Parenting, Self, and Positive Youth Development in Adolescence: A Mediational Model

by

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STATEMENT OF AUTHORSHIP

This thesis contains no material which has been accepted for any award or any other degree or diploma in any university or other institution. It is affirmed by the candidate that, to the best of her knowledge, the thesis contains no material previously published or written by another person, except where due reference is made in the text of the thesis.

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ABSTRACT

This study examined the effect of parenting (warmth, control, and induction) and demographic characteristics (age and socioeconomic status) on self and positive development of adolescents in Turkish context. Another focus of the study was investigation of role of parenting on perception of parental authority. Autonomous-related self –considered to be an optimal model for self development- was expected to develop in a context of positive parenting practices and with age. In addition, adolescent autonomy and relatedness were expected to mediate the role of positive parenting on positive development.

Participants of the study were 630 9th and 12th grade high school students in Istanbul. The data were collected by administration of self-report questionnaires. The results indicated that a) parental warmth and induction positively affected autonomous-relatedness; b) parental warmth affected positive developmental outcomes both directly and indirectly by promoting autonomous-relatedness; c) from middle to late adolescence, levels of parental control decreased and adolescent autonomy increased; whereas relatedness levels did not change with age; d) adolescents perceived highly controlling parenting as legitimate, if high control was accompanied by moderate-to-high levels of parental warmth; e) parental warmth and induction decreased levels of adolescent autonomy via leading to acceptance of control; f) low parental warmth resulted in low levels of self-worth and social competence; and this effect was more pronounced in existence of low parental control.

Some important contributions were exploration of the role of parenting on perception of parental control; testing the mediation by 'acceptance of control' of the parenting-autonomy link; and examination of positive youth development indicators in association with parenting and self development in middle and late adolescence. New measures for acceptance of control and parental induction in adolescence were developed.

Keywords: Autonomous-relatedness, positive youth development, parenting, adolescence, acceptance of parental control

ÖZET

Bu çalışma ebeveynlik boyutları (sıcaklık, control ve açıklayıcı akıl yürütme) ve demografik özelliklerin (yaş ve sosyoekonomik statü), Türkiye örnekleminde benlik gelişimi ve gençliğin pozitif gelişimi üzerindeki rolünü incelemektedir. Çalışmanın diğer bir amacı ebeveynlik davranışlarının, ebeveyn otoritesinin algılanması üzerine etkisini araştırmaktır. Özerk-ilişkisel benliğin –ideal benlik gelişim modeli olduğu düşünülerek- olumlu bir ebeveynlik ortamı içerisinde ve yaşa bağlı olarak gelişeceği düşünüldü. Ayrıca, ergenlerde özerklik ve ilişkililiğin, olumlu ebeveyn davranışları ile pozitif gelişme arasındaki ilişkide ara değişken rolü almaları beklendi.

İstanbul'da 9. ve 12. sınıfa devam eden, 630 lise öğrencisine uygulanan öz değerlendirme anket verilerinden elde edilen bulgulara göre a) ebeveyn sıcaklığı ve açıklayıcı akıl yürütme davranışı ergenlerde özerk-ilişkisellik gelişimini olumlu yönde etkilemektedir; b) ebeveyn sıcaklığı pozitif gelişmeyi hem doğrudan hem de özerk-ilişkiselliğe katkıda bulunarak dolaylı yoldan etkilemektedir; c) geç ergenlik döneminde orta ergenlik dönemine kıyasla daha az ebeveyn kontrolü ve daha fazla özerklik tecrübe edilirken; ergenlerin ilişkililik seviyelerinde yaşa bağlı bir değişme gözlenmemiştir; d) ergenler ebeveynlerinin yüksek miktarlardaki kontrolcü davanışlarını ancak ebeveynleri onlara orta veya yüksek seviyelerde sıcaklık gösterdiklerinde kabul edip meşru görmüşlerdir; e) ebeveyn sıcaklığı ve açıklayıcı akıl yürütme davranışları, kontrolün kabulüne sebep oldukları için, ergenlerin özerklik seviyelerini düşürdükleri ortaya çıkmıştır; f) düşük seviyelerdeki ebeveyn sıcaklığı ergenlerde düşük seviyelerde öz-değer ve sosyal beceri ile ilişkili bulunmuştur; ebeveyn kontrolünün çok az olması durumunda bu ilişkinin daha belirgin olduğu anlaşılmaktadır.

Çalışmanın önemli katkılarından bazıları ebeveynlik davranışlarının ebeveyn kontrolü algısı üzerindeki rolünün araştırılması; ebeveynlik davranışları ile özerklik arasındaki ilişkide kontrolü kabulün aracı rolünün sorgulanması; ve gençlikte pozitif gelişim göstergelerinin ebeveynlik ve orta/geç ergenlik dönemlerinde benlik gelişimi ile ilişkileri çerçevesinde incelenmesidir. 'Meşru Ebeveyn Kontrolü' ve 'Ergenlik Döneminde Açıklayıcı-Akıl Yürütücü Ebeveynlik' ölçekleri geliştirilmiştir.

Anahtar kelimeler: Özerk ilişkisellik, gençlikte pozitif gelişim, ebeveynlik davranışları, ergenlik dönemi, meşru ebeveyn kontrolü

DEDICATION

To My Mother and Father

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Chapter 1

INTRODUCTION

In this study, self development and positive development in middle and late adolescence in Turkey are examined with respect to parenting (warmth, control, and induction) and demographic factors (socioeconomic status and age). Particularly, three research questions are posed: "What is the role of parenting on self and positive development in adolescence?" "What role do autonomy and relatedness have in the association between parenting and positive youth development?" and, "How is parental control perceived by adolescents?" In testing the questions, the role of socioeconomic status is considered since it has its place in the Family Change Theory (Kagitcibasi, 1990; 2007) as one of the factors for parenting and developmental outcomes. Additionally, change in parenting and developmental outcomes from middle to late adolescence is tested.

In investigating of the developmental outcomes in adolescence, important factors such as different parenting dimensions which shape the environment of an individual should be investigated. In ecological systems theory, Bronfenbrenner (1979) points out the importance of contextual factors in child development. Once the significance of context is indicated, the role of context-individual interaction is considered. Based on this view, parents –as agents in child's ecology- can have an influence on development via parent-child interactions. This effect stems from parents' ability to shape early practices of a child and to provide them with experiences. Hence, different parenting practices are expected to contribute to variability in child outcomes. To sum, parenting is highlighted in this study as a source of variability for child outcomes.

Chapter 1: Introduction

Developmental contextualism (Lerner, 2002) emphasizes that lifelong healthy trajectories are built on the strengths of human potential and plasticity to develop positive outcomes. Therefore, rather than adopting a deficit-based approach that sees individuals with problems to be fixed, Lerner and colleagues constructed the view of positive youth development based on developmental contextualism (Lerner et. al, 2005). The concept of positive youth development (PYD) provides a set of components of positive and healthy development for youth (Lerner et. al., 2005). These components of PYD consist of competence, self-confidence, connectedness, character, and caring. In accordance with the current study's predictor variables, social competence, academic competence, and self-confidence (self-worth) were selected to measure positive development.

This study concerns development in middle and late adolescence. Adolescence is a period in which physical and cognitive development is accompanied with self development. In this period, sophisticated cognitive abilities enable individuals to answer questions related with self values, life directions, and self identity. Erikson (1968) named this period "identity versus identity confusion." He referred to the process of identity formation as the most significant achievement of adolescence in personality terms. In these respects, investigation of self in adolescence can yield valuable information regarding development.

Different from earlier phases of their development, individuals start striving for autonomy in adolescence. According to the Western-Individualistic view, the process of self development is characterized with increasing distance between adolescent and parents. During this period, adolescents take responsibility to govern their own actions and refer to parental guidance less than before (Steinberg & Silverberg, 1986). Autonomy in this sense is considered

to be an indication of adaptive functioning (Blos, 1979). Thus, staying connected with parents was considered to undermine adolescent autonomy. Different from this perspective, the Self Determination Theory (Ryan & Deci, 2000) and Kagitcibasi (1996) indicated both autonomy and relatedness as basic human needs and are beneficial for optimal functioning of humans. Therefore, one could be able to act upon one's own choices and motives, but to relate to parents at the same time. In this study, the latter view is adopted as facilitated by the Self Theory.

The Self Theory (Kagitcibasi, 1996, 2005, 2007) defines and measures the self development dimensions in the current study. Opposing the Western-Individualistic perspective (Blos, 1979; Steinberg & Silverberg, 1986) viewing self development as separation from parents, Kagitcibasi (1996, 2005, 2007) proposed autonomy and relatedness to be different dimensions and also emphasized the importance of the coexistence of autonomy and relatedness for healthy functioning. Hence, agency and relatedness are not necessarily the opposite ends of the same dimension, but different dimensions. This view was not only in line with the Self Determination Theory (Ryan & Deci, 2000) but also had its empirical roots in the Value of Children study (Kagitcibasi, 1982, 1990) that provides an empirical background for bringing explanations to which contexts promote development of what kind of self. As Kagitcibasi proposed, one can be both autonomous and related at the same time. This thought led to four different self types based on a one-to-one combination of two opposite ends of autonomy and relatedness dimensions (2005). "The autonomous-related self" construal indicated the co-existence of both aspects at a time. The role of being both autonomous and related for positive outcomes and well-being is well documented in theoretical and empirical work (Kagitcibasi, 1996, 2005; Kulaksiz, 2011; Ryan & Deci, 2000). Considered to be a healthy model for human development, development of this self construal is one of the focal points of this study.

Chapter 1: Introduction

Considering self development in adolescence under the influence of a major environmental factor that is parenting, three parenting dimensions (warmth, control, and induction) are tested for their roles in adolescent autonomy and relatedness. Baumrind (1971) indicated the role of authoritative parenting style for adaptive outcomes. Proposing the development of autonomous-related self as a healthy self construal, Kagitcibasi (1990, p.173) suggested that in families fitting into the model of emotional/psychological interdependence, parenting is expected to characterize authoritative style. Autonomous-related self is considered to be an outcome of the emotional/psychological interdependence patterns in a family (2007, pp. 146, 152). Therefore, characteristics of authoritative parenting can promote development of an autonomous-related self. Based on this inference, parenting practices associated with an authoritative style is worth examining for their roles in development. The authoritative style is construed by Baumrind as a combination of warmth, moderate levels of control and parental use of induction (1971). Parental induction is examined to address the authoritative style in addition to the main dimensions of warmth and control. Warmth and induction can enhance relatedness, while low or moderate levels of behavioral control can foster autonomy by providing space for volitional functioning. Different from a typological approach, use of a dimensional approach can ease the process of drawing conclusions for functions of each dimension on development.

Aligning parenting, self development, and positive development, this study aims at testing a mediational model. Adaptive parenting practices are expected to promote positive outcomes, and this causality is expected to operate via the type of self construal one has.

The role of parenting as an antecedent for self development was addressed above. In addition, the role of self development for positive development is supported by self-determination. The basic needs of autonomy and relatedness associated with well-being and

positive outcomes (Ryan & Deci, 2000; Kulaksiz, 2011). According to the Self Determination Theory, satisfaction of autonomy and relatedness is considered to mediate between the influences of interpersonal context on optimal functioning in several developmental domains (Deci & Ryan, 2000). This statement can be translated as self as a mediator of the parenting-positive development link.

Providing further support for the mediating role of self, Erikson (1968, 1980) emphasized the importance of identity achievement and self development for later well-being. Being able to open the self to social relationships with others is a consequence of having a healthy sense of self and identity achievement. Therefore, viewing self development as an antecedent for positive development, its mediating role for the link between parenting and positive youth development is specified in the model tested.

Besides examination of parental influence on development, the child's perception of parenting is also an issue of consideration. Grusec and Goodnow (1994) indicated that the role of parenting on development depends on how parenting is perceived. Thus, investigating how parental control is perceived can illuminate underlying mechanisms for its effect. Conceptualizations on perception of parental control focused on "legitimate parental authority" (Peterson, Bush, & Supple, 1999; Darling, Cumsille, & Martinez, 2008), by questioning the extent to which controlling behaviors are parents' rights and thus, normal. Different from testing the normative perception of control, a new scale is developed for the purpose of measuring "acceptance of parental control". In this measure, control's acceptance is construed as the extent to which the child believes that parental control is exerted for child's good and his well-being. This belief is predicted by three parenting dimensions that are warmth, control, and induction. This examination enables understanding of the role of parenting in legitimizing parental control,

and in demonstrating how control's acceptance changes as a function of parental context. Hence, conclusions on which parental practices and what combination of them lead to acceptance can be drawn.

The role of parenting in control's acceptance is important because it can lead to variations in outcomes via legitimizing control. To test this notion, additional analyses for exploring mediation by control's acceptance of the parenting-outcomes link are conducted. This can help understand the mechanism how control's perception changes and influences development.

In predicting adolescent outcomes, another set of predictors consists of two demographic variables, age and socioeconomic status (SES).

Variations in parenting and developmental outcomes are examined across periods of middle and late adolescence. Parenting practices are expected to vary with the age of the adolescent. Increasing autonomy levels are expected to associate with decreasing levels of parental control. In line with this expectation, Darling, Cumsille, and Martinez (2008) provide evidence for lower levels of acceptance of control in middle adolescence compared to late adolescence. The current study tests not only direct effects of age, but also moderation by age of the role of self construals on positive development. Doing these can help understand whether practicing more autonomy, relatedness, or autonomous-relatedness is more adaptive and associated with positive outcomes in late adolescence compared to middle adolescence. According to the Separation-Individuation Theory, separation from parents is not viewed as healthy for middle or early adolescents, because it is considered to be detachment from parents which can associate with distress or negative outcomes before late adolescence (Beyers & Goossens,1999); while gaining more autonomy in later periods of adolescence than in earlier periods is considered as a normative outcome (Goossens, 2006). Asking the question whether

autonomous functioning is healthy for both middle and late adolescence can yield valuable information as to when more autonomy should be promoted.

Additionally, socioeconomic state is tested for its role in development. As rooted in the Family Change Theory's (Kagitcibasi, 1990, 2007) proposition that parenting practices differentiate across SES levels, differing practices can contribute to variability in outcomes. Pertaining to its influence, SES is included in the conceptual model.

The present study takes a developmental approach by investigating the changing patterns of parenting and adolescent outcomes from middle to late adolescence. By addressing factors in a child's developmental ecology such as parenting practices and SES, a contextual perspective is adopted. Furthermore, investigation of outcomes together with contextual influences can provide evidence for what parenting practices may be considered as functional in which context: post hoc explanations can utilize a functional viewpoint. Overall, this study, aligning parenting, self development, and positive development in one model, promises understanding of the path towards positive development in adolescence. Presenting the tested associations in the study's conceptual model clarifies the study's content.

Based on the main research questions, a number of sub-questions and hypotheses were generated. Two main models are tested to answer the main questions and an additional analysis for exploring how control's perception affects the parenting-positive development link.

The first model concerns the mediation by self of the parenting-positive development link across middle and late adolescence. The roles of parental control, warmth, and induction, SES, and age on three self development variables (autonomous-relatedness, autonomy, and relatedness) and three positive development variables (self-worth, social competence, and academic competence) are tested. This mediation model is conducted for each positive youth

development indicator. The model was tested twice for each PYD indicator: formerly with autonomous-relatedness as the only mediator, and the latter with separate autonomy and relatedness as mediators together, because autonomous-relatedness is construed as a combination of autonomy and relatedness and thus, they share much in common. In these analyses, moderation effects by age of the role of self development on positive outcomes are also tested in each. By doing these analyses, the question of how parenting has its effect on self and positive youth development is addressed.

Another model aims at prediction of "acceptance of control" by parenting and demographic variables. The direct roles of parental control, warmth, induction, SES, and age on control's acceptance are tested. An interaction effect between control and warmth on control's acceptance is evaluated. These analyses are conducted with the purpose of revealing how adolescent's context consisting of parenting and demographic variables affect control's acceptance as a legitimate parental practice. In doing the analyses, a new scale to measure "acceptance of control" is developed in the current study.

Additional analyses aim at testing mediation by control's acceptance of the parenting-autonomy link. The purpose is to explore whether some parenting behaviors affect adolescent autonomy due to high levels of control's acceptance.

In each analysis, interaction effects between warmth and control on the dependent variables are calculated in order to test the buffering role of warmth on control's expected negative effects. Likewise, in each analysis, non-linearity of the trend of parenting variables is examined to understand if the course of development is affected differently by different combinations of parenting dimensions.

Chapter 2

LITERATURE REVIEW

Development in adolescence is considered within the developmental ecology of individuals. Therefore, theories and empirical findings regarding individual-context interaction can provide an understanding of the causalities tested in current study. With this purpose, the following presents the reviewed literature in four main sections. First, the contextual theories set the stage for associations of parenting and socioeconomic state with development. Second, measurement and investigation of self development is facilitated by the Self Theory and its conceptualizations. Third, positive youth development is discussed with its theoretical background and concepts. This section presents the associations of PYD with its antecedents such as contextual and developmental antecedents in a way that introduces mediation by self development of the parenting-PYD link. Fourth, the mediational model is discussed and the tested conceptual model is completed. Last, the role of parenting in the perception of parental control is addressed. At the end of the section, an overview of the tested associations in the current study is presented with respect to the literature review.

2.1. Development in Context

Self and positive development in adolescence is considered through a developmental viewpoint. In investigating of and building a discussion for development in adolescence, the importance of contextual aspects for development is considered. With this purpose in mind, the following reviews theoretical perspectives that point to the importance of the contextual aspects such as culture, parenting orientations, and social status.

