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ASSOCIATION BETWEEN THE LEVEL OF PERCEPTION OF
ADOLESCENTS ON IMPORTANCE OF SELECTED ISSUES AND TYPE
OF REFERENCE GROUP THEY PREFER TO CONSULT

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opinion it is fully adequate, in scope and quality, as a
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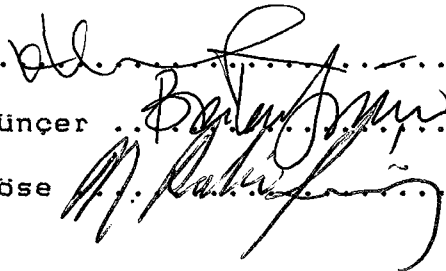
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ABSTRACT

ASSOCIATION BETWEEN THE LEVEL OF PERCEPTION OF ADOLESCENTS
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REFERENCE GROUP THEY PREFER TO CONSULT

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This study dealt with the associations between the level of perceptions of Turkish high school seniors on importance of selected issues and the type of reference groups they prefer to consult. The same associations were also tested by controlling father's educational level and sex of the respondents.

The sample of the present study was 473 public high school seniors which were students in five schools located in metropolitan districts of Ankara in 1990-1991 academic year.

The data were gathered by utilizing a questionnaire which was developed by the researcher in order to measure the level of perceptions of adolescents on importance of selected issues and their reference group preferences.

"Chi-square" statistical technique was utilized for analysis of the data.

Analysis of the data revealed that in all significant associations, the majority of the subjects marked important and very important levels for the selected issues. It was also found that subjects generally tended to be parent oriented regardless of the content of the issue.

Results regarding sex showed that there are differences between male and female subjects. In all significant associations, females chose their parents as a reference, while males preferred their parents as a reference only in two issues: one among educational issues and the other in personal issues.

Results regarding the father's educational level showed that subjects whose fathers' educational level are higher were relatively more parent oriented, especially in educational-occupational issues.

In some of the significant associations the male subjects and subjects whose fathers' educational level are lower tended to choose themselves as a reference regardless of the issue, which was an interesting finding not consistent with the literature.

ÖZ

ERGENLERİN SEÇİLMİŞ BAZI KONULARIN ÖNEMLERİNİ ALGILAMA
DÜZEYLERİYLE DANIŞMAYI TERCİH ETTİKLERİ REFERANS
GRUPLARI ARASINDAKİ İLİŞKİ

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Bu çalışmada devlet liselerinin son sınıf devam eden Türk öğrencilerin seçilmiş bazı konuların önemlerini algılama düzeyleriyle bu konularda hangi referans gruplarına danışmayı tercih ettikleri arasındaki ilişkiye bakılmıştır.

Araştırmanın örneklemi 1990-1991 öğrenim yılında Ankara metropolitenine bağlı beş devlet lisesine devam eden 473 son sınıf öğrencisinden oluşmuştur.

Veriler bir anket kullanılarak toplanmıştır. Bu anket ergenlerin seçilmiş konuların önemini algılama düzeylerini ve bu konularda anne-baba veya yaşıt gruplarına danışma tercihlerini ölçmeyi amaçlayarak araştırmacı tarafından hazırlanmıştır.

Veri analizinde " Chi-square" istatistik tekniği kullanılmıştır.

Veri analizleri anlamlı çıkan ilişkilerde arařtırmaya katılan öğrencilerin çoğunun seçilen konuları önemli veya çok önemli olarak algıladıklarını göstermiştir. Öğrencilerin, konuların içeriđi ne olursa olsun, anne-babaya yönelik bir eğilimde oldukları da bulunmuştur.

Cinsiyeti dikkate alan analizler kız ve erkek öğrenciler arasında farklılıklar bulunduđunu göstermiştir. Kız öğrenciler bütün anlamlı ilişkilerde anne-babalarını referans olarak seçerken, erkek öğrenciler biri eğitim diđeri kişisel konulardan olmak üzere sadece iki anlamlı ilişkide anne-babalarını referans olarak seçmişlerdir.

Babanın eğitim seviyesini dikkate alan analizler, babalarının eğitim seviyeleri yüksek olan öğrencilerin, özellikle eğitim-meslekle ilgili konularda, akranlarından göreceli olarak daha anne-babaya yönelik olduklarını göstermiştir.

Bazı anlamlı ilişkilerde, erkek ve babalarının eğitim seviyeleri düşük olan öğrencilerin konuların içeriđi ne olursa olsun kendi kendilerini referans olarak tercih ettikleri bulunmuştur. Bu ilginç bulgunun literatürle tutarlı olmadığı görülmüştür.

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CHAPTER 1.

INTRODUCTION

Physical, cognitive, psychological, and social maturation during adolescence play a very important role in the transition from childhood to adult status in all societies. Adolescents master a number of important and interrelated developmental tasks like: accepting one's physique, accepting masculine or feminine role, selecting and preparing for future occupation, building a philosophy of life, etc. Thus, adolescence is a very important period in an individual's life. In addition to its importance, adolescence has been viewed as a more difficult period in the lives of children and their parents. The difficulties of this period appear to be increasing partly as a consequence of continuing changes in the life of family itself and its relations to society. In the process of experiencing these difficulties and developmental tasks, adolescents have a need to take advice from various groups in their surrounding environments. The most important of these groups are parents and peers.

Today's adolescents have diverse and discrete sets of relations within their social world which is very different from past generations. So, it becomes very important to consider the effects of adolescent development, the broader changes that are taking place in

the structure and function of the contemporary family, and its relationship to other social institutions and the society at large.

The level of industrialization and urbanization is assigned to be correlated with the extent of adolescent problems. The emergence of adolescence as a unique group within the society is significantly affected by the characteristics of the family. Change in the structure of the family is assumed to have an important influence on the development of adolescence.

In modern society, as different from traditional society, the adolescent can no longer help the family economically. It is true for the family, because family is not an economic unit as it was in the traditional society. Adolescents are separated from adult life. Their position in the society is no more as it was in the past:

"In the Middle Ages, at the beginning of modern times, and for a longer time after that in the lower classes, children were mixed with adults as soon as they were considered as capable of doing without their mothers and nannies, at about age of seven. They immediately went straight into the great community of men, sharing in the work and play of their companions, old and young alike.... Family and school together removed the child from adult society. The school shut up a childhood which had hitherto been free within an increasingly severe disciplinary system, which culminated in the 18th and 19th centuries in the total classification of the boarding school. "
(Aries, 1970).

Authors generally consider industrialization, urbanization and bureaucratization as the main engine of change. In addition, they agree on some generalizations related to family change.

- 1) The family has become a more isolated unit relatively separate from wider sets of kin, and functioning chiefly as a nuclear unit.
- 2) The family has either lost many of its functions or has become more specialized in these functions. In particular, the family has lost its central functions as a productive unit in the wider economy.

Family which performs many different functions in traditional and non-differentiated society, faces some great changes in urban life. Metropolitan urban life is an environment including highly organized work places, people working for wage and different living districts. Family changes when adopting itself to the city life, not in all dimensions. Although during the last one or two generations, urban life has not brought large differences to within-family dynamics in Turkey, especially to the relationships between woman-man and child, families in big cities are not the families as they were (Kiray,1984).

The extended family was able to provide a number of adults who could serve as significant others whose attitudes and behavior could be emulated by the younger members of the family system. The young boy and the girl

has the opportunity to choose models from among a number of adult relatives and could derive an image of what he/she wanted to be. In the isolated nuclear family, by contrast, learning from imitable persons is limited. There is only one adult member of each sex. The youngster is deprived of his needed model.

Changing family structure and adolescents' position in these conditions constitute the first dimension in explaining adolescents' appearance conditions and need for several kinds of reference groups. There is another important dimension which both helps us to recognize adolescence clearly and the place of reference groups during this critical period. This dimension has its origins in the developmental tasks of adolescence period itself.

Although there is no clear-cut defined age limit of this developmental period, and although it shows variations from one culture to another, there are important commonalities.

Adolescence is a period of great change, of suffering of uncontrolled feelings, and of rebellion against adult authority (Hall,1985).

During the ages of adolescence, the individual withdraws thoughts of others. He/she is more outgoing, and seeks to find himself/herself, by matching and imitation. He/she withdraws not physically but mentally to mediate,

and to explore his/her own nature in relationship to ideas, ideals and the opinions of others. He/she is more free in relation among age-mates and adults, and seems more independent (Gesell,1985).

The developmental tasks for adolescence may be categorized under specific topics:

- Accepting one's physique and accepting a masculine or feminine role,
- New relations with age mates of both sexes,
- Emotional independence of parents and other adults,
- Achieving assurance of economic independence,
- Selecting and preparing for an occupation,
- Developing intellectual skills and concepts necessary for civic competence,
- Desiring and achieving socially responsible behavior,
- Preparing for marriage and family life,
- Building conscious values in harmony with an adequate scientific world-picture (Havighurst,1951).

If the adolescent is to become truly adult, and not just physically mature, he must gradually achieve independence from his family, adjust to his sexual maturation, establish cooperative and workable relationships with his peers without being dominated by them, and decide on and prepare for a meaningful vocation. These are the challenges that an adolescent should meet. The young person must also develop a philosophy of life, a

view of the world and a set of guiding moral beliefs and standards. And he must develop a sense of his own identity (Conger, 1973).

There are factors playing an important role during developmental stages of adolescence: the society the adolescent has grown up in, and the complexity of adaptational challenges it presents, the ethnic group, socioeconomic status, his subculture and the society's attitudes and behaviors toward it, as well as the family structure and parental influences to which he has been exposed over the course of his development.

As we can perceive from the discussion up to here, we can accept adolescence as a maturation process, which does not occur in a vacuum. As it was stated previously, adolescents have different sets of relationships within their social world. The main part of these relationships is constituted by group relationships, which are generally conceptualized through influence processes, reference groups, or significant others. The most important of these group relationships, occur within family and peer groups.

A youngster depends heavily on the group environment for both physical survival formation of basic personality features. In a more general sense, it can be said that, man's effort to understand himself and the universe is related to group relations. Normally, most of a person's groups also function as a frame of reference for him.

