

RELATIONSHIP BETWEEN PARENTAL PSYCHOLOGICAL CONTROL AND
ADOLESCENT BEHAVIORAL PROBLEMS: THE MEDIATOR ROLE OF
DIFFERENT TYPES OF AUTONOMY

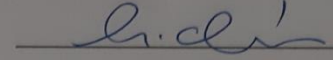
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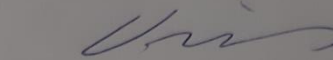
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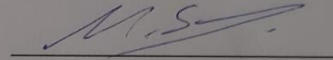
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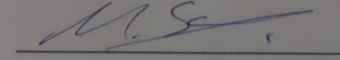
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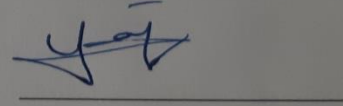
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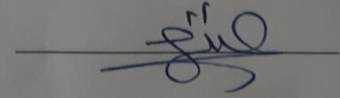
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ABSTRACT

RELATIONSHIP BETWEEN PARENTAL PSYCHOLOGICAL CONTROL AND ADOLESCENT BEHAVIORAL PROBLEMS: THE MEDIATOR ROLE OF DIFFERENT TYPES OF AUTONOMY

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Adolescence is a restructuring period which includes significant changes such as gaining new cognitive abilities, development of identity, increase in autonomy and decrease in dependency to parents. These developmental changes, specifically heightened need for autonomy may invalidate previous parenting practices such as parental control. The aim of the present study was to examine the mediating roles of different types of autonomy which are Emotional Autonomy and Self-Determination Autonomy (Self-Determination) in the relationship between maternal psychological control and behavioral problems in adolescents. The sample of the research consists of 121 female and 79 male participants. 200 adolescents recruited from 9th and 10th grade of four public high schools in Tekirdağ.

The results of mediation analyses indicated that both emotional autonomy and self-determination mediated the relationship between psychological control and anxiety for females as well as relationship between psychological control and depression for both gender. Besides, just self-determination mediated the relationship for psychological control and anxiety for males. However, results showed that only emotional autonomy mediated the relationship between psychological control and hostility for both gender.

Keywords: Psychological Control, Emotional Autonomy, Autonomy, Self Determination Theory, Behavioral Problems, Adolescence

ÖZ

EBEVEYN PSİKOLOJİK KONTROLÜ VE ERGENİN DAVRANIŞ PROBLEMLERİ ARASINDAKİ İLİŞKİDE FARKLI ÖZERKLİK BİÇİMLERİNİN ARACI ROLÜ

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Ergenlik dönemi, yeni bilişsel becerilerin edinilmesi, kimlik gelişimi, özerklik ihtiyacının artması ve ebeveyne bağımlılığın azalması gibi önemli değişimleri içeren bir süreçtir. Bu gelişimsel değişiklikler, özellikle özerklik gereksiniminin artması, ebeveyn kontrolü gibi ebeveynin daha önceki bazı uygulamalarını geçersiz kılabilir. Bu çalışmanın amacı, annenin uyguladığı psikolojik kontrol ile ergenin davranış problemleri arasındaki ilişkide farklı özerklik kavramsallaştırmalarının aracı rolünün araştırılmasıdır. Bunlar; duygusal özerklik ve Öz Belirleme Kuramı'na göre "kendini özerk olarak belirleme" (öz-belirleme) kavramsallaştırmalarıdır. Araştırma örneklemini Tekirdağ iline bağlı devlete ait dört lisenin 9., ve 10. sınıflarına devam eden 121'i kız, 79'u erkek 200 ergen oluşturmaktadır.

Aracı değişken analizi sonuçları şunları göstermektedir; hem duygusal özerklik hem de kişinin kendini özerk olarak belirlemesi kızlar için psikolojik kontrol ve anksiyete arasındaki ilişkide ve her iki cinsiyet için psikolojik kontrol ve depresyon

arasındaki ilişkide aracılık etmektedir. Bunun yanı sıra, erkeklerde yalnızca kendini özerk olarak belirleme, psikolojik kontrol ve anksiyete arasındaki ilişkide aracı role sahiptir. Fakat sonuçlar her iki cinsiyet için psikolojik kontrol ve düşmanlık arasındaki ilişkide yalnızca duygusal özerkliğin aracı rolü olduğunu göstermiştir.

Anahtar Sözcükler: Psikolojik Kontrol, Duygusal Özerklik, Özerklik, Öz Belirleme Kuramı, Davranış Problemleri, Ergenlik





To my dear family and husband...

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Relationship between Parental Psychological Control and Adolescent Behavioral
Problems: The Mediator Role of Different Types of Autonomy

CHAPTER 1

INTRODUCTION

Adolescence is a restructuring period which includes significant biological, cognitive, emotional and social changes (Lerner & Steinberg, 2004). Body growing, differentiation of sexual organs and exacerbation of urges can be given examples for biological changes and gaining new cognitive abilities, need for autonomy and development of identity can exemplify psychological changes (Lightfoot, Cole, M., & Cole, S. R., 2012). These developmental changes invalidate most of the previous parenting practices, especially parental control that is one of these practices. While adolescents question their parent's authority, they struggle with their parents about their own autonomy, independence, friendships, leisure activities, and school tasks. Managing the relationship between adolescents and their parents can become more difficult (Lamborn, Mounts, Steinberg, & Dornbusch, 1991).

In adolescence period, the development of autonomy speeds up due to physical and cognitive changes, diversified social relationships and new rights and responsibilities. Development of self and decision-making process, affective and behavioral regulation become more self-directed in this adolescence period. Therefore, gaining autonomy becomes one of the major developmental tasks for adolescents in order to enter the adulthood (Zimmer-Gembeck & Collins, 2003).

Researchers defined autonomy with its various aspects such as independence and self-reliance (McElhaney, Allen, Stephenson, & Hare 2009). When autonomy is

considered as self-governance, it is possible to be autonomous while maintaining supportive relationship with parents (Ryan & Lynch, 1989). However, when autonomy is defined as independence it might not be possible. In short it can be said that in spite of this growing need for autonomy in adolescence, parents tend to use greater parental control in order to maintain close and dependent relationship with their children (Fulgini & Eccles, 1993, Soenens, Vansteenkiste, Duriez, & Goossens, 2006; Soenens, Vansteenkiste, & Luyten, 2010) and also to protect them from outer hazardous world.

In this master thesis our research problem focused on autonomy problem of this specific developmental period as being related with parental control and adolescent's behavior problems. Parental control has been described and categorized in different ways by researchers (Barber, 1996; Barber, Olsen, & Shagle, 1994). However, here, we are interested in psychological control which is mostly related to adjustment problems of adolescents (Barber, Stolz, Olsen, Collins, & Burchinal, 2005).

The relationships of parental psychological control with adolescent's behavioral problems are well established in the literature (Barber, 1996, Barber & Harmon, 2002; Barber et al., 1994; Barber et al., 2005; Sayil & Kindap-Tepe, 2017; Soenens & Vansteenkiste, 2010). Although the mediator role of adolescent's autonomy in this relationship was shown (Choe & Read, 2018; Soenens et al., 2010; Soenens, Vansteenkiste, & Niemiec, 2009) in some research, the research which scrutinizes the role of different autonomy concepts in this relation is very scarce and beside, these restricted findings come from West. Therefore, in this research main aim is examining the mediator role of different types of autonomy in relationship

between psychological control and externalized (hostility) and internalized (anxiety and depression) types of behavior problems of adolescents.

In the frame of related literature, these three main variables of this study were summarized below: Psychological control, autonomy and behavioral problems.

1.1.PSYCHOLOGICAL CONTROL IN ADOLESCENCE

1.1.1. Definition of Psychological Control

Psychological control, in general, can be defined as a kind of parental behaviors that is related to ignoring child's psychological and emotional needs, being intrusive and preventing child to express himself/herself (Barber, 1996).

Schaefer (1965a) who is one of the pioneers of parenting literature propounded that factor analysis results revealed three dimensions of parenting that are Acceptance versus Rejection, Firm Control versus Lax Control and Psychological Autonomy versus Psychological Control(Schaefer, 1965b; Schuldermann & Schuldermann, 1970). Afterwards, Barber (1996) further reviewed the structure of psychological control described by Schaefer and also Barber (1996, 2007) constructed Psychological Control Scale–Youth Self Reports (PCS – YSR) consisting of 8 itemsfor assessing parental psychological control.

As a theoretical construct, psychological control was also tested ecologically by asking adolescents themselves about their parents' intrusive behaviors. Adolescents from five different cultures participated in interviews and their reports were analyzed. Results showed that there was a different dimension which was separated from “traditional measure of psychological control (PCS)” (Barber, Xia, Olsen, McNelly, & Bose, 2012). This factor named as Psychological Control–

Disrespect since the items reflects parental disrespect to individuality of adolescence. This factor includes “ridiculing, violation of privacy, comparing to others, ignoring and embarrassing in public” (Barber et al., 2012, p.283). Furthermore, it was displayed that there are two domain-specific expressions of psychological control which are achievement-oriented psychological control and dependency-oriented psychological control (Soenens et al., 2010). According to results achievement-oriented psychological control related to forcing children to acquiesce the parental demands for achievement whereas dependency-oriented psychological control related to interpersonal closeness and depressive symptoms in adolescents (Soenens et al., 2010).

Barber (1996) described psychological control as being nonresponsive to child’s emotional and psychological needs, invalidating child’s feelings and thoughts, preventing child to express himself/herself, and being intrusive. These parental behaviors which are ignoring child’s psychological and emotional needs interfere with autonomy development of children and adolescents (Barber, 1996; Barber & Harmon, 2002; Pettit, Laird, Dodge, Bates, & Criss, 2001; Olsen et al., 2002). Parental tactics such as guilt induction, shaming or love withdrawal pressure children to acquiescence to parental demands so parents regulate their own children’s behaviors via these strategies (Barber & Harmon, 2002; Soenens & Vansteenkiste, 2010). These behaviors especially personal attack on the child also damage relationship between parent and child because it causes confusion for child in terms of acceptance of the parent (Barber & Harmon, 2002).

There are many findings indicate that psychological control is significant risk factor in terms of psychological and behavioral problems (Barber, 1996; Barber & Harmon, 2002; Conger, Conger, & Scaramella, 1997; Kindap, Sayıl, & Kunru, 2008).

Researchers showed that psychological control is related to both internalized behavior problems (Barber, 1996; Barber & Harmon, 2002; Barber & Olsen, 2007; Bean, Barber, & Crane, 2006; Pinquart, 2017; Soenens et al., 2006) and externalized behavior problems (Albrecht, Galambos, & Jansson, 2007; Barber, 1996; Barber & Harmon, 2002; Barber & Olsen, 1997; Galambos, Barker, & Almeida, 2003; Pinquart, 2017). In the following section findings in this area were detailed.

1.1.2. Relationships between Psychological Control and Behavioral Problems

Numerous researches showed that psychological control is a risk factor for negative developmental outcomes. Researchers especially hypothesized that psychological control has direct effect on internalized behavior problems and supported their ideas (Barber et al., 1994). However, it is also associated with externalized behavior problems (Albrecht et al., 2007; Barber, 1996; Barber & Harmon, 2002; Barber et al., 2005; Conger et al., 1997; Kindap et al., 2008; Rogers, Buchanan, & Winchell, 2003; Sayıl & Kindap –Tepe, 2017).

Psychological control is especially associated with internalized behavior problems due to intrusion into the formation of self and also it is associated with lower self-esteem (Barber & Harmon, 2002; Bean, Bush, McKenry, & Wilson, 2003; Finkenauer, Engels, & Baumeister, 2005; Hunter, Barber, & Stolz, 2014; Silk, Morris, Kanaya & Steinberg, 2003) and self-confidence (Conger et al., 1997). Moreover psychological control includes strategies which intervene inner world of adolescents so psychological control was related to other internalized behavior problems such as depression (Barber, 1996; 1999; Barber & Harmon, 2002; Barber et al., 2005; Conger et al., 1997; Galambos et al., 2003; Pettit et al., 2001; Silk et al., 2003; Soenens, Luyckx, Vansteenkiste, Duriez, & Goossens, 2008; Soenens et al., 2008;

Soenens, Park, Vansteenkiste, & Mouratidis, 2012; Stolz, Barber, & Olsen, 2005), anxiety (Galambos et al., 2003, Pettit et al., 2001; Silk et al., 2003), loneliness (Kındap et al., 2008; Kındap-Tepe & Sayıl, 2012; Koçak, Mouratidis, Sayıl, Kındap-Tepe, & Uçanok, 2017; Kurt, Sayıl, & Kındap-Tepe, 2013; Sayıl & Kındap, 2010; Soenens, Vansteenkiste, Goossens, Duriez, & Niemiec, 2008; Yaban, Sayıl, & Kındap-Tepe, 2014) and eating disorder (Depestele et al., 2017).

Although adolescents who are exposed to psychological control are at risk of having more internalization problems, research showed that they can also at risk having more externalization problems (Conger et al., 1997; Finkenauer et al., 2005; Kındap et al., 2008; Kındap – Tepe & Sayıl, 2012; Koçak et al., 2017; Mabbe, Soenens, De Muynck, Vansteenkiste et al., 2018; Mabbe et al., 2016; Pettit et al., 2001; Sayıl & Kındap–Tepe, 2017; Soenens et al., 2008). Various findings indicated that psychological control positively associated with aggression (Albrecht et al., 2007; Choe & Read, 2018), antisocial and delinquency behaviors (Barber, 1996; 1999; Barber & Harmon, 2002; Barber & Olsen, 1997; Walker – Barnes & Mason, 2004), substance use (Walker – Barnes & Mason, 2004), as well as bullying (Sayıl & Kındap, 2010). Additionally, psychological control was associated with increased hostility in adolescents (Conger et al., 1997; Soenens, & Vansteenkiste, 2010).

The relationship between psychological control and externalization problems was explained by Bandura's Social Learning Theory (Bandura, 1977). Researchers asserted that children may gain and adopt relational aggressive behaviors via learning from the parent-child relationship and parents may be a model for their children through using psychological control strategies such as manipulation, love withdrawal or blaming (Koçak et al., 2017; Choe & Read, 2018; Kuppens, Grietens, Onghena, & Michiels, 2009; Loukas, Paulos, & Robinson, 2005; Nelson & Crick, 2002; Soenens

et al., 2008c). Then, these children are risk in developing relational and overt aggressive behaviors and hostility towards others. Therefore, they tend to carry these strategies to their peer relationships (Conger et al., 1997; Soenens & Vansteenkiste, 2010). In a longitudinal study (Conger et al., 1997) results showed that parental psychological control contributed to increase in adolescents' internalization (depression) as well as externalization (antisocial behaviors and hostility) problems.

Three main issues should be referred as being related with the subject of the current research. Namely these issues are gender, culture and the direction of parental control effects. Gender differences are one of the discussion points in psychological control literature. There are contradictory findings about gender difference in perception of psychological control. For instance, Shek (2007) revealed that there is no gender difference in perceiving psychological control used by mothers and fathers. On the other hand there were findings showed that boys perceived more psychological control than girls (Barber, 1996; Barber et al., 2005; Chen, Liu, & Li, 2000; Yaban et al., 2014). However, according to Rogers, Buchanan and Winchell (2003) there is no gender difference in perception of maternal psychological control.

Furthermore, there are findings indicating gender differences in terms of consequences of parental control practices (Barber, 1996; Barber & Olsen, 1997; Barber et al., 1994; Conger et al., 1997; Pettit et al., 2001). This gender difference sources from parents' tendencies to use different socialization practices for girls and boys (Bornstein, 2002; Maccoby, 1990). In the literature it was shown that psychological control was related to internalization problems for both female and male adolescents (Barber, 1996; Barber & Olsen, 1997, Barber et al., 1994). On the other hand there are findings which showed that psychological control was related to

increase in both internalization and externalization problems for female adolescents whereas males tend to respond to psychological control with more externalization problems (Kindap et al., 2008; Pettit et al., 2001; Rogers et al., 2003). Additionally, it can be said that females are more vulnerable than males to impacts of psychological control on internalization problems (Rogers et al., 2003).