Development takes place in the family environment. As a part of the culture, societal values nurture family values and child rearing orientations. Thus, adopting a contextual approach can provide an interpretative framework in the study of parenting orientations and the role of the family in development. Bronfenbrenner's (1979) Ecological Systems Theory views child development within the interconnections of components in the child's ecology. Components of the developmental context (e.g., culture, social status, workplace, school, child-rearing practices, and child's own biology) are classified within hierarchical "layers" and their associations are mapped into the system. This theory helps reading which components have the most influence and how factors in outer layers of ecology find their way to affect child development. According to this theory, the strongest influences take place when the associations are direct. Thus, family has the most effect through a proximal relationship between the child and his parents. The variables of the current study is classified into layers such as: microsystem marks parenting practices; mesosystem considers the connection between components in child's microsystem (i.e., the link between parental control and child's school/academic functioning); exosystem helps explain the role of socioeconomic status in family functioning; and macrosystem helps categorize Turkish cultural value of relatedness, and chronosystem explains how cause-effect relations in development can differ across ages such as from middle to late adolescence. This theory gives the role of context for development by constructing a system. Not only Bronfenbrenner, but also other theoreticians emphasized the "role of context on development" and formed conceptualizations for this association.

Super and Harkness (1997) developed the concept of "developmental niche" to mark the individual's context for development. They categorized the developmental context into three parts as a) the social and physical environment the child is in, b) Cultural habits and childrearing

practices, and c) Psychological state of the parents. Placing the child in the center of the developmental niche, the three parts are investigated in interaction with each other in the development of the child. The concept of developmental niche aligns with Bronfenbrenner's theory, and both views emphasize the role of parenting practices and components that can affect parenting such as cultural values and social class.

The above views serve to specify influential factors for developmental outcomes with respect to a child's ecology. In the current study, adolescent development is examined with respect to the role of parenting and demographic factors. On the other hand, adopting a broader perspective which facilitates an understanding of the connections among the socioeconomic status, family variables, and development can yield more refined conclusions. Kagitcibasi's (1990, 2007) Family Change Theory elaborates how culture, variation in socioeconomic status, and parenting interacts and explains the causalities with their adaptive value in context. This theory is adopted as the main interpretative framework for the model tested.

The Family Change Theory (1990, 2007) situated the family within the social context and aimed at understanding of the connections between context, parenting orientations, and resultant developmental outcomes. In doing this, a contextual approach is utilized by considering culture and socioeconomic state that are aspects of the ecology the family is in. Culture is regarded as one of the sources of influence for different worldviews represented in self construals: independent and interdependent (Kitayama, Duffy, & Uchida, 1991). On the other hand, just culture cannot explain the changes in family values and parenting orientations. The theory bases its argument basically on within culture variation -particularly changing levels of affluence and socioeconomic state across generations- because SES/affluence levels can alter the intra-family role and value of children.

Kagitcibasi's Family Change Theory (1990, 2007) explains how differences in socioeconomic status are related to changes in values given to children, and resultant parenting practices with their functional roles in context. Kagitcibasi (1990), in the Value of Children (VOC) study, showed the general trend that with increasing affluence and socioeconomic development, utilitarian and economic value given to children disappears. When lack of child's economic/utilitarian contribution from offspring is no longer a threat to the family livelihood, intergenerational dependence minimizes. Accordingly, parenting orientations transform in a way to control the offspring less and to foster a child's autonomy more than low SES/affluence families do. On the other hand, in rural/agrarian or low affluence/SES families, children were given utilitarian/financial value. This can direct families to be highly controlling of their children to inhibit their autonomous functioning out of family's interests. A shift from rural/agrarian society towards high affluence/SES and high living standards can actualize with increasing urbanization and socioeconomic development**.** Such a shift is expected to accompany a change in family typologies due to the children's changing values in family. Referring to the adaptive value of different parenting practices in different SES/affluence contexts, the theory aims at explaining differing parenting by illuminating the functional relationships in the family. Based on the interplay of context, family values, and parenting orientations, three family models emerge.

a) Model of independence which exists in contexts where there is affluence, social support given to the elderly, and individuals' self-sufficiency. Hierarchy between family members and power distance is low. An autonomous individual is not considered to be a threat to the livelihood of the family.

Low family hierarchy in family models of independence leads to development of autonomy in adolescents, and close relationships between family members. Thus, children's

autonomy is supported and low parental control is expected, because predominantly professional occupations in urbanized societies require being autonomous in order to function well. This model is prototypical of societies characterized with independence and separateness of individuals.

b) Model of interdependence which exists in contexts characterized by low levels of affluence, low social status and rural/agrarian societies so that interdependence and high family hierarchy between family members are considered to promote well-being and survival of the family. In this model, obedience from the child is expected and autonomy of the offspring is thought to be a threat to survival. Strictly controlling parenting combined with low levels of warmth in this family model is in line with the authoritarian parenting style according to Baumrind's typology.

c) Model of psychological interdependence is considered to occur in cultures of relatedness rather than separateness. In this model, close family relations are maintained but economic interdependencies decrease with increasing affluence that urbanization brings. This is evident in the findings of the VOC study. With socioeconomic development, financial and utilitarian expectations from them decrease, while the psychological/ emotional value given to children is maintained. Since a child's economic role is not functional for the family livelihood in the high affluence context, autonomy of the children is supported while relatedness between the parents and the offspring is maintained. In parenting, control takes the form of "order-keeping" rather than "domination" by parents. This family model is in line with the authoritative parenting style according to Baumrind's typology. In the authoritative parenting style, warmth is combined with limit setting and induction. In this last model, since there is high psychological value of children, relatedness with children remains while children's autonomy is supported.

Thus in this family model, there is high likelihood of development of the autonomous-related self (1996, 2005, 2007).

The Family Change Theory can explain how context and parenting orientations can interact so that variations in self development occur. Development of autonomy is an important characteristic of adolescent development. Kagitcibasi (2005, 2007) puts emphasis not only on development of autonomy but also maintaining relatedness in adolescents for healthy functioning and well-being. The Self Theory (2005, 2007) enables measurement of self development by providing a conceptualization for self construals. The following presents the theoretical perspectives underlying the self theory and constructs of autonomy and relatedness.

2.2. Self Development in Adolescence

Kagitcibasi (2005) points to the common views in personality and clinical psychology which propose that being autonomous and related at the same time is not possible since they are considered to be conflicting. This theorizing reflects an individualistic Western world view for which detachment and separation from parents are considered to be central to adolescent development (Noom, 1999).

The recent trends in theorizing showed that autonomy and relatedness as basic needs can co-exist (Kagitcibasi, 1996, 2005). Another supporting theory is the Self-determination theory that construed autonomy, relatedness, and competence as basic needs and not conflicting (Ryan&Deci, 2000).

In Kagitcibasi's Self Theory (2005), autonomy and relatedness were different dimensions: autonomy characterizing one's level of agency that is volitional and relatedness characterizing one's level of "interpersonal distance" (1996, 2007).

Validation studies conducted in seven individualistic and collectivistic countries showed that autonomy and relatedness are constructs independent of each other and can combine into different self construals (Kagitcibasi, Baydar, & Cemalcilar, 2010). Thus, adolescents/individuals can develop -different levels of- autonomy and relatedness at the same time (Kagitcibasi, 1996, 2005).

Individuals can show low to high levels of autonomy which can co-exist with low to high levels of relatedness. Kagitcibasi defines each of those two dimensions of autonomy and relatedness on a continuum. A high level of agency is named autonomy; a low level of agency is named heteronomy; a low level of interpersonal distance is named relatedness, while high levels of interpersonal distance is separateness (Kagitcibasi, 1996, 2005). Based on those bidirectional dimensions, two by two configuration of those types of selves results in four different self construals: autonomous-related, autonomous-separate, heteronomous-related, and heteronomous-separate. Kagitcibasi and colleagues found those self construals to be valid (Kagitcibasi, Baydar, & Cemalcilar, 2010).

Autonomy and relatedness are basic needs. Based on this notion, an autonomous-related self can indicate an optimal model for an adolescent self (Kagitcibasi, 1996, 2007).

Autonomous-related self construal is the main focus in the current study. The contextual theories pointed to the role of parenting and the Family Change Theory elaborated that an autonomous-related self can develop in the presence of authoritative parenting, which can provide the optimal environment. Kagitcibasi (1996) stated the necessity of research that investigates which patterns of parenting styles together with contextual influences result in development of what kind of self. Therefore, this association is tested.

2.2.1. The Role of Parenting on Self Development

This section provides the current study's conceptualization of parenting dimensions and a review of the literature on the link between authoritative parenting style and autonomous-related self.

Rather than using a typological approach, a dimensional approach is adopted to draw conclusions about the roles of specific parenting behaviors. Since authoritative parenting is characterized with moderate levels of behavioral control, high warmth, and use of inductive reasoning (Baumrind, 1971) parental warmth, parental control, and parental induction are the dimensions used. Parental control is defined as "the set of behaviors aiming to highly control children by regulating their behaviors, feelings, and thoughts (Barber, 1996); and, parental warmth shows the extent of closeness and support in parent-child relationship. These are the two basic parenting dimensions, as early on Kagitcibasi (1970) showed their distinct effects on child outcomes. Another aspect of authoritative parenting is provision of inductive reasoning. Parental induction is a positive parenting practice defined as the set of parenting behaviors that give the child some behavioral guidelines for the child to follow (Horton, Ray, and Cohen, 2001), explain a rationale to emphasize consequences of behavior (Hofmann, 1983), and provide a rationale for why the child should behave as expected or obey the rules. This mechanism can illustrate why induction operates as an effective technique (Horton, Ray, & Cohen, 2001) and is associated with positive outcomes. The three dimensions have distinct definitions and taps different aspects of parenting.

Since the autonomous-related self construal is composed of two dimensions, the role of parenting on the development of autonomy and relatedness is considered separately. Parental

induction is a highly communicative practice with a rationale provided to the child for expected behaviors and demands. Therefore, different from strictly controlling the child, inductive reasoning is expected to promote autonomy since it does not strictly suppress a child's voluntary acts as parental control can do. The underlying reason for regulation of child's behaviors is considered to be internalization of rules and parental demands; hence, regulation of the self volitionally without exertion from outside. This can promote a child's autonomous functioning but can maintain relatedness at the same time via communication. Therefore, parental induction is expected to promote development of autonomous-relatedness. Parental control is associated with obedience orientation and low level of autonomy granted to the child. An adolescent's autonomy development is oppressed in presence of parental restrictiveness (Peterson, Bush, & Supple, 1999). On the other hand, Baumrind, in constructing her typologies, pointed out the importance of giving moderate levels of control to the child for disciplinary purposes. An authoritative style is also characterized with moderate levels of behavioral control. These can indicate the possible existence of an optimum level of control, of which higher levels can impair autonomy development. Regarding control's role on relatedness, Lau and Cheung (1987) with a Chinese sample, found control to have a negative association with relatedness in family. Since autonomous-relatedness has two parts, suppression of autonomy and also relatedness can damage development of an autonomous-related self.

To conclude, parenting dimensions and their roles in self development are established. The above discussion showed a positive role of parental control given at an optimum level, high levels of parental warmth, and provision of inductive reasoning on development of autonomy and relatedness.

2.3. Positive Youth Development

Investigation of positive development in youth is another focus of the current study. Lerner and colleagues (2005) argued that developmental outcomes are end results of interaction between an individual and his environment. It is through this interaction that individuals can reach their potentials for healthy and positive development. The deficit perspective which focuses on 'negative and problematic aspects in youth' (Roth & Brooks-Gunn, 2003) was abandoned and a positive development perspective was adopted. Contrary to the deficit view, in the developmental continuum, an individual has potential to prosper and develop in a positive direction.

Based on the developmental contextualism, Lerner and colleagues (2005) developed a model for defining components of positive youth development (PYD). In this model, positive youth development consists of five components: Competence, Connection, Confidence, Character, and Caring. The five components are correlated. Only the caring component had small correlations with the other four. These findings provide empirical background for the positive youth development conceptualization. The following gives information concerning how the indicators of positive youth development are defined and with which sub-dimensions they are assessed (Lerner et al., 2005):

a) Competence is perceived as a positive view for domain-specific developmental areas such as social (reflected by interpersonal skills), academic (i.e. GPA), cognitive (i.e. decision making ability) and vocational domains.

b) Confidence is a general sense of self-worth, self efficacy, and positive perception of the self in broader sense.

c) Connection is an individual's capacity to engage with people and institutions contributing to his development such as peers, family, school, and neighborhood.

d) Character is an individual's respect for societal and moral rules, and having a sense of right and wrong.

e) Caring is having a sense of empathy and sympathy for other people.

The present study used social competence, self-worth (confidence), and academic competence denoting the indicators of competence and confidence. Self-worth (Confidence) is addressed because it is an important variable, since increase in self-worth is observed especially in adolescence (Berk, 2003, p. 383). In addition, social competence is also addressed because of its increasing importance for adolescence in which joining peer groups and close relationships come into prominence (Berk, 2003, p. 396). In addition, academic competence is addressed, because both some parenting dimensions and self-determination (autonomy) was found to associate with academic competence. For instance, Aunola and Nurmi (2004) found parental dimensions of warmth and control to predict performance in maths. This finding provides support for the importance of parenting for child's school achievement. Therefore, the current study examines academic competence with respect to its contextual and developmental antecedents. To sum, due to their value peculiar to adolescence, the three PYD variables are chosen.

Developmental contextualism emphasized the context-individual interaction for development of positive outcomes. Since parenting is an important asset of the context the child is in, the current study aims at examining positive youth development indicators with respect to parenting. The following reviews the literature regarding the association of parenting with PYD indicators.

2.3.1. Role of Parenting in Positive Youth Development

This section discusses the empirical findings which can depict the associations between parenting dimensions and positive youth development indicators – social competence, self-worth, and academic competence, respectively.

For the role of parenting dimensions on development of social competence, Baumrind claimed that parental warmth and less controlling parenting can promote competence in adolescents, because low control can promote more autonomous functioning of adolescents (1971). Bringing the significance of autonomy, Kakihara and Tilton-Weaver (2009) stated that lack of control over personal issues such as peer relations may undermine the feeling of competence in terms of social functioning. The above discussion and review of findings can inform the association of parenting with social competence and explain a potential mediating role of autonomy and relatedness of this link.

Another PYD indicator discussed is self-worth. A parallel concept, self-esteem is used interchangeably with self-worth. Kernis (2005) elaborated that consistently high self-esteem is an important correlate of healthy psychological and daily functioning. Parental control had different associations with self-esteem. In a study with Belgian and Turkish participants, parental control was associated with low-self esteem in Belgian sample, while there was not such an association in the Turkish sample (Gungor, 2008). Lau and Cheung (1987) found self-esteem to correlate with sub-dimensions of control differently: positively with order-keeping control (behavioral domination) and negatively with dominating control (strict control of child's thoughts and behaviors via power assertion). To sum up, among the two types of parental control, it is limit setting, but not restrictive and strict aspects of control, that correlates with adolescent self-esteem

positively (Lau & Cheung, 1987). In a study with Turkish children, maternal affection was positively associated with self-esteem, as maternal control was negatively related to self-esteem (Sunar, 2009). These findings indicated that the role of control on self-esteem can differ as a function of cultural values and type of control, while warmth has a positive role for self-esteem. Sunar (2002) stated that children of rewarding and inductive parents had higher self-esteem compared to those who did not. Therefore, induction, which is a positive practice, can also enhance self-worth.

Besides the effect of parenting, a review of the literature showed theoretically based associations of self-esteem/self worth with competence, and satisfaction of autonomy and relatedness needs (Deci & Ryan,1995). Allen and colleagues (1994) investigated the relationship between self-esteem and development of autonomy-relatedness in a European-American middle class sample. They found that being related and autonomous is highly associated with high self-esteem. This finding supported autonomy and relatedness to be basic needs. Again, this discussion can indicate the mediating role of autonomy and relatedness of the link between parenting and self-worth in the current study.

The other PYD indicator of the study is academic competence. In searching for the role of parenting on academic achievement, in an empirical study, promotion of volitional functioning strongly and positively predicted academic functioning (Grolnick, Ryan, and Deci, 1991). This finding supports the notion that parental control can promote academic achievement, to the extent that it promotes regulation of a child's behavior rather than domination of the child.

Further explanations can enrich the understanding of the parenting-academic achievement causality. Zisimopoulos and Galanaki (2009) found a relation between intrinsic motivation and

high achievement, in their study with 5th and 6th grade Greek students. Following this notion, Ryan and Deci (2000) discussed the relation between intrinsic motivation and satisfaction of the need for autonomy. Additionally, they stated that the child needs a context of relatedness with significant others in order to facilitate his motivation. Hence, both autonomy and relatedness of the child can lead to high achievement, via promoting motivation. Therefore, via promoting autonomy and relatedness of the child, parents can promote a child's intrinsic motivation, hence academic competence. This chain of causalities (pathway from parenting to autonomy-relatedness, and from autonomy-relatedness to academic competence) implies mediation by autonomy-relatedness of the parenting and academic competence link.

To conclude, the above review of literature shows how parenting has its indirect role on self-worth, social competence, and academic competence via promoting autonomy and relatedness in youth. Hence, based on this inference, mediation by autonomy/relatedness comes into question. The following elaborates on the theoretical support for development of a mediational model in the present study.

2.4. Towards a Mediational Model: Aligning Parenting, Self, and Positive Development

Based on the literature review which provides guidance, a mediational model is proposed in the current study. The following aims at reviewing the theoretical roots for the proposed mediation.