The term "reference group" refers to the process by which the individual can derive norms and values, as well as any group which a person relates his attitudes, to. Schoolmates, teachers, parents, peers, any club members may be included in these reference groups. The relationships between adolescents and their reference groups are complex. The modern urban industrial environment offers different reference groups, for youths. Adolescents may have multiple reference groups according to the conditions they participate in. Because of multiplicity of reference groups, adolescents frequently face conflict and confusion. Most of the conflicts stem from the dilemma between the demands and standards of the peer group and those of the parents.

Here the important consideration is that neither parental nor peer influence is monolithic. Adolescents are not uniformly oriented toward one reference group. The weight given to either parental or peer opinion depends to a significant degree on the adolescent's appraisal of its relative value in a specific situation. In making certain kinds of choices, adolescents follow peers rather than their parents; whereas in making certain other types of choices, the opposite is true. It is depending on the environmental conditions, specific objects within these conditions, and the importance of issues and questions raised on these conditions.

Different groups may be influential in providing direction for the attitudes and behaviors of the adolescents.

These issues are at different importance levels and their relationships with adolescents' reference group choices were stated in literature as: Parents are likely to influence long range plans: peers are likely to influence immediate status. For the matters of money, choosing courses at school, deciding on future careers and plans to go to college, adolescents tend to consult their parents more than their peers. However, in matters of dating, style of clothes, hobbies, attendance of social affairs, and joining of clubs, they follow the preferences of their friends.

Literature review of the subject indicates that there is no agreement among the social scientists on adolescents' reference group choices. Some the literature suggests that the family has little influence on youth. Adolescents are said to belong to a distinct adolescent subculture. Another assumption in the literature, suggests that adolescents are basically aligned with parental values. This dichotomous classification, trying to establish either the peer group or the parental culture as reference group for adolescents, prevents us to see what really happens. The basic direction of the present study is to see to what extent and under what circumstances conditions adolescents prefer their peers or parents as a

frame of reference.

The present study tries to create the first step for further concerns in the reference group theory and its applications in social sciences. This will be provided through investigating the relative influences of parents and peers during adolescence on selected issues: educational-occupational, social, and personal. Cross influences of parents and peers, which are the most important reference groups, will be discussed by considering the effects of urbanization and industrialization on the Turkish family.

With this background, the purpose of the present study is to determine in which concerns and problems adolescents are peer-oriented and in which concerns and problems they are parent-oriented. Toward this purpose, the main problem of the present study is to see the associations between the level of perceptions of the Turkish high school seniors on selected issues and their preferences in consulting their parents and peers. It also deals with the same associations by controlling the fathers' educational levels and sex of the respondents.

CHAPTER II.

STATEMENT OF THE PROBLEM

2.1 Introduction

In the previous chapter the situation was discussed and the present study was justified. The purpose of this chapter is to present the problem, to overview the procedures, and to understand the significance of the study.

2.2 Problem

What is the association between the level of perception of the adolescents on importance of selected issues and type of reference groups they prefer to consult?

2.3 Overview of Procedures

The subjects of the the present study were 473 high school seniors who were students in Mimar Kemal Lycee, Yahya Kemal Beyatlı Lycee, Abidinpaşa Lycee, Keçiören Lycee, and İnönü Lycee in 1990-1991 academic year.

The questionnaire utilized in the present study was developed by the researcher. The questionnaire consists of three parts: the first part is prepared to measure respondents' fathers' educational levels and their sex.

The second part is prepared to take the respondents' level of perceptions on the importance of twenty nine selected issues. The third part is prepared to see the type of reference groups respondents prefer.

For the face validity , opinions of academicians in the Department of Educational Sciences at M.E.T.U. were considered for the development of the instrument.

2.4 Significance of the Study

There is a huge literature about the influence of parents and peers during adolescence. Most of it considered the first or the second group. However, it does not take both together or their relative positions. As a result, one important view in the present study is to provide information about the circumstances under which adolescents need to refer peers' or parents'.

Although the reference group theory has various researches and applications, the necessary emphasis is not given to this theory in Turkey. For example, social scientists try to interpret the development of attitudes and to predict attitudinal expression under different social settings by following reference group theory. The present study may create the first step for further concerns in reference group theory.

Adolescence is a very important period during life-

time, because it is a transitional stage from childhood to adult life. That's why, it is possible to argue the respondents themselves make the present study significant. In the present study one of the purposes is to help both high school teachers and educational scientists through reexamining issues which are accepted as significant ones for the adolescence period and adolescents' preferences in consulting their parents and peers.

The importance of research on adolescence is clear in education, since during this stage individuals perform important developmental tasks. Adolescents spend their time in their homes and their schools. Both of these institutions become critical for the individuals' lives, especially for the adolescents.

In the present study, fathers' educational levels and sex of the respondents were considered. Sexual roles of young generations are transmitted through socialization and education. In this study, it is important to deal with differences between sexes and its implications on the educational area. It is also important to know the students' family backgrounds and socioeconomic characteristics such as parents' educational levels, parents' occupations and income of the family, because these are important inputs of the educational process. They can also explain the learning differences between individual learners.

Sex is a socio-biological characteristic which ascribes individuals into the various statuses and roles in the society. For example, generally the place of females is accepted to be their homes and they should stay with their parents. However, males have the opportunity to grow up with high independence. This allows male adolescents to live outside the family more easier than their female age-mates.

Fathers' educational level and sex are influential in adolescents' decision making processes in terms of their reference group choices. This is also an important perspective in the present study.

The present research is a study in educational sociology. Adding new things to the Turkish sociology of education is another aim for the present study, because the discipline of educational sociology is newly constructed in Turkey. Thus, it is necessary to make original studies in both educational and social sciences. Education has a primary function in developing countries like Turkey. However, well functioned educational systems have not been established in Turkey. Through empirical studies, efficient educational policies should be produced and applied.

CHAPTER III.

REVIEW OF THE LITERATURE

3.1 Introduction

In the present chapter, a review of the literature is presented. First, as a theoretical background theories about the reference group will take place. Second some research studies will be introduced.

3.2 Theoretical Background

In order to construct a theoretical background in this part the theories of reference group will be covered.

The term "reference group" was first used by Hyman (1942) to denote any group to which a person relates his attitudes. Paralleling this usage has been the development of a general theory of reference groups. Sherif(1948), Newcomb(1950), and Merton and Kitt(1950) designed their studies by taking into account in both membership and nonmembership groups. "Although this theory is still in the initial stages of development, because of the problems it formulates, it promises to be of central importance to social psychology" (Kelley,1966:210). According to Hyman, an individual's attitudes are shaped by the group in which he is a member of. In the process of self-appraisal, individuals make their own particular selection

from many possible groups available as a framework for social comparison. In shaping their attitudes, men frequently orient themselves to groups other than their own criterion, thus reflecting the influences of the group to which individuals refer themselves (Hyman,1968).

The significance of the reference group theory originates from the social scientists' desire to interpret the development of attitudes, to predict attitudinal expression under different social conditions, and to understand the social bases of attitudinal stability or resistance to change.

Both theoretical and empirical review of the field indicates that there are several usages of reference group. For example Newcomb (1950) have used the term to denote a group in which the individual is motivated to gain or maintain acceptance. It is argued that in order to gain this acceptance, the individual holds his attitudes in conformity with attitudes of the group members. Newcomb points out the existence of positive and negative reference groups. A positive reference group is defined as one in which the person is motivated to be accepted and treated like a member. A negative group is one which a person is motivated to oppose or in which he does not want to be treated as a member. He emphasizes on both individual's try to maintain his standing in his reference groups and how norms of the reference group become the person's attitudes.

On the other hand, authors like Hyman and Kelley use the term reference group to denote a group which the person depends on as a reference point in making evaluations of himself and others.

Hyman (1942) states that a person's conception of his own position depends upon other people he considers. These "other people" form a reference group, because the person compares himself with them.

According to Kelley (1966), the reference group can play different functions in determination of a person's attitudes. The first of these is setting and enforcing standards for the person. He calls this function as a normative function of reference groups.

Secondly, reference groups serve as a standard or comparison point against which the person can evaluate himself and others. A group functions as a comparison reference group of behavior, attitudes, circumstances or other characteristics of its members, which represent standards or comparison points which the individual uses in making judgements.

In social psychology, it has long been recognized that an individual's membership in a group has an influence on the values and attitudes he holds. More recently, attention has also been paid to the influence of his reference groups. Reference groups are groups, which

the individual aspires to attain or maintain membership in (Siegel, 1957).

It has been widely asserted that both membership and reference groups affect the attitudes held by the individual (Sherif & Sherif, 1964). Sherif's contribution to the reference group theory is through human relations. He characterizes reference groups simply as those groups to which the individual relates himself as a part or to which he aspires to relate himself psychologically. He states that the major sources of the individual's weight attitudes are the values or norms of the groups to which he relates himself, or his reference groups. (Sherif, 1964). Group interaction is seen as the major determinant in attitude formation and attitude change of the individual.

Sherif is also known as the founder of reference group theory. According to him there are two important backgrounds for this theory. One is related to socioeconomic conditions; the other is related to psychological. In an integrated and less differentiated society, there would be little necessity for the use of reference groups. The modern individual is in a dilemma and contradiction of statuses. He finds himself between diverse groups as he carries on in his life in different roles. As he passes from one situation to the other from time to time, he reacts consistently in terms of ties of

belongingness, which are related to his past and present identifications, his future goals for security of his identity, and also his status and prestige concerns (Sherif, 1964).

For the purpose of the present study, it is important to deal with Sherif & Sherif study on adolescents' reference groups. In their study, they deal with individual behavior and group processes in differentiated social settings. The individuals are adolescents under conditions of contemporary urban life, which will be the simple framework of the present study. In "Reference Groups: Exploration into Conformity and Deviation of Adolescents" (1964), Sherif and Sherif draw a relationship between adolescent group relations and changing world. Modern times have speeded the increase in the number of human groupings with specialized interests and goals. The problem of who the other people are is enormously complicated in modern societies. An individual belongs or identifies himself with a number of different sets of people at the same time, or in different circumstances. The questions: Which are his reference groups? Which are the sets to which he feels he belongs, wants to belong or which he relates himself psychologically? (Sherif & Sherif, 1964). One of the important aims of the present study is to define these reference groups and examine under which circumstances an individual orients himself toward them.

