 |
| 3.3.6.2 Influence of Gender on Conners' Parent Rating Scale (Father Report) .....                    | 71 |
| 3.3.6.3 Influence of Number of Siblings on Conners' Parent Rating Scale (Father Report) .....        | 72 |
| 3.3.6.4 Influence of Grade on Conners' Parent Rating Scale (Father Report) .....                     | 72 |

|  |    |
|--|----|
| 3.3.6.5 Influence of School on Conners' Parent Rating Scale<br>(Father Report) .....                 | 73 |
| 3.3.6.6 Influence of Income on Conners' Parent Rating Scale<br>(Father Report) .....                 | 73 |
| 3.3.6.7 Influence of Mother's Education on Conners' Parent Rating Scale (Father Report).....         | 73 |
| 3.3.6.8 Influence of Father's Education on Conners' Parent Rating Scale (Father Report).....         | 73 |
| 3.3.7 Differences of Demographic Variables on the Locus of Control.....                              | 74 |
| 3.3.7.1 Influence of Age on Locus of Control .....   | 74 |
| 3.3.7.2 Influence of Gender on Locus of Control .....  | 75 |
| 3.3.7.3 Influence of Number of Siblings on Locus of Control.....                                     | 75 |
| 3.3.7.4 Influence of Grade on Locus of Control .....   | 75 |
| 3.3.7.5 Influence of School on Locus of Control .....  | 76 |
| 3.3.7.6 Influence of Income on Locus of Control .....  | 77 |
| 3.3.7.7 Influence of Mother's Education on Locus of Control .....                                    | 77 |
| 3.3.7.8 Influence of Father's Education on Locus of Control.....                                     | 77 |
| 3.3.8 Differences of Demographic Variables on Mood .....   | 77 |
| 3.3.8.1 Influence of Age on The Positive Affect Negative Affect Schedule (PANAS) .....               | 78 |
| 3.3.8.2 Influence of Gender on The Positive Affect Negative Affect Schedule (PANAS) .....            | 78 |
| 3.3.8.3 Influence of Number of Siblings on The Positive Affect Negative Affect Schedule (PANAS)..... | 79 |
| 3.3.8.4 Influence of Grade on The Positive Affect Negative Affect Schedule (PANAS) .....             | 79 |

|   |    |
|---|----|
| 3.3.8.5 Influence of School on The Positive Affect Negative<br>Affect Schedule (PANAS) .....            | 80 |
| 3.3.8.6 Influence of Income on The Positive Affect Negative<br>Affect Schedule (PANAS) .....            | 80 |
| 3.3.8.7 Influence of Mother's Education on The Positive Affect<br>Negative Affect Schedule (PANAS)..... | 80 |
| 3.3.8.8 Influence of Father's Education on The Positive Affect<br>Negative Affect Schedule (PANAS)..... | 80 |
| 3.4 Correlation Coefficients between Groups of Variables .....  | 81 |
| 3.5 Factors Associated With Psychological Problems .....  | 86 |
| 3.5.1 Factors Associated with Psychological Maladjustment .....   | 86 |
| 3.5.2 Factors Associated with Positive Affect .....   | 88 |
| 3.5.3 Factors Associated with Negative Affect.....  | 90 |
| 3.5.4 Factors Associated with Conduct Problems Reported<br>by Mother .....                              | 91 |
| 3.5.5 Factors Associated with Impulsivity/Hyperactivity Reported<br>by Mother .....                     | 92 |
| 3.5.6 Factors Associated with Learning Problem Reported<br>by Mother .....                              | 93 |
| 3.5.7 Factors Associated with Oppositional Defiant Problems<br>Reported by Mother .....                 | 94 |
| 3.5.8 Factors Associated with Conduct Problems Reported<br>by Father.....                               | 95 |
| 3.5.9 Factors Associated with Impulsivity/Hyperactivity Reported<br>by Father.....                      | 96 |
| 3.5.10 Factors Associated with Learning Problem Reported<br>by Father.....                              | 96 |
| 3.5.11 Factors Associated with Oppositional Defiant Problems  |    |

|  |            |
|--|------------|
| Reported by Father .....   | 97         |
| <b>4. DISCUSSION .....</b>   | <b>102</b> |
| 4.1 Review of the Hypotheses.....  | 102        |
| 4.2 Findings Related to Differences of Demographic Variables on the<br>Parental Acceptance-Rejection/Control ..... | 103        |
| 4.3 Findings Related to Differences of Demographic Variables on the<br>Psychological Problems .....                | 105        |
| 4.4 Findings Related to Differences of Demographic Variables on the<br>Social Support and Locus of Control .....   | 106        |
| 4.5 Findings Related to Correlation Coefficients between Groups of<br>Variables.....                               | 107        |
| 4.6 Findings Related to Multiple Regression Analyses .....   | 107        |
| 4.7 Limitations of the Study .....   | 110        |
| 4.8 Clinical Implications of the Study .....   | 111        |
| 4.9 Suggestions for Future Research.....   | 111        |
| <b>REFERENCES .....</b>  | <b>112</b> |
| <b>APPENDICES</b>  |            |
| A. THE QUESTIONNAIRE PACKAGE FOR CHILDREN .....  | 120        |
| B. THE QUESTIONNAIRE PACKAGE FOR PARENTS .....   | 145        |

| <b>LIST OF TABLES</b>  |    |
|--|----|
| TABLES   |    |
| Table 2.1 Demographic Characteristic of the Participants.....                          | 26 |
| Table 3.1 Factor analysis of Conners' Parent Rating Scale .....                        | 35 |
| Table 3.2 Descriptive Information for the Measures .....                               | 36 |
| Table 3.3 Categorization of the Demographic Variables.....                             | 38 |
| Table 3.4 MANOVA for Maternal Acceptance-Rejection/Control and Gender.....             | 40 |
| Table 3.5 MANOVA for Maternal Acceptance-Rejection/Control and Number of Siblings..... | 42 |
| Table 3.6 MANOVA for Maternal Acceptance-Rejection/Control and School .....            | 44 |
| Table 3.7 MANOVA for Maternal Acceptance-Rejection/Control and Mother's Education..... | 45 |
| Table 3.8 MANOVA for Maternal Acceptance-Rejection/Control and Income .....            | 46 |
| Table 3.9 MANOVA for Paternal Acceptence-Rejection/Control and Age .....               | 48 |
| Table 3.10 MANOVA for Paternal Acceptence-Rejection/Control and Gender.....            | 49 |
| Table 3.11 MANOVA for Paternal Acceptence-Rejection/Control and Grade.....             | 51 |
| Table 3.12 MANOVA for Pyschological Maladjustment and Gender .....                     | 55 |
| Table 3.13 MANOVA for Pyschological Maladjustment and Sibling .....                    | 57 |
| Table 3.14 MANOVA for Pyschological Maladjustment and Mother's Education .....         | 60 |
| Table 3.15 MANOVA for Social Support and Gender.....                                   | 63 |
| Table 3.16 MANOVA for Social Support and Sibling .....                                 | 64 |
| Table 3.17 MANOVA for Conners' Parent Rating Scale and Gender .....                    | 67 |
| Table 3.18 MANOVA for Conners' Parent Rating Scale and Grade .....                     | 69 |

|   |     |
|---|-----|
| Table 3.19 MANOVA for Conners' Parent Rating Scale and Father's Education .....                       | 71  |
| Table 3.20 MANOVA for Conners' Parent Rating Scale and Gender .....                                   | 72  |
| Table 3.21 MANOVA for Locus of Control and Age .....  | 74  |
| Table 3.22 MANOVA for Locus of Control and Grade .....  | 76  |
| Table 3.23 MANOVA for Positive Affect and Gender .....  | 79  |
| Table 3.24 Correlations of the Study Variables .....  | 83  |
| Table 3.25 Associates of Psychological Maladjustment.....   | 88  |
| Table 3.26 Associates of Positive Affect .....  | 90  |
| Table 3.27 Associates of Negative Affect.....   | 91  |
| Table 3.28 Associates of Conduct Problem Reported by Mother.....                                      | 92  |
| Table 3.29 Associates of Impulsivity/Hyperactivity Reported by Mother .....                           | 93  |
| Table 3.30 Associates of Learning Problem Reported by Mother.....                                     | 94  |
| Table 3.31 Associates of Oppositional Defiant Problem Reported by Mother.....                         | 95  |
| Table 3.32 Associates of Conduct Problem Reported by Father .....                                     | 96  |
| Table 3.33 Associates of Impulsivity/Hyperactivity Reported by Father .....                           | 96  |
| Table 3.34 Associates of Learning Problem Reported by Father .....                                    | 97  |
| Table 3.35 Associates of Oppositional Defiant Problem Reported by Father .....                        | 98  |
| Table 3.36 General Summary of Differences of Demographic Variables on the Measures of the Study ..... | 99  |
| Table 3.37 General Summary of Hierarchical Regression Analyses .....                                  | 101 |

## **LIST OF FIGURES**

### **FIGURES**

|   |    |
|---|----|
| Figure 1.1 The Warmth Dimension of Parenting .....  | 5  |
| Figure 3.1 Mean of Mother Control Scores for Male and Female Participants .....   | 40 |
| Figure 3.2 Mean of Perceived Maternal Rejection for Number of Siblings .....  | 41 |
| Figure 3.3 Mean of Mother Warmth/Affection and Indifference/Neglect Scores of Participants with Different Numbers of Siblings ..... | 42 |
| Figure 3.4 Mean of Perceived Maternal Rejection for Different Grades .....  | 43 |
| Figure 3.5 Mean of Mother Control Scores of Participants Having Mothers with Different Education Levels .....                       | 45 |
| Figure 3.6 Mean of Perceived Paternal Rejection for Age.....  | 47 |
| Figure 3.7 Mean of Father Warmth/Affection Scores of Participants with Different Ages .....   | 48 |
| Figure 3.8 Mean of Father Control Scores of Male and Female Participants .....  | 49 |
| Figure 3.9 Mean of Paternal Rejection Scores of Participants from Different Grades.....   | 50 |
| Figure 3.10 Mean of Father Warmth/Affection and Undifferentiated Rejection Scores of Participants from Different Grades .....       | 52 |
| Figure 3.11 Mean of Psychological Maladjustment Scores of Male and Female Participants .....  | 54 |
| Figure 3.12 Mean of Dependency and Emotional Instability Scores of Male and Female Participants .....                               | 56 |
| Figure 3.13 Mean of Psychological Maladjustment Scores of Participants with Different Number of Siblings.....                       | 56 |

|  |    |
|--|----|
| Figure 3.14 Mean of Emotional Unresponsiveness and Emotional Instability Scores of Participants with Different Numbers of Siblings ..... | 58 |
| Figure 3.15 Mean of Emotional Unresponsiveness Scores of Participants Having Mothers with Different Education Levels .....               | 60 |
| Figure 3.16 Mean of Perceived Global SS Scores of Male and Female Participants .....   | 62 |
| Figure 3.17 Mean of SS Friend Scores of Male and Female Participants .....   | 63 |
| Figure 3.18 Mean of Impulsivity/Hyperactivity Scores of Male and Female Participants .....   | 68 |
| Figure 3.19 Mean of Learning Problem Scores of Different Grades .....  | 69 |
| Figure 3.20 Mean of Internal Locus of Control Scores of Participants with Different Ages .....   | 75 |
| Figure 3.21 Mean of Internal Locus of Control Scores of Participants with Different Grades .....   | 76 |
| Figure 3.22 Mean of Positive Affect Scores of Male and Female Participants .....   | 79 |

# **CHAPTER 1**

## **INTRODUCTION**

### **1.1 General Introduction**

Adolescence is a period of time between 11 to 20 years and a bridge between childhood and adulthood (Berk, 2000). Adolescents tend to experience a number of problems, like depression, externalizing problems, psychological adjustment, lawbreaking, suicide, in that period (Berk, 2000). Numerous studies have been conducted to find out the antecedents and correlates of these psychological problems.

Parenting behavior is one of the factors that were found to contribute either positively or negatively to psychological problems. Children need a specific type of positive response (acceptance) from parents and other primary caregivers. If this need is not met, children worldview have a tendency to report themselves as showing aggression and hostility being, dependent or defensively independent, having impairment in self-esteem and self-adequacy, being emotionally unresponsive, emotionally unstable, and having negative worldview, among other responses. Moreover, youths and adults who feel that they are rejected appear to show a tendency toward behavior problems and conduct disorders (Rohner, Khaleque, & Cournoyer, 2005). Thus, both fathers and mothers have important roles in terms of adolescents' psychological state. Specifically, maternal acceptance was found to be related with children's behavioral problems, both internalized and externalized (Lila, García, & Gracia, 2007), and maternal acceptance during adolescence with lower levels of early adult internalizing problems (Cole & Carpentiere, 1990). Additionally, there is a linkage between parental parenthood qualities and adolescent adjustment (Shek, 2002).

Perceived social support is another factor affecting psychological problems and is an important factor for adolescents. As getting older, social environment expands while family members, friends, peers, and other adults get involved (Gökler, 2007). Social support is a protective factor for adolescents' psychological adjustment. That is, when children and adolescents perceived high levels of social support, they reported less depression and anxiety symptoms compared to those who perceived lower social support (Barrera, Fleming, & Khan, 2004), specifically, family support negatively related with depression (McFarlane, Bellissimo, & Norman, 1995; Eskin, Ertekin, Harlak, & Dereboy, 2008).

The literature gives lots of result about the relationships between locus of control and parenting behavior and psychological problems. Parental nurturance (love and support) is associated with internal locus of control (Nowicki & Segal, 1974). Moreover, it was reported that having higher external locus of control predicts higher chance of experiencing psychopathological problems (e.g., feelings of inadequacy, anxiety and depression (Arslan, Dilmaç, & Hamarta, 2009).

Therefore, the current study in general aims to examine the associates of psychological problems. For this purpose, in the first part of the introduction section, Parental Acceptance-Rejection Theory will be described. Afterwards, in the light of the literature, psychological problems, social support, and locus of control will be explained. Finally, aims and hypotheses of the current study will be covered.

## **1.2 Parental Acceptance-Rejection Theory (PARTheory)**

Parental Acceptance-Rejection Theory (PARTheory) was developed by Rohner (1986) and attempts to explain major antecedents and consequences of parental acceptance-rejection. With this respect, PARTheory divided into three sub-theories to answer some questions. The first one is personality sub-theory which aims to find answers to questions of whether children react in same way everywhere when they perceive that they are rejected by their parents, and at

what degree effects of rejection that occur in childhood extends into adulthood and old age. The second theory is coping sub-theory which investigates the questions of what makes some children and adults stronger and what helps them emotionally cope more than others with childhood rejection. The final and third theory is sociocultural systems subtheory which interests with or provides answers to two questions. The first one is why some parents are warm and loving and some others are cold, aggressive, and neglecting/rejecting. Secondly, sociocultural system subtheory aims to answer the question of how the total fabric of society and the behavior and beliefs of ones within a society are influenced by the fact that most parents in that society tend to act in either accepted or rejected way to their children (Rohner, 1986, 2004).

### **1.2.1 The Warmth Dimension of Parental Acceptance-Rejection**

The warmth dimension of parenting consists of parental acceptance and rejection. This is a dimension that all humans can experience because everyone has had an experience of being more or less loved in childhood by one or more of the major caregivers. Therefore, the quality of the affectional bond between parents and their children, and the physical and verbal expression used by parents for these feelings are related with the warmth dimension. One part of the dimension is parental acceptance which consists of warmth, affection, care, comfort, concern, nurturance, support, or simply love that parents or other caregivers express to the children. The second part of the dimension is parental rejection, which speaks of the absence or decline of these feelings and behaviors, and the presence of kind of physically, and psychologically harmful behaviors and emotions. PARTheory states that parental rejection can provide experiences by any combination of four principal expressions which are (1) cold and unaffectionate, (2) hostile and aggressive, (3) indifferent and neglecting, and (4) undifferentiated rejecting. Undifferentiated rejection means that although there are not clear neglecting, unaffectionate or aggressive behaviors toward children, they may feel and believe that their parents do not care about them or love them.

The behaviors mentioned above are revealed graphically in Figure 1.1. Warmth, hostility, and indifference (the ones which are left to the slash marks) reveal the psychological or internal states of parents. That is, parents may experience or be perceived as experiencing these feelings toward their children. On the other hand, affection, aggression, and neglect (the ones which are right to the slash marks) show the observable behaviors that can be seen when parents act in accordance with these emotions. As shown in the figure, parental affection can be observed physically (e.g. hugging, kissing, caressing, and comforting), verbally (e.g. praising, complimenting, and saying nice things to or about the child), or symbolically in some other way, by using gestures specific to the culture.

When parents feel hostility, anger, resentment, or enmity, the resulted behavior is generally aggression. PARTheory states that aggression consists of the intention to harm something or someone. As shown in Figure 1.1, parents may reveal the aggression physically (e.g., hitting, pushing, throwing things, and pinching), verbally (e.g. sarcastic, cursing, mocking, shouting, saying thoughtless, humiliating, or disparaging things to or about the child) and hurtful, nonverbal symbolic gestures toward their children.

The relation between indifference and neglect is not as clear as the relation between hostility and aggression. Parents neglect their children or are perceived as neglecting their children because of a variety of reasons independent of indifference. For example, to cope with their anger toward their children, parents may neglect them. Neglect refers to failure to supply the material and physical needs of children, and to provide support for children's social and emotional needs. For instance, neglecting parents do not attend children's needs and may also stay physically and psychologically unresponsive, unavailable or inaccessible. These behaviors cause the children to feel unloved or rejected.

## THE WARMTH DIMENSION OF PARENTING

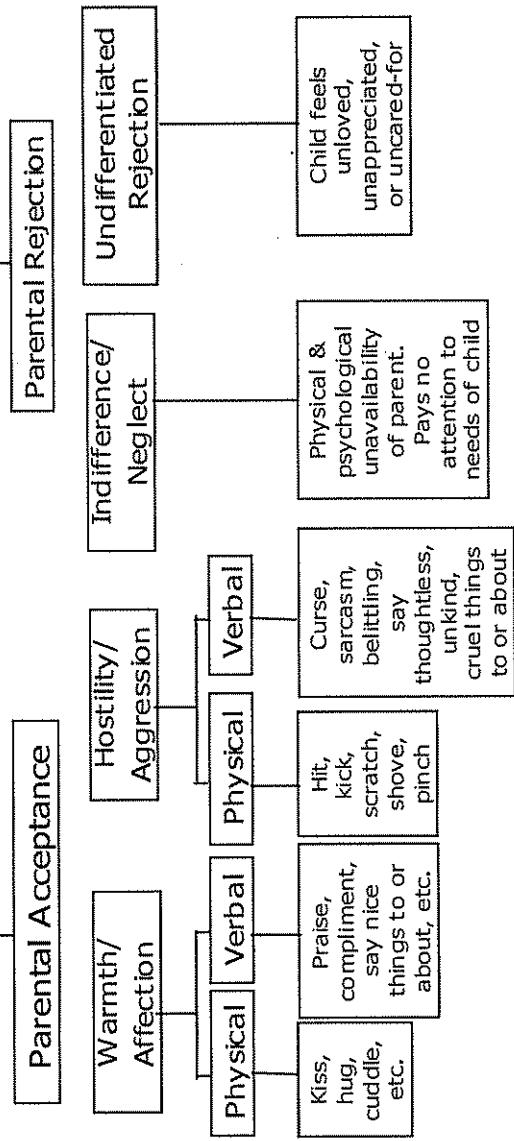


Figure 1.1 The Warmth Dimension of Parenting

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### **1.2.2 Personality Sub-theory of Parental Acceptance and Rejection**

As mentioned above, major personality or psychological consequences of perceived parental acceptance and rejection are explained by PARTheory's personality subtheory. As explained in PARTheory, "a significant other is any person with whom a child or adult has a relatively long-lasting emotional tie, who is uniquely important to the individual, and who is interchangeable with no one else" (Rohner, Khaleque, & Cournoyer, 2005; 2009). In this context, generally, significant others are parents. However, parents also have one more feature which most significant others do not have. That is to say, the quality of the relationship between children and their parents is important for children's sense of emotional security, psychological states, and comfort. Thus, parents are crucial for children. Because of that reason, parental acceptance and rejection is accounted for shaping children's personality development in PARTheory. Personality is defined in personality subtheory as "an individual's more or less stable set of predispositions to respond (i.e., affective, cognitive, perceptual, and motivational dispositions) and actual modes of responding (i.e., observable behaviors) in various life situations or contexts" (Rohner et al., 2005; 2009). This definition identifies that humans' behavior is induced and is affected by both external (i.e., environmental) and internal (e.g., emotional, biological, and learning) factors. PARTheory's personality subtheory assumes that the emotional need of human for positive response from others significant and attachment figures is a strong motivator. Moreover, when children's needs are not satisfied sufficiently by their parents (or adults do not get these needs met by their attachment figures), they have a tendency to respond emotionally and behaviorally in specific ways, particularly they feel anxiety and insecurity. PARTheory concentrates on seven personality dispositions which characterize the personality of rejected children and adults. These dispositions involve hostility, aggression, passive aggression, or psychological problems related with the management of hostility and aggression; emotional unresponsiveness; immature dependence or defensive independence depending on the characteristics of perceived rejection and parental control; impaired self-esteem; impaired self-adequacy; emotional instability; and negative

worldview. These dispositions are expected to come out because of the high psychological pain resulted from perceived rejection. Moreover, children and adults who perceive rejection tend to feel anger, annoyance, and other harmful emotions and these may become painful. Thus, rejected people tend to be blocked off emotionally in order to protect themselves from the negative effects of further rejection. That is to say, they turn out emotionally unresponsive. So, they often come up with the problems of expressing love and accepting it from others. Additionally, this psychological hurt may cause some rejected individuals to be defensively independent. Defensively independent persons do not attempt to get positive response, like healthy independent persons. However, different from healthy independent persons, they get on with craving positive response (warmth and support) although they sometimes do not realize it. Defensive independence sometimes leads to a process of counter rejection, that is, individuals who perceive rejection reject the person(s) who make them feel rejected. Additionally, individuals who perceive rejection are predicted to have feelings of impaired self-esteem and impaired self-adequacy. This is because individuals are likely to perceive themselves as they think their parents or significant others perceive them. As a result, when children and adults think or feel that their attachment figures do not love them, they tend to feel that they are not worth to be loved. On the other hand, self-adequacy refers to children's feelings of ability or proficiency to perform daily tasks sufficiently and to fulfill their own instrumental needs. To the extent that persons have a sense that they are not very good people, they also tend to feel they can not satisfy their needs. The consequences of perceived rejection, like anger, negative self-feelings, are likely to decrease rejected children's and adults' ability to cope effectively with stress. As a result of this, people who perceive themselves as rejected generally tend to be emotionally more unstable than people who perceive themselves as accepted. These individuals often feel emotionally upset when they come up with stressful situations. The feelings related with perceived rejection mentioned above tend to cause children and adults to have a negative worldview which includes an understanding of the world as being untrustworthy, hostile, unfriendly,

emotionally unsafe, threatening, or dangerous. These personality dispositions form psychological adjustment/ maladjustment varying directly and universally by the experienced parental acceptance-rejection (Khaleque & Rohner, 2002).

### **1.3 Parental Acceptance-Rejection and Psychological Problems**

Parental rejection has long been empirically touched upon in the study of developmental, behavioral, and psychological problems of children, adolescents, and adults. To illustrate, it has been reported to have a close relationship with various forms of psychopathology, behavior problems, psychological adjustment problems, substance abuse, and attachment disorders, along with academic problems, psychophysiological reactions, and troubled personal relationships (such as peer, friendship, and marriage problems). On the other hand, parental acceptance has proven to have a relationship with a number of positive outcomes such as the development of prosocial behavior (e.g., generosity, empathy, and helpfulness) in children, positive peer relationships in adolescence, and overall psychological well-being in adulthood, including a sense of happiness, life satisfaction, and low psychological distress (Rohner & Britner, 2002).

#### **1.3.1 Psychological Adjustment and Affect**

As mentioned above, parental acceptance-rejection was found to be related with many psychological problems in adolescence. Psychological maladjustment and mood problems are two of these psychological problems.

Psychological adjustment which refers to adolescents' cognitive, emotional, perceptual, and motivational quality to respond in various life circumstances (Rohner et al., 2005) is composed of seven personality dispositions mentioned above (Rohner, 2005).

These personality dispositions form psychological adjustment/ maladjustment are affected directly and universally by the experienced parental acceptance-rejection (Khaleque & Rohner, 2002). Evidence suggests that 26% of the variability of children's psychological adjustment can be constituted by their perception of being accepted or rejected by their major caregiver. Additionally,

21% of the variability of adults' adjustment can be accounted for perceived caregiver acceptance-rejection in childhood. Absolutely, factors like, sociocultural factors, behavioral genetic factors and interpersonal relationships, also have a large portion of variability for children's and adults' psychological adjustment (Rohner et al., 2005). Parental acceptance-rejection was found to be significantly correlated with children's psychological adjustment (Khaleque & Rohner, 2002) and social adjustment (Lila et al., 2007). Specifically, when adolescents perceive that they are accepted or rejected, the relationship between parental acceptance-rejection and young adolescents' psychological adjustment appears (Kim, Cain, & McCubbin, 2006). Additionally, perception of adolescents' low maternal and paternal warmth were positively associated with poor overall psychological adjustment and with attributes, involving hostility, negative self-esteem, negative self-adequacy, emotional unresponsiveness, emotional instability, and negative worldview (Kim, 2008).

Psychological adjustment was found to be affected by various variables. For instance, marital conflict was found to be related with use of harsh discipline by parents, with less parental involvement, and with more parent-adolescent conflict which are correlated with high levels of maladjustment in children and adolescents (Buehler & Gerard, 2002). Additionally, Steely and Rohner (2006) stated that perceived harshness of punishment did not directly affect youths' psychological adjustment, but when youths perceived harsh punishment, they felt themselves rejected and in accordance with this feeling of rejection, psychological maladjustment also increased. Parallel with these findings, interparental conflict, which results in parents' withdrawal from their child daily activities and support, also affects children's psychological adjustment (Shelton & Harold, 2008).

The most common affect experienced by the adolescents are depressed mood and anxiety. There are multiple predisposing factors contributing to adolescents' mood problems. Biological factors (genetic vulnerabilities, pre- and peri-natal complications, early insults, injuries and illness), psychological factors (low intelligence, difficult temperament, low self-esteem, external locus of control),

parent-child factors in early life (attachment problems, lack of intellectual stimulation, authoritarian punitive, permissive, neglectful parenting, parental focus on failure), exposure to family problems in early life (parental psychological problems, parental alcohol and substance abuse, marital discord or violence, family disorganization) and stresses in early life (bereavements, separations, child abuse, social disadvantage, institutional upbringing) are factors that may predispose adolescents to develop mood problems (Carr, 2006). A study conducted with a Turkish sample revealed the prevalence of depression as 18% for adolescents (Eskin et al, 2008). Eskin and his colleagues (2008) found that low self-esteem, low problem solving ability, weak social relationships, and perception of low social support provided by family and friends were risk factors for depression in adolescents. Besides these factors, available coping responses also affect depression in adolescents (Petersen, Compas, & Brooks-Gunn, 1993).

Parenting behaviors and familial factors are important factors that affect adolescents' mood and affect. The main two risk factors for youth maladjustment are marital hostility and parents' depressive affect as these two factors are highly likely to co-occur in most families. Considering parents' depressive affect, mothers' depressive affect was found to have a close link with specifically adolescent internalizing problems for both sons and daughters. On the other hand, fathers' depressive affect was related to externalizing and internalizing problem behaviors of sons (Franck & Buehler, 2007). Parallel with these findings, maternal anxiety and depression, poverty, parent relationship conflict and marital break-up experienced during early childhood are also found to be correlated with increment risk of anxiety-depression symptoms in adolescence (Spence, Najman, Bor, O'Callaghan, & Williams, 2002). Moreover, depressed children reported higher harshness and inconsistency in parental behaviors and higher hostility; and in comparison with youths without any adjustment problems, depressed children are more likely to perceive their parents' behavior as an increasingly negative affective component in time (Kim, Ge, Brody, Conger, Gibbons, & Simons, 2003). Perception of one's own parents' parenting behaviors as restrictive and psychologically controlling had a relationship with more behavioral problems and

more emotional problems (like depression, stress, and low self-esteem), whereas perceiving parents as accepting and supportive was associated with fewer emotional problems. Likewise, children who view their parents as generally strict and knowing about their children's activities had fewer behavioral problems. Young adolescents who view their parents as being emotionally supportive and having less psychological control had low levels of both emotional and psychological problems, while psychological control was highly linked with higher levels of emotional and behavioral problems. Strict control was proven to be negatively related to emotional and behavioral problems, while perceived psychological control was found to be positively related to behavioral and emotional problems (Finkenauer, Engels, & Baumeister, 2005). Parallel with this finding, adolescents who view their mothers or fathers as using higher levels of parental psychological control have a higher tendency toward a depressed mood. The relationship between perceived mothers' and fathers' psychological control and depressed mood for boys is direct, whereas it is indirect for girls and demonstrates itself through self-esteem. Girls may perceive parents' psychologically controlling behaviors as a means of parent unresponsiveness of their needs, and consider themselves as not worthy of love and affection (i.e., report lower self-esteem), which result with increasing risk for depressed mood. These findings support different socialization processes for boys and girls (Plunkett, Henry, Robinson, Behnke, & Falcon III, 2007). Eskin and his colleagues (2008) reported that low self-esteem is the strongest factor that predicts high depression scores, and Robertson and Simons (1989) have found out that adolescents' perception of their parents as being rejecting has a direct impact on depression as well as an indirect impact which results from the decrease in self-esteem (Robertson & Simons, 1989). Among certain predictors of depression, such as perceived quality of peer relationships, perceived parental nurturance, perceived parental rejection, self-esteem, body image, pubertal status, SES, conduct problems, and hyperactivity/inattention; self-esteem came out as the strongest predictor of depression in both females and males. Another important risk factor was parental behavior. Self-esteem was reported to intercede the

relationship of both parental nurturance and parental rejection to depression, in both genders. Thus, it seems that parental nurturance and parental rejection are clearly linked to depression partly through the impact of these variables on a child's self-esteem. Self-esteem and parenting behavior are highly likely to play important roles in the development of depression in both genders (MacPhee & Andrews, 2006).

Perceived parental acceptance-rejection is an important component of parental behaviors that influences adolescents' mood. A study conducted by Vulic'-Prtoric' and Macuka (2006) revealed that family satisfaction, mother and father acceptance and rejection were highly correlated with depression. Specifically, among all these family variables, father rejection, being the best and sole predictor of anxiety, was reported to have the highest correlations with anxiety and depression in both boys and girls. Moreover, family satisfaction was another significant predictor for both anxiety and depression. The outcomes of this study have displayed a high correlation of both anxiety and depression with perceived parental rejection. However, compared with anxious children, depressive children reported their parents as being less accepting, supporting, and approving, and more rejecting and controlling. That is, perceived parental rejection apparently has a peculiar effect on the development of both anxiety and depression, yet with a higher variance of depression (Vulic'-Prtoric' & Macuka, 2006). Furthermore, perceived parental rejection was shown to have a relationship with aggression in addition to depression (Akse, Hale, Engels, Raaijmakers, & Meeus, 2004).

A study conducted by Ge, Best, Conger, and Simons (1996) aiming to observe the mean levels of parental warmth, hostility and disciplinary skills across four groups of adolescents with a) elevated depressive symptoms, b) elevated conduct problems, c) co-occurring elevated conduct problems and depressive symptoms, and d) neither elevated conduct problems nor depressive symptoms indicated that the three dimensions of parental behaviors vary greatly among the four groups. Parents of 10<sup>th</sup>-grade adolescents with co-occurring problems showed the lowest levels of warmth and disciplinary skills whereas the

highest levels of hostility was observed when the adolescents were at the 7th, 8th, and 9th grades. Parents of adolescents with neither problem had their highest scores in warmth and disciplinary skills and scored lowest in hostility, whereas parents of adolescents having a single problem were found to be in the intermediate range on the three dimensions. Thus, early hostile parent behavior increases the likelihood of later occurrence and co-occurrence of elevated depressive symptoms and conduct problems, whereas early parental warmth and skillful discipline reduce it. Parents of 10th-grade adolescents who have one of these two problems are reported to be more hostile, less warm, and less effective in their parenting practices when the adolescents were in 7th, 8th, and 9th grades (Ge et al., 1996).

Parental acceptance may have a moderation role between sadness regulation and depressive symptoms. Particularly when there is low parental acceptance, problems in regulating sadness increased the risk for later depression. Positive parenting behaviors are likely to protect children who have vulnerabilities in emotion regulation, from developing depression since positive parenting behaviors may model adaptive regulatory strategies. Positive parenting behaviors also decrease stress levels of children by providing a warm emotional family atmosphere. All of these, in turn, help to minimize the risk of future depression (Feng et al., 2009). Zemore and Rinholm (1989) stated that for male children, tendency to depression is related to perceptions of a cold father who displays rejecting behavior, while for female children, proneness to depression was associated with perceptions of a mother with intrusive and controlling behaviors. Furthermore, children who have anxiety disorders perceive both their mothers and fathers as being less accepting than children without these disorders (Siqueland, Kendall, & Steinberg, 1996).

### **1.3.2 Externalizing Problems**

Conduct disorder (CD), Impulsivity/Hyperactivity (I/H), Learning Problem, and Oppositional Defiant Problem (ODP) are considered as externalizing problems in the current study. Attention-Deficit/Hyperactivity

Disorder (ADHD), Oppositional Defiant Disorder (ODD), Conduct Disorder (CD), and the behavior characteristic of these disorders are prevalent and serious childhood problems (American Psychiatric Association, 1994).

Conduct Disorder is defined as “persistent pattern of behavior in which the basic rights of others or major age-appropriate societal norms or rules are violated” (American Psychiatric Association, 1994). Impulsivity is defined as “a deficiency in inhibiting behavior, holding back, or controlling behavior, which appears as acting without thinking” while Hyperactivity refers to being always on the run, restless, fidgety, and unable to sit still (Wicks-Nelson & Israel, 2006). Moreover, Learning Disabilities and Learning Disorders are defined as “specific developmental problems in reading, writing and arithmetic”. Lastly, Oppositional Defiant Disorder consists of being noncompliant, oppositional, annoying and being argumentative (Wicks-Nelson & Israel, 2006).

Biological factors, environmental factors, psychosocial factors, peer relations and family influences are some factors that contribute to externalizing problems mentioned above (Wicks-Nelson & Israel, 2006). One of the parental influences is parental psychopathology.

There is a strong relationship between externalizing behavior problems in children and parental adjustment difficulties. Mothers' antisocial behavior and mothers' hostility were related to sons' and daughters' externalizing behavior problems through dysfunctional child-rearing practices. For fathers, the same pattern exists for externalizing problems in sons (Verlaan & Schwartzman, 2002). Parallel with this finding, parental psychopathology accounted for the increased risk for child conduct disorder. Mothers who are depressed have a misperception of their children's behavior as maladjusted or inappropriate. Depression also has an impact on the parenting behavior which turns toward a child's misbehavior. Furthermore, presences of antisocial or criminal behavior in either parent, especially fathers' antisocial or criminal behavior contribute negatively to child conduct disorder (Hersen & Ammerman, 2000). In addition to antisocial personality disorder, substance abuse was observed in the parents of children with severe conduct problems. Further, compared to other clinically-referred children,

families of children with less severe conduct problems, oppositional defiant disorder, also demonstrated a higher rate of parental substance abuse and antisocial personality disorder (Frick et al., 1992). Moreover, maternal depressed affect had a direct effect on child externalizing problems as well as an indirect effect through harsh parenting. A positive association between harsh parenting and child externalizing was found. Marital quality which did not have a direct impact on child externalizing was merely indirectly related to child externalizing problems through harsh parenting (Chang, Lansford, Schwartz, & Farver, 2004).

Significant relationships between different parenting practices and both externalizing and internalizing problems are supported (Kim et al., 2003). A study conducted by Buehler and Barber (2003) aimed to examine the link between youth perceptions of interparental conflict and ineffective parenting and youth problem behaviors in European-American (EA) and African-American (AA) youth between the ages of 10 and 18. They found that interparental conflict has a positive association with youth problem behaviors in both European-American and African-American samples. In EA families, interparental conflict was associated with youth externalizing problem behaviors through lower levels of parental monitoring, and maternal acceptance, and higher levels of parent-youth conflict, and with internalizing problem behaviors through higher levels of maternal psychological control and parent-youth conflict. Interparental conflict was linked with higher levels of parent-youth conflict and maternal psychological control and lower levels of parental monitoring in African American families (Buehler & Barber, 2003). Specifically, stressors, like the absence of a father or, the absence of parental monitoring or reasonable control at home increase the probability of conduct disorder (Lytton, 1990). Higher levels of harsh-inconsistent and hostile parenting, as parenting practices, would be positively related to conduct problems in children. In fact, youths who had conduct problems reported perceiving higher levels of harsh-inconsistent and hostile parenting and lower levels of nurturant-involved parenting and warmth than did the youths with depressive symptoms and no adjustment problems (Kim et al., 2003).

Attachment and parental acceptance-rejection are also two significant parenting practices that may affect externalizing problems. Attachment style seemed to have a link with both internalizing and externalizing symptoms. As a specific illustration of this, adolescents who reported themselves to be avoidantly or unsurely attached exhibited higher levels of internalizing and externalizing symptoms than those who classified themselves as securely attached. In addition, it was found out that perceived parental rearing behaviors were related to internalizing and externalizing symptoms. In other words, high levels of psychopathological symptoms accompany low levels of emotional warmth and high levels of rejection and overprotection. Furthermore, in internalizing symptoms, both attachment and parental rearing behaviors cover a significant proportion of the variance, whereas only parental rearing behaviors accounted for a significant proportion of the variance when predicting externalizing symptoms (Muris, Meesters, & Berg, 2003). Additionally, avoidant and ambivalent attachments and rejection from parents strongly predicted internalizing and externalizing problems among boys, whereas all negative parenting behaviors (rejection, overprotection and anxious rearing) were determinants of these problems among girls (Nishikawa, Sundbom, & Hägglöf, 2010). On the other hand, parental rejection is also an important factor that predicts almost all forms of behavior problems, including conduct disorder, externalizing behavior, delinquency, and perhaps adult criminality (Rohner & Khaleque, 2002). Children's acquisition of, and motivation to use, socially unacceptable behaviors (such as externalizing behavior) are increased by the presence of rejecting parents and non-responsive behaviors (Akse et al., 2004). Parental warmth was also found to moderate the relationship between harshness of discipline and child externalizing problems. That is, the positive association between harshness of discipline and child externalizing problems is biggest in low-warmth mother-child relationship and smallest in high-warmth mother-child relationships (Deater-Deckard, Ivy, & Petrill, 2006).