As previously emphasized studies investigating the effect of parental psychological control in Non-Western societies are especially valuable in order to validate the construct of psychological control. In general, psychological control causes negative developmental outcomes on adolescents. Researchers are also interested in whether these consequences vary from one culture to another. For instance, psychological control was related to delinquency and aggression as well as emotional problems in Holland (Finkenauer et al., 2005), low level of self-reliance in preadolescents in Israel (Shulman, Collins, & Dital, 1993), higher depression, aggression and antisocial behaviors for Palestinian youths (Barber 1999; 2001), higher overt aggression in Russian preschool kids (Hart, Nelson, Robinson, Olsen, & McNeilly – Choque, 1998), higher aggression (Nelson, Hart, Yang, Olsen, & Jin, 2006), and lower psychological well-being (Shek, 2007) in China as well as low level of academic and emotional adjustment (Wang, Pomerantz, & Chen, 2007) among Chinese students like U.S. students, higher internalization problems among Japanese students like U.S. students (Hasebe, Nucci, & Nucci, 2004), and having depressive symptoms in Peruvian late adolescents (Gargurevich & Soenens, 2016). Additionally, Shrake (1996) supported that when Korean American adolescents perceive higher psychological control tend to have low behavioral problems but more emotional problems (as cited in Kindap et al., 2008). In another study relationship between perceived psychological control and depressive symptoms was similar for

both Belgian and Korean adolescents (Soenens et al., 2012). Lastly, psychological control associated with having more deviant friends (Kındap et al., 2008), high level of loneliness (Kurt et al., 2013; Sayıl & Kındap, 2010), bullying (Sayıl & Kındap, 2010), and relational aggression (Kındap–Tepe, & Sayıl, 2012) in Turkey. In sum, psychological control was related to similar negative developmental outcomes in various cultures.

Finally, despite the relation of psychological control with internalization and externalization problems, researchers also tried to determine the direction of effects between psychological control and adolescent’s internalized and externalized behavior problems. In general these relationships have been explained with “parent effect” that is impacts of parent’s psychological control on behaviors of adolescents. Some research shows “child effect” that is the impacts of adolescents’ behaviors on parent’s psychological control (Albrecht et al., 2007; Kuppens et al., 2009; Pettit et al., 2001; Soenens et al., 2008a). For instance, Albrecht, Galambos, and Jansson (2007) examined the direction of relations between perceived psychological control and internalizing and externalizing behavior problems of 530 Canadian adolescents between the ages of 12 and 19. Data obtained via self – report at time 1 and again two years later. Results revealed a child effect in this relation so internalized and externalized behavior problems at time 1 predicted to increase in subsequent psychological control at time 2.

According to developmental system perspective there is a bidirectional relationship between parents and adolescents. Therefore, both parents and adolescents influence each other mutually (Lerner, 2004). There are findings which support bidirectional and reciprocal relations between behavioral problems and psychological control (Chen et al., 2000; Janssens et al., 2017; Kuppens et al., 2009;

Pettit et al., 2001; Pinquart, 2017; Soenens et al., 2008a; Stice & Barrera, 1995). For instance, parent-effect, child-effect and reciprocal effect models were compared in the association between perceived parental psychological control and depressive symptoms in late adolescents and middle adolescents (Soenens et al., 2008a). Longitudinal data twice one year apart were collected via self-report from Belgian college students and tenth grade students. Results are generally consistent with each other indicating that reciprocal effect model has the best fit than unidirectional models. In other words, perceived psychological control from parents and depressive symptoms of adolescents reinforced each other. Additionally, Janssens et al. (2017) examined the bidirectional effects among psychological control, peer rejection and aggressive and rule-breaking behavior of Dutch-speaking seventh to ninth grade Belgium adolescents. Three-year longitudinal data obtained from adolescents and their parents via adolescents reported psychological control, peer reported rejection and parent-reported externalization problems. Results of cross-lagged analyses indicated that there was a reciprocal link between psychological control and externalization problems. In other words, psychological control leads to increase the risk of subsequent externalizing problems of adolescents, while externalizing problems elicit the increase in psychological control.

1.2.AUTONOMY

Autonomy has a central importance and need for it increases in the adolescence period (Steinberg, 2013). It has been examined by researchers from different perspectives at one time to another. Therefore, in psychology literature there are different autonomy definitions. It has been defined “with concepts of separation (A. Freud, 1958), individuation (Blos, 1979) and identity (Erikson, 1968; Marcia, 1980)” (as cited in Barber et al., 1994). Moreover, Steinberg and Silverberg (1986)

conceptualized emotional autonomy as relinquishing dependence on parents and sense of self-reliance. Moreover, autonomy handled with motivational approaches. According to Self Determination Theory (SDT) autonomy was defined as need to experience sense of volition in own actions, behaviors and thoughts (Deci & Ryan, 2000). SDT theoreticians asserted that autonomy has been gained via maintaining closeness and supportive relationships with parents (Grotevant & Cooper, 1986; Ryan & Lynch, 1989). In brief, some definitions of autonomy emphasized separation or detachment whereas others focused on making own choice and governing own behavior and thoughts (Özdemir&Çok, 2011). Therefore, in this research autonomy will be handled in terms of emotional autonomy and self-determination. Emotional autonomy represents being independent from parents and self-determination refers to individual's sense of self and feelings of a sense of choice.

In the following sections definition of emotional autonomy, self-determination, cultural differences on autonomy in adolescence, and associations among autonomy, behavioral problems and psychological control will be explained in detail.

1.2.1. Definition of Emotional Autonomy

Blos (1979) who is one of the supporters of Psychoanalytic Approach defined the autonomy as a process of separation-individuation so according to this approach, autonomy development requires a double of act (as cited in Steinberg, 2013). One of them is emotional and physical distance between adolescence and their parents and second one is increase in taking responsibility independently (Steinberg, 2013).

Steinberg and Silverberg (1986) conceptualized emotional autonomy based on a theory asserted by Blos. Initially they defined emotional autonomy as absence of dependence on adolescent's parents (Steinberg & Silverberg, 1986). Moreover, they

(Steinberg & Silverberg, 1986) developed an Emotional Autonomy Scale consisted with Blos's individuation perspective. This scale involves cognitive and affective components of emotional autonomy. Perceiving parents as people and parental deidealization are cognitive components of the scale. These proposed components are related to more realistic perception of parents by adolescents. Nondependency on parents and individuation are affective components. These proposed components are related to the sense of self-reliance (Steinberg & Silverberg, 1986).

Nevertheless, Ryan and Lynch (1989) conceptualized emotional autonomy, proposed by Steinberg and Silverberg (1986), as detachment from parents and asserted that Emotional Autonomy Scale measures detachment from parents which is not related to gaining autonomy. On the other hand, Beyers, Goossens, Van Calster, and Duriez (2005) reexamined the internal structure of Emotional Autonomy Scale proposed by Steinberg and Silverberg (1986) due to lack of construct validity in the literature. Their confirmatory factor analyses results supported that there were two higher-order factors which are Separation and Detachment.

In brief, emotional autonomy initially defined as relinquishing childish representation of their parents, taking responsibility independently for own actions and gaining individuation (Beyers, Goossens, Van Calster, & Duriez, 2005; Steinberg & Silverberg, 1986). However, conceptualization of emotional autonomy was changed by further research. It was indicated that emotional autonomy essentially stand for detachment (Beyers et al., 2005; Ryan & Lynch, 1989) and separation (Beyers et al., 2005) from parents .

1.2.2. Definition of Autonomy in terms of Self Determination Theory (SDT)

SDT explains that all humans have three basic, innate and universal needs which are autonomy, competence and relatedness (Deci & Ryan, 2000). All of these universal needs have to be satisfied for having psychological well-being (Chen et al., 2015; Chirkov, Ryan, Kim, & Kaplan, 2003; Deci & Ryan, 2000; Guay, Mageau, & Vallerand, 2003; Ryan & Deci, 2000).

Competence as one of these basic needs can be defined as the desire to feel effective interaction with the environment and feel competent by achieving desirable consequences. Secondly, relatedness was defined as having satisfied social relationships and feeling closeness with significant others (Deci & Ryan, 2000; Gagne & Deci, 2005).

According to SDT, third basic need is autonomy and defined as sense of volition in one's own behaviors. Autonomy can be explained by the people's self-governance in their own thoughts, actions and behaviors (Deci & Ryan, 2000). Moreover, SDT explained autonomy in terms of motivational concepts (Deci & Ryan, 2000). Individuals including adolescents, when experience enacting with intrinsic or well-internalized motives they promote their volitional functioning (Ryan, Deci, & Grolnick, 1995). Self-governed behaviors depend on personal interests and enduring values and aims. Adolescents who govern their own thoughts, actions and behaviors become more autonomous and self-determined. These adolescents engage and support their own actions because of sense of self-governance (Deci & Ryan, 2000).

When autonomy is defined as a sense of volition in individual's own choices and actions (Ryan, La Guardia, Solky – Butzel, Chirkov, & Kim, 2005; Vansteenkiste,

Zhou, Lens, & Soenenes, 2005), the opposite of autonomy is heteronomy. Heteronomy can be explained as feeling of being controlled, forced and directed by others in one's own choices and actions (Chirkov et al., 2003; Deci & Ryan, 2000).

Another point is that although some researchers support that autonomy is an innate and basic need, development of autonomy depends on some sociocultural factors (Deci & Ryan, 2000; Ryan & Deci, 2000). In contrast to psychoanalytic theories, according to SDT development of autonomy does not require separation, independence or detachment from parents (Deci, & Ryan, 2000; Ryan, & Lynch, 1989). However, it is supported that autonomy develops in a context with supportive and close relationships with parents (Allen, Hauser, Eickholt, Bell, & O'Connor, 1994; Chirkov et al., 2003; Hodgins, Koestner, & Duncan, 1996; Ryan & Deci, 2000; Kağıtçıbaşı, 2017; Ryan & Lynch, 1989; Soenens & Vansteenkiste, 2005).

1.2.3. Cultural Differences on Autonomy in Adolescence Period

Autonomy as a separation-individuation process requires adolescents to reduce psychological dependence on parents (Levy – Warren, 1999) and gaining high independent functioning behaviorally, cognitively and emotionally (Steinberg, 2013; Steinberg & Silverberg, 1986). Moreover, the opposite of independence is dependence on parents or reliance on others (Steinberg, 2013).

Independence of individuals examined as significant and crucial for particularly individualistic cultures whereas interdependency with others is more crucial in collectivistic cultures (Markus & Kitayama, 1991). Therefore, when autonomy is defined as independence or separation, it was related to internalized and externalized behavior problems in collectivistic cultures (Aydın & Öztütüncü, 2001; Yeh & Yang, 2006). However, it was also shown that autonomy as independence or

separation may also be associated with adolescent maladjustment in Western cultures (Baltes & Silverberg, 1994; Lamborn & Groh, 2009).

However more recent definition of autonomy, namely self-determination refers to people's self-governed behaviors and choicefulness against to the definition of autonomy as independence (Ryan et al., 2005; Vansteenkiste et al., 2005; Soenens et al., 2007). Therefore, the opposite of autonomy is heteronomy which is the feeling of being controlled by others in one's own choices and behaviors (Chirkov et al., 2003). Within SDT, autonomy is a universal basic need (Deci & Ryan, 2000). Therefore, it plays a fundamental role on psychological well-being of people both living in individualistic and collectivistic cultures (Chirkov et al., 2005; Rudy, Sheldon, Awong, & Tan, 2007; Sheldon et al., 2004). A very similar conceptualization of autonomy from cross-cultural perspective came from Kağıtçıbaşı (1996; 2005). She considered autonomy not only as separation but conceptualized autonomy with two distinct dimensions which are agency and interpersonal distance.

Additionally, Kağıtçıbaşı proposed The Family Change Theory (Kağıtçıbaşı 2005; 2017; 2018) that enables to explain the development of autonomy in cultural context. This theory consists of contextual model which "situates the family within the cultural and social structural context" (Kağıtçıbaşı, 2005, p.410). This is a functional model that emphasizes the association between interpersonal relationships in families and development of self. This model consists of three prototypical family models. First one is the family model of interdependence which generally characterized in rural, collectivist and traditional cultures. Obedience of child is valuable in these families. Therefore, autonomy granting is not supported (Kağıtçıbaşı 2005; 2017; 2018).

The second one is the family model of independence in which intergenerational independence is valuable. This family model generally involves individualistic Western middle-class nuclear family standards. Relatively permissive parenting is common in these families. In this family, self-sufficiency is important and autonomy is generally considered as separateness (Kağıtçıbaşı, 2005).

Third one is the model of psychological interdependence. This family model seems in urban and higher educated societies. In these societies obedience-orientation was low. Individuals tend to maintain close relationships as well as autonomy granting is supported (Kağıtçıbaşı 2005; 2017; 2018).

Therefore, the intersection of the agency and interpersonal distance dimensions within the family change model indicates the development of different types of selves (Kağıtçıbaşı, 2005). “Autonomous-Related Self” proposed by Kağıtçıbaşı (1996; 2005) includes both autonomy and relatedness which are two essential needs of individuals as asserted by SDT. Autonomous-related self exists in a model of psychological interdependence (Kağıtçıbaşı, 1996; 2005). This type of self is positively related to well-being (Kağıtçıbaşı, 2017; 2018), life satisfaction and positive affect (Morsünbül, 2012, Özdemir, 2012) in adolescence. In addition, some findings indicated that autonomy and maintaining positive relationship jointly have positive impacts on adolescent adjustment (Allen et al., 1994; Baltes & Silverberg, 1994).

1.2.4. Relationship between Autonomy (Emotional Autonomy & Self-Determination) and Behavioral Problems

Initially it was presumed that emotional autonomy associated with better adjustment of adolescents (Steinberg & Silverberg, 1986). However, many studies

indicated that emotional autonomy is related to internalizing and externalizing problems in adolescents (Beyers & Goossens, 1999; Chou, 2000; Garber & Little, 2001; Lamborn & Groh, 2009; Ryan & Lynch, 1989; Sandhu & Kaur, 2012). For instance, emotional autonomy is related to high level psychological distress (Beyers & Goossens, 1999; Chen & Dornbusch, 1998), depression (Chou, 2000) and low levels of self-esteem (Chen & Dornbusch, 1998; Ryan & Lynch, 1989). Furthermore, there is a positive relationship between emotional autonomy and greater deviant behaviors (Chen & Dornbusch, 1998), delinquency (Lamborn & Steinberg, 1993) and substance use (Turner, Irwin, & Millstein, 1991; Turner, Irwin, Tschann, & Millstein, 1993). However, findings of a research (Chen & Dornbusch, 1998) indicated that individuation dimension of emotional autonomy has more negative effect on school achievement and deviant behaviors of adolescents than other dimensions such as nondependency on parents and deidealization. Results showed that individuation subscale has a more consistent pattern to predict intervening variables which are low level of educational expectations and self-esteem as well as high level of susceptibility to negative peer pressure and psychological distress. Therefore, these intervening variables, in turn, predicted having low school achievement and displaying more deviant behaviors (Chen & Dornbusch, 1998).

As previously mentioned, Ryan and Lynch (1989) supported that emotional autonomy has to be conceptualized as detachment due to poor family functioning. Therefore, Lamborn and Steinberg (1993) examined the emotional autonomy in the context of adolescents' perceptions of support in the relationship with parents. Results of this research indicated that adolescents having higher emotional autonomy and perceiving low relationship support, display more behavioral problems.

According to authors this result is consistent with previous research done by Ryan and Lynch (1989).