Shibutani(1968) is another important name in reference group theory. He connects inconsistency in behavior of a person to changing the social context he interacts with and change in reference groups. He adds that modifications in social attitudes are related to changes in associations.

Merton's contributions to the theory constitute a significant part in this approach. In Merton's formulation "Reference group theory aims to systematize the determinants and consequences of those processes of evaluation and self-appraisal in which individual takes values or standards of other individuals and groups as a frame of reference" (Merton, 1968:35).

Merton adds that theory and research must move on to consider the dynamics of selection of reference group among individual's several membership groups: When do individuals orient themselves to others? How can we characterize the structure of the social situation which leads to one rather than another group affiliation being taken as the significant context? (Merton,1968).

Up to here, the concern was to give information about basic conceptualizations main approaches and usages in reference group theory. It is both necessary and useful to deal with the frame of present study in terms of its usage of reference groups. The perspective is to accept reference group in which the person uses as a reference

point in making evaluations of himself or others. It is also aimed to benefit from one function of reference group which serves the individual to evaluate himself. Attitudes and circumstances of reference groups help the individual in his judgements and evaluations.

If the subjects are adolescents, the concern becomes more specific on adolescent group memberships and values, attitudes and choices specific to this age group. A number of studies compare the beliefs, attitudes and values of parents and their adolescent children and also compare the extent to which parent-peer and peer-peer opinions agree and conflict. They warrant that parents influence plans, and peers influence immediate status. They agree on that the basic reference groups of adolescence period are parents and peers. Trying to establish either the peer group or the parents as reference groups for adolescents, prevents us to see to what extent and under what conditions adolescents prefer their peers or parents as their reference. Whose opinion in variously significant matters is one of the greatest concern to the adolescents. After all, it is aimed to observe to what extent adolescents relied on their peers or parents on a number of issues, because it is thought that different issues activate different reference groups (Sebald,1986).

3.3 Review of Research Literature

One part of the literature suggested that the family had little influence on youth. Adolescents were said to reject their parents in preference for their peers. Adolescents belonged to a distinct subculture and are influenced more by their peers than their parents.

In his famous book "The Adolescent Society" Coleman (1963) firstly talks about the emergence of an adolescent culture in industrial society. Child training period is getting longer. Age segregation is another important consequence in industrial society. So, the adolescent individual is cut off from the rest of society, forced toward his own age group, made to carry out this period of his life with those of others his own age .

The underlying characteristics of such a society have been well conceptualized by Elkin and Westley (1955). The adolescent society, as a subunit of the larger society arised as the individual finds peers of the same age who then coped collectively with their problems.

Smith and Kleine (1966) who made a literature review on adolescent subculture stated that adolescents, just as adults, formed smaller social units or reference groups, and these reference groups varied in activities, sentiments and norms.

In this part of literature, it was commonly said that adolescents aligned their views with the culture of their peers and opposed the culture of their parents. Coleman (1963) said that the youngs were cut off from the adult society, form their own cultural millieu with a special language, symboles, and, most important, with a value system that differed from the adults. Again, Green believed that "...There exists a teenage subculture characterized by irresponsibility, specialized lingo, dating, and athleticism, setting it sharply apart from the adult world" (Green, 1972:98).

Jensen(1985), in his book "Adolescence: Theories, Research, Applications" related to adolescent peer relationships, provided answers to the questions: Is there a difference between the basic values of peers, adolescents, and their parents? Why is peer group experience important? How can recognizing this importance help adults relate to adolescents? What is the importance of friends during adolescence? Are friendship and peer group experience important for later development? Jensen saw an increase in conformity and increasing power by the peer group as one approached adolescence. Adolescents' peer group dictates the color and style of clothing. Also, deviance from the established preference in music, or food is criticized within the group. He observed that the characteristics of adolescents oftenly had strong attachment to their friends. Friends are important to

adolescents because they fulfill many of their needs. In addition, friendship allow the adolescents a chance to develop social behavior. Peer groups form the basis for the important heterosexual relationships that are essential for adult life. During adolescence the peer group provides the opportunity for reserving and comparing ideas and actions. This includes a large range of tasks that adolescents must face, such as dating, school, personal relations, success, and friendship. Adults are often critical and the adolescents feel inhibited, but among persons of their own age they can work out their personal problems with more confidence and perhaps less stress.

Condry and Simon (1974) conducted a research on the characteristics of peer and parent oriented children. They analyzed the responses of 482 sixth graders, classified them as peer oriented and adult oriented children. Their purpose in this research was to provide a descriptive comparison of the peer and adult oriented children. Their results revealed that while the peer oriented children generally conform the socially undesirable peer subculture. According to Condry and Simon parents establish a climate of passive neglect and push the children from the home and forcing them to seek approval of peers.

"The change from childhood to adolescence is marked by an increase in the frequency and intensity of peer interaction." (Berndt, 1979:608)

Generally adolescent behaviors seem to outsiders as upsetting and unintelligible. This found an answer in Sebald's (1981) study Adolescents' Concept of Popularity and Unpopularity. He explained this kind of adolescent behavior with their desire to be recognized by their peers. Sebald conducted several important studies on adolescents' reference groups. On popularity, he used a method by asking teenagers open ended questions about what made for a popular teenager and what was expected of a teenager by his/her friends in order to be popular with them. Teenagers stressed the importance of doing the same things, talking the same way, holding the same attitudes, dressing in the same style, and demonstrating the same interests. Teenagers were highly concerned about popularity among their peers.

All of these characteristics, doing same things, talking the same way, holding the same attitudes and dressing in the same style, etc. show that there is an adolescent subculture in larger society. What might be the other characteristics of adolescent behavior? How do adolescents spend their times and with whom do they spend?

Felson and Gottfredson (1984) reconstructed social indicators of activity patterns at age 17. They asked respondents to recall various features of daily life at that age. Their results indicated a secular decline in the time adolescents spend in family and household setting and with parents. Adolescents spent much of their time near to

peers rather than parents.

A systematic study to find out cultural factors as they effect Turkish adolescents was conducted by Fatma Varış (1968). It is important here to concern with this study in terms of its findings in adolescents-peer group relations. One of the common characteristics of adolescents, especially starting from age 13, is having friendship groups. And there are some activities which were found to specific to adolescents. This sample of leisure time activities were gathered in an subculture in Istanbul. They were, in sequence, going to movies, sports, actors and actresses, clothes, going around with the opposite sex, hair dressing, singers, etc.

Varış told that "...problems emerging from the deviation of the individual off the values and norms of the groups are often faced during adolescence" (Varış,1968:151). Deviation appears when there is a great difference between the philosophy of life of adolescence and his parents.

Hallinan and Williams (1990) dealt with peer influence process in terms of background characteristics of adolescents. Relying on conceptualization of the influence process and using 20000 friendship-dyads from the High School and Beyond Survey, they examined how ascribed and achieved characteristics of students and of students' close friends affected the students' college

aspirations and attendance. They found that the influence of close friends on educational aspirations and outcomes varied with the racial and gender composition of the friendship.

Hallinan and Williams first evaluated the different conceptualizations in influence process and reference group theories and governed their study by an alternate conceptualization of peer-influence process. They used Parsons' theory in influence process. According to Parsons, influence is any factor that affects the formation of a person's attitudes and opinions by acting directly on his/her beliefs. By applying this theory on peer influence in school, researchers found that peer influence processes varied across friends with different characteristics.

Peers play an important role in the social and psychological development of most adolescents. According to Conger (1973) peers play a more important role in adolescence than in childhood. Because, he said, relations with peers in this period were closer to later adult relationships. Another reason which makes adolescents with peers is that ties with parents have become progressively looser. Many areas of the adolescent's inner life become difficult to share with his parents. So, non-exploitative adolescent peer may play an important, sometimes crucial, role in helping a boy or girl to gain a clearer concept of himself, his problems, and goals.

Keninston (1962) stated that discontinuity between the generations caused the emergence of youth culture. Here, the discontinuity between generations refers to separation between children and the parents. Parents cannot offer goals which fit adolescents'. Conflict within family becomes chronic. This situation is somehow a result of highly differentiated societies where ways of life, occupations and moral rules are highly various. The youngster is in these different alternatives and he chooses youth culture as his reference.

Moore (1987) carried out a research composed of two parts, in order to examine the construction of parent-adolescent separation by late adolescents. In the first study, by the help of the factor analysis of importance of 34 separation-related items, he yielded 8 factors: self-governance, emotional detachment, financial independence, separate residence, disengagement, school affiliation, starting a family, and graduation. In the second study, rating of importance and attainment were obtained. Students also completed measures of loneliness, self-esteem, ego identity, life satisfaction, home leaving difficulty, and parental relationships. The results indicated that the way in which adolescents defined and achieved separation was associated with their psychological well-being and with their perceived relationships with their mothers and fathers. Moore's study suggested the rich context of the parent-adolescent

separation process for examinations of attachment and autonomy related issues during late adolescence. This separation process is multidimensional and has important associations with adolescents' psychological well-being and ties to family.

The fragmentation of the extended family the separation of residential and business areas, the breakdown of neighborhoods, occupational mobility, child-labor laws, the abolition of the apprentice system, consolidated schools, television, separate patterns of social life for different age groups, the working mothers, the delegation of child care specialist, etc. all these manifestations of progress operate to decrease opportunity and intensive for meaningful contact between children and people older or younger than themselves. More and more children come home from school to an empty house. The child spends increasing amounts of time in the company of only his age-mates. The withdrawal of parents and other adults has been filled by the informal peer group. At every age and grade level children today show greater dependence on their peers. Peer oriented youngsters describe their parents as being less affectionate and less firm in discipline. Attachment to the age-mates appears to be influenced more by a lack of attention and concern at home than by any positive attraction of the peer group itself (Bronfenbrenner, 1974).

Gökçe(1976) in her famous study "Gecekondu Youth" told some importantt things about friendship and peer groups. She made interwievs with 1173 youngsters between the ages 14-20. In this age group, friendship is a very important concept. In this developmental period individuals have the feeling against authority. And they advise many of their troubles to their friends and share their love and stress with their age-mates. After completing some levels of development, child's one of the fundamental need is having friends and peer relationships. This need cannot be satisfied by parents or by siblings. During puberty the relationships with parents are in conflict. They do not believe the advices of adults. Especially after the age of 16, friendship mechanisms eliminate such problems and help adolescents to construct social relationships.