The Self Determination Theory argued that autonomy and relatedness were universal and basic human needs; therefore, satisfaction of those needs associate with healthy functioning and well-being. Based on the self determination theory, the autonomous-related self construal (Kagitcibasi, 2005, 2007) is a self model that should bear healthy outcomes throughout the

developmental course. This is considered because according to the developmental contextualism view of Lerner and colleagues (2002), positive developmental outcomes and healthy functioning are built on earlier positive interactions and outcomes. In a similar vein, according to Erikson (1968, 1980), adolescence is a time for development of a sense of self / identity. Those who developed a sense of self to which they can return, can engage in close relationships later. Therefore, development of a healthy self construal can precede positive development of youth. In addition to the empirical and theoretical support, there are other studies which tested and provided support for the mediating role of self-determined functioning of the parenting and development link. For instance, in examining the role of parental promotion of volitional functioning on psychosocial functioning in adolescents, Soenens and colleagues (2007) tested and provided support for mediating role of self-determined functioning. Another study found support for mediation by self-determined functioning of the role of parental provision of autonomy on adjustment and scholastic competence (Soenens & Vansteenkiste, 2005). Similarly, Kulaksiz (2011) tested and provided support for a mediation model in examining the mediating role of development of autonomy and relatedness in general domain on the link between parenting and psycho-social adjustment in adolescence.

In conclusion, there is both theoretical support and empirical evidence for the importance of self-determined functioning, especially of satisfaction of autonomy and relatedness on positive outcomes. Therefore, previous literature and above discussion provides support for construction of the mediation model tested in the current study.

2.5. Perception of Parental Control

Besides testing the direct role of parental control on child outcomes, it is also important to understand how this impact operates its effect, because it can yield further understanding of

the underlying dynamics. As Grusec and Goodnow (1994) discussed, the effect of parenting practices can depend on how the child perceives parenting. Hence, perception of parental control to be acceptable / legitimate can have a role in linking parental control with outcomes. Following this notion, one of the major aims of the present study is to investigate the concept of perceived legitimacy of parental control by developing a definition and instrument to measure it, and testing how parenting and demographic characteristics promote to control's acceptance and legitimate perception. With this purpose in mind, the following reviews the related literature for its definition and role of parenting on control's legitimate perception.

2.5.1. Definition of Perceived Legitimacy

In defining perceived legitimacy of parental control, different conceptualizations were made. Peterson, Bush, and Supple (1999) introduced the term "legitimate authority" to denote adolescents' perception of parents' right to control the situations or exert control. Parental authority in this conceptualization is associated with legitimacy and rights of parents as they were defined to be normative in a European-American cultural context. Another definition of legitimacy of parental authority indicates the extent to which adolescents believe exertion of parental control is appropriate (Smetana, 1988). Research on perception of parental authority as legitimate focuses on acceptance of controlling behaviors of parents. Perception of parental control in the current study also focuses on the extent to which controlling and authoritarian parenting behaviors are considered as legitimate and accepted. Therefore, by using this conceptualization and its instrument, it is possible to directly measure legitimate perception of control with respect to other variables.

2.5.2. Role of Parenting and Demographic Factors on Perceived Legitimacy of Control

Pertaining to the associations of parenting with perception of parental authority, Darling, Cumsille, and Martinez (2008) showed that adolescents, who have parents giving high levels of support and monitoring -which can be considered as positive parenting practices-, were more likely to perceive control as legitimate. Those findings highlight the role of authoritative parenting style on legitimacy, because literature points out to the role of behavioral control and supportive parenting for legitimacy. Thus, relying on the inference that authoritative parenting has a positive role in legitimizing parental control, it is concluded that high levels of parental warmth and parental induction, and low levels of parental control can legitimize parental control. The following addresses the age differences regarding parenting and developmental outcomes across periods of middle and late adolescence.

2.6. Role of Age

The role of age on study variables is examined through a developmental perspective. Individuals undergo a process of change in terms of their identity (Erikson, 1986) and positive development throughout adolescence towards adulthood (Lerner et al, 2005). Thus, it is important to consider age as a factor in development. This section reviews the literature on variations in parenting and outcome variables as a function of age.

Findings regarding how parental control changes as adolescents age, are inconsistent. For instance, Sharp et. al, (2006) reported that there was not any significant difference among seventh, eighth, and ninth graders with respect to levels of parental control. Shek (2008), with a Chinese sample, found that as grade level increased (through 7^{th}, 8^{th}, and 9^{th} grades), perceived parental behavioral control (especially in form of demands from the child) decreased. In a similar

vein, as the age of adolescents increased, perceived parental control decreased in a study with Turkish sample (Gungor, 2008). To conclude, since the current study is conducted with older adolescents, a decrease in control levels can be expected, because increasing levels of autonomy is an expected pattern in adolescence (Steinberg & Silk, 1986) and can accompany control's decrease. As Berk (2003, p. 395) concluded, from middle to late adolescence individuals can balance between being connected to the parents and experiencing autonomy at the same time. Thus, in addition to increasing autonomy, levels of autonomous-related self construal can also show an increase from middle to late adolescence.

By middle to late adolescence, adolescents develop a self-concept for themselves through advancement of the self-descriptions (Berk, 2003, p. 383). The same change is reflected in adolescent self-esteem which shows an increasing pattern during adolescence (Twenge & Campbell, 2001). Regarding academic competence, Beyers and Goossens (1999), in their study with middle class Belgian students, found a decrease in school GPAs through 7^{th}, 9^{th}, and 11^{th} grades. Therefore, academic competence, as measured with school GPAs, is considered to decrease with age.

Regarding the age differences in perception of parental control, Darling, Cumsille, and Martinez (2008) indicated a decline in perceived legitimacy of control from middle to late adolescence. As autonomy develops with age, this finding can indicate a normative response pattern. Thus older adolescents might not accept high control as much as younger adolescents do, because high control can suppress autonomy.

Another issue that is considered is the possible moderation by age of the self development-PYD link. Beyers and colleagues (2003a) bring about a discussion on the two different views of development of autonomy in adolescence. The two views that are the

Separation-Individuation and Self-Determination Theory perspectives differentiate in their claims regarding when in adolescence gaining autonomy is a normative and healthy result. According to the Separation-Individuation view, gaining independence is a healthy outcome from late adolescence on (Soenens et. al, 2007). Contrarily, in the Self-Determination view, parents' support of autonomous functioning and being related –as basic human needs- are considered to promote well-being and healthy functioning. The inconsistency between the two views leads to the question whether age moderates the role of self development on PYD (indicators). If promotion of volitional/autonomous functioning can promote well-being across age, adolescent autonomy is also expected to promote PYD across middle and late adolescence. In other words, the moderating role of age on self-PYD link is expected. In an exploratory fashion, this effect is considered for the role of all self dimensions in all PYD dimensions.

2.7. The Present Study

There is a number of tests in this study that is assumed to be contributions to the literature or for control purposes. The following part reviews the rationale and the tested causalities in current study.

Discussion for the associations between parenting, self development, and positive youth development indicators suggested a mediation model. One of the main theories that this model is grounded is the developmental contextualism of Lerner and colleagues (2005) which states that positive development should be the result of earlier interactions between context and individual. Therefore, positive parenting practices should foster self development which should provide foundation for further positive outcomes. This causal attribution assists in determining developmental antecedents of positive development so that pathways towards PYD can be detected. Soenens and colleagues (2007), and Soenens and Vansteenkiste (2005) tested

mediation by parental autonomy granting of the parenting-adaptive psychosocial outcomes and academic achievement in adolescence. Both models provided support for mediating role of self-determined functioning. Although a similar mediation model was tested by Kulaksiz (2011), the model used a composite PYD variable and this test did not test and yield conclusions about PYD indicators separately. Analysis of each PYD indicator individually enables drawing conclusions about the causal processes and pathways for different aspects of PYD. Current study aims at predicting self-worth, social competence, and academic achievement individually. The resultant patterns of associations can have implications for interventions regarding youth development or parent education.

Additionally, different from earlier similar models, current study measured self development in relation to family but not in general domain. In other words, adolescents were considered autonomous to the extent that they acted autonomously from their parents; and they were considered to be high in relatedness to the extent that they were related to their parents. This notion is also in line with Erikson (1968) who emphasized identity achievement to be inclusive of adolescent's balancing between increased autonomous functioning from parents and being related to the parents at the same time. In addition to theoretical links, a practical reasoning brings the same logic into picture. During high school years, adolescents generally do not live in a state in which they fully independently live on their own, by taking full financial and daily life responsibilities-a situation that makes them at least partially dependent on their parents. The current study used self construals conceptualized in this way –autonomy and relatedness in family context- the first time.

Kagitcibasi (1996) stated that there is a need for research investigating what parenting styles -along with contextual factors-, result in what self construals. A dimensional approach is

preferred over a typological approach, because typological approach does not apply to all cultures (Chao, 1994). In addition to the common dimensions of control and warmth, parental induction is also used. Inductive reasoning is a strategy used particularly for young children's disciplining and necessitating parent-child communication. Hence, parental induction is expected to work with adolescents who are more cognitively capable than the young, as well.

Throughout adolescence, individuals undergo a change in their identity status and autonomy levels. Additionally, development of positive and healthy outcomes is considered to take place in time (Lerner et al, 2005). With the purpose of identifying factors that promote self and positive development in different age groups in adolescence, age variable is considered. The question whether development of autonomy and relatedness contribute to positive development similarly in both middle and late adolescence is addressed. This question is raised by contradiction between the two conflicting views of autonomy development (Beyers et.al, 2003a) that the Separation-Individuation view that views autonomous functioning only in late adolescence and sees autonomy in earlier periods not as a healthy developmental path. On the other hand, Self-Determination Theory perspective () proposes autonomy and relatedness as basic needs for well-being regardless of age. Since the Self-Determination view is adopted, the latter view is favored and no age differences are expected in roles of autonomy and relatedness on PYD indicators. Testing this question, one can answer if autonomy in the sense of volitional functioning is associated with positive outcomes across middle and late adolescence.

Perceived legitimacy of parental control is investigated with respect to its parenting and demographic predictors. As reviewed in Section 2.5, perception of parenting is important because it can mediate the role of parenting on outcomes (Grusec & Goodnow, 1994). Accordingly, control's effect on development depends on how it is perceived. Therefore, it

should be significant to examine what parenting behaviors or what combination of them can legitimize parental control. Testing this causality between parenting and legitimate perception of parenting is important because it can illuminate the covert mechanism in child's perception that has the power of changing the developmental outcomes. A measure is developed for assessing the extent to which adolescents accept parental control. In a second model, the current study explores the mediating role of perceived legitimacy of the link between parenting and autonomy development.

Informed by the parenting literature which highlights the importance of investigating the interaction effects of parenting dimensions, the current study tested both direct and moderated effects of parenting dimensions on developmental outcomes.

Parental influence is strong in context of an emotional parent-child bond (Steinberg, 2001; Darling & Steinberg, 1993). Steinberg (2001) proposes that existence of parental involvement (warmth) increases the parental impact via adolescent's increased receptivity of parental influence. Therefore, existence of high warmth can change the effect of control on the child. Based on this proposition, parenting dimensions should be considered in combinations but not in isolation. These views imply examination of interaction effects between warmth and control on child outcomes. This test consequently helps answer the question what happens in different combinations of warmth and control levels.

As grounded on both the Family Change Theory and the findings of a study by Kulaksiz (2011), parenting orientations and accordingly, developmental outcomes can be affected by socioeconomic state of the parents. Therefore, role of SES in prediction of self construals and PYD indicators, role of SES is controlled.

2.8. Research Questions

The above literature review about three parenting dimensions, adolescent autonomy, relatedness, and positive development assessed over two indicators aim at capturing the state of the art for investigating the research questions below. Given this discussion regarding parenting and youth development, some research questions emerge.

1. How does parenting affect development of autonomy-relatedness?
2. What is the role of autonomy and relatedness on positive youth development?
3. What is the role of autonomy and relatedness in mediating the relationship between parenting and positive youth development?
4. What is the role of age on the role of autonomy and relatedness on indicators of positive youth development?
5. How do levels of parenting dimensions, autonomy, and relatedness differ from middle to late adolescence?
6. What are the roles of parenting dimensions and demographic characteristics in adolescent's acceptance of parental control?

2.9. Hypotheses

1. Adolescents who have autonomous-related self will show higher levels of positive youth development, specifically;

a) self-worth (reflecting confidence)

b) academic achievement (reflecting competence)

c) social competence (reflecting competence)

a) Self development is of focal importance for adolescents. Self-esteem is also an important correlate of healthy psychological functioning (Kernis, 2005). Since development of an

autonomous-related self construal is considered to be a healthy and positive outcome, it should also predict self-worth -a concept that is very close to self-esteem.

b) According to Ryan and Deci (2000) the child needs autonomy to internalize achievement goals and a context of relatedness with significant others in order to facilitate intrinsic motivation. Zisimopoulos and Galanaki (2009) found a relationship between intrinsic motivation and high achievement, thus, autonomous-related self is expected to associate with academic achievement.

c) Review of the literature indicated the importance of autonomous functioning for initiation of social contacts; thus autonomy can be a predictor of social competence. In addition, Erikson (1968) stated that adolescents can engage in close relationships after establishing a sense of self which is associated with increased autonomous functioning. Relatedness is also considered to predict social competence because children can practice social skills in connection with their parents. Both autonomy and relatedness are associated with social competence, therefore, it is expected that autonomous-related self construal positively predicts social competence.

2.

a) Adolescents who receive high levels of parental warmth will report higher levels of relatedness than those who receive low levels of parental warmth.

Parental warmth can promote relatedness by strengthening parent-child communication and providing support to the child. Therefore, parental warmth can set the stage for adolescents to improve their relationship and sustain connectedness with their parents. At least moderate levels of warmth are considered to suffice in building of parent-child connectedness. Therefore, the effect of warmth is expected to be quadratic: difference in relatedness levels is expected to be

higher between low and moderate levels compared to the difference between moderate and high levels.

3.

a) There will be an interaction effect between control and warmth on autonomy.

As a consequence of highly controlling and restrictive parenting, adolescent's autonomy can be undermined (Peterson, Bush, & Supple, 1999). Warmth can moderate the role of control on autonomy because, as Steinberg (2001) proposed, existence of warmth in parent-child relationship can create an emotional climate in which parental impact on child strengthens. Therefore, in presence of highly warm parenting, control's negative role on autonomy is accentuated and thus, high control is expected to result in lower levels of autonomy than it does in presence of low levels of warmth.

b) There will be an interaction effect between warmth and control on autonomous-relatedness.

Autonomous-relatedness requires simultaneous existence of autonomy and relatedness. As above hypotheses stated, control is expected to negatively predict autonomy and warmth is expected to predict relatedness. Therefore, warmth and control can jointly predict autonomous-relatedness-which is a compound of separate autonomy and relatedness. Kagitcibasi (2007) suggested that authoritative parenting typology can provide the optimal context for development of autonomous-relatedness. Authoritative style characterizes with coexistence of moderate levels of control and warmth (Steinberg, 2001, p.10; Baumrind, 1971). Therefore, concurrence of at least moderate levels of warmth and low-to-moderate levels of control can promote development of autonomous-relatedness. This combination implies an interaction effect: warmth is expected to moderate control's role on autonomous-relatedness. Therefore, it is

expected that receiving moderate or low control results in higher autonomous-relatedness when parents are moderately or highly warm compared to low warmth.

4. Adolescents, who receive higher levels of induction from their parents, will report higher levels of autonomous-relatedness compared to those who receive lower levels of induction.

As Baumrind (1971) pointed, in her parenting typologies that, induction was part of authoritative parenting style characterized with structure giving control and warmth. Induction can be considered to be a positive parenting practice and it can point out to what to do/not to do with reasons. This parental dimension can enhance relatedness during parental provision of reasoning and communications between parent and child. It can also enhance autonomy by letting the child act autonomously after consequences of child's behaviors are communicated. Therefore, induction is expected to have a positive role on autonomous-relatedness via supporting both autonomy and relatedness.

5. Adolescents in late adolescence will report

a) lower parental control,

b) higher levels of autonomy, and

c) higher levels of autonomous-relatedness than middle adolescents.

a) With increasing age and maturation, parents can be expected to exert lower levels of control to their older adolescents than they do towards the younger ones. Previous empirical research with African-American early adolescents provided support that levels of control decreased with age (Smetana & Daddis, 2002); from 7^{th} to 9^{th} grade in early adolescence (Shek, 2008). This finding is repeated in both collectivistic and individualistic cultures.

b) From middle to late adolescence, adolescents can undergo a process of maturation and development. Increasing amount of experience and competencies can lead to changes in

autonomous behavior, with age. Autonomy, as a normative developmental process, is expected to increase with age in adolescence.

c) Previous empirical research pointed out to increasing levels of autonomy and stable levels of relatedness with age. Accordingly, relatedness can be considered to be an aspect of parent-child relationship but not a developmental trait changing in time. Although levels of relatedness stay stable, increasing levels of autonomy can result in higher levels of autonomous-relatedness from middle to late adolescence.

6. The positive role of adolescent autonomy and relatedness on positive youth development indicators is expected to exist both in middle and late adolescence.

According to the Self-Determination Theory, autonomy and relatedness are basic needs across ages and thus, autonomy and relatedness are expected to have a role on positive youth development across both middle and late adolescence. Therefore, moderation by age for the role of self variables on positive development is not expected.

7. Parental control will have a negative role on social competence. In other words, adolescents who receive higher control from their parents will have lower levels of social competence than those who receive lower levels of control.