In terms of SDT and behavioral problems it was indicated that lack of autonomy as one of the universal psychological needs associated with maladjustment (Chen et al., 2015; Vansteenkiste & Ryan, 2013). Individuals having low autonomy become more vulnerable for internalizing behaviors (Deci & Ryan, 2000; Ryan & Deci, 2000). However, autonomy prevents negative outcomes and it is negatively related to depression, aggression and anxiety (Sheldon, Ryan, & Reis., 1996; Sheldon, Elliot, Kim, & Kasser, 2001). Therefore, in the literature it was well established that autonomy improves the psychological well-being in individuals (Chirkov & Ryan, 2001; Deci & Ryan, 2000; Sheldon et al., 2001; Ryan & Deci, 2000; Ryan, Rigby, & King, 1993; Ryan et al.; 1995; Vansteenkiste et al., 2005; Veronneau, Koestner, & Abela, 2005).

In the literature there are studies comparing separation or independent functioning (e.g. emotional autonomy) with volitional or psychosocial functioning (e.g. self-determination). Therefore, results of these studies indicated that separation or independent functioning is unrelated or related to psychosocial adjustment in a negative way, whereas volitional functioning related to psychosocial adjustment in a positive way (Kins, Beyeres, Soenens, & Vansteenkiste, 2009; Soenens, et al., 2007; Van Petegem, Beyeres, Vansteenkiste, & Soenens, 2012; Van Petegem, Soenens, Vansteenkiste, & Beyeres, 2015).

In brief, autonomy which has a crucial role in adolescence period develops in a supportive family relationship (Steinberg, 2013). Therefore, several authors emphasize that autonomy must be handled in the family context (Barber & Harmon,

2002; Garber & Little, 2001; Lamborn & Steinberg, 1993; Soenens et al., 2007; Ryan & Lynch, 1989). In the following chapter relationship between parental psychological control and autonomy will be examined.

1.3. RELATIONSHIP BETWEEN PSYCHOLOGICAL CONTROL AND AUTONOMY (SELF-DETERMINATION AND EMOTIONAL AUTONOMY)

It has been asserted that universal and basic needs cannot be fulfilled due to parental psychological control which includes coercive and intrusive parental behaviors (Ahmad, Vansteenkiste, & Soenens, 2013; Deci & Ryan, 2000; Joussement, Landry, & Koestner, 2008; Maysseless & Scharf, 2009; Ryan, Deci, Grolnick, & La Guardia, 2006; Ryan, Deci, & Vansteenkiste, 2016; Soenens, & Vansteenkiste, 2010; Soenens, Vansteenkiste, Luyten, Duriez, & Goossens, 2005; Van Petegem et al., 2015).

Psychological control is conceptualized as parenting practices that damage the development of self, interfere with the development of autonomy and prevent adolescents to express themselves (Barber & Harmon, 2002; Choe & Read, 2018; Grolnic, 2003; Smetana & Daddis, 2002). Due to this intrusive nature of psychological control, development of autonomy is affected in a negative way (Barber, 1996; Barber & Harmon, 2002; Barber et al., 1994; Grolnick, 2003; Ryan et al., 2006; Soenens & Vansteenkiste, 2010). Results of a research showed that over time through adolescence period psychological control leads to decrease in autonomy (Hare, Szewedo, Schad, & Allen, 2014). Adolescents, who are exposed to psychological control, are pressured in order to think and behave in their parent's way (Vansteenkiste, Simons, Lens, Soenens, & Matos, 2005). When adolescents

pressured acting with parental request, they tend to act less interestedly or they cannot give value what they do. Therefore, their need for autonomy is frustrated (Chen et al., 2015). Psychological control that includes domineering techniques can create a pressure on adolescent's autonomy (Soenens, & Vansteenkiste, 2010).

Additionally, parents may perceive the adolescents' increasingly independent functioning as separation so they tend to use psychological control to keep them close (Soenens & Vansteenkiste, 2010; Soenens et al., 2010). Parents using psychologically controlling strategies incite adolescents for dependency and prevent them to gain autonomy (Barber & Harmon, 2002; Kins, Soenens, & Beyers, 2012; McElhaney et al., 2009; Reitz, Dekovic, & Meijer, 2006; Soenens et al., 2010).

Although the negative relationship between parental psychological control and adolescent autonomy is a well-known phenomenon, the relationship between parental autonomy support and adolescent autonomy is controversial and changes with the definition of parental autonomy support which can be defined as promotion of independent functioning (Silk et al., 2003) or as promotion of volitional functioning (Ryan et al., 1995). Parents using promotion of independence encourage adolescents to express their thoughts and take their decisions independently (Silk et al., 2003; Soenens et al., 2007; Steinberg & Silk, 2002). According to this approach, parents enable adolescents to increase in willingness for taking responsibilities independently (Steinberg & Silk, 2002). Therefore, the opposite of the promotion of independence is dependence as relying on parents (Steinberg & Silk, 2002; Soenens et al., 2007).

However, promotion of volitional functioning conceptualized with SDT view of autonomy (Ryan et al., 1995) can be defined as parental characteristics which are

considering adolescents' thoughts and perspectives as well as offering alternatives to their offspring to let them make personal choices with one's own values and interests (Grolnick, 2003; Ryan et al., 1995). Therefore, promotion of volitional functioning requires being emphatic to perceptions of adolescents. Additionally, parents using promotion of volitional functioning enable adolescent to behave in a self-governed way (Ryan & Solky, 1996; Soenens et al., 2007).

1.4. RELATIONSHIP AMONG PSYCHOLOGICAL CONTROL, AUTONOMY AND BEHAVIORAL PROBLEMS

Strained family relationships lead to the problems in adolescence period (Fuhrman & Holmbeck, 1995). It was previously mentioned that psychological control is playing an important role on behavioral problems in adolescence period (Barber, 1996). It is also supported that psychological control associated with maladjustment problems due to lack of sense of volition (autonomy) as need frustration (Grolnick, 2003; Soenenes, & Vansteenkiste, 2010; Soenens et al., 2010; van der Kaap-Deeder, Vansteenkiste, Soenens, & Mabbe, 2017). In addition, some findings from different cultures indicated the relationship between psychological control and behavioral problems through the autonomy (Ahmad et al., 2013; Costa, Soenens, Gugliandolo, Cuzzocrea, & Larcan, 2015; Soenens & Vansteenkiste, 2010).

Adolescents exposed to parental behaviors which restrict development of autonomy, tend to exhibit hostility in early adulthood (Allen, Hauser, O'Connor, & Bell, 2002). When adolescents perceived psychological control, oppositional defiance has been triggered due to need frustration (Chen et al., 2015; Ryan et al., 2016; Van Petegem et al., 2015). Additionally, it was revealed that parental psychological control suppresses the autonomy of adolescents so these adolescents

tend to have some problems such as separation anxiety (Mayseless & Scharf, 2009). Moreover, findings showed that adolescents who perceived psychological control as interference in autonomy have low self-esteem (Bean et al., 2003; Conger et al., 1997; Kindap et al., 2008). Other findings confirmed that Chinese students having more psychologically controlling parents feel less autonomous for studying as well as feel anxious during exams (Vansteenkiste et al., 2005).

Findings summarized in the above section exhibit the relationships among psychological control, autonomy and behavioral problems in adolescence. There are also other findings indicate the mediator role of autonomy in the relationship between psychological control and behavioral problems.

1.4.1. Autonomy as a Mediator

Although several researchers examined the emotional autonomy in the family context (Beyers & Goossens, 1999; Garber & Little, 2001; Lamborn & Steinberg, 1993; Ryan & Lynch, 1989), there are lack of studies which investigate the mediator role of emotional autonomy in the relationship between parenting and behavioral problems in literature. Garber and Little (2001) examined the mediating role of emotional autonomy in association between family dysfunction and maladjustment in young adolescents from USA. In this study, adolescents reported emotional autonomy and family functioning, and their mothers reported their own history of depression and adolescent adjustment in both eighth and ninth grade. Results indicated that emotional autonomy has a mediator role in the relation between family dysfunction and depressive symptoms in adolescence.

Additionally, as mentioned before emotional autonomy conceptualized as separation or independent functioning (Steinberg, 2013). Research indicated that

dependency has mediated effect in the association between dependency-oriented psychological control and interpersonal closeness as well as depressive symptoms in adolescents (Soenens et al., 2010, Soenens et al., 2012).

Within SDT, there are few studies which investigated the mediator role of autonomy as a basic need in relationship between psychological control and behavioral problems in adolescents (Soenens & Vansteenkiste, 2010). A recent study (Choe & Read, 2018) showed the mediator role of autonomy in the relationship between perceived parental psychological control and aggression in American undergraduate students. Furthermore, the mediating role of autonomy in relationship between achievement-oriented psychological control and internalizing and externalizing problems was shown in European–American and Italian emerging adults (Liga et al., 2017).

Moreover, the mediation of autonomy as a basic need examined in the relationship between psychological control and behavioral problem in Non–Western cultures (Ahmad et al., 2013; Costa et al., 2015). Autonomy mediated the relationship between perceived maternal psychological control and teacher rated adjustment problems (Ahmad et al., 2013) in Jordanian adolescents. Moreover, it has a full mediator role in the association between both perceived maternal and paternal psychological control and internalizing problems in Italian emerging adult females (Costa et al., 2015). Additionally, autonomy has a mediated effect in the association between achievement-oriented psychological control, and anxiety and depressive symptoms in Italian emerging adults (Inguglia et al., 2016).

Finally, in several researches impacts of volitional functioning and independence on the adolescent's adjustment were compared (Fousiani et al., 2014; Kins et al.,

2009; Soenens et al., 2007; Vanpetegem et al., 2012; Van Petegem, Vansteenkiste, & Beyers, 2013). According to the results volitional functioning was a unique predictor for adjustment whereas there were unrelated or negative associations between independence and adjustment (Fousiani, Van Petegem, Soenenes, Vansteenkiste, & Chen, 2014; Kins et al., 2009; Soenens et al., 2007; Van Petegem et al., 2012; Van Petegem et al., 2013). Furthermore, researchers (Fousiani et al., 2014; Soenens et al., 2007) also compared parental promotion of independence (PI) and promotion of volitional functioning (PVF) on the adolescent's adjustment. It was emphasized that "PVF and psychological control are incompatible parenting dimensions." (Soenens et al., 2007, p.644). Findings showed the mediated effect of self determining functioning in the relation between PVF (rather than PI) and some adjustment indicators such as peer relation and job seeking (Grolnick, Ryan, & Deci, 1991; Soenens & Vansteenkiste, 2005). According to authors (Soenens et al., 2007) autonomy (rather than independence) is more important for adolescents' well-being because of depending on self-governed behaviors as well as personal interests, values and aims.

1.5. THE CURRENT STUDY & HYPOTHESES

Psychological control has a negative impact on autonomy development (Barber & Harmon, 2002; Lamborn & Steinberg, 1993) and also adjustment of adolescents (Barber, 1996). On the other hand, lack of autonomy similarly plays a very important role on behavioral problems in adolescence (Beyers & Gossens, 1999; Vansteenkiste & Ryan, 2013). Examining these relationships in different cultures is also important because of scarcity of studies which explain these relationships through mediation of the autonomy out of Western cultures (Costa et al., 2015). Autonomy is a crucial role

in the adolescent development (Allen et al., 1994). But it depends on how autonomy is conceptualized. If it is defined as independence from separation–individuation perspective (Steinberg, 2013) the impact of independence on adolescent adjustment would be culture dependent (Markus & Kitayama, 1991). However, when autonomy is defined as volitional functioning from Self Determination Theory perspective that accepts autonomy as a basic universal need its influence on adolescent well–being has to be universal.

Therefore, at this point main aim of this research is examining mediating role of different types of autonomy which are emotional autonomy and self–determination in the relationship between psychological control and adolescent behavioral problems. It is expected that findings of this study would be beneficial for testing the universality of the autonomy concepts and expanding the relevant literature as well as improving culturally sensitive therapies.

In addition, it should be emphasized that we chose middle adolescence period because of some theoretical and practical reasons. Middle adolescence period is between age 14 to 17 (Steinberg, 2013). Especially, in that period development of autonomy increase as a consequence of physical and cognitive changes (Özdemir & Çok, 2011). Also families begin to experience some degree of conflict with their adolescent offsprings’ demands. Additionally, at the end of the spring semester senior high school students will participate in university entrance examination. Therefore, these students also experience exam anxiety (Kutlu, 2001). It was thought that scores from senior high school students could confound the results of the study. Thus, this group was excluded.

Specific hypothesis of the research are explained below.

First, it is expected that there will be negative relationship between perceived psychological control and self-determination which refers to autonomy as a basic psychological need. However, the direction of the relationship between psychological control and emotional autonomy is not hypothesized because of contradictory nature of some findings and also culture specific nature of this type of autonomy. For instance, in some studies, there was a positive relationship between psychological control and dependency in adolescents (Barber & Harmon, 2002; Kins et al., 2012; Soenens et al., 2010). However some other findings revealed that emotional autonomy experienced as detachment due to poor family function (Beyers & Goossens, 1999; Garber & Little, 2001; Lamborn & Steinberg, 1993; Ryan & Lynch, 1989).

Secondly, it is expected that psychological control would be positively related to both internalizing (anxiety and depression) and externalizing (hostility) problems in adolescents.

Finally, it is expected that the relationship between psychological control and behavioral problems would be accounted by self-determination and emotional autonomy.

CHAPTER 2

METHOD

This section contains demographic information of participants, psychometric properties of measurement tools of the research and the procedure followed in the research.

2.1. PARTICIPANTS

Participants were 200 students (79 male, and 121 female) from four public high schools in Tekirdağ¹. Students were selected from 9th (n = 86) and 10th (n = 114) grades of high schools and the age of participants ranged from 14 to 17 ($M = 15.15$, $SD = .71$). According to participants' reports average education level is 9.04 years ($SD = 3.72$) for mothers and 10.45 ($SD = 3.72$) years for fathers. Therefore, it can be said that average education level of mothers is approximately secondary school graduation whereas average education level of fathers is approximately high school second grade. Information about participants in terms of age, gender, and grade were presented in Table 2.1. Information about participants in terms of parent's education level and socioeconomic level were presented in Figure 2.1 and 2.2 respectively.

¹Tekirdağ is 23th most crowded city of Turkey. According to results of last population census 1.005.463 people lived in Tekirdağ in 2017 (IHA, 2018). It is located Thracian and near İstanbul. Therefore, due to industry, trade and agriculture opportunities Tekirdağ has large immigrant population. However, it is one of the cities in terms of low unemployment rate (IHA, 2017).