Gökçe asked the question who adolescents preferred to advice except their family members. One third of the subjects choosed their friends as their advisors, one third choosed their relatives, teachers, neighbours as their advisors, and the other third responded that they did not take any advice. That meant two third of adolescents told their problems to persons who were not members of their family. Another important question in Gokce's study was asking adolescents whether they had any close friends who they share their problems. Again two third of respondents said they had close friends.

Another assumption in the literature revolves around the idea that adolescents are basically aligned with parental values. One of the established idea is that there are cooperative and mutually rewarding relationships between parents and teenagers rather than conflict between them. Albert Bandura (1972) argued that in ordinary middle class families, cooperative and mutually rewarding relationships between parents and adolescents were more in evidence than conflict and hostility. Having generally enjoyed harmonious family relationships, the teenagers discriminate in their choice of reference groups and generally established peer associations that implement the norms and values they have learned at home.

Douvan (1966) found similar conclusions and interpreted youth's behavior to be in harmony with parental views. In this group of literature, some have suggested that adolescents were still largely influenced by parents and that peer influences were transitory or tend to support those of parents. According to Clayton (1979) the potential importance of parental influence has been overlooked.

The family has considerable influence on adolescents even compared with peers. According to Jensen (1985) additional evidence supported this finding. For example, the various researches looking for important reference point of adolescents' lives showed that primarily the family was the referent. Again other evidence showed that

political attitudes of teenagers closely followed the voting patterns of their family and it is true for religious preferences. In sum, attitudes of teenagers closely follow the patterns of their family in basic values. According to surveys, the family appears to be an institution that is alive and well, and is continuing to grow.

According to Goslin:

" Children tend to be like their parents. It seems clear and basic that any observation about the strength and pervasiveness of peer influence and youth culture must be "in addition to", or supplement to, the central fact that parents are major shaping influences in the lives of adolescents. Since everything we know about the behaviors, memberships, and values of individuals confirms a substantial homogeneity between parents and their offsprings, it seems obvious that verbal rejection of parents and an increasing time commitment to persons outside the home need not signify either the dissolution of parental influence or the breaking of kin ties." (Goslin,1969:827).

Variş's (1968) findings related to adolescent and adult relationships stated that these relationships were arranged according to several factors such as; respect for adults, clothing to adult choice, honesty, hardwork on the part of the adolescents, adolescent's ability to choose proper friends, adolescent's ability to go along well with his siblings, and kinds of entertainments he participates. This showed that Turkish adolescent's opposition to traditional values was not tolerated.

In "Gecekondu Youth" (Gökçe,1976), there were several important results related to adolescent-family relationships. They were related with some attitudes and values which show similar tendencies both for adolescents and their parents. For example, as response to question; What will you do if you believe that you are doing the right thing, but your parents are against? 60% of the respondents answered that they obeyed what their parents told them. Another finding related to values and beliefs showed that adolescents in the research sample generally choosed the same ways of child-rearing what their parents traditionally did. Another important finding which showed the strength of parent adolescent relationship was related to school success and parental involvement. Most of the respondents said they wanted their parents to be involved in school affairs.

Günçer (1986) in one of his study investigated the relationships between parents' educational expectations toward their children and students' expectations and academic success by controlling SES and sex of the students. He found significant relationships between these variables independent from socio-economic status and sex. The relationship between parents' educational expectation and students' expectation for higher education was found significant especially in low-level SES and for girls. He explained that , respect for parents, obeying parental rules and dependency to parents were the values common to

low-SES families and to girls in Turkish culture.

While it is true that many of the functions have been separated from the family, primary socialization and education are still fundamental functions of the family. It is in this family that child taught to make basic distinction between self and others, or between male and female, to acquire and to use language, and to develop a framework in order to understand and interpret the outside world.

Family is at a first degree of importance in social and psychological development of individuals. Especially, in Social Psychology it is the socialization process which family becomes the central institution. Parental values toward the meaning of child and family as a whole constitute the role systems within the family which are important in turn in socializing child.

Smith (1989) tried to explore three mechanisms of parental influence: economic resources, role modeling, and reinforcing and their relationship to a set of dependent variables reflecting adolescents' ideal educational aspirations, realistic educational expectations, and school grades. Using the data from a sample of sixth, seventh, and tenth grade students and their mothers and fathers, Smith tries to test the effects of parental formal education and parental recognition of achievement upon school grades, realistic educational expectations,

and ideal educational aspirations. Findings cleared that students' educational goals and academic performances were influenced by parental reinforcement of achievement behavior, provision of economic resources for educational attainment, and role modeling of achievement.

It is clear that the social environment of adolescents includes various important reference groups. It is also clear that the oldest of these reference groups is the family. This traditional reference group, once unitary and virtually unchallenged, has had to face a formidable rival over the past few generations; the peer group. It would reasonable also to suppose that adolescents tend to define dilemmas in terms of these two social perspectives. That is, in some instances adolescents perceives a choice to have significance primarily with respect to the peer society. In other instances, the perceived significance is in terms of the larger society.

This dichatomous classification, trying to estabkish either the peer group or the parental culture as reference group for adolescents, prevents the correct description of what really happens. To what extend and under what conditions adolescents prefer their peers or parents as their references? Whose opinion in varios matters is one of the greatest concern to adolescents? Does the relative importance of these reference groups vary with relative importance of different matters adolescents face?

Brittain was one of the first names who tried to look at adolescents' reference group choices in terms of parent-peer cross pressures. Adolescents confronted with parent-peer cross pressures tended to opt in favor of the peer group. But to a what extent and under what circumstances does this image square with reality? The concept of reference group is useful in attacking this problem, Brittain (1963) said. He accepted both peers and parents as basic reference groups which provide perspectives in terms of which adolescents make choices.

Basic hypothesis of Brittain in this study was that in making certain types of choices, adolescents were inclined to follow peers rather than parents; in making certain other types of choices, the opposite was true. He gave subjects some situations involving conflict between parent and peer expectations. The instrument he used was called as Cross Pressures Test.

The responses reflected:

- 1) the adolescent's perception of peers and parents as component guides in different areas of judgement,
- 2) concern to avoid being noticeably different from peers, especially in; choice of dress and which one of two dresses to buy,
- 3) perceived similarities and differences between self and peers and self and parents. For example, they perceive themselves to be more like peers in regard to tastes in clothes, feelings about school, but in other areas the greater perceived similarity is between self and parents.

As a result, responses of adolescents to parents-peer cross pressures were a function of the content of the alternatives "(Brittain,1963:388)

In another study Brittain (1967) dealt with choices adolescents made more specifically with their choices in relation to conflicting parent-peer expectations. He made a brief review of literature and significantly mentioned reference groups. His major definition of reference group: "Reference group is that group whose outlook is used by the actor as the frame of reference in the organization of his perceptual field." (1967:446). He hypothesized that there were certain types of choices with respect to which peer-compliance was more prevalent and other types of choices with respect to which parent-compliance was more prevalent. According to research findings, adolescents tend to be parent-compliant with respect to certain types of choices and peer-compliant with respect to other choices. The subjects tended to be more parent-compliant with respect to those choices perceived as relatively more different and important.

Kandel and Lesser (1968) conducted a study to determine how parents and peers were influential on plans of adolescents. They considered some questions:

- "1) What is the relative agreement, or concordance, on educational goals between the adolescent and his mother, and between the adolescent and his best school friend?
- 2) What is the influence of common social factors, for example, social-class membership, or concordance on educational

goals within dyads?

3) What is the influence of patterns of social interaction within dyads or concordance on educational plans? "(Kandel and Lesser, 1968:214)

They found that concordance on educational goals was higher with mother than with best school friend and was not explained by the common social class which adolescents share with parents and friends. While concordance with parent increased with greater intimacy, concordance with mother remained at the same level, irrespective of the adolescent closeness to his parents.

Floyd and South (1972) measured the relative importance for youth of two potential types of referents—parents or peers and obtained information on behavioral correlates of parent and peer orientations. They hypothesized firstly, there would be an increase in the peer orientation of youth as they grew older. Secondly, males would more peer oriented than females but that females would show a marked increase in peer orientation beyond the sixth grade. Thirdly, parent and peer orientations by the subjects would vary according to their perceptions of source of need satisfaction. Fourthly, stronger parental orientation was anticipated to be positively correlated with higher social ranking. They made testings on relationships relative to parent and peer orientation and: the age-grade level, sex, the perceived source of need satisfaction, and the socioeconomic class of respondents. They found all the associations significant except

socioeconomic class.

Larson (1972) was another contributor to this approach. He evaluated the assumption that youth tend to follow parental wishes in future oriented situations and peer wishes in current oriented situations. He hypothesized: First, in hypothetical situations where the decision has future implications, adolescents would tend to choose the parent compliant alternative. Second, peer and parent compliant choices would vary positively with the adolescent's parent-peer orientations. Basic question he tried to answer was who had the most influence on youth and under what conditions was this influence mediated. It was found that the content of the situation was more important in the choice of courses of action than the pressures of either parents or peers, and parent-peer orientations had a systematic, but minimal influence on choice.

There is a second dimension in studying cross pressures and relative influences of reference group. It is the dimension of the counseling in which help-giving sources have been evaluated.

Christensen and Magoon (1974) studied with 168 college students in order to see how they rank 12 help sources (including student friend, older friend, parents, nonstudent friend, male counselor, physician, faculty member, psychiatrists, faculty advisor and clergyman) in terms of perceived potential for help with two categories

of problems, emotional and educational-vocational. They found type, sex of student, and counseling experience after high school did not significantly discriminate between the rankings given help-givers. For emotional concerns, students ranked student friends first, an older friend second, and parents third. For educational-vocational problems, students ranked faculty advisor first, faculty member second, and student friend third.

Tinsley, Aubin and Brown (1982) made a study on college students' help seeking preferences. Their purpose was to investigate students' tendency to seek counseling for a sample of personal and vocational concerns. They used a sample of 136 undergraduate college students. They gave a questionnaire indicating the relative likelihood that they would turn to seven potential help givers with eleven personal and five career problems. They investigated that a close friend is preferred to a professional counselor as a help-giver for most personal and career concerns. In addition, the students' tendency to seek assistance varies as a function of the specific personal or career concern addressed. Most students believed they would deal with their personal and career concerns themselves rather than seeking help from a professional counselor.