Attention-deficit/hyperactivity disorder (AD/HD) is a common disorder with childhood onset which is associated with a variety of adverse adolescent and

adult outcomes, and has the symptoms of problems with concentration, impulse control and overactivity (Brassett-Harknett & Butler, 2007). Based on studies of parent-child interactions and adult alcohol abuse, there is a reasonable amount of evidence showing that child ADHD can have an impact on parent behavior and adjustment. Just the opposite is applicable as well. That is, parenting behavior has an impact on the presentation, if not the development, of both child conduct and ADHD symptoms. Reasonable evidence can also be found in specificity in families histories for ADHD and conduct problems. That is, parent and child ADHD seem to be closely associated, just like parent and child conduct problems. Other family characteristics, such as the influence of life stress or marital disturbance, do not demonstrate any consistent link to ADHD. Finally, family factors are most strongly linked to child conduct problems as well as to child ADHD (Johnston & Mash, 2001). Moreover, mothers having sons with attention-deficit/hyperactivity disorder and oppositional defiant reported higher hostility than mothers having sons with no problem (Seipp & Johnston, 2005).

As a result, adolescents who perceive parental parenthood qualities more positively would have better mental health and school adjustment and a lower level of problem behavior. That is, parental parenthood qualities are linked to adolescent adjustment (Shek, 2002).

#### **1.4 Social Support**

One of the most accepted definitions of social support was given by Cobb (1976). Social support was defined by Cobb (1976) as the information leading the subjects to believe that they are cared for and loved esteemed and are members of a network of mutual obligations.

Starting from the birth, people need to receive social support from others. Social environment, which is defined by the mother –infant relationship at the early phases of life, expands with the inclusion of family members, friends, peers, and other adults as the age gets older (Gökler, 2007). Children at age 10 reported more social support from extended family and from friends at adolescence. The importance of social support provided by close family members does not change

across age, but network size increases in middle childhood, and peer support becomes important at adolescence (Levitt, Guacci-Franco, & Levitt, 1993). Having close relationships with different social support figures, and being involved in multiple relationships with different roles contributes to the development of the children and adolescents (Levitt, 2005).

Many research found that social support play crucial role in the lives of children and adolescents. Social support also has an important role in the stress and adjustment literature (Gökler, 2007). Close relationships and supportive social networks promote the physical and psychological health of the adolescents (Rak & Patterson, 1996; Uchino, Cacioppo & Kiecolt-Glaser, 1996) and good relationships with parents, and by mid-adolescence with peers, seem to act as a buffer of negative effects emerged from stressful life events (Petersen, Compas, & Brooks-Gunn, 1993). Additionally, perceived social support is a predictor of better psychological adjustment. Particularly, perceived social support is found to be a significant predictor of mental health. This is mainly the result of the effect of perceived family support, which associated positively and significantly with psychological adjustment, though friend support associated negatively, but non-significantly, with psychological adjustment (Wilson, Washington, Engel, Cirol, & Jensen, 2006).

Furthermore, children and adolescents, who high perceived social support, showed less depression and anxiety symptoms compared to the ones who perceived lower social support (Barrera, Fleming, & Khan, 2004), specifically, family support negatively related with depression (McFarlane et al., 1995; Eskin et al., 2008). In addition to depression, the risk for subsequent onset of substance abuse was also revealed to increase via adolescents' perceptions of lack of both parental and peer support (Measelle, Stice, & Springer, 2006). Social support provided by both mothers and fathers played a considerable adaptive role during the transition to young adulthood in a college sample (Holahan, Valentiner, & Moos, 1994). A study conducted with the mothers of immigrant children revealed that higher levels of maternal support were linked to fewer child problems in girls. Furthermore, it was reported that maternal distress predicted boys'

behavioral adjustment and maternal support predicted girls' psychological health (Short & Johnston, 1997). Crockett et al. (2007) reported that parental support was found to have a moderation effect on the relation between high acculturative stress and anxiety symptoms and depressive symptoms. Additionally, peer support was also found to have a moderation role on the relation between acculturative stress and anxiety symptoms. Another support for moderation effect of social support was reported by Plunkett et al. (2007). That is, perceptions of fathers' and mothers' support are indirectly associated with depressed mood via self-esteem. Adolescent boys and girls perceive their parents as an important source of nurturance or support. Therefore, the presence of low support may represent parents' low evaluations of adolescents' worth. In other words, when adolescents' perception of support is high, they feel themselves as they are significant to their parents. Girls' perception of fathers' support directly and negatively related with depressed mood, because girls may give additional meaning to perceived fathers' support, that is, as being accepted by a significant opposite sex (Plunkett et al., 2007). Similarly, social support provided by family revealed a direct negative effect on depression and an indirect negative effect via its relation with social self efficacy. Conversely, peer social support does not seem to affect depression directly, but relates positively with social self efficacy (McFarlaneet al., 1995). In addition, the associations between levels of disclosure and delinquent activities moderated by parental support. That is, this association became more powerful in families with high parental support than in families with lower support. Further, when there is a lower parental support, the stronger decrement in paternal control predicted the stronger increment in delinquent activities. However, when parental support is high, the stronger decrement in parental control was found to be a predictor of less strong increment in delinquent activities (Keijsers, Frijns, Branje, & Meeus, 2009).

There are gender differences in terms of sources and degrees of perceived social support. Rueger, Malecki, and Demara (2008) revealed that girls perceived support from classmates and close friends more than boys. However, boys and girls did not differ from each other in terms of perceived support from parents

and teachers. The results also showed that girls' perception of social support from close friends was higher than the ones from parents, teachers, and classmates. On the other hand, although boys' perception of close friend support did not differ from the perception of parent or teacher support, perception of classmate support was lower than perception of parent, teacher, and close friend support. Additionally, global support significantly predicted internalizing and adaptive behaviors among boys, and for girls' externalizing and adaptive behaviors. Moreover, parent support came out as a sole source predicting lower aggression and fewer conduct problems for girls, and higher leadership and social skills for boys. Thus, high perception of support from their parents than from other sources predicted less maladjustment for boys and more adaptive skills. However, parent support does not emerge such a strong relationship with girls' adaptive skills (Rueger, Malecki, & Demara, 2008). A study conducted with Turkish university students revealed that females reported less severe hopelessness and loneliness because of having higher supportive conditions compared to males (Girgin, 2009).

### **1.5 Locus of Control**

Locus of control firstly presented in Rotter's (1954, cited in Rotter, 1990) social learning theory. Individuals attribute the responsibility of the rewards and/or punishments either to themselves, or to the other external forces. The point where these attributions focus is called as locus of control (Rotter, 1966, cited in Rotter, 1990).

Internal locus of control is defined as the expectation or belief about the outcome or reinforcement of one's behavior is a result of his/her personal characteristics or own behaviors (Rotter, 1990). On the other hand, external locus of control is defined as the degree of expectation that the outcomes or reinforcements of one's behaviors are based on the factors other than the person, such as luck, charm, faith or other powerful people (Rotter, 1990). People who have internal locus of control believe that they have the control over the events happening around them and they are capable of directing their lives as they wish.

Thus, they seek the reasons of their failure from their own behaviors. People with internal locus of control are individuals who pay importance to their thoughts, who considers multiple possibilities keeping the results in mind before deciding, who are not affected from other individuals' pressures, who are responsible and who have adjusted behaviors (Dönmez, 1983). People with external locus of control are individuals who shape their behaviors by considering what others might have said or thought, who link their happiness to others, who see the control of their lives as not upon them and as a result who do not make an effort/struggle for their lives.

Factors affecting individuals' locus of control covered in many research. Carton and Nowicki (1994) indicated that having controlling and authoritarian parents and being exposed to devastating stressful life event at the early phases of development predicts external locus of control. On the other hand, having parents who encourage acting independently, who provide consistent punishments and rewards, who evoke the feeling of warmth and acceptance, who gave emotional support and caring predict internal locus of control (Carton & Nowicki, 1994). Specifically, parental characteristics of warmth and support or hostility or rejection are evidence for antecedents for individual differences in locus of control (Cohen, Biran, Aran, & Gross-Tsur, 2008). Warm and supportive parents provide feelings of safety and security to encourage children to discover their environment. On the other hand, neglecting or rejecting parents may not provide enough security for their children to participate new activities or experiences out of which they might learn contingencies between what they do and what they get. Reducing the stress related with new environments enhance the learning of contingencies and the development of internal control expectancies (Carton & Nowicki, 1994; Nowicki & Schneewind, 1982; Nowicki & Segal, 1974).

Locus of control was found to be related with different psychological problems. Having perceptions of internal control contribute to better emotional adjustment (like, higher self-esteem, better sense of humor, less anxiety, less depression, less severe psychiatric diagnoses, etc.) and greater life satisfaction and pleasure than having perceptions of external control (Crandall & Crandall,

1983, pp. 53-54, cited in Carton & Nowicki, 1994). Additionally, for boys, external locus of control was found to be associated with aggression (Österman, 1999; Deming & Lonchman, 2008). As a psychological problem, higher levels of depression, being under stress (Fogas, Wolchik, Braver, Freedom, & Bay, 1992), trait anxiety (Arslan, Dilmaç, & Hamarta, 2009) also were associated with external locus of control (Daniels & Guppy, 1997). That is, because depressed children and adolescents generally used depressive attributional style, they have the tendency to attribute positive events to external, unstable, specific factors (McCauley, Burke, Mitchell, & Moss, 1988). Moreover, learning skills and achievement behaviors would be associated with control (Lefcourt, 1966).

### **1.6 Aims of the Study**

The aim of the current study is to examine the relationship between both maternal and paternal acceptance-rejection/control, social support, locus of control, and psychological problems as psychological maladjustment, positive affect, negative affect, conduct problems, impulsivity/hyperactivity, learning problem and oppositional defiant disorder. Accordingly, in the current study, firstly, possible influences of demographic variables (i.e.; gender, age, grade, school, income level, number of sibling, mother's and father's education) on maternal and paternal acceptance-rejection and control, psychological problems, social support and locus of control were examined. Secondly, after the correlational analyses were examined, the hierarchical regression analyses were conducted in order to find out the associations between psychological problems and maternal-paternal acceptance-rejection, social support, and locus of control.

Consequently, in the current study, eleven hierarchical regression analyses were conducted in order to test the following hypothesis:

After controlling the possible effects of the socio-demographic variables; among social support for,

*Hypothesis 1:* High perceived social support (from family, friend, and teacher) will be associated with low levels of psychological maladjustment, externalizing problems (conduct problem, impulsivity/hyperactivity, learning

problem and oppositional defiant disorder) and higher levels of positive mood state.

Secondly, after controlling for the possible effects of the socio-demographic variables and social support; among locus of control,

*Hypothesis 2:* After controlling for social support measures internal locus of control will be associated with low levels of psychological maladjustment, externalizing problems (conduct problem, impulsivity/hyperactivity, learning problem, and oppositional defiant disorder) and higher levels of positive mood state.

Lastly, after controlling for the possible effects of the socio-demographic variables, social support, and locus of control; among the parental acceptance-rejection,

*Hypothesis 3:* After controlling for social support and locus of control measures parental acceptance (specifically, warmth and affection) will be associated with low levels of psychological maladjustment, externalizing problems (conduct problem, impulsivity/hyperactivity, learning problem, and oppositional defiant disorder) and higher levels of positive mood state.

## **CHAPTER 2**

### **METHOD**

#### **2.1 Participants**

The present study consisted of 375 high school students (215 females and 160 males) from three different high schools in Ankara. 39.5 % of participants ( $n = 148$ ) were from Çankaya High School, 21.1 % of them ( $n = 79$ ) were from Eryaman High School, and 39.5 % ( $n = 148$ ) were from Nefise Andiçen High School. The age range of participants was 14-18 ( $M = 16.07$ ,  $SD = .93$ ). Furthermore, considering parents participated into the study, 134 of students' both parents (35.7%), 18 of students' only mothers (4.8%), and 5 of students' only fathers (1.3%) participated into the study, whereas 218 of students' neither of parents participated into the study.

According to the education levels of the mothers, 1.1 % ( $n = 4$ ) of mothers were illiterate, 0.8 % ( $n = 3$ ) were literate, 30.1 % ( $n = 113$ ) were primary school, 17.3% ( $n = 66$ ) were secondary school, 29.9 % ( $n = 112$ ) were high school, 18.9 % ( $n = 71$ ) were university graduates, and 1.3 % ( $n = 5$ ) was post-graduates. With respect to fathers' education levels, 0.5 % ( $n = 2$ ) were illiterate, 0.5 % ( $n = 2$ ) were literate, 15.7 % ( $n = 59$ ) were primary school, 13.3 % ( $n = 50$ ) were secondary school, 31.7 % ( $n = 119$ ) were high school, 32.6 % ( $n = 122$ ) were university graduates, and 4.8 % ( $n = 18$ ) were post-graduate.

Among all participants, 10.9 % ( $n = 41$ ) had no sibling, 45.1 % ( $n = 169$ ) had one sibling, 26.9 % ( $n = 101$ ) had two siblings, 8.8 % ( $n = 33$ ) had three siblings, 2.7 % ( $n = 10$ ) had four siblings, and 3 % ( $n = 11$ ) had more than four siblings (see Table 2.1 for socio-demographic characteristics of the sample).

Among mothers participated in the study, 2 % ( $n = 3$ ) of them were illiterate, 37.3 % ( $n = 56$ ) were graduated from primary school, 20 % ( $n = 30$ )

from secondary school, 30 % ( $n = 45$ ) from high school, 10 % ( $n = 15$ ) from university and 0.7 % were ( $n = 1$ ) post-graduated. With respect to working status of mothers, 21.5 % ( $n = 31$ ) were employed, 72.9 % ( $n = 105$ ) were unemployed, 5.6 % ( $n = 8$ ) were retired. For the education of fathers, 0.7 % ( $n = 1$ ) of them were illiterate, 16.1 % ( $n = 22$ ) were primary school graduated, 18.2 % ( $n = 25$ ) were secondary school graduated, 25.5 % ( $n = 35$ ) were high school graduated, 32.8 % ( $n = 45$ ) graduated from university and 5.8 % ( $n = 8$ ) of fathers were post-graduated. Additionally, 81.8 % ( $n = 112$ ) of fathers included in the study were employed, 0.7 % ( $n = 1$ ) of them were unemployed and 16.8 % ( $n = 23$ ) were retired.

**Table 2.1 Demographic Characteristic of the Participants**

| Variables             | N (375 participants) | %    |
|-----------------------|----------------------|------|
| <b>Gender</b>         | <b>Total: 375</b>    |      |
| Female                | 215                  | 57.3 |
| Male                  | 160                  | 42.7 |
| <b>Age</b>            | <b>Total: 375</b>    |      |
| 14                    | 3                    | 0.8  |
| 15                    | 118                  | 31.5 |
| 16                    | 124                  | 33.1 |
| 17                    | 107                  | 28.5 |
| 18                    | 23                   | 6.1  |
| <b>Grade</b>          | <b>Total: 375</b>    |      |
| 9th grade             | 140                  | 37.3 |
| 10th grade            | 129                  | 34.4 |
| 11th grade            | 106                  | 28.3 |
| <b>School</b>         | <b>Total: 375</b>    |      |
| Çankaya Lisesi        | 148                  | 39.5 |
| Eryaman Lisesi        | 79                   | 21.1 |
| Nefise Andiçen Lisesi | 148                  | 39.5 |

**Table2.1 Continued**

| <b>Variables</b>          | <b>N (375 participants)</b>         | <b>%</b> |
|---------------------------|-------------------------------------|----------|
| <b>Mother's Education</b> | <b>Total: 374 (1 missing/0.3%)</b>  |          |
| Illeterate                | 4                                   | 1.1      |
| Literate                  | 3                                   | 0.8      |
| Primary School            | 113                                 | 30.1     |
| Secondary School          | 66                                  | 17.6     |
| High School               | 112                                 | 29.9     |
| University                | 71                                  | 18.9     |
| Post Graduate             | 5                                   | 1.3      |
| <b>Father's Education</b> | <b>Total: 372 (3 missing/0.8%)</b>  |          |
| Illeterate                | 2                                   | 0.5      |
| Literate                  | 2                                   | 0.5      |
| Primary School            | 59                                  | 15.7     |
| Secondary School          | 50                                  | 13.3     |
| High School               | 119                                 | 31.7     |
| University                | 122                                 | 32.6     |
| Post Graduate             | 18                                  | 4.8      |
| <b>Income</b>             | <b>Total: 371 (4 missing/1.1%)</b>  |          |
| 0-600                     | 17                                  | 4.5      |
| 600-1500                  | 142                                 | 37.9     |
| 1500-2500                 | 112                                 | 29.9     |
| 2500-4000                 | 57                                  | 15.2     |
| 4000-5000                 | 23                                  | 6.1      |
| 5000 and higher           | 20                                  | 5.3      |
| <b>Sibling Number</b>     | <b>Total: 365 (10 missing/2.7%)</b> |          |
| No sibling                | 41                                  | 10.9     |
| One sibling               | 169                                 | 45.1     |
| Two siblings              | 101                                 | 26.9     |
| Three siblings            | 33                                  | 8.8      |
| Four siblings             | 10                                  | 2.7      |
| More than four siblings   | 11                                  | 3        |

## 2.2 Instruments

In the present study, two packages of questionnaire were used to collect data. One of them was for children. The first part of the first package given to children was prepared by the researcher in order to gather information about socio-demographic characteristics of participants, like gender, age, grade,

parents' marital status and education levels, and number of siblings and with whom they were living. The second part of the first package was consisted of six scales. Scales were Child Parental Acceptance-Rejection Questionnaire/Control (Child PARQ/C): Mother, Child Parental Acceptance-Rejection Questionnaire/Control (Child PARQ/C): Father to assess the adolescents' perceptions of parental acceptance-rejection, Positive Affect Negative Affect Schedule (PANAS) in order to measure mood states, Personality Assessment Questionnaire (PAQ) to assess psychological adjustment, Social Support Appraisals Scale for Children (SSAS) to investigate perceived social support, Nowicki-Strickland Locus of Control Scale (NSLCS) for Children to measure locus of control of adolescents (see Appendix A).

The second package was for parents and consisted two parts. The first part was a demographic sheet and the second part consisted of Conners' Parent Rating Scale (CPRS) to assess externalizing problems of adolescents (see Appendix B).

### **2.2.1 Parental Acceptance-Rejection Questionnaire/Control: Child version (Child PARQ/C)**

Perceived maternal and paternal acceptance-rejection was assessed by the Mother and Father forms of Parental Acceptance-Rejection Questionnaire developed by Rohner (1978, cited in Rohner, 2005). Each scale is a self-report questionnaire and consists of 60 items.

The scales have four dimensions:

- 1) Parental warmth and affection
- 2) Aggression and Hostility
- 3) Indifference and Neglect
- 4) Undifferentiated rejection

Items are rated from 1 ("almost never true") to 4 ("almost always true") on a 4 point likert-type scale. Overall measure of perceived acceptance and rejection is produced by summing up scores on the four scales. Therefore, scores are ranging from the lowest score of 60, indicating maximum perceived love and

acceptance, to the highest score of 240, indicating maximum perceived rejection. Internal consistency reliability (alpha coefficients) for Child PARQ ranged from .72 to .90 (Rohner, 1990, cited in Rohner & Khaleque, 2005). Additionally, Warmth/Affection was found to be correlated with Children's Report of Parent Behavior Inventory (CRPBI) (Acceptance), and Hostility/Aggression with Parental Behavior Questionnaire (BPB) (Physical Punishment) (Rohner, 2005).

The psychometric properties of the Turkish forms of both Mother and Father Forms of the scale were studied by Varan (2009) with 1700 children. The cronbach's alphas of subscales of both Mother and Father Forms ranged between .82 and .92. Additionally, the internal consistency coefficient was found to be .96 for whole scale for both forms.

The Control Scale was developed by Rohner (1987, cited in Varan, 2009) to assess the perceptions of child about his parent's control behaviour. The scale is a 13-item self-report measure and the items are scored on a 4 likert-type scale ranging between 1 ("always never true") and 4 ("almost always true"). Overall score of the control scale is obtained by summing up the scores of the items. As a result, scores are ranging between 13 (minimum behavioural control) and 52 (maximum restrictive behavioural control). Rohner (2005) reported that scores range between 13-26 revealed low/lax control; 27-39 moderate control; 40-45 firm control, and 46-52 strict/restrictive control.

The psychometric properties of the Turkish forms of the both Mother and Father Forms of the Control scale was studied by Varan (2009) with 1700 children. The reliability of control scales of both Mother and Father were found to be .74 and .73, respectively. Additionally, Varan (2009) stated that the scale is reliable and valid for Turkish sample. In the current study, the cronbach's alpha of Mother Form of control scale was .80, and .81 for the Father Form (see Table 3.2).

### **2.2.2 Personality Assessment Questionnaire: Child version (Child PAQ)**

The Personality Assessment Questionnaire (PAQ) was developed by Rohner (1978, cited in 2005) to assess the individuals' perception of themselves in terms of seven personality dimensions. These dimensions are listed below:

- 1) Hostility and Aggression
- 2) Dependency
- 3) Self-esteem
- 4) Self-adequacy
- 5) Emotional responsiveness
- 6) Emotional stability
- 7) Worldview

The scale contains totally 42 items, six items per scale. Items are rated from 1 ("almost never true") to 4 ("almost always true") on a 4 point likert-type scale. Overall score of the Personality Assessment Questionnaire is obtained by summing the seven scale-score. As a result, scores are ranging between 42 and 164. Overall score gives information about individuals' psychological maladjustment. In other words, the higher the score, the more impaired an individual's psychological adjustment. The reliability of the subscales of PAQ ranged from .46 to .74 (Rohner,2005). In terms of criterion validity, Hostility/Aggression found to be positively related with Buss and Durkee's Hostility Inventory, Dependency with Interpersonal Style Inventory (Help Seeking), Negative Self-Adequacy negatively correlated with Personal Orientation Inventory (Self Regard), Emotional Instability correlated with Lorr and Youniss' Relaxed vs. Anxious Scale, Negative Worldview related with Trust vs. Mistrust (Rohner, 2005).

The psychometric properties of the Turkish forms of PAQ were studied by Varan (2009). Moreover, Cronbach's alpha was found to be .86 for the total scale. The Cronbach's alpha of the subscales were found to ranged between .53 and .80. In the current study, Cronbach alphas of the subscales ranged from .57 to .84 and the total scale reliability was found .89 (see Table 3.2).

### **2.2.3 Positive Affect Negative Affect Schedule (PANAS)**

The Positive Affect Negative Affect Schedule was developed by Watson, Clark, and Tellegen (1988) and consists of 20 items rated from 1 (“very slightly or not at all”) to 5 (“extremely”), on a 5-point likert type scale. The scale has two subscales; Positive Affect (PA - degree of becoming attentive, interested, alert, excited, enthusiastic, inspired, proud, determined, strong, and active) and Negative Affect (NA - degree of becoming distressed, upset, hostile, irritable, scared, afraid, ashamed, guilty, nervous, and jittery) and each subscale has been measured by 10 items. Thus, the scores of both subscales (PA and NA) range from 10 to 50. Furthermore, Watson, Clark, and Tellegen (1988) reported that the reliability for positive affect ranges from .86 to .90 and for negative affect ranges from .84 to .87.

Studies for Turkish form of the scale were conducted by Gençöz (2000). Cronbach’s alpha for internal consistency was found to be .86 for positive affect and .83 for negative affect. Furthermore, test-retest reliabilities were .54 and .40 for positive and negative affect, respectively. Additionally, in terms of criterion-related validity, positive affect negatively correlated with Beck Depression Inventory and Beck Anxiety Inventory, whereas negative affect positively correlated with Beck Depression Inventory and Beck Anxiety Inventory. In the present study, the internal consistency coefficients for positive affect and negative affect were .81 and .84, respectively (see Table 3.2).

### **2.2.4 Conners’ Parent Rating Scale (CPRS)**

Conners’ Parent Rating Scale was developed firstly by Conners (1973) with 93 items and 8 factors. Then, the scale had been shortened in 1978 by Goyette, Conners and Ulrich (1978). The short form of the scale that was used in this study consists of 48 items rated from 0 (“never”) to 3 (“always”), on a 4-point likert type scale, both by mothers and fathers. The scale’s scores range from 0 to 144. The scale has 5 subscales: Conduct Problem ( $\alpha = .94$ ) measures defiant

and aggressive problems, Learning Problem ( $\alpha = .63$ ) reflects attentional and distractibility, Psychosomatic ( $\alpha = .91$ ) assesses health related difficulties, Impulsive Hyperactivity ( $\alpha = .70$ ) measures restlessness, excitability, and troublesome, and lastly Anxiety ( $\alpha = .90$ ) reflects shy and withdrawn dimensions (Goyette, Conners, & Ulrich, 1978).

The psychometric properties of the Turkish form were studied by Dereboy, Şenol, Şener, and Dereboy (2007). Dereboy and her colleagues (2007) adapted Conduct Problem, Learning Problem subscales and added Oppositional Defiant Disorder subscale. Impulsivity/Hyperactivity subscale was same as with the original form. Cronbach's alpha for internal consistency was found to be .90 for the whole scale. Moreover, the reliability of subscales ranged between .67 and .92. In the present study, the internal consistency coefficients of subscale of the mother report ranged between .52 and .90. For father report range was between .58 and .88 (see Table 3.2).

### **2.2.5 Social Support Appraisals Scale for Children (SSAS)**

The Social Support Appraisals Scale for Children was developed with 31 items by Dubow and Ullman (1989). Later on, Dubow and his colleagues (1991) added 10 items to this scale. Thus, the scale includes 41 items and rated from 1 ("never") to 5 ("always"), on a 5-point likert type scale. As a result, the scores range between 41 and 205. The scale has three subscales which are perceived social support from friends (measured with 19 items), from family (measured with 12 items) and from teachers (measured with 10 items). Dubow and his colleagues reported the internal consistency coefficients of the scale as .93. Furthermore, the internal consistency coefficients was found .88 for perceived social support from friends, .92 for perceived social support from family, and .86 for perceived social support from teachers.

The standardization of the Turkish form of the scale was performed by Gökler (2007). Cronbach's alphas for internal consistencies were found to be .93, .89, .86 and .88 for the whole scale, perceived social support from friends,

perceived social support from family and perceived social support from teacher, respectively. Moreover, test-retest reliability was .49 for the whole scale. Additionally, in terms of criterion-related validity, the whole scale negatively correlated with Children Depression Inventory. In the present study, the whole scale reliability was found .92. Internal consistency coefficients for the perceived social support from friends, perceived social support from family, and perceived social support from teacher were found .87, .92 and .83, respectively (see Table 3.2).

#### **2.2.6 Nowicki-Strickland Locus of Control Scale for Children (NSLCS)**

The Nowicki-Strickland Locus of Control Scale for Children was developed with 40 items by Nowicki and Strickland (1973). The items are rated from 1 (“I totally do not agree”) to 4 (“I totally agree”), on a 4-point likert type scale. As a result, the scores range between 29 and 116. Internal consistency of the scale was found to be .74 for grades 9, 10, 11 via Spearman Brown formula (Nowicki and Strickland, 1973).

The standardization of the Turkish form of the scale was performed by Öngen (2006). The study resulted with 29 items and 5 factors namely, locus of control for relationship with parents, locus of control for achievement, locus of control for relationship with peers, locus of control for superstition and locus of control for faith. Cronbach’s alphas for internal consistencies ranged between .47 and .74. For the whole scale, internal consistency coefficient was .72. In the present study, internal consistency coefficients was .73 for internal locus of control and .82 for external locus of control (see Table 3.2).

### **2.3 Procedure**

In order to be able to apply the questionnaire packet to the participants, firstly necessary permission was taken from Middle East Technical University Ethical Committee and then from Ministry of National Education. After that by visiting or calling, the schools were informed about the study and asked for an

appointment. The questionnaires were administered to the 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade students. The classes which participated into the study were selected by Psychological Counselling and Guidance Experts in each high school and, there were approximately six classes from each high school. The researcher gave information about the study to the students and answered their questions during the application. The students were asked to sign the inform consent form, and were assured about confidentiality. The questionnaires were introduced randomly and filled by the students in about 40 minutes. Additionally, two forms placed in envelops were given to the students to have them filled by their mothers and fathers. After two or three days, the researchers went to the school to collect the forms filled by parents.

#### **2.4 Statistical Analyses**

In the current study, the variables were examined through SPSS programs for accuracy of data entry, missing values, fit between distributions, and the assumptions of multivariate analysis, including normality, linearity, homogeneity of variance, and regression. Participants missing more than 10% of the items on the instruments were excluded from the analyses. Considering that the pattern of missing data was random, for the remained participants missing data were recoded as the case mean for each instrument.

Prior to main analysis, t-test, Univariate Analysis of Variance (ANOVA), and Multivariate Analysis of Variance (MANOVA) were performed to see the effect of demographic variables on the measures of the study. Finally, mediation analyses were employed via hierarchical multiple regression.

## **CHAPTER 3**

### **RESULTS**

In this chapter, factor analysis for internal locus of control, descriptive information for measures and the influences of demographic variables on the measures of the study will be examined. Additionally, the results of the regression analyses conducted to test the hypotheses will be reported.

#### **3.1 Factor Analysis for Nowicki-Strickland Locus of Control Scale (NSLCS)**

In the present study, in order to have 2 types of locus of control, Principal Component Factor Analysis with varimax rotation was conducted with 29 items included in Turkish form of the scale. Initially, in order to verify the suitability of the data, Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO) and Bartlett's Test of Sphericity values were checked out to see the suitability of the questionnaire for factor analysis.

Afterwards, the analysis run in order to have 2 factors. These factors explained a total of 26.53 % of the variance. Moreover, from these two factors, the first factor accounted for 16.64% and second factor accounted for 9.90% of the total variance. Furthermore, in order to examine the items under these two components, rotated component matrix was analyzed and loadings of the items were examined. For the distribution of the items through the factors, when a loading of an item was higher than .25 under a component, the item took part under this factor. Moreover, if a loading of an item provided this criterion under two components, the placement of the item was determined according to the semantic content of the item. Item 1 loaded both under the factor 1 (loading of -.29) and factor 2 (loading of .50). Item 1 was included under factor 2. Moreover, Item 16 also loaded under both factors and was included under factor 2. However, item 25 did not load under any factor. Thus, it was excluded. Factor 1 included 16 items and named as "External Locus of Control". Additionally,

Factor 2 consisted of 12 items and named as “Internal Locus of Control” (see Table 3.1).

**Table 3.1 Factor analysis of Conners’ Parent Rating Scale**

| Factors                           | Factor 1 Loadings | Factor 2 Loadings | Cronbach's Alpha |
|-----------------------------------|-------------------|-------------------|------------------|
| <b>Factor 1 (16.65% variance)</b> |                   |                   | <b>.82</b>       |
| <b>External Locus of Control</b>  |                   |                   |                  |
| Item 22                           | <b>.72</b>        | -.15              |                  |
| Item 9                            | <b>.69</b>        | -.01              |                  |
| Item 14                           | <b>.64</b>        | -.02              |                  |
| Item 7                            | <b>.64</b>        | -.13              |                  |
| Item 19                           | <b>.62</b>        | -.16              |                  |
| Item 12                           | <b>.55</b>        | .00               |                  |
| Item 2                            | <b>.54</b>        | -.10              |                  |
| Item 26                           | <b>.51</b>        | -.12              |                  |
| Item 17                           | <b>.50</b>        | -.02              |                  |
| Item 4                            | <b>.49</b>        | -.04              |                  |
| Item 21                           | <b>.48</b>        | -.11              |                  |
| Item 11                           | <b>.42</b>        | .06               |                  |
| Item 5                            | <b>.42</b>        | -.12              |                  |
| Item 3                            | <b>.40</b>        | -.02              |                  |
| Item 28                           | <b>.34</b>        | -.17              |                  |
| Item 29                           | <b>.25</b>        | -.08              |                  |
| <b>Factor2 (9.90% variance)</b>   |                   |                   | <b>.73</b>       |
| <b>Internal Locus of Control</b>  |                   |                   |                  |
| Item 27                           | -.01              | <b>.69</b>        |                  |
| Item 23                           | -.29              | <b>.62</b>        |                  |
| Item 13                           | .04               | <b>.63</b>        |                  |
| Item 15                           | -.02              | <b>.59</b>        |                  |
| Item 18                           | .16               | <b>.56</b>        |                  |
| Item 1                            | -.29              | <b>.50</b>        |                  |
| Item 8                            | -.23              | <b>.46</b>        |                  |
| Item 10                           | -.10              | <b>.46</b>        |                  |
| Item 24                           | -.04              | <b>.41</b>        |                  |
| Item 6                            | .01               | <b>.36</b>        |                  |
| Item 20                           | -.08              | <b>.34</b>        |                  |
| Item 16                           | .29               | <b>.32</b>        |                  |

### **3.2 Descriptive Information for Measures of the Study**

Means, standard deviations, and minimum-maximum values, and internal consistency coefficients were examined for Parental Acceptance-Rejection Questionnaire/Control (PARQ/C), Positive Negative Affect Schedule (PANAS), Conners’ Parent Rating Scale (CPRS), Personality Assessment Questionnaire (PAQ), Social Support Appraisals Scale for Children (SSAS), and Nowicki-

Strickland Locus of Control Scale for Children (NSLCS) measures (see Table 3.2).

**Table 3.2 Descriptive Information for the Measures**

| Measures                         | N   | Mean  | SD    | Range<br>(Min-Max) | Internal<br>Consistency ( $\alpha$ ) |
|----------------------------------|-----|-------|-------|--------------------|--------------------------------------|
| <b>Child PARQ/C: Father Form</b> |     |       |       |                    |                                      |
| Whole Scale (PARQ)               |     |       |       |                    |                                      |
| Whole Scale (PARQ)               | 354 | 98.56 | 33.28 | 60-240             | .78                                  |
| Warmth/Affection                 | 364 | 67.18 | 10.87 | 20-80              | .95                                  |
| Hostility/Aggression             | 369 | 25.15 | 8.07  | 15-60              | .93                                  |
| Indifference/Neglect             | 369 | 22.90 | 7.21  | 15-60              | .90                                  |
| Undifferentiated Rejection       | 367 | 16.39 | 5.51  | 10-40              | .90                                  |
| Control                          | 369 | 36.42 | 6.74  | 13-52              | .81                                  |
| <b>Child PARQ/C: Mother Form</b> |     |       |       |                    |                                      |
| Whole Scale (PARQ)               |     |       |       |                    |                                      |
| Whole Scale (PARQ)               | 364 | 97.26 | 28.37 | 60-240             | .97                                  |
| Warmth/Affection                 | 355 | 64.80 | 13.56 | 20-80              | .94                                  |
| Hostility/Aggression             | 357 | 22.94 | 8.89  | 15-60              | .89                                  |
| Indifference/Neglect             | 357 | 24.98 | 8.78  | 15-60              | .88                                  |
| Undifferentiated Rejection       | 356 | 15.30 | 5.98  | 10-40              | .85                                  |
| Control                          | 359 | 36.75 | 7.24  | 13-52              | .80                                  |
| <b>PAQ</b>                       |     |       |       |                    |                                      |
| Whole Scale                      |     |       |       |                    |                                      |
| Whole Scale                      | 370 | 94.74 | 15.57 | 42-168             | .89                                  |
| Hostility/Aggression             | 368 | 13.81 | 4.18  | 6-24               | .74                                  |
| Dependency                       | 368 | 17.32 | 3.37  | 6-24               | .57                                  |
| Negative Self Esteem             | 367 | 10.90 | 3.34  | 6-24               | .68                                  |
| Negative Self Adequacy           | 368 | 10.81 | 3.49  | 6-24               | .75                                  |
| Emotional                        | 368 | 13.78 | 2.78  | 6-24               | .63                                  |
| Unresponsiveness                 |     |       |       |                    |                                      |
| Emotional Instability            | 368 | 17.86 | 3.63  | 6-24               | .70                                  |
| Negative Worldwide               | 368 | 12.72 | 4.69  | 6-24               | .84                                  |

**Note.** Child PARQ/C = Child Parental Acceptance-Rejection Questionnaire/Control, PAQ = Personality Assessment Questionnaire, PANAS = Positive and Negative Affect Schedule, CPRS = Conners' Parent Rating Scale, NSLCS = Nowicki-Strickland Locus of Control Scale.

**Table 3.2 Continued**

| Measures                   | N   | Mean   | SD    | Range<br>(Min-Max) | Internal<br>Consistency<br>( $\alpha$ ) |
|----------------------------|-----|--------|-------|--------------------|---|
| <b>PANAS</b>               |     |        |       |                    |   |
| Positive Affect            | 344 | 36.06  | 7.51  | 10-50              | .81                                     |
| Negative Affect            | 343 | 22.76  | 8.07  | 10-50              | .84                                     |
| <b>Social Support</b>      |     |        |       |                    |   |
| <b>Appraisal</b>           |     |        |       |                    |   |
| Whole Scale                | 361 | 162.75 | 20.91 | 41-164             | .92                                     |
| SSFamily                   | 364 | 50.26  | 9.04  | 12-60              | .92                                     |
| SSFriend                   | 362 | 77.26  | 10.32 | 19-95              | .87                                     |
| SSTeacher                  | 365 | 35.32  | 7.02  | 10-50              | .83                                     |
| <b>CPRS:Mother</b>         |     |        |       |                    |   |
| Conduct Disorder           | 146 | 5.51   | 6.09  | 00-33              | .90                                     |
| Oppositional Defiant Prob. | 152 | 3.07   | 3.01  | 00-15              | .79                                     |
| Learning Problem           | 152 | 3.30   | 2.45  | 00-15              | .52                                     |
| Impulsivity/Hyperactivity  | 152 | 5.43   | 3.03  | 00-12              | .70                                     |
| <b>CPRS:Father</b>         |     |        |       |                    |   |
| Conduct Disorder           | 130 | 5.61   | 5.82  | 00-33              | .88                                     |
| Oppositional Defiant Prob. | 139 | 3.09   | 2.97  | 00-15              | .80                                     |
| Learning Problem           | 133 | 3.23   | 2.37  | 00-15              | .58                                     |
| Impulsivity/Hyperactivity  | 138 | 5.35   | 2.69  | 00-12              | .65                                     |
| <b>NSLCS</b>               |     |        |       |                    |   |
| Internal Locus of Control  | 341 | 38.82  | 5.04  | 12-48              | .73                                     |
| External Locus of Control  | 327 | 36.10  | 7.93  | 16-64              | .82                                     |

**Note.** Child PARQ/C = Child Parental Acceptance-Rejection Questionnaire/Control, PAQ = Personality Assessment Questionnaire, PANAS = Positive and Negative Affect Schedule, CPRS = Conners' Parent Rating Scale, NSLCS = Nowicki-Strickland Locus of Control Scale.

### 3.3 Differences of Demographic Variables on the Measures of the Study

In order to analyze the differences of demographic variables on the measures of the present study, separate t-test, Univariate Analysis of Variance (ANOVA) and Multivariate Analysis of Variances (MANOVA) were conducted. To be able to analyze the demographic variables as the independent variables, initially they were categorized into two or three groups. These categorizations and number of cases in each category were given in Table 3.3.