Table 2.1. Descriptive Statistics of Participants in terms of Grade, Gender, and Age

	Female		Male		Age				Total	
	<i>n</i>	%	<i>n</i>	%	<i>M</i>	<i>SD</i>	<i>Min.</i>	<i>Max.</i>	<i>n</i>	%
9 th Grade	57	28.5	29	14.5	14.63	.53	14	16	86	43
10 th Grade	64	32	50	25	15.56	.56	17	17	114	57
Total	121	60.5	79	39.5	15.16	1.17	14	17	200	100

Figure 2.1. Education Level of Participants' Mothers and Fathers (%)

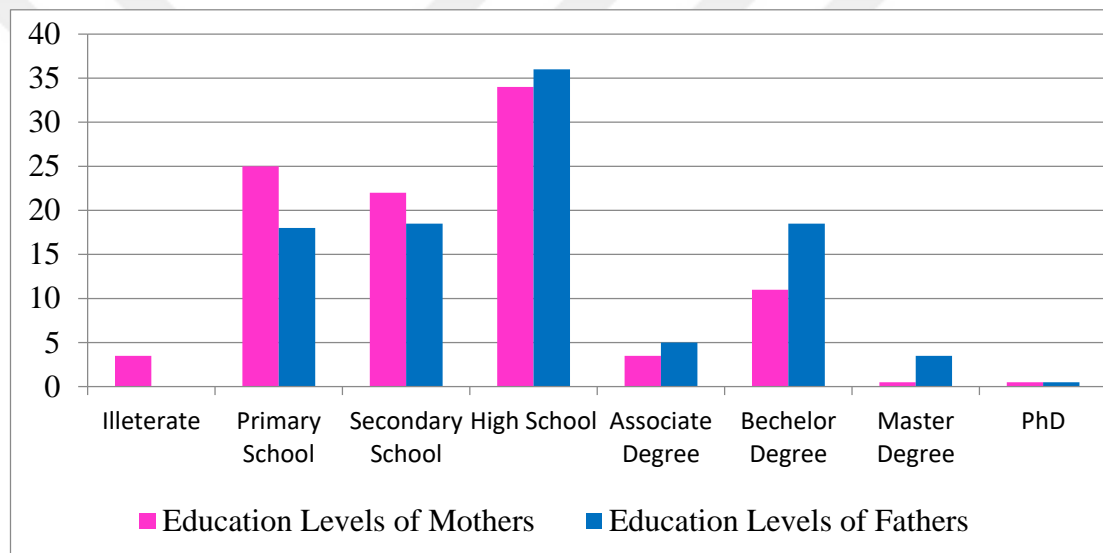
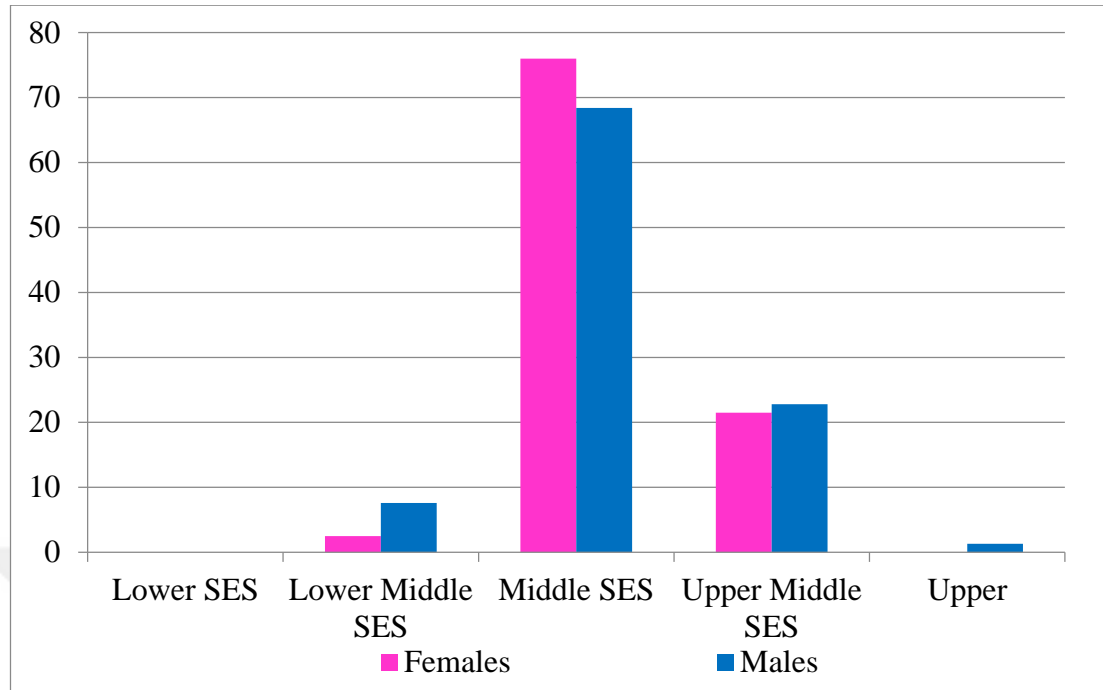


Figure 2.2.Socioeconomic Level of Participants (%)



2.2. MEASURES²

2.2.1. Demographic Information Form

A demographic information form was prepared for this research and questions about gender, age, and grade of participants, and perceived socio-economic status were included in this form. In addition, their parent's education level and profession were asked.

2.2.2. Psychological Control Scales

2.2.2.1. Psychological Control Scale – Youth Self Reports (PCS – YSR)

This scale was developed and revised by Barber (1996; Barber et al., 2007) in order to assess psychological control of parents. It consists of 8 items. Turkish adaptation was done by Sayıl and Kındap (2010). Participants rated their mothers on

²Measurement booklet also included The Peer Victimization Scale (Mynard, & Joseph, 2002) in order to assess victimization as one of the outcomes of the current study. Turkish adaptation was done by Gültekin & Sayıl (2005) for Turkish children and adolescents. Since 57% of participants did not complete The Peer Victimization Scale this scale could not be included in research.

the scale ranging from 1 (*not like her*) to 4 (*a lot like her*). A sample item was “*If I have hurt her feelings, stops talking to me until I please her again.*” Getting high score from the scale indicates perceived higher psychological control. Internal consistencies of Psychological Control were .77 and .79 for mother and father, respectively (Sayıl & Kindap, 2010). In the present study, Cronbach’s alpha was .69 for Psychological Control.

2.2.2.2. Psychological Control - Disrespect Scale

This scale developed by Barber and his colleagues (2012) in order to measure psychological control practices of mothers and fathers cross-culturally. It consists of 8 new items. Turkish adaptation was done by Sayıl and Kindap (2010). Participants rated their mother on the scale ranging from 1 (*not like her*) to 4 (*a lot like her*). A sample item was “*Embarrasses me in public (e.g., in front of my friends)*”. Getting high score from the scale indicates perceived high psychological control of mother. Internal consistencies of Psychological Control – Disrespect Scale were .85 and .89 for mother and father, respectively (Sayıl & Kindap, 2010). In the present study, Cronbach’s alpha was .71 for Psychological Control – Disrespect.

2.2.3. Emotional Autonomy Scale

It was developed by Steinberg and Silverberg (1986) in order to assess emotional autonomy of adolescent. Turkish adaptation was done by Deniz, Çok and Duyan (2013). It is a 14-item scale. The original scale consists of four subscales. Adapted scale has three factors which are parental deidealization (5 items), nondependency on parents (4 items) and individuation (5 items). Participants rated themselves on the scale ranging from 1 (*strongly agree*) to 4 (*strongly disagree*). A sample item was “*There are some things about me that my parents don’t*

know.”Chronbach’s alpha coefficients of subscales were .71, .64, and .67 for parental deidealization, nondependency on parents and individualization, respectively. Cronbach’s alphas coefficients of subscales were .73 and .56 and .70 for parental deidealization, nondependency on parents and individuation, respectively.

2.2.4. Self–Determination Scale

It was developed by Sheldon and Deci (1996) in order to assess individuals’ consciousness about their own feelings and sense of choice. Turkish adaptation was done by Ersoy-Kart and Güldü (2008). It is a 14-item scale. There are two constructs of self-determination that are self-contact (5 items) and choicefulness (4 items). Participants asked to determine which of two statements seems truer. A sample item was “*My emotions sometimes seem alien to me*” versus “*My emotions always seem to belong to me*”.Chronbach’s alpha coefficients of subscales were .67 and .71 for self-contact and choicefulness, respectively. In the present study, Chronbach’s alpha coefficients of subscales were .66 and .65 for self-contact and choicefulness, respectively.

2.2.5. Brief Symptom Inventory

It was developed by Derogotis (1992). There are two different Turkish Adaptation of the Inventory (Şahin & Durak, 1994; Şahin, Durak-Batıgün, & Uğurtaş, 2002). In this research, revised 53-item scale (Şahin et al., 2002) was administered to the participants. There are five main factors that are anxiety (13 items), depression (12 items), negative self-concept (12 items), somatization (9 items) and hostility (7 items). Internal consistencies of subscales were between .70 and .88 (Şahin et al., 2002). In this research depression, anxiety and hostility subscales were administered. Participants rated themselves on the scale ranging from 0 (*not at all*) to 5 (*extremely*).

In the present study, Chronbach's alpha coefficients of subscales were .85, .90 and .77 for anxiety, depression and hostility, respectively.

2.3. Procedure

At first ethical approval of the study was taken from Ethical Board of TED University and formal permissions were taken from Ministry of Education and public schools before applying the scales. Convenient middle SES public schools were determined from city center of Tekirdağ. Classes were selected randomly from 9th and 10th grades. After designating the classes parental informed consent forms were sent to parents in an envelope via children. Afterwards students delivered sealed envelopes to school counselor. Before applying the scales consent forms were retrieved from school counselors. The selected classes were scheduled by the school administrations as to their convenience. In the class sessions, students were invited in the research by declaring that participation is voluntary. The students responded to the scales in their own classes in a one class hour and researcher was present at that time in the classroom both in order to explain the study and answer the participants' questions.

The complete survey battery including informed consents can be found in Appendix A.

CHAPTER 3

RESULTS

The aim of this research was to examine mediator role of different types of autonomy in relationship between psychological control and internalized and externalized behavior problems. Therefore, in this research psychological control is a predictor variable. Both emotional autonomy and self-determination are mediators. Adolescent's anxiety, depression and hostility are outcome variables.

Initially, data were checked for accuracy of assumptions of relevant statistical analysis before running the main analyses. In this section first descriptive statistics were given and then a series of regression analyses used to test research hypotheses were presented.

3.1. DESCRIPTIVE AND BIVARIATE CORRELATION ANALYSES

This part includes gender and grade differences in terms of study variables which are psychological control, emotional autonomy, self-determination, anxiety, depression and hostility.

Means, standard deviations and ranges were calculated for each study variables and represented in Table 3.1 for gender and grade, respectively.

Table 3.1. Minimum, Maximum, Mean and Standard Deviation Values of Study Variables in terms of Gender and Grade

	Minimum	Maximum	Mean	SD
Female				
Psychological Control	1.06	3.14	1.65	.39
Emotional Autonomy	1.29	3.93	2.57	.52
Self - Determination	1.78	5.00	3.54	.72
Anxiety	.00	3.54	1.14	.75
Depression	.08	4.00	1.53	1.01
Hostility	.14	4.00	1.46	.82
Male				
Psychological Control	1.19	2.69	1.66	.36
Emotional Autonomy	1.64	3.79	2.54	.53
Self - Determination	1.44	5.00	3.93	.71
Anxiety	.00	3.77	.85	.67
Depression	.00	4.00	1.03	.88
Hostility	.00	3.86	1.30	.83
9th Grade				
Psychological Control	1.06	3.06	1.62	.37
Emotional Autonomy	1.29	3.93	2.52	.52
Self - Determination	1.78	5.00	3.70	.70
Anxiety	.00	3.54	.98	.70
Depression	.00	3.83	1.23	.94
Hostility	.00	4.00	1.37	.86
10th Grade				
Psychological Control	1.19	3.14	1.68	.38
Emotional Autonomy	1.57	3.79	2.59	.53
Self - Determination	1.44	5.00	3.70	.77
Anxiety	.00	3.77	1.06	.76
Depression	.00	4.00	1.40	1.02
Hostility	.00	3.86	1.42	.81
Total				
Psychological Control	1.06	3.14	1.66	.37
Emotional Autonomy	1.29	3.93	2.56	.52
Self - Determination	1.44	5.00	3.70	.74
Anxiety	.00	3.77	1.03	.73
Depression	.00	4.00	1.33	.99
Hostility	.00	4.00	1.40	.83

Moreover, bivariate correlations among these study variables are computed and represented in Table 3.2.

3.1.1. Gender and Grade Differences in Study Variables

Independent T-Test analyses were conducted for gender and grade differences in terms of study variables (psychological control, emotional autonomy, self-determination, anxiety, depression and hostility). Results showed that there were no significant gender differences in psychological control, emotional autonomy and hostility (all $p_s > .17$). However, significant gender differences were found in self-determination, anxiety and depression. Males had higher scores in self-determination ($M = 3.93$) than females ($M = 3.54$, $t(198) = -3.73$, $p = .00$). Females had higher scores than males in anxiety ($t(198) = 2.70$, $p = .007$) and in depression ($t(198) = 3.50$, $p = .001$) as you see in Table 3.1.

We did not find any significant difference for grade so this variable was not included in further analyses (all $p_s > .22$) as seen in Table 3.1.

3.1.2. Correlations among Study Variables

Bivariate correlations were computed for the study variables and presented in Table 3.2. deidealization, nondependency on parents and individuation are sub dimensions of Emotional Autonomy Scale (Steinberg, & Silverberg, 1986) whereas self-contact and choicefulness are sub dimensions of Self-Determination Scale (Sheldon & Deci, 1996). The result of the correlation analyses are presented in Table 3.2.

According to the results although there was a positive but not significant relationship between psychological control and individuation for male adolescents

($r = .17, p > .05$), psychological control was positively and significantly correlated with individuation for female adolescents ($r = .41, p > .01$). Additionally, there were positive relationships between psychological control and deidealization ($r_{\text{female}} = .38, p_{\text{female}} < .01; r_{\text{male}} = .26, p_{\text{male}} < .05$) as well as nondependency on parents ($r_{\text{female}} = .17, p_{\text{female}} < .05; r_{\text{male}} = .26, p_{\text{male}} < .05$) for both genders. Moreover, there was a positive relationship between psychological control and total emotional autonomy score ($r_{\text{female}} = .40, p_{\text{female}} < .01; r_{\text{male}} = .27, p_{\text{male}} < .05$).

Psychological control was negatively correlated with sub dimensions of Self-Determination Scale that are self-contact ($r_{\text{female}} = -.36, p_{\text{female}} < .01; r_{\text{male}} = -.29, p_{\text{male}} < .01$) and choicefulness ($r_{\text{female}} = -.22, p_{\text{female}} < .05; r_{\text{male}} = -.12, p_{\text{male}} < .05$) for both gender. Additionally, there was a negative relationship between psychological control and total self-determination score ($r_{\text{female}} = -.36, p_{\text{female}} < .01; r_{\text{male}} = -.26, p_{\text{male}} < .05$) for both gender. This suggests that higher psychological control is associated with decrease in self-determination.

Psychological control was positively correlated with behavioral problems that are anxiety ($r_{\text{female}} = .56, p_{\text{female}} < .01; r_{\text{male}} = .57, p_{\text{male}} < .01$), depression ($r_{\text{female}} = .54, p_{\text{female}} < .01; r_{\text{male}} = .48, p_{\text{male}} < .01$) and hostility ($r_{\text{female}} = .54, p_{\text{female}} < .01; r_{\text{male}} = .45, p_{\text{male}} < .01$). In other words, adolescents perceiving more psychological control are more likely to develop internalization and externalization problems. All correlations were found in the expected directions.

As seen in table 3.2. all sub dimensions of emotional autonomy was positively and significantly correlated with behavioral problems for both gender. There was a significant positive relationships between deidealization and anxiety ($r_{\text{female}} = .41, p_{\text{female}} < .01; r_{\text{male}} = .36, p_{\text{male}} < .01$), depression ($r_{\text{female}} = .42, p_{\text{female}} < .01;$

$r_{\text{male}} = .37, p_{\text{male}} < .01$) and hostility ($r_{\text{female}} = .36, p_{\text{female}} < .01; r_{\text{male}} = .34, p_{\text{male}} < .01$). Nondependency on parents positively related to anxiety ($r_{\text{female}} = .24, p_{\text{female}} < .01; r_{\text{male}} = .36, p_{\text{male}} < .01$), depression ($r_{\text{female}} = .28, p_{\text{female}} < .01; r_{\text{male}} = .38, p_{\text{male}} < .01$) and hostility ($r_{\text{female}} = .22, p_{\text{female}} < .01; r_{\text{male}} = .32, p_{\text{male}} < .01$). Furthermore, individuation was positively correlated with anxiety ($r_{\text{female}} = .38, p_{\text{female}} < .01; r_{\text{male}} = .34, p_{\text{male}} < .01$), depression ($r_{\text{female}} = .43, p_{\text{female}} < .01; r_{\text{male}} = .43, p_{\text{male}} < .01$) and hostility ($r_{\text{female}} = .36, p_{\text{female}} < .01; r_{\text{male}} = .45, p_{\text{male}} < .01$). Therefore, totalemotional autonomy score was positively correlated with behavioral problems that are anxiety ($r_{\text{female}} = .42, p_{\text{female}} < .01; r_{\text{male}} = .42, p_{\text{male}} < .01$), depression ($r_{\text{female}} = .46, p_{\text{female}} < .01; r_{\text{male}} = .47, p_{\text{male}} < .01$) and hostility ($r_{\text{female}} = .38, p_{\text{female}} < .01; r_{\text{male}} = .46, p_{\text{male}} < .01$). As the emotional autonomy increase, adolescent become more likely to develop internalization and externalization problems.