After mentioning counseling dimension of the problem it is useful to continue with studies on the

relative impact of parents and peers on adolescent behavior. Such studies have measured a wide variety of events that are presumed various ways in which adolescents might be affected by those pressures.

Dogan (1983) made a study in order to examine under what conditions male and female adolescents take advice from their mothers, fathers, female friends, male friends, and school counselor. She found that individuals who the adolescents preferred to take advice vary. Generally, results showed that mothers were the first advisors and male and female friends, fathers and school counselor came later. Matters used in the research were enjoys and interests, school and working life, money, personality and body. Students preferred to tell about their interests and enjoys to their female friends; and they preferred to tell about all of the other matters to their mothers.

Berndt (1979) investigated developmental changes in conformity to parents and peers and relations between parent and peer conformity in two studies. In the first study, 251 children from third, sixth, ninth, and eleventh or twelfth grades responded to hypothetical situations in which peers urged the child to perform either antisocial, prosocial, or neutral behaviors. For all types of behavior, the peer conformity peaked at sixth or ninth grade. In the second study 273 children from the same levels responded to situations testing conformity to peers on antisocial and prosocial behavior and conformity to

parents on prosocial and neutral behavior. For antisocial behavior, a peak in peer conformity was found at the ninth grade. Conformity to parents on both types of behavior decreased with age. Conformity to parents and conformity to peers were negatively correlated. In addition, the relations between parents and peer conformity changed with age.

Biddle, Bank and Marlin (1980) suggested that parents and peers influenced adolescents through two different processes; through normative standards, or the modeling behaviors. They added that adolescents responded to such pressures directly or by internalizing norms. They said pressures, norms, and preferences had different effects on adolescent behavior depending on the topic of behavior.

Sebald and White (1980) indicated that teenagers do not align with either parents or peers as exclusive reference groups. They take their cues selectively, depending on the question or the problem they confront. They conducted a longitudinal study including the years between 1960 and 1976. Their finding indicated a shift from parent to peer orientation over 16 years. Additional findings showed that teenagers were selective in their conformity and in some matters, they were strongly guided by the opinion of the peer group, and in other matters by their parents.

Montemayor (1982) aimed in his study to investigate the hypotheses that among adolescents an inverse relationship exists between parent and peer involvement, and conflict with parent is associated with a peer orientation. He had three important findings. First, adolescents spent equal amounts of time with parents and peers but engaged in very different types of activities-work and task activities with parents, play and recreation with peers. Second, time spent with parents was negatively correlated with peer time for females and time spent alone for females and time spent alone for males. Third, adolescents who had disagreeable relations with their mothers spent much of their time with their fathers, not with their peers. This study showed how relationships of parents-adolescents and peer-adolescents changes with situations and activities.

Bank, Slavings and Biddle (1990) firstly reviewed the literature on the social influence of referent others. They found four questions that needed to be answered:

- 1) Who are the influential persons?
- 2) What types of influence are used?
- 3) What is the nature of the influence processes?
- 4) Are the effects of social influence substantial and independent of other forces.

They conducted a longitudinal study on the effects of peer, faculty and parental influences on students' percistence. They found that parents and peers had

stronger influences than were the faculty on the persistence of students.

One of the famous name in the studies of cross pressures was Sebald. He conducted another study in order to examine shifting orientation toward parents and peers. He collected his data in 1963, 1976, and 1982.

Sebald's purpose was to determine which concerns and problems were peer-oriented which parent-oriented, and how orientations have fluctuated over time.

Adolescents found were not uniformly oriented toward one reference group. In matters of finances, education and career plans, they took advice and counseled from adults, specifically parents. On the other hand, when it came to questions of dress, dating, drinking, social events, and joining clubs they preferred to be attuned to the opinions of peers. Buying and reading magazines and books were largely peer determined. The data for bought boys and girls formed a curvilinear pattern over time, reflecting the decline of parent orientation between the '60s and '70s and its partial recovery during the '80s.

CHAPTER IV.
DESIGN OF THE STUDY

4.1 Introduction

In this chapter methodological procedures are presented. The major topics are the hypotheses, the sampling, the data collection, the analytical procedures, and the analysis of the data. The sampling section deals with the characteristics and the selection procedures of the sample. Data collection section gives information about the questionnaire utilized and concerns with the procedures employed in the collection of the data of the study. The analytical procedures section contains the definitions of the variables. The analysis of the data presents the way in which data were analyzed.

4.2 The Hypotheses

The purpose of this research was to find answer to the following question:

What is the association between the level of perception of the adolescents on importance of selected issues and type of reference groups they prefer to consult? This association was tested for each of the selected issues separately by controlling for father's educational level and sex of the respondents. These selected issues can be grouped under three dimensions as

follows:

Educational-Occupational Issues

- school success
- choosing a branch in high school
- choosing an elective
- problems related to study-skills
- relations with teachers
- attending college or not
- attending preparatory courses for U.E.E
- choosing department for university
- choosing occupation
- finding a job

Social Issues

- participating in social activities in school
- which newspaper and book to read
- drawing, poetry
- music
- playing an instrument
- sports
- joining friend parties
- going to theatre
- to take a walk

Personal Issues

- financial problems
- dressing and hair dressing
- choosing friends

- gathering information about sex
- dating
- relations with other people
- relations with family members
- health problems
- physical appearance
- nutrition

4.3 The Sample

The sample of this study consists of 473 high school seniors who were students in Mimar Kemal Lycee, Keçiören Lycee, Yahya Kemal Beyatlı Lycee, Abidinpaşa Lycee, and İnönü Lycee in 1990-1991 academic year (see appendix B for the distribution of subjects according to their sex, schools, and father's educational level).

The population of this study represents all of the public high school seniors attending public high schools in metropolitan districts of Ankara during 1990-1991 academic year.

A two stage sampling procedure was employed in this study. In the first phase, the researcher obtained information about all of the public high schools located in the metropolitan districts of Ankara from Ministry of National Education and State Statistics Institute. And these districts were categorized according to their

socioeconomic composition into three as: high, middle, and low. In order to achieve representativeness it was important to include different characteristics of each districts in the sample. Then by utilizing a random sampling procedure, a sample of five schools were randomly selected. One of the controlling variables in this study was father's educational level. In order to achieve representativeness in terms of father's educational levels, a sample of schools having students whose father's educational levels change between primary, and higher educational levels was selected.

4.4 Data Collection

The data were collected from 473 high school seniors in May 1991, by administering a questionnaire.

The questionnaire utilized in the present study was developed by the researcher for the purpose of reviewing related literature and personal observations. Turkish adolescents' characteristics were taken into consideration. Questionnaire consists of three parts. Part I includes variables; sex and father's educational level. Part II was prepared to take students' level of perception on importance of twenty-nine items including educational-occupational, social, and personal issues. Part III was prepared to see reference group students prefer to consult (See appendix A for questionnaire).

For the face validity of the questionnaire, opinions of academicians in Department of Educational Sciences in M.E.T.U. were considered for the development of the instrument. Then a pilot study was conducted in Cumhuriyet lisesi with 70 students in April 1991. Pilot study showed that the questionnaire was understood by subjects and worked as the researcher expected.

The researcher visited each of the selected schools to administer the questionnaire in May 1991. Two classrooms from 11th grades were randomly selected in each school. The researcher made the same explanations in each classrooms. The average time to answer the questionnaire was approximately 20 minutes.

4.5 Analytical Procedures

4.6 Definition of Variables

Level of Perception: was measured by asking adolescents their choices on importance of selected issues by using a 4-point rating scale. Scale values go from 1 for not important, 2 for fairly important, 3 for important, and 4 for very important.

Reference Group: was measured by asking on which issues adolescents prefer to consult their parents or peers, or someone else.

Father's educational level: was measured on a scale which have seven levels going from illeterate, literate, elementary, through higher education. Students checked suitable levels for their father's educational level. Because of the custom which accepts the father as the major breadwinner in Turkey, the father's educational level was used as an indicator of parental education level in the present study.

4.7 Analysis of The Data

Firstly, in order to describe the variables: students' sex, their father's educational levels, their levels of perceptions, and reference group preferences on selected issues the percentages and frequencies were calculated.

In the present study, the data were analyzed by utilizing " Chi-square statistical analysis".

Chi-Square statistical analysis was employed in a subprogram called "Cross-tabulations" of Statistical Package for Social Sciences (Nie et al. 1975). The aim in using this technique was to see the association between adolescents' level of perceptions on importance of selected issues and reference groups they prefer to consult. All of the analyses were repeated both by controlling sex and father's educational level for each item separately. In all analyses, level of significance was .05.

CHAPTER V.
PRESENTATION OF FINDINGS

5.1 Introduction

This chapter presents the results of the study, which were obtained by analyzing the data in the way explained in the preceding chapter. Findings are presented in separate sections. Findings concerning the association between level of perception of adolescents on the importance of selected issues and the reference groups they prefer to consult are presented in the first section. The second and the third sections present the findings concerning the same association by controlling sex and father's educational level.

5.2 Findings Concerning the Association Between the Level of Perceptions of Adolescents on the Importance of Selected Issues and the Reference Groups They Prefer to Consult.

In the present study, Chi-square analysis of the data revealed that association between the level of perceptions of adolescents on the importance of selected issues and the reference group they prefer to consult was found significant for the following items:

1. For "choosing a branch in high school" the association was found significant, $\chi^2(6, N=473)=23.76, p < .05$. Majority of the subjects (23.5%) perceived this issue as very important and they preferred to consult their parents.

2. For "problems related to study skills" the association was found significant, $\chi^2(6, N=473)=19.22, p < .05$. Majority of the subjects (21.2%) perceived this issue as very important and they preferred to consult their peers.

3. For "attending preparatory courses for university entrance examination" the association was found significant, $\chi^2(6, N=473)=16.78, p < .05$. Majority of the subjects (27.6%) perceived this issue as very important and they preferred to consult their parents.