Based on the review of literature, it can be reasoned that high parental control can lessen the chances for practicing social skills so that low level of social competence is expected.

8.

a) The role of parental warmth on indicators of positive youth development will be mediated by adolescent autonomy and relatedness.

Self-worth: Deci and Ryan (1995) and Allen and colleagues (1994) elaborated on the associations of autonomy and relatedness with self-worth/self-esteem. Since warmth can have a

role on relatedness and autonomous-relatedness, the self variables are expected to mediate the role of warmth on self-worth.

Social competence: Autonomy and relatedness are expected to mediate the role of warmth on social competence, because warm relationships can set the stage for healthy emotional development and social exchange. Relatedness can evolve within a warm parent-child relationship as well as provide enriched social practices. Therefore, warmth can have a role on social competence, via its influence on relatedness and autonomous-relatedness.

b) The role of parental control on positive youth development will be mediated by adolescent autonomy and relatedness.

Self-worth: Deci and Ryan (1995) indicated positive association of autonomy with self-esteem/self-worth. Negative role of parental control on autonomy was supported by previous research with a European-American middle adolescent sample (Peterson, Bush, & Supple, 1999). Negative role of (dominating) control on self-esteem was found by Lau and Cheung (1987). Informed by previous findings, role of control on self-worth is expected to be mediated by autonomy. Parental control can decrease self-worth, via decreasing levels of autonomy.

Academic Competence: Previous research showed the negative role of parental control on autonomy as well as on academic achievement. Child's intrinsic motivation is an important correlate of academic achievement (Zisimopoulos & Galanaki, 2009); and autonomy (by creating a sense of motivation) and relatedness (by providing a context in which motivation is sustained), jointly facilitate intrinsic motivation (Ryan & Deci, 2000). Therefore, highly controlling parenting can undermine academic achievement via decreasing autonomy or autonomous-relatedness which in turn oppresses child's intrinsic motivation. This causal inference provides support for mediation by autonomy and relatedness of the control-academic achievement link.

9.

a) Adolescents receiving high levels of induction show higher acceptance of control than those who receive less induction.

Inductive reasoning involves provision of explanations for parental demands and giving reasoning for parental limit-setting to the child. Hence, induction is expected to legitimize parental behavioral regulation because adolescent can develop an understanding for why parental control can be appropriate and, thus, acceptable.

b) There will be an interaction effect between warmth and control on control's acceptance. The effect of control on acceptance will be higher in presence of high warmth compared to low warmth.

Parental warmth is a facilitator of emotional climate in parent-child relationships, thus, parental warmth can accentuate parental impact on child outcomes Steinberg (2001). Following from this point, moderation by warmth of the control-acceptance link is expected.

Informed by the above literature review and the study hypotheses, the variables were tested in two models. Autonomous-relatedness shares some aspects of both autonomy and relatedness. Therefore, roles of autonomy and relatedness are tested in one model, while the role of autonomous-relatedness is tested in another model testing the same dependent variables. This procedure aims at separate testing of the concepts that are partially overlapping. In addition, with exploratory purposes, all possible pathways from parenting and demographic variables to self and positive development indicators; from self to positive development indicators; and interaction effects between warmth and control on the PYD indicators were explored. Similarly,

in addition to hypothesis, role of induction on the PYD indicators were tested for exploratory purposes. The following figures show the tested models.

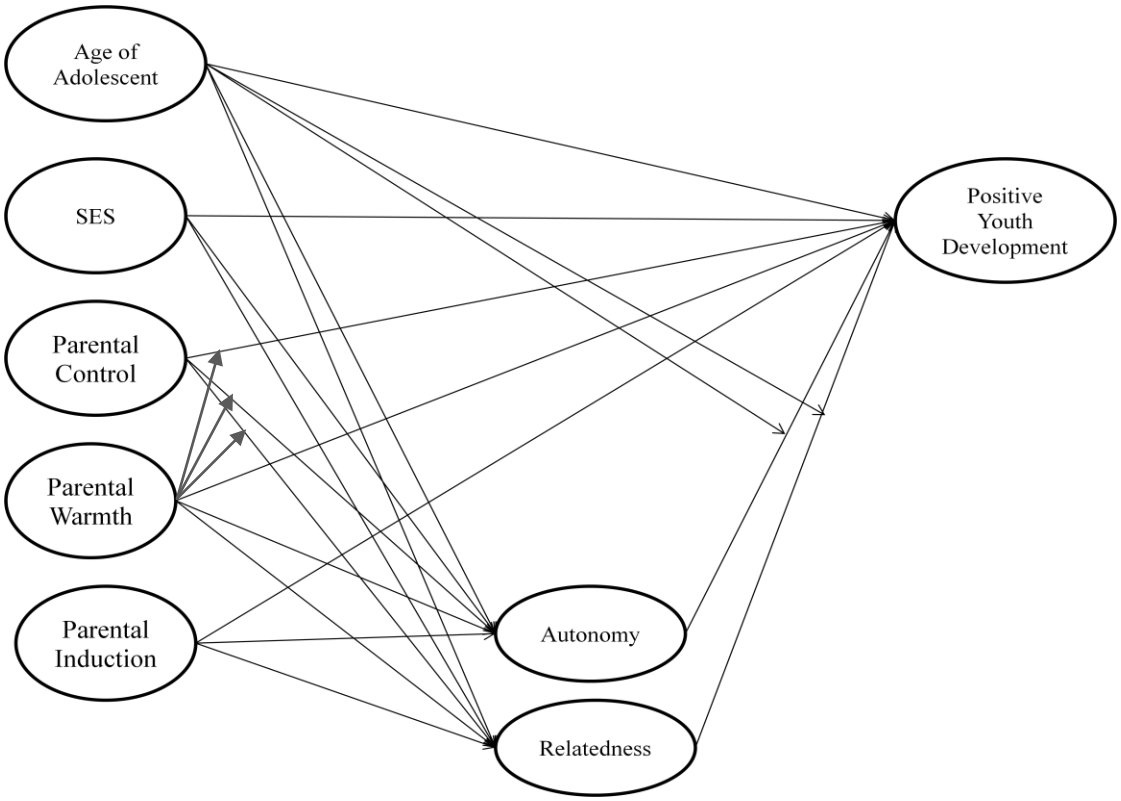

Figure 2.1 Model showing the role of demographic and parenting variables with mediation by autonomy and relatedness.

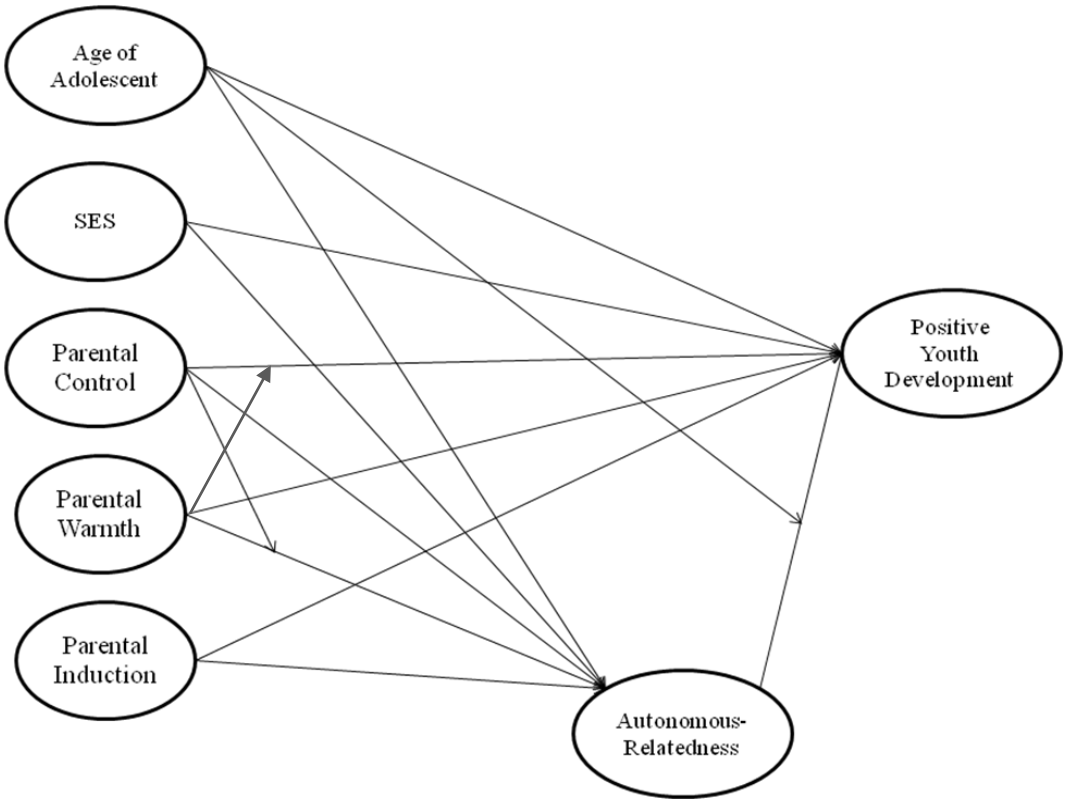

Figure 2.2 Model showing the role of demographic and parenting variables with mediation by autonomous-relatedness.

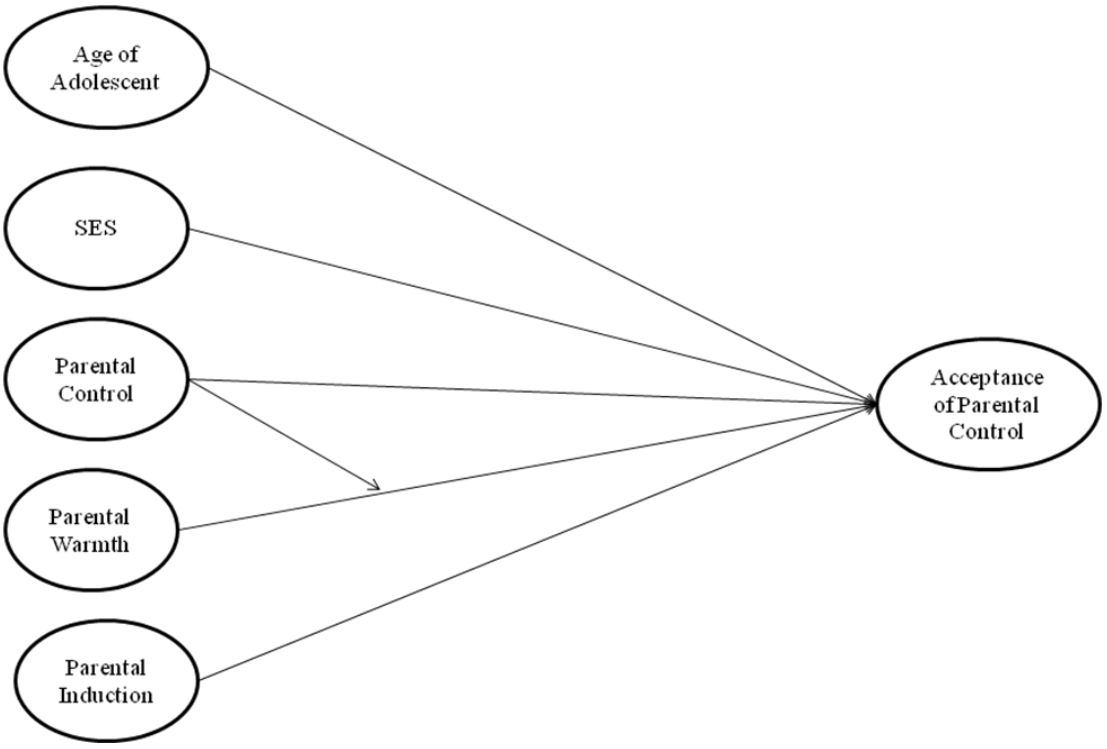

Figure 2.3 Model for prediction of control's acceptance by parenting and demographic variables.

Chapter 3

METHOD

3.1.Participants

The study participants consisted of 630 9th and 12th grade students from high schools in Istanbul. Male to female ratio was balanced. 295(46.7%) of the participants were male and 324(51.4%) were female, while 11(1.7%) of them did not report information regarding gender. Five high schools in Istanbul were chosen with convenience sampling. Study schools were those to which students from middle classes attend predominantly. Table 3.1 shows the student percentages by schools.

Table 3.1

Frequency Distribution of Participants at Study Schools

	Frequency
VKV Koç Lisesi	166 (26 %)
FMV Işık Lisesi	92 (15 %)
Yeşilköy Anadolu Lisesi	194 (31 %)
Galatasaray Lisesi	138 (22 %)
Beyoğlu Anadolu Lisesi	40 (6 %)
Total	630

Note. Percentages are presented in parentheses.

Parents who were at least university or higher degree graduates constituted 51.6 % (N=325) of the sample for mothers and 64 % (N=403) of the sample for fathers. Thus, the parental educational level of the sample was high. Table 3.2 shows the distributions for parental

education.

Table 3.2

Percentages for Educational Distributions of Mothers and Fathers

	Mother	Father
(1) No schooling	.5 %	0%
(2) Primary School	5%	3%
(3) Secondary School	5%	4%
(4) High School	28%	22%
(5) Associate Degree	9%	7%
(6) Bachelor's Degree	40%	45%
(7) Master's Degree	10%	15%
(8) Doctoral Degree	3%	4%
N	630	630

Note. In parentheses, code numbers for educational levels are presented

Based on the occupational distributions in Table 3.3, mothers who had middle status, professional, or managerial occupations consisted 55 % of the sample; while the fathers who had middle status, professional, or managerial occupations consisted 92 % of the sample. Thus, the participants can be considered to represent middle and upper-middle class family children.

Table 3.3

Percentages for Occupational Distributions of Mothers and Fathers

	Mother	Father
Unemployed	40%	.2 %
Non-qualified worker	.2 %	.3 %
Semi-qualified worker	.7 %	1 %
Qualified worker	5%	7%
Middle status occupations	25%	21%
Professional occupations	10%	21%
Executive/managerial occupations	20%	50%
N	630	630

Note: *The coding system for parental occupations was developed by Kağıtçıbaşı (1972).*

Age of the participants ranged from 14 to 19 with a mean of 16.15 (*SD*=1.44). Among 630 participants, there were 69 (11 %) 14-year-olds, 191 (30 %) 15-year-olds, 115 (18 %) 16-year-olds, 110 (18 %) 17-year-olds, 113 (18 %) 18-year-olds, and 28 (4 %) 19-year-olds. Four (1 %) of the participants did not report information regarding age. Participants at the ages of 14, 15, and 16 were grouped to constitute middle adolescents' group and those at ages of 17, 18, and 19 were grouped to constitute the late adolescents' group. Among the participants, 375 (60 %) were middle adolescents, while 251 (40 %) constituted late adolescents.

3.2.Procedure

The research started with selection of the study schools. In order to administer the questionnaires at schools, permissions from the Ministry of National Education were obtained

for data collection. The social competence and self-confidence scales were back/translated by professional translators. Administration of the questionnaires for pilot and actual data collection took nearly one and a half months.

The study started with a pilot study which took place in a private high school where children from middle and upper-middle households attend predominantly. 9th and 12th grader 89 students participated in the pilot administration of the questionnaires. The pilot study aimed at detecting unclear items, and having an early understanding of the process and duration of administration.

The researcher collaborated with the guidance and counseling services and with teachers in administration of the questionnaires. After giving instructions for how to fill in, each student in a class was given the questionnaires in classrooms during the counseling sessions at schools. The questions were in form of self-report of behaviors of their parent/mother. Adolescents' self reports are used as valid tools to measure the effects of parenting on the youth (Barber, 1996).

The students were not required to report their name on the questionnaire. School grade records of the students were obtained by self-report. Information obtained about the participants were kept confidential and not shared with any other parties.

3.3.Measures

3.3.1. *Autonomous and Related Self in Family Scales*

This scale measures dimensions of agency and interpersonal distance in the context of family (Kagitcibasi, & Baydar, 2007). It enables understanding of the development of autonomous and related self in the context of development which is family. Tuncer (2005) used this scale with university students and business executives. People with different self construals

were found to have different attitudes towards paternalistic leadership style. The scale has three subscales as the Autonomous Self-in-Family Scale (9 items), the Related Self-in-Family Scale (8 items), and the Autonomous-Related Self-in-Family Scale (4 items). Each item in the scale is answered on a 5-point likert scale varying between "strongly agree" to "strongly disagree". Their reliability coefficients of the autonomous self, related self, and autonomous-related self in family sub-dimensions were previously reported to be .84, .84, and .77, respectively (Kagitcibasi, 2007).

The items were administered based on the original forms of scales. The scale scores for analysis were computed after the three sub-scales were separately factor analyzed for this study's sample. The following presents the factor analysis steps for each sub-scale, separately. Details of the factor analyses for factor loadings and communalities can be seen in Appendix A.

First, the nine-item *autonomous self in family scale* was factor analyzed with varimax rotation as the extraction method, since only one dimension is expected to appear. One factor was extracted, and examination of the scree plot supported this decision. The means, standard deviations and communalities for the scale items were examined. The item "Ailemin düşündüğü şekilde düşünmek zorunda değilim." and "Kendimi ailemden bağımsız hissediyorum." were excluded due to their low communalities (.165 and .144, respectively). When the factor analysis was re-conducted with the remaining seven items, the item "Kararlarımı ailemden bağımsız olarak kolayca veremem." had a relatively low communality (.281) but it was not excluded due to its distinguishing aspect. The scale with the seven items explained % 47.68 of the variance. All of the scale items had factor loadings greater than .53. The autonomous self in family scale had Cronbach alpha of .81, indicating high reliability (see Appendix D for the scale).