As it is shown in the Table 3.2., all sub dimensions of self-determination was negatively and significantly correlated with behavioral problems for both genders. There was a significant negative relationships between self-contact and anxiety ($r_{\text{female}} = -.48, p_{\text{female}} < .01; r_{\text{male}} = -.54, p_{\text{male}} < .01$), depression ($r_{\text{female}} = -.46, p_{\text{female}} < .01; r_{\text{male}} = -.53, p_{\text{male}} < .01$) and hostility ($r_{\text{female}} = -.32, p_{\text{female}} < .01; r_{\text{male}} = -.32, p_{\text{male}} < .01$). Furthermore, choicefulness negatively and significantly correlated with anxiety ($r_{\text{female}} = -.34, p_{\text{female}} < .01; r_{\text{male}} = -.32, p_{\text{male}} < .01$), depression ($r_{\text{female}} = -.34, p_{\text{female}} < .01; r_{\text{male}} = -.34, p_{\text{male}} < .01$) and hostility ($r_{\text{female}} = -.25, p_{\text{female}} < .01; r_{\text{male}} = -.23, p_{\text{male}} < .01$). Therefore, total self-determination score was negatively correlated with each of behavioral problems that are anxiety ($r_{\text{female}} = -.51, p_{\text{female}} < .01; r_{\text{male}} = -.53, p_{\text{male}} < .01$), depression ($r_{\text{female}} = -.49, p_{\text{female}} < .01; r_{\text{male}} = -.53, p_{\text{male}} < .01$) and hostility ($r_{\text{female}} = -.35, p_{\text{female}} < .01; r_{\text{male}} = -.33, p_{\text{male}} < .01$). When self-determination increase, adolescents less likely to develop internalization and externalization problems.

3.1.2.1. Correlations between Emotional Autonomy and Self-Determination

Bivariate correlations were conducted for the emotional autonomy and self-determination and sub dimensions of these variables.

Although there was a negative but not significant association between deidealization and self-contact for female adolescents ($r = -.12, p > .05$), deidealization was negatively and significantly correlated with self-contact for male adolescents ($r = -.27, p < .05$). Additionally, deidealization was negatively correlated with choicefulness for both gender ($r_{\text{female}} = -.21, p_{\text{female}} < .05$; $r_{\text{male}} = -.24, p_{\text{male}} < .05$).

As it is shown in the Table 3.2., there was a negative significant correlation between nondependency on parents and self-contact for female adolescents ($r = -.20, p < .05$). However, there was a negative but not significant association between nondependency on parents and self-contact for male adolescents ($r = -.20, p > .05$). On the other hand nondependency on parents was negatively but not significantly correlated with choicefulness for female adolescents ($r = -.09, p > .05$). Nondependency on parents was negatively and significantly correlated with choicefulness for male adolescents ($r = -.30, p < .01$).

Finally, individuation was negatively and significantly correlated with self-contact ($r_{\text{female}} = -.30, p_{\text{female}} < .01$; $r_{\text{male}} = -.33, p_{\text{male}} < .01$), and choicefulness ($r_{\text{female}} = -.22, p_{\text{female}} < .05$; $r_{\text{male}} = -.31, p_{\text{male}} < .01$). In terms of total scores as it is shown in the table, there was a negative relationship between mediators that are emotional autonomy and self-determination ($r_{\text{female}} = -.28, p_{\text{female}} < .01$; $r_{\text{male}} = -.40, p_{\text{male}} < .01$).

According to the results it can be said that although some relations among sub dimensions of Emotional Autonomy Scale and Self-Determination Scale are not

significant, all relations are negative. Therefore, adolescents experiencing more emotional autonomy are more likely to have less self-determination.



Table 3.2. Correlations among Study Variables

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13
1. PCS - YSR	-	.62**	.94**	.30**	.08	.35**	.31**	-.35**	-.21**	-.35**	.35**	.49**	.49**
2. PC - Dis	.45**	-	.85**	.44**	.30**	.40**	.46**	-.29**	-.17	-.29**	.47**	.48**	.48**
3. PC Composite Score	.93**	.71**	-	.38**	.17*	.41**	.41**	-.36**	-.22*	-.36**	.56**	.54**	.54**
4. EAS: Deidealization	.19	.39**	.26*	-	.50**	.59**	.84**	-.12	-.21*	-.19*	.41**	.42**	.36**
5. EAS: Nondependency	.13	.40*	.26*	.56**	-	.55**	.78**	-.20*	-.09	-.18*	.24**	.28**	.22*
6. EAS: Individuation	.13	.18*	.17	.55**	.50**	-	.88**	-.30**	-.22*	-.32**	.38**	.43**	.36**
7. EAS Total	.18	.32**	.27*	.84**	.79**	.86**	-	-.25**	-.21*	-.28**	.42**	.46**	.38*
8. SDT: Self - Contact	-.22*	-.31**	-.29**	-.27*	-.20	-.33**	-.33**	-	.34**	.87**	-.48**	-.46**	-.32**
9. SDT: Choicefulness	-.10	-.13	-.12*	-.24*	-.30**	-.31**	-.34**	.42**	-	.76**	-.34**	-.34**	-.25**
10. SDT Total	-.20	-.27*	-.26*	-.30**	-.29*	-.38**	-.40**	.89**	.78**	-	-.51**	-.49**	-.35**
11. BSI: Anxiety	.39**	.68**	.57**	.36**	.36**	.34**	.42**	-.54**	-.32**	-.53**	-	.83**	.77**
12. BSI: Depression	.31**	.60**	.48**	.37**	.38**	.43**	.47**	-.53**	-.34**	-.53**	.87**	-	.61**
13. BSI: Hostility	.37**	.43**	.45**	.34**	.32**	.45**	.46**	-.32**	-.23*	-.33**	.68**	.75**	-

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

Note: PC - YSR: Psychological Control Scale – Youth Self Reports, PC –Dis: Psychological Control – Disrespect Scale, EAS: Emotional Autonomy Scale, SDT: Self Determination Autonomy Scale, BSI: Brief Symptom Inventory.

The lower part of the Table refers to male adolescents, while the upper right values are that of female adolescents.

3.2. TESTS OF MEDIATION

Bootstrapping method with 2000 resample used for mediation analyses. Especially, Heyes's (2003) procedure of Model 4 was applied for mediation analyses. Mediation analyses were conducted to investigate mediating role of different types of autonomy (emotional autonomy and self-determination) on the psychological control and internalized (anxiety and depression) and externalized (hostility) behavior problems. In this study mediation analyses were done for males and females separately because as previously mentioned that there were significant gender differences in psychological control, emotional autonomy and hostility. In addition there was a difference between the number of male and female participants.

3.2.1. The Mediator Role of Emotional Autonomy and Self-Determination in the Relationship between Psychological Control and Anxiety

According to results for **females** overall model was significant ($F(3,117) = 31.54, p < .001$) and it accounted for 44% of the variance in anxiety.

According to examination of direct effects (pathways) psychological control was significantly and positively associated with anxiety ($B = 1.08, p < .001$, path c). Psychological control was also significantly and positively associated with emotional autonomy ($B = .54, p < .001$, path a₁) and negatively correlated with self-determination ($B = -.67, p < .001$, path a₂).

Additionally, emotional autonomy and self-determination were significantly associated with anxiety ($B = .25, p < .05$, path b₁; $B = -.34, p < .001$, path b₂).

When emotional autonomy and self-determination were taken into account as mediating variables (entered model based on 2000 resample), the direct effect of

psychological control on anxiety was significant ($B = .71, p < .001$, path c'). Hence, emotional autonomy and self-determination emerged as mediators (see Figure 3.1.) The upper and lower bounds of the 95% BCCI do not contain zero, indicated that emotional autonomy (*point estimate* = .14, $CI = .0112 - .3033$) and self-determination ($PE = .23, CI = .0112 - .3033$) significantly mediate the relationship between psychological control and anxiety. The total indirect effect was also significant ($PE = .37, CI = .1936 - .5843$).

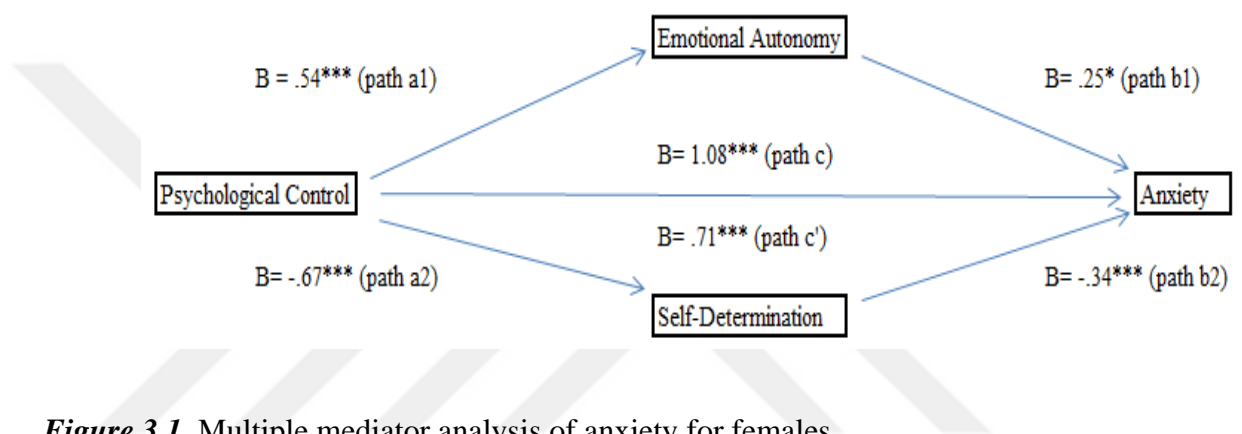


Figure 3.1. Multiple mediator analysis of anxiety for females

Note: * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

According to results for **males** overall model was significant ($F(3,75) = 24.83, p < .001$) and it accounted for 49% of the variance in anxiety.

According to examination of direct effects (pathways) psychological control has significant and positive association with anxiety ($B = 1.06, p < .001$, path c). Psychological control was also significantly and positively correlated with emotional autonomy ($B = .40, p < .05$, path a1) and negatively associated with self-determination ($B = -.52, p < .05$, path a2).

Additionally, self-determination was significantly associated with anxiety ($B = -.32, p < .01$, path b₂); whereas emotional autonomy did not significantly associated with anxiety ($B = .21, p = .06$, path b₁)

When emotional autonomy and self-determination were taken into account as mediating variables (entered model based on 2000 resample), the direct effect of psychological control on anxiety was significant ($B = .80, p < .001$, path c'). The upper and lower bounds of the 95% BCCI do not contain zero, indicated that self-determination ($PE = .17, CI = .0386 - .3910$) has a mediator effect, between psychological control and anxiety whereas, the effect of emotional autonomy was not significant. Therefore, only self-determination emerged as mediators (see Figure 3.2.). The total indirect effect was also significant ($PE = .25, CI = .1010 - .4632$).

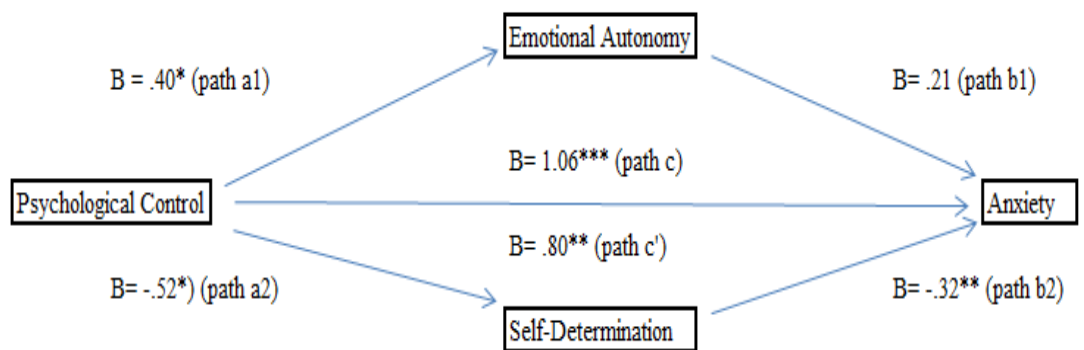


Figure 3.2. Multiple mediator analysis of anxiety for males

Note: * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

3.2.2. The Mediator Role of Emotional Autonomy and Self-Determination in the Relationship between Psychological Control and Depression

Results for **females** indicated that overall model was significant ($F(3,117) = 30.27, p < .001$) and it accounted for 66% of the variance in depression.

According to examination of direct effects (pathways) psychological control was significantly and positively associated with depression ($B = 1.17, p < .001$, path c). Psychological control was also significantly and positively associated with emotional autonomy ($B = .54, p < .001$, path a₁) and negatively correlated with self-determination ($B = -.67, p < .001$, path a₂).

Additionally, emotional autonomy and self-determination had significant association with depression ($B = .45, p < .001$, path b₁; $B = -.42, p < .001$, path b₂).

When emotional autonomy and self-determination were taken into account as mediating variables (entered model based on 2000 resample), there was significant direct effect of psychological control on depression ($B = .86, p < .001$, path c'). Therefore, emotional autonomy and self-determination had a mediator role (see Figure 3.3.) The upper and lower bounds of the 95% BCCI do not contain zero, indicated that emotional autonomy ($PE = .25, CI = .0484 - .4890$) and self-determination ($PE = .28, CI = .0925 - .5301$) significantly mediate the relationship between psychological control and depression. The total indirect effect was also significant ($PE = .53, CI = .2998 - .8081$).

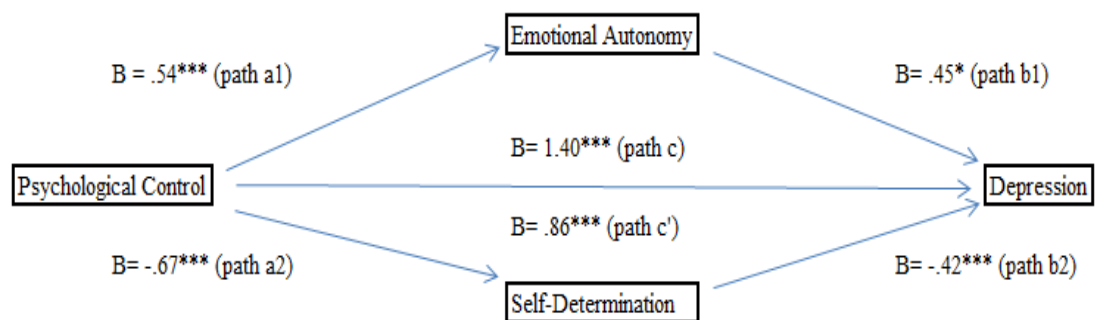


Figure 3.3. Multiple mediator analysis of depression for females

Note: * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Results for **males** showed that overall model was significant ($F(3,75) = 20.80$, $p < .001$) and it accounted for 67% of the variance in depression.

According to examination of direct effects (pathways) psychological control has significant and positive association with depression ($B = 1.17$, $p < .001$, path c). Psychological control was also significantly and positively associated with emotional autonomy ($B = .40$, $p < .001$, path a₁) and negatively correlated with self-determination ($B = -.52$, $p < .001$, path a₂).

Additionally, emotional autonomy and self-determination were significantly associated with depression ($B = .40$, $p < .05$, path b₁; $B = -.43$, $p < .001$, path b₂).