4. For "attending college or not" the association was found significant, $\chi^2(6, N=473)=69.07, p < .05$. Majority of the subjects (51.9%) perceived this issue as very important and they preferred to consult their parents.

5. For "to take a walk" the association was found significant, $\chi^2(6, N=473)=15.79, p < .05$. Majority of the subjects (17.4%) perceived this issue as important and they preferred to consult their parents.

6. For "choosing friends" the association was found

significant, $\chi^2(6, N=473)=13.44, p < .05$. Majority of the subjects (38.7%) perceived this issue as very important and they preferred to consult their themselves.

7. For "nutrition" the association was found significant, $\chi^2(6, N=473)=26.65, p < .05$. Majority of the subjects (38.7%) perceived this issue as very important and they preferred to consult their parents.

5.3 Findings Concerning the Association Between the Level of Perceptions of Adolescents on the Importance of Selected Issues and the Reference Group They Prefer to Consult by Controlling Sex

Chi-square analysis of the data revealed that association was found significant by controlling sex for the following items:

Females

1. For "choosing a branch in high school" the association was found significant, $\chi^2(6, N=473)=18.86, p < .05$. Majority of the female subjects (25.6%) perceived this issue as very important and they preferred to consult their parents.

2. For "attending college or not" the association was found significant $\chi^2(6, N=473)=108.26 p < .05$. Majority

of the female subjects (56.1%) perceived this issue as very important and they preferred to consult their parents.

3. For "going to theatre" the association was found significant, $\chi^2(6, N=473)=15.72, P < .05$. Majority of the female subjects (23.1%) perceived this issue as fairly important and they preferred to consult their parents.

4. For "nutrition" the association was found significant, $\chi^2(6, N=473)=14.62, P < .05$. Majority of the female subjects (38.5%) perceived this issue as very important and they preferred to consult their parents.

Males

1. For "choosing a branch in high school" the association was found significant, $\chi^2(6, N=473)=13.45, P < .05$. Majority of the male subjects (24.3%) perceived this issue as very important and they preferred to consult themselves.

2. For "problems related to study skills" the association was found significant, $\chi^2(6, N=473)=16.09, P < .05$. Majority of the male subjects (22.0%) perceived this issue as very important and they preferred to consult their peers.

3. For "attending preparatory courses for the university entrance examination" the association was found significant, $\chi^2(6, N=473)=18.60, P < .05$. Majority male

subjects (27.1%) perceived this issue as very important and they preferred to consult their parents.

4. For "choosing a future occupation" the association was found significant, $\chi^2(6, N=473)=13.52, p < .05$. Majority of the male subjects (21.3%) perceived this issue as very important and they preferred to consult themselves.

5. For "sports" the association was found significant, $\chi^2(6, N=473)=17.25, p < .05$. Majority of the male subjects (44.2%) perceived this issue as very important and they preferred to consult themselves.

6. For "to take a walk" the association was found significant, $\chi^2(6, N=473)=12.98, p < .05$. Majority of the male subjects (19.6%) perceived this issue as fairly important and they preferred to consult their peers.

7. For "dating" the association was found significant, $\chi^2(6, N=473)=13.43, p < .05$. Majority of the male subjects (21.2%) perceived this issue as very important and they preferred to consult their peers.

8. For "relations with other people" the association was found significant, $\chi^2(6, N=473)=12.83, p < .05$. Majority of the male subjects (24.6%) perceived this issue as very important and subjects perceived this issue as very important and they preferred to consult themselves.

9. For "nutrition" the association was found

significant, $\chi^2(6, N=473)=16.73, P < .05$. Majority of the male subjects (38.9%) perceived this issue as very important and they preferred to consult their parents.

5.4 Findings Concerning the Association Between the Level of Perceptions of Adolescents on the Importance of Selected Issues and the Reference Group They Prefer to Consult by Controlling Father's Educational Level

Chi-square analysis of the data revealed that the association was found significant by controlling father's educational level for the following items:

Primary Level

1. For "choosing a branch in high school" the association was found significant, $\chi^2(6, N=473)=12.85, P < .05$. Majority of the subjects (27.7%) whose fathers' educational level is at primary level perceived this issue as very important and they preferred to consult themselves.

2. For "drawing and poetry" the association was found significant, $\chi^2(6, N=473)=14.19, P < .05$. Majority of the subjects (25.3%) whose fathers' educational level is at primary level perceived this issue as fairly important and they preferred to consult themselves.

3. For "dressing and hair dressing" the association was found significant, $\chi^2 (6, N=473)=14.39, p < .05$. Majority of the subjects (18.6%) whose fathers' educational level is at primary level perceived this issue as very important and they preferred to consult themselves.

4. For "nutrition" the association was found significant, $\chi^2 (6, N=473)=16.73, p < .05$. Majority of the subjects (34.4%) whose fathers' educational level is at primary level perceived this issue as very important and they preferred to consult parents.

Secondary

1. For "to take a walk" the association was found significant, $\chi^2 (6, N=473)=19.74, p < .05$. Majority of the subjects (14.2%) whose fathers' educational level is at secondary level perceived this issue as important and they preferred to consult parents.

Higher

1. For "choosing an elective" the association was found significant, $\chi^2 (6, N=473)=12.98, p < .05$. Majority of the subjects (17.3%) whose fathers' educational level is at higher level perceived this issue as important and they preferred to consult themselves.

2. For "problems related to study skills" the association was found significant, $\chi^2 (6, N=473)=16.44, p < .05$.

Majority of the subjects (28.6%) whose fathers' educational level is at higher level perceived this issue as important and they preferred to consult parents.

3. For "attending college or not" the association was found significant, $\chi^2(6, N=473)=75.39, P < .05$. Majority of the subjects (60.2%) whose fathers' educational level is at higher level perceived this issue as important and they preferred to consult parents.

4. For "attending preparatory courses for the university entrance examination" the association was found significant, $\chi^2(6, N=473)=16.31, P < .05$. Majority of the subjects (29.5%) whose fathers' educational level is at higher level perceived this issue as very important and they preferred to consult parents.

5. For "choosing a future occupation" the association was found significant, $\chi^2(6, N=473)=15.81, P < .05$. Majority of the subjects (43.3%) whose fathers' educational level is at higher level perceived this issue as very important and they preferred to consult themselves.

6. For "which newspaper to read" the association was found significant, $\chi^2(6, N=473)=14.66, P < .05$. Majority of the subjects (34.4%) whose fathers' educational level is at higher level perceived this issue as important and

they preferred to consult themselves.

7. For "relations with other people" the association was found significant, $\chi^2(6, N=473)=15.31, P < .05$. Majority of the subjects (25.8%) whose fathers' educational level is at higher level perceived this issue as very important and they preferred to consult themselves.

8. For "relations with family members" the association was found significant, $\chi^2(6, N=473)=19.94, P < .05$. Majority of the subjects (57.8%) whose fathers' educational level is at higher level perceived this issue as very important and they preferred to consult parents.

CHAPTER VI.

DISCUSSION, SUMMARY, IMPLICATIONS

6.1 Discussion of the Findings

Adolescence is a maturation process which does not occur in a vacuum. Adolescents have diverse and discrete sets of relationships within their social environment and they experience different developmental tasks like accepting their gender roles, new relations with age-mates of both sexes, emotional independence of parents and other adults, selecting and preparing for an occupation, desiring and achieving socially desirable behavior, preparing for marriage and family life, and building a philosophy of life. The main part of relationships that adolescents have during these experiences are the group relationships. The most important group relations occur within family and peer group. They constitute distinct social environments within which the young individuals orient in life and develop their personality. Within this framework, the present study dealt with the associations between the level of perception of Turkish high school seniors on importance of selected issues and the type of reference group they prefer to consult. The same associations were also tested by controlling for the fathers' educational level and the sex.

The data analysis revealed that in all significant associations, the majority of the subjects marked important and very important levels. It was observed that subjects generally tended to be parent oriented in five of the seven significant associations regardless of the content of the issue. Both in educational-occupational, social, and personal issues majority of the students chose their parents as their reference. Only in one of the significant associations, for the issue problems related to study skills, subjects preferred their peers as reference. And in another significant association, for choosing friends, they chose themselves as a reference rather than their parents or peers. These results indicate that there is a parent oriented tendency among Turkish adolescents. It can be said that family is the primary group influencing adolescents in Turkey.

There is a number of studies comparing the beliefs, attitudes, values, and opinions of parents and their adolescent children; parents and peers; and adolescents and their peer groups. It is stressed that neither parental nor peer influence is monolithic. Adolescents are not uniformly oriented toward one reference group. The weight given to either parental or peer opinion depends significantly degree on the adolescent's appraisal of its relative value in a specific situation. Review of the literature shows that the relative importance of reference groups vary with relative importance of matters

adolescents face (Brittain,1963; Brittain,1967; Kandel & Lesser,1968; Floyd & South,1972; Larson,1972; Chirstensen & Magoon,1974; Berndt,1979; Tinsley, Aubin & Brown,1982; Biddle,Bank & Marlin,1980; Sebald & White,1980; Sebald,1986; Sebald,1989; Montemayor,1982; Bank,Slavings & Biddle,1990). Results of these researches which were carried out in U.S and other Western countries indicate that adolescents' concerns and problems may be categorized as those addressed to parents and those addressed to peers. In matters of finances, education, and career plans, they seek advice and counsel from parents. On the other hand, when it comes to the specifics of their social life they clearly want to consult their peers. However, the situation is not same in the present study. Almost in all significant associations adolescents tended to choose their parents as their references regardless of the content of the issue.

It is clear that the social environment of adolescents includes various important reference groups. It is also clear that the oldest of these reference groups is the family. It is stressed in the literature that the necessity for the use of reference group arises with the increase in dilemmas of highly differentiated industrial societies. Sherif (1964) relates the necessity for reference groups with the socioeconomic change in societies. In an integrated and less differentiated society, there would be little necessity for the use of

reference groups. The modern individual is involved in dilemmas and contradictions of statuses. The individual finds himself between diverse groups as he carries on in his life in different roles.