Second, the nine-item *related self in family scale* was factor analyzed with varimax

rotation as the extraction method, since only one dimension is expected to appear. One factor was obtained and examination of the scree plot supported this decision. The means, standard deviations, and communalities were examined. It was found that all the items except for item "Ailemle ilişkimde belli bir mesafeyi korumayı tercih ederim." (.228) had relatively high communalities. For this item was decided to be a distinctive item for measuring relatedness, and it had a high standard deviation; it was not excluded from the scale. The final 9-item sub-scale explained %52.35 of the variance. All the scale items had factor loadings greater than .48. Reliability analysis showed that related self in family scale had Cronbach alpha of .88, indicating high reliability (see Appendix E for the scale).

Lastly, the four-item *autonomous-related self in family scale* was factor analyzed with varimax rotation as the extraction method, since only one dimension is expected to appear. One factor was extracted and examination of the scree plot supported this decision. The means, standard deviations and communalities for the scale items were screened. All the items had relatively high communalities except for the item "Kişi ailesine değer verse dahi kendi fikirlerini belirtmekten çekinmemelidir." which had a communality of (.315). Since that item was considered to be an item characterizing and measuring the autonomous-related self, it was not excluded from the scale. The scale with four items explained % 55.78 of the variance. All of the scale items had factor loadings greater than .56. The autonomous-related self in family scale had Cronbach alpha of .73, indicating high reliability (see Appendix F for the scale).

To sum up, the factor analyses conducted for the three sub-scales resulted in 7-item autonomy sub-scale; 9-item relatedness sub-scale; and 4-item autonomous-relatedness sub-scale with Cronbach alpha values of .81, .88, and .73 respectively.

3.3.2. Parenting Styles Scales

Parenting is measured over three dimensions that are parental warmth, parental control, and parental induction. Parental control and parental warmth are measured with the Parenting Styles scale that was adapted and validated by Sumer and Gungor (1999). In this scale, there are two sub-dimensions as parental strict control (11 items); and parental acceptance/involvement (11 items) evaluated on 5-point likert scale. The items are rated between the range of "completely wrong" and "completely true". The other parenting dimension that is parental induction is measured by 5 items developed for the purposes of this study with adolescents. The five items were developed with respect to the definition of parental induction. Data was collected based on the original forms of the scales.

Before computing the scale scores for conducting the analyses, a factor analysis was conducted with all the items of the scales of acceptance/involvement, strict control, and induction, together. Since positive parenting practices (warmth and induction) can be perceived similarly by adolescents, all the scale items for parenting were factor analyzed together. The purpose was to reduce possible collinearity between positive parenting dimensions and reveal the underlying factor structure of the intended parenting dimensions. There were 27 items in the parenting scales in total (acceptance/warmth:11, control:11, induction:5). The maximum likelihood analysis was conducted with the 27 items with oblique rotation, because the analysis is expected to result in correlated parenting dimensions. Screening of the communalities necessitated exclusion of five items with communalities varying between .157 and .245. Conducting the factor analysis with the remaining 22 items revealed that some items had high loads on both factors. Items "Onun düşüncelerine ters gelen bir şey yaptığımda suçlamaz." (with loads .33 and .42), "Bir sorunum olduğunda bnu hemen anlar." (with loads .34 and .38),

"Sorunlarım olduğunda sorunlarımı daha açık bir şekilde görebilmem için hep yardımcı olmuştur." (with loads .40 and .37), "Nasıl davranacağım ya da ne yapacağım konusunda bana hep yararlı fikirler vermiştir." (with loads .38 and .34) were excluded due to their high loads on two factors at the same time. The analysis revealed three factors with eigen values greater than 1 and examination of the scree plot (see Appendix A) confirmed the three-factor structure.

As a result of the factor analysis with original items, the first factor consisted of the 5 induction items; the second factor consisted of 6 strict control items, and the third factor consisted of 7 acceptance/warmth items. All of the items had factor loadings greater than .45. All three factors could explain % 55.31 of the variance. The induction, warmth, and strict control dimensions had high reliability scores with Cronbach alphas of .83, .87, and .76, respectively. The scale scores were computed based on the dimensions appeared after factor analyses. The analysis steps and resultant factor structures and scale items can be seen in the Appendices A&C.

3.3.3. Self Perception Profile for Adolescents

The positive youth development indicators that are social competence and self-confidence are measured with sub-scales of Harter's Self Perception Profile for Adolescents (SPPA). Harter (1988) developed this scale in order to measure perceived competence in different domains (i.e., Friendship/Acceptance, Physical Appearance, Athletic Appearance, Athletic Competence, Romantic Appeal, Behavioral Conduct, and General Competence) and global self worth. Factor analyses conducted with an African-American sample confirmed these domain-specific dimensions. In this scale, the question statements were both negatively and neutrally worded. The participant decides which statement describes him the best and rates the chosen statement as either "*really for me*" or "*sort of true for me*". Thus, each question happens

to be evaluated on a four-point likert scale by opting out of two choices one after another, hierarchically. Higher scores indicate more positive self-perception. The following two sub-sections present measures of social competence and self-confidence respectively.

3.3.3.1.Social Competence Scale

Social competence is measured by the Acceptance/Friendship dimension of the Self Perception Profile and it assesses the level of relationship with peers and functioning in the social domain. There were 10 items in total. Half of the items tap the levels of perceived acceptance within the peer group and five items reflect the quality and quantity of the friendships within peer social environment. The acceptance and friendship sub-dimensions are used together to measure social competence. Sample items consisted of "Bazı gençlerin çok sayıda arkadaşı vardır./Diğer gençlerin çok sayıda arkadaşı yoktur." Administration of the items for data collection was based on the original forms of the scale. Afterwards, in order to find the factor structure with the current sample, all the items in the Friendship/Acceptance scale were factor analyzed together. Oblique rotation was the extraction method, because the sub-scales were expected to correlate.

The factor analysis resulted in a scale with two underlying dimensions as supported by the scree plot. Examination of the communalities necessitated exclusion of the item "Bazı gençlerden hoşlanmak zordur./Diğerlerinden hoşlanmak kolaydır." due to its low communality of .08 and the remaining 9 items were re-analyzed. The item "Bazı geçler çevreleri tarafından kabul edildiklerini hissederler./ Diğerleri daha fazla yaşıtı tarafından kabul edilmeyi ister. " which had a relatively low communality of .214 was not removed since it reflected an aspect of social acceptance, thus not excluded from the scale. The first factor consisted of 5 items

reflecting close friendship; the second factor consisted of 4 items reflecting social acceptance. The two sub-scales were correlated by .50 and the scale score for social competence variable was computed based on the factor analyzed version of the scale. The final nine-item scale explained %56.16 of the variance. All items had factor loadings greater than .46 . The factor loadings and the communalities for the items can be seen in Appendix A. Reliability analysis yielded a Cronbach alpha of .80 for the social competence scale (see Appendix H for the scale).

3.3.3.2.Self-Confidence Scale

One of the positive development indicators in this study is self-confidence. Lerner et al. (2005) measured self-confidence component of positive development by similar concepts of self-worth and positive self identity, which denote positive perception of the self in broad sense. In this study, the 'positive self identity' scale was included only for validation of the self-worth variable. Thus, self-confidence is measured by the Global Self-Worth sub-scale of the Self Perception Profile by Harter (1988). Sample items consisted of "Bazı gençler kendileri gibi olmaktan çok mutludur." and "Diğer gençler, kendilerinden farklı biri olmayı isterler." There are a total of 5 items in the self-worth sub-scale. After data was collected based on the original form of the scale, a factor analysis was conducted to reveal the factor structure of the scale with current sample. Varimax rotation was the extraction method, because the scale originally had only one dimension.

As a result of the factor analysis, one factor was extracted and examination of the scree plot supported this decision. The means, standard deviations and communalities for the scale items were examined. The item "Bazı gençler kendilerini hayal kırıklığına uğratırlar/ Diğer gençler kendilerinden memnundurlar." was found to have relatively low communality (.260) but

since it was considered to reflect an aspect of self-worth, it was not excluded from the scale. The scale with the five items explained % 55.21 of the variance. All of the scale items had factor loadings greater than .51. The factor loadings and communalities for the scale items can be seen in Appendix A. Reliability analysis resulted in a Cronbach alpha value of .79 (see Appendix I for the scale). The following presents the factor analysis for 'the positive self identity' scale.

"Positive self identity" is another concept with which self-confidence is measured. In order to understand the validity of the self-worth scale, the positive self identity scale also was included in this study. This scale was a sub-scale of the Profiles of Student Life-Attitudes and Behaviors Survey developed by Benson, Leffert, Scales, and Blyth (1998). With this scale, several developmental outcomes (i.e. positive self identity, school success, maintenance of physical health, delay of gratification, values diversity, and commitment to learning) in youth are assessed. The positive self identity subscale consists of six items. The items are evaluated on a five-point likert type scale. Higher scores indicate more positive self identity. Data was collected based on the original form of the scale. To see the factor structure with current sample, the six items were factor analyzed with varimax rotation as the extraction method, for the items are expected to construe only one dimension.

The factor analysis indicated that the positive self identity items nested under two factors with eigen values greater than 1. The item "Bir yetişkin olduğumda iyi bir hayatımın olacağından eminim." was excluded due to its low communality (.226). After the factor analysis was re-conducted with the remaining five items, one factor with eigen value greater than 1 appeared. Examination of the scree plot confirmed the one factor structure. The item "Bazen hiç iyi olmadığımı düşünüyorum." and "Bazen hayatımda bir amacımın olmadığını hissediyorum." were found to have relatively low communalities of .24 and .25 respectively. Since these items

had large standard deviations and reflected aspects of the positive self identity concept well, they were considered to be distinctive items. Thus, those two items were not excluded. The scale with the five items explained % 50.83 of the variance. All of the scale items had factor loadings greater than .49. The factor loadings and communalities for the scale items can be seen in Appendix A for the analyses of this scale. The analyses resulted in a five-item positive self identity scale with a Cronbach alpha value of .74. Self-worth scale had strong positive correlation with positive self identity scale, $r(546) = .61$, $p < .05$. These conceptually similar variables are expected to positively correlate (see Appendix G for the scale).

3.3.4. Acceptance of Parental Control

In order to measure the extent that adolescents show an accepting attitude towards controlling behaviors of their parents, five items were developed for the purposes of this study. The items tapped the aspects of control's acceptance based on how much legitimacy is given to parental orders, warnings, punishment, and demonstration of anger for not obeying.

In order to see the underlying factor structure of the scale, a factor analysis was conducted with the five items. Varimax rotation was the extraction method, because one dimension was expected to occur. Examination of the communalities revealed the item "Onun emirlerine uymamın benim açımdan yararlı olacağını düşünüyorum." had a relatively low communality of .264. Since this item reflected an important aspect of acceptance and having a large standard deviation providing distinctiveness, it was not excluded. One factor was extracted and examination of the scree plot supported this decision. The scale with the five items explained % 51.11 of the variance. All of the scale items had factor loadings greater than .51. The factor loadings and scale items can be seen in Appendices A & J. Reliability analysis revealed a

Cronbach alpha value of .76 .

In addition, its validity is reviewed. The Acceptance of Parental Control scale is expected to associate with control negatively and with warmth positively, because parental strict control can have negative effects on child development, while parental warmth has a positive role on child development. The Acceptance of Parental Control scale was associated with control negatively, $r(616)= -.183$, $p<.01$; and with warmth positively, $r(612)=.542$, $p<.01$.

3.3.5. Coding of the Data

Demographic information about the participants and their both parents were obtained. The demographic information form included questions about education (measured in terms of completed degree) as well as occupational status of both parents (rated on a 7-point hierarchical category).

The socioeconomic status (SES) score included both educational and occupational levels. Since both parents can have an effect in the family socioeconomic status, roles of both parents were considered in SES score. Thus, aiming at obtaining a family socioeconomic status (SES) variable, a composite score was computed by averaging the z-scores for maternal education, maternal occupation, paternal education, and paternal occupation variables. A similar procedure was used by Yagmurlu, Sanson, and Koymen (2005). Considering high SES mothers who do not work, another composite SES score informed only by paternal occupation and education, and maternal education was computed. The former and this latter SES scores had a significant and very strong correlation ($r(580)=.960$, $p<.001$). Thus, SES was informed by occupation and educational levels of both parents. The socioeconomic status variable is measured on continuous scale.

In order to measure maternal and paternal educational levels and occupational statuses, coding systems were used. Parental education was rated according to the highest degree achieved (i.e. 1='Never attended to school' and 8='Had doctoral degree'), ranging from 1 to 8 (see Table 3.2.). The occupational status of mother and father was rated according to a hierarchical coding system based on prestige and income of the occupations (Kagitcibasi, 1972). The occupational categories varied from '1=unemployed or housewife' and '2=very low status occupations (i.e. non-qualified workers, shepherd)' to '7=very high status occupations (i.e. doctor, engineer, executive directors, businessman), ranging from 1 to 7 (see Appendix B).

In order to assess the academic achievement of the participants, recent cumulative grade point averages in their current schools were collected. Information regarding identities of the participants were not collected and kept confidential.

3.4. Analysis

IBM SPSS computer program was used for the analyses. Factor analysis for questionnaire items was performed. In order to obtain the reliability scores and validity of the scales, Cronbach alpha scores and correlations among the variables were computed. Descriptive statistics were calculated to understand characteristics of the data. T-test analyses were conducted to see whether mean differences of the variables were significant across middle and late adolescence.

The only categorical variable was age (with two groups as middle and late adolescence). Other study variables were measured on continuous scale and nearly with interval characteristics. Regression analyses were used to test the associations of demographic characteristics with parenting and self variables as well as to test the proposed conceptual models. Dummy coded age

variable were used in regression analyses. Sobel test was used to examine the significance of mediation effects (Sobel, 1982). The next section presents the results of the study.

Chapter 4

RESULTS

The analyses of data are presented in two main sections. First, descriptive and bivariate analyses present information for the variable distributions and variable associations separately for parenting, self, and positive development. Associations of acceptance of control variable with study variables are given in this section. Second, regression analyses address study hypotheses.

4.1 Descriptive and Bivariate Analyses

In this section, descriptive information regarding study variables are presented and bivariate correlations among the variables are examined for a better understanding of the pattern of associations of indicators of parenting, self development, and acceptance of parental control.

To normalize the negatively skewed variables that were warmth, relatedness and autonomous-relatedness with skewness of -1.46, -1.36, -1.58, (*SE*= .115 for each) respectively, square root transformations were performed. Variable transformations did not result in significant changes in correlations between independent and dependent variables, thus, the untransformed versions of the variables were used. The estimates were calculated by using Pearson Product Moment Correlation analyses; only the associations among self development variables were calculated using Spearman Rank Order Correlation analyses because relatedness and autonomous-relatedness were negatively skewed. The means and standard deviations of the study variables for middle and late adolescents can be seen at Table 4.1. T-test analyses were performed to examine the significance of the mean differences with age.

Table 4.1

Distributional Characteristics of the Study Variables

	Middle Adolescents (N=260)		Late Adolescents (N=157)		Total (N=449)	
	M	SD	M	SD	M	SD
Parental Control	14.80	4.66	14.37	5.00	14.60	4.80
Parental Warmth	29.86	4.84	29.34	5.00	29.64	4.90
Parental Induction	19.61	3.46	19.02	3.53	19.35	3.50
Acceptance of Parental Control	17.55	3.50	16.66	3.75	17.17	3.63
Autonomous Self	22.53	4.96	23.42	4.44	22.92	4.77
Related Self	37.76	5.96	37.26	6.27	37.54	6.08
Autonomous-Related Self	17.81	2.38	17.96	2.25	17.88	2.33
Self-Worth	15.79	3.48	16.13	3.31	15.93	3.40
Social Competence	29.03	5.39	29.71	4.74	29.33	5.13
Positive Self Identity	19.73	3.64	20.26	3.59	19.97	3.62
Grade Point Average	3.80	.74	3.82	.66	3.81	0.71

A set of t-tests were performed to see if means of the study variables differ significantly from middle to late adolescence. Results showed that there was a significant mean difference in parental control and parental induction that adolescents received from middle to late adolescence ($t(619)=2.148$, $p<.05$ and $t(618)=2.127$, $p<.05$, respectively). Parents exert lower levels of control to their late adolescents than their middle adolescents. In addition, adolescents receive higher levels of inductive reasoning in middle adolescence than they receive in late adolescence.

On the other hand, the level of parental warmth adolescents received did not differ as a function of age $t(615)=1.046$, $p>.05$.

T-tests were conducted for mean differences in self variables that are autonomy, relatedness, and autonomous-relatedness. There was a significant mean difference in autonomy levels from middle to late adolescence, $t(615)=-2.244$, $p>.05$. Late adolescents were more autonomous than middle adolescents were. On the other hand, mean differences in relatedness and autonomous-relatedness did not significantly differ across middle and late adolescence ($t(613)=.479$, $p>.05$ and $t(616)=-.602$, $p>.05$, respectively). Adolescents both in middle and late adolescence were related to their families equally, as well as their levels of autonomous-relatedness did not change as a function of age significantly.

Another set of t-tests was conducted for the positive youth development variables which are social competence, self-worth, and grade point average. T-test analyses showed that the mean levels of social competence, self-worth, and academic achievement did not differ from middle to late adolescence ($t(602)=-.803$, $p>.05$, $t(613)=-.783$, $p>.05$, and $t(541)= -1.484$, $p>.05$, respectively). On the other hand, mean levels of positive self identity was higher in late adolescents than in middle adolescents $t(613)=-2.037$, $p<.05$. Levels of positive perception of the self increased from middle to late adolescence.