When emotional autonomy and self-determination were taken into account as mediating variables (entered model based on 2000 resample), there was significant direct effect of psychological control on depression ($B = .78$, $p < .01$, path c') and emotional autonomy and self-determination had a mediator role (see Figure 3.4) The upper and lower bounds of the 95% BCCI do not contain zero, indicated that emotional autonomy ($PE = .16$, $CI = .0084 - .4149$) and self-determination ($PE = .22$, $CI = .0421 - .5216$) significantly mediate the relationship between psychological control and depression. The total indirect effect was also significant ($PE = .39$, $CI = .1467 - .6824$).

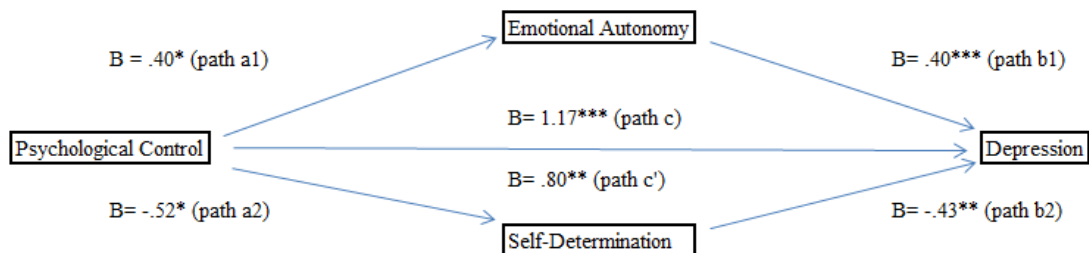


Figure 3.4. Multiple mediator analysis of depression for males

Note: * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

3.2.3. The Mediator Role of Emotional Autonomy and Self-Determination in the Relationship between Psychological Control and Hostility

According to results for **females** overall model was significant ($F(3,117) = 20.10, p < .001$) and it accounted for 34% of the variance in hostility.

According to examination of direct effects (pathways) psychological control has significant and positive association with hostility ($B = 1.14, p < .001$, path c). Psychological control was also significantly and positively correlated with emotional autonomy ($B = .54, p < .001$, path a₁) and negatively associated with self-determination ($B = -.67, p < .001$, path a₂).

Additionally, emotional autonomy was significantly associated with hostility ($B = .26, p < .05$, path b₁); whereas self-determination did not significantly associated with hostility ($B = -.17, p = .06$, path b₂).

When emotional autonomy and self-determination were taken into account as mediating variables (entered model based on 2000 resample), the direct effect of psychological control on hostility was significant ($B = .87, p < .001$, path c'). The upper and lower bounds of the 95% BCCI do not contain zero, indicated that emotional autonomy ($PE = .14, CI = .0077 - .3120$) has a mediator effect, between psychological control and hostility whereas, the effect of self-determination was not significant. Therefore, only emotional autonomy emerged as mediators (see Figure 3.5.). The total indirect effect was also significant ($PE = .26, CI = .0999 - .4740$).

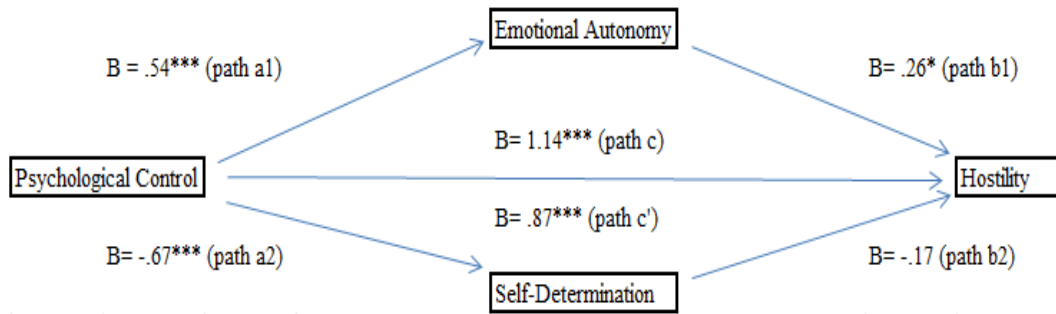


Figure 3.5. Multiple mediator analysis of hostility for females

Note: * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Results for **males** indicated that overall model was significant ($F(3,75) = 12.77, p < .001$) and it accounted for 33% of the variance in hostility.

According to examination of direct effects (pathways) psychological control has significant and positive association with hostility ($B = 1.05, p < .001, \text{path } c$). Psychological control was also significantly and positively correlated with emotional autonomy ($B = .40, p < .05, \text{path } a_1$) and negatively associated with self-determination ($B = -.52, p < .05, \text{path } a_2$).

Additionally, emotional autonomy was significantly associated with hostility ($B = .49, p < .01, \text{path } b_1$); whereas self-determination did not significantly associated with hostility ($B = -.13, p = .26, \text{path } b_2$)

When emotional autonomy and self-determination were taken into account as mediating variables (entered model based on 2000 resample), the direct effect of psychological control on hostility was significant ($B = .77, p < .01, \text{path } c'$). The upper and lower bounds of the 95% BCCI do not contain zero, indicated that emotional autonomy ($PE = .19, CI = .0064 - .4883$) has a mediator effect, between psychological control and hostility whereas, the effect of self-determination was not

significant. Therefore, only emotional autonomy emerged as mediators (see Figure 3.6). The total indirect effect was also significant ($PE = .27$, $CI = .0548 - .2049$).

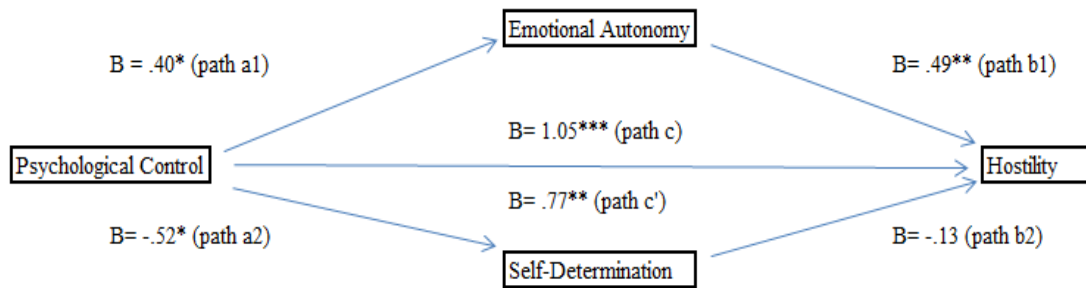


Figure 3.6. Multiple mediator analysis of hostility for males

Note: * $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

CHAPTER 4

DISCUSSION

As remembered, the aim of the current study was to examine the mediator roles of different types of autonomy which are emotional autonomy and self-determination in the relationship between psychological control and behavioral problems in adolescents. In the following sections findings about descriptive statistics, and the results of analyses carried out for testing the hypothesis of the study will be discussed, respectively.

4.1. DISCUSSION OF DESCRIPTIVE STATISTICS RESULTS

Research findings showed that there was no gender difference in terms of perceived maternal psychological control. This finding is consisted with findings which showed that perceived maternal psychological control did not show a significant difference between female and male adolescents in Turkey (Kındap et al., 2008). Additionally, results of a research (Rogers et al., 2003) indicated that there was no significant gender difference for maternal psychological control. It is important to emphasize that in the psychological control literature many findings indicated that males perceived more parental psychological control than females (Barber, 1996; Barber et al, 2005; Finkenauer et al., 2005; Kındap–Tepe, & Sayıl, 2012; Sayıl, & Kındap, 2010; Sayıl et al., 2012). Rogers et al. (2003) suggested that findings about gender difference in terms of perceived psychological control were less clear. However in order to clarify gender differences in a cultural context, adolescent's age and the reporter of the psychological control (adolescents and their parents) should be taken into account together in future studies.

Findings about gender difference in terms of emotional autonomy showed that there was no gender difference for emotional autonomy. This finding is consisted with findings of another study which showed that perceived total score of Emotional Autonomy did not differentiate for female and male adolescents in Turkey (Demir & Karabacak, 2017). On the other hand some findings showed that female adolescents experienced more emotional autonomy than male adolescents (Beyers & Goossens, 1999; Lamborn & Steinberg, 1993; Steinberg & Silverberg, 1986).

When we look at the self-determination, according to the results male adolescents had significantly higher self-determination than female adolescents. According to Özdemir and Çok (2011) parents tend to provide more autonomy support to males in general. It is possible that parents socialize their offsprings by considering cultural gender roles (Domenech Rodriguez, Donovanick, & Crowley, 2009; Varela et al., 2004). Therefore, in collectivistic cultures families would perceive male adolescents as “head of household” and expect males to earn money at an early age. For this reason, parents would use more parenting practices which promote the autonomy when they socialize their male offsprings (Domenech Rodriguez et al., 2009; Guilamo-Ramos, 2007). On the other hand, previous studies showed no gender difference for self-determination (Reis, Sheldon, Gable, Roscoe, & Ryan, 2000; Sheldon et al., 1996; Soenens et al., 2007) or females experienced more self-determination than females (Vansteenkiste et al., 2005). Since the relationship between autonomy granting parenting and self-determination has been shown consistently (Grolnick et al., 1991; Soenens & Vansteenkiste, 2005; Soenens et al., 2007), further research taken family environment into account is needed to clarify the level of self-determination in both gender.

The results of analyses which were run in order to assess whether there is a gender difference for anxiety and depression. This finding is consistent with quite robust gender differences in the literature (Conger et al., 1997; Çelikkaleli, 2015; Loutsiou – Ladd, Panayiotou, & Kokkinos, 2008). In adolescence period, females are more likely internalize distress. Therefore, they are more sensitized to internalizing problems than males (Nolen- Hoeksema & Girgus, 1994).

On the other hand results of our study indicated that there was no significant gender difference in terms of hostility. This finding is consistent with another study from Turkey (Eroğlu, 2009) which showed that there was no significant gender difference between male and female high school students' hostility. Although several researches indicated that females experiences more hostility than males (Çelikkaleli, 2015; Loutsiou–Ladd et al., 2008; Robinson, Brower, Gomberg, 2001), it was shown that males had higher hostility than females (Allen et al., 2002). Additionally, in literature it was well established that males has more externalizing problems than females (Arslan C., Hamarta, Arsalan, E., & Saygın, 2010; Beyers &Goossens, 1999; Buss & Perry, 1992; Finkenauer et al., 2005; Goldstein &Tisak, 2004; Leadbeater, Kuperminc, & Hertzog, 1999). Overt aggression is one of the forms of aggression. “Overt aggression consists of behaviors that are intended to harm another through physical damage or the threat of such damage (e.g. hitting, shouting, and threatening to beat up peer.” (Grotmeter & Crick, 1996, p.2329). On the other hand hostility includes three components which are cognitions, beliefs and actions. “Typical experiences are cover feelings of annoyance and irritability; urges to break things, frequent arguments and uncontrolled outbursts of temper.” (Derogatis & Melisaratos, 1983, p.596). Therefore, the characteristics of the hostility are quite different from overt aggression and there is a very expand literature in terms of the relations

between aggression styles and gender (Allen et al., 2002; Archer, 2004; Grotpeter & Crick, 1996; Loutsiou–Ladd et al., 2008; Robinson et al., 2001; Rose, Swenson, & Waller, 2004).

4.2. DISCUSSION OF CORRELATION RESULTS

4.2.1. Discussion of Correlation Results between Emotional Autonomy and Self–Determination

In recent years diverse conceptualizations of autonomy as independence and volitional functioning is displayed in literature (Soenens et al., 2007; Soenens, Vansteenkiste, Van Petegem, Beyers, & Ryan, 2018). Therefore, the current study tried to demonstrate the distance of two types of autonomy (emotional autonomy and self–determination) in another culture.

As indicated in the correlation results section, although some of them were not significant all relations between sub dimensions of Emotional Autonomy Scale and Self–Determination Scale are negative in their directions (see Table 3.2).

An important point is that individuation was negatively and significantly correlated with sub dimensions of self-determination (self-contact and choicefulness) for both gender. As seen in Table 3.2. individuation (rather than deidealization and nonpedency on parents) is a prominence sub dimension of emotional autonomy which is highly related to self-determination in a negative way. Therefore, in current study individuation could correspond to separation (rather than healthy process of self development). In a study it was shown that individuation included in “Separation” factor (Beyers, Goossens, Vansant, & Moors, 2003). Additionally, Beyers et al. (2005, p.147) defined the individuation as “a separate individual”.

Briefly, in the current study it was confirmed that emotional autonomy and self-determination could be distinct constructs. This finding is consistent with the literature (Ryan, & Deci, 2006; Soenenes et al., 2005). Additionally, confirming our results, it was revealed that independence and volition are separate dimensions of adolescent autonomy (Van Petegem et al., 2013).

4.3. DISCUSSION OF THE MEDIATOR ROLES OF EMOTIONAL AUTONOMY & SELF-DETERMINATION IN RELATIONSHIP BETWEEN PSYCHOLOGICAL CONTROL AND BEHAVIORAL PROBLEMS

Anxiety and depression were defined as internalized behavior problems whereas hostility was defined as an externalized behavior problem (Achenbach, McConaughy, & Howell, 1987). The main aim of this research is examining mediator role of emotional autonomy and self-determination in relationship of psychological control with anxiety and depression as internalized behavior problems and hostility as externalized behavior problem, separately for both gender. In the following sections findings related to these analyses will be evaluated in terms of internalized and externalized behavior problems.

4.3.1. Evaluation of Findings about Mediator Roles of Emotional Autonomy & Self-Determination in Relationship between Psychological Control and Internalized Behavior Problems

Mediation analysis results indicated that both emotional autonomy and self-determination have mediator role in the relationship between psychological control and anxiety for females as well as relationship between psychological control and depression for both gender. Therefore, when female adolescents perceive higher psychological control, they experience more anxiety and depressive symptoms as a

partial result of increase in emotional autonomy and decrease in self-determination. Similarly, when male adolescents perceive higher psychological control, they experience more depressive symptoms as a partial result of increase in emotional autonomy and decrease in self-determination.

On the other hand for male adolescents just self-determination was found to mediate the relationship between psychological control and anxiety. Therefore, male adolescents who perceive higher psychological control probably experience more anxiety as a partial result of decrease in self-determination.

Findings about mediator role of emotional autonomy in relationship between psychological control and behavioral problems are limited in the literature. As mentioned before emotional autonomy refers to independent functioning in literature (Steinberg, 2013; Steinberg, & Silverberg, 1986). In a research (Soenens et al., 2010) mediator role of dependency in a relationship between domain specific psychological control and adolescent's depressive symptoms was examined. Results indicated that dependency mediated the association between perceived dependency-oriented psychological control and adolescent's depressive symptoms (Soenens et al., 2010). However, our findings indicating that psychological control positively related to emotional autonomy (independence) rather than dependency.

Results of current study quite consistent with findings of a study (Garber & Little, 2001) indicating the mediator role of emotional autonomy in the relationship between family dysfunction and depressive symptoms in adolescents. However, the mediator role of emotional autonomy in relationship between psychological control and anxiety for females and depression for both genders can be explained via theoretical framework due to lack of findings in literature. It is known that distance

in relation between parent and their offspring occurs due to intrusive and disrespectful strategies (Assor et al., 2004; Soenens & Vansteenkiste, 2010). Adolescents tend to feel rejection due to these strategies so they tend to display resentment toward their parents (Assor et al., 2004; Roth, Assor, Niemiec, Ryan, & Deci, 2009; Soenens & Vansteenkiste, 2010). It is likely that psychological control leads to separation or detachment for adolescents.

Moreover, according to the results of current study it can be said that emotional autonomy experienced as dysfunctional independence in the context of psychological control. Therefore, psychological control contributed to dysfunctional independence, which in turn predicted higher level of internalization and externalization problems. Previous studies also indicated that experiencing the emotional autonomy as detachment was related to maladjustment in poor functional families (Beyers & Goossens, 1999; Garber & Little, 2001; Lamborn & Steinberg, 1993; Ryan & Lynch, 1989).