**Table 3.3 Categorization of the Demographic Variables**

| <b>Variables</b>                            | <b>N</b> | <b>%</b> |
|---|----------|----------|
| <b>Gender</b>                               |          |          |
| Female                                      | 215      | 57.3     |
| Male  | 160      | 42.7     |
| <b>Age</b>                                  |          |          |
| 14 to 16                                    | 245      | 65.3     |
| 17 to 18                                    | 130      | 34.7     |
| <b>Grade</b>                                |          |          |
| 9th grade                                   | 140      | 37.3     |
| 10th grade                                  | 129      | 34.4     |
| 11th grade                                  | 106      | 28.3     |
| <b>School</b>                               |          |          |
| Çankaya High School                         | 148      | 39.5     |
| Eryaman High School                         | 79       | 21.1     |
| Nefise Andıçen High School                  | 148      | 39.5     |
| <b>Mother's Education</b>                   |          |          |
| Graduate of secondary school or below (low) | 186      | 49.6     |
| Graduate of high school or above (high)     | 188      | 50.1     |
| <b>Father's Education</b>                   |          |          |
| Graduate of high school or below (low)      | 210      | 56.0     |
| Graduate of university or above (high)      | 155      | 41.3     |
| <b>Income</b>                               |          |          |
| 0-1500 (low)                                | 159      | 42.4     |
| 1500 or above (high)                        | 212      | 56.5     |
| <b>Sibling Number</b>                       |          |          |
| Having single sibling or no sibling         | 210      | 57.5     |
| Having more than one siblings               | 155      | 42.5     |

### **3.3.1 Differences of Demographic Variables on the Child Parental Acceptance-Rejection/Control: Mother Form (Child PAR/C: Mother Form)**

As can be seen from Table 3 demographic variables had been grouped into different categories. Possible differences of these categorized demographic variables on the total score of Parental Acceptance-Rejection/Control: Mother Form were separately analyzed via Univariate Analysis of Variance (ANOVA) or t-test. Moreover, to examine the differences of demographic variables on the subscales of PAR/C: Mother Form (Warmth/Affection, Hostility/Aggression, Indifference/Neglect and Undifferentiated Rejection), Multivariate Analysis of Variance (MANOVA) were run.

### **3.3.1.1 Influence of Age on Child Parental Acceptance-Rejection/Control: Mother Form (Child PAR/C: Mother Form)**

To see the differences of age on total score of perceived maternal acceptance-rejection (MAR) t-test was conducted. The result showed that there was not any significant difference between two groups of ages (14-16 ages and 17-18 ages) in terms of MAR [ $t(362) = -1.04, p > .05$ ].

Additionally, in order to see the influence of age on maternal acceptance-rejection/control (MAR/C) domains One-way MANOVA was conducted with five MAR/C domains [Warmth/Affection (W/A), Hostility/Aggression (H/A), Indifference/Neglect (I/N), Undifferentiated Rejection (UR) and Control (C)] as the dependent variables.

According to the results, there was not a significant main effect of age on MAR/C domains [Multivariate  $F(5, 358) = 0.25, p > .05$ ; Wilks' Lambda = .99; partial  $\eta^2 = .00$ ]. Thus, univariate analyses were not examined.

### **3.3.1.2 Influence of Gender on Child Parental Acceptance-Rejection/Control: Mother Form (Child PAR/C: Mother Form)**

To see the differences of gender on perceived MAR t-test was conducted. The result showed that there was not any significant difference between male participants and female participants in terms of MAR [ $t(362) = -0.05, p > .05$ ].

MANOVA was conducted with 5 MAR/C domains (W/A, H/A, I/N, UR and C) as the dependent variables to see the influence of gender. According to the results, there was a significant main effect of gender [Multivariate  $F(5, 358) = 9.10, p < .001$ ; Wilks' Lambda = .89; partial  $\eta^2 = .11$ ].

Following the multivariate analyses, univariate analyses were examined for the gender main effects with the application of the Bonferroni correction. Thus, for the analyses, the alpha values that were lower than .01 (i.e., .05/5) were considered to be significant with this correction. After the correction, gender was found to be significant only for the control domain [ $F(1, 362) = 37.36, p < .01$ , partial  $\eta^2 = .09$ ]. That is, females ( $M = 38.18$ ) perceived significantly more mother control than males ( $M = 34.00$ ) (see Figure 3.1). However, univariate

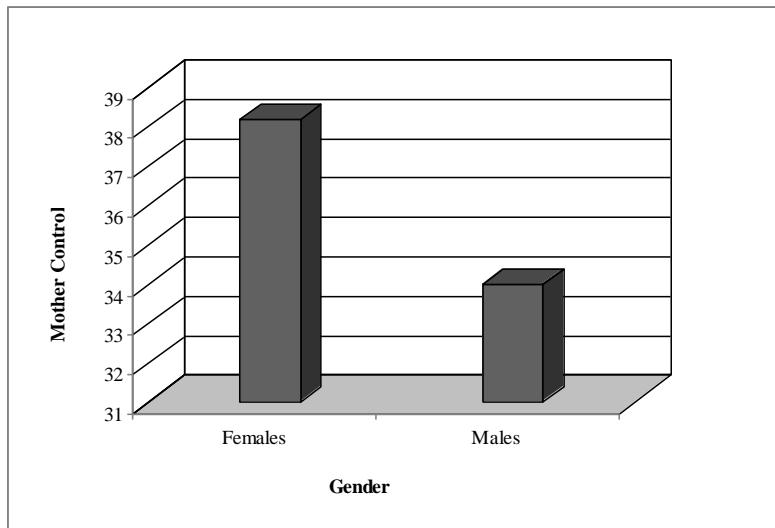
analyses did not reveal gender main effect for warmth/affection, hostility/aggression, indifference/neglect, and undifferentiated rejection (see Table 3.4).

**Table 3.4 MANOVA for maternal acceptance-rejection/control and Gender**

| Variables     | Multivariate |        | $\eta^2$ | Wilks' Lambda | Univariate |     | e<br>$\eta^2$ |
|---------------|--------------|--------|----------|---------------|------------|-----|---------------|
|               | F            | df     |          |               | F          |     |               |
| <b>Gender</b> | 9.10*        | 5, 358 | .11      | .89           | -          | -   | -             |
| W/A           | -            | 1, 362 | -        | -             | 0.35       | .01 |               |
| H/A           | -            | 1, 362 | -        | -             | 0.63       | .01 |               |
| I/N           | -            | 1, 362 | -        | -             | 1.34       | .01 |               |
| UR            | -            | 1, 362 | -        | -             | 1.61       | .01 |               |
| C             | -            | 1, 362 | -        | -             | 37.36**    | .09 |               |

Note1. \*\*\*  $p < .001$ , \*\*  $p < .01$ , \* $p < .05$  Note2. W/A = Warmth/Affection, H/A = Hostility/Aggression, I/N = Indifference/Neglect, UR = Un differentiated Rejection, C = Control

**Figure 3.1 Mean of Mother Control Scores for Male and Female Participants**

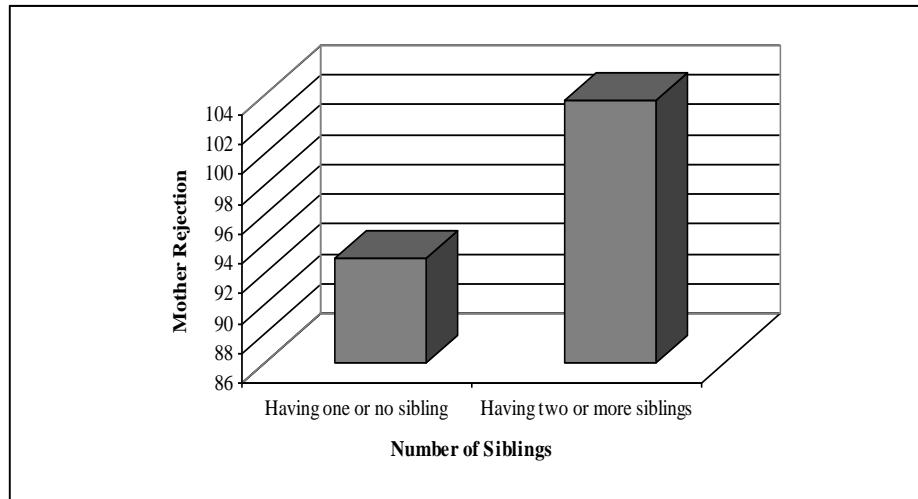


### 3.3.1.3 Influence of Number of Sibling on Child Parental Acceptance-Rejection/Control: Mother Form (Child PAR/C: Mother Form)

In order to test how whole score of perceived MAR differentiated in terms of number of sibling t-test was conducted. The result showed that there was a significant difference between participants who had one or no sibling and participants who had more than one siblings [  $t (353) = -3.51$ ,  $p \leq .001$  ]. That is,

the participants with one or no sibling ( $M = 92.97$ ) perceived significantly less rejection as compared to those who having more than one siblings ( $M = 103.58$ ).

**Figure 3.2 Mean of Perceived Maternal Rejection for Number of Siblings**



In order to see how number of sibling influenced five MAR/C domains One-way MANOVA was conducted with five MAR/C domains (W/A, H/A, I/N, UR and C) as the dependent variables. The result indicated that there was a significant number of sibling main effect [Multivariate  $F(5, 349) = 3.97, p < .01$ ; Wilks' Lambda = .95; partial  $\eta^2 = .05$ ].

Following the multivariate analyses, univariate analyses were examined for significant effect with the application of the Bonferroni correction. After the correction, number of siblings was found to be significant for warmth/affection [ $F(1, 353) = 13.83, p < .01$ , partial  $\eta^2 = .04$ ] and indifference/neglect domains [ $F(1, 353) = 15.04, p < .01$ , partial  $\eta^2 = .04$ ]. That is, participants who had one or no sibling ( $M = 68.89$ ) perceived more warmth/affection from mother than the ones who had two or more siblings ( $M = 64.60$ ). Furthermore, participants who had one or no sibling ( $M = 21.73$ ) reported less perceived indifference/neglect from mother than the ones who had two or more siblings ( $M = 24.71$ ) (see Figure 3.2). Nevertheless, univariate analyses did not reveal number of siblings main effect for hostility/aggression, undifferentiated rejection, and control (see Table 3.5).

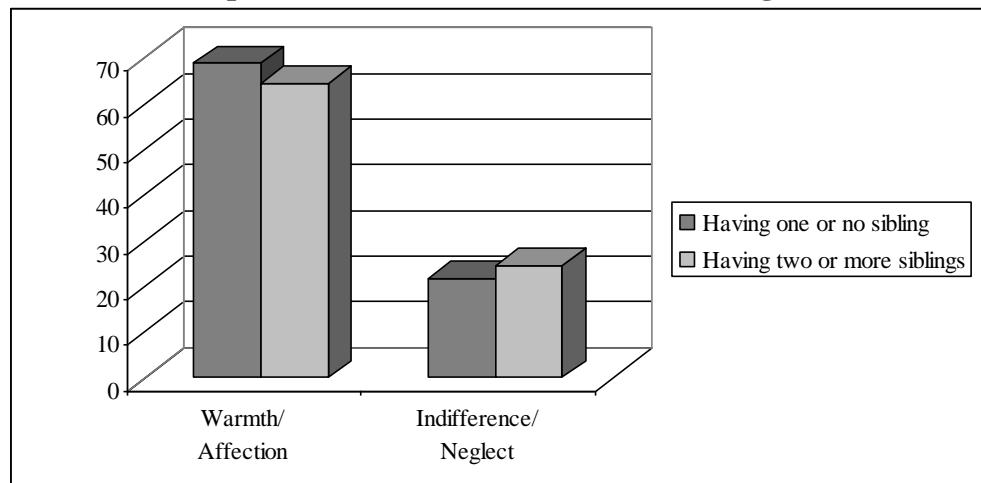
**Table 3.5 MANOVA for maternal acceptance-rejection/control and number of sibling**

| Variables      | Multivariate | df     | Multivariate | Wilks' | Univariate | Univariate |
|----------------|--------------|--------|--------------|--------|------------|------------|
|                | F            |        | $\eta^2$     | Lambda | F          | $\eta^2$   |
| <b>Sibling</b> | 3.97**       | 5, 349 | .05          | .95    | -          | -          |
| W/A            | -            | 1, 353 | -            | -      | 13.83***   | .04        |
| H/A            | -            | 1, 353 | -            | -      | 5.73       | .02        |
| I/N            | -            | 1, 353 | -            | -      | 15.04***   | .04        |
| UR             | -            | 1, 353 | -            | -      | 4.49       | .01        |
| C              | -            | 1, 353 | -            | -      | 1.28       | .00        |

Note1. \*\*\*  $p < .001$ , \*\*  $p < .01$ , \* $p < .05$

Note2. W/A = Warmth/Affection, H/A = Hostility/Aggression, I/N = Indifference/Neglect, UR = Undifferentiated Rejection, C = Control

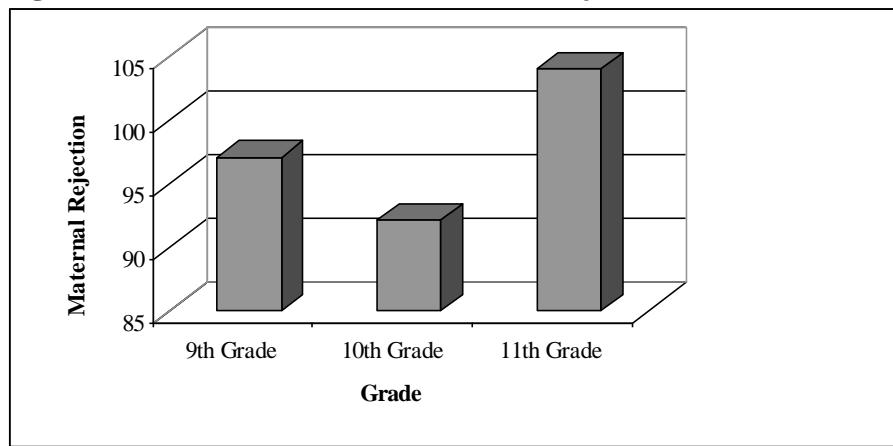
**Figure 3.3 Mean of Mother Warmth/Affection and Indifference/Neglect Scores of Participants with Different Numbers of Siblings**



### 3.3.1.4 Influence of Grade on Child Parental Acceptance-Rejection/Control: Mother Form (Child PAR/C: Mother Form)

In order to see the effect of three different grades on overall measure of perceived MAR One-way ANOVA was run. The result revealed that there was a main effect of grade [ $F(2, 361) = 5.05, p < .01$ ]. According to post-hoc analysis of this effect, 10<sup>th</sup> grade participants ( $M = 92.12$ ) reported less perceived maternal rejection than the 11<sup>th</sup> grade participants ( $M = 104.00$ ). However, 9<sup>th</sup> grade participants ( $M = 97.05$ ) did not differ from the other two grades.

**Figure 3.4 Mean of Perceived Maternal Rejection for Different Grades**



A One-way MANOVA was performed on five MAR/C domains (W/A, H/A, I/N, UR and C) as the dependent variables to see the effect of grade. However, the result indicated that there was no main effect of grade [Multivariate  $F(10, 714) = 1.41, p > .05$ ; Wilks' Lambda = .96; partial  $\eta^2 = .02$ ] for MAR/C domains. Thus, univariate analyses were not examined.

### **3.3.1.5 Influence of School on Child Parental Acceptance-Rejection/Control: Mother Form (Child PAR/C: Mother Form)**

In order to find out the effect of three different schools on overall measure of perceived MAR One-way ANOVA was run. The result showed that there was no significant difference between schools in terms of total score of MAR [ $F(2, 361) = 1.34, p > .05$ ].

A One-way MANOVA was performed on five MAR/C domains (W/A, H/A, I/N, UR and C) as the dependent variables to find out the effect of School. The result indicated that there was a main effect of school [Multivariate  $F(10, 714) = 3.00, p \leq .001$ ; Wilks' Lambda = .92; partial  $\eta^2 = .04$ ]. However, following the univariate analyses with Bonferroni correction, main effect of school was not found for either of the five domains of MAR/C (see Table 3.6).

**Table 3.6 MANOVA for maternal acceptance-rejection/control and school**

| Variables     | Multivariate | df     | Multivariate | Wilks' Lambda | Univariate | Univariate |
|---------------|--------------|--------|--------------|---------------|------------|------------|
|               | F            |        | $\eta^2$     |               | F          | $\eta^2$   |
| <b>School</b> | 3.00***      | 10,714 | .04          | .92           | -          | -          |
| W/A           | -            | 2, 361 | -            | -             | 1.53       | .01        |
| H/A           | -            | 2, 361 | -            | -             | 0.78       | .01        |
| I/N           | -            | 2, 361 | -            | -             | 2.16       | .01        |
| UR            | -            | 2, 361 | -            | -             | 1.65       | .01        |
| C             | -            | 2, 361 | -            | -             | 3.97       | .02        |

Note1. \*\*\*  $p < .001$ , \*\*  $p < .01$ , \*  $p < .05$

Note2. W/A = Warmth/Affection, H/A = Hostility/Aggression, I/N = Indifference/Neglect, UR = Un differentiated Rejection, C = Control

### 3.3.1.6 Influence of Mother's Education on Child Parental Acceptance-Rejection/Control: Mother Form (Child PAR/C: Mother Form)

In order to find out how total score of perceived MAR differentiated in terms of mother's education t-test was conducted. The result indicated that there was no significant difference between participants whose mothers were secondary school or lower level graduates and whose mothers were high school or higher level graduates in terms of MAR [ $t(361) = 1.51, p > .05$ ].

To examine the effect of mother's education on MAR/C domains One-way MANOVA was conducted with five MAR/C domains (W/A, H/A, I/N, UR and C) as dependent variables. The result showed that there was a significant main effect of mother's education [Multivariate  $F(5, 357) = 5.28, p < .001$ ; Wilks' Lambda = .93; partial  $\eta^2 = .07$ ].

For significant effects, a univariate analysis with Bonferroni correction was conducted. After the correction, mother's education was found to be significant only for control dimension [ $F(1, 361) = 11.53, p < .01$ , partial  $\eta^2 = .03$ ]. That is, the participants having lower educated mothers ( $M = 37.63$ ) perceived more control from their mothers than the ones having higher educated mothers ( $M = 35.24$ ). Mother's education did not have any significant effect on warmth/affection, hostility/aggression, indifference/neglect, and undifferentiated rejection [ $F(1, 361) = 0.61, p > .01$ , partial  $\eta^2 = .00$ ] (see Table 3.7).

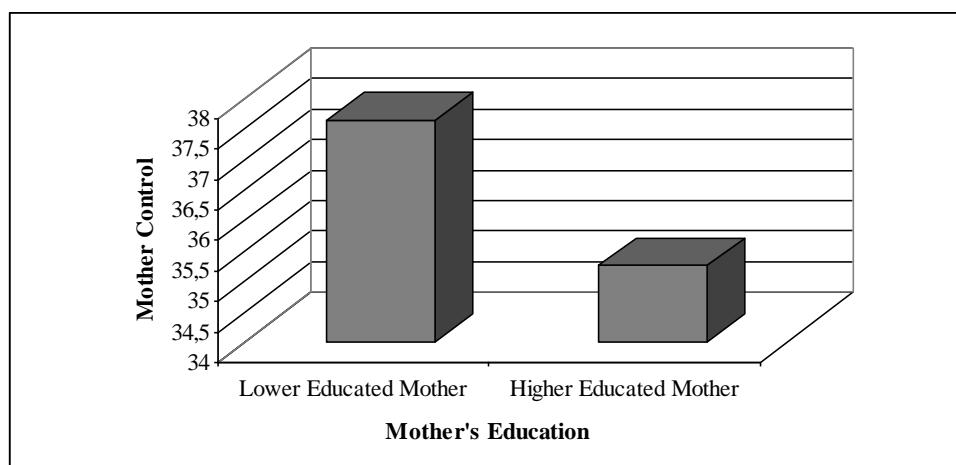
**Table 3.7 MANOVA for maternal acceptance-rejection/control and mother's education**

| Variables                 | Multivariate | df     | Multivariate | Wilks' Lambda | Univariate | Univariate |
|---------------------------|--------------|--------|--------------|---------------|------------|------------|
|                           | F            |        | $\eta^2$     |               | F          | $\eta^2$   |
| <b>Mother's Education</b> | 5.28***      | 5, 357 | .07          | .93           | -          | -          |
| W/A                       | -            | 1, 361 | -            | -             | 4.04       | .01        |
| H/A                       | -            | 1, 361 | -            | -             | 0.29       | .01        |
| I/N                       | -            | 1, 361 | -            | -             | 2.97       | .01        |
| UR                        | -            | 1, 361 | -            | -             | 0.61       | .01        |
| C                         | -            | 1, 361 | -            | -             | 11.53**    | .03        |

Note1. \*\*\*  $p < .001$ , \*\*  $p < .01$ , \*  $p < .05$

Note2. W/A = Warmth/Affection, H/A = Hostility/Aggression, I/N = Indifference/Neglect,  
UR = Undifferentiated Rejection, C = Control

**Figure 3.5 Mean of Mother Control Scores of Participants Having Mothers with Different Education Levels**



### 3.3.1.7 Influence of Income on Child Parental Acceptance-Rejection/Control: Mother Form (Child PAR/C: Mother Form)

In order to find out if there was a significant difference between income levels in terms of perceived maternal acceptance-rejection/control t-test was conducted. The results showed that there was no significant differences between low and high level of incomes in terms of perceived MAR [ $t (358) = 0.39, p > .05$ ].

To examine the effect of income on MAR/C domains One-way MANOVA was conducted with five MAR/C domains (W/A, H/A, I/N, UR and

C) as dependent variables. The result showed that there was a significant main effect of income [Multivariate F (5, 354) = 2.43, p < .05; Wilks' Lambda = .97; partial  $\eta^2$  = .03]. However, following the univariate analyses with Bonferroni correction, main effect of income was not found for either of the domains (see Table 3.8).

**Table 3.8 MANOVA for maternal acceptance-rejection/control and income**

| Variables     | Multivariate | df     | Multivariate | Wilks' Lambda | Univariate | Univariate |
|---------------|--------------|--------|--------------|---------------|------------|------------|
|               | F            |        | $\eta^2$     |               | F          | $\eta^2$   |
| <b>Income</b> | 2.43*        | 5, 354 | .03          | .97           | -          | -          |
| W/A           | -            | 1,358  | -            | -             | 2.65       | .01        |
| H/A           | -            | 1,358  | -            | -             | 0.57       | .01        |
| I/N           | -            | 1,358  | -            | -             | 0.17       | .01        |
| UR            | -            | 1,358  | -            | -             | 0.38       | .01        |
| C             | -            | 1,358  | -            | -             | 0.39       | .01        |

Note1. \*\*\* p < .001, \*\* p < .01, \*p < .05

Note2. W/A = Warmth/Affection, H/A = Hostility/Aggression, I/N = Indifference/Neglect, UR = Undifferentiated Rejection, C = Control

### 3.3.2 Differences of Demographic Variables on Child Parental Acceptance-Rejection/Control: Father Form (Child PAR/C: Father Form)

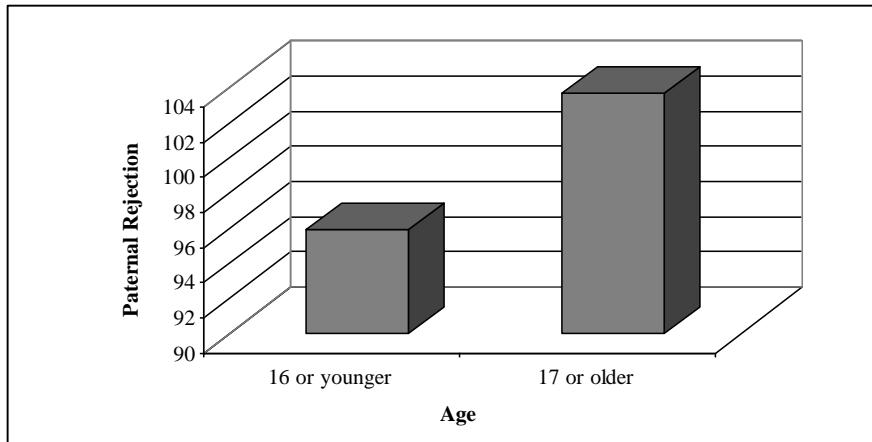
As can be seen from Table 3 demographic variables had been grouped into different categories. Possible differences of these categorized demographic variables on Parental Acceptance-Rejection/Control: Father Form were separately analyzed via Univariate Analysis of Variance (ANOVA) or t-test. Moreover, to examine the differences of demographic variables on the subscales of PAR/C: Father Form (Warmth/Affection, Hostility/Aggression, Indifference/Neglect and Undifferentiated Rejection), Multivariate Analysis of Variance (MANOVA) were run.

#### 3.3.2.1 Influence of Age on Child Parental Acceptance-Rejection/Control: Father Form (Child PAR/C: Father Form)

In order to find out if there was a significant difference between age groups in terms of total score of perceived paternal acceptance-rejection (PAR) t-test was conducted. The result showed that there was a significant differences

between age groups [ $t(352) = -2.10$ ,  $p < .01$ ]. That is, the participants who were 16 or younger ( $M = 95.86$ ) perceived more acceptance than the ones who were 17 or older ( $M = 103.64$ ).

**Figure 3.6 Mean of Perceived Paternal Rejection for Age**



In order to find out the effect of age on Paternal Acceptance-Rejection/Control (PAR/C) domains One-way MANOVA was conducted with five PAR/C domains (W/A, H/A, I/N, UR and C) as dependent variables. The result showed that there was a significant main effect of age [Multivariate  $F(5, 348) = 3.35$ ,  $p < .01$ ; Wilks' Lambda = .95; partial  $\eta^2 = .05$ ].

After the multivariate analyses, univariate analyses were performed for significant effects with Bonferroni correction. After the correction, Age was found to be significant for warmth/affection [ $F(1, 352) = 7.01$ ,  $p < .01$ , partial  $\eta^2 = .02$ ]. That is, the participants who were 16 or younger ( $M = 66.16$ ) perceived more warmth than the ones who were 17 or older ( $M = 62.19$ ). However, age main effect was not found to be significant for aggression/hostility, indifference/neglect, undifferentiated rejection and control domains (see Table 3.9).

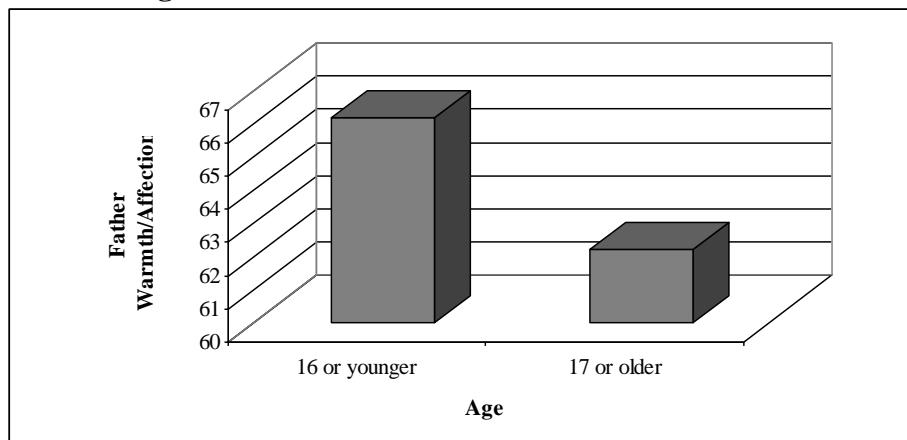
**Table 3.9 MANOVA for paternal acceptance-rejection/control and age**

| Variables  | Multivariate | df     | Multivariate | Wilks' | Univariate | Univariate |
|------------|--------------|--------|--------------|--------|------------|------------|
|            | F            |        | $\eta^2$     | Lambda | F          | $\eta^2$   |
| <b>Age</b> | 3.35*        | 5, 348 | .05          | .95    | -          | -          |
| W/A        | -            | 1, 352 | -            | -      | 7.01*      | .02        |
| H/A        | -            | 1, 352 | -            | -      | 3.18       | .01        |
| I/N        | -            | 1, 352 | -            | -      | 0.85       | .01        |
| UR         | -            | 1, 352 | -            | -      | 2.84       | .01        |
| C          | -            | 1, 352 | -            | -      | 1.52       | .01        |

Note1. \*  $p < .01$

Note2. W/A = Warmth/Affection, H/A = Hostility/Aggression, I/N = Indifference/Neglect, UR = Undifferentiated Rejection, C = Control

**Figure 3.7 Mean of Father Warmth/Affection Scores of Participants with Different Ages**



### 3.3.2.2 Influence of Gender on Child Parental Acceptance-Rejection/Control: Father Form (Child PAR/C: Father Form)

In order to test if there was a significant difference between genders in terms of perceived PAR, t-test was conducted. The result showed that there was no significant differences between male and female participants in terms of perceived PAR [ $t(352) = -1.41, p > .05$ ].

To examine the effect of gender on PAR/C domains One-way MANOVA was conducted with five PAR/C domains (W/A, H/A, I/N, UR and C) as dependent variables. The result showed that there was a significant main effect of Gender [Multivariate  $F(5, 348) = 4.70, p < .001$ ; Wilks' Lambda = .94; partial  $\eta^2 = .06$ ].

After the multivariate analyses, univariate analyses were conducted with Bonferroni correction to find out significant effects. After the correction, gender was found to be significant for perceived father Control [ $F(1, 352) = 9.85, p < .01$ , partial  $\eta^2 = .03$ ]. That is, female participants ( $M = 37.77$ ) perceived more father control than the male participants ( $M = 35.35$ ). However, gender did not found to be significant on other domains (see Table 3.10).

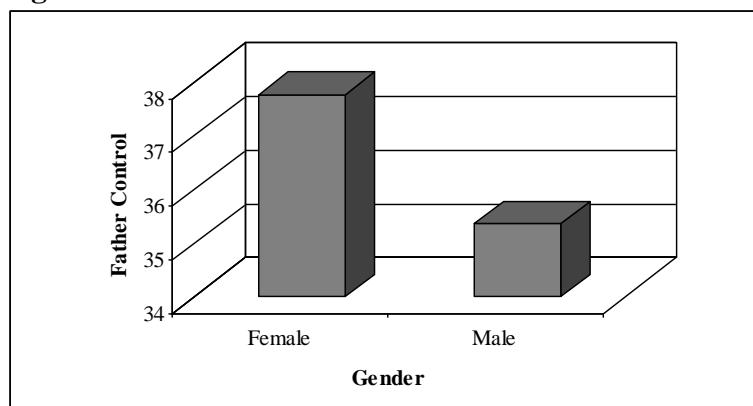
**Table 3.10 MANOVA for paternal acceptance-rejection/control and gender**

| Variables | Multivariate | df     | Multivariate | Wilks' Lambda | Univariat | Univariat |
|-----------|--------------|--------|--------------|---------------|-----------|-----------|
|           | F            |        | $\eta^2$     |               | e         | e         |
| Gender    | 4.70**       | 5, 348 | .06          | .94           | -         | -         |
| W/A       | -            | 1, 352 | -            | -             | 0.87      | .00       |
| H/A       | -            | 1, 352 | -            | -             | 3.40      | .01       |
| I/N       | -            | 1, 352 | -            | -             | 1.28      | .00       |
| UR        | -            | 1, 352 | -            | -             | 1.66      | .01       |
| C         | -            | 1, 352 | -            | -             | 9.85*     | .03       |

Note1. \*\*  $p < .001$ , \*  $p < .01$

Note2. W/A = Warmth/Affection, H/A = Hostility/Aggression, I/N = Indifference/Neglect, UR = Undifferentiated Rejection, C = Control

**Figure 3.8 Mean of Father Control Scores of Male and Female Participants**



### 3.3.2.3 Influence of Number of Siblings on Child Parental Acceptance-Rejection/Control: Father Form (Child PAR/C: Father Form)

In order to test if there was a significant difference between number of sibling (having one or no sibling and having two or more sibling) in terms of perceived PAR t-test was conducted. The result showed that there was no

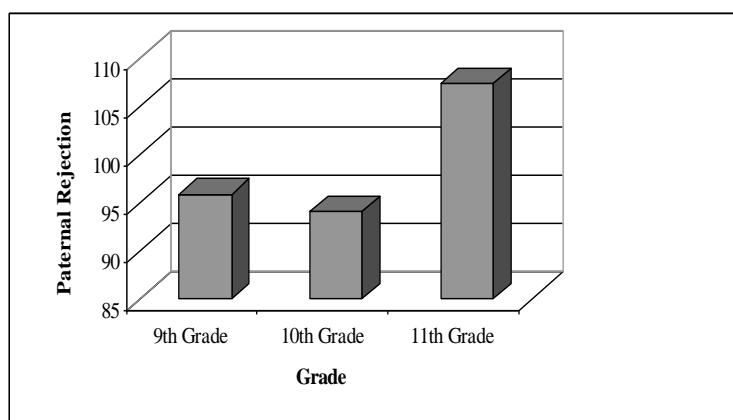
significant difference between participants who had one or no siblings and participants who had more than one sibling [ $t(342) = -1.07, p > .05$ ].

In order to see how number of siblings affected PAR/C domains One-way MANOVA was conducted with five PAR/C domains (W/A, H/A, I/N, UR and C) as dependent variables. The result indicated that there was not a significant number of sibling main effect on PAR/C domains [Multivariate  $F(5, 338) = 0.96, p > .05$ ; Wilks' Lambda = .99; partial  $\eta^2 = .01$ ]. Thus, univariate analyses were not examined.

### **3.3.2.4 Influence of Grade on Child Parental Acceptance-Rejection/Control: Father Form (Child PAR/C: Father Form)**

In order to see if there were significant differences between three different grades in terms of perceived PAR one-way ANOVA was performed. The results of post-hoc analysis revealed that there was a main effect of grade [ $F(2, 351) = 5.45, p < .01$ ]. According to this effect, 9<sup>th</sup> grade participants ( $M = 95.87$ ) and 10<sup>th</sup> grade participants ( $M = 94.08$ ) reported more perceived paternal acceptance than the 11<sup>th</sup> grade participants ( $M = 107.36$ ). However, 9<sup>th</sup> grade participants and 10<sup>th</sup> grade participants did not differ from each other significantly (see Figure 3.9).

**Figure 3.9 Mean of Paternal Rejection Scores of Participants from Different Grades**



In order to find out the effect of grade on PAR/C domains One-way MANOVA was conducted with five PAR/C domains (W/A, H/A, I/N, UR and C) as dependent variables. The result showed that there was a significant main effect of grade [Multivariate  $F$  (10, 694) = 2.31,  $p < .05$ ; Wilks' Lambda = .94; partial  $\eta^2 = .03$ ].

After the multivariate analyses, univariate analyses were conducted with Bonferroni correction to find out significant effects. After the correction, grade was found to be significant for perceived father warmth/affection [ $F$  (2, 351) = 5.99,  $p < .01$ , partial  $\eta^2 = .03$ ] and for father undifferentiated rejection [ $F$  (2, 351) = 4.84,  $p < .01$ , partial  $\eta^2 = .03$ ] (see Table 3.11). Based on the results of post-hoc analysis, 9<sup>th</sup> grade participants ( $M = 66.00$ ) and 10<sup>th</sup> grade participants ( $M = 66.63$ ) reported more perceived paternal warmth than the 11<sup>th</sup> grade participants ( $M = 60.85$ ). However, 9<sup>th</sup> grade participants and 10<sup>th</sup> grade participants did not differ from each other significantly. Moreover, while 9<sup>th</sup> grade participants ( $M = 14.84$ ) and 10<sup>th</sup> grade participants ( $M = 14.57$ ) reported less perceived paternal undifferentiated rejection than the 11<sup>th</sup> grade participants ( $M = 16.88$ ), they did not differ from each other significantly. Nevertheless, grade did not have any significant effect on other domains (see Figure 3.10).

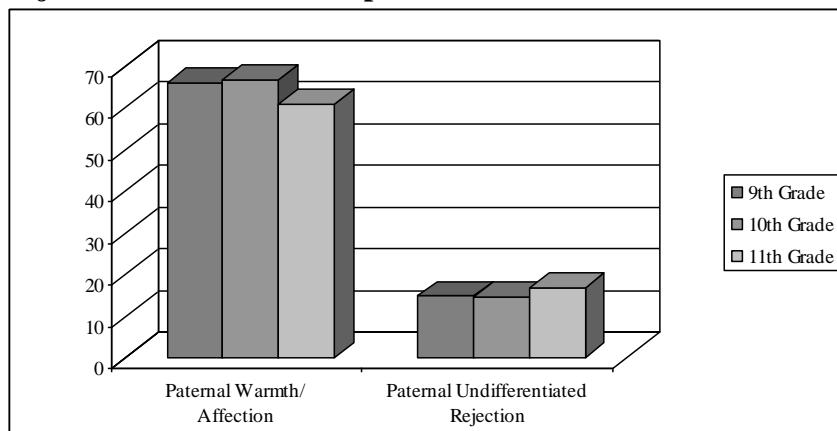
**Table 3.11 MANOVA for paternal acceptance-rejection/control and grade**

| Variables    | Multivariate |         | df | $\eta^2$ | Wilks' Lambda | Univariate |          |
|--------------|--------------|---------|----|----------|---------------|------------|----------|
|              | F            |         |    |          |               | F          | $\eta^2$ |
| <b>Grade</b> | 2.31*        | 10, 694 |    | .03      | .94           | -          | -        |
| W/A          | -            | 2, 351  |    | -        | -             | 5.99**     | .03      |
| H/A          | -            | 2, 351  |    | -        | -             | 4.18       | .02      |
| I/N          | -            | 2, 351  |    | -        | -             | 2.34       | .01      |
| UR           | -            | 2, 351  |    | -        | -             | 4.84**     | .03      |
| C            | -            | 2, 351  |    | -        | -             | 1.41       | .01      |

Note1. \*\*  $p < .01$ , \*  $p < .05$

Note2. W/A = Warmth/Affection, H/A = Hostility/Aggression, I/N = Indifference/Neglect, UR = Undifferentiated Rejection, C = Control

**Figure 3.10 Mean of Father Warmth/Affection and Undifferentiated Rejection Scores of Participants from Different Grades**



### **3.3.2.5 Influence of School on Child Parental Acceptance-Rejection/Control: Father Form (Child PAR/C: Father Form)**

In order to examine if there were significant differences between three schools in terms of perceived PAR one-way ANOVA was conducted. The result revealed that there was no significant difference between three schools in terms of perceived PAR [ $F(2, 351) = 0.08, p > .05$ ].