Family is one of the critical examples of social institutions, which experienced the impacts of industrialization and urbanization so deeply. Social scientists have stated that family has undergone significant changes in terms of both, its type and its functions. Labor requirements of the industrial economy have led to the large increases in the number of parents working outside the home, and substantial decreases in the number of adults populating the family. In the modern society- as different from traditional society,-the adolescent can no longer help the family. Family is not a production unit as it was in the traditional society. Adolescents are separated from adult life. Their position in the society is no more as it was in the past. Family and the school together remove the child from the adult society (Aries,1970).

In Turkey, although industrialization and urbanization show their effects on social institutions, traditional relationships within these institutions do not show so much difference especially in family. Thus, adolescents are still under the pressure of their parents and they prefer to choose their parents as their

references.

Kiray (1984) who made important studies about urbanization, industrialization and family, says that metropolitan urban life has an environment including highly organized work places, people working for wage and different living districts. Although family has experienced some structural changes in adapting to urban life it keeps some of its characteristics as it was in the past. Although families in metropolitan areas are not the families as they were, during the last one or two generations, urban life has not brought large differences to within-family dynamics in Turkey, especially to the relationships between woman-man and child.

The second part of the data analysis, regarding the sex, showed that there are differences between male and female adolescents in terms of their reference group choices. Although females tend to be parent-oriented in all significant associations, males preferred their parents only in two of nine significant associations. For the other seven associations, they preferred their peers or themselves as their reference .

This important finding showing the difference between male and female adolescents, is highly consistent with the previous research (Montemayor,1982; Christensen & Magoon,1974; Sebald & White,1980; Sebald,1986; Brittain,1963; Brittain,1967). It is interesting to see the same trend both in Western countries and in Turkey.

Girls are more parent oriented and they tend to rely on their parents. One important and indispensable reason behind this result is traditional feminine role that dictates reliance on parental guidance. This traditional role, gender role, is transmitted through family to the young generations. It describes the characteristics we ascribe to people because of their sex. Gender role is a cultural term. And it is clear that each culture determines the ways we believe the people behave or the characteristics we believe they possess according to their sex. In Turkish culture, it is a well known fact that females' place is in their homes. They generally obey what their parents say and obey the authority. They respect their parents and depend on them. While male adolescents have grown up with relatively more independence, female adolescents have to behave in the framework their parents draw. These cultural circumstances make female adolescents more dependent on their parents than their male age-mates.

The third part of the data analysis, regarding fathers' educational level, showed that the father's educational level is a very critical variable. It was found that there were differences between students whose fathers have different educational levels. Subjects whose fathers' educational level is higher tended to be relatively more parent oriented than their peers, especially for educational-occupational issues. However if

the fathers' educational level is lower they prefer to consult themselves in three of the four significant associations regardless of the issue.

One of the important reasons which lead to this result, may be differences between perceptions and attitudes of parents toward their children who are from different educational levels . For adolescents, it is very important to have effective reference groups during the development of their interests, attitudes, and beliefs. The way parents advice their children is related to their educational levels. Parents who have high educational level may know the problems of their children well. Also they may help them more effectively.

An interesting finding which is not consistent with previous research, is adolescents' choice themselves references rather than their parents or peers. This shows that adolescents do not feel themselves as close to any of the referent others. The reason may originate from their age-level characteristics which make them isolated from the others as well as egocentric. It is also due to the belief that adolescence is a period of great change, suffering uncontrolled feelings, and rebellion against authority. The adolescent withdraws not physically but mentally to mediate, and to explore his own nature in relationship to ideas, ideals and opinions of others. They want to feel independent from adult authorities. In addition, they generally tend to show themselves as

independent from those authorities. That may be another important reason for choosing themselves as their own reference.

Another reason of this result may be the social changes in Turkey. Especially during the last ten years, Turkey has experienced important social changes because of new state politics, which emphasize close relationships with the Western societies. Especially Among the metropolitan adolescents the effects of the Western culture can easily be observed. They tend to show themselves independent from their parents. Therefore, they seem to rely on themselves in solving their problems.

One-sided help sources may not be helpful for the adolescents because they face various issues which have different significance. It is important first of all to create an open, democratic atmosphere for the adolescents, both in family and in the school. Teachers should be trained to know their adolescent students in terms of their family background, their age level characteristics, their interests and problems, and reference group needs. That is, schools and parents should have a close contact. They both should be aware of adolescent interests and problems and their reference group needs.

Present study is likely to be helpful to the educational scientists on the one hand, high school teachers and counselors on the other. Results showed that

"parents" emerged an important reference group for adolescence period. As a matter of fact, it revealed that parents' involvement in school matters is indispensable. It further indicates that school administrators should play an important role to invite the full participation of parents to school matters.

6.2 Summary of the Study

This study dealt with the associations between the level of perceptions of Turkish high school seniors on importance of selected issues and the type of reference groups they prefer to consult. The same associations were also tested by controlling fathers' educational level and the sex of the respondents.

The sample of the present study was 473 public high school seniors. The study was conducted by utilizing a questionnaire which was developed by the researcher for the purpose of reviewing related literature and personal observations. The questionnaire consisted of three parts: The first part was prepared to measure fathers' educational level on a seven scale levels ranging from illiterate to higher education, and to assign the sex of the respondents. The second part was prepared to take the students' level of perceptions on importance of twenty-nine items including educational-occupational, social, and personal issues. The third part was prepared to see the

type of reference group students prefer to consult.

For the face validity of the questionnaire, opinions of academicians in the Department of Educational Sciences in M.E.T.U. were considered in developing the instrument. A pilot study was conducted and it was observed that the questionnaire was understood by the subjects and worked as the researcher expected. The data were analyzed by utilizing Chi-square statistical analysis in a subprogram called Cross-tabulations of Statistical Package for Social Sciences (Nie.et al.,1975).

Analysis of the data revealed that in all significant associations, the majority of the subjects the options marked "important" and "very important". It was also found that subjects generally tended to be parent-oriented in five of the seven significant associations regardless of the issue. This was interpreted through emphasizing family as a primary group influencing adolescents.

Results regarding the sex showed that there are differences between male and female subjects. In all significant associations, females chose their parents as their reference, while males preferred their parents as their reference only in two issues: one among educational issues and the other in personal issues.

Results regarding the fathers' educational level

showed that subjects whose fathers' educational level is at higher educational levels, were relatively more parent-oriented.

Males and subjects whose fathers' educational levels are lower tended to choose themselves as a reference contradictory to previous research. This was explained by the age level characteristics of the adolescence period. Also the social changes that Turkey has experienced during the last ten years were considered as a reason of this result.

6.4 Implications for the Further Study

This study expected to deal with the associations between the way adolescents perceive the importance of several issues, which were thought significant for the adolescence period, and type of reference group; parents or peers, they prefer to consult. It is important to identify and include other reference groups in future studies.

Results exhibited that parents are still important reference groups for adolescents. The sample of the present study represents the metropolitan family characteristics. In further studies urban and rural family structures can be compared. Their potentials as reference groups for Turkish adolescents can be searched.

The sample of the present study consisted of public high school seniors. In a follow up study (longitudinal)

changes occurring in the orientation of young people toward parents and peers over three years of high school can be examined.

There are differences between public and private high school atmospheres. This may cause different relationships within the schools and may create other reference groups for adolescents. This study can be replicated in private high schools.



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APPENDICES

APPENDIX A
THE QUESTIONNAIRE
(In Turkish)

Sevgili öğrenci,

Bu araştırma, lise son sınıf öğrencilerinin çeşitli konularda kimlere danıştıklarını saptamayı amaçlamaktadır.

Bu amaçla hazırlanan anket iki bölümden oluşmaktadır. bölümlerin nasıl cevaplandırılacağı her bölümün başında anlatılmıştır.

Anketin uygulanması sonucunda elde edilecek olan bilgiler araştırma amacı dışında kullanılmayacaktır.

Lütfen her maddeyi cevaplamadan önce dikkatle okuyunuz ve hiçbir maddeyi boş bırakmayınız.

Katkınız için teşekkür ederim.

Ayşe BALCI
Orta Doğu Teknik Üniversitesi
Eğitim Bilimleri Bölümü

KİŞİSEL VE AİLEYLE İLGİLİ BİLGİLER

Lütfen aşağıdaki boşlukları eksiksiz doldurunuz.

1)Cinsiyetiniz : () Kız () Erkek

2)Doğum Yılıınız :

3)Babanızın öğrenim durumu

Üniversite üstü

Üniversite Mezunu

Lise Mezunu

Ortaokul mezunu

İlkokul mezunu

Okur-yazar

Okur-yazar değil

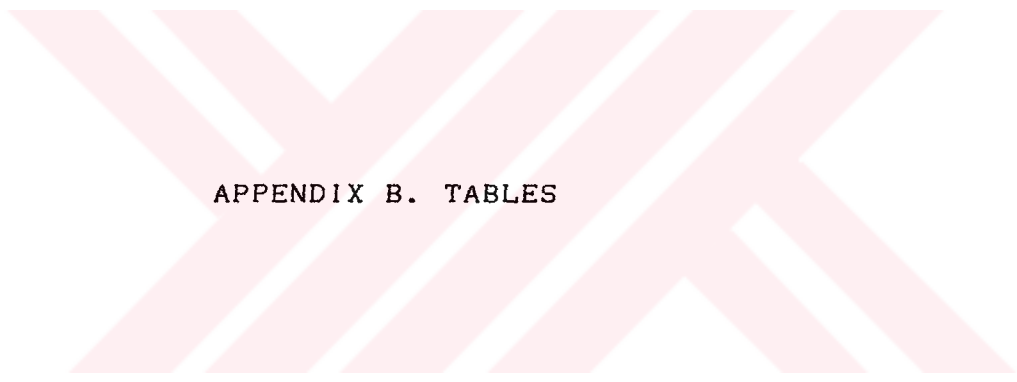
1) Sağ taraftaki boşluklara, aşağıdaki konularla ilgili olarak, herbir konunun sizce ne derece önemli olduğunu işaretleyiniz. Hiçbir maddeyi boş bırakmayınız.