The next section presents the correlations, first, among parenting; second, among self variables; and third, among positive development variables. Lastly, correlations for the association of acceptance of parental control with study variables are presented.

4.1.1 Associations among Parenting Dimensions

The associations among parental warmth, control, and induction were examined (see Table 4.2).

Table 4.2

Pearson Product Moment Correlations Among Parenting Dimensions (N= 619)

	2	3
1. Parental Control	-.41**	-.31**
2. Parental Warmth		.66**
3. Parental Induction		-

Note. **p<.01

Parental control was significantly and negatively associated with warmth and induction. This finding is in line with conceptualizations of warmth and induction as positive parenting practices and parental control as a negative practice with negative influences for development. Thus, these moderately high and negative associations suggested that parents who used controlling behaviors were less likely to use induction or to be warm towards their children.

The two positive parenting practices, warmth and induction, were highly correlated (see Table 4.2.). Since induction can bring warmth and a positive atmosphere in parent-child relationship, this finding revealed an expected pattern of association between warmth and induction dimensions. Overall, the strong association between positive parenting dimensions and relatively weaker association of warmth with control were in line with expectations.

Next, bivariate associations among the self variables and among the positive development variables were presented.

4.1.2 Associations among Adolescent Developmental Outcomes

In this section, a) associations among self variables and b) associations among positive youth development variables were tested by using correlation analyses. First, bivariate correlations for the self variables were presented.

Table 4.3

Spearman Rank Correlations Among Self Dimensions (N= 619)

	2	3
1. Autonomy	–.34**	.16**
2. Relatedness		.39**
3. Autonomous-Relatedness		–

*Note.***p<.01

The associations among the autonomous, related, and autonomous-related self in family dimensions of self variables were examined. Since the distributions of related self and autonomous-related self variables were slightly (negatively) skewed, Spearman Rank Order Correlation analysis was used, because non-parametric correlation analyses can help obtain robust estimates with non-normally distributed data.

The association of related self with autonomous self was negative and moderate (see Table 4.3.). This finding suggests that highly related adolescents, to some extent, show lower levels of autonomy. The associations of autonomous-related self with autonomous and with related selves differed in strength, although both were significant and positive. The correlation of autonomous-related self with autonomous self was small, while its correlation with relatedness was at a moderate level. Being related to parents can be considered as a characteristic of normative familial patterns while autonomy is an attribute that can develop in time.

Second, associations among positive youth development indicators, namely self-worth, social competence, and grade point average were investigated. Table 4.4 presents the correlation coefficients.

Table 4.4

Pearson Product Moment Correlations Among Positive Youth Development Dimensions (N= 546)

	2	3
1. Self-Worth	.38**	.08
2. Social Competence		−.07
3. Grade Point Average		-

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

Self-confidence dimension of positive youth development is measured with self-worth. Social competence was moderately correlated with self-worth. Overall, these positive associations were in line with the notion that social competence and self-worth can promote each other in adolescents for whom peer relations are important.

4.1.3 Associations of the Acceptance of Parental Control with Parenting and Adolescent Developmental Outcomes

Acceptance of parental control characterized with beliefs of adolescents about the legitimacy and benefit of parental control for their own good. Pearson Product Moment correlation analyses tests the pattern of associations of control's acceptance with study variables.

Table 4.5

Correlation Coefficients of Acceptance of Control with Parenting and Adolescent Developmental Outcomes

	Acceptance of Control	
	Correlation Coefficient	N
Parental Control	-.183***	616
Parental Warmth	.542***	612
Parental Induction	.589***	614
Autonomous Self	-.421***	610
Related Self	.507***	608
Autonomous-Related Self	.235***	611
Self-Worth	.229***	609
Social Competence	.078*	599
Grade Point Average	.07	536

*Note.*p<.1 ***p<*.001

A set of correlation analyses aimed at testing the association of acceptance of control with parental control, warmth, and induction. Although small, acceptance was negatively associated with parental control. Adolescents who had controlling parents tended not to have an accepting attitude towards control, to some degree. On the other hand, induction and warmth had significantly high and positive associations with control's acceptance. Adolescents are more likely to accept parental control if their parents are warm and/or provide reasoning for their controlling behaviors.

Another set of analyses addressed the association of acceptance of control with autonomy, relatedness and autonomous-relatedness. There was a significantly moderate and negative correlation between acceptance of parental control and adolescent autonomy. Those adolescents who were autonomous did not accept controlling behaviors of their parents. There was a strong positive association of acceptance with relatedness. This finding suggested that those adolescents who were related to their parents also reported that they had an accepting

attitude towards control by their parents. Having an autonomous-related self was associated with having an accepting attitude towards their parents' controlling behaviors to a certain extent, since the association was positive and significant but small.

The last set of correlation analyses addressed the association of control's acceptance with indicators of positive development. The association of acceptance of parental control with self-worth was positive and significant but rather weak. Having a high self-worth was associated with acceptance of parental control to some degree. Control's acceptance only weakly associated with social competence. There was no association between acceptance of parental control and grade point average.

4.2 Regression Analyses

In this section, the proposed conceptual model is tested by multiple regression analyses. The analyses were conducted under four main sections; a) direct effects of parenting and demographic variables on self and PYD variables; b) direct effects of self variables on PYD (Positive Youth Development) variables; c) mediated effects of parenting on PYD by the self variables d) moderating effect of age on the link between self variables an PYD. The analyses are reported in the order of testing.

4.2.1 Predicting Adolescent Autonomy and Relatedness in Family

In testing roles of study variables, autonomous-related self, autonomous self and related self variables were regressed in separate analyses. As the study's one of focal variables, autonomous-relatedness was addressed the first.

4.2.1.1 Predicting Adolescent Autonomous-Relatedness

The regression analyses aimed at examining a) the role of parenting (warmth, control, and induction) on adolescent autonomy and relatedness; and b) the role of age on autonomy and relatedness. At the first step, autonomous-related self was regressed on age, SES, warmth,

Table 4.6

Summary of Multiple Regression Analysis for Variables Predicting Autonomous-Related Self

	Step 1			Step 2		
	B	SE B	ß	B	SE B	ß
SES	.277	.116	.091**	.26	.117	.085**
Age (dummy)	.318	.176	.069*	.306	.176	.066*
Induction	.114	.032	.181***	.113	.032	.179***
Parental Warmth	.137	.023	.305***	.19	.058	.424***
Parental Control	-.011	.02	-.024	.077	.09	.161
Parental Control x Parental Warmth				-.003	.003	-.178
R^2			.224			.001
F Change in R^2			31.736***			1.019

Note. N=555; *p<.1 **p<.05 ***p<.001 ; SES=Socioeconomic Status

control, and induction (see Table 4.6). To test the non-linearity of the trends, quadratic terms for the significant variables parental warmth and parental induction. There were not any quadratic effects of warmth and induction (*ß*= -.332, *p*>.05 and *ß*=.303, *p*>.05, respectively). Therefore, the following analyses were conducted with the linear forms of the variables. As family SES increased, adolescents showed higher levels of autonomous-relatedness. Similarly, increases in

parental warmth increased levels of autonomous-relatedness. Late adolescents reported higher levels of autonomous-relatedness than middle adolescents. Induction also had an effect on autonomous-relatedness; increases in levels of induction increased levels of autonomous-relatedness in adolescents. Role of control was not significant.

At the second step, an interaction term between control and warmth was added to the model. The interaction between parental warmth and control was not significant (see Table 4.6). Parental control did not disrupt the role of warmth on autonomous-related self.

Overall, the best predictors of autonomous-relatedness were warmth and induction. Children of highly warm and inductive parents were more autonomous-related than others. In addition, adolescents from higher SES backgrounds were more autonomous-related than those with lower SES backgrounds. Autonomous-relatedness increased from middle to late adolescence. Control was not associated with autonomous-relatedness.

4.2.1.2 Predicting Adolescent Autonomy in Family

The autonomous self was regressed on SES, age (with categories of late and middle adolescence), warmth, control, and induction.

All independent variables in the model predicted adolescent autonomy. To test non-linearity of the trends of parenting dimensions, quadratic terms for warmth, control, and induction were added. There was no significant quadratic trend of warmth (β= -.237, p>.05), while the quadratic terms for control and induction were significant. The remaining analyses were conducted with linear warmth, and quadratic control and induction terms. Socioeconomic status of the family predicted autonomy. Adolescents with parents from higher SES backgrounds reported higher autonomy levels than those with lower SES parents. Age predicted autonomy in adolescents. Late adolescents reported higher levels of autonomy than middle adolescents.

Table 4.7

Summary of Multiple Regression Analysis for Variables Predicting Autonomous Self

	Step 1			Step 2		
	B	SE B	ß	B	SE B	ß
SES	1.037	.260	.157***	.924	.261	.140***
Age of adolescent	.831	.393	.083**	.750	.391	.075*
Parental Warmth	-.250	.051	-.260***	-.070	.080	-.072
Parental Control (quadratic)	-.008	.001	-.242***	.007	.005	.238
Induction (quadratic)	-.007	.002	-.179***	-.007	.002	-.194***
Parental Control x Parental Warmth				-.001	.000	-.454**
R^2			.165			.178
F Change in R^2			21.721***			8.347**

Note. N=554; *p<.1 **p<.05 ***p<.001 ; SES=Socioeconomic Status

Interaction effect between linear warmth and quadratic control on autonomy was tested by adding an interaction term. There was a significant interaction effect (β= -.454, p<.05). Warmth moderated the effect of control on autonomy levels.

In order to better understand the interaction effect, ANCOVA was used to investigate the interaction effect with categorical forms of the parenting variables. The following presents the main effects and the interaction effect between warmth and control on autonomy.

Quintiles for warmth, control, and induction indicated the levels “very low, low, moderate, high, and very high”. Testing the direct roles of parenting and the demographic variables and interaction effect between control and warmth on autonomy with ANCOVA

corroborated the regression analysis results. The results indicated that the effect of warmth was linear, since there was no significant quadratic effect for warmth, F (1,555)=.599, p=.44). The effects of control and induction were quadratic. There was a positive role of socioeconomic status and a marginal and positive role of age on autonomy. The interaction term was computed with linear warmth and quadratic control terms. There was a significant interaction effect between control and warmth on autonomy (see Table 4.8). Next, the quadratic effect of parental induction; and then warmth x control interaction, is investigated in detail.

Table 4.8

The Results of the ANCOVA Predicting Autonomy in Family

	F	df	p
SES	9.718	1	.05
Age	2.993	1	.08
Parental Warmth (linear)	3.065	4	.05
Parental Control (quadratic)	9.832	4	.001
Parental Induction (quadratic)	5.437	4	.001
Parental Warmth x Parental Control	1.583	16	.07

R^2=.22 Adjusted R^2=.18, N=555

The shape of the quadratic effect on parental induction on adolescent autonomy was plotted (see figure 4.1).

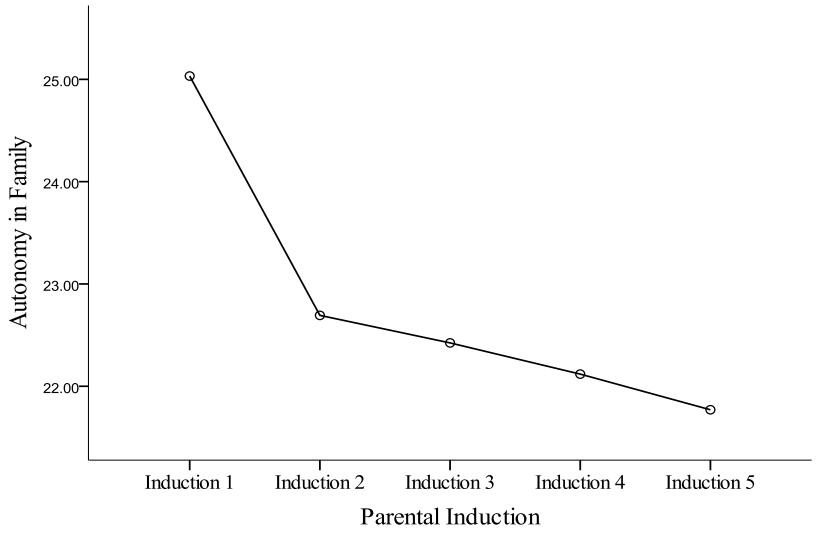

Figure 4.1 shows the effect of parental induction on adolescent autonomy by controlling for the roles of SES, age, warmth, and control.

The 'parental induction' variable was divided into five categories of equal size, varying between the first tile (Induction 1) denoting the lowest level to the fifth tile (Induction 5) denoting the highest level, in the plot. As can be seen in the trend, there was a steep decline in autonomy levels after the first tile. Bonferroni corrections indicated a significant mean difference between the first (M=24.93, SD=.465) and the second (M=22.65, SD=.478) tiles (p<.05). Thus, parental induction can substantially decrease autonomy levels, if it is not given in small amounts. Next, warmth x control interaction is investigated.

Plotting of the interaction between warmth and control, and Bonferroni corrections helped understand how control changed across levels of warmth.

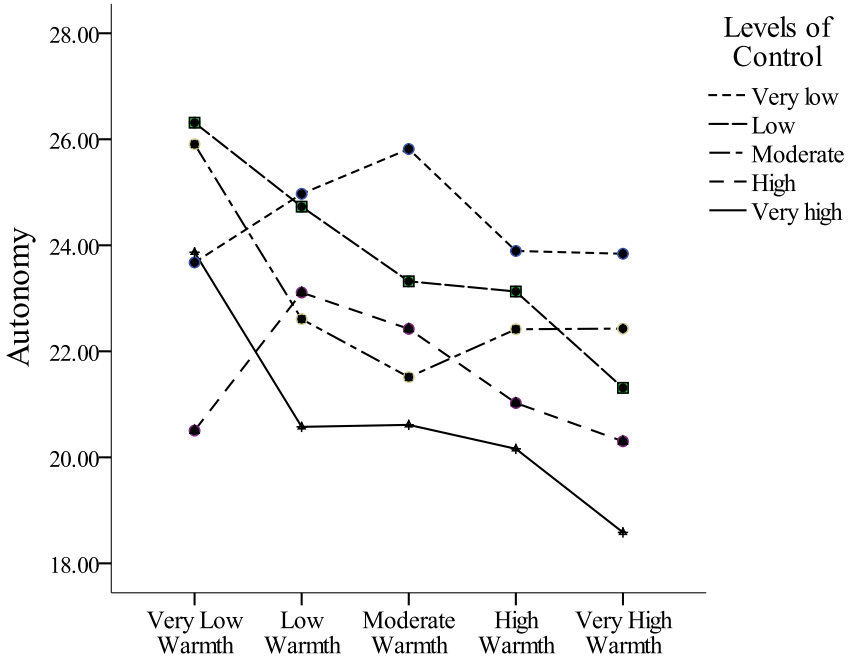

Figure 4.2. shows the interaction effect between warmth and control on adolescent autonomy, controlling for effects of SES, age, and parental induction.

Bonferroni corrections were computed at each quintile of warmth. Adolescents, whose parents show very high- to-low levels of warmth, display the highest autonomy levels if they receive very low control; and display the lowest autonomy levels if they receive very high control. This pattern of effect changes in very low warmth level. In adolescents, who receive very low warmth, there was a mean difference between high (M=20.34, SD=1.27) and very high (M=24.18, SD=.995) levels of control for their effects on autonomy ($p<.05$). This was a difference that did not exist at other warmth levels. In very low warmth level, receiving very high level of control resulted in higher autonomy than receiving high level of control did. In other words, the pattern of the effect of high levels of control on autonomy changes when parental warmth decreases to a minimum. Although very high control resulted in the lowest

autonomy levels in low and high warmth; in the lowest warmth level, it yielded significantly higher autonomy levels than high control did. Therefore, when parents are very distant and cold to their children, displaying very high control results in child's increased autonomy; on the other hand, when parents are highly warm, high control can decrease levels of autonomy.

To see when adolescents are the most and the least autonomous as a function of warmth x control interaction, all levels of control at all levels of warmth were examined. The highest autonomy (*M*=26.42, *SD*=1.42) was elicited when low control is combined with very low warmth; the lowest level of autonomy (*M*=18.57, *SD*=2.01) was elicited when very high control is combined with very high levels of warmth.

To conclude, as SES levels increased and with age, autonomy levels increased. Provision of inductive reasoning undermined autonomy, especially as long as it is not provided in minimal amounts. Warmth moderated control's effect on autonomy. Control has an effect in decreasing autonomy levels. This effect differed at low warmth levels. Although highly controlling parenting results in lower autonomy, adolescents are more autonomous when they receive little parental warmth than those of warm parents are. From another viewpoint, high warmth can boost the negative role of high control on autonomy, because the lowest autonomy level was observed when high control pairs with high warmth.

Next, regression analysis predicting related self is presented.

4.2.1.3 Predicting Adolescent Relatedness in Family

Third, related self was regressed on SES, age, warmth, control, and induction. Table 4.9 presents the results.