In order find out the effect of school on PAR/C domains One-way MANOVA was conducted with five PAR/C domains (W/A, H/A, I/N, UR and C) as dependent variables. The result showed that there was not a significant main effect of school [Multivariate  $F(10, 694) = 0.47, p > .05$ ; Wilks' Lambda = .99; partial  $\eta^2 = .01$ ] on PAR/C. Thus, univariate analyses were not examined.

### **3.3.2.6 Influence of Father's Education on Child Parental Acceptance-Rejection/Control: Father Form (Child PAR/C: Father Form)**

In order to investigate if there were significant differences between different levels of father's education in terms of perceived PAR t-test was conducted. The results revealed that there was no significant difference based on father's education in terms of perceived PAR [ $t(350) = 1.34, p > .05$ ].

In order to find out the effect of different levels of father's education on PAR/C domains One-way MANOVA was conducted with five PAR/C domains (W/A, H/A, I/N, UR and C) as dependent variables. The result showed that there

was not a significant main effect of father's education [Multivariate  $F$  (5, 346) = 1.51,  $p > .05$ ; Wilks' Lambda = .98; partial  $\eta^2 = .02$ ] on PAR/C. Thus, univariate analyses were not examined.

### **3.3.2.7 Influence of Income on Child Parental Acceptance-Rejection/Control: Father Form (Child PAR/C: Father Form)**

In order to find out if there was a significant difference between income levels in terms of perceived PAR t-test was conducted. The result showed that there was no significant differences between low and high level of incomes in terms of perceived PAR [ $t$  (349) = -0.16,  $p > .05$ ].

To examine the effect of Income on PAR/C domains One-way MANOVA was conducted with five PAR/C (W/A, H/A, I/N, UR and C) as dependent variables. The result showed that there was not a significant main effect of income on PAR/C domains [Multivariate  $F$  (5, 345) = 1.92,  $p > .05$ ; Wilks' Lambda = .98; partial  $\eta^2 = .03$ ]. Thus, univariate analyses were not examined.

### **3.3.3 Differences of Demographic Variables on the Psychological Maladjustment (PM)**

As reported in Table 3 demographic variables had been grouped into different categories. Possible differences of these categorized demographic variables on General Psychological Maladjustment (PM) were separately analyzed via Univariate Analysis of Variance (ANOVA) or t-test. Moreover, to examine the differences of demographic variables on the subscales of PM [Hostility/Aggression (H/A), Dependency (D), Negative Self-Esteem (NSE), Negative Self-Adequacy (NSA), Emotional Unresponsiveness (EU), Emotional Instability (EI) and Negative Worldwide (NW)] Multivariate Analysis of Variance (MANOVA) were run.

#### **3.3.3.1 Influence of Age on Psychological Maladjustment**

In order to examine if there was a significant difference between age groups in terms of PM t-test was conducted. The result showed that there was no

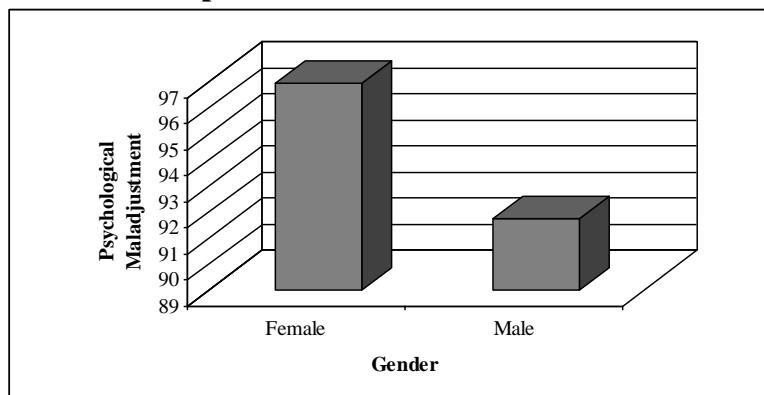
significant differences between participants who were 16 or younger and who were 17 or older in terms of PM [ $t(368) = -0.03, p > .05$ ].

In order to find out the effect of age on PM One-way MANOVA was conducted with seven personality dispositions of PM (H/A, D, NSE, NSA, EU, EI, and NW) as dependent variables. The result showed that there was not a significant main effect of age in terms of PM dispositions [Multivariate  $F(7, 359) = 0.98, p > .05$ ; Wilks' Lambda = .98; partial  $\eta^2 = .02$ ]. Thus, univariate analyses were not examined.

### 3.3.3.2 Influence of Gender on Psychological Maladjustment

In order to find out if there was a significant difference between male and female participants in terms of PM t-test was performed. The result revealed that there was a significant difference between males and females in terms of PM [ $t(368) = 3.20, p < 0.01$ ]. That is, male participants ( $M = 91.73$ ) were psychologically more adjusted than female participants ( $M = 96.91$ ) (see Figure 3.11).

**Figure 3.11 Mean of Psychological Maladjustment Scores of Male and Female Participants**



To see the effect of gender on PM dispositions One-way MANOVA was conducted with seven personality dispositions of PM (H/A, D, NSE, NSA, EU, EI and NW) as dependent variables. The result showed that there was a

significant main effect of gender in terms of PM [Multivariate  $F(7, 359) = 13.69$ ,  $p < .001$ ; Wilks' Lambda = .79; partial  $\eta^2 = .21$ ].

After the multivariate analyses, univariate analyses were performed for significant effects with the application of the Bonferroni correction. Thus, for the analyses, the alpha values that were lower than .007 (i.e., .05/7) were considered to be significant with this correction. After the correction, gender was found to be significant for dependency [ $F(1, 365) = 64.52$ ,  $p < .007$ , partial  $\eta^2 = .15$ ] and for emotional instability [ $F(1, 365) = 28.34$ ,  $p < .007$ , partial  $\eta^2 = .07$ ] (see Table 3.12). The results revealed that female participants ( $M = 18.43$ ) were more dependent than the male participants ( $M = 15.78$ ). Parallel with this result, females ( $M = 18.68$ ) were found to be emotionally more unstable than male participants ( $M = 16.70$ ) (see Figure 3.12). However, gender did not find to be significant for other PM dispositions.

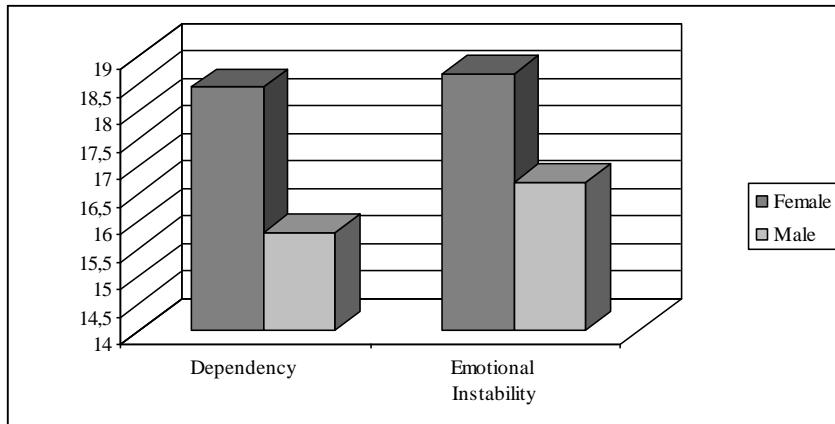
**Table 3.12 MANOVA for psychological maladjustment and gender**

| Variables     | Multivariate | df     | Multivariate | Wilks' | Univariate         | Univariate |
|---------------|--------------|--------|--------------|--------|--------------------|------------|
|               | F            |        | $\eta^2$     | Lambda | F                  | $\eta^2$   |
| <b>Gender</b> | 13.69*       | 7, 359 | .21          | .79    | -                  | -          |
| D             | -            | 1, 365 | -            | -      | 64.52 <sup>+</sup> | .15        |
| H/A           | -            | 1, 365 | -            | -      | 0.69               | .00        |
| NSE           | -            | 1, 365 | -            | -      | 1.81               | .01        |
| NSA           | -            | 1, 365 | -            | -      | 0.36               | .00        |
| EU            | -            | 1, 365 | -            | -      | 1.08               | .00        |
| EI            | -            | 1, 365 | -            | -      | 28.34 <sup>+</sup> | .07        |
| NW            | -            | 1, 365 | -            | -      | 1.61               | .00        |

Note1. \*  $p < .001$ , <sup>+</sup> $p < .007$

Note2. D = Dependency, H/A = Hostility/Aggression, NSE = Negative Self Esteem, NSA = Negative Self Adequacy, EU = Emotional Unresponsiveness, EI = Emotional Instability, NW = Negative Worldwide

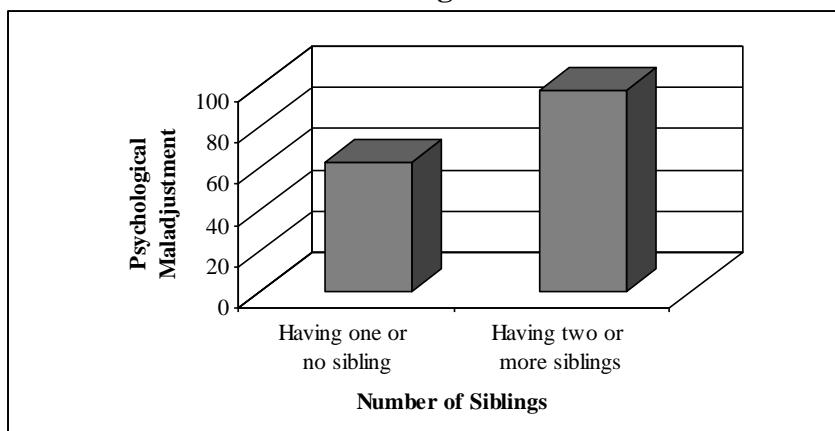
**Figure 3.12 Mean of Dependency and Emotional Instability Scores of Male and Female Participants**



### 3.3.3.3 Influence of Number of Siblings on Psychological Maladjustment

In order to see whether there was a significant difference between having number of sibling in terms of PM t-test was performed. The result revealed that there was a significant difference between having number of sibling in terms of PM [ $t (358) = -3.13, p < .005$ ]. That is, the result showed that participants who had one or no sibling ( $M = 92.55$ ) were psychologically more adjusted than the participants who had more than one siblings ( $M = 97.69$ ) (see Figure 3.13).

**Figure 3.13 Mean of Psychological Maladjustment Scores of Participants with Different Number of Siblings**



In order to find out the effect of sibling on PM One-way MANOVA was conducted with seven personality dispositions of PM (H/A, D, NSE, NSA, EU,

EI and NW) as dependent variables. The result indicated that there was a significant main effect of sibling in terms of PM dispositions [Multivariate  $F(7, 349) = 2.91$ ,  $p < .01$ ; Wilks' Lambda = .95; partial  $\eta^2 = .06$ ].

After the multivariate analyses, univariate analyses were performed for significant effects with the application of the Bonferroni correction. After the correction, number of siblings main effect was found to be significant for emotional unresponsiveness [ $F(1, 355) = 13.12$ ,  $p < .007$ , partial  $\eta^2 = .04$ ] and for emotional instability [ $F(1, 355) = 8.07$ ,  $p < .007$ , partial  $\eta^2 = .02$ ]. That is, participants who had one or no sibling ( $M = 13.29$ ) were emotionally less unresponsive than the participants who had more than one sibling ( $M = 14.36$ ). Moreover, participants who had one or no sibling ( $M = 17.41$ ) found to be emotionally less unstable than the participants who had more than one siblings ( $M = 18.51$ ). However, numbers of siblings did not find to be significant for other PM dispositions (see Table 3.13).

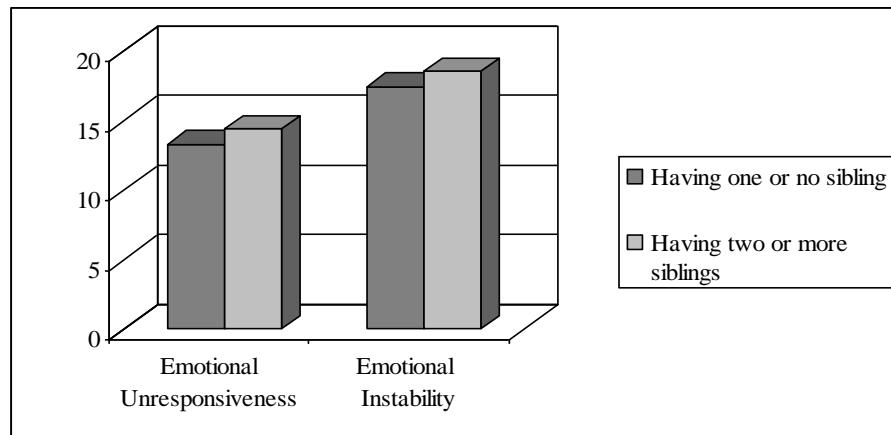
**Table 3.13 MANOVA for psychological maladjustment and sibling**

| Variables      | Multivariate | df     | Multivariate | Wilks' Lambda | Univariate         | Univariate |
|----------------|--------------|--------|--------------|---------------|--------------------|------------|
|                | F            |        | $\eta^2$     |               | F                  | $\eta^2$   |
| <b>Sibling</b> | 2.91*        | 7, 349 | .06          | .95           | -                  | -          |
| D              | -            | 1, 355 | -            | -             | 0.15               | .01        |
| H/A            | -            | 1, 355 | -            | -             | 0.52               | .01        |
| NSE            | -            | 1, 355 | -            | -             | 5.44               | .02        |
| NSA            | -            | 1, 355 | -            | -             | 6.09               | .02        |
| EU             | -            | 1, 355 | -            | -             | 13.12 <sup>+</sup> | .04        |
| EI             | -            | 1, 355 | -            | -             | 8.07 <sup>+</sup>  | .02        |
| NW             | -            | 1, 355 | -            | -             | 5.86               | .02        |

Note1. \*  $p < .01$ , <sup>+</sup> $p < .007$

Note2. D = Dependency, H/A = Hostility/Aggression, NSE = Negative Self Esteem, NSA = Negative Self Adequacy, EU = Emotional Unresponsiveness, EI = Emotional Instability, NW = Negative Worldwide

**Figure 3.14 Mean of Emotional Unresponsiveness and Emotional Instability Scores of Participants with Different Numbers of Siblings**



### 3.3.3.4 Influence of Grade on Psychological Maladjustment

In order to see if there was a significant difference between grades in terms of PM one-way ANOVA was conducted. The results showed that there was not a significant effect of grade on PM [ $F(2, 367) = 0.21, p > .05$ ]. That is, 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grades did not differ from each other in terms of PM.

In order to see the effect of grade on PM One-way MANOVA was conducted with seven personality dispositions of PM (H/A, D, NSE, NSA, EU, EI and NW) as dependent variables. The result indicated that there was not a significant main effect of grade in terms of PM dispositions [Multivariate  $F(14, 716) = 0.88, p > .05$ ; Wilks' Lambda = .98; partial  $\eta^2 = .02$ ]. Thus, univariate analyses were not examined.

### 3.3.3.5 Influence of School on Psychological Maladjustment

To examine whether there was a significant difference between schools in terms of PM one-way ANOVA was conducted. The result showed that there was not a significant effect of school on PM [ $F(2, 367) = 1.69, p > .05$ ]. That is, three schools did not differ from each other in terms of PM.

In order to see the effect of school on PM One-way MANOVA was conducted with seven personality dispositions of PM (H/A, D, NSE, NSA, EU, EI and NW) as dependent variables. The result indicated that there was a significant main effect of school in terms of PM dispositions [Multivariate  $F(14,$

$F(7, 16) = 2.17$ ,  $p < .01$ ; Wilks' Lambda = .92; partial  $\eta^2 = .04$ ]. However, following the univariate analyses performed with the application of the Bonferroni correction, school type was not found to be significant for any PM dispositions.

### **3.3.3.6 Influence of Income on Psychological Maladjustment**

In order to find out whether there was a significant difference between income levels in terms of PM t-test was conducted. The result showed that there was not a significant effect of income level on PM [ $t(365) = 0.74$ ,  $p > .05$ ]. That is, income levels did not differ from each other in terms of PM.

In order to see the effect of income levels on PM dispositions One-way MANOVA was conducted with seven personality dispositions of PM (H/A, D, NSE, NSA, EU, EI and NW) as dependent variables. The result showed that there was not a significant main effect of income level in terms of PM dispositions [Multivariate  $F(7, 359) = 1.38$ ,  $p > .05$ ; Wilks' Lambda = .97; partial  $\eta^2 = .03$ ]. Thus, univariate analyses were not examined.

### **3.3.3.7 Influence of Mother's Education on Psychological Maladjustment**

In order to find out whether there was a significant effect of mother's education in terms of PM t-test was conducted. The result showed that there was not a significant effect of mother's education on PM [ $t(367) = 1.67$ ,  $p > .05$ ]. That is, mother's education did not have any difference in terms of PM.

In order to see the effect of mother's education on PM One-way MANOVA was conducted with seven personality dispositions of PM (H/A, D, NSE, NSA, EU, EI and NW) as dependent variables. The result showed that there was a significant main effect of mother's education in terms of PM dispositions [Multivariate  $F(7, 358) = 3.20$ ,  $p < .01$ ; Wilks' Lambda = .94; partial  $\eta^2 = .06$ ].

After the multivariate analyses, univariate analyses were performed for significant effects with the application of the Bonferroni correction. After the correction, mother's education was found to be significant for emotional unresponsiveness [ $F(1, 364) = 7.85$ ,  $p < .007$ , partial  $\eta^2 = .02$ ]. That is, the result revealed that participants whose mothers were secondary school or lower level

graduates ( $M = 14.19$ ) were emotionally more unresponsive than the participants whose mothers were high school or higher level graduates ( $M = 13.38$ ). However, Mother's Education did not find to be significant for other PM dispositions (see Table 3.14).

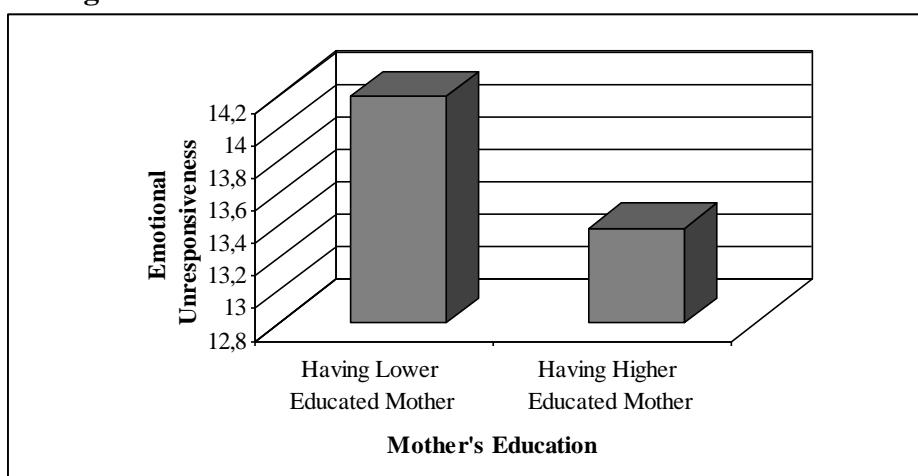
**Table 3.14 MANOVA for psychological maladjustment and mother's education**

| Variables                 | Multivariate | df     | Multivariate | Wilks' Lambd | Univariat         | Univariat |
|---------------------------|--------------|--------|--------------|--------------|-------------------|-----------|
|                           | F            |        | $\eta^2$     |              | e                 | $\eta^2$  |
| <b>Mother's Education</b> |              |        |              |              |                   |           |
| D                         | 3.17*        | 7, 358 | .06          | .94          | -                 | -         |
| H/A                       | -            | 1, 364 | -            | -            | 1.20              | .00       |
| NSE                       | -            | 1, 364 | -            | -            | 0.38              | .00       |
| NSA                       | -            | 1, 364 | -            | -            | 1.73              | .01       |
| EU                        | -            | 1, 364 | -            | -            | 0.06              | .00       |
| EI                        | -            | 1, 364 | -            | -            | 7.85 <sup>+</sup> | .02       |
| NW                        | -            | 1, 364 | -            | -            | 6.16              | .02       |
|                           |              |        |              |              | 1.06              | .00       |

Note1. \*  $p < .01$ , <sup>+</sup> $p < .007$

Note2. D = Dependency, H/A = Hostility/Aggression, NSE = Negative Self Esteem, NSA = Negative Self Adequacy, EU = Emotional Unresponsiveness, EI = Emotional Instability, NW = Negative Worldwide

**Figure 3.15 Mean of Emotional Unresponsiveness Scores of Participants Having Mothers with Different Education Levels**



### **3.3.3.8 Influence of Father's Education on Psychological Maladjustment**

In order to investigate if there were significant differences between different levels of father's education in terms of psychological adjustment t-test was conducted. The result revealed that there was no significant difference based on father's education in terms of psychological adjustment [ $t (365) = 1.03, p > .05$ ].

In order to see the effect levels of father's education on PM One-way MANOVA was conducted with seven personality dispositions of PM (H/A, D, NSE, NSA, EU, EI and NW) as dependent variables. The results showed that there was not a significant main effect of father's education in terms of PM dispositions [Multivariate  $F (7, 359) = 0.61, p > .05$ ; Wilks' Lambda = .99; partial  $\eta^2 = .01$ ]. Thus, univariate analyses were not examined.

### **3.3.4 Differences of Demographic Variables on the Social Support**

As reported in Table 3 demographic variables had been grouped into different categories. Possible differences of these categorized demographic variables on Social Support (SS) were separately analyzed via Univariate Analysis of Variance (ANOVA) or t-test. Moreover, to examine the differences of demographic variables on the subscales of social support [Social Support perceived from Friend (SS Friend), Family (SS Family), and Teacher (SS Teacher)] Multivariate Analysis of Variance (MANOVA) were run.

#### **3.3.4.1 Influence of Age on Social Support**

In order to find out whether there was a significant difference between ages in terms of perceived global social support (SS) t-test was performed. The result showed that there was not a significant effect of age on perceived SS [ $t (359) = 0.46, p > .05$ ]. That is, age groups did not differ from each other in terms of perceived global SS.

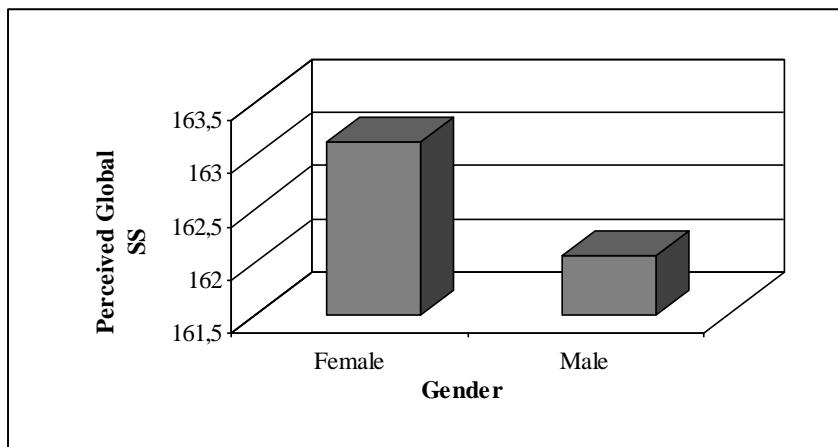
In order to examine the effect age on perceived social support sources One-way MANOVA was conducted with three different sources of perceived SS (SS Friend, SS Family and, SS Teacher) as dependent variables. The result

showed that there was not a significant main effect of age on perceived SS sources [Multivariate  $F$  (3, 356) = 1.38,  $p > .05$ ; Wilks' Lambda = .99; partial  $\eta^2 = .01$ ]. Thus, univariate analyses were not examined.

### 3.3.4.2 Influence of Gender on Social Support

In order to test if there was a significant difference between males and females in terms of perceived global SS t-test was performed. The result showed that there was a significant difference between male and female participants in terms of perceived global SS [ $t$  (359) = 2.19,  $p < .05$ ]. Specifically, results showed that female participants perceived ( $M = 163.13$ ) more social support than male participants ( $M = 162.06$ ) (see Figure 3.16).

**Figure 3.16 Mean of Perceived Global SS Scores of Male and Female Participants**



In order to examine the effect of gender on perceived SS sources One-way MANOVA was conducted with three different sources of perceived SS (SS Friend, SS Family and SS Teacher) as dependent variables. The result showed that there is a significant main effect of gender on perceived SS [Multivariate  $F$  (3, 356) = 2.69,  $p < .05$ ; Wilks' Lambda = .98; partial  $\eta^2 = .02$ ].

After the multivariate analyses, univariate analyses were examined for the gender main effect by the application of the Bonferroni correction. Thus, for the analyses, the alpha values that were lower than .016 (i.e., .05/3) were considered

to be significant with this correction. These analyses indicated that there was gender main effect for perceived SS Friends [ $F(1, 358) = 7.86, p < .016$ , partial  $\eta^2 = .02$ ], but not for perceived SS Family and SS Teacher (see Table 3.15). According to these results, female participants ( $M = 78.51$ ) perceived more social support from their friends than male participants ( $M = 75.44$ ) (see Figure 3.17).

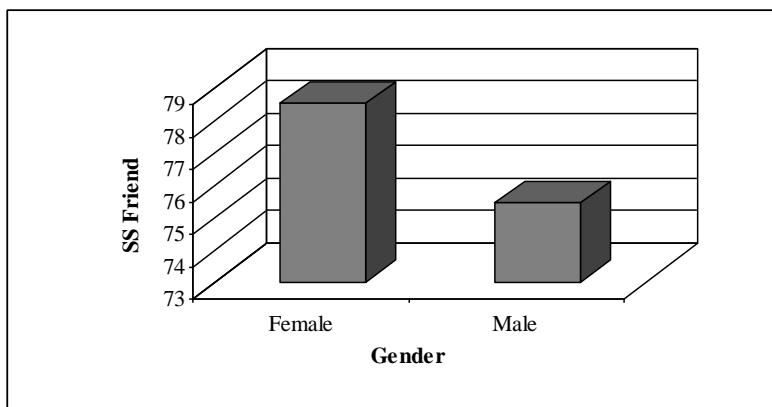
**Table 3.15 MANOVA for social support and gender**

| Variables     | Multivariate | df     | Multivariate | Wilks' Lambda | Univariat         | Univariat |
|---------------|--------------|--------|--------------|---------------|-------------------|-----------|
|               | F            |        | $\eta^2$     |               | e                 | e         |
| <b>Gender</b> | 2.70*        | 3, 356 | .02          | .98           | -                 | -         |
| SS Friend     | -            | 1, 358 | -            | -             | 7.85 <sup>+</sup> | .02       |
| SS Family     | -            | 1, 358 | -            | -             | 0.63              | .00       |
| SS Teacher    | -            | 1, 358 | -            | -             | 1.82              | .01       |

Note1. \* $p < .05$ , <sup>+</sup> $p < .016$

Note2. SS = Social Support

**Figure 3.17 Mean of SS Friend Scores of Male and Female Participants**



### 3.3.4.3 Influence of Number o Siblings on Social Support

In order to find out if there was a significant difference between numbers of siblings in terms of perceived global SS t-test was performed. The results showed that there was no significant difference between different number of sibling in terms of perceived global SS [ $t(349) = 0.66, p > .05$ ].

A One-way MANOVA was performed for the effect of number of siblings on three different sources of perceived SS (SS Friend, SS Family and SS

Teacher) as dependent variables. The analysis showed a significant main effect of sibling on perceived SS [Multivariate  $F$  (3, 346) = 2.87,  $p < .05$ ; Wilks' Lambda = .98; partial  $\eta^2 = .02$ ]. However, following the univariate analyses with the application of Bonferroni correction, main effect of number of siblings was not found for either of the three sources of SS (see Table 3.16).

**Table 3.16 MANOVA for social support and sibling**

| Variables      | Multivariate F | df     | Multivariate $\eta^2$ | Wilks' Lambda | Univariate F | Univariate $\eta^2$ |
|----------------|----------------|--------|-----------------------|---------------|--------------|---------------------|
| <b>Sibling</b> | 2.87*          | 3, 346 | .02                   | .98           | -            | -                   |
| SS Friend      | -              | 1, 354 | -                     | -             | 0.07         | .01                 |
| SS Family      | -              | 1, 354 | -                     | -             | 4.02         | .01                 |
| SS Teacher     | -              | 1, 354 | -                     | -             | 0.95         | .01                 |

Note1. \* $p < .05$ , + $p < .016$

Note2. SS = Social Support

### 3.3.4.4 Influence of Grade on Social Support

One-way ANOVA was conducted to find out if there was a significant difference between different grades in terms of perceived global SS. The result showed that there was not a significant effect of grade on SS [ $F$  (2, 358) = 0.94,  $p > .05$ ].

A One-way MANOVA was conducted for the effect of grade on three different sources of perceived SS (SS Friend, SS Family and SS Teacher) as dependent variables. The analysis showed that there was not a significant main effect of grade on perceived SS [Multivariate  $F$  (6, 710) = 2.10,  $p > .05$ ; Wilks' Lambda = .97; partial  $\eta^2 = .02$ ]. Therefore, univariate analyses were not examined.

### 3.3.4.5 Influence of School on Social Support

One-way ANOVA was conducted to find out if there was a significant difference between schools in terms of perceived global SS. The result showed that there was no significant difference between school in terms of perceived global SS [ $F$  (2, 358) = 0.01,  $p > .05$ ].

In order to examine the effect of school on perceived SS One-way MANOVA was conducted with three different sources of perceived SS (SS Friend, SS Family and SS Teacher) as dependent variables. The result did not indicate any significant main effect of grade on perceived SS [Multivariate  $F$  (6, 710) = 1.72,  $p > .05$ ; Wilks' Lambda = .97; partial  $\eta^2 = .01$ ]. Therefore, univariate analyses were not examined.

### **3.3.4.6 Influence of Income on Social Support**

In order to find out if there was a significant difference between income levels in terms of perceived global SS t-test was performed. The result showed that there was not a significant effect of numbers of siblings on perceived social support [ $t$  (356) = 0.49,  $p > .05$ ].

A One-way MANOVA was performed for the effect of income on three different sources of perceived SS (SS Friend, SS Family and SS Teacher) as dependent variables. The analysis showed that there was not any significant income main effect on perceived SS [Multivariate  $F$  (3, 353) = 0.76,  $p > .05$ ; Wilks' Lambda = .93; partial  $\eta^2 = .01$ ]. Therefore, univariate analyses were not examined.

### **3.3.4.7 Influence of Mother's Education on Social Support**

T-test was conducted to find out if there was a significant difference between different levels of mother's education in terms of perceived global SS. The result showed that there was no significant difference between mother's education in terms of perceived global SS [ $t$  (358) = -0.16,  $p > .05$ ].

A One-way MANOVA was conducted for the effect of mother's education on three different sources of perceived SS (SS Friend, SS Family and SS Teacher) as dependent variables. The analysis showed that there was not a significant mother's education main effect on perceived SS [Multivariate  $F$  (3, 355) = 1.70,  $p > .05$ ; Wilks' Lambda = .99; partial  $\eta^2 = .01$ ]. Therefore, univariate analyses were not examined.

### **3.3.4.8 Influence of Father's Education on Social Support**

To see whether there was a significant difference between different levels of father's education in terms of perceived global SS t-test was conducted. The result showed that there was no significant differences between different levels of father's education in terms of perceived global SS [ $t(356) = 0.7, p > .05$ ].

To find out the effect of father's education on perceived social support One-way MANOVA was conducted with three different sources of perceived SS (SS Friend, SS Family and SS Teacher) as dependent variables. The result revealed that there was not a significant father's education main effect on perceived SS [Multivariate  $F(3, 353) = 0.22, p > .05$ ; Wilks' Lambda = 1.00; partial  $\eta^2 = .00$ ]. Thus, univariate analyses were not examined.

### **3.3.5 Differences of Demographic Variables on the Conners' Parent Rating Scale (Mother Report)**

As revealed in Table 3 demographic variables had been grouped into different categories. To examine the differences of demographic variables on the subscales of Conners' Parent Rating Scale (Mother Report) [Conduct Problem (CP), Impulsivity/Hyperactivity (I/H), Learning Problem (LP), and Oppositional Defiant Problem (ODP)] Multivariate Analysis of Variance (MANOVA) were run.

#### **3.3.5.1 Influence of Age on Conners' Parent Rating Scale (Mother Report)**

In order to examine the effect of age on factors of Conners' Parent Rating Scale (CPRS) reported by mothers One-way MANOVA was conducted with four different factors of CPRS (CP, I/H, LP, ODP) as dependent variables. The result showed that there was no main effect of age on CPRS factors [Multivariate  $F(4, 141) = 1.49, p > .05$ ; Wilks' Lambda = .96; partial  $\eta^2 = .04$ ]. Thus, univariate analyses were not examined.

### 3.3.5.2 Influence of Gender on Conners' Parent Rating Scale (Mother Report)

In order to examine the effect of gender on CPRS factors reported by mothers One-way MANOVA was conducted with four different factors of CPRS (CP, I/H, LP, ODP) as dependent variables. The result revealed that there was a main effect of gender on CPRS factors [Multivariate  $F(4, 141) = 3.36$ ,  $p < .05$ ; Wilks' Lambda = .91; partial  $\eta^2 = .09$ ].

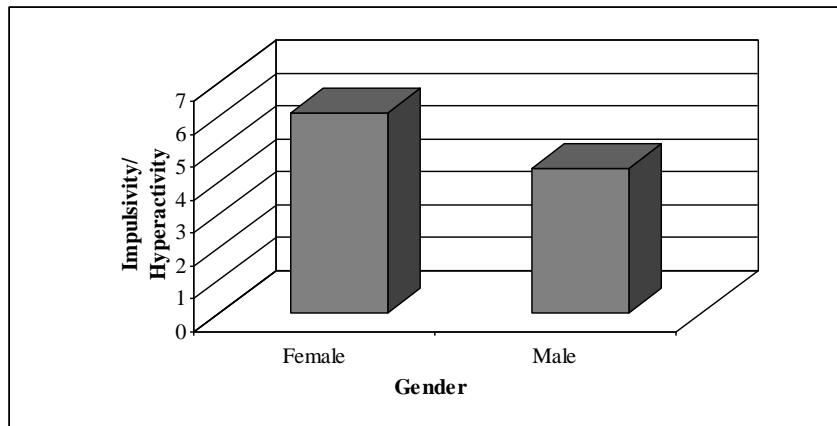
After multivariate analysis, univariate analyses were examined for the gender main effects with the application of the Bonferroni correction. Thus, for the analyses, the alpha values that were lower than .012 (i.e., .05/4) were considered to be significant with this correction. The correction showed that gender was significant only for the impulsivity/hyperactivity [ $F(1, 144) = 11.31$ ,  $p < .012$ , partial  $\eta^2 = .07$ ]. In other words, female participants ( $M = 6.11$ ) were found to have higher scores on impulsivity/hyperactivity compared to male participants ( $M = 4.40$ ) (see Table 3.17).

**Table 3.17 MANOVA for Conners' Parent Rating Scale and gender**

| Variables | Multivariate | df     | Multivariate | Wilks' | Univariate         | Univariate |
|-----------|--------------|--------|--------------|--------|--------------------|------------|
|           | F            |        | $\eta^2$     | Lambda | F                  | $\eta^2$   |
| Gender    | 3.36*        | 4, 141 | .09          | .91    | -                  | -          |
| CD        | -            | 1, 144 | -            | -      | 0.76               | .01        |
| I/H       | -            | 1, 144 | -            | -      | 11.31 <sup>+</sup> | .07        |
| LP        | -            | 1, 144 | -            | -      | 0.40               | .01        |
| ODP       | -            | 1, 144 | -            | -      | 0.69               | .01        |

Note1. \* $p < .05$ , <sup>+</sup> $p < .012$  Note2. CP = Conduct Problem, I/H = Impulsivity/Hyperactivity, LP = Learning Problem, ODP = Oppositional Defiant Problem

**Figure 3.18 Mean of Impulsivity/Hyperactivity Scores of Male and Female Participants**



### **3.3.5.3 Influence of Number of Siblings on Conners' Parent Rating Scale (Mother Report)**

In order to examine the effect of number of siblings on CPRS factors reported by mothers One-way MANOVA was conducted with four different factors of CPRS (CP, I/H, LP, ODP) as dependent variables. The result showed that there was no main effect of sibling on CPRS factors [Multivariate  $F(4, 134) = 0.92$ ,  $p > .05$ ; Wilks' Lambda = .97; partial  $\eta^2 = .03$ ]. Thus, univariate analyses were not examined.

### **3.3.5.4 Influence of Grade on Conners' Parent Rating Scale (Mother Report)**

In order to examine the effect of grade on CPRS factors reported by mothers One-way MANOVA was conducted with four different factors of CPRS (CP, I/H, LP, ODP) as dependent variables. The result showed that there was a significant main effect of grade on CPRS factors [Multivariate  $F(8, 280) = 2.48$ ,  $p < .05$ ; Wilks' Lambda = .87; partial  $\eta^2 = .07$ ].

After multivariate analysis, univariate analyses were examined for the grade main effects through the application of the Bonferroni correction. The correction revealed that there was a significant main effect of grade only for the learning problem [ $F(2, 143) = 4.63$ ,  $p < .012$ , partial  $\eta^2 = .06$ ] (see Table 3.18). This means that 9<sup>th</sup> grade participants ( $M = 3.94$ ) had significantly higher scores in terms of learning problem than the 10<sup>th</sup> grade participants ( $M = 2.59$ ). On the

other hand, 11<sup>th</sup> grade participants ( $M = 3.42$ ) were not found to differ from the other two grades (see Figure 3.19).