Çok Önemli Önemli Az Önemli Önemsiz

1)Okul derslerinde başarı	.....	.....	.....	.....
2)Lisede branş seçimi	.....	.....	.....	.....
3)Seçmeli ders seçimi	.....	.....	.....	.....
4)Ders çalışma yöntemleriyle ilgili sorunlar	.....	.....	.....	.....
5)Öğretmenlerle ilişkiler	.....	.....	.....	.....
6)Yüksek öğrenime devam edip etmeme	.....	.....	.....	.....
7)Dersane-hazırlık kurslarına devam	.....	.....	.....	.....
8)Üniversite için bölüm seçimi	.....	.....	.....	.....
9)Meslek seçimi	.....	.....	.....	.....
10)İşe girme	.....	.....	.....	.....
11)Okuldaki sosyal etkinliklere katılım	.....	.....	.....	.....
12)Kitap, gazete seçimi	.....	.....	.....	.....
13)Şiir yazmak, resim yapmak	.....	.....	.....	.....
14)Müzik dinlemek	.....	.....	.....	.....
15)Enstrüman çalmak	.....	.....	.....	.....
16)Spor yapmak	.....	.....	.....	.....
17)Arkadaş partisine katılma	.....	.....	.....	.....
18)Sinemaya gitme	.....	.....	.....	.....
19)Gezme	.....	.....	.....	.....
20)Maddi sorunlar	.....	.....	.....	.....
21)Kıyafet, saç biçimi	.....	.....	.....	.....
22)Arkadaş seçimi	.....	.....	.....	.....
23)Cinsellik hakkında bilgi edinme	.....	.....	.....	.....
24)Karşı cinsle arkadaşlık	.....	.....	.....	.....
25)Diğer insanlarla ilişkiler	.....	.....	.....	.....
26)Aileyle ilişkiler	.....	.....	.....	.....
27)Sağlık problemleri	.....	.....	.....	.....
28)Fiziksel görünüm	.....	.....	.....	.....
29)Beslenme	.....	.....	.....	.....

2)Sağ taraftaki boşluklara, aşağıdaki konularla ilgili olarak, kimin fikrine daha çok danışabileceğinizi işaretleyiniz. Herhangi bir konuda durumunuz "Anne", "Baba" ve "Arkadaş" seçeneklerine uymuyorsa "Diğer" yazan boşluğa, kimlere danışabileceğinizi yazınız. Hiçbir maddeyi boş bırakmayınız.

	Anne	Baba	Arkadaş	Diğer
1) Okul derslerinde başarı
2)Lisede branş seçimi
3)Seçmeli ders seçimi
4)Ders çalışma yöntemleriyle ilgili sorunlar
5)Öğretmenlerle ilişkiler
6)Yüksek öğrenime devam edip etmeme
7)Dersane-hazırlık kurslarına devam
8)Üniversite için bölüm seçimi
9)Meslek seçimi
10)İşe Girme
11)Okuldaki sosyal etkinliklere katılım
12)Kitap, gazete seçimi
13) Şiir yazmak, resim yapmak
14)Müzik dinlemek
15)Enstrüman çalmak
16)Spor yapmak
17)Arkadaş partisine katılma
18)Sinemaya gitme
19)Gezme
20)Maddi sorunlar
21)Kıyafet, saç biçimi
22)Arkadaş seçimi
23)Cinsellik hakkında bilgi edinme
24)Karşı cinsle arkadaşlık
25)Diğer insanlarla ilişkiler
26)Aileyle ilişkiler
27)Sağlık problemleri
28)Fiziksel görünüm
29)Beslenme



APPENDIX B. TABLES

Table 1. Distribution of the Respondents by Lycee, Sex, and Fathers' Education Level

Name of the Lycee	SEX		Total	Fathers' Education Level			
	Female	Male		Primary	Secondary	Higher	Total
İnönü Lycee	51	58	109	42	38	29	109
Abidinpaşa Lycee	49	50	99	78	18	3	100
Keçiören Lycee	47	41	88	49	28	10	87
Yahya kem B. Lycee	48	26	74	15	39	18	72
Mimar Kemal Lycee	48	50	98	11	28	53	92
TOTAL	243	225	472	195	151	93	460

Note: Difference between totals is a result of missing cases

TABLE 2. Chi-Square Values for the Association between the Level of Perception of Adolescents on Importance of Selected Issues and Type of Reference Group They Prefer to Consult

ITEMS	Whole sample	SEX		Fath Educ. L.		
		FEMALE	MALE	Pri	Sec.	High
1-School Success	7.93	6.81	11.95	9.78	1.08	8.73
2-Choosing a branch in high school	23.76*	18.86*	13.45*	12.85	6.18	10.69
3-Choosing an elective	6.69	5.83	5.92	5.69	1.08	12.98*
4-Problems related to study-skills	19.22*	9.09	16.09*	4.51	11.41	16.44*
5-Relations with teachers	3.80	5.43	8.03	6.06	3.87	9.42
6-Attending college or not	69.07*	108.3*	1.04	4.15	1.69	75.39*
7-Attending preparatory courses for UEE	16.78*	7.67	18.60*	4.95	9.48	16.31
8-Choosing department for university	9.80	6.95	6.96	8.01	2.94	5.60
9-Choosing occupation	11.97	3.72	13.52*	3.31	6.81	15.81
10-Finding a job	4.35	6.28	7.41	4.09	3.05	9.39
11-participating in social activities in school	1.36	6.90	6.13	1.65	3.68	4.03
12-Which newspaper and book to read	2.31	4.48	6.38	9.59	3.67	14.66
13-Drawing, poetry	7.57	4.16	11.00	14.19*	5.59	2.05
14-Music	5.22	7.72	2.47	4.09	5.84	7.54
15-Playing an instrument	11.62	5.64	12.55	6.40	6.59	5.51
16-Sports	9.53	6.66	17.25*	7.34	4.70	8.96
17-Joining friend parties	6.79	9.63	3.43	1.26	6.87	10.99
18-Going to cinema	10.59	15.72*	2.29	8.29	7.07	4.28
19-Walking around	15.79*	12.21	12.98*	6.23	19.74	4.54
20-Financial problems	1.26	6.01	3.73	6.97	4.07	4.16
21-Dressing and hair dressing	5.80	8.63	9.36	14.39*	3.32	2.79
22-Choosing friends	13.44*	7.42	6.27	7.20	5.95	7.78
23-Gathering information about sex	8.10	5.02	0.94	6.73	3.35	11.29
24-Dating	9.96	6.93	13.43*	12.05	4.47	3.39
25-Relations with other people	10.36	9.48	12.83*	4.69	2.65	15.31*
26-Relations with family members	11.01	4.9	5.85	8.18	1.25	19.94*
27-Health problems	1.97	1.07	2.95	2.57	9.70	5.65
28-Physical appearance	9.32	3.53	7.80	3.79	9.11	9.08
29-Nutrition	26.65*	14.62*	16.73*	25.28*	8.42	10.38

* Significant Associations, df= 6,p<.05

TABLE 3. Frequencies and Percentages of the Level of Perceptions

Items	Frequency				Percentage			
	Not Imp	Fairly	Imp	Very	Not Imp	Fairly	Imp	Very
1	16	42	248	165	3.4	8.9	52.4	34.9
2	9	35	168	258	1.9	7.4	35.5	54.5
3	69	147	155	98	14.6	31.1	32.8	20.7
4	11	40	159	257	2.3	8.5	33.6	54.3
5	25	31	183	232	5.3	6.6	38.7	49.0
6	5	14	88	360	1.1	3.0	18.6	76.1
7	37	76	199	155	7.8	16.1	42.1	32.8
8	4	13	90	362	0.8	2.7	19.0	76.5
9	4	6	72	390	0.8	1.3	15.2	82.5
10	8	21	108	332	1.7	4.4	22.8	70.2
11	65	161	192	52	13.7	34.0	40.6	11.0
12	46	126	206	90	9.7	26.6	43.6	19.0
13	133	198	92	46	28.1	41.9	19.5	9.7
14	41	129	175	126	8.7	27.3	37.0	26.6
15	149	151	115	50	31.5	31.9	24.3	10.6
16	32	97	194	146	6.8	20.5	41.0	30.9
17	96	193	121	59	20.3	40.8	25.6	12.5
18	70	185	153	62	14.8	39.1	32.3	13.1
19	28	155	180	105	5.9	32.8	38.1	22.2
20	24	46	161	239	5.1	9.7	34.0	50.5
21	53	109	170	137	11.2	23.0	35.9	29.0
22	6	11	88	359	1.3	2.3	18.6	75.9
23	29	50	172	218	6.1	10.6	36.4	46.1
24	24	78	183	183	5.1	16.5	38.7	38.7
25	9	23	175	262	1.9	4.9	37.0	55.4
26	5	9	68	385	1.1	1.9	14.4	81.4
27	13	20	142	294	2.7	4.2	30.0	62.2
28	39	93	189	148	8.2	19.7	40.0	31.3
29	20	44	152	256	4.2	9.3	32.1	54.1

Table 4. Frequencies and Percentages of References Group Preferences

Items	Frequency			Percentage		
	Parents	Peers	Myself	Parents	Peers	Myself
1	144	111	80	30.4	23.5	16.9
2	124	78	158	26.2	16.5	33.4
3	59	153	184	12.5	32.3	38.9
4	100	135	95	21.1	28.5	20.1
5	109	152	120	23.0	32.1	25.4
6	250	14	130	52.9	3.0	27.5
7	267	30	99	56.4	6.3	20.9
8	118	35	188	24.9	7.4	39.7
9	150	16	221	31.7	3.4	46.7
10	252	17	130	53.3	3.6	27.5
11	83	178	138	17.5	37.6	29.2
12	62	100	233	13.1	21.1	49.3
13	34	115	254	7.2	24.3	53.7
14	23	138	253	4.9	29.2	53.5
15	46	113	236	9.7	23.9	49.9
16	47	131	232	9.9	27.7	49.0
17	131	158	107	27.7	33.4	22.6
18	136	161	113	28.8	34.0	23.9
19	155	146	105	32.8	30.9	22.2
20	378	22	24	79.9	4.7	5.1
21	100	122	158	21.1	25.8	33.4
22	126	66	191	26.6	14.0	40.4
23	81	189	68	17.1	40.0	14.4
24	79	167	124	16.7	35.3	26.2
25	142	95	150	30.0	20.1	31.7
26	219	48	102	46.3	10.1	21.6
27	330	16	50	69.8	3.4	10.6
28	80	154	127	16.9	32.6	26.8
29	283	13	113	59.8	2.7	23.9

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