Additionally, psychological control includes parenting practices which thwart the autonomy (Barber, 1996; Soenens & Vansteenkiste, 2010). Therefore, adolescents could have difficulties for becoming self-determined as well as they tend to have dysfunctional independence due to these intrusive practices. Particularly, adolescents perceiving psychological control feel pressured to act in their parent's way. Additionally, these adolescents prevented to express themselves. Therefore, they tend to have internalizing problems (Ahmad et al., 2013; Costa et al., 2015; Liga et al., 2017; Inguglia et al., 2016).

Although, emotional autonomy was a significant mediator in relationship between psychological control and anxiety for females and relationship between

psychological control and depression for both genders, this type of autonomy did not significantly mediate the relationship between psychological control and anxiety for males. On the other hand self-determination mediated in all relationships between psychological control and internalizing problems (anxiety and depression) for both gender. Therefore, it was displayed that that self-determination is more significant mediator than emotional autonomy for internalizing problems for both genders. This finding is consistent with previous research which showed that experience of volitional functioning has more important impact on the adjustment in adolescents than independent functioning (Soenens et al., 2007; Van Petegem et al., 2013). In short, according to SDT psychological control is harmful for both female and male adolescents since it leads to frustration of autonomy as a basic need (Soenenes & Vansteenkiste, 2010).

4.3.2. Evaluation of Findings about Mediator Roles of Emotional Autonomy & Self-Determination in Relationship between Psychological Control and Hostility as Externalized Behavior Problem

Our mediation result suggested that the link between psychological control and hostility in adolescence is partly mediated by emotional autonomy for both gender. Therefore, when adolescents perceive higher psychological control, they experience more hostility as a result of increase in emotional autonomy.

The mediator role of emotional autonomy in relationship between psychological control and hostility for both genders can be explained via theoretical framework. As previously mentioned emotional autonomy was experienced as detachment by adolescents in dysfunctional families (Beyers et al., 2005; Lamborn & Steinberg, 1993; Ryan & Lynch, 1989). Therefore, adolescents exposed to

disrespectful and intrusive parenting practices display more hostile behaviors due to feel detached from their parents.

In a similar way, researchers also examined the mediator role of psychological reactance in relationship between psychological control and adolescents' adjustment (Tığrak, 2017; Van Petegem et al., 2015). Psychological reactance defined as “motivational state hypothesized to occur when a freedom is eliminated or threatened with elimination” (Brehm&Brehm, 1981, p.37). According to Psychological Reactance Theory individuals tend to display opposite behaviors against to what they forced (Quick & Stephenson, 2008; Van Petegem et al., 2015). On the basis of this definition psychological reactance is quite comparable with some signs of hostility such as uncontrolled outbursts of temper, annoyance and irritability. It seems that when adolescents exposed to intrusive parenting tend to response this practice showing opposite or hostile behaviors especially thinking of being against to what is imposed by parents. Therefore, these adolescents have higher maladjustment problems due to both hostility and psychological reactance.

4.4. CONTRIBUTIONS

It was known that autonomy has conceptualized with different perspectives at one time to another (Özdemir & Çok, 2011). For instance, in literature autonomy was handled within a process of separation–individuation (Steinberg, 2013). Therefore, Emotional autonomy defined as nondependency and self-reliance (Steinberg & Silverberg, 1986). It was supported that conceptualization of autonomy as independence influenced by culture. Therefore, previously it was accepted that independence perceived as crucial and related to adjustment for Western cultures (Markus & Kitayama, 1991). On the other hand autonomy as self-determination

defined as a kind of basic and universal human psychological need (Deci & Ryan, 2000).

Previous studies indicated the association between these autonomies (emotional autonomy and self-determination) with maladjustment of adolescents, separately (Beyers & Goossens, 1999; Chen & Dornbusch, 1998; Chen et al., 2015; Deci & Ryan, 2000; Lamborn & Steinberg, 1993; Garber & Little, 2001; Ryan & Lynch, 1989; Sheldon et al., 1996; Sheldon et al., 2001; Vansteenkiste & Ryan, 2013). In current study mediator role of emotional autonomy (crucial for Western cultures) and self-determination (universal for individuals) examined in relationship between psychological control and behavioral problems in adolescents. Therefore, it can be said that fundamental contribution of current study to the literature is comparing consequences of these types of autonomy (emotional autonomy and self-determination) on behavioral problems in adolescents in the same analysis.

Results indicated that adolescents, who perceive more psychological control, experienced internalizing and externalizing behavior problems through relatively higher emotional autonomy. This finding supported previous studies which indicated that emotional autonomy refers to detachment and it is related to maladjustment in dysfunctional families (Garber & Little, 2001; Lamborn & Steinberg, 1993; Ryan & Lynch, 1989).

Moreover, findings of current study indicated that adolescents exposed to psychological control, experienced internalization problems through relatively lower self-determination. This finding supported several researches which showed the negative relationship between self-determination and maladjustment problems in individuals (Deci & Ryan, 2000; Chen et al., 2015; Sheldon et al., 1996; Sheldon et

al., 2001; Vansteenkiste & Ryan, 2013). Therefore, universal characteristic of self-determination was confirmed in a different culture.

Additionally, findings of the current study supported the concept of “Autonomous–Related Self” proposed by Kağıtçıbaşı (1996; 2005). According to Kağıtçıbaşı (2005) Autonomous–Related Self develops in psychologically interdependent families. In these families close relationships are maintained and agency is endorsed. Therefore, “Autonomous–Related Self” including two basic psychological needs together (relatedness and autonomy) cultivate in these contexts. It was indicated that “Autonomous–Related Self” is associated with adolescents’ adjustment (Özdemir, 2012) and well-being (Kağıtçıbaşı, 2017; 2018) and life satisfaction (Morsünbül, 2013).

4.5. CLINICAL IMPLICATIONS

Different types of autonomies (emotional autonomy and self-determination) compared in the context of psychological control. It was known that psychological control is associated with psychopathology in adolescents (Hasebe et al., 2004; Steinberg, 2005). From an applied perspective, results of the current study provide knowledge about autonomy which is highly threatened by psychologically controlling parenting and its relations with behavioral problems in adolescents. Initially, findings of current study enable professions to create psychological prevention or family intervention programs supporting volitional functioning rather than parent induced independence or dependence. The important thing is that adolescent himself/herself should decide the degree of autonomy or dependence that he/she needs. Therefore parents try to improve adolescent’s self governing behaviors

and self understanding applying autonomy granting parenting rather than psychologically controlling.

Additionally, professions could make interventions to adolescents for improving autonomy, developing their sense of self awareness and supporting their free will in appropriate conditions in schools and also they could create study environment which positively contribute to autonomy development in class and schools.

4.6. LIMITATIONS AND FUTURE DIRECTIONS

This study has a number of limitations. Firstly, participants of this study consist of high school students from Tekirdağ, Turkey. This condition restricts the generalizability of the findings. Sociodemographic characteristics of the city have to be considered while interpreting findings of this study. In future, sample can be extended to other cities from different regions in order to gain more exhaustive findings.

Secondly, data obtained only from adolescents and just maternal psychological control was examined. These points are other limitations. Specifically, in our culture fathers generally have been perceived as a controlling figure. Therefore, examining impacts of paternal psychological control on adolescents' behavioral problems provide more comprehensive findings.

Thirdly, all variables measured via adolescents' self-report. Future research should consist of multi informant assessments to have more valid consequences.

The last limitation is that data collected using a cross-sectional method. Therefore, direction of relations has to be considered. According to developmental

system perspective there is a bidirectional relationship between parents and adolescents. Both parents and adolescents influence each other mutually (Lerner, 2004). Therefore, longitudinal researches which show the relationship between psychological control and behavioral problems are needed.

4.7. CONCLUSION

The relationship between psychological control and adolescent adjustment with the mediator roles of emotional autonomy and self-determination have not been yet fully explored especially in Non-Western cultures (Ahmad et al., 2013; Costa et al., 2015; Soenens & Vansteenkiste, 2010). Results of the current study indicated that both emotional autonomy and self-determination mediated the relationship between psychological control and anxiety for females as well as relationship between psychological control and depression for both gender. On the other hand for males only self-determination had a mediator role in the relationship between psychological control and anxiety. However, self-determination did not predict hostility for both gender. Perceived psychological control related to hostility through their association with only emotional autonomy in adolescents.

This study revealed autonomy as one of the underlying processes in the association between psychological control and internalized and externalized behavior problems. As a further step, it was demonstrated that the role of autonomy in this specific relation has been highly varied depending on the definition of autonomy. Emotional autonomy including separation-individuation, independency and deidealization doesn't seem a beneficial type of autonomy for adolescent adjustment and psychological control feeds emotional autonomy. On the other hand self-determination refers sense of volition and self-governed behaviors that everybody

needs them to be an autonomous adult, and psychological control is highly detrimental for this type of autonomy leading adjustment problems in adolescence. It can be concluded that heightened emotional autonomy and lessened self-determination can partly explain the harmful role of psychological control on adolescent internalization problems however only increase in emotional autonomy (pseudo autonomy) is partly responsible from adolescent hostile behaviors. It means that less self-determined adolescents have not been displayed any uncontrolled type of aggression under the psychologically controlling parenting.



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APPENDICES

APPENDIX A

Informed Consent

(For Parents)

Sayın Veli,

Bu araştırma, TED Üniversitesi, Psikoloji Bölümü Gelişim Odaklı Klinik Çocuk ve Ergen Psikolojisi Yüksek Lisans programı öğrencilerinden Melike Kalelioğlu tarafından Prof. Dr. Melike Sayıl danışmanlığında yürütülmekte olan tez çalışmasıdır ve çalışmanın katılımcılarını lise öğrencileri oluşturmaktadır. Bu mektubu size bu araştırmaya çocuğunuzun katılımı için izin almak amacıyla gönderiyorum.

Yapılacak olan bu çalışmanın amacı, ana babaların çocuklarına uyguladıkları kontrolün onların özerklik gelişimiyle ve bazı davranış sorunlarıyla ilişkilerini çok yönlü olarak incelemektir. Çocuğunuzun bu araştırmaya katılımını onayladığınız takdirde, 2017 - 2018 Eğitim Öğretim Yılı Güz veya Bahar döneminde çocuğunuz araştırmanın katılımcısı olacak ve Milli Eğitim Bakanlığında izni ve TED Üniversitesi İnsan Araştırmaları Etik kurulundan onayı alınmış olan bir anket uygulamasına katılacaktır. Anket uygulaması 1 ders saatini aşmayacaktır. Araştırmada yer alan bu uygulamalar okul idaresince uygun bulunan yer ve zamanda çocuklarınıza toplu olarak uygulanacak, kendilerinden kimlik bilgisi alınmayacaktır. Sizin ve çocuğunuzun iznini aldığımız bu formlardaki kimlik bilgileriniz ise sadece araştırmacının erişebileceği şekilde saklanacaktır. Çalışmaya katılım gönüllülük esasına dayalıdır. Anketlerin içeriği çocuğunuza rahatsızlık verecek nitelikte değildir. Ancak herhangi bir nedenden ötürü çocuğunuz rahatsızlık hissederse nedenini açıklamaksızın araştırmadan ayrılabilir.

Bu çalışma kapsamında elde edilecek olan bilimsel bilgiler çocuğunuza özel değil, toplu bilgilerdir. Bu bilgiler, sadece araştırmacılar tarafından yapılan bilimsel yayınlarda, sunumlarda ve eğitim amaçlı olarak paylaşılacaktır. Süreç içerisinde çocuğunuzun paylaşımında bulunduğu bilgiler kesinlikle gizli tutulacak ve sadece araştırmacılar tarafından toplu olarak değerlendirilecektir. Çocuğunuzun bu çalışmaya katılmasına onay verdiğiniz için şimdiden teşekkür ederim. Bu çalışma belki size doğrudan bir fayda sağlamayacak ancak bilimsel bir çalışmaya önemli bir katkı sağlamış olacaktır. Çalışma hakkında daha fazla bilgi almak ve yanıtlanmasını istediğiniz sorularınız varsa benimle (E-posta: m.kalelioglu@yahoo.com.tr, telefon: 555 6009564) iletişim kurabilirsiniz.

Teşekkür ederim,
Melike Kalelioğlu
Yüksek Lisans Öğrencisi
TED Üniversitesi
Ziya Gökalp Cad. No:48 Kolej/ Çankaya ANKARA

Bu çalışmaya çocuğumun katılmasına izin veriyorum. Çocuğumun, istediği zaman bu çalışmadan ayrılabilceğini biliyorum. Bu araştırma kapsamında çocuğumun anket uygulamasına katılacağını biliyorum. Araştırma süresince elde edilen bilimsel bilgilerin bilimsel makaleler ve akademik sunumlar dışında kesinlikle kullanılmayacağını biliyorum.

Yukarıda açıklamasını okuduğum çalışmaya, velisi olduğum _____ numaralı öğrencinin katılımına izin veriyorum.

Velinin Adı, soyadı: _____ İmzası: _____

Tarih:

İmzalanan bu formu lütfen zarfa koyarak ağzını kapatınız ve çocuğunuzla okulun rehber öğretmenine ulaştırılmasını sağlayınız.

Çocuğunuzun katılımı ya da haklarının korunmasına yönelik sorularınız varsa ya da çocuğunuzun herhangi bir şekilde risk altında olabileceğine, strese maruz kalacağına inanıyorsanız TED Üniversitesi İnsan Araştırmaları Etik Kurulu'na (0312 585 00 11)telefon numarasından veya iaek@tedu.edu.trposta adresinden ulaşabilirsiniz.

APPENDIX B

Informed Consent (For Students)

Merhaba,

TED Üniversitesi, Psikoloji Bölümü'nde Yüksek Lisans öğrencisiyim. Anne babaların davranışları ve ergenin uyum sorunları arasındaki ilişkileri ve aynı zamanda bunların ergenlerin özerkliği ile olan bağlantılarını inceliyorum. Bu tez çalışmamı Prof. Dr. Melike Sayıl danışmanlığında yürütmekteyim ve sizi araştırmama katılmaya davet etmekteyim.

Söz konusu araştırma için kimlik bilgilerinizi vermeden bir anket uygulamasına katılmanızı istiyorum. Bu çalışmaya katılımınız için velinizden de onay alacağım. Çalışma süresince ve sonrasında elde edilen bilgileri toplu olarak değerlendireceğim, verdiğiniz bireysel bilgileri okul idaresiyle, ailenizle ve bir başkasıyla paylaşmayacağız. Bu çalışma kapsamında elde edilecek olan bilimsel bilgiler sadece araştırmacılar tarafından yapılan bilimsel yayınlarda, sunumlarda ve eğitim amaçlı olarak paylaşılacaktır.

Uygulamada yer alan sorular kişisel rahatsızlık verecek nitelikte değildir. Ancak herhangi bir nedenden ötürü kendinizi rahatsız hissederseniz, nedenini açıklamaksızın uygulamaları yarıda bırakıp araştırmadan çıkabilirsiniz. Bu çalışmaya katıldığınız için şimdiden teşekkür ederim. Çalışma hakkında daha fazla bilgi almak ve yanıtlanmasını istediğiniz sorularınız için araştırmayı yürüten Melike Kalelioğlu ile iletişim kurabilirsiniz.

Bu çalışmada, tamamen gönüllü olarak bir anket uygulamasına katılmam istendiğini ve devam etmek istemezsem ayrılabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayınlarda kullanılmasını kabul ediyorum.

Araştırmaya katılmak istiyorum

Evet / Hayır

Öğrencinin numarası:

İmzası:

Tarih

Melike Kalelioğlu

Ziya Gökalp Cad. No:48 Kolej/ Çankaya ANKARA.

Araştırmaya katılımınız ve haklarınızın korunmasına yönelik sorularınız varsa ya da herhangi bir şekilde risk altında olduğunuza veya strese maruz kalacağını inanıyorsanız TED Üniversitesi İnsan Araştırmaları Etik Kurulu'na(0312 585 00 11)telefon numarasından veya iaek@tedu.edu.trreposta adresinden ulaşabilirsiniz.