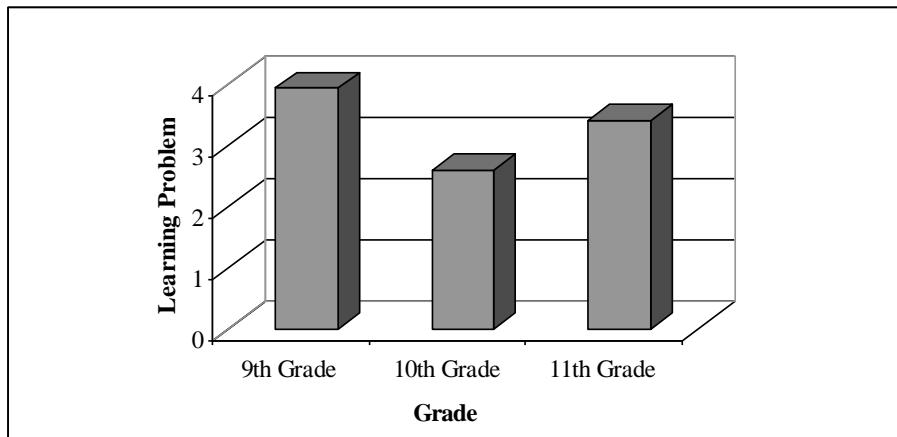
**Table 3.18 MANOVA for Conners' Parent Rating Scale and grade**

| Variables    | Multivariate | df     | Multivariate | Wilks' Lambda | Univariate        | Univariate |
|--------------|--------------|--------|--------------|---------------|-------------------|------------|
|              | F            |        | $\eta^2$     |               | F                 | $\eta^2$   |
| <b>Grade</b> | 2.48*        | 8, 282 | .07          | .87           | -                 | -          |
| CD           | -            | 2, 143 | -            | -             | 2.38              | .03        |
| I/H          | -            | 2, 143 | -            | -             | 2.07              | .03        |
| LP           | -            | 2, 143 | -            | -             | 4.63 <sup>+</sup> | .06        |
| ODP          | -            | 2, 143 | -            | -             | 1.58              | .02        |

Note1. \* $p < .05$ , <sup>+</sup> $p < .012$

Note2. CP = Conduct Problem, I/H = Impulsivity/Hyperactivity, LP = Learning Problem, ODP = Oppositional Defiant Problem

**Figure 3.19 Mean of Learning Problem Scores of Different Grades**



### 3.3.5.5 Influence of School on Conners' Parent Rating Scale (Mother Report)

In order to examine the effect of school on CPRS factors reported by mothers One-way MANOVA was conducted with four different factors of CPRS (CP, I/H, LP, ODP) as dependent variables. The result showed that there was not a significant main effect of school on CPRS factors [Multivariate  $F(8, 280) = 1.59$ ,  $p > .05$ ; Wilks' Lambda = .92; partial  $\eta^2 = .04$ ]. Thus, univariate analyses were not examined.

### **3.3.5.6 Influence of Income on Conners' Parent Rating Scale (Mother Report)**

In order to examine the effect of income on CPRS factors reported by mothers One-way MANOVA was conducted with four different factors of CPRS (CP, I/H, LP, ODP) as dependent variables. The result showed that there was not a significant main effect of income on CPRS factors [Multivariate  $F(4, 139) = 1.80$ ,  $p > .05$ ; Wilks' Lambda = .95; partial  $\eta^2 = .05$ ]. Thus, univariate analyses were not examined.

### **3.3.5.7 Influence of Mother's Education on Conners' Parent Rating Scale (Mother Report)**

In order to examine the effect of mother's education on CPRS factors reported by mothers One-way MANOVA was conducted with four different factors of CPRS (CP, I/H, LP, ODP) as dependent variables. The result showed that there was not a significant main effect of mother's education on CPRS factors [Multivariate  $F(4, 141) = 1.00$ ,  $p > .05$ ; Wilks' Lambda = .97; partial  $\eta^2 = .03$ ]. Thus, univariate analyses were not examined.

### **3.3.5.8 Influence of Father's Education on Conners' Parent Rating Scale (Mother Report)**

In order to examine the effect of father's education on CPRS factors reported by mothers One-way MANOVA was conducted with four different factors of CPRS (CP, I/H, LP, ODP) as dependent variables. The result showed that there was a significant main effect of father's education on CPRS factors [Multivariate  $F(4, 140) = 3.24$ ,  $p < .05$ ; Wilks' Lambda = .92; partial  $\eta^2 = .09$ ]. However, following the univariate analyses with Bonferroni correction, main effect of father's education was not found for either of the four CPRS factors.

**Table 3.19 MANOVA for Conners' Parent Rating Scale and father's education**

| Variables                 | Multivariate | df     | Multivariate | Wilks' | Univariate | Univariate |
|---------------------------|--------------|--------|--------------|--------|------------|------------|
|                           | F            |        | $\eta^2$     | Lambda | F          | $\eta^2$   |
| <b>Father's Education</b> |              |        |              |        |            |            |
| Education                 | 3.24*        | 4, 140 | .09          | .92    | -          | -          |
| CD                        | -            | 1, 143 | -            | -      | 2.20       | .02        |
| I/H                       | -            | 1, 143 | -            | -      | 0.80       | .01        |
| LP                        | -            | 1, 143 | -            | -      | 3.45       | .02        |
| ODP                       | -            | 1, 143 | -            | -      | 1.03       | .01        |

Note1. \* $p < .05$ ,

Note2. CP = Conduct Problem, I/H = Impulsivity/Hyperactivity, LP = Learning Problem, ODP = Oppositional Defiant Problem

### 3.3.6 Differences of Demographic Variables on the Conners' Parent Rating Scale (Father Report)

As revealed in Table 3 demographic variables had been grouped into different categories. To examine the differences of demographic variables on the subscales of Conners' Parent Rating Scale (Mother Report) [Conduct Problem (CP), Impulsivity/Hyperactivity (I/H), Learning Problem (LP), and Oppositional Defiant Problem (ODP)] Multivariate Analysis of Variance (MANOVA) were run.

#### 3.3.6.1 Influence of Age on Conners' Parent Rating Scale (Father Report)

In order to examine the effect of Age on Conners' Parent Rating Scale (CPRS) factors reported by fathers One-way MANOVA was conducted with four different factors of CPRS factors (CP, I/H, LP, ODP) as dependent variables. The result showed that there was no main effect of age on CPRS factors [Multivariate  $F (4, 119) = 1.46$ ,  $p > .05$ ; Wilks' Lambda = .95; partial  $\eta^2 = .05$ ]. Thus, univariate analyses were not examined.

#### 3.3.6.2 Influence of Gender on Conners' Parent Rating Scale (Father Report)

In order to examine the effect of gender on CPRS factors reported by fathers One-way MANOVA was conducted with four different factors of CPRS (CP, I/H, LP, ODP) as dependent variables. The result revealed that there was a

main effect of gender on CPRS factors [Multivariate  $F$  (4, 119) = 3.38,  $p < .05$ ; Wilks' Lambda = .90; partial  $\eta^2$  = .10]. However, univariate analyses with the application of the Bonferroni correction, the alpha values that were lower than .012 (i.e., .05/4) were considered to be significant with this correction, main effect of gender was not found for either of the four factors of CPRS.

**Table 3.20 MANOVA for Conners' Parent Rating Scale and gender**

| Variables     | Multivariate | df     | Multivariate | Wilks' Lambda | Univariate | Univariate |
|---------------|--------------|--------|--------------|---------------|------------|------------|
|               | F            |        | $\eta^2$     |               | F          | $\eta^2$   |
| <b>Gender</b> | 3.38*        | 4, 119 | .10          | .90           | -          | -          |
| CD            | -            | 1, 122 | -            | -             | 0.93       | .01        |
| I/H           | -            | 1, 122 | -            | -             | 4.90       | .04        |
| LP            | -            | 1, 122 | -            | -             | 0.96       | .01        |
| ODP           | -            | 1, 122 | -            | -             | 2.78       | .02        |

Note1. \* $p < .05$ ,

Note2. CP = Conduct Problem, I/H = Impulsivity/Hyperactivity, LP = Learning Problem, ODP = Oppositional Defiant Problem

### 3.3.6.3 Influence of Number of Siblings on Conners' Parent Rating Scale (Father Report)

In order to examine the effect number of siblings on CPRS factors reported by fathers One-way MANOVA was conducted with four different factors of CPRS (CP, I/H, LP, ODP) as dependent variables. The result showed that there was no main effect of sibling on CPRS factors [Multivariate  $F$  (4, 112) = 1.19,  $p > .05$ ; Wilks' Lambda = .96; partial  $\eta^2$  = .04]. Thus, univariate analyses were not examined.

### 3.3.6.4 Influence of Grade on Conners' Parent Rating Scale (Father Report)

In order to examine the effect of grade on CPRS factors reported by fathers One-way MANOVA was conducted with four different factors of CPRS (CP, I/H, LP, ODP) as dependent variables. The result showed that there was no main effect of grade on CPRS factors [Multivariate  $F$  (8, 236) = 1.78,  $p > .05$ ; Wilks' Lambda = .90; partial  $\eta^2$  = .06]. Thus, univariate analyses were not examined.

### **3.3.6.5 Influence of School on Conners' Parent Rating Scale (Father Report)**

In order to examine the effect of school on CPRS factors reported by fathers One-way MANOVA was conducted with four different factors of CPRS (CP, I/H, LP, ODP) as dependent variables. The result showed that there was no main effect of school on CPRS factors [Multivariate  $F$  (8, 236) = 0.90,  $p > .05$ ; Wilks' Lambda = .94; partial  $\eta^2$  = .03]. Thus, univariate analyses were not examined.

### **3.3.6.6 Influence of Income on Conners' Parent Rating Scale (Father Report)**

In order to examine the effect of income on CPRS factors reported by fathers One-way MANOVA was conducted with four different factors of CPRS (CP, I/H, LP, ODP) as dependent variables. The result showed that there was no main effect of income on CPRS factors [Multivariate  $F$  (4, 117) = 0.87,  $p > .05$ ; Wilks' Lambda = .97; partial  $\eta^2$  = .03]. Thus, univariate analyses were not examined.

### **3.3.6.7 Influence of Mother's Education on Conners' Parent Rating Scale (Father Report)**

In order to examine the effect of mother's education on CPRS factors reported by fathers One-way MANOVA was conducted with four different factors of CPRS (CP, I/H, LP, ODP) as dependent variables. The result showed that there was no main effect of mother's education on CPRS factors [Multivariate  $F$  (4, 119) = 0.48,  $p > .05$ ; Wilks' Lambda = .98; partial  $\eta^2$  = .02]. Thus, univariate analyses were not examined.

### **3.3.6.8 Influence of Father's Education on Conners' Parent Rating Scale (Father Report)**

In order to examine the effect of father's education on CPRS factors reported by fathers One-way MANOVA was conducted with four different factors of CPRS (CP, I/H, LP, ODP) as dependent variables. The result showed that there was no main effect of father's education on CPRS factors [Multivariate

$F(4, 119) = 1.77$ ,  $p > .05$ ; Wilks' Lambda = .94; partial  $\eta^2 = .06$ ]. Thus, univariate analyses were not examined.

### 3.3.7 Differences of Demographic Variables on the Locus of Control

As seen in Table 3 demographic variables had been grouped into different categories. To examine the possible differences of these categorized demographic variables on the subscales of locus of control [Internal Locus of Control (ILC) and External Locus of Control (ELC)] Multivariate Analysis of Variance (MANOVA) were run.

#### 3.3.7.1 Influence of Age on the Locus of Control

To examine the effect of age on LC dimensions One-way MANOVA was conducted with two LC dimensions (ILC and ELC) as dependent variables. The result showed that there was a significant main effect of age [Multivariate  $F(2, 313) = 3.72$ ,  $p < .05$ ; Wilks' Lambda = .98; partial  $\eta^2 = .02$ ] on the LC dimensions.

For significant effects, a univariate analysis with Bonferroni correction was conducted. Thus, for the analyses, the alpha values that were lower than .025 (i.e., .05/2) were considered to be significant with this correction. After the correction, age was found to be significant for internal locus of control [ $F(1, 314) = 7.16$ ,  $p < .025$ , partial  $\eta^2 = .02$ ). That is, the participants who were 16 or younger ( $M = 39.27$ ) reported higher internal locus of control than the ones who were 17 or older ( $M = 37.70$ ) (see Figure 3.20). However, age main effect was not found significant for external locus of control (see Table 3.21).

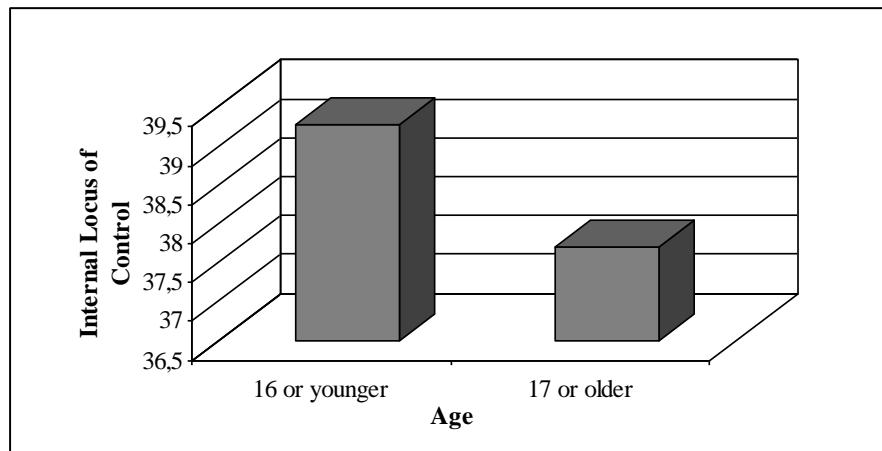
**Table 3.21 MANOVA for locus of control and age**

| Variables  | Multivariate<br>F | df     | Multivariate<br>$\eta^2$ | Wilks'<br>Lambda | Univariate<br>F   | Univariate<br>$\eta^2$ |
|------------|-------------------|--------|--------------------------|------------------|-------------------|------------------------|
| <b>Age</b> | 3.72*             | 2, 313 | .02                      | .98              | -                 | -                      |
| ELC        | -                 | 1, 314 | -                        | -                | 0.01              | .00                    |
| ILC        | -                 | 1, 314 | -                        | -                | 7.16 <sup>+</sup> | .02                    |

Note1. \* $p < .05$ , <sup>+</sup> $p < .025$

Note2. ELC = External Locus of Control, ILC = Internal Locus of Control

**Figure 3.20 Mean of Internal Locus of Control Scores of Participants with Different Ages**



### 3.3.7.2 Influence of Gender on the Locus of Control

In order to examine the effect of gender on LC dimensions One-way MANOVA was conducted with two LC dimensions (ILC and ELC) as dependent variables. The result showed that there was not a significant main effect of gender [Multivariate  $F(2, 313) = 1.29, p > .05$ ; Wilks' Lambda = .99; partial  $\eta^2 = .01$ ] on the LC dimensions. Thus, univariate analyses were not examined.

### 3.3.7.3 Influence of Number of Siblings on the Locus of Control

In order to examine the effect of number of sibling on LC dimensions One-way MANOVA was conducted with two LC dimensions (ILC and ELC) as dependent variables. The result showed that there was not a significant main effect of sibling [Multivariate  $F(2, 304) = 1.22, p > .05$ ; Wilks' Lambda = .99; partial  $\eta^2 = .01$ ] on the LC dimensions. Thus, univariate analyses were not examined.

### 3.3.7.4 Influence of Grade on the Locus of Control

In order to examine the effect of grade on LC dimensions One-way MANOVA was conducted with two LC dimensions (ILC and ELC) as dependent variables. The result showed that there was a significant main effect of grade

[Multivariate  $F(4, 624) = 3.52$ ,  $p < .01$ ; Wilks' Lambda = .96; partial  $\eta^2 = .02$ ] on the LC dimensions.

For significant effects, a univariate analysis with Bonferroni correction was conducted. After the correction, grade was found to be significant for internal locus of control [ $F(2, 313) = 5.20$ ,  $p < .025$ , partial  $\eta^2 = .03$ ]. That is, the 9<sup>th</sup> grade participants ( $M = 39.59$ ) reported higher internal locus of control than the 11<sup>th</sup> grade ones ( $M = 37.34$ ). On the other hand, 10<sup>th</sup> grade participants ( $M = 38.90$ ) did not differ from 9<sup>th</sup> grade and 11<sup>th</sup> grade participants in terms of internal locus of control (see Figure 3.21). However, grade main effect was not found significant for external locus of control (see Table 3.22).

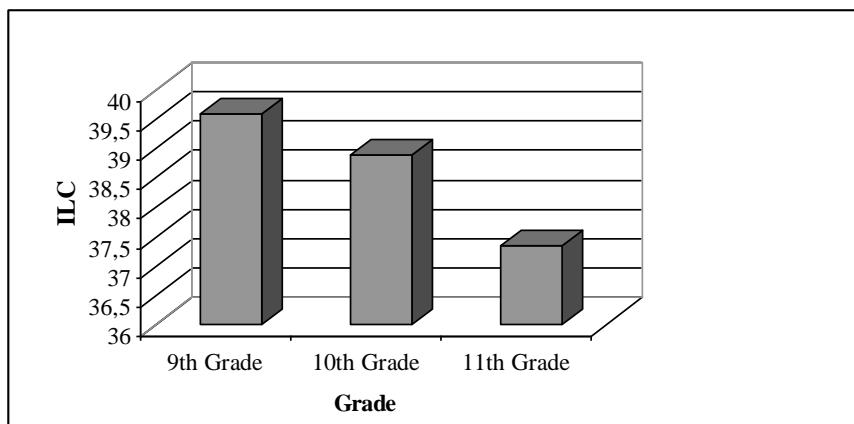
**Table 3.22 MANOVA for locus of control and grade**

| Variables | Multivariate | df     | Multivariate | Wilks' Lambda | Univariate        | Univariate |
|-----------|--------------|--------|--------------|---------------|-------------------|------------|
|           | F            |        | $\eta^2$     |               | F                 | $\eta^2$   |
| Grade     | 3.52*        | 4, 624 | .02          | .96           | -                 | -          |
| ELC       | -            | 1, 314 | -            | 2, 313        | 1.45              | .01        |
| ILC       | -            | 1, 314 | -            | 2, 313        | 5.20 <sup>+</sup> | .03        |

Note1. \*  $p < .01$ , <sup>+</sup> $p < .025$

Note2. ELC = External Locus of Control, ILC = Internal Locus of Control

**Figure 3.21 Mean of Internal Locus of Control Scores of Participants with Different Grades**



### 3.3.7.5 Influence of School on the Locus of Control

In order to examine the effect of school on LC dimensions One-way MANOVA was conducted with two LC dimensions (ILC and ELC) as dependent

variables. The result showed that there was not a significant main effect of school [Multivariate  $F(4, 624) = 0.78$ ,  $p > .05$ ; Wilks' Lambda = .99; partial  $\eta^2 = .01$ ] on the LC dimensions. Thus, univariate analyses were not examined.

### **3.3.7.6 Influence of Income on the Locus of Control**

In order to examine the effect of income on LC dimensions One-way MANOVA was conducted with two LC dimensions (ILC and ELC) as dependent variables. The result showed that there was not a significant main effect of income [Multivariate  $F(2, 311) = 1.10$ ,  $p > .05$ ; Wilks' Lambda = .99; partial  $\eta^2 = .01$ ] on the LC dimensions. Thus, univariate analyses were not examined.

### **3.3.7.7 Influence of Mother's Education on the Locus of Control**

In order to examine the effect of mother's education on LC dimensions One-way MANOVA was conducted with two LC dimensions (ILC and ELC) as dependent variables. The result showed that there was not a significant main effect of mother's education [Multivariate  $F(2, 312) = 0.22$ ,  $p > .05$ ; Wilks' Lambda = 1.00; partial  $\eta^2 = .00$ ] on the LC dimensions. Thus, univariate analyses were not examined.

### **3.3.7.8 Influence of Father's Education on the Locus of Control**

In order to examine the effect of father's education on LC dimensions One-way MANOVA was conducted with two LC dimensions (ILC and ELC) as dependent variables. The result showed that there was not a significant main effect of father's education [Multivariate  $F(2, 310) = 1.93$ ,  $p > .05$ ; Wilks' Lambda = .99; partial  $\eta^2 = .01$ ] on the LC dimensions. Thus, univariate analyses were not examined.

### **3.3.8 Differences of Demographic Variables on Mood**

As seen in Table 3 demographic variables had been grouped into different categories. To examine the possible differences of these categorized demographic

variables on the Positive Affect (PA) and Negative Affect (NA) Multivariate Analysis of Variance (MANOVA) were run.

### **3.3.8.1 Influence of Age on the Positive Affect Negative Affect Schedule (PANAS)**

In order to examine the effect of age on PANAS One-way MANOVA was conducted with Positive Affect (PA) and Negative Affect (NA) as dependent variables. The result showed that there was not a significant main effect of age [Multivariate  $F(2, 340) = 0.30$ ,  $p > .05$ ; Wilks' Lambda = 1.00; partial  $\eta^2 = .00$ ] on the PANAS. Thus, univariate analyses were not examined.

### **3.3.8.2 Influence of Gender on the Positive Affect Negative Affect Schedule (PANAS)**

In order to examine the effect of gender on PANAS One-way MANOVA was conducted with PA and NA as dependent variables. The result showed that there was a significant main effect of gender [Multivariate  $F(2, 340) = 6.55$ ,  $p < .01$ ; Wilks' Lambda = .96; partial  $\eta^2 = .04$ ] on the PANAS.

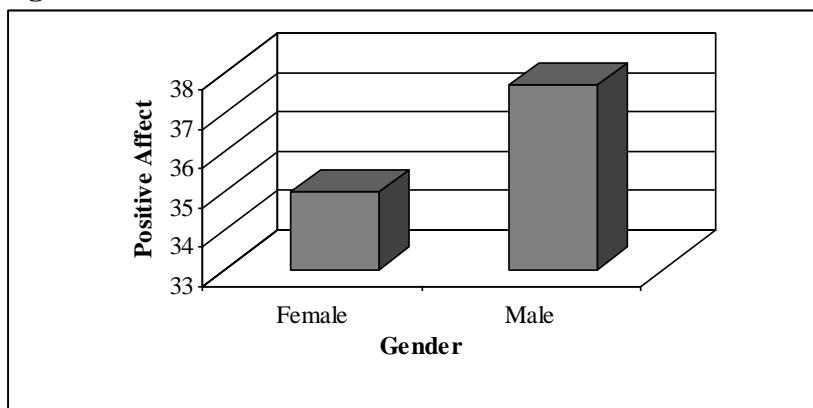
For significant effects, univariate analyses were examined for the gender main effects through the application of the Bonferroni correction. The alpha values that were lower than .025 (i.e., .05/2) were considered to be significant with this correction. The correction revealed that there was a significant main effect of grade for the PA [ $F(1, 143) = 11.00$ ,  $p < .025$ , partial  $\eta^2 = .03$ ] (see Table 3.23). That is, male participants ( $M = 37.68$ ) significantly had higher scores in terms of Positive Affect than the female participants ( $M = 34.97$ ) (see Figure 3.22).

**Table 3.23 MANOVA for positive affect and gender**

| Variable      | s | Multivariate | df     | Multivariate | Wilks' Lambda | Univariate         | Univariat |
|---------------|---|--------------|--------|--------------|---------------|--------------------|-----------|
|               |   | F            |        | $\eta^2$     |               | F                  | e         |
| <b>Gender</b> |   | 6.55*        | 2, 340 | .04          | .99           | -                  | -         |
| PA            |   | -            | 1, 341 | -            | -             | 11.00 <sup>+</sup> | .03       |
| NA            |   | -            | 1, 341 | -            | -             | 4.82               | .01       |

Note1. \*  $p < .01$ , <sup>+</sup> $p < .025$ 

Note2. PA = Positive Affect, NA = Negative Affect

**Figure 3.22 Mean of Positive Affect Scores of Male and Female Participants**

### 3.3.8.3 Influence of Number of Siblings on the Positive Affect Negative Affect Schedule (PANAS)

In order to examine the effect number of sibling on PANAS One-way MANOVA was conducted with PA and NA as dependent variables. The result showed that there was not a significant main effect of number of siblings [Multivariate  $F(2, 330) = 0.34, p > .05$ ; Wilks' Lambda = 1.00; partial  $\eta^2 = .00$ ] on the PANAS. Thus, univariate analyses were not examined.

### 3.3.8.4 Influence of Grade on the Positive Affect Negative Affect Schedule (PANAS)

In order to examine the effect of grade on PANAS One-way MANOVA was conducted with PA and NA as dependent variables. The result showed that there was not a significant main effect of grade [Multivariate  $F(4, 678) = 0.62, p$

$p > .05$ ; Wilks' Lambda = .99; partial  $\eta^2 = .00$ ] on the PANAS. Thus, univariate analyses were not examined.

### **3.3.8.5 Influence of School on the Positive Affect Negative Affect Schedule (PANAS)**

In order to examine the effect of school on PANAS One-way MANOVA was conducted with PA and NA as dependent variables. The result showed that there was not a significant main effect of school [Multivariate  $F(4, 678) = 0.97, p > .05$ ; Wilks' Lambda = .99; partial  $\eta^2 = .00$ ] on the PANAS. Thus, univariate analyses were not examined.

### **3.3.8.6 Influence of Income on the Positive Affect Negative Affect Schedule (PANAS)**

In order to examine the effect of income on PANAS One-way MANOVA was conducted with PA and NA as dependent variables. The result showed that there was not a significant main effect of income [Multivariate  $F(2, 337) = 1.04, p > .05$ ; Wilks' Lambda = .99; partial  $\eta^2 = .01$ ] on the PANAS. Thus, univariate analyses were not examined.

### **3.3.8.7 Influence of Mother's Education on the Positive Affect Negative Affect Schedule (PANAS)**

In order to examine the effect of mother's education on PANAS One-way MANOVA was conducted with PA and NA as dependent variables. The result showed that there was not a significant main effect of mother's education [Multivariate  $F(2, 339) = 0.42, p > .05$ ; Wilks' Lambda = 1.00; partial  $\eta^2 = .00$ ] on the PANAS. Thus, univariate analyses were not examined.

### **3.3.8.8 Influence of Father's Education on the Positive Affect Negative Affect Schedule (PANAS)**

In order to examine the effect of father's education on PANAS One-way MANOVA was conducted with PA and NA as dependent variables. The result

showed that there was not a significant main effect of father's education [Multivariate  $F(2, 337) = 0.75$ ,  $p > .05$ ; Wilks' Lambda = 1.00; partial  $\eta^2 = .00$ ] on the PANAS. Thus, univariate analyses were not examined.

### **3.4 Correlation Coefficients between Groups of Variables**

Before performing Regression Analyses, in order to determine the relationship between psychological problems measures [i.e., Psychological Maladjustment (PADJ), Positive Affect (PA), Negative Affect (NA), Conduct Problem (CP), Learning Problem (LP), Impulsivity/Hyperactivity (I/H), and Oppositional Defiant Problem (ODP)] and other variables, Pearson's correlation analyses were examined. Besides measures of psychological problems, Demographic Variables [i.e., Gender (G), Age (A), School (S), Grade (GRD), Mother's Education (ME), Father's Education (FE), Income (I), and Sibling (SBL)], Parental Acceptance-Rejection/Control [Warmth/Affection (W/A), Hostility/Aggression (H/A), Indifference/Neglect (I/N), Undifferentiated Rejection (UR), and Control (C)], Social Support Domains [i.e. Perceived Social Support from Family (SSF), from Friend (SSFR), and from Teacher (SST)], and two dimensions of Locus of Control [Internal Locus of Control (ILC) and External Locus of Control (ELC)] were participated in the analyses.

The results showed that (see Table 3.24), psychological maladjustment (PM) significantly correlated negatively with gender, number of siblings, paternal and maternal warmth/affection, internal locus of control, positive affect, social support from family, friend, and teacher between the range of -.10 and -.54 and positively with other variables between .16 and .64. Additionally, positive affect negatively correlated with paternal and maternal undifferentiated rejection, indifference/neglect, paternal hostility/aggression, negative affect and psychological adjustment between the range of -.24 and -.34; and positively with paternal and maternal warmth and three sources of social support between the range of .12 and .34. Negative affect, was found to be negatively correlated with gender, positive affect, internal locus of control, paternal and maternal

warmth/affection, social support from family, friend, and teacher between -.12 and -.41 (see table 3.24 for other correlations).

**Table 3.24 Correlations of the Study Variables**

|              | G              | A             | I              | GRD          | ME             | FIE            | SBL          | PM            | CP/M          | IP/M          | LP/M          | ODP/M         | CP/F          | IP/F          | LP/F     | ODP/F |
|--------------|----------------|---------------|----------------|--------------|----------------|----------------|--------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|----------|-------|
| G            | 1              |               |                |              |                |                |              |               |               |               |               |               |               |               |          |       |
| A            | .029           | 1             |                |              |                |                |              |               |               |               |               |               |               |               |          |       |
| I            | .124*          | -.047         | 1              |              |                |                |              |               |               |               |               |               |               |               |          |       |
| <b>GRD</b>   | <b>.030</b>    | <b>.785**</b> | <b>-.020</b>   | <b>1</b>     |                |                |              |               |               |               |               |               |               |               |          |       |
| ME           | .082           | -.021         | .447**         | -.016        | 1              |                |              |               |               |               |               |               |               |               |          |       |
| FIE          | .054           | -.150**       | .332**         | -.135**      | .427**         | 1              |              |               |               |               |               |               |               |               |          |       |
| <b>SBL</b>   | <b>-.104*</b>  | <b>.054</b>   | <b>-.202**</b> | <b>.090</b>  | <b>-.340**</b> | <b>-.229**</b> | <b>1</b>     |               |               |               |               |               |               |               |          |       |
| PM           | -.165**        | .002          | -.039          | .019         | -.087          | -.054          | .163**       | 1             |               |               |               |               |               |               |          |       |
| <b>CP/M</b>  | <b>-.073</b>   | <b>.126</b>   | <b>-.062</b>   | <b>.118</b>  | <b>-.144</b>   | <b>-.123</b>   | <b>.015</b>  | <b>.319**</b> | <b>1</b>      |               |               |               |               |               |          |       |
| <b>IP/M</b>  | <b>-.260**</b> | <b>.139</b>   | <b>-.065</b>   | <b>.050</b>  | <b>-.078</b>   | <b>-.090</b>   | <b>.120</b>  | <b>.163*</b>  | <b>.387**</b> | <b>1</b>      |               |               |               |               |          |       |
| <b>LP/M</b>  | <b>.057</b>    | <b>-.026</b>  | <b>.126</b>    | <b>-.141</b> | <b>.042</b>    | <b>.112</b>    | <b>-.018</b> | <b>.198*</b>  | <b>.543**</b> | <b>.217**</b> | <b>1</b>      |               |               |               |          |       |
| <b>ODP/M</b> | <b>-.066</b>   | <b>.095</b>   | <b>-.046</b>   | <b>.047</b>  | <b>-.141</b>   | <b>-.086</b>   | <b>.060</b>  | <b>.304**</b> | <b>.887**</b> | <b>.336**</b> | <b>.538**</b> | <b>1</b>      |               |               |          |       |
| <b>CP/F</b>  | <b>-.079</b>   | <b>.128</b>   | <b>.005</b>    | <b>.106</b>  | <b>-.087</b>   | <b>-.119</b>   | <b>.007</b>  | <b>.340**</b> | <b>.878**</b> | <b>.363**</b> | <b>.540**</b> | <b>.808**</b> | <b>1</b>      |               |          |       |
| <b>IP/F</b>  | <b>-.175</b>   | <b>.101</b>   | <b>-.047</b>   | <b>.102</b>  | <b>.022</b>    | <b>-.158</b>   | <b>.115</b>  | <b>.168*</b>  | <b>.359**</b> | <b>.606**</b> | <b>.128</b>   | <b>.292**</b> | <b>.407**</b> | <b>1</b>      |          |       |
| <b>LP/F</b>  | <b>.076</b>    | <b>-.015</b>  | <b>.132</b>    | <b>-.148</b> | <b>-.043</b>   | <b>.064</b>    | <b>-.121</b> | <b>.185*</b>  | <b>.458**</b> | <b>.153</b>   | <b>.885**</b> | <b>.474**</b> | <b>.143</b>   | <b>1</b>      |          |       |
| <b>ODP/F</b> | <b>-.147</b>   | <b>.106</b>   | <b>.039</b>    | <b>.010</b>  | <b>-.009</b>   | <b>-.059</b>   | <b>.014</b>  | <b>.326**</b> | <b>.786**</b> | <b>.257**</b> | <b>.550**</b> | <b>.847**</b> | <b>.300**</b> | <b>.558**</b> | <b>1</b> |       |

Note1. \*\*p < .01, \*p < .05

Note2. G = Gender, A = Age, I = Income, GRD = Grade, ME = Mother Education, FIE = Father Education, SBL = Sibling, PM = Psychological Maladjustment, CP/M = Conduct Problem/Mother, IP/M = Oppositional Defiant Problem/Mother, LP/M = Learning Problem/Mother, ODP/M = Oppositional Defiant Problem/Father, CP/F = Conduct Problem/Father, IP/F = Oppositional Defiant Problem/Father, LP/F = Learning Problem/Father, ODP/F = Oppositional Defiant Problem/Father

Note3. Correlations higher than .25 are presented in bold.

Table 3.24 Continued

|       | G       | A       | I     | GRD     | ME      | FE     | SBL     | PM      | CP/M    | I/H/M  | LP/M   | ODPM   | CP/F   | I/H/F | LP/F    |
|-------|---------|---------|-------|---------|---------|--------|---------|---------|---------|--------|--------|--------|--------|-------|---------|
| C/F   | -.161** | .058    | .019  | .078    | -.068   | -.052  | .032    | .243**  | -.019   | .029   | -.111  | .016   | -.004  | .065  | -.139   |
| UR/F  | .066    | .090    | .054  | .126*   | .002    | -.025  | .056    | .414**  | .319**  | .207*  | .112   | .312** | .313** | .078  | .116    |
| I/N/F | .062    | .049    | -.019 | .067    | -.023   | -.101  | .032    | .325**  | .203*   | .237** | .033   | .151   | .200*  | .089  | .020    |
| H/A/F | .099    | .095    | .084  | .128*   | -.001   | -.031  | .035    | .401**  | .281**  | .184*  | .130   | .267** | .271** | .030  | .120    |
| W/A/F | -.051   | -.141** | .056  | -.145** | .054    | .086   | -.077   | -.269** | -.164   | -.157  | .017   | -.100  | -.149  | -.010 | .015    |
| C/M   | -.312** | -.005   | -.033 | -.027   | -.172** | -.127* | .055    | .244**  | .141    | .055   | .010   | .197*  | .130   | .075  | -.048   |
| I/N/M | .065    | .056    | -.026 | .075    | -.093   | -.088  | .204**  | .379**  | .465**  | .223** | .227** | .385** | .418** | .170* | .224*   |
| H/A/M | -.041   | .035    | .033  | .066    | -.032   | -.060  | .128*   | .504**  | .415**  | .138   | .226** | .424** | .410** | .128  | .238**  |
| W/A/M | -.031   | -.052   | -.054 | -.086   | .105*   | .076   | -.194** | .342**  | -.430** | -.154  | -.166* | .366** | .390** | -.158 | -.144   |
| SST   | -.074   | .054    | -.028 | .048    | -.050   | -.024  | .050    | .468**  | .175*   | .004   | -.187* | -.103  | .224*  | .021  | -.203*  |
| SSF   | -.037   | -.042   | .033  | -.070   | .073    | .021   | -.104   | .535**  | .454**  | .218** | .252** | .395** | .423** | -.161 | -.233** |
| SSFR  | -.148** | -.043   | -.054 | -.085   | -.010   | -.004  | -.016   | .389**  | -.160   | .052   | .093   | -.099  | -.113  | -.051 | -.051   |
| NA    | -.118*  | .001    | -.075 | -.014   | -.042   | -.046  | .007    | .648**  | .285**  | .153   | .264** | .233** | .331** | .137  | .266**  |
| PA    | -.177** | -.035   | -.003 | -.050   | .039    | .059   | -.046   | -.321** | -.097   | .073   | -.124  | -.030  | -.110  | .135  | -.109   |
| ILC   | -.092   | -.130*  | -.065 | -.159** | -.008   | .051   | -.048   | -.251** | -.211*  | .067   | -.099  | -.172* | .268** | -.033 | -.071   |
| ELC   | -.001   | .010    | -.061 | -.029   | -.047   | -.099  | .084    | .503**  | .214*   | .243** | .099   | .153   | .227*  | .171  | .133    |

Note1. \*\*p < .01, \*p < .05

Note2. G = Gender, A = Age, I = Income, GRD = Grade, ME = Mother Education, FE = Father Education, SBL = Sibling, PM = Psychological Maladjustment, CP/M = Conduct Problem/Mother, I/H/M = Impulsivity/Hyperactivity/Mother, LP/M = Learning Problem/Mother, ODPM = Oppositional Defiant Problem/Mother, CP/F = Conduct Problem/Father, I/H/F = Impulsivity/Hyperactivity/Father, LP/F = Learning Problem/Father, CP = Control/Father, UR/F = Undifferentiated Rejection/Father, I/N/F = Indifference/Neglect/Father, H/A/F = Hostility/Aggression/Father, W/A/F = Warmth/Affection/Father, C/M = Control/Mother, UR/M = Undifferentiated Rejection/Mother, I/N/M = Indifference/Neglect/Mother, H/A/M = Hostility/Aggression/Mother, W/A/M = Warmth/Affection/Mother, SST = Social Support Teacher, SSF = Social Support Family, SSFR = Social Support Friend, NA = Negative Affect, PA = Positive Affect, ELC = External Locus of Control

Note3. Correlations higher than .25 are presented in bold

Table 3.24 Continued

|       | ODP/F   | C/F    | UR/F    | I/N/F   | H/A/F   | W/A/F   | C/M     | UR/M    | I/N/M   | H/A/M   | W/A/M   | SST     | SSF     | SSFR    | NA      | PA      | ILC | ELC |
|-------|---------|--------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----|-----|
| ODP/F | 1       |        |         |         |         |         |         |         |         |         |         |         |         |         |         |         |     |     |
| C/F   | -.039   | 1      |         |         |         |         |         |         |         |         |         |         |         |         |         |         |     |     |
| UR/F  | .250**  | .319** | 1       |         |         |         |         |         |         |         |         |         |         |         |         |         |     |     |
| I/N/F | .148    | .103   | -.746** | 1       |         |         |         |         |         |         |         |         |         |         |         |         |     |     |
| H/A/F | .187*   | .387** | .891**  | .688**  | 1       |         |         |         |         |         |         |         |         |         |         |         |     |     |
| W/A/F | -.097   | -.082  | -.623** | -.852** | -.595** | 1       |         |         |         |         |         |         |         |         |         |         |     |     |
| C/M   | .100    | .542** | .127*   | .048    | .151**  | .014    | 1       |         |         |         |         |         |         |         |         |         |     |     |
| UR/M  | .439**  | .190** | .607**  | .474**  | .567**  | -.387** | .305**  | 1       |         |         |         |         |         |         |         |         |     |     |
| I/N/M | .330**  | .054   | .530**  | .552**  | .500**  | -.499** | .016    | .726**  | 1       |         |         |         |         |         |         |         |     |     |
| H/A/M | .320**  | .213** | .518**  | .390**  | .544**  | -.305** | .399**  | .868**  | .672**  | 1       |         |         |         |         |         |         |     |     |
| W/A/M | -.299** | -.044  | -.433** | -.493** | -.397** | .583**  | -.061   | -.657** | -.832** | -.639** | 1       |         |         |         |         |         |     |     |
| SST   | -.187*  | .006   | -.356** | -.318** | -.328** | .217**  | -.018   | -.356** | -.353** | -.337** | .293**  | 1       |         |         |         |         |     |     |
| SSF   | -.331** | -.103  | -.630** | -.632** | -.609** | .605**  | -.145** | -.684** | -.713** | -.645** | .718**  | .431**  | 1       |         |         |         |     |     |
| SSFR  | -.031   | -.029  | -.311** | -.329** | -.365** | .280**  | .001    | -.261** | -.319** | -.283** | .257**  | .440**  | .426**  | 1       |         |         |     |     |
| NA    | .298**  | .041   | .381**  | .337**  | .333**  | -.281** | .119*   | .387*   | .298**  | .361**  | -.262** | -.405** | -.414** | 1       |         |         |     |     |
| PA    | -.131   | -.024  | -.114*  | -.252** | -.137*  | .341**  | -.023   | -.124*  | -.217** | -.094   | .249**  | .290**  | .242**  | .248**  | 1       |         |     |     |
| ILC   | -.174*  | .009   | -.293** | -.363** | -.318** | .407**  | .022    | -.248** | -.230** | .398**  | .451**  | .396**  | .317**  | .157**  | 1       |         |     |     |
| ELC   | .202*   | .159** | .318**  | .294**  | .327**  | -.254** | .195*   | .374**  | .341**  | .333**  | -.329** | -.432** | -.462** | -.336** | -.226** | -.163** | 1   |     |

Note1. \*\* $p < .01$ , \* $p < .05$ 

Note2. ODP/F = Oppositional Defiant Problem/Father, C/F = Control/Father, UR/F = Undifferentiated Rejection/Father, I/N/F = Indifference/Neglect/Father, H/A/F = Hostility/Aggression/Father, W/A/F = Warmth/Affection/Father, C/M = Control/Mother, UR/M = Undifferentiated Rejection/Mother, I/N/M = Indifference/Neglect/Mother, H/A/M = Hostility/Aggression/Mother, W/A/M = Warmth/Affection/Mother, SST = Social Support Teacher, SSF = Social Support Family, SSFR = Social Support Friend, NA = Negative Affect, PA = Positive Affect, ILC = Internal Locus of Control, ELC = External Locus of Control

Note3. Correlations higher than .25 are presented in bold.