Table 4.9

Summary of Multiple Regression Analysis for Variables Predicting Related Self

	B	SE B	ß
SES	-.245	.233	-.030
Age (dummy)	.089	.353	.007
Parental Warmth	.811	.047	.678***
Parental Control	.001	.040	.001
Induction	.186	.063	.110**
R^2			.567
F Change in R^2			142.959***

Note. N=550; *p<.1 **p<.05 ***p<.001 ; SES=Socioeconomic Status

Warmth and induction predicted relatedness. Quadratic terms were computed and tested to examine non-linearity of the effect of parental warmth and induction. There was not any significant quadratic warmth or induction effects, β=.145, p>.05 and β=.015, p>.05. The effects of warmth and induction on relatedness were linear. In another step, interaction effect between warmth and control. There was not any significant interaction, β=-.023, p>.05. As parental warmth increased, adolescent relatedness increased. Similarly, parental induction had a role in increasing relatedness in adolescents. SES, adolescent age, and parental control did not have an effect on relatedness.

Next, results of the analyses for predicting positive youth development (with indicators of self-worth, social competence, and academic competence) are presented.

4.2.2 Predicting Positive Youth Development

The indicators of positive youth development, namely self-worth, social competence, and academic achievement were tested respectively. Regression analyses tested a) direct effects of parenting (warmth, control, and induction) and demographic (SES, age) variables on PYD indicators; b)mediation by autonomy/relatedness of the parenting-PYD link; c)moderation by warmth of the control-PYD link; and moderation by age of the autonomy/relatedness and PYD link. Since autonomous-relatedness shares common characteristics with autonomy and relatedness, they are tested in separate analyses. Therefore, the models are tested twice for three PYD indicators each: once with autononomous-relatedness as the mediator; and once with separate autonomy and relatedness as the mediators. Next, the prediction model for self-worth is reviewed.

4.2.2.1 Predicting Self-Worth

Self-worth is one of the positive youth development indicators. The following two sub-sections present the regression analyses predicting self-worth. The first, the model is tested with autonomous-relatedness as the mediator; second the model is tested with separate autonomy and relatedness as mediators.

4.2.2.1.1 Role of Parenting and Autonomous-Relatedness

Self-worth is predicted by direct and moderated effects of parenting, demographic, and self variables. The model is tested in three steps by using autonomous-relatedness as the self variable. Table 4.10 presents the results.

At the first step, the roles of age, parenting variables, and SES on self-worth were tested. There was a marginally significant effect of age on self-worth. Late adolescents had higher self-worth than middle adolescents had. There was a role of warmth on adolescent self-worth. When

the quadratic term for warmth was tested, a significant effect was found. Thus, quadratic warmth was used in the analyses. Adolescents of warm parents had higher self-worth than those who received lower levels of warmth. There was a marginally significant role of parental control. Another quadratic term for control was tested but the analysis failed to find a significant quadratic effect, *ß*=.049, p>.05. Adolescents of controlling parents had lower self-worth. The roles of SES and induction were not significant. Quadratic term for warmth was used in the remaining steps.

Table 4.10

Summary of Multiple Regression Analysis for Variables Predicting Self-Worth

	Step 1			Step 2			Step 3		
	B	SE B	ß	B	SE B	ß	B	SE B	ß
SES	.181	.186	.039	.141	.186	.031	.073	.188	.016
Age (dummy)	.496	.282	.071*	.453	.281	.065*	2.091	2.240	.299
Parental Warmth (quadratic)	.004	.001	.282***	.003	.001	.254***	.007	.002	.561***
Parental Control	-.049	.032	-.068*	-.047	.032	-.065*	.163	.089	.226*
Parental Induction	.065	.051	.068	.046	.051	.048	.050	.051	.052
Autonomous-relatedness				.150	.068	.099**	.184	.082	.122**
Parental Warmth x Parental Control							.000	.000	-.340**
Autonomous-relatedness x Age							-.094	.124	-.244
R^2			.141			.148			.159
F Change in R^2			17.734***			4.846**			3.493**

Note. N=546; *p<.1 **p<.05 ***p<.001 ; SES=Socioeconomic Status

At the second step, the role of autonomous-relatedness was tested. Autonomous-relatedness had a role in self-worth. Adolescents, who reported higher levels of autonomous-relatedness, had higher self-worth than those who reported lower levels of autonomous-relatedness. After entering autonomous-relatedness, the reduction in the coefficient of warmth variable suggested partial mediation, because warmth had a role on autonomous-relatedness (see Table 4.6). Significance of this mediation effect was tested and the effect was significant using the Sobel test, $z = 2.07$, $p < .05$, and revealed that the effect of warmth on self-worth was partially mediated by adolescent autonomous-relatedness. At the third step, warmth x control interaction was tested. There was a significant interaction effect. Warmth moderated the role of control on self-worth. Additionally, the moderation by age of adolescent for the role of autonomous-related self on self-worth was tested. There was not a significant interaction.

Overall, findings indicated the role of warmth and autonomous-relatedness on self-worth. Receiving higher levels of warmth and having higher levels of autonomous-related self had a role in having high self-worth. Self-worth increased from middle to late adolescence. The negative role of control on self-worth is moderated by parental warmth. Next, the roles of parenting dimensions and autonomy and relatedness separately on self-worth in adolescents were examined. The interaction effects are addressed afterwards, in detail.

4.2.2.1.2 Role of Parenting, Autonomy, and Relatedness

Self-worth is predicted by direct and moderated effects of parenting, demographic, and self variables. The above model predicting self-worth is tested in four steps by using only separate autonomy and relatedness variables. Table 4.11 presents the results.

At the first step, the roles of parenting (warmth, induction, and control) and demographic variables on self-worth were tested. Age marginally predicted self-worth. Late adolescents had

higher self-worth than middle adolescents. There was a role of warmth on self-worth. Adolescents, who received parental warmth, had higher self-worth than those who received lower levels of warmth. Test of the quadratic term for warmth was significant. Trend of the effect of warmth was quadratic. The role of control on self-worth was marginally significant. Adolescents, who received less parental control, had higher self-worth than those who received higher levels of control. Quadratic term for control was tested and no significant effect was found, β=.049, p>.05. The roles of SES and induction on self-worth were not significant. In the following analyses, quadratic warmth term was used.

At the second step, the autonomy variable was entered into the model. Autonomy did not predict self-worth. At the third step, relatedness was added to the model. Relatedness positively predicted self-worth. After entering relatedness, reduction in the coefficient and levels of significance of warmth suggested partial mediation, because warmth also predicted relatedness (see Table 4.9). Sobel test revealed a significant effect, z=3.56, p<.001. There was a partially mediating role of relatedness on the role of warmth on self-worth. Although the marginally significant effect of control on self-worth becomes non-significant after addition of relatedness, there is no mediation, because control does not predict relatedness. This last finding for non-significance of control contradicted with the significant role of control at the model with autonomous-relatedness as the mediator. This reduction in significance may be due to marginal significance and addition of a seventh variable to the model.

At the last step, interaction terms were tested. Interaction between control and warmth; interaction of age with autonomy and relatedness were separately tested. There was a significant interaction effect between warmth and control on self-worth. The interactions of age x autonomy and age x relatedness were not significant.

Table 4.11

Summary of Multiple Regression Analysis for Variables Predicting Self-Worth

	Step 1			Step 2			Step 3			Step 4		
	B	SE B	ß	B	SE B	ß	B	SEB	ß	B	SE B	ß
SES	.182	.187	.040	.178	.189	.039	.179	.187	.039	.110	.188	.024
Age (dummy)	.540	.283	.077*	.536	.284	.077*	.501	.281	.072*	4.594	2.869	.657*
Parental Warmth	.004	.001	.286***	.004	.001	.287***	.002	.001	.146**	.006	.002	.488***
Parental Control	-.054	.032	-.075*	-.052	.033	-.073*	-.040	.033	-.056	.193	.088	.269**
Induction	.061	.051	.065	.062	.052	.066	.048	.051	.051	.042	.051	.044
Autonomy				.004	.031	.006	.042	.032	.059	.055	.039	.078
Relatedness							.131	.036	.231***	.164	.041	.288***
Parental Warmth x Parental Control										.000	.000	-.382**
Autonomy x Age										-.067	.065	-.232
Relatedness x Age										-.069	.050	-.377
R^2			.146			.147			.167			.183
F Change in R^2			18.261***			.020			13.347***			3.424**

Note. N=537; *p<.1 **p<.05 ***p<.001 ; SES=Socioeconomic Status

To conclude, results from the two analyses indicated the role of age, relatedness, autonomous-relatedness, and moderated effect of warmth on self-worth. The role of warmth on self-worth is partially mediated by relatedness and also by autonomous-relatedness. Receiving higher levels of warmth contributed to self-worth partially because it promoted relatedness and autonomous-relatedness. Late adolescents had higher self-worth than middle adolescents. Warmth moderated the role of control. This moderation effect is investigated in detail in the following section. Plotting of this interaction by using the categorical warmth and control variables helps in better understanding.

By observing the cell sizes of the categories, warmth and control variables were divided into four and three equal sized groups, respectively. For further understanding, the interaction effect between warmth and control was plotted by using these categorical versions of the variables. In the below figure, pertaining to the four-level warmth variable in below figure, “1” denoted the lowest level of warmth, while “4” denoted the highest warmth level, in range.

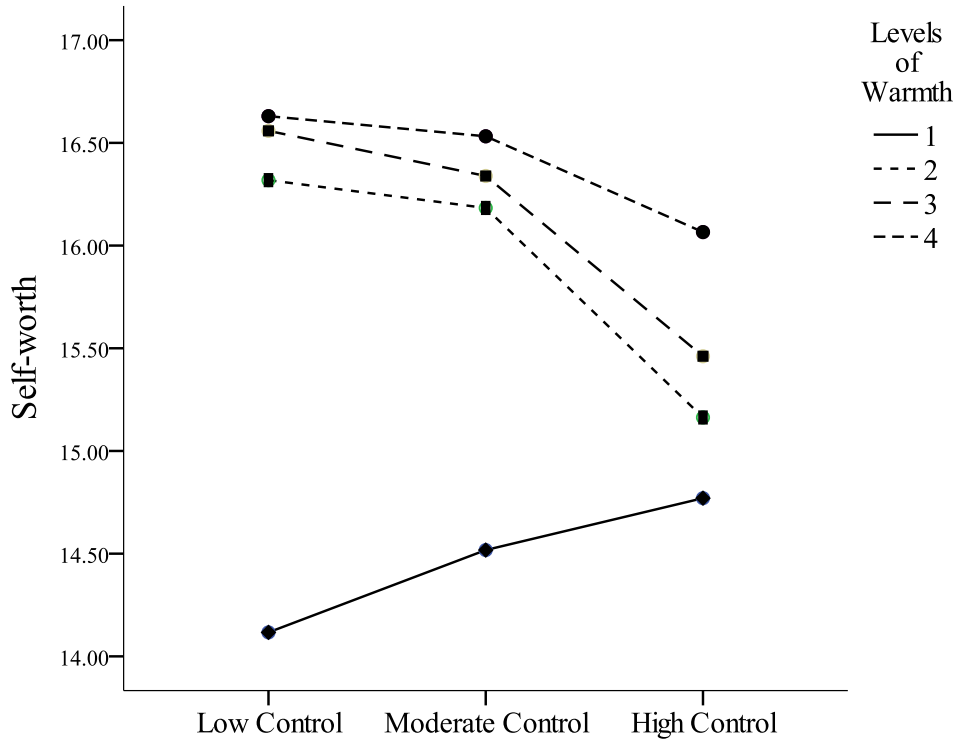

Figure 4.3 showing the interaction effect between warmth and control on self-worth, controlling for effects of SES, age, and induction.

Regardless of how controlling parents were, receiving very low warmth resulted in the lowest self-worth levels. Very low warmth's role on self worth was more pronounced if low warmth is coupled with low control. On the other hand, highest levels of self-worth were observed when parents showed high warmth together with low or moderate levels of control. Therefore, warm parents, who exert low or moderately high control, can promote self-worth in adolescents. Receiving very little control in absence of warmth can be coercive for self-worth in adolescence. Next, the model predicting social competence is presented.

4.2.2.2 Predicting Social Competence

Social competence is another positive development indicator. The following two sub-sections present the regression analyses predicting social competence. The first, the model is tested with autonomous-relatedness as the mediator; second the model is tested with separate autonomy and relatedness as mediators.

4.2.2.2.1 Role of Parenting and Autonomous-Relatedness

Social competence is predicted by direct and moderated effects of parenting, demographic, and self variables. The model is tested in three steps by using autonomous-relatedness as the self variable. Table 4.12 presents the results.

At the first step, roles of parenting (warmth, induction, and control) and demographic variables on social competence were tested. The effects of age and SES were only marginally significant. Warmth predicted social competence. Late adolescents were more socially competent than middle adolescents. There was an effect of warmth on adolescent social competence. Adolescents, who received higher levels of parental warmth, were more competent socially than those who received lower levels of warmth. High SES adolescents were more socially competent than those who were from low SES. The role of control and induction were not significant. The quadratic warmth term was also tested but the analysis failed to find a significant quadratic effect, β=.110, p>.05.

At the second step, the autonomous-relatedness was entered into the model. Autonomous-relatedness predicted social competence. Addition of autonomous-relatedness into the model resulted in reduction in the standardized coefficient of the warmth variable, although its significance remained. This reduction in coefficient suggested partial mediation. The

significance of this mediation was tested. A significant mediation by autonomous-relatedness of warmth's role on social competence was found by using Sobel test, $z = 2.76$, $p < .05$. The role of warmth on social competence was partially mediated by autonomous-relatedness.

At the third step, in order to examine if there were any moderating role of warmth on the role of control, an interaction term between control and warmth was entered in the model. There was a significant interaction. Warmth moderated the role of control on social competence. Additionally, moderation by age of adolescent on the role of autonomous-related self on social competence was tested by entering an interaction term. There was not a significant interaction; the role of autonomous-relatedness on social competence did not differ with age.

Overall, test of the model with autonomous-relatedness indicated that age, SES, warmth, control, and autonomous-relatedness predicted social competence. Receiving parental warmth had a role directly on higher social competence and indirectly by contributing to autonomous-relatedness. The role of warmth was moderated by parental control. Additionally, autonomous-relatedness partially mediated the role of warmth on social competence. Adolescents of warm parents were highly socially competent partially because they were highly autonomous-related. Parental warmth moderated the role of control on social competence. A detailed investigation of the interaction effect between warmth and control is presented in the following section. Next, results for the role of parenting dimensions, autonomy and relatedness on predicting social competence are examined.

Table 4.12

Summary of Multiple Regression Analysis for Variables Predicting Social Competence

	1			2			3		
	B	SE B	ß	B	SE B	ß	B	SE B	ß
SES	.562	.297	.080*	.478	.296	.068*	.353	.297	.050
Age (dummy)	.828	.449	.077*	.725	.447	.068*	-.062	3.525	-.006
Parental Warmth	.232	.060	.225***	.186	.061	.180**	.557	.146	.558***
Parental Control	-.006	.052	-.005	-.003	.051	-.003	.641	.225	.575**
Parental Induction	.077	.082	.053	.039	.082	.027	.034	.082	.024
Autonomous-relatedness				.333	.107	.145**	.305	.129	.133**
Parental Warmth x Parental Control							-.023	.008	-.553**
Autonomous-relatedness x Age							.039	.195	.067
R^2			.083			.100			.114
F Change in R^2			9.701***			9.616**			4.316**

Note. N=538; *p<.1 **p<.05 ***p<.001 ; SES=Socioeconomic Status

4.2.2.2.2 Role of Parenting, Autonomy, and Relatedness

Social competence is predicted by direct and moderated effects of parenting, demographic, and self variables. The model is tested in four steps by using separate autonomy and relatedness as the self variables. Table 4.13 presents the results.

At the first step, roles of parenting (warmth, induction, and control) and demographic variables (SES and age) on social competence were tested. There were only marginally significant effects of SES and age on social competence. Late adolescents were more competent than middle adolescents. Adolescents from high SES were more competent than those from lower SES. Warmth predicted social competence. Adolescents of highly warm parents were more socially competent than those who received lower levels of warmth. Control and induction did not predict social competence.

Table 4.13

Summary of Multiple Regression Analysis for Variables Predicting Social Competence

	Step 1			Step 2			Step 3			Step 4		
	B	SE B	ß	B	SE B	ß	B	SE B	ß	B	SE B	ß
SES	.582	.299	.082*	.471	.301	.067*	.473	.300	.067*	.352	.301	.050
Age (dummy)	.895	.453	.083**	.805	.453	.075*	.769	.452	.072*	-3.605	4.586	-.336
Parental Warmth	.235	.061	.228***	.262	.061	.254***	.170	.075	.165**	.540	.154	.524***
Parental Control	-.006	.052	-.005	.028	.054	.025	.039	.054	.035	.640	.226	.576**
Parental Induction	.080	.082	.054	.116	.083	.079	.104	.083	.071	.096	.083	.065
Autonomy				.118	.050	.108**	.152	.052	.140**	.091	.062	.083
Relatedness							.124	.058	.142**	.110	.065	.126*
Parental Warmth x Parental Control										-.021	.008	-.518**
Autonomy x Age										.136	.104	.306
Relatedness x Age										.031	.080	.111
R^2			.088			.097			.105			.122
F Change in R^2			10.069***			5.542**			4.612**			3.272**

Note. N=530; *p<.1 **p<.05 ***p<.001 ; SES=Socioeconomic Status

At the second step, autonomy was entered into the model. Autonomy predicted social competence. Highly autonomous individuals were more socially competent than those who reported low levels of autonomy.

At the third step, relatedness was added to the model. Relatedness predicted social competence. Addition of relatedness to the model resulted in reduction of warmth variable's coefficient. The level of significance of the effect of warmth turned from .001 to .01 level. This suggested partial mediation, since warmth also predicted relatedness (see Table 4.9). The effect was significant, using Sobel test, $z = 2.05$, $p < .05$. There was a partially mediating role of relatedness on the role of warmth on social competence.