APPENDIX C

Demographic Information Form

Merhaba Arkadaşlar

Az önce ayrıntılarını açıkladığım tez çalışmamla ilgili olarak bugün sizlere bazı sorular soracağım. Araştırmamda yer alan anketlerdeki soruların doğru ya da yanlış cevapları yoktur; bizim için sadece sizin fikriniz önemlidir. Lütfen açıklamaları sonuna kadar okuyarak sorulara içtenlikle yanıt veriniz. Araştırmaya katıldığınız için teşekkür ederim.

Psk. Melike Kalelioğlu

1. Sınıfınız: 9. Sınıf _____ 10. Sınıf _____
2. Doğum Tarihiniz: _____
3. Cinsiyetiniz: Kız _____ Erkek _____
4. Annenizin ve babanızın eğitim durumu nedir? (Uygun olanın yanına çarpı işareti koyun)

Anne	Baba	
↑	↑	Okur-yazar değil
↑	↑	İlkokul Mezunu
↑	↑	Ortaokul Mezunu
↑	↑	Lise Mezunu
↑	↑	Yüksek Okul Mezunu (2 yıllık)
↑	↑	Üniversite Mezunu (4 yıllık)
↑	↑	Yüksek Lisans Mezunu
↑	↑	Doktora Mezunu

5. Babanızın mesleği: _____
6. Aşağıdaki ölçekte kendinizi hangi gelir grubuna ait görüyorsunuz. Size uygun rakamı daire içine alınız.

Alt Gelir Grubunda	Ortanın Altı Gelir Grubunda	Orta Gelir Grubunda	Ortanın Üstü Gelir Grubunda	Üst Gelir Grubunda
1	2	3	4	5

APPENDIX D

Psychological Control Scales

(Psychological Control Scale – Youth Self Reports (PCS – YSR) & Psychological Control - Disrespect Scale)

Aşağıda annenizle ilgili bazı ifadeler yer almaktadır. Eğer bu ifadeler ya da belirtilen özellikler annenizin özelliklerine;	Annemin Özelliklerine Hiç Benzemiyor	Annemin Özelliklerine Biraz Benziyor	Annemin Özelliklerine Benziyor	Annemin Özelliklerine Çok Benziyor
<p>Hiç benzemiyorsa 1'i,</p> <p>Biraz benziyorsa 2'yi,</p> <p>Benziyorsa 3'ü ve</p> <p>Çok benziyorsa 4'ü işaretleyiniz</p> <p>ANNEM,</p>				
1. Eğer bazı şeylerde onun gibi düşünmezsem bana soğuk davranır.	1	2	3	4
2. Herhangi bir şey hakkındaki hislerimi ve düşüncelerimi	1	2	3	4

değiştirmeye çalışır.				
3. Eğer onu gerçekten seviyorsam, üzecek bir şey yapmamam gerektiğini söyler.	1	2	3	4
4. Ben konuşurken sözümü keser.	1	2	3	4
5. Ailedeki problemler yüzünden beni suçlar.	1	2	3	4
6. Eğer onu kıracak bir şey yaparsam, günlünü alıncaya kadar benimle konuşmaz.	1	2	3	4
7. Ne zaman bir şey anlatmaya çalışsam konuyu değiştirir.	1	2	3	4
8. Beni eleştirirken geçmişte yaptığım hataları dile getirir.	1	2	3	4
9. Yapmamam gerektiğini düşündüğü bir şeyi yaptığımda kendimi suçlu hissettirir.	1	2	3	4

10. Beni sık sık bir başkasıyla haksız yere karşılaştırır (kardeşimle ya da kendisiyle).	1	2	3	4
11. Beni başkalarının (arkadaşlarımın) önünde utandırır.	1	2	3	4
12. Odama izinsiz girer, çantamı ve eşyalarımı karıştırır.	1	2	3	4
13. Benden çok şey bekler (okulda başarılı olmamı, iyi insan olmamı vb.).	1	2	3	4
14. Beni aşağılar, küçük düşürür (aptal, işe yaramaz vb. olduğumu söyler).	1	2	3	4
15. Bir birey olarak bana saygı duymaz (konuşmama izin vermez, diğerlerini bana tercih eder).	1	2	3	4
16. Beni sık sık yok sayar (beni bırakıp yürür gider, beni dikkate almaz).	1	2	3	4

APPENDIX E

Emotional Autonomy Scale

Her ifade için yalnızca bir kutucuğu işaretleyiniz. Ölçekteki ifadeler sizin durumunuza tam uymuyor ise lütfen soruyu BOŞ BIRAKMAYINIZ ve en yakın seçeneği işaretleyiniz.	Bana hiç uygun değil	Bana uygun değil	Bana uygun	Bana tamamen uygun
1. Anababam ve ben her konuda anlaşırız.	1	2	3	4
2. Bir problemi kendi başıma çözmeyi denemeden önce anababamdan yardım isterim.	1	2	3	4
3. Anababam ve ben anlaşamasa bile onlar her zaman haklıdır.	1	2	3	4
4. Gençlerin bazı şeyleri anababaları yerine en yakın arkadaşlarına danışması daha iyidir.	1	2	3	4
5. Yanlış bir şey yaptığımda, ailemin benim için her şeyi yoluna koyacağına güvenirim.	1	2	3	4
6. Benimle ilgili anababamın bilmediği bazı şeyler var.	1	2	3	4
7. Anababam benimle ilgili bilinmesi gereken her şeyi bilir.	1	2	3	4

8. Anababamla aynı görüşlere sahip olmaya çalışırım.	1	2	3	4
9. Arkadaşımdan biriyle sorun yaşarsam, ne yapacağıma karar vermeden önce konuyu annem ya da babamla tartışırım.	1	2	3	4
10. Anababam onlarla beraber değilken, neler yaptığımı bilseler şaşırırlardı.	1	2	3	4
11. Anne ya da baba olduğumda çocuklarıma aynen kendi anne-babamın bana davrandığı gibi davranacağım.	1	2	3	4
12. Anne- baba olduğum zaman, kendi anne babamdan farklı olarak yapacağım şeyler var.	1	2	3	4
13. Anababam çok nadir hata yapar.	1	2	3	4
14. Anababamın benim gerçekten kim olduğumu anlamalarını isterdim.	1	2	3	4

APPENDIX F

Self-Determination Scale

Aşağıdaki ifade çiftlerini tek tek okuyunuz ve ifade çiftlerinin içindeki hangi ifadenin hayatınızın şu anında size daha doğru geldiğini düşününüz.	Sadece A ifadesi tamamen doğru	Sadece A ifadesi kısmen doğru	Hem A ifadesi hem de B ifadesi doğru	Sadece B ifadesi kısmen doğru	Sadece B ifadesi tamamen doğru
Eğer, Sadece A ifadesi sizin için tamamen doğruysa 1'i Hem A ifadesi hem de B ifadesi sizin için doğruysa 3'ü Sadece B ifadesi sizin için doğruysa 5'i işaretleyin.	1	2	3	4	5
1. A. Duygularım bazen bana yabancı gibi görünür. B. Duygularımın daima bana ait olduğunu düşünürüm.	<i>Sadece A tamamen doğru</i> 1	<i>Sadece A kısmen doğru</i> 2	<i>Hem A hem de B doğru</i> 3	<i>Sadece B kısmen doğru</i> 4	<i>Sadece B tamamen doğru</i> 5
2. A. Kendimi nadiren "kendim" gibi hissederim. B. Her zaman kendimi "kendim" gibi hissederim.	<i>Sadece A tamamen doğru</i> 1	<i>Sadece A kısmen doğru</i> 2	<i>Hem A hem de B doğru</i> 3	<i>Sadece B kısmen doğru</i> 4	<i>Sadece B tamamen doğru</i> 5

<p>3.</p> <p>A. Bir şeyi başardığımda, çoğu zaman sanki bunu yapan ben değilmişim gibi hissederim.</p> <p>B. Bir şeyi başardığımda, daima bunu yapanın ben olduğuma inanırım.</p>	<p><i>Sadece A</i> <u><i>tamamen</i></u> <i>doğru</i></p> <p>1</p>	<p><i>Sadece A</i> <u><i>kısmen</i></u> <i>doğru</i></p> <p>2</p>	<p><i>Hem A hem de B</i> <i>doğru</i></p> <p>3</p>	<p><i>Sadece B</i> <u><i>kısmen</i></u> <i>doğru</i></p> <p>4</p>	<p><i>Sadece B</i> <u><i>tamamen</i></u> <i>doğru</i></p> <p>5</p>
<p>4.</p> <p>A. Bedenim bazen bana yabancıymış gibi geliyor.</p> <p>B. Daima bu beden benim diye düşünürüm.</p>	<p><i>Sadece A</i> <u><i>tamamen</i></u> <i>doğru</i></p> <p>1</p>	<p><i>Sadece A</i> <u><i>kısmen</i></u> <i>doğru</i></p> <p>2</p>	<p><i>Hem A hem de B</i> <i>doğru</i></p> <p>3</p>	<p><i>Sadece B</i> <u><i>kısmen</i></u> <i>doğru</i></p> <p>4</p>	<p><i>Sadece B</i> <u><i>tamamen</i></u> <i>doğru</i></p> <p>5</p>
<p>5.</p> <p>A. Bazen aynaya bakıyorum ve bir yabancı görüyorum.</p> <p>B. Aynaya baktığımda kendimi görürüm.</p>	<p><i>Sadece A</i> <u><i>tamamen</i></u> <i>doğru</i></p> <p>1</p>	<p><i>Sadece A</i> <u><i>kısmen</i></u> <i>doğru</i></p> <p>2</p>	<p><i>Hem A hem de B</i> <i>doğru</i></p> <p>3</p>	<p><i>Sadece B</i> <u><i>kısmen</i></u> <i>doğru</i></p> <p>4</p>	<p><i>Sadece B</i> <u><i>tamamen</i></u> <i>doğru</i></p> <p>5</p>
<p>6.</p> <p>A. Yaptığım şeyler her zaman kendi seçimimdir.</p> <p>B. Bazen yaptığım şeylerin kendi seçimim olmadığını düşünürüm.</p>	<p><i>Sadece A</i> <u><i>tamamen</i></u> <i>doğru</i></p> <p>1</p>	<p><i>Sadece A</i> <u><i>kısmen</i></u> <i>doğru</i></p> <p>2</p>	<p><i>Hem A hem de B</i> <i>doğru</i></p> <p>3</p>	<p><i>Sadece B</i> <u><i>kısmen</i></u> <i>doğru</i></p> <p>4</p>	<p><i>Sadece B</i> <u><i>tamamen</i></u> <i>doğru</i></p> <p>5</p>

	Sadece A ifadesi tamamen doğru	Sadece A ifadesi kısmen doğru	Hem A ifadesi hem de B ifadesi doğru	Sadece B ifadesi kısmen doğru	Sadece B ifadesi tamamen doğru
	1	2	3	4	5
<p>7.</p> <p>A. Her ne yapıyorsam sebebi benim ilgimi çekmesidir.</p> <p>B. Her ne yapıyorsam sebebi bunu yapmaya mecbur olmamdır.</p>	<i>Sadece A tamamen doğru</i>	<i>Sadece A kısmen doğru</i>	<i>Hem A hem de B doğru</i>	<i>Sadece B kısmen doğru</i>	<i>Sadece B tamamen doğru</i>
	1	2	3	4	5
<p>8.</p> <p>A. Karar verdiğim her şeyi yapmakta özgürüm.</p> <p>B. Yaptığım şey çoğunlukla yapmayı seçtiğim şey değildir.</p>	<i>Sadece A tamamen doğru</i>	<i>Sadece A kısmen doğru</i>	<i>Hem A hem de B doğru</i>	<i>Sadece B kısmen doğru</i>	<i>Sadece B tamamen doğru</i>
	1	2	3	4	5
<p>9.</p> <p>A. Tercihlerimde kendimi oldukça özgür hissedirim.</p> <p>B. Çoğu kez kendi seçimim olmayan şeyleri yapıyorum.</p>	<i>Sadece A tamamen doğru</i>	<i>Sadece A kısmen doğru</i>	<i>Hem A hem de B doğru</i>	<i>Sadece B kısmen doğru</i>	<i>Sadece B tamamen doğru</i>
	1	2	3	4	5

APPENDIX G

Brief Symptom Inventory

Aşağıda, insanların bazen yaşadıkları belirtilerin ve yakınmaların bir listesi verilmiştir. Listedeki her maddeyi lütfen dikkatle okuyunuz. Daha sonra, o belirtinin sizde **BUGÜN DAHİL, SON BİR HAFTADIR** ne kadar var olduğunu yandaki bölmede uygun olan sayıyı daire içine alarak işaretleyiniz. Her belirti için sadece bir yeri işaretlemeye ve hiçbir maddeyi atlamamaya özen gösteriniz. Yanıtlarınızı kurşun kalemle işaretleyiniz. Eğer fikir değiştirirseniz ilk yanıtı siliniz.

Bu belirtiler son bir haftadır sizde ne kadar var?	Hiç yok	Biraz var	Orta derecede var	Epey var	Çok fazla var
1. İçinizdeki sinirlilik ve titreme hali	0	1	2	3	4
2. Bir başka kişinin sizin düşüncelerinizi kontrol edeceği fikri	0	1	2	3	4
3. Başınıza gelen sıkıntılardan dolayı başkasının suçlu olduğu duygusu	0	1	2	3	4
4. Çok kolayca kızıp öfkelenme	0	1	2	3	4
5. Yaşamınızı son verme düşünceleri	0	1	2	3	4
6. İnsanların çoğuna güvenilmeyeceği hissi	0	1	2	3	4
7. Hiçbir nedeni olmayan ani korkular	0	1	2	3	4
8. Kontrol edemediğiniz duygu patlamaları	0	1	2	3	4

9. Başka insanlarla beraberken bile yalnızlık hissetmek	0	1	2	3	4
10. Yalnızlık hissetmek	0	1	2	3	4
11. Hüzünlü, kederli hissetmek	0	1	2	3	4
12. Hiçbir şeye ilgi duymamak	0	1	2	3	4
13. Ağlamaklı hissetmek	0	1	2	3	4
14. Kolayca incinebilme, kırılma	0	1	2	3	4
15. Uykuya dalmada güçlük	0	1	2	3	4
16. Karar vermede güçlükler	0	1	2	3	4
17. Otobüs, tren, metro gibi umumi vasıtalarla seyahatlerden korkmak	0	1	2	3	4
18. Sizi korkuttuğu için bazı eşya, yer ya da etkinliklerden uzak kalmaya çalışmak.	0	1	2	3	4
19. Kafanızın "bomboş" kalması	0	1	2	3	4
20. Gelecekle ilgili umutsuzluk duyguları	0	1	2	3	4
21. Konsantrasyonda (dikkati bir şey üzerine toplamada) güçlük/ zorlanmak	0	1	2	3	4

22. Bedeninizin bazı bölgelerinde zayıflık, güçsüzlük hissi	0	1	2	3	4
23. Kendini gergin ve tedirgin hissetmek	0	1	2	3	4
24. Ölüm ve ölüm üzerine düşünceler	0	1	2	3	4
25. Birini dövme, ona zarar verme, yaralama isteği	0	1	2	3	4
26. Birini dövme, ona zarar verme, yaralama isteği.	0	1	2	3	4
27. Diğerlerinin yanındaiken yanlış bir şey yapmamaya çalışmak	0	1	2	3	4
28. Kalabalıklardan rahatsızlık duymak	0	1	2	3	4
29. Dehşet ve panik nöbetleri	0	1	2	3	4
30. Sık sık tartışmaya girmek	0	1	2	3	4
31. Yalnız bırakıldığında/ kalındığında sinirli hissetmek	0	1	2	3	4
32. Yerinde duramayacak kadar kendini tedirgin hissetmek	0	1	2	3	4