### **3.5 Factors Associated With Psychological Problems**

Eleven multiple regression analyses were performed separately with different measures of psychological problems. Thus, Psychological Maladjustment, Positive Affect, Negative Affect, Conduct Problem (reported both by mother and father), Learning Problem (reported both by mother and father), Impulsivity/Hyperactivity (reported both by mother and father), and Oppositional Defiant Disorder (reported both by mother and father) were the dependent variables of these regression analyses. For these analyses the independent factors were Demographic Variables, Social Support, Locus of Control and Parental Acceptance-Rejection, and these variables were entered into the equations. For these analyses, in the first step among the demographic variables, Gender, Age, School, Grade, Mother's Education, Father's Education, Income, and Sibling were hierarchically entered into the equation. For the second step, social support appraisals as perceived Social Support from Friend, Family and Teacher were hierarchically entered into the equation. In the third step, two types of locus of control, that is, Internal Locus of Control and External Locus of Control were entered into the equation. Lastly, in the fourth step, Warmth/Affection, Hostility/Aggression, Indifference/Neglect and Undifferentiated Rejection were hierarchically entered into the equation as parental acceptance-rejection dimensions (both for mother and father forms).

#### **3.5.1 Factors Associated with Psychological Maladjustment**

To identify the associates of psychological maladjustment several regression equations were examined by using the steps given above. The results revealed that, among the demographic variables, initially Sibling [ $t(274) = 2.86$ ,  $\beta = .17$ ,  $\text{pr} = .17$ ] entered into the equation and explained 3 % of the variance [ $F_{\text{change}}(1, 274) = 8.17$ ,  $p < .01$ ]. Following Sibling, Gender [ $t(273) = -2.23$ ,  $\beta = -.13$ ,  $\text{pr} = -.13$ ] entered into the equation and explained 2 % of the variance [ $F_{\text{change}}(1, 273) = 4.97$ ,  $p < .05$ ]. Thus, demographic variables totally explained 5% of the variances. These findings indicated that having more than one siblings and being male were associated with Psychological Maladjustment. As for the social

support variables, initially, perceived Social Support (SS) from Family [ $t$  (272) = -11.60,  $\beta$  = -.57,  $pr$  = -.58] entered into the equation and explained 32 % of the variance [ $F_{change}$  (1, 272) = 134.53,  $p < .001$ ]. After SS Family, SS Teacher [ $t$  (271) = -5.52,  $\beta$  = -.29,  $pr$  = -.32] entered into the equation and explained 6 % variance [ $F_{change}$  (1, 271) = 30.42,  $p < .001$ ]. Following SS Teacher, SS Friend [ $t$  (270) = -3.68,  $\beta$  = -.20,  $pr$  = -.22] explained 3 % variance [ $F_{change}$  (1, 270) = 13.61,  $p < .001$ ]. Therefore, social support variables totally explained 41 % of the variances. These findings indicated that perception of low levels of SS from Family, Teacher, and Friend were associated with Psychological Maladjustment. Among the locus of control, External Locus of Control [ $t$  (269) = 4.12,  $\beta$  = .22,  $pr$  = .24] entered into the equation and explained 3 % of the variance [ $F_{change}$  (1, 269) = 16.94,  $p < .001$ ], and this was also the total variance of locus of control. This finding revealed that higher levels of External Locus of Control was associated with higher levels of Psychological Maladjustment. Reporting parental acceptance/rejection, firstly, mother Hostility/Aggression [ $t$  (268) = 3.65,  $\beta$  = .20,  $pr$  = .22] entered into the equation and explained 2% of the variance [ $F_{change}$  (1, 268) = 13.33,  $p < .001$ ]. That is, perception of high maternal hostility/aggression was associated with Psychological Maladjustment. On the other hand, mother Warmth/Affection [ $t$  (267) = 2.99,  $\beta$  = .19,  $pr$  = .18] followed mother Aggression/Hostility and explained 2 % variance [ $F_{change}$  (1, 267) = 8.95,  $p < .01$ ]. However, it was not accounted as a significant finding because there was a potential cause of suppressor effect since the sign of regression weights of maternal Warmth/Affection had the opposite signs of its correlation with Psychological Maladjustment. Thus, parental acceptance-rejection explained totally 2 % variance. As a result, demographic variables, social support, locus of control and parental acceptance-rejection accounted for 51 % of the total variance for Psychological Maladjustment (see Table 3.25).

**Table 3.25 Associates of Psychological Maladjustment**

| <b>Order of Entry</b>                         | <b>F<sub>change</sub></b> | <b>df</b> | <b>β</b> | <b>t</b>  | <b>pr</b> | <b>R<sup>2</sup> change</b> |
|---|---------------------------|-----------|----------|-----------|-----------|-----------------------------|
| <b>I. Demographic Variables</b>               |                           |           |          |           |           |                             |
| 1. Sibling                                    | 8.17**                    | 1, 274    | .17      | 2.86**    | .17       | .03                         |
| 2. Gender                                     | 4.97*                     | 1, 273    | -.13     | -2.23*    | -.13      | .02                         |
| <b>II. Social Support</b>                     |                           |           |          |           |           |                             |
| 3. SS Family                                  | 134.53***                 | 1, 272    | -.57     | -11.60*** | -.58      | .32                         |
| 4. SS Teacher                                 | 30.42***                  | 1, 271    | -.29     | -5.52***  | -.32      | .06                         |
| 5. SS Friend                                  | 13.61***                  | 1, 270    | -.20     | -3.68***  | -.22      | .03                         |
| <b>III. Locus of Control</b>                  |                           |           |          |           |           |                             |
| 6. External Locus of Control                  | 16.94***                  | 1, 269    | .22      | 4.12***   | .24       | .03                         |
| <b>IV. Parental Acceptance/<br/>Rejection</b> |                           |           |          |           |           |                             |
| 7. Hostility/Aggression/<br>Mother            | 13.33***                  | 1, 268    | .20      | 3.65***   | .22       | .02                         |
| 8. Warmth/Affection/<br>Mother                | 8.95**                    | 1, 267    | .19      | 2.99**    | .18       | .02                         |

\*\*\*p &lt; .001, \*\*p &lt; .01, \*p &lt; .05

### 3.5.2 Factors Associated with Positive Affect

In order to examine the associates of positive affect, several regression equations were examined by using the steps given above. Regression analysis showed that all four variables significantly predicted and accounted for the 27% of the total variance for positive affect. Among the demographic variables, Gender [ $t$  (256) = 2.70,  $\beta$  = .17,  $pr$  = .17] significantly explained 3% of the variance [ $F_{change}$  (1, 256) = 7.28,  $p$  < .01]. Thus, demographic variables totally explained 3% of the variance. This findings indicated that being male was associated with Positive Affect. Among the social support variables, initially, SS Teacher [ $t$  (255) = 5.62,  $\beta$  = .33,  $pr$  = .33] entered into the equation and explained 11% variance [ $F_{change}$  (1, 255) = 31.63,  $p$  < .001]. Following SS Teacher, SS Family [ $t$  (254) = 2.92,  $\beta$  = .19,  $pr$  = .18] entered into the equation and accounted for 3 % of variance [ $F_{change}$  (1, 254) = 8.46,  $p$  < .01]. Therefore, social support variables totally explained 14 % of the total variance. These findings revealed that perception of high levels of SS from Teacher and Family were associated

with Positive Affect. Reporting the locus of control variables, Internal Locus of Control [ $t(253) = 3.08$ ,  $\beta = .20$ ,  $p_{\text{r}} = .19$ ] entered into the equation and explained 3% of the variance [ $F_{\text{change}}(1, 253) = 9.49$ ,  $p < .01$ ]. Thus, locus of control variables totally explained 3% of the variance. That is, higher Internal Locus of Control was associated with higher Positive Affect. Among the parental acceptance-rejection, firstly, mother Hostility/Aggression [ $t(252) = 3.08$ ,  $\beta = .23$ ,  $p_{\text{r}} = .19$ ] entered into the equation and explained 3% variance [ $F_{\text{change}}(1, 252) = 9.50$ ,  $p < .01$ ]. Following mother Hostility/Aggression, father Warmth/Affection [ $t(251) = 2.51$ ,  $\beta = .17$ ,  $p_{\text{r}} = .16$ ] entered into the equation and accounted for 2% variance [ $F_{\text{change}}(1, 251) = 6.31$ ,  $p < .05$ ]. After father Warmth/Affection, father Undifferentiated Rejection [ $t(250) = 2.70$ ,  $\beta = .22$ ,  $p_{\text{r}} = .17$ ] entered into the equation and explained 2% of the variance [ $F_{\text{change}}(1, 250) = 7.31$ ,  $p < .01$ ]. However, both maternal Hostility/Aggression and paternal Undifferentiated Rejection were not accounted as significant findings because there were potential cause of suppressor effect since the sign of regression weights of them had the opposite signs of their correlation with Positive Affect. Thus, parental acceptance-rejection variables, explained 2% of the total variance (see Table 3.26). These findings revealed that paternal Warmth/Affection was associated with Positive Affect.

**Table 3.26 Associates of Positive Affect**

| <b>Order of Entry</b>                         | <b>F<sub>change</sub></b> | <b>df</b> | <b>β</b> | <b>t</b> | <b>pr</b> | <b>R<sup>2</sup><sub>change</sub></b> |
|---|---------------------------|-----------|----------|----------|-----------|---------------------------------------|
| <b>I. Demographic Variables</b>               |                           |           |          |          |           |                                       |
| 1. Gender                                     | 7.28**                    | 1, 256    | .17      | 2.70**   | .17       | .03                                   |
| <b>II. Social Support</b>                     |                           |           |          |          |           |                                       |
| 2. SS Teacher                                 | 31.63***                  | 1, 255    | .33      | 5.62***  | .33       | .11                                   |
| 3. SS Family                                  | 8.46**                    | 1, 254    | .19      | 2.91**   | .18       | .03                                   |
| <b>III. Locus of Control</b>                  |                           |           |          |          |           |                                       |
| 4. Internal Locus of Control                  | 9.49**                    | 1, 253    | .20      | 3.08**   | .19       | .03                                   |
| <b>IV. Parental Acceptance/<br/>Rejection</b> |                           |           |          |          |           |                                       |
| 5. Aggression/Hostility/<br>Mother            | 9.50**                    | 1, 252    | .23      | 3.08**   | .19       | .03                                   |
| 6. Warmth/Affection/Father                    | 6.31*                     | 1, 251    | .17      | 2.51*    | .16       | .02                                   |
| 7. Undifferentiated<br>Rejection/Father       | 7.31**                    | 1, 250    | .22      | 2.70**   | .17       | .02                                   |

\*\*\*p &lt; .001, \*\*p &lt; .01, \*p &lt; .05

### 3.5.3 Factors Associated with Negative Affect

In order to examine the associates of negative affect, several regression equations were examined by using the steps given above. This regression analysis indicated that only social support and parental acceptance-rejection significantly predicted and explained 27% of the total variance for the negative affect. None of the demographic variables and locus of control were found to explain the total variance. Among social support, initially, SS Teacher [ $t(255) = -8.00$ ,  $\beta = -.45$ ,  $pr = -.45$ ] entered into the equation and accounted for 20% of the variance [ $F_{change}(1, 255) = 64.03$ ,  $p < .001$ ]. Following SS Teacher, SS Family [ $t(254) = -4.23$ ,  $\beta = -.27$ ,  $pr = -.26$ ] entered into the equation and explained 5% of the variance [ $F_{change}(1, 254) = 17.87$ ,  $p < .001$ ]. Thus, social support variables explained 25% of the total variance. These findings revealed that perception of higher SS Teacher and Family were associated with lower Negative Affect. Among parental acceptance-rejection, only mother Undifferentiated Rejection [ $t(253) = 2.50$ ,  $\beta = .19$ ,  $pr = .16$ ] entered into the equation and explained 2% of the variance [ $F_{change}(1, 253) = 6.25$ ,  $p < .05$ ]. Thus, parental acceptance-rejection accounted for 2% of

the total variance (see Table 3.27). That is, Undifferentiated Rejection was positively associated with Negative Affect

**Table 3.27 Associates of Negative Affect**

| Order of Entry                                | F <sub>change</sub> | df     | β    | t        | pr   | R <sup>2</sup> <sub>change</sub> |
|---|---------------------|--------|------|----------|------|----------------------------------|
| <b>I. Social Support</b>                      |                     |        |      |          |      |                                  |
| 1. SS Teacher                                 | 64.03***            | 1, 255 | -.45 | -8.00*** | .45  | .20                              |
| 2. SS Family                                  | 17.87***            | 1, 254 | -.27 | -4.23*** | -.26 | .05                              |
| <b>II. Parental Acceptance/<br/>Rejection</b> |                     |        |      |          |      |                                  |
| 3. Undifferentiated<br>Rejection/Mother       | 6.25*               | 1, 253 | .19  | 2.50*    | .16  | .02                              |

\*\*\*p < .001, \*\*p < .01, \*p < .05

### **3.5.4 Factors Associated with Conduct Problems Reported by Mother**

In order to examine the associates of conduct problem reported by mother, several regression equations were examined by using the steps given above. This regression analysis indicated that only social support and parental acceptance-rejection significantly predicted and explained 24% of the total variance for the conduct problem reported by mother. None of the demographic variables and locus of control were found to explain the total variance. Among social support, only SS Family [ $t(105) = -4.79$ ,  $\beta = -.42$ ,  $pr = -.42$ ] entered into the equation and explained 18% of the variance [ $F_{change}(1, 105) = 22.91$ ,  $p < .001$ ]. Thus, social support variables explained 18% of the total variance. This finding indicated that high levels of perceived SS from Family was associated with low levels of Conduct Problem reported by mother. Among parental acceptance-rejection, only mother Undifferentiated Rejection [ $t(104) = 2.90$ ,  $\beta = .32$ ,  $pr = .27$ ] entered into the equation and explained 6% of the variance [ $F_{change}(1, 104) = 8.39$ ,  $p < .01$ ]. Thus, parental acceptance-rejection accounted for 6% of the total variance (see Table 3.28).

That is, perceiving maternal Undifferentiated Rejection was associated with Conduct Diorder reported by mother.

**Table 3.28 Associates of Conduct Problem Reported by Mother**

| Order of Entry                                | $F_{\text{change}}$ | df     | $\beta$ | t        | pr  | $R^2_{\text{change}}$ |
|---|---------------------|--------|---------|----------|-----|-----------------------|
| <b>I. Social Support</b>                      |                     |        |         |          |     |                       |
| 1. SS Family                                  | 22.91***            | 1, 105 | -.42    | -4.79*** | .42 | .18                   |
| <b>II. Parental Acceptance/<br/>Rejection</b> |                     |        |         |          |     |                       |
| 2. Undifferentiated<br>Rejection/Mother       | 8.39**              | 1, 104 | .32     | 2.90**   | .27 | .06                   |

\*\*\*p < .001, \*\*p < .01, \*p < .05

### 3.5.5 Factors Associated with Impulsivity/Hyperactivity Reported by Mother

In order to examine the associates of impulsivity/hyperactivity reported by mother, several regression equations were examined by using the steps given above. This regression analysis showed that all four variables significantly predicted and accounted for the 26% of the total variance for impulsivity/hyperactivity reported by mother. Among the demographic variables, initially, Gender [ $t(109) = -3.05$ ,  $\beta = -.28$ ,  $pr = -.28$ ] entered into the equation and significantly explained 8% of the variance [ $F_{\text{change}}(1, 109) = 8.32$ ,  $p < .01$ ]. After Gender, Mother's Education [ $t(108) = -2.17$ ,  $\beta = -.17$ ,  $pr = -.20$ ] entered into the equation and explained 4% of the variance [ $F_{\text{change}}(1, 108) = 4.70$ ,  $p < .05$ ]. Thus, demographic variables totally explained 12% of the variance. Among the social support variables, only SS Family [ $t(107) = -3.03$ ,  $\beta = -.26$ ,  $pr = -.28$ ] entered into the equation and explained 7% variance [ $F_{\text{change}}(1, 107) = 9.15$ ,  $p < .01$ ]. Therefore, social support variables explained 7% of the total variance. Among the locus of control variables, Internal Locus of Control [ $t(106) = 2.10$ ,  $\beta = .20$ ,  $pr = .20$ ] entered into the equation and explained 3% of the variance [ $F_{\text{change}}(1, 106) = 4.43$ ,  $p < .01$ ]. Thus, locus of control variables explained 3% of the total variance. Reporting the parental acceptance-rejection, only father Indifference/Neglect [ $t(105) = 2.21$ ,  $\beta = .21$ ,  $pr = .21$ ] entered into the equation and explained 4% variance [ $F_{\text{change}}(1, 105) = 4.87$ ,  $p < .05$ ]. Thus, parental acceptance-rejection variables, explained 4% of the total variance (see Table 3.29). These findings indicated that being female, having low educated mother, perceiving low social

support from family, internal locus of control and perceiving paternal indifference/neglect were associated with Impulsivity/Hyperactivity reported by mothers.

**Table 3.29 Associates of Impulsivity/Hyperactivity Reported by Mother**

| Order of Entry                           | F <sub>change</sub> | df     | β    | t       | pr   | R <sup>2</sup> <sub>change</sub> |
|--|---------------------|--------|------|---------|------|----------------------------------|
| <b>I. Demographic Variables</b>          |                     |        |      |         |      |                                  |
| 1. Gender                                | 8.32**              | 1, 109 | -.28 | -3.05** | -.28 | .08                              |
| 2. Mother's Education                    | 4.70*               | 1, 108 | -.17 | -2.17*  | -.20 | .04                              |
| <b>II. Social Support</b>                |                     |        |      |         |      |                                  |
| 3. SS Family                             | 9.15**              | 1, 107 | -.26 | -3.03** | -.28 | .07                              |
| <b>III. Locus of Control</b>             |                     |        |      |         |      |                                  |
| 4. Internal Locus of Control             | 4.43*               | 1, 106 | .20  | 2.10*   | .20  | .03                              |
| <b>IV. Parental Acceptance/Rejection</b> |                     |        |      |         |      |                                  |
| 5. Indifference/Neglect/Father           | 4.87*               | 1, 105 | .21  | 2.21*   | .21  | .04                              |

\*\*\*p < .001, \*\*p < .01, \*p < .05

### 3.5.6 Factors Associated with Learning Problem Reported by Mother

In order to examine the associates of learning problem reported by mother, several regression equations were examined by using the steps given above. This regression analysis indicated that only social support and parental acceptance-rejection significantly predicted and explained 14% of the total variance for the learning problem reported by mother. None of the demographic variables and locus of control were found to explain the total variance of learning problem. Among social support, only SS Family [ $t(109) = -3.48$ ,  $\beta = -.32$ ,  $pr = -.32$ ] entered into the equation and explained 10% of the variance [ $F_{change}(1, 109) = 12.10$ ,  $p < .01$ ]. Thus, social support variables explained 10% of the total variance. Among parental acceptance-rejection, only father Warmth/Affection [ $t(108) = 2.36$ ,  $\beta = .24$ ,  $pr = .22$ ] entered into the equation and explained 4% of the variance [ $F_{change}(1, 108) = 5.60$ ,  $p < .05$ ]. Thus, parental acceptance-rejection accounted for 4% of the total variance (see Table 3.30). These findings revealed

that perception of low levels of family support and high paternal warmth were associated with Learning Problem reported by mothers.

**Table 3.30 Associates of Learning Problem Reported by Mother**

| Order of Entry                                | F <sub>change</sub> | df     | β    | t       | pr  | R <sup>2</sup> <sub>change</sub> |
|---|---------------------|--------|------|---------|-----|----------------------------------|
| <b>I. Social Support</b>                      |                     |        |      |         |     |                                  |
| 1. SS Family                                  | 12.10**             | 1, 109 | -.32 | -3.48** | .32 | .10                              |
| <b>II. Parental Acceptance/<br/>Rejection</b> |                     |        |      |         |     |                                  |
| 2. Warmth/Affection/Father                    | 5.60*               | 1, 108 | .24  | 2.36*   | .22 | .04                              |

\*\*\*p < .001, \*\*p < .01, \*p < .05

### **3.5.7 Factors Associated with Oppositional Defiant Problem Reported by Mother**

In order to examine the associates of oppositional defiant problem reported by mother, several regression equations were examined by using the steps given above. This regression analysis indicated that only social support and parental acceptance-rejection significantly predicted and explained 22% of the total variance for the oppositional defiant problem reported by mother. None of the demographic variables and locus of control were found to explain the total variance for oppositional defiant problem. Among social support, only SS Family [ $t(109) = -4.08$ ,  $\beta = -.36$ ,  $pr = -.36$ ] entered into the equation and explained 13% of the variance [ $F_{change}(1, 109) = 16.65$ ,  $p < .001$ ]. Thus, social support variables explained 13% of the total variance. Among parental acceptance-rejection, only mother Undifferentiated Rejection [ $t(108) = 3.59$ ,  $\beta = .39$ ,  $pr = .33$ ] entered into the equation and explained 9% of the variance [ $F_{change}(1, 108) = 12.90$ ,  $p < .001$ ]. Thus, parental acceptance-rejection accounted for 9% of the total variance (see Table 3.31). These findings indicated that low family support and high maternal undifferentiated rejection was associated with Oppositional Defiant Problem reported by mothers.

**Table 3.31 Associates of Oppositional Defiant Problem Reported by Mother**

| <b>Order of Entry</b>                         | <b>F<sub>change</sub></b> | <b>df</b> | <b>β</b> | <b>t</b> | <b>pr</b> | <b>R<sup>2</sup><sub>change</sub></b> |
|---|---------------------------|-----------|----------|----------|-----------|---------------------------------------|
| <b>I. Social Support</b>                      |                           |           |          |          |           |                                       |
| 1. SS Family                                  | 16.65***                  | 1, 109    | -.36     | -4.08*** | .36       | .13                                   |
| <b>II. Parental Acceptance/<br/>Rejection</b> |                           |           |          |          |           |                                       |
| 2. Undifferentiated<br>Rejection/Mother       | 12.90***                  | 1, 108    | .39      | 3.59***  | .33       | .09                                   |

\*\*\*p &lt; .001, \*\*p &lt; .01, \*p &lt; .05

**3.5.8 Factors Associated with Conduct Problem Reported by Father**

In order to examine the associates of conduct problem reported by father, several regression equations were examined by using the steps given above. This regression analysis indicated that only social support and parental acceptance-rejection significantly predicted and explained 25% of the total variance for the conduct problem reported by father. None of the demographic variables and locus of control were found to explain the total variance for conduct problem. Among social support, only SS Family [ $t$  (94) = -4.63,  $\beta$  = -.43,  $pr$  = -.43] entered into the equation and explained 19% of the variance [ $F_{change}$  (1, 94) = 21.47,  $p$  < .001]. Thus, social support variables explained 19% of the total variance. Among parental acceptance-rejection, only mother Undifferentiated Rejection [ $t$  (93) = 2.72,  $\beta$  = .32,  $pr$  = .27] entered into the equation and explained 6% of the variance [ $F_{change}$  (1, 93) = 7.40,  $p$  < .01]. Thus, parental acceptance-rejection accounted for 6% of the total variance (see Table 3.32). These findings indicated that perception of low family support and high maternal undifferentiated rejection was associated with Conduct Problem reported by fathers.

**Table 3.32 Associates of Conduct Problem Reported by Mother**

| <b>Order of Entry</b>                    | <b>F<sub>change</sub></b> | <b>df</b> | <b>β</b> | <b>t</b> | <b>pr</b> | <b>R<sup>2</sup> change</b> |
|--|---------------------------|-----------|----------|----------|-----------|-----------------------------|
| <b>I. Social Support</b>                 |                           |           |          |          |           |                             |
| 1. SS Family                             | 21.47***                  | 1, 94     | -.43     | -4.63*** | .43       | .19                         |
| <b>II. Parental Acceptance/Rejection</b> |                           |           |          |          |           |                             |
| 2. Undifferentiated Rejection/Mother     | 7.40**                    | 1, 93     | .32      | 2.72**   | .27       | .06                         |

\*\*\*p &lt; .001, \*\*p &lt; .01, \*p &lt; .05

**3.5.9 Factors Associated with Impulsivity/Hyperactivity Reported by Father**

In order to examine the associates of conduct problem reported by father, several regression equations were examined by using the steps given above. This regression analysis indicated that only locus of control predicted and explained 5% of the total variance of Impulsivity/Hyperactivity reported by father. Among locus of control only External Locus of Control [ $t(100) = 2.22$ ,  $\beta = .22$ ,  $pr = .22$ ] entered into the equation and explained 5% of the variance [ $F_{change}(1, 100) = 4.93$ ,  $p < .05$ ]. Thus, locus of control explained 5% of the total variance (see Table 3.33). That is, external locus of control was positively associated with Impulsivity/Hyperactivity reported by fathers.

**Table 3.33 Associates of Impulsivity/Hyperactivity Reported by Father**

| <b>Order of Entry</b>        | <b>F<sub>change</sub></b> | <b>df</b> | <b>β</b> | <b>t</b> | <b>pr</b> | <b>R<sup>2</sup> change</b> |
|------------------------------|---------------------------|-----------|----------|----------|-----------|-----------------------------|
| <b>I. Locus of Control</b>   |                           |           |          |          |           |                             |
| 1. External Locus os Control | 4.93*                     | 1, 100    | .22      | 2.22*    | .22       | .05                         |

\*\*\*p &lt; .001, \*\*p &lt; .01, \*p &lt; .05

**3.5.10 Factors Associated with Learning Problem Reported by Father**

In order to examine the associates of learning problem reported by father, several regression equations were examined by using the steps given above. This regression analysis indicated that only social support and parental acceptance-rejection predicted and explained 14% of the total variance of learning problem reported by father. Reporting social support, only SS Family [ $t(97) = -3.05$ ,  $\beta = -.30$ ,  $pr = -.30$ ] entered into the equation and explained 9% of the variance [ $F_{change}$

$(1, 97) = 9.30, p < .01$ . Thus, social support explained 9% of the total variance. Among the parental acceptance-rejection variables, only father Warmth/Affection [ $t(96) = 2.25, \beta = .24, pr = .22$ ] entered into the equation and explained 5% of the variance [ $F_{change}(1, 96) = 5.06, p < .05$ ]. Thus, parental acceptance rejection explained 5% of the total variance (see Table 3.34). These findings revealed that perception of low levels of family support and high paternal warmth were associated with Learning Problem reported by fathers.

**Table 3.34 Associates of Learning Problem Reported by Father**

| Order of Entry                                | $F_{change}$ | df    | $\beta$ | t       | pr   | $R^2_{change}$ |
|---|--------------|-------|---------|---------|------|----------------|
| <b>I. Social Support</b>                      |              |       |         |         |      |                |
| 1. SS Family                                  | 9.30**       | 1, 97 | -.30    | -3.05** | -.30 | .09            |
| <b>II. Parental Acceptance/<br/>Rejection</b> |              |       |         |         |      |                |
| 2. Warmth/Affection/Father                    | 5.06*        | 1, 96 | .24     | 2.25*   | .22  | .05            |

\*\*\*p < .001, \*\*p < .01, \*p < .05

### 3.5.11 Factors Associated with Oppositional Defiant Problem Reported by Father

In order to examine the associates of oppositional defiant problem reported by father, several regression equations were examined by using the steps given above. This regression analysis indicated that only social support and parental acceptance-rejection predicted and explained 19% of the total variance of oppositional defiant problem reported by father. Among the social support, only SS Family [ $t(100) = -3.51, \beta = -.33, pr = -.33$ ] entered into the equation and explained 11% of the variance [ $F_{change}(1, 100) = 12.33, p < .01$ ]. Thus, social support explained 11% of the total variance. Among the parental acceptance-rejection variables, only father Undifferentiated Rejection [ $t(99) = 3.14, \beta = .37, pr = .30$ ] entered into the equation and explained 8% of the variance [ $F_{change}(1, 99) = 9.85, p < .01$ ]. Thus, parental acceptance rejection explained 8% of the total variance (see Table 3.35). These findings revealed that low family support and high maternal undifferentiated rejection were associated with Learning Problem reported by fathers.

**Table 3.35 Associates of Oppositional Defiant Problem Reported by Father**

| Order of Entry                                | F <sub>change</sub> | df     | β    | t       | pr  | R <sup>2</sup> <sub>change</sub> |
|---|---------------------|--------|------|---------|-----|----------------------------------|
| <b>I. Social Support</b>                      |                     |        |      |         |     |                                  |
| 1. SS Family                                  | 12.33**             | 1, 100 | -.33 | -3.51** | .33 | .11                              |
| <b>II. Parental Acceptance/<br/>Rejection</b> |                     |        |      |         |     |                                  |
| 2. Undifferentiated<br>Rejection/Mother       | 9.85**              | 1, 99  | .37  | 3.14**  | .30 | .08                              |

\*\*\*p &lt; .001, \*\*p &lt; .01, \*p &lt; .05

**Table 3.36 General Summary of Differences of Demographic Variables on the Measures of the Study**

|                             |                        | Age                     | Gender | N of Siblings     | Grade             | School  | Mothers' Education | Fathers' Education | Income |
|-----------------------------|------------------------|-------------------------|--------|-------------------|-------------------|---|--------------------|--------------------|--------|
| Measures of the Study       | Maternal PAR/C         | Total M Acceptance      | ns     | ns                | 1 or no>2 or more | $9^{\text{th}}=10^{\text{th}} > 11^{\text{th}}$ | ns                 | ns                 | - ns   |
|                             |                        | M Warmth/Affection      | ns     | ns                | 1 or no>2 or more | ns  | ns                 | ns                 | - ns   |
|                             |                        | M Hostility/Aggression  | ns     | ns                | ns                | ns  | ns                 | ns                 | - ns   |
|                             |                        | M Indifference/Neglect  | ns     | ns                | 2 or more>1 or no | ns  | ns                 | ns                 | - ns   |
|                             |                        | M Undifferentiated Rej. | ns     | ns                | ns                | ns  | ns                 | ns                 | - ns   |
|                             |                        | M Control               | ns     | F>M               | ns                | ns  | ns                 | L>H                | - ns   |
|                             | Paternal PAR/C         | Total P Acceptance      | Y>O    | ns                | ns                | $9^{\text{th}}=10^{\text{th}} > 11^{\text{th}}$ | ns                 | -                  | ns ns  |
|                             |                        | P Warmth/Affection      | Y>O    | ns                | ns                | $9^{\text{th}}=10^{\text{th}} > 11^{\text{th}}$ | ns                 | -                  | ns ns  |
|                             |                        | P Hostility/Aggression  | ns     | ns                | ns                | ns  | ns                 | -                  | ns ns  |
|                             |                        | P Indifference/Neglect  | ns     | ns                | ns                | ns  | ns                 | -                  | ns ns  |
|                             |                        | P Undifferentiated Rej. | ns     | ns                | ns                | $11^{\text{th}} > 9^{\text{th}}=10^{\text{th}}$ | ns                 | -                  | ns ns  |
|                             |                        | P Control               | ns     | F>M               | ns                | ns  | ns                 | -                  | ns ns  |
| Psychological Maladjustment | General Psy. Maladj.   | ns                      | F>M    | 2 or more>1 or no | ns                | ns  | ns                 | ns                 | ns ns  |
|                             | Dependency             | ns                      | F>M    | ns                | ns                | ns  | ns                 | ns                 | ns ns  |
|                             | Hostility/Aggression   | ns                      | ns     | ns                | ns                | ns  | ns                 | ns                 | ns ns  |
|                             | Negative Self Esteem   | ns                      | ns     | ns                | ns                | ns  | ns                 | ns                 | ns ns  |
|                             | Negative Self Adequacy | ns                      | ns     | ns                | ns                | ns  | ns                 | ns                 | ns ns  |
|                             | Emot. Unresponsiveness | ns                      | ns     | 2 or more>1 or no | ns                | ns  | L>H                | ns                 | ns ns  |
|                             | Emotional Instability  | ns                      | F>M    | 2 or more>1 or no | ns                | ns  | ns                 | ns                 | ns ns  |
|                             | Negative Worldview     | ns                      | ns     | ns                | ns                | ns  | ns                 | ns                 | ns ns  |

Note: PAR/C= Parental Acceptance-Rejection/Control, M=Maternal, P= Paternal, F= Female, M= Male, L= Low Education, H= High Education, Y= Younger Age, O= Older Age

**Table 3.36 Continued**

|                       |                    | Age                       | Gender | N of Siblings | Grade | School  | Mothers' Education n | Fathers' Education n | Income |
|-----------------------|--------------------|---------------------------|--------|---------------|-------|---|----------------------|----------------------|--------|
| Measures of the Study | CPRS Mother Report | Conduct Problem           | ns     | ns            | ns    | ns  | ns                   | ns                   | ns     |
|                       | CPRS Mother Report | Impulsivity/Hyperact.     | ns     | F>M           | ns    | ns  | ns                   | ns                   | ns     |
|                       | CPRS Father Report | Learning Problem          | ns     | ns            | ns    | 11 <sup>th</sup> =9 <sup>th</sup> &10 <sup>th</sup> | ns                   | ns                   | ns     |
|                       | PANAS              | Oppositional Defiant Prb. | ns     | ns            | ns    | ns  | ns                   | ns                   | ns     |
|                       | CPRS Father Report | Conduct Problem           | ns     | ns            | ns    | ns  | ns                   | ns                   | ns     |
|                       | CPRS Father Report | Impulsivity/Hyperact.     | ns     | ns            | ns    | ns  | ns                   | ns                   | ns     |
| Social Support        | PANAS              | Learning Problem          | ns     | ns            | ns    | ns  | ns                   | ns                   | ns     |
|                       | PANAS              | Oppositional Defiant Prb. | ns     | ns            | ns    | ns  | ns                   | ns                   | ns     |
|                       | SS                 | Global social Support     | ns     | F>M           | ns    | ns  | ns                   | ns                   | ns     |
|                       | SS                 | Family                    | ns     | ns            | ns    | ns  | ns                   | ns                   | ns     |
| LC                    | SS                 | Friend                    | ns     | F>M           | ns    | ns  | ns                   | ns                   | ns     |
|                       | SS                 | Teacher                   | ns     | ns            | ns    | ns  | ns                   | ns                   | ns     |
|                       | LC                 | Internal LC               | Y>O    | ns            | ns    | 10 <sup>th</sup> =9 <sup>th</sup> &11 <sup>th</sup> | ns                   | ns                   | ns     |
|                       | LC                 | External LC               | ns     | ns            | ns    | ns  | ns                   | ns                   | ns     |

**Note:** CPRS= Conners' Parent Rating Scale, PANAS= Positive Negative Affect Schedule, SS= Social Support, LC= Locus of Control, F= Female, M= Male, Y= Younger Age, O=Older Age

**Table 3.37 General Summary of Hierarchical Regression Analyses**

|  |                             |    | Psychological Problems   |                       |                 |                 |                 |                           |                  |                           |                 |                           |                  |                           |
|--|-----------------------------|----|--------------------------|-----------------------|-----------------|-----------------|-----------------|---------------------------|------------------|---------------------------|-----------------|---------------------------|------------------|---------------------------|
|  |                             |    | CPRS Reported by Mothers |                       |                 |                 |                 | CPRS Reported by Fathers  |                  |                           |                 |                           |                  |                           |
| Predictors   | Socio-Demographic Variables | LC | Social Support           | Psychological Maladj. | Positive Affect | Negative Affect | Conduct Problem | Impulsivity/Hyperactivity | Learning Problem | Oppositional Defiant Prb. | Conduct Problem | Impulsivity/Hyperactivity | Learning Problem | Oppositional Defiant Prb. |
|  |                             |    |                          | -                     | +               |                 |                 | -                         |                  |                           |                 |                           |                  |                           |
| Gender (1=F, 2=M )                                       |                             |    |                          |                       |                 |                 |                 |                           |                  |                           |                 |                           |                  |                           |
| Age  |                             |    |                          |                       |                 |                 |                 |                           |                  |                           |                 |                           |                  |                           |
| Number of Siblings                                       |                             |    |                          | +                     |                 |                 |                 |                           |                  |                           |                 |                           |                  |                           |
| School (1=Çankaya HS, 2=Eryaman HS, 3=Nefise Andiçen HS) |                             |    |                          |                       |                 |                 |                 |                           |                  |                           |                 |                           |                  |                           |
| Grade  |                             |    |                          |                       |                 |                 |                 |                           |                  |                           |                 |                           |                  |                           |
| Mothers' Education                                       |                             |    |                          |                       |                 |                 |                 | -                         |                  |                           |                 |                           |                  |                           |
| Fathers' Education                                       |                             |    |                          |                       |                 |                 |                 | -                         |                  |                           |                 |                           |                  |                           |
| Income   |                             |    |                          |                       |                 |                 |                 |                           |                  |                           |                 |                           |                  |                           |
| SS Friend  |                             |    |                          | -                     |                 |                 |                 |                           |                  |                           |                 |                           |                  |                           |
| SS Family  |                             |    |                          | -                     | +               | -               | -               | -                         | -                | -                         | -               | -                         | -                |                           |
| SS Teacher   |                             |    |                          | -                     | +               | -               |                 |                           |                  |                           |                 |                           | +                |                           |
| Internal LC  |                             |    |                          |                       | +               |                 |                 | +                         |                  |                           |                 |                           |                  |                           |
| External LC  |                             |    |                          | +                     |                 |                 |                 |                           |                  |                           |                 |                           |                  |                           |
| M Warmth/Affection                                       |                             |    |                          |                       |                 |                 |                 |                           |                  |                           |                 |                           |                  |                           |
| M Hostility/Aggression                                   |                             |    |                          | +                     |                 |                 |                 |                           |                  |                           |                 |                           |                  |                           |
| M Indifference /Neglect                                  |                             |    |                          |                       |                 |                 |                 |                           |                  |                           |                 |                           |                  |                           |
| M Undifferentiated Rejection                             |                             |    |                          |                       |                 | +               | +               |                           |                  | +                         | +               |                           |                  |                           |
| P Warmth/Affection                                       |                             |    |                          |                       | +               |                 |                 |                           | +                |                           |                 |                           | +                |                           |
| P Hostility/Aggression                                   |                             |    |                          |                       |                 |                 |                 |                           |                  |                           |                 |                           |                  |                           |
| P Indifference /Neglect                                  |                             |    |                          |                       |                 |                 |                 | +                         |                  |                           |                 |                           |                  |                           |
| P Undifferentiated Rejection                             |                             |    |                          |                       |                 |                 |                 |                           |                  |                           |                 |                           | +                |                           |

Note: CPRS=Conners' Parent Rating Scale, LC= Locus of Control, M= Maternal, P= Paternal

## **CHAPTER 4**

### **DISCUSSION**

The main purpose of the current study was to examine the association between psychological problems (psychological adjustment, conduct problem, impulsivity/hyperactivity, learning problem, oppositional defiant disorder, positive and negative affect) and parental acceptance-rejection, social support (from family, from friend, from teacher) and locus of control (internal locus of control, external locus of control). In addition, the influences of demographic variables on the study variables and correlations among those measures were examined.