At the fourth step, moderation by control of the role of warmth on social competence was examined by testing an interaction term. There was a significant interaction effect. Warmth moderated the role of control on social competence. Another aim was to test the moderating role of age on the role of autonomy on social competence and the role of relatedness on social competence. For this purpose, interaction terms of age with autonomy and with relatedness were tested simultaneously. There was no significant interaction. Age did not affect the roles of autonomy and relatedness on social competence.

Aiming at a better understanding of the interaction effect between control and warmth, and between age and autonomous-relatedness, univariate ANCOVAs were conducted. First, the interaction between warmth and control were tested by using the categorical versions of the variables. Observing the cell sizes in each category, warmth was divided into 3 groups and control was divided into 7 groups. Induction, age, and socioeconomic status were included in the model. There were significant effects of warmth, $F(2, 521)=6.826$, $p<.05$, and age, $F(1, 521)=3.539$, $p<.01$. The effects of control $F(6, 521)=1.348$, *ns*; SES, $F(1, 521)=.875$, *ns*; and

induction, $F(2, 521)=2.275$, *ns*, were not significant. There was a significant interaction effect between warmth and control on social competence, $F(12, 521)=1.654$, $p<.01$. The model explained 12 % of the variance. In order to understand the interaction effect, its plot was interpreted and Bonferroni corrections were computed at each level of control. The lowest level of control is shown by level '1', while the highest level of control is denoted by level '7'. Warmth is depicted by three lines representing low, moderate, and high levels of control.

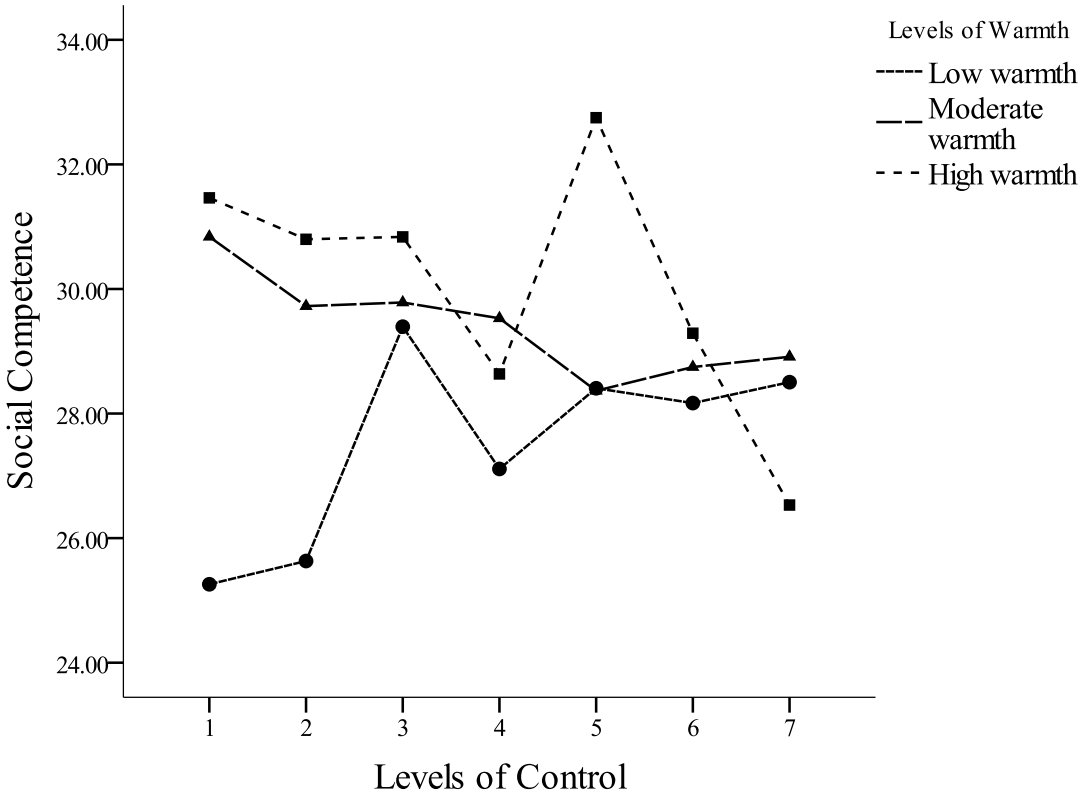

Figure 4.4 shows the interaction effect between warmth and control on social competence, controlling for effects of SES, age, and induction.

In presence of moderate (3rd and 4th tiles) or higher (6th and 7th tiles) levels of control, level of warmth received does not make a difference in child's social competence. Warmth moderated control's role on social competence when parents exert low levels of control. Receiving low control (2nd tile in figure), resulted in the lowest competency levels if it is coupled with low warmth (*M*=24.65, *SD*=1.684) compared to moderate (*M*=29.44, *SD*=.937*)* or high (*M*=31.47, *SD*=.911) warmth. Low warmth can undermine development of social competence if there is little parental control. Thus, provision of at least moderate control can promote social competence in adolescents who receive low warmth.

To conclude, results from the two analyses indicated the direct roles of age, SES, warmth, autonomy, relatedness, and autonomous-relatedness on social competence. Separately, relatedness and autonomous-relatedness partially mediated warmth's role on social competence. Adolescents of warm parents were highly competent, partially because they were highly related or autonomous-related. Control moderated the role of warmth; in existence of low control, warm parenting resulted in higher social competence but low levels of warmth coupled with low control undermined development of social competence. Positive role of autonomous-relatedness on social competence was the same for both middle and late adolescents. Adolescents from higher SES showed higher social competence compared to those from lower SES. Social competence showed an increase from middle to late adolescence.

Next, test results for the roles of parenting dimensions and autonomous-relatedness on academic competence are presented.

4.2.2.3 Predicting Academic Competence

Academic competence is the other positive development indicator. The following two sub-sections present the regression analyses predicting academic competence. The first, the model is tested with autonomous-relatedness as the mediator; second the model is tested with separate autonomy and relatedness as mediators.

4.2.2.3.1 Role of Parenting and Autonomous-Relatedness

Academic competence is predicted by direct and moderated effects of parenting, demographic, and self variables. The model is tested in three steps by using autonomous-relatedness as the self variable. Academic competence was measured by obtaining high school grade point averages of the participants. Table 4.14 presents the results.

Table 4.14
Summary of Multiple Regression Analysis for Variables Predicting Academic Achievement

	Step 1			Step 2			Step 3		
	B	SE B	ß	B	SE B	ß	B	SE B	ß
SES	.164	.044	.168***	.164	.044	.169***	.155	.045	.158***
Age (dummy)	.099	.065	.068	.100	.066	.068	.560	.514	.384
Parental Warmth	.002	.009	.015	.003	.009	.018	.036	.022	.247
Parental Control	-.012	.007	-.083*	-.012	.007	-.083*	.045	.034	.299
Induction	.014	.012	.067	.014	.012	.068	.014	.012	.070
Autonomous-Relatedness				-.002	.016	-.007	.007	.019	.022
Parental Warmth x Parental Control							-.002	.001	-.366
Autonomous-Relatedness x Age							-.026	.028	-.325
R^2			.054			.054			.062
F Change in R^2			5.532***			.017			1.966

Note. N=488; *p<.1 **p<.05 ***p<.001 ; SES=Socioeconomic Status

At the first step, the roles of parenting and demographic variables on academic competence were tested. There was a significant effect of SES and control on academic competence. In order to test the non-linearity of the effect of control, quadratic term for control was tested and found non-significant, β=.150, p>.05. Adolescents, who received lower levels of control from their parents, were more competent academically than those who received higher levels of control. Adolescents from high SES were more academically competent than those who were from low SES. Warmth, induction, and age did not predict academic competence. At the second step, the autonomous-relatedness variable was entered into the model. Autonomous-relatedness did not predict academic competence. At the third step, warmth x control interaction was tested but found to be non-significant, β= -.294, p>.05. By removing its effect from the model, interaction effect between autonomous-relatedness and age on academic achievement was tested. There was not a significant interaction; age did not affect the role of autonomous-relatedness on academic competence.

Overall, SES of parents and parental control predicted academic achievement. Strictly controlled adolescents had lower academic achievement. Next, the same model was tested with parenting, autonomy, and relatedness variables.

4.2.2.3.2 Role of Parenting, Autonomy, and Relatedness

Academic competence is predicted by direct and moderated effects of parenting, demographic, and self variables. The model is tested in four steps by using separate autonomy and relatedness as the self variables. Table 4.15 presents the results. At the first step, roles of parenting (warmth, induction, and control) and demographic variables on academic competence were tested. The findings corroborated the model with autonomous-relatedness. There was a significant effect of SES and control on academic competence. Warmth, induction, and age did not predict academic competence.

Table 4.15

Summary of Multiple Regression Analysis for Variables Predicting Academic Achievement

	Step 1			Step 2			Step 3			Step 4		
	B	SE B	ß	B	SE B	ß	B	SE B	ß	B	SE B	ß
SES	.142	.045	.144**	.152	.045	.153***	.151	.045	.153***	.144	.046	.146**
Age (dummy)	.097	.067	.066	.105	.067	.071	.102	.067	.070	.660	.679	.448
Parental Warmth	.004	.009	.025	.001	.009	.007	-.008	.011	-.056	.021	.023	.141
Parental Control	-.017	.007	-.113**	-.020	.008	-.133**	-.019	.008	-.128**	.030	.035	.198
Induction	.011	.012	.055	.008	.012	.039	.007	.012	.033	.006	.012	.028
Autonomy				-.012	.007	-.076	-.008	.008	-.054	-.007	.009	-.048
Relatedness							.012	.009	.098	.016	.010	.137
Parental Warmth x Parental Control										-.002	.001	-.312
Autonomy x Age										-.007	.016	-.114
Relatedness x Age										-.011	.012	-.278
R^2			0.053***			.058			.061			.068
F Change in R^2			5.328			2.427			1.760			1.026

Note. N=480; *p<.1 **p<.05 ***p<.001 ; SES=Socioeconomic Status

At the second step, the autonomy variable was entered into the model. Autonomy did not predict academic competence. At another step, relatedness was added to the model. Relatedness did not predict academic competence. Moderation by warmth of the role of control on academic achievement was tested and a non-significant effect was found. Removing the non-significant effect, the last step aimed at testing moderation by age of the role of autonomy on academic competence; and moderation by age of the role of relatedness on academic competence. For this purpose, age x autonomy and age x relatedness interaction terms were tested simultaneously. There were no significant interactions. Age did not affect the roles of autonomy and relatedness on academic competence.

To conclude, findings from the two tests indicated the role of SES and control on academic competence. Adolescents who received lower levels of parental control were more competent academically. Adolescents from higher SES were more academically competent than those from lower SES.

4.2.3 Predicting Acceptance of Parental Control

In this section, the model for prediction of acceptance of control by parenting and demographic variables was tested in two steps. The regression analyses examined a) roles of parental control, warmth, induction, age and SES on control's acceptance; and c) moderating role of warmth on control's acceptance. Table 4.16 presents the results.

Table 4.16

Summary of Multiple Regression Analysis Predicting Acceptance of Parental Control

	Step 1			Step 2		
	B	SE B	ß	B	SE B	ß
SES	-.126	.166	-.025	-.055	.167	-.011
Age of adolescent	-.483	.252	-.063*	-.434	.251	-.057*
Parental Control	.044	.029	.057	-.311	.127	-.396**
Parental Warmth	.221	.033	.300***	.006	.082	.008
Parental Induction	.431	.045	.417***	.437	.045	.422***
Parental Warmth x Parental Control				.012	.004	.437**
R^2			.409			.418
F Change in R^2			76.136***			8.198**

Note. N=555; *p<.1 **p<.05 ***p<.001 ; SES=Socioeconomic Status

First, the direct roles of study variables on acceptance were tested. There was an effect of age on acceptance of parental control. Late adolescents were less accepting of controlling behaviors of parents compared to middle adolescents. Warmth and as expected, induction positively predicted acceptance. Adolescents who had warm and inductive parents were more accepting of parental control. Contradicting the expectations, controlling parenting was not associated with acceptance. SES did not predict acceptance.

Second, moderation by warmth of control's role on acceptance was tested as hypothesized. Control's effect on acceptance differed at different warmth levels. To further investigate the interaction effect, follow up test was conducted by univariate ANCOVA. The

effects of SES, age, control, induction, and warmth were tested on control's acceptance. To see the levels where an interaction occurs, control and warmth variables were divided into three groups of equal size by using tertials indicating low, moderate, and high levels of control and warmth. Replicating the results of regression analyses, control's effect was not significant $F(2, 543)=.911$, $p>.05$, while warmth and induction had effects $F(2,543)=18.110$, $p<.001$, and $F(2,543)= 41.140$, $p<.001$, respectively. The non-significant effect of SES was found again, $F(1,543)= .828$, $p>.05$. Contrary to the regression analysis, effect of age was not significant, $F(1,543)= 2.052$, $p>.05$. There was a significant interaction between control and warmth on control's acceptance, $F(4,543)= 3.221$, $p=.01$. Bonferroni corrections were computed to understand the patterns of differences between three levels of warmth. Parents who showed high (M=18.92, SD=3.23) and moderate levels of warmth (M=17.85, SD=3.03) were accepted more than those showing low levels of warmth (M= 14.88, SD=3.62), ($p<.01$). There was not a difference between high and moderate levels of warmth for their effects on acceptance ($p>.05$).

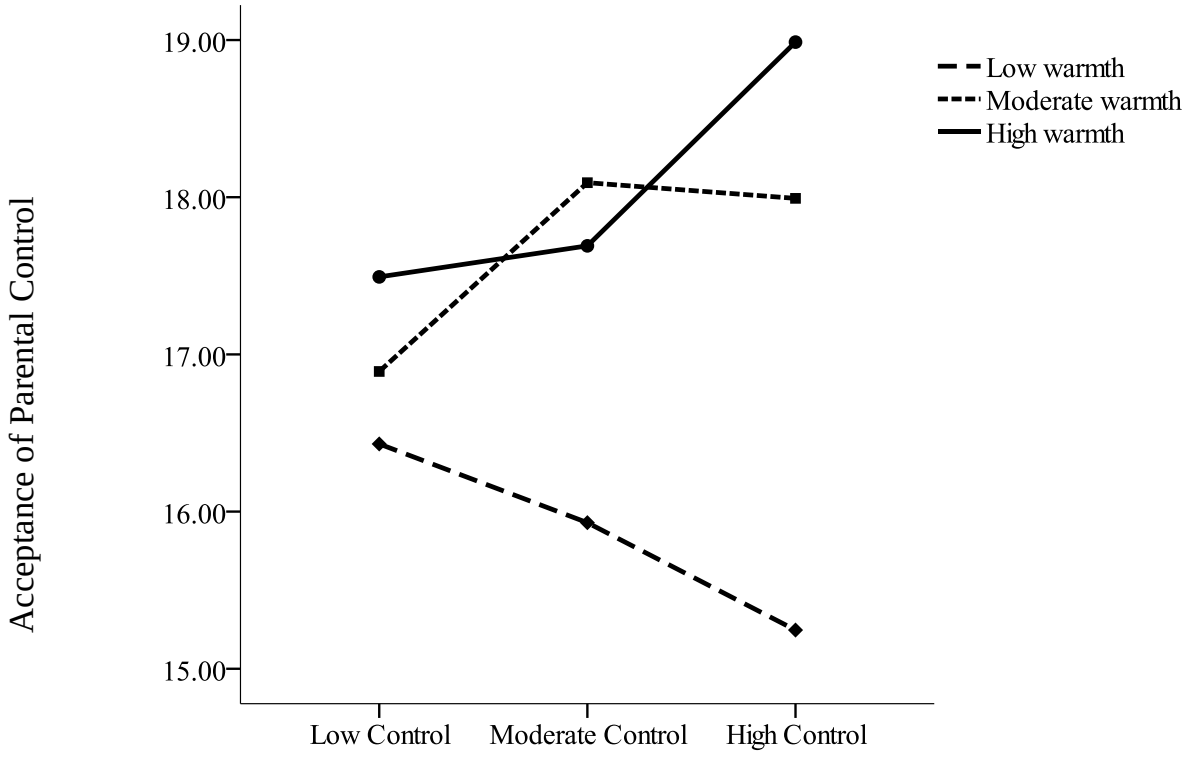

Figure 4.5 shows the interaction effect between control and warmth on acceptance of control, controlling for effects of SES, age, and induction.

Shape of the effect of warmth at different control levels can be seen in figure 4.6. Adolescents of highly controlling parents are more accepting of control when they receive moderate to high levels of warmth compared to receiving low warmth.

Overall, the effect of control on acceptance differs at different levels of control. For adolescents' acceptance of high to moderate levels of control, high to moderate levels of warmth are needed. Adolescents are not accepting of highly controlling parenting behaviors when they receive low warmth from parents. On the other hand, adolescents, whose parents are not

controlling, show similar patterns of acceptance at all warmth levels. In addition, adolescents of highly inductive parents show higher acceptance of control than those who receive less induction. Next, mediating role of acceptance of control of the parenting-autonomy link is explored.

4.2.4. Exploratory Analyses: Mediating Role of Control's Acceptance

Perception of parenting can affect the influence of parental practices on development. With this notion in mind, the following analyses address how acceptance of parental control can mediate the parenting-development link, in an exploratory fashion. The proposed test aims at further understanding of some questions that emerged from the results in previous sections