Therefore, in this chapter, firstly, findings of the study related with the influences of demographic variables on psychological problems, parental acceptance-rejection/control, social support and locus of control, correlations among study variables, findings of multiple hierarchical regression analyses, and discussion of the findings will be covered in the light of the literature. Afterwards, the limitations of the study will be stated. Finally, clinical implications and suggestions for future studies will be explained.

#### **4.1 Review of the Hypotheses**

In the present study, there were three hypotheses. Firstly, it was expected that, high perceived social support (from family, friend, and teacher) would be associated with lower levels of psychological maladjustment, externalizing problems (conduct problem, impulsivity/hyperactivity, learning problem, and oppositional defiant disorder) and higher levels of positive mood state. Secondly, after controlling for the possible effects of the socio-demographic variables and social support, internal locus of control would be associated with lower levels of psychological maladjustment, externalizing problems (conduct problem,

impulsivity/hyperactivity, learning problem, and oppositional defiant disorder), and higher levels of positive mood state. As the last and third hypothesis, it was expected that after controlling for the possible effects of the socio-demographic variables, social support, and locus of control, parental acceptance (specifically warmth and affection) would be associated with lower levels of psychological maladjustment, externalizing problems (conduct problem, impulsivity/hyperactivity, learning problem, and oppositional defiant disorder), and higher levels of positive mood state.

#### **4.2 Findings Related to Differences of Demographic Variables on the Parental Acceptance Rejection/Control**

In the present study, possible differences of demographic variables (i.e., age, gender, number of sibling, grade, school, mother's education, father's education, and income) on the parental acceptance-rejection/control were examined.

Based on the results, total score of maternal acceptance-rejection did not differ in terms of participants' age, gender, school, mothers' education, and income. Actually, the influences of such demographic variables on parental acceptance-rejection are not reported yet in the current literature. However, although Vulic'-Prtoric and Macuka (2006) reported that females perceive more parental acceptance than males, the current study did not find such a gender difference in terms of parental acceptance. On the other hand, grade and number of siblings revealed significant differences on the total score of maternal acceptance-rejection. In other words, 10<sup>th</sup> grade participants reported more maternal acceptance than 11<sup>th</sup> grade participants, but 9<sup>th</sup> grade participants did not differ from 10<sup>th</sup> and 11<sup>th</sup> grade participants in terms of maternal acceptance. Additionally, participants having one or no sibling reported higher acceptance than the ones having two or more siblings. Thus, mothers with more than two children may not provide sufficient care regarding physical and emotional needs of the child, especially in times of need.

In addition to total score of maternal acceptance-rejection, five domains (warmth/affection, indifference/neglect, hostility/aggression, undifferentiated rejection, and control) of maternal acceptance-rejection/control were also analyzed for possible differences of demographic variables. It was revealed that female participants and participants having low educated mothers perceived higher control from their mothers than males and participants having high educated mothers respectively. Adolescents need more autonomy in those years than when they were in childhood. Consistent with this finding, some studies found that autonomy could be provided for males but not for females in Turkish culture (e.g., Eskin et al., 2008). Thus, it can be argued that females may perceive more control than males, especially in cultures where interdependence is highlighted. Additionally, low educated mothers may keep their children under control in an inappropriate way and while doing so, do not satisfy their children's need of autonomy. Moreover, participants having two or more siblings perceived more indifference/neglect and less warmth/affection from their mothers. With the increase in the number of siblings, the attention or spared time for each child may decrease. Moreover, concern and patience of mothers having more than two children may decrease in course of time. In Turkey, generally, higher numbers of children is related with lower levels of SES. Thus, parents from low levels of SES may lack of some parenting behaviors that makes adolescents perceive less warmth and feel as being neglected by their parents.

For the total score of paternal acceptance-rejection, significant age and grade differences were also found. Specifically, participants who were 16 or younger reported higher paternal acceptance than the ones who were 17 or older. Considering domains of PAR/C, females perceived higher control from their fathers than males. Contrary to this finding, Chen, Liu, and Li (2000) reported that girls perceived less paternal control than males. They stated that it might be the consequences of males' behavioral problems or fathers might not spend time with their female children as much as with their male children. However, in Turkish culture generally females are the ones to whom the control is directed. In terms of paternal warmth and affection, 16 or younger participants reported

higher warmth/affection than 17 or older ones. This finding is consistent with the study of Chen et al. (2000). They stated that by getting older, adolescents may need or search less warmth from their parents, because they may start to seek social and emotional support outside of the family.

#### **4.3 Findings Related to Differences of Demographic Variables on the Psychological Problems**

For total scores of psychological maladjustment, the effects of gender and number of siblings were significant. That is, females reported more psychological maladjustment compared to males. However, Kim (2008) reported that males and females do not differ from each other in terms of psychological maladjustment. Furthermore, in the current study participants having two or more sibling were found to have higher psychological maladjustment than participants having one or no sibling. In the literature, it was highlighted that parental acceptance-rejection is significantly related with children's psychological adjustment (Khaleque & Rohner, 2002). Parallel with this finding, in the current study, participants having two or more siblings were found to have higher perception of parental rejection compared to the ones having one or no sibling. Consistent with this finding, participants having two or more siblings might have been found to be psychologically more adjusted. Considering seven domains of psychological maladjustment (hostility/aggression, dependency, negative self-esteem, negative self-adequacy, emotional unresponsiveness, emotional instability and negative worldwide), the analyses revealed that females reported higher scores on dependent and emotionally instability domains than males. Not providing enough autonomy for females might have resulted with females' dependency. That is, females with less autonomy may tend to be dependent to others, because they may not know how to act or overcome with their own work or problems. Moreover, participants having two or more siblings were emotionally more unresponsive and instable than the ones having one or no sibling. Mothers who have to care more than two children may satisfy just physical needs of their children like, nurturance, but not their emotional needs. Mothers' education also

differed in terms of emotionally unresponsiveness domains. Specifically, participants whose mothers were secondary school or lower level graduates were emotionally more unresponsive than the participants whose mothers were high school or higher level graduates. Low educated mothers may not understand, respond in accordance with their children's emotions, or give emotional support. Thus, children may not realize their emotions and may not know how to give emotional response, or may block their emotions.

Considering mood, the analyses revealed that, males had more positive affect than females. Consistent with this finding, in the literature, females were found to be more depressed than males (Eskin et al., 2008).

#### **4.4 Findings Related to Differences of Demographic Variables on the Social Support and Locus of Control**

Results revealed that global perceived social support differed in terms of gender, but not in terms of other demographic variables. Females perceived more global social support than males. Females usually value engagement in relationships with other people more than males (Akse et al., 2004). Thus, as they strive for the relationships, they may also perceive high social support in their close relationships. Considering the sources of social support (from friend, family, and teacher), females reported more perceived social support from friends than males; but this finding was not true for the perceived social support from family or teacher. Rueger, Malecki, and Demara (2008) supported this finding by revealing that girls perceived more support from classmates and close friends when compared to boys. Inline with the current findings, they reported that boys and girls do not differ from each other in terms of social support perceived from parents and teachers.

Locus of control was found to be significantly different for different groups of age. That is, being 16 or younger was associated with internal locus of control more than 17 or older. However, in the literature, it was stated that internality increased with age (Nowicki & Strickland, 1973). One possible reason for this unexpected finding might be the characteristics of the current adolescent

sample. That is, the sample of the study live in a region that most of the people are religious.

#### **4.5 Findings Related to Correlation Coefficients between Groups of Variables**

In the current study, in order to examine the correlations between psychological problems, maternal and paternal rejection, social support and locus of control Pearson's correlation analyses were performed. The findings came out as expected. The analyses revealed that psychological maladjustment was positively correlated with all domains of paternal and maternal rejection and external locus of control, negatively with three sources of social support and with internal locus of control. These findings are consistent with the literature.

Moreover, positive affect was negatively correlated with four domains of paternal and maternal rejection, except maternal warmth and affection, and positively correlated with social support and internal locus of control.

#### **4.6 Findings Related to the Hypotheses of the Study**

Several hierarchical multiple regression analyses were run in order to examine the hypotheses of the current study. For these analyses, in the first step demographic variables (gender, age, school, grade, mother's education, father's education, income, and number of siblings) were hierarchically entered into the equation. Social support appraisals (perceived social support from friend, family and teacher) were hierarchically entered into the equation on the second step. In the third step, subscales of locus of control (i.e., internal locus of control and external locus of control) were hierarchically entered into the equation. Lastly, in the fourth step, warmth/affection, hostility/aggression, indifference/neglect and undifferentiated rejection were hierarchically entered as Paternal and Maternal Acceptance-Rejection dimensions.

The first hypothesis which states that high perceived social support (from family, friend, and teacher) will be associated with lower levels of psychological maladjustment, externalizing problems (conduct problem,

impulsivity/hyperactivity, learning problem and oppositional defiant disorder) negative affect, and higher levels of positive affect after controlling for the effects of demographic variables has been partially supported.

For psychological maladjustment, number of siblings and gender were found to be significant as control variables. That is, participants having two or more siblings were high on psychological maladjustment. Thus, parental involvement and warmth might have decreased with the increase of number of children. Moreover, males were found to report higher levels of psychological adjustment than females. However, Erkman and Rohner (2006) reported that youths' gender did not contribute to variations in youths' psychological adjustment. After controlling for the effects of those demographic variables, high perceived support from family, teacher and friend were associated with lower levels of psychological maladjustment. It is worth to note that, social support perceived from family explained 32 % of the variance for psychological adjustment. This finding is consistent with literature. Wilson et al. (2006) reported that social support, particularly family support, was a predictor of psychological adjustment,. In the current study, for conduct problem, oppositional defiant disorder and learning problem reported both by mothers and fathers were all negatively associated with social support perceived from family. Additionally, being male, having low educated mother, and perceiving lower family support were positively associated with impulsivity/hyperactivity reported by mothers. Considering positive affect, being male, perceiving high support from teacher and family were associated with higher levels of positive affect. For negative affect, perceived social support from teacher and family were negatively associated with negative affect. Adolescent boys and girls perceive their parents as an important source of nurturance or support, while the presence of low support may be regarded as worthlessness. In other words, when adolescents' perception of support is relatively higher, they tend to feel themselves as being valuable their parents (Plunkett et al., 2007). Moreover, social support from family was found to be important for both genders in terms of psychological health (Eskin et al., 2008). Similarly, findings related with positive and negative

affect were parallel with the findings of Barrera, Fleming, and Khan (2004) in which lower social support has been found to be related to depression and anxiety. Moreover, social support from teacher seems to be important for adolescents. High school adolescents spend a lot of time at school and interact with their teachers. They may consider their teachers as significant others and as a result the social support provided by teachers becomes significant for adolescents' psychological problems.

Second hypothesis stated that internal locus of control would be related to lower levels of psychological maladjustment, externalizing problems (conduct problem, impulsivity/hyperactivity, learning problem and oppositional defiant disorder) and higher levels of positive mood state after controlling for the effects of demographic variables and social support. The hypothesis was also partially supported.

For psychological maladjustment, external locus of control was found to be significant predictor. That is, external locus of control was positively associated with psychological maladjustment. In addition to psychological maladjustment, positive affect was associated with internal locus of control and impulsivity/hyperactivity reported by fathers was associated with external locus of control. These findings were consistent with literature (Fogas et al., 1992; Deming & Lonchman, 2008). However, impulsivity/hyperactivity reported by mothers was interestingly associated with internal locus of control. Thus, this unexpected finding should be explored in future studies.

The third and last hypothesis which stated that parental acceptance (specifically warmth and affection) would be associated with lower levels of psychological maladjustment, externalizing problems (conduct problem, impulsivity/hyperactivity, learning problem and oppositional defiant disorder) and higher levels of positive mood state was supported.

Psychological maladjustment was found to be positively associated with maternal hostility/aggression. Moreover, maternal undifferentiated rejection was positively associated with conduct problem and oppositional defiant problem reported by both mothers and fathers, and negative affect. Additionally, paternal

indifference/neglect was positively associated with impulsivity/hyperactivity reported by mothers. Interestingly, paternal warmth/affection was found to be associated with learning problems reported by both mothers and fathers. Indeed, correlation analyses did not reveal a significant relation between paternal warmth and learning problems. However, considering regression analyses, there may be also an opposite relation. That is, fathers may particularly express warmth and affection to their children, especially if they already have learning problems. There was also an association between positive affect and paternal warmth/affection. These findings were also consistent with the literature (Rohner & Britner, 2002). Specifically, Rohner and Britner stated that likelihood of rejection and psychological problems with children may increase because of the possible common genes that are shared. In addition, they stated that the association between parental rejection and psychological problems may become on the opposite way. That is, parents may tend to reject the children with depression and psychological problems.

#### **4.7 Limitations of the Study**

Although there were 375 adolescents participated in the study, they were only from three schools in Ankara. Thus, the sample of the study may not represent the population and these results could not be generalized to other samples.

Moreover, in order to measure parental acceptance-rejection, PARQ was used which has only two dimensions: acceptance and rejection. However, perception of children related with parents could include the mixed of them in Turkish culture. In other words, some items measuring rejection may not be perceived as having negative connotation (rejection), and they could be perceived as normal in cultural context.

In the present study, age was divided into two groups. However, the number of participants in each group was not equal. Thus, result related with age should be considered in light of this information.

#### **4.8 Clinical Implications of the Study**

The results of the current study were important in terms of adolescents' psychological problems, and parent-adolescents relationships. The findings provide valuable information to prevent or decrease the psychological problems and difficulties experienced by adolescents. For these aims, preparing training programs for both parents and teachers could be beneficial. Training programs may include information about psychological problems experienced by adolescents. Additionally, possible variables that contribute to psychological adjustment, specifically the ones related with parents, could be added. Moreover, the importance of expression of acceptance, and relevant behaviors to attain this aim could be explained and taught in details. The importance of social support and how it can be presented to adolescent should be emphasized.

#### **4.9 Suggestions for Future Research**

The current study revealed that parental acceptance-rejection, social support, and locus of control are critical factors for psychological problems of adolescents. In future research information about parental acceptance-rejection could be obtained from both parents and children. In addition to parental acceptance, peer acceptance and sibling acceptance could be examined for psychological problems. Additionally, social support provided by family should be specified as social support provided by mother and by father.

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## APPENDIX A

### THE STUDY PACKAGE FOR CHILDREN

#### Gönüllü Katılım Formu

Bu çalışma, Orta Doğu Teknik Üniversitesi Psikoloji Bölümü’nde görev yapmakta olan Prof. Dr. Tülin Gençöz ve Araş. Gör. Canan Büyükaşık Çolak tarafından yüksek lisans tezi kapsamında Türkiye’nin çeşitli illerde 13-17 yaş grubundaki öğrencilerle yürütülen bir çalışmadır. Çalışmanın amacı, ergenlerde görülen depresyonun ve davranışın bozukluklarının ebeveyn kabul-reddiyle ilişkisini araştırmak ve bu ilişkiyi benlik algısı ve sosyal destegin nasıl etkilediğini incelemektir. Çalışmaya katılım tamamıyla gönüllülük temelinde olmalıdır.

Araştırmanın sonuçları açısından sağlıklı bilgi edinilmesi için önergelerin dikkatlice okunması, verilen cevaplarda samimi olunması ve cevaplandırılmamış soru bırakılmaması son derece önemlidir. Cevaplar grup halinde değerlendirileceği için isminizi belirtmenize gerek yoktur. Ancak, okul numarasının belirtilmesi gerekmektedir. Cevaplarınız kesinlikle gizli tutulacak ve bu cevaplar sadece bilimsel araştırma amacıyla kullanılacaktır.

Anket, genel olarak kişisel rahatsızlık verecek soruları içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yanında bırakıp çıkabilirsiniz. Böyle bir durumda anketi uygulayan kişiye, anketi tamamladığınızı söylemek yeterli olacaktır. Anket sonunda, bu çalışmaya ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için Psikoloji Bölümü araştırma görevlisi Canan Büyükaşık Çolak (Oda: 203B; Tel: 210 5962; E-posta: [bccanan@metu.edu.tr](mailto:bccanan@metu.edu.tr)) ile iletişim kurabilirsiniz.

***Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yanında kesip çikabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayılmasını kabul ediyorum*** (Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

Okul Numarası

Tarih

İmza

----/----/----

Lütfen size uygun gelen seçenekin yanına işaret koyunuz ve cevaplanmamış soru bırakmayınız.

**1.** Cinsiyetiniz:       K       E

**2.** Doğum Tarihiniz: \_\_\_\_\_

**3.** Halen yaşamakta olduğunuz şehir: \_\_\_\_\_

**4.** Hayatınızın en uzun süresini geçirdiğiniz şehir: \_\_\_\_\_

**5.** Okulunuzun türü:

- |  |   |                                     |
|--|---|-------------------------------------|
| <input type="checkbox"/> İlköğretim    | <input type="checkbox"/> Anadolu lisesi     | <input type="checkbox"/> Fen lisesi |
| <input type="checkbox"/> Meslek lisesi | <input type="checkbox"/> Diğer (belirtiniz) |                                     |

**6.** Kaçinci sınıfınız: \_\_\_\_\_

**7.** Nerede yaşıyorsunuz?

- |  |                                      |  |
|--|--------------------------------------|--|
| <input type="checkbox"/> Aile yanı       | <input type="checkbox"/> Akraba yanı | <input type="checkbox"/> Arkadaşlarla evde |
| <input type="checkbox"/> Tek başına evde | <input type="checkbox"/> Yurt        | <input type="checkbox"/> Diğer(belirtiniz) |

**8.** Ailenizin gelir düzeyi nedir?

- |                                       |  |                                       |
|---------------------------------------|--|---------------------------------------|
| <input type="checkbox"/> 0-600TL      | <input type="checkbox"/> 600-1500TL TL | <input type="checkbox"/> 1500-2500    |
| <input type="checkbox"/> 2500-4000 TL | <input type="checkbox"/> 4000-5000TL   | <input type="checkbox"/> 5000 ve üstü |

**9.** Annenizin en son mezun olduğu okul:

- |   |  |                                     |
|---|--|-------------------------------------|
| <input type="checkbox"/> Okur-yazar değil | <input type="checkbox"/> Sadece okur-yazar | <input type="checkbox"/> İlkokul    |
| <input type="checkbox"/> Ortaokul         | <input type="checkbox"/> Lise              | <input type="checkbox"/> Üniversite |
| <input type="checkbox"/> Lisansüstü       | <input type="checkbox"/> Diğer belirtiniz  | _____                               |

**10.** Anneniz çalışıyor mu?

- |                                    |                                    |                                |                                 |
|------------------------------------|------------------------------------|--------------------------------|---------------------------------|
| <input type="checkbox"/> Ev hanımı | <input type="checkbox"/> Çalışıyor | <input type="checkbox"/> İşsiz | <input type="checkbox"/> Emekli |
|------------------------------------|------------------------------------|--------------------------------|---------------------------------|

**11.** Varsa, mesleği: \_\_\_\_\_

**12.** Babanızın en son mezun olduğu okul:

- |   |  |                                     |
|---|--|-------------------------------------|
| <input type="checkbox"/> Okur-yazar değil | <input type="checkbox"/> Sadece okur-yazar | <input type="checkbox"/> İlkokul    |
| <input type="checkbox"/> Ortaokul         | <input type="checkbox"/> Lise              | <input type="checkbox"/> Üniversite |
| <input type="checkbox"/> Lisansüstü       | <input type="checkbox"/> Diğer belirtiniz  | _____                               |

**13.** Babanız çalışıyor mu?

- Çalışıyor       İşsiz       Emekli

**14.** Varsa, mesleği: \_\_\_\_\_

**15.** Kaç kardeşiniz: \_\_\_\_\_

**16.** Siz kaçinci çocuksunuz? \_\_\_\_\_

**17.** Size uygun olan kutucuğu işaretleyiniz.

- Annem ve babam birlikte yaşıyor.  
 Annem ve babam evliler ve ayrı yaşıyorlar.  
 Annem ve babam boşanmış, annemle yaşıyorum.  
 Annem ve babam boşanmış, babamla yaşıyorum.  
 Annem ve babam boşanmış ve akraba ile yaşıyorum.  
 Annemi kaybettim babamla yaşıyorum.  
 Babamı kaybettim annemle yaşıyorum.  
 Annemle babam birlikteler ancak babam yurtdışında/şehir dışında çalışıyor.  
 Hem annemi hem babamı kaybettim, akrabalarımla yaşıyorum.  
 Hem annemi hem babamı kaybettim, kardeşlerimle yaşıyorum.  
 Diğer. Belirtiniz \_\_\_\_\_

**18.** Ailenizde tedavi gerektiren psikolojik/psikiyatrik rahatsızlığı olan var mı?

Açıklayınız.

---

**CHILD PARENTAL ACCEPTANCE-REJECTION  
QUESTIONNAIRE/CONTROL: Mother Form**

**Çocuk/Ergen EKRÖ/K: Anne**

© Ronald P. Rohner, 1989, 1997  
Çeviri ve uyarlaması A. Varan

Bu teste, annelerin çocuklarına karşı nasıl davranışlarıyla ilgili cümleler var. Her cümleyi dikkatlice oku ve okuduğun cümleinin,

**annenin**

**sana karşı davranışlarını**

**ne kadar iyi anlattığını düşün.**

Her cümleinin yanında 4 tane kutu var.

**ANNENİN sana**

**hemen hemen her zaman**

böyle davranışlığını düşünürsen,

bu kutuyu işaretle



Hemen Hemen  
Her zaman  
Doğru

Bazen  
Doğru

Nadiren  
Doğru

Hiçbir  
Zaman  
Doğru Değil

**ANNENİN sana bazen**

böyle davranışlığını düşünürsen,

bu kutuyu işaretle



Hemen Hemen  
Her zaman  
Doğru

Bazen  
Doğru

Nadiren  
Doğru

Hiçbir  
Zaman  
Doğru Değil

**ANNENİN sana nadiren (çok az zaman)**

böyle davranışlığını düşünürsen,

bu kutuyu işaretle



Hemen Hemen  
Her zaman  
Doğru

Bazen  
Doğru

Nadiren  
Doğru

Hiçbir  
Zaman  
Doğru Değil

**ANNENİN sana hiçbir zaman**

böyle davranışmadığını düşünürsen,

bu kutuyu işaretleyin



Hemen Hemen  
Her zaman  
Doğru

Bazen  
Doğru

Nadiren  
Doğru

Hiçbir  
Zaman  
Doğru Değil

Testi, cümleler üzerinde fazla oyalanmadan, içinden gelen cevapları işaretleyerek,  
**hızlı bir şekilde doldur.**

**Lütfen her soruyu cevapla.**

Unutma, hiç bir cümleyi doğru bilmek, ya da yanlış bilmek diye birşey yok.  
Onun için cevaplarını verirken mümkün olduğu kadar **dürüst ve samimi ol.**

**Cevaplarını,**  
annenden beklediğin davranışlara göre değil,  
**annenin sana gerçekte gösterdiği davranışlara göre ver.**

\* \* \* \* \*

| <b>ANNEM</b>   | Hemen<br>Her zaman<br>Doğru | Hemen<br>Her zaman<br>Doğru | Nadiren<br>Doğru         | Hiçbir<br>Zaman<br>Doğru Değil |
|--|-----------------------------|-----------------------------|--------------------------|--------------------------------|
|  | <input type="checkbox"/>    | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/>       |
| 1. Benim hakkında güzel şeyler söyler.   | <input type="checkbox"/>    | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/>       |
| 2. Kötü davranışlığında bana söylener veya beni azarlar.                                 | <input type="checkbox"/>    | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/>       |
| 3. Sanki ben hiç yokmuşum gibi davranır.   | <input type="checkbox"/>    | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/>       |
| 4. Beni gerçekten sevmez.  | <input type="checkbox"/>    | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/>       |
| 5. Neleri yapıp, neleri yapamayacağımı kesin olarak anladığımdan emin olmak ister.       | <input type="checkbox"/>    | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/>       |
| 6. Planlarımız hakkında benimle konuşur ve benim söyleyeceklerimi de dinler.             | <input type="checkbox"/>    | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/>       |
| 7. Onun sözünü dinlemediğim zaman beni başkalarına şikayet eder.                         | <input type="checkbox"/>    | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/>       |
| 8. Benimle yakından ilgilenir.   | <input type="checkbox"/>    | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/>       |
| 9. Dışarıya çıkacağım zaman, eve kesin olarak saat kaçta dönmem gerektiğini bana söyler. | <input type="checkbox"/>    | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/>       |

**ANNEM**

|  | Hemen<br>Hemen<br>Her zaman<br>Doğru | Bazen<br>Doğru           | Nadiren<br>Doğru         | Hiçbir<br>Zaman<br>Doğru Değil |
|--|--------------------------------------|--------------------------|--------------------------|--------------------------------|
| 10. Arkadaşlarımı eve çağırırmam için beni cesaretlendirir ve onların güzel vakit geçirmesi için elinden geleni yapar. | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 11. Benimle alay eder ve dalga geçer.  | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 12. Onu rahatsız etmediğim sürece benimle ilgilenmez.  | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 13. Kızdıgı zaman bana bağırrı.  | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 14. Bana sürekli olarak nasıl davranışım gereğini söyler.  | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 15. Benim için önemli olan şeyleri ona anlatabilmemi kolaylaştırır.  | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 16. Bana karşı sert davranışır.  | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 17. Onun etrafında olmamdan hoşlanır.  | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 18. Bir çok kuralın olması ve kurallara uyulması gereğine inanır.  | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 19. Bir şeyi iyi yaptığında, kendimle gurur duymamı sağlar.  | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 20. Hak etmediğim zaman bile bana vurur.   | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 21. Benim için yapması gereken şeyleri unutur.   | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 22. Beni büyük bir başbelası olarak görür.   | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 23. Bana dilediğim kadar özgürlük tanır.   | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 24. Beni başkalarına över.   | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 25. Kızdıgı zaman beni çok kötü cezalandırır.  | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |

**ANNEM**

|  | Hemen<br>Hemen<br>Her zaman<br>Doğru | Bazen<br>Doğru           | Nadiren<br>Doğru         | Hiçbir<br>Zaman<br>Doğru Değil |
|--|--------------------------------------|--------------------------|--------------------------|--------------------------------|
| 26. Sağlıklı ve doğru şeyleri yememe çok dikkat eder.                        | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 27. Bir şeyi nasıl yapmam gerektiğini bana en ince ayrıntısına kadar söyler. | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 28. Benimle sıcak ve sevgi dolu bir şekilde konuşur.                         | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 29. Bana hemen kızar.  | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 30. Sorularımı cevaplayamayacak kadar meşguldür.                             | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 31. Benden hoşlanmıyor gibi.   | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 32. İstediğim her yere, ona sormadan gitmemeye izin verir.                   | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 33. Hak ettiğim zaman bana güzel şeyler söyler.                              | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 34. Çabuk parlar ve öfkесini benden çıkarır.                                 | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 35. Arkadaşlarının kim olduğuyla yakından ilgilenir.                         | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 36. Bana ne söylendiysse, aynen öyle davranmamda israr eder.                 | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 37. Yaptığım şeylerle gerçekten ilgilenir.                                   | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 38. Bana bir sürü kirıcı şey söyler.   | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 39. Ondan yardım istedığimde benimle ilgilenmez.                             | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 40. Başım derde girdiğinde, hatanın bende olduğunu düşünür.                  | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 41. Dilediğim her akşam dışarı çıkmama izin verir.                           | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |

**ANNEM**

|   | Hemen<br>Hemen<br>Her zaman<br>Doğru | Hemen<br>Bazen<br>Doğru  | Nadiren<br>Doğru         | Hiçbir<br>Zaman<br>Doğru Değil |
|---|--------------------------------------|--------------------------|--------------------------|--------------------------------|
| 42. Bana istenilen ve ihtiyaç duyulan biri olduğumu hissettirir.                                | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 43. Onun sınırine dokunduğumu söyler.   | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 44. Bana çok ilgi gösterir.   | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 45. Yaptığım her şeye karışmak ister.   | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 46. İyi davranışım zaman benimle ne kadar gurur duyduğunu söyler.                               | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 47. Beni kırmak için elinden geleni yapar.  | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| Hatırlaması gereklidir diye düşündüğüm önemli şeyler unutur.                                    | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| Şayet kötü davranışım, beni artık sevmediğini hissettirir.                                      | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| Bana yapmam için bazı işler verir ve o işler bitene kadar başka hiçbir şey yapmama izin vermez. | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 51. Bana yaptığım şeylerin önemli olduğunu hissettirir.   | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 52. Yanlış bir şey yaptığımda beni korkutur veya tehdit eder.                                   | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 53. Benimle zaman geçirmekten hoşlanır.   | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 54. Canım ne isterse yapmama izin verir.  | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 55. Korktuğumda ya da birşeye canım sıkıldığında, bana yardım etmeye çalışır.                   | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 56. Kötü davranışım zaman beni arkadaşımın önünde utandırır.                                    | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 57. Benden uzak durmaya çalışır.  | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |

**ANNEM**

|   | Hemen<br>Doğru           | Hemen<br>Doğru           | Bazen<br>Doğru           | Nadiren<br>Doğru         | Hiçbir<br>Zaman<br>Değil |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 58. Benden şikayet eder.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 59. Yaptığım herşeyi kontrol etmek ister.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 60. Benim ne düşündüğümne önem verir ve<br>düşündüklerim hakkında konuşmadan hoşlanır.              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 61. Ne yaparsam yapayım, diğer çocukların benden<br>daha iyi olduğunu düşünür.                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 62. Bir plan yaparken benim de ne istedigime önem<br>verir.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 63. Benim için önemli olan şeyleri, kendisine zorluk<br>çıkarsa da, yapmama izin verir.             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 64. Diğer çocukların benden daha akıllı ve uslu olduğunu<br>düşünür.                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 65. Bakmaları için beni hep başkalarına bırakır.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 66. Bana istenmediğimi belli eder.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 67. Yaptığım şeylerle ilgilenir.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 68. Canım yandığında veya hasta olduğumda, kendimi<br>daha iyi hissetmem için elinden geleni yapar. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 69. Kötü davranışım zaman benden ne kadar utandığını<br>söyler.                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 70. Beni sevdigini belli eder.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 71. Bana karşı yumuşak ve iyi kalplidir.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 72. Kötü davranışım zaman beni utandırır veya suçlu<br>hissettirir.                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 73. Beni mutlu etmeye çalışır.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

**CHILD PARENTAL ACCEPTANCE-REJECTION  
QUESTIONNAIRE/CONTROL: Mother Form**

**Çocuk/Ergen EKRÖ/K: Anne**

© Ronald P. Rohner, 1989, 1997  
Çeviri ve uyarlama A. Varan

Şimdi doldurmanız istediğimiz test baban hakkında. Her cümleyi dikkatlice oku ve okuduğun cümleinin,

**babanın  
sana karşı davranışlarını  
ne kadar iyi anlattığını düşün.**

\* \* \* \* \*

**Lütfen her soruyu cevapla.**

\* \* \* \* \*

**Cevaplarını,  
babandan bekledigin davranışlara göre değil,  
babanın sana gerçekte gösterdiği davranışlara göre ver.**

| <b>BABAM</b>   | Hemen<br>Her zaman<br>Doğru | Hemen<br>Bazen<br>Doğru  | Nadiren<br>Doğru         | Hiçbir<br>Zaman<br>Doğru Değil |
|--|-----------------------------|--------------------------|--------------------------|--------------------------------|
|  | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 1. Benim hakkında güzel şeyler söyler.   | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 2. Kötü davranışlığında bana söylenilir veya beni azarlar.                         | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 3. Sanki ben hiç yokmuşum gibi davranır.   | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 4. Beni gerçekten sevmez.  | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 5. Neleri yapıp, neleri yapamayacağımı kesin olarak anladığımdan emin olmak ister. | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |

| BABAM  | Hemen<br>Her zaman<br>Doğru | Hemen<br>Bazen<br>Doğru  | Nadiren<br>Doğru         | Hiçbir<br>Zaman<br>Doğru Değil |
|--|-----------------------------|--------------------------|--------------------------|--------------------------------|
| 6. Planlarımız hakkında benimle konuşur ve benim söyleyeceklerimi de dinler.   | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 7. Onun sözünü dinlemediğim zaman beni başkalarına şikayet eder.   | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 8. Benimle yakından ilgilenir.   | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 9. Dışarıya çıkacağım zaman, eve kesin olarak saat kaçta dönmem gerektiğini bana söyler.                               | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 10. Arkadaşlarımı eve çağırırmam için beni cesaretlendirir ve onların güzel vakit geçirmesi için elinden geleni yapar. | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 11. Benimle alay eder ve dalga geçer.  | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 12. Onu rahatsız etmediğim sürece benimle ilgilenmez.  | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 13. Kızlığı zaman bana bağırrır.   | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 14. Bana sürekli olarak nasıl davranışım gerektiğini söyler.   | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 15. Benim için önemli olan şeyleri ona anlatabilmemi kolaylaştırır.  | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 16. Bana karşı sert davranır.  | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 17. Onun etrafında olmamdan hoşlanır.  | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 18. Bir çok kuralın olması ve kurallara uyulması gereğine inanır.  | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 19. Bir şeyi iyi yaptığında, kendimle gurur duymamı sağlar.  | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 20. Hak etmediğim zaman bile bana vurur.   | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |

| <b>BABAM</b>  | Hemen<br>Her zaman<br>Doğru | Hemen<br>Bazen<br>Doğru  | Nadiren<br>Doğru         | Hiçbir<br>Zaman<br>Doğru Değil |
|---|-----------------------------|--------------------------|--------------------------|--------------------------------|
| 21. Benim için yapması gereken şeyleri unutur.                              | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 22. Beni büyük bir başbelası olarak görür.                                  | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 23. Bana dilediğim kadar özgürlük tanır.                                    | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 24. Beni başkalarına över.  | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 25. Kızdığı zaman beni çok kötü cezalandırır.                               | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 26. Sağlıklı ve doğru şeyleri yememe çok dikkat eder.                       | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 27. Bir şeyi nasıl yapmam gerektiğini bana enince ayrıntısına kadar söyler. | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 28. Benimle sıcak ve sevgi dolu bir şekilde konuşur.                        | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 29. Bana hemen kızar.   | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 30. Sorularımı cevaplayamayacak kadar meşguldür.                            | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 31. Benden hoşlanmıyor gibi.  | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 32. İstediğim her yere, ona sormadan gitmemeye izin verir.                  | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 33. Hak ettiğim zaman bana güzel şeyler söyler.                             | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 34. Çabuk parlar ve öfkesini benden çıkarır.                                | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 35. Arkadaşlarının kim olduğuyla yakından ilgilenir.                        | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 36. Bana ne söylendiyse, aynen öyle davranışmamda ısrar eder.               | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |

| BABAM   | Hemen<br>Her zaman<br>Doğru | Hemen<br>Bazen<br>Doğru  | Nadiren<br>Doğru         | Hiçbir<br>Zaman<br>Doğru Değil |
|---|-----------------------------|--------------------------|--------------------------|--------------------------------|
| 37. Yaptığım şeylerle gerçekten ilgilenir.  | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 38. Bana bir sürü kırıcı şey söyler.  | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 39. Ondan yardım istedigimde benimle ilgilenmez.  | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 40. Başım derde girdiğinde, hatanın bende olduğunu düşünür.   | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 41. Dilediğim her akşam dışarı çıkmama izin verir.  | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 42. Bana istenilen ve ihtiyaç duyulan biri olduğumu hissettirir.                                    | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 43. Onun sinirine dokunduğumu söyler.   | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 44. Bana çok ilgi gösterir.   | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 45. Yaptığım her şeye karışmak ister.   | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 46. İyi davranışım zaman benimle ne kadar gurur duyduğumu söyler.                                   | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 47. Beni kırmak için elinden geleni yapar.  | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 48. Hatırlaması gereklidir diye düşündüğüm önemli şeyleri unutur.                                   | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 49. Şayet kötü davranışırsam, beni artık sevmediğini hissettirir.                                   | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 50. Bana yapmam için bazı işler verir ve o işler bitene kadar başka hiçbir şey yapmama izin vermez. | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 51. Bana yaptığım şeylerin önemli olduğunu hissettirir.   | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 52. Yanlış bir şey yaptığında beni korkutur veya tehdit eder.                                       | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |

**BABAM**

|  | Hemen<br>Hemen<br>Her zaman<br>Doğru | Bazen<br>Doğru           | Nadiren<br>Doğru         | Hiçbir<br>Zaman<br>Doğru Değil |
|--|--------------------------------------|--------------------------|--------------------------|--------------------------------|
| 53. Benimle zaman geçirmekten hoşlanır.  | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 54. Canım ne isterse yapmama izin verir.   | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 55. Korktuğumda ya da birşeye canım sıkıldığında, bana yardım etmeye çalışır.                    | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 56. Kötü davranışım zaman beni arkadaşlarımın önünde utandırır.                                  | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 57. Benden uzak durmaya çalışır.   | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 58. Benden şikayet eder.   | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 59. Yaptığım herşeyi kontrol etmek ister.  | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 60. Benim ne düşündüğüm önem verir ve düşündüklerim hakkında konuşmadan hoşlanır.                | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 61. Ne yaparsam yapayım, diğer çocukların benden daha iyi olduğunu düşünür.                      | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 62. Bir plan yaparken benim de ne istediğime önem verir.   | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 63. Benim için önemli olan şeyleri, kendisine zorluk çıkarsa da, yapmama izin verir.             | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 64. Diğer çocukların benden daha akıllı ve uslu olduğunu düşünür.                                | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 65. Bakmaları için beni hep başkalarına bırakır.   | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 66. Bana istenmediğimi belli eder.   | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 67. Yaptığım şeyle ilgilenir.  | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 68. Canım yanlığında veya hasta olduğumda, kendimi daha iyi hissetmem için elinden geleni yapar. | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |

| BABAM  | Hemen<br>Her zaman<br>Doğru | Hemen<br>Bazen<br>Doğru  | Nadiren<br>Doğru         | Hiçbir<br>Zaman<br>Doğru Değil |
|--|-----------------------------|--------------------------|--------------------------|--------------------------------|
| 69. Kötü davranışım zaman benden ne kadar utandığını söyler.     | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 70. Beni sevdiğini belli eder.                                   | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 71. Bana karşı yumuşak ve iyi kalplidir.                         | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 72. Kötü davranışım zaman beni utandırır veya suçlu hissettirir. | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 73. Beni mutlu etmeye çalışır.                                   | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |

**PERSONALITY ASSESSMENT QUESTIONNAIRE CHILD VERSION**

**Çocuk/Ergen KİDÖ**

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Çeviri ve uyarlama A. Varan

Bu teste, farklı insanların kendileri hakkındaki düşünceleriyle ilgili bazı cümleler var. Her cümleyi dikkatlice oku ve

okuduğun cümleinin

seni

**ne kadar iyi anlattığını düşün**

\* \* \* \* \*

Testi, cümleler üzerinde fazla oyalanmadan, içinden gelen cevapları işaretleyerek,  
**hızlı bir şekilde doldur.**

**Lütfen her soruyu cevapla.**

Unutma, hiç bir cümleyi doğru bilmek, ya da yanlış bilmek diye birşey yok.  
Onun için cevaplarını verirken mümkün olduğu kadar **dürüst ve samimi ol.**

\* \* \* \* \*

Testi, olmak istedigin kişi gibi değil,  
**gerçekte olduğun kişi gibi doldur.**

|  | Hemen<br>Hemen<br>Her zaman<br>Doğru | Bazen<br>Doğru           | Nadiren<br>Doğru         | Hiçbir<br>Zaman<br>Doğru Değil |
|--|--------------------------------------|--------------------------|--------------------------|--------------------------------|
| 1. İçimden kavga etmek veya birine bir kötülük yapmak geliyor.                       | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 2. Hastalandığında, annemin benim için üzülmesi hoşuma gider.                        | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 3. Kendimi beğenirim.  | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 4. Yapmak istediğim şeyleri herkes kadar iyi yapabiliyorum.                          | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 5. İnsanlara duygularımı göstermekte zorlanırıım.                                    | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 6. Yapmaya çalıştığım birşeyi yapamayınca, kendimi kötü hisseder ya da sinirlenirim. | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 7. Yaşamın güzel olduğunu düşünüyorum.   | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 8. İçimden birşeye veya birisine vurmak geliyor.                                     | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 9. Anne ve babamın bana çok sevgi göstermelerini isterim.                            | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 10. Bir işe yaramadığımı ve hiçbir zaman da yaramayacağımı düşünüyorum.              | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 11. Bir çok şeyi iyi yapamadığımı hissediyorum.                                      | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 12. Anne ve babama sevgimi göstermek benim için kolaydır.                            | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 13. Önemli bir neden olmamasına rağmen sinirli ve aksiyim.                           | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 14. Yaşamı tehlikelerle dolu görüyorum.  | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 15. Öyle sinirlenirim ki, birşeyleri fırlatır ya da kırarım.                         | <input type="checkbox"/>             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |

|   | Hemen<br>Her zaman<br>Doğru | Bazen<br>Doğru           | Nadiren<br>Doğru         | Hiçbir<br>Zaman<br>Doğru Değil |
|---|-----------------------------|--------------------------|--------------------------|--------------------------------|
| 16. Mutsuz olduğum zaman sorunlarımı kendim çözmekten hoşlanırıım.                  | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 17. Tanımadığım biriyle tanıştığmda, onun benden daha iyi olduğunu düşünürüm.       | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 18. İstediğim şeyler için başarılı bir şekilde mücadele edebilirim.                 | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 19. İyi arkadaşlıklar kurmak ve bu arkadaşlıkları sürdürmekte zorlanıyorum.         | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 20. İşler ters gittiğinde canım sıkılır.  | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 21. Dünyanın iyi ve mutlu bir yer olduğunu düşünüyorum.                             | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 22. Aptalca şeyler yapan insanlarla dalga geçerim.                                  | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 23. Annemin benimle çok ilgilenmesini isterim.                                      | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 24. İyi bir insan olduğumu düşünüyor ve başkalarının da öyle düşünmesini istiyorum. | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 25. Başarısız biri olduğumu düşünüyorum.  | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 26. Aileme sevgimi göstermek benim için kolaydır.                                   | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 27. Bir an neşeli ve mutlu oluyorum, bir sonraki an üzgün veya mutsuz.              | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 28. Benim için dünya mutsuz bir yerdir.   | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 29. Kızdığım zaman suratımı asar, somurturum.                                       | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 30. Bir şeye zorlandığmda, birinin bana moral vermesini isterim.                    | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |

|  | Hemen<br>Her zaman<br>Doğru | Hemen<br>Bazen<br>Doğru  | Nadiren<br>Doğru         | Hiçbir<br>Zaman<br>Doğru Değil |
|--|-----------------------------|--------------------------|--------------------------|--------------------------------|
| 31. Kendimden oldukça memnunum.  | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 32. Yapmaya çalıştığım bir çok şeyi beceremediğimi düşünüyorum.                            | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 33. Hoşlandığım birine duygularımı göstermeye çalışmak benim için zordur.                  | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 34. Kolay kolay ne kızarım, ne de birşeye canım sıkılır.                                   | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 35. Dünyayı tehlikeli bir yer olarak görüyorum.  | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 36. Kızgınlığımı kontrol etmekte zorlanırıım.  | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 37. Canım yandığında ya da hastalandığında annemle babamın üzerime düşmeleri hoşuma gider. | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 38. Kendimden memnun değilim.  | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 39. Yaptığım şeyleerde başarılı olduğumu düşünüyorum.                                      | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 40. Arkadaşlarımı onları gerçekten sevdiğim gösternmek benim için kolaydır.                | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 41. Zor sorunlarla karşılaşduğumda hemen canım sıkılır.                                    | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |
| 42. Benim için yaşam güzel bir şeydir.   | <input type="checkbox"/>    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>       |

## **POSITIVE AFFECT NEGATIVE AFFECT SCHEDULE**

Bu ölçek farklı duyguları tanımlayan bir takım sözcükler içermektedir. Son iki hafta nasıl hissettiğinizi düşünüp her maddeyi okuyun. Uygun cevabı her maddenin yanında ayrılan yere (puanları daire içine alarak) işaretleyin. Cevaplarınızı verirken aşağıdaki puanları kullanın.

1. Çok az veya hiç
2. Biraz
3. Ortalama
4. Oldukça
5. Çok fazla

|                              |   |   |   |   |   |
|------------------------------|---|---|---|---|---|
| 1. İlgili                    | 1 | 2 | 3 | 4 | 5 |
| 2. Sıkıntılı                 | 1 | 2 | 3 | 4 | 5 |
| 3. Heyecanlı                 | 1 | 2 | 3 | 4 | 5 |
| 4. Mutsuz                    | 1 | 2 | 3 | 4 | 5 |
| 5. Güçlü                     | 1 | 2 | 3 | 4 | 5 |
| 6. Suçlu                     | 1 | 2 | 3 | 4 | 5 |
| 7. Ürkümüş                   | 1 | 2 | 3 | 4 | 5 |
| 8. Düşmanca                  | 1 | 2 | 3 | 4 | 5 |
| 9. Hevesli                   | 1 | 2 | 3 | 4 | 5 |
| 10. Gururlu                  | 1 | 2 | 3 | 4 | 5 |
| 11. Asabi                    | 1 | 2 | 3 | 4 | 5 |
| 12. Uyanık                   | 1 | 2 | 3 | 4 | 5 |
| 13. Utanmış                  | 1 | 2 | 3 | 4 | 5 |
| 14. İlhamlı                  | 1 | 2 | 3 | 4 | 5 |
| (yaratıcı düşüncelerle dolu) |   |   |   |   |   |
| 15. Sinirli                  | 1 | 2 | 3 | 4 | 5 |
| 16. Kararlı                  | 1 | 2 | 3 | 4 | 5 |
| 17. Dikkatli                 | 1 | 2 | 3 | 4 | 5 |
| 18. Tedirgin                 | 1 | 2 | 3 | 4 | 5 |
| 19. Aktif                    | 1 | 2 | 3 | 4 | 5 |
| 20. Korkmuş                  | 1 | 2 | 3 | 4 | 5 |

## SOCIAL SUPPORT APPRAISALS SCALE FOR CHILDREN

Aşağıda çocuk ve gençlerin arkadaşları, aileleri ve öğretmenleriyle ilişkileri hakkında sorular bulunmaktadır. Aşağıdaki soruları dikkatlice okuyup, her bir soru için “her zaman”, “çoğu zaman”, “bazen”, “nadiren”, “hiçbir zaman” seçeneklerinden hangisi senin için doğruya, o seçeneği işaretle. Lütfen hiç bir soruyu boş bırakma. Teşekkürler...

**1. Bazı çocukların arkadaşları tarafından dışlandılarını hissederler, ama bazı çocuklar böyle hissetmezler. Sen, arkadaşların tarafından dışlandığini hisseder misin?**

|                          |                          |                          |                            |                          |
|--------------------------|--------------------------|--------------------------|----------------------------|--------------------------|
| Her zaman                | Çoğu zaman               | Bazen                    | Nadiren (çok ender olarak) | Hiçbir zaman             |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> |

**2. Bazı çocukların arkadaşları tarafından çok sevılır, ama bazı çocuklar o kadar sevilmezler. Sen, arkadaşların tarafından sevılır misin?**

|                          |                          |                          |                            |                          |
|--------------------------|--------------------------|--------------------------|----------------------------|--------------------------|
| Her zaman                | Çoğu zaman               | Bazen                    | Nadiren (çok ender olarak) | Hiçbir zaman             |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> |

**3. Bazı çocukların arkadaşları onlara sataşır ya da takılır, ama bazı çocukların arkadaşları böyle yapmaz. Senin arkadaşların sana sataşır ya da takıllar mı?**

|                          |                          |                          |                            |                          |
|--------------------------|--------------------------|--------------------------|----------------------------|--------------------------|
| Her zaman                | Çoğu zaman               | Bazen                    | Nadiren (çok ender olarak) | Hiçbir zaman             |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> |

**4. Bazı çocukların arkadaşları, onlarla alay eder, ama bazı çocukların arkadaşları böyle yapmaz. Senin arkadaşların, seninle alay ederler mi?**

|                          |                          |                          |                            |                          |
|--------------------------|--------------------------|--------------------------|----------------------------|--------------------------|
| Her zaman                | Çoğu zaman               | Bazen                    | Nadiren (çok ender olarak) | Hiçbir zaman             |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> |

**5. Bazı çocukların arkadaşları, onların düşüncelerini dinlemekten hoşlanırlar; ama bazı çocukların arkadaşları bundan hoşlanmaz. Arkadaşların, senin düşüncelerini dinlemekten hoşlanırlar mı?**

|                          |                          |                          |                            |                          |
|--------------------------|--------------------------|--------------------------|----------------------------|--------------------------|
| Her zaman                | Çoğu zaman               | Bazen                    | Nadiren (çok ender olarak) | Hiçbir zaman             |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> |

**6. Bazı çocuklar ve arkadaşları, birbirleri için pek çok şey yaparlar; ama bazı çocuklar ve arkadaşları bunu yapmazlar. Sen ve arkadaşların birbiriniz için çok şey yapar misiniz?**

|                          |                          |                          |                            |                          |
|--------------------------|--------------------------|--------------------------|----------------------------|--------------------------|
| Her zaman                | Çoğu zaman               | Bazen                    | Nadiren (çok ender olarak) | Hiçbir zaman             |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> |

**7. Bazı çocuklar kendilerini arkadaşlarına çok yakın hissederler; ama bazı çocuklar böyle hissetmez. Sen kendini arkadaşlarına çok yakın hisseder misin?**

|                          |                          |                          |                            |                          |
|--------------------------|--------------------------|--------------------------|----------------------------|--------------------------|
| Her zaman                | Çoğu zaman               | Bazen                    | Nadiren (çok ender olarak) | Hiçbir zaman             |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> |

**8. Bazı çocuklar, sorunları olduğunda yardım ya da öneri almak için arkadaşlarına güvenebilir; ama bazı çocuklar arkadaşlarına güvenemez. Sen, sorunların olduğunda yardım ya da öneri almak arkadaşlarına güvenebilir misin?**

|                          |                          |                          |                            |                          |
|--------------------------|--------------------------|--------------------------|----------------------------|--------------------------|
| Her zaman                | Çoğu zaman               | Bazen                    | Nadiren (çok ender olarak) | Hiçbir zaman             |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> |

**9. Bazı çocuklar arkadaşlarının, kendilerine gerçekten önem verdiği düşünürler; ama bazı çocuklar böyle düşünmezler. Sence, arkadaşların sana önem verir mi?**

|                          |                          |                          |                            |                          |
|--------------------------|--------------------------|--------------------------|----------------------------|--------------------------|
| Her zaman                | Çoğu zaman               | Bazen                    | Nadiren (çok ender olarak) | Hiçbir zaman             |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>   | <input type="checkbox"/> |

**10. Arkadaşları, bazı çocukların kendilerini kötü hissetmelerine neden olur; ama bazı çocukların arkadaşları bunu yapmaz. Senin arkadaşların, kendini kötü hissetmeye neden olur mu?**

Her zaman      Çoğu zaman      Bazen      Nadiren (çok ender olarak)      Hiçbir zaman  
( )            ( )            ( )            ( )            ( )

**11. Bazı çocuklar, sorunları olduğunda yardım ya da öneri almak için ailelerine güvenebilir; ama bazı çocuklar ailelerine güvenemez. Sen, sorunların olduğunda yardım ya da öneri almak için ailene güvenebilir misin?**

Her zaman      Çoğu zaman      Bazen      Nadiren (çok ender olarak)      Hiçbir zaman  
( )            ( )            ( )            ( )            ( )

**12. Bazı çocuklar ve aileleri, birbirleri için pek çok şey yaparlar ama bazı çocuklar ve aileleri bunu yapmazlar. Sen ve ailen birbiriniz için çok şey yapar misiniz?**

Her zaman      Çoğu zaman      Bazen      Nadiren (çok ender olarak)      Hiçbir zaman  
( )            ( )            ( )            ( )            ( )

**13. Aileleri, bazı çocukların kendilerini kötü hissetmelerine neden olur; ama bazı çocukların aileleri bunu yapmaz. Senin ailen, kendini kötü hissetmeye neden olur mu?**

Her zaman      Çoğu zaman      Bazen      Nadiren (çok ender olarak)      Hiçbir zaman  
( )            ( )            ( )            ( )            ( )

**14. Bazı çocuklar, aileleriyle çok şey paylaşırlar; ama bazı çocuklar paylaşmazlar. Sen ailene çok şey paylaşır misin?**

Her zaman      Çoğu zaman      Bazen      Nadiren (çok ender olarak)      Hiçbir zaman  
( )            ( )            ( )            ( )            ( )

**15. Bazı çocuklar, aileleriyle konuşmada zorluk çekerler; ama bazı çocuklar zorluk çekmez. Sen, ailene konuşmada zorluk çeker misin?**

Her zaman      Çoğu zaman      Bazen      Nadiren (çok ender olarak)      Hiçbir zaman  
( )            ( )            ( )            ( )            ( )

**16. Bazı çocuklar, ihtiyaçları olduğunda, ailelerinin onların yanında olduğunu hissederler; ama bazı çocuklar böyle hissetmez. Sen, onlara ihtiyacın olduğunda, ailenen senin yanında olduğunu hisseder misin?**

Her zaman      Çoğu zaman      Bazen      Nadiren (çok ender olarak)      Hiçbir zaman  
( )            ( )            ( )            ( )            ( )

**17. Bazı çocuklar, aileleri tarafından dışlandılarını hissederler; ama bazı çocuklar böyle hissetmez. Sen, ailene tarafından dışlandığını hisseder misin?**

Her zaman      Çoğu zaman      Bazen      Nadiren (çok ender olarak)      Hiçbir zaman  
( )            ( )            ( )            ( )            ( )

**18. Bazı aileler, çocukların düşünelerini görmezden gelirler; ama bazı aileler böyle yapmaz. Ailen, senin düşünelerini görmezden gelir mi?**

Her zaman      Çoğu zaman      Bazen      Nadiren (çok ender olarak)      Hiçbir zaman  
( )            ( )            ( )            ( )            ( )

**19. Bazı çocuklar aileleri içinde önemli bir yere sahiptir; ama bazı çocuklar böyle değildir. Sen, kendi ailene içinde önemli bir yere sahip misin?**

Her zaman      Çoğu zaman      Bazen      Nadiren (çok ender olarak)      Hiçbir zaman  
( )            ( )            ( )            ( )            ( )

**20. Bazı çocuklar, ailelerinin kendilerine gerçekten önem verdiği düşünürler; ama bazı çocuklar, ailelerinin kendilerine gerçekten önem vermediğini düşünür. Sence, ailene sana önem verir mi?**

Her zaman      Çoğu zaman      Bazen      Nadiren (çok ender olarak)      Hiçbir zaman  
( )            ( )            ( )            ( )            ( )

**21. Bazı çocuklar, kendilerini ailelerinin bir parçası gibi hissederler; ama bazı çocuklar kendilerini ailelerinin bir parçası gibi hissetmezler. Sen kendini ailenin bir parçası gibi hisseder misin?**

Her zaman      Çoğu zaman      Bazen      Nadiren (çok ender olarak)      Hiçbir zaman  
( )            ( )            ( )            ( )            ( )

**22. Bazı çocuklar ailelerinin kendilerine kötü davranışını düşünürler; ama bazı çocuklar böyle düşünmez. Sen, ailenin sana kötü davranışını düşünür müsun?**

Her zaman      Çoğu zaman      Bazen      Nadiren (çok ender olarak)      Hiçbir zaman  
( )            ( )            ( )            ( )            ( )

**23. Bazı çocuklar, kendilerini sınıflarının bir parçası gibi hissederler; ama bazı çocuklar kendilerini sınıflarının bir parçası gibi hissetmezler. Sen kendini sınıfının bir parçası gibi hissediyor musun?**

Her zaman      Çoğu zaman      Bazen      Nadiren (çok ender olarak)      Hiçbir zaman  
( )            ( )            ( )            ( )            ( )

**24. Bazı çocuklar, sınıfları tarafından dışlandılarını hissederler; ama bazı çocuklar böyle hissetmez. Sen, sınıfın tarafından dışlandığını hisseder misin?**

Her zaman      Çoğu zaman      Bazen      Nadiren (çok ender olarak)      Hiçbir zaman  
( )            ( )            ( )            ( )            ( )

**25. Bazı çocuklar, sınıflarında hiç kimse, kendilerine değer vermediğini hissederler; ama bazı çocuklar böyle hissetmez. Sen, sınıfında hiç kimse sana değer vermediğini hisseder misin?**

Her zaman      Çoğu zaman      Bazen      Nadiren (çok ender olarak)      Hiçbir zaman  
( )            ( )            ( )            ( )            ( )

**26. Bazı çocuklar, sınıf arkadaşları tarafından çok sevılır; ama bazı çocuklar o kadar sevilmez. Sen, sınıf arkadaşlarının tarafından çok sevılır misin?**

Her zaman      Çoğu zaman      Bazen      Nadiren (çok ender olarak)      Hiçbir zaman  
( )            ( )            ( )            ( )            ( )

**27. Bazı sınıflarda, çocuklar, birbirleri için pek çok şey yaparlar; ama bazı sınıflarda böyle olmaz. Senin sınıfında, çocuklar birbirleri için çok çok şey yaparlar mı?**

Her zaman      Çoğu zaman      Bazen      Nadiren (çok ender olarak)      Hiçbir zaman  
( )            ( )            ( )            ( )            ( )

**28. Bazı çocukların sınıf arkadaşları onlarla alay eder; ama bazı çocukların sınıf arkadaşları böyle yapmaz. Senin sınıf arkadaşların, seninle alay ederler mi?**

Her zaman      Çoğu zaman      Bazen      Nadiren (çok ender olarak)      Hiçbir zaman  
( )            ( )            ( )            ( )            ( )

**29. Bazı çocukların sınıf arkadaşları, sorunları olduğunda onlara yardım ederler; ama bazı çocukların sınıf arkadaşları etmez. Senin sınıf arkadaşların, sorunların olduğunda sana yardım ederler mi?**

Her zaman      Çoğu zaman      Bazen      Nadiren (çok ender olarak)      Hiçbir zaman  
( )            ( )            ( )            ( )            ( )

**30. Bazı çocukların sınıf arkadaşları, onlara sataşır ya da takılır; ama bazı çocukların sınıf arkadaşları böyle yapmaz. Senin sınıf arkadaşların sana sataşır ya da takılırlar mı?**

Her zaman      Çoğu zaman      Bazen      Nadiren (çok ender olarak)      Hiçbir zaman  
( )            ( )            ( )            ( )            ( )

**31. Sınıf arkadaşları, bazı çocukların kendilerini kötü hissetmelerine neden olur; ama bazı çocukların sınıf arkadaşları bunu yapmaz. Senin sınıf arkadaşların, kendini kötü hissetmeye neden olur mu?**

Her zaman      Çoğu zaman      Bazen      Nadiren (çok ender olarak)      Hiçbir zaman  
( )            ( )            ( )            ( )            ( )

**32. Bazı çocuklar kendilerini öğretmenlerine çok yakın hissederler; ama bazı çocuklar böyle hissetmez. Sen kendini öğretmenlerine çok yakın hisseder misin?**

Her zaman      Çoğu zaman      Bazen      Nadiren (çok ender olarak)      Hiçbir zaman  
( )            ( )            ( )            ( )            ( )

**33. Bazı öğretmenler, çocukların kendilerini yetersiz hissetmelerine neden olur; ama bazı öğretmenler buna neden olmaz. Senin öğretmenlerin, kendini yetersiz hissetmeye neden olur mu?**

Her zaman      Çoğu zaman      Bazen      Nadiren (çok ender olarak)      Hiçbir zaman  
( )            ( )            ( )            ( )            ( )

**34. Bazı çocuklar, öğretmenleriyle konuşmakta zorluk çekerler; ama bazı çocuklar zorluk çekmez. Sen, öğretmenlerinle konuşmakta zorluk çeker misin?**

Her zaman      Çoğu zaman      Bazen      Nadiren (çok ender olarak)      Hiçbir zaman  
( )            ( )            ( )            ( )            ( )

**35. Bazı çocuklar, öğretmenlerinin kendilerine gerçekten önem verdiği düşünürler; ama bazı çocuklar, öğretmenlerinin kendilerine gerçekten önem vermediğini düşünür. Sence, öğretmenlerin sana önem verir mi?**

Her zaman      Çoğu zaman      Bazen      Nadiren (çok ender olarak)      Hiçbir zaman  
( )            ( )            ( )            ( )            ( )

**36. Bazı öğretmenlerden, herhangi bir sorun hakkında rahatlıkla yardım ya da öneri istenebilir; ama bazı öğretmenlerden istenmez. Senin öğretmenlerinden, herhangi bir sorun olduğunda, rahatlıkla yardım ya da öneri istenebilir mi?**

Her zaman      Çoğu zaman      Bazen      Nadiren (çok ender olarak)      Hiçbir zaman  
( )            ( )            ( )            ( )            ( )

**37. Bazı çocukların öğretmenleri, onlara kötü davranış; ama bazı çocukların öğretmenleri böyle davranışmaz. Senin öğretmenlerin sana karşı kötü davranış mı?**

Her zaman      Çoğu zaman      Bazen      Nadiren (çok ender olarak)      Hiçbir zaman  
( )            ( )            ( )            ( )            ( )

**38. Bazı öğretmenler, öğrencilerine kendilerini önemli hissettirir; ama bazı öğretmenler böyle hissettirmez. Senin öğretmenlerin, sana kendini önemli hissettirir mi?**

Her zaman      Çoğu zaman      Bazen      Nadiren (çok ender olarak)      Hiçbir zaman  
( )            ( )            ( )            ( )            ( )

**39. Bazı öğretmenler, öğrencilerin kendilerini kötü hissetmesine neden olur; ama bazı öğretmenler buna neden olmaz. Senin öğretmenlerin, senin kendini kötü hissetmeye neden olur mu?**

Her zaman      Çoğu zaman      Bazen      Nadiren (çok ender olarak)      Hiçbir zaman  
( )            ( )            ( )            ( )            ( )

**40. Bazı öğretmenler, öğrencilerine özel görevler verirler; ama bazı öğretmenler bunu yapmaz. Senin öğretmenlerin, sana özel görevler verirler mi?**

Her zaman      Çoğu zaman      Bazen      Nadiren (çok ender olarak)      Hiçbir zaman  
( )            ( )            ( )            ( )            ( )

**41. Bazı öğretmenler, öğrencilerin kendilerini tedirgin (huzursuz) hissetmelerine neden olur; ama bazı öğretmenler buna neden olmaz. Senin öğretmenlerin, senin kendini tedirgin (huzursuz) hissetmeye neden olurlar mı?**

Her zaman      Çoğu zaman      Bazen      Nadiren (çok ender olarak)      Hiçbir zaman  
( )            ( )            ( )            ( )            ( )

## NOWICKI – STRICKLAND LOCUS OF CONTROL SCALE FOR CHILDREN

### YAŞAMIMA KİM KARAR VERİYOR?

|  | Kesinlikle katılıyorum   | Katlıyorum               | Katılmıyorum             | Kesinlikle katılmıyorum  |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Ailem, çoğu zaman söylemek istediklerimi dikkate alır.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2.. Bir şeyi yanlış yaptığında onu düzeltmek için yapılabileceğim çok az şey vardır.                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Arkadaşlarımın fikirlerini değiştirmek benim için çoğu zaman olanaksızdır.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Eğer hasta olacağım varsa ,ne yaparsam yapayım hasta olmaktan kendimi koruyamam.                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Bir ceza aldığı zaman, bu cezanın genellikle hiçbir haklı nedeni olmadığını düşünürüm.              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Güne iyi başlarsam, ne yaparsam yapayım o gün güzel geçer.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Çok zaman çok fazla çaba göstermeye değil, çünkü kötü giden bir şeyi asla düzelteremem.             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Yeterince iyi çalışırsam, her derste başarılı olabilirim.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Hatam olmadığı halde olan bitenle ilgili sık sık suçlandığım olur.                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Sınavlardan yüksek notlar almak benim için çok şey ifade eder.                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Bazı insanlar doğuştan benden daha şanslıdır.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Ailemin herhangi bir konudaki fikrini değiştirmek neredeyse olanaksızdır.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Akıllı olmak, şanslı olmaktan daha iyidir.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Ailemin benim hakkındaki kararlarında çoğu kez bana söz düşmez.                                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Önceden plan yaparsam, işlerim daha iyi gider.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Arkadaşımıza istediklerimi yaptırırmak kolaydır.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Eğer bana düşman olan bir yaşıtm varsa, bu durumu engellemek için yapabileceğim çok az şey vardır. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Yaşamında iyi şeyler gerçekleştiğinde, bunlar tamamen çok sıkı çalışmamın ürünüdür.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Çok zaman evde işlerin istediğim gibi gelişmesi için uğraşmamın bir yararı olmaz.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Ev ödevlerimi yapıp yapmamamın, aldığım notlar üzerinde önemli bir etkisi vardır.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Birisi beni sevmediği takdirde, bunu değiştirmek için yapabileceğim pek fazla bir şey yoktur.      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. İnsanlar çoğu zaman hiç bir haklı neden olmadan bana kızırlar.                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Ne zaman istesem, anne ve babam bana yardımcı olurlar.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. İnsanların beni sevüp sevmemesi benim nasıl davranışımı bağıldır.                                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. Bana uğur getiren eşyalarım vardır.  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. Yaşıtlarımdan birisi bana kızarsa bunu engellemek için yapabileceğim bir şey yoktur.               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. Eğer yeterli çabayı gösterirsem, olaylar istediğim gibi gelişir.                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. Dört yapraklı bir yonca bulursam bunun bana iyi şans getirebileceğine inanırıım.                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. Bir çok sorunumu çözmenin en iyi yolunun üzerinde düşünmemek olduğuna inanıyorum.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## **APPENDIX B**

### **THE STUDY PACKAGE FOR PARENTS**

#### **Gönüllü Katılım Formu (Anne/Baba Formu)**

Sayın Ebeveyn,

Bu araştırmayı, Orta Doğu Teknik Üniversitesi Psikoloji Bölümü’nde yürütmekte olduğum yüksek lisans tezi kapsamında yapmaktayım. Araştırmanın amacı, ergenlerde görülen depresyonun ve davranışım bozukluklarının ebeveyn kabul-reddiyle ilişkisini araştırmak ve bu ilişkiyi benlik algısı ve sosyal destegin nasıl etkilediğini incelemektir. Bu amacı gerçekleştirebilmek için ilişikteki anketi doldurmanıza ihtiyaç duymaktayım.

Araştırmanın sonuçları açısından sağlıklı bilgi edinilmesi için yönergelerin dikkatlice okunması, verilen cevaplarda samimi olunması ve cevaplandırılmamış soru bırakılmaması son derece önemlidir. Cevaplar grup halinde değerlendirileceği için isminizi belirtmenize gerek yoktur ancak anne çocuk eşleştirmelerini yapabilmek için çocuğunuzun okul numarasının belirtilmesi önemlidir. Cevaplarınız kesinlikle gizli tutulacak ve bu cevaplar sadece bilimsel araştırma amacıyla kullanılacaktır.

Anketi doldurarak sağlayacağınız bilgiler ergenlerin depresyonunu ve davranışım bozukluğunu etkileyen faktörlerin saptanmasına önemli bir katkıda bulunacaktır. Çalışma hakkında daha fazla bilgi almak için Psikoloji Bölümü araştırma görevlisi Canan Büyükaşık Çolak (Oda: 203B; Tel: 210 5962; E-posta: [bccanan@metu.edu.tr](mailto:bccanan@metu.edu.tr)) ile iletişim kurabilirsiniz. Katılımınız için şimdiden teşekkür ederim.

***Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istedigim zaman yarıda kesip çırkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayılmlarda kullanılmasını kabul ediyorum*** (Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

Okul Numarası

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Tarih

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İmza

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Lütfen aşağıda istenilen bilgileri yazınız ve seçenekli sorularda size uygun olan seçenekin yanındaki ( ) ile gösterilen alana **X** işaretini koyarak belirtiniz.

**1.** Yaşınız: .....

**2.** Eğitim durumunuz:

- okuma yazma bilmiyor     ilkokul mezunu     ortaokul mezunu  
 lise mezunu                       üniversite mezunu     lisansüstü

**3.** Size en uygun seçeneği işaretleyiniz.

- Çalışıyorum     İşsiz     Emekli

Varsa, mesleğiniz: .....

**4.** Eve giren aylık gelir miktarınız: .....

**6a.** Aile durumunuzu sizin, eşinizin ve çocuğunuzun durumunu en iyi yansıtacak şekilde işaretleyiniz.

- Evli ve anne baba birlikte  
 Evli, anne baba ayrı yaşıyor.  
 Boşanmış ve çocuk annem ile yaşıyor.  
 Boşanmış ve çocuk baba ile yaşıyor.  
 Boşanmış ve çocuk akraba ile yaşıyor.  
 Anne baba birlikte, ancak baba yurtdışında/şehir dışında çalışıyor.  
 Diğer. Belirtiniz \_\_\_\_\_

**b. Evliyseniz:**

Ne kadar süredir evlisiniz? ..... yıl ..... ay

Bu kaçinci evliliğiniz? .....

**7.** Kaç çocuğunuz var?.....

**8.** Son 6 ay içinde psikolojik yada psikiyatrik destek aldınız mı?

Cevabınız evet ise lütfen açıklayınız.....

## CONNERS' PARENT RATING SCALE

|  | <b>Hiçbir<br/>zaman</b> | <b>Nadiren</b> | <b>Sıklıkla</b> | <b>Her<br/>zaman</b> |
|--|-------------------------|----------------|-----------------|----------------------|
| 1. Eli boş durmaz, sürekli bir şeylerle oynar.<br><i>(Tırnak, parmak, giysi gibi)</i>      | ( )                     | ( )            | ( )             | ( )                  |
| 2. Büyüklere arsız ve küstah davranışır.   | ( )                     | ( )            | ( )             | ( )                  |
| 3. Arkadaşlık kurmada ve sürdürmede zorlanır   | ( )                     | ( )            | ( )             | ( )                  |
| 4. Çabuk heyecanlanır, ataktır.  | ( )                     | ( )            | ( )             | ( )                  |
| 5. Her şeye karışır ve yönetmek ister.   | ( )                     | ( )            | ( )             | ( )                  |
| 6. Bir şeyler çığner veya emer<br><i>(parmak, giysi, örtü gibi)</i>                        | .( )                    | ( )            | ( )             | ( )                  |
| 7. Sık sık ve kolayca ağlar.   | ( )                     | ( )            | ( )             | ( )                  |
| 8. Her an sataşmaya hazırlıdır.  | ( )                     | ( )            | ( )             | ( )                  |
| 9. Hayallere dalar.  | ( )                     | ( )            | ( )             | ( )                  |
| 10. Zor öğrenir.   | ( )                     | ( )            | ( )             | ( )                  |
| 11. Kırıp kıprırdır, tez canlıdır.   | ( )                     | ( )            | ( )             | ( )                  |
| 12. Ürkектir ( <i>yeni durum, insan ve yerlerden</i> ).                                    | ( )                     | ( )            | ( )             | ( )                  |
| 13. Yerinde duramaz, her an harekete hazırlıdır.   | ( )                     | ( )            | ( )             | ( )                  |
| 14. Zarar verir.   | ( )                     | ( )            | ( )             | ( )                  |
| 15. Yalan söyler, masallar uydurur.  | ( )                     | ( )            | ( )             | ( )                  |
| 16. Utangaçtır.  | ( )                     | ( )            | ( )             | ( )                  |
| 17. Yaşıtlarından daha sık başını derde sokar.   | ( )                     | ( )            | ( )             | ( )                  |
| 18. Yaşıtlarından farklı konuşur ( <i>çocuksu konuşma, kekeleme, zor anlaşılma gibi</i> ). | ( )                     | ( )            | ( )             | ( )                  |
| 19. Hatalarını kabullenmez, başkalarını suçlar.  | ( )                     | ( )            | ( )             | ( )                  |
| 20. Kavgacıdır.  | ( )                     | ( )            | ( )             | ( )                  |
| 21. Somurtkan ve asık suratlıdır.  | ( )                     | ( )            | ( )             | ( )                  |
| 22. Çalma huyu vardır.   | ( )                     | ( )            | ( )             | ( )                  |
| 23. Söz dinlemez yada isteksiz ve zoraki dinler.   | ( )                     | ( )            | ( )             | ( )                  |
| 24. Başkalarına göre endişeliidir ( <i>yalnız kalma, hastalanma, ölüm konusunda</i> ).     | ( )                     | ( )            | ( )             | ( )                  |
| 25. Başladığı işin sonunu getiremez.   | ( )                     | ( )            | ( )             | ( )                  |
| 26. Hassastır, kolay incinir.  | ( )                     | ( )            | ( )             | ( )                  |

|  | <b>Hiçbir<br/>zaman</b> | <b>Nadiren</b> | <b>Sıklıkla</b> | <b>Her<br/>zaman</b> |
|--|-------------------------|----------------|-----------------|----------------------|
| 27. Kabadayılık taslar, başkalarını rahatsız eder.   | ( )                     | ( )            | ( )             | ( )                  |
| 28. Tekrarlayıcı, durduramadığı hareketleri vardır.  | ( )                     | ( )            | ( )             | ( )                  |
| 29. Kaba ve acımasızdır.   | ( )                     | ( )            | ( )             | ( )                  |
| 30. Yaşına göre daha çocuksudur.   | ( )                     | ( )            | ( )             | ( )                  |
| 31. Dikkati kolay dağılır ya da uzun süre<br>dikkatini toplayamaz.   | ( )                     | ( )            | ( )             | ( )                  |
| 32. Baş ağrıları olur.   | ( )                     | ( )            | ( )             | ( )                  |
| 33. Ruh halinde ani ve göze batan<br>değişiklikler olur.   | ( )                     | ( )            | ( )             | ( )                  |
| 34. Kurallar ve kısıtlamalardan hoşlanmaz<br>ve uymaz.   | ( )                     | ( )            | ( )             | ( )                  |
| 35. Sürekli kavga eder.  | ( )                     | ( )            | ( )             | ( )                  |
| 36. Kardeşleriyle iyi geçinemez.   | ( )                     | ( )            | ( )             | ( )                  |
| 37. Zora gelemez.  | ( )                     | ( )            | ( )             | ( )                  |
| 38. Diğer çocukları rahatsız eder.   | ( )                     | ( )            | ( )             | ( )                  |
| 39. Genelde hoşnutsuz bir çocuktur.  | ( )                     | ( )            | ( )             | ( )                  |
| 40. Yeme sorunları vardır ( <i>iştahsızdır, yemek sırasında<br/>sofradan sık sık kalkar</i> ).             | ( )                     | ( )            | ( )             | ( )                  |
| 41. Karın ağrıları olur.   | ( )                     | ( )            | ( )             | ( )                  |
| 42. Uyku sorunları vardır ( <i>uykuya kolay dalamaz,<br/>geceleri kalkar, çok erken uyanır</i> ).          | ( )                     | ( )            | ( )             | ( )                  |
| 43. Çeşitli ağrı ve sancıları olur.  | ( )                     | ( )            | ( )             | ( )                  |
| 44. Bulantı kusmaları olur.  | ( )                     | ( )            | ( )             | ( )                  |
| 45. Aile içinde daha az kayırdığını düşünür.   | ( )                     | ( )            | ( )             | ( )                  |
| 46. Övünür, böbürlenir.  | ( )                     | ( )            | ( )             | ( )                  |
| 47. İtilip, kakılmaya müsaittir.   | ( )                     | ( )            | ( )             | ( )                  |
| 48. Dışkılama sorunları vardır ( <i>sık ishaller, kabızlık ve<br/>düzensiz tuvalet alışkanlığı gibi</i> ). | ( )                     | ( )            | ( )             | ( )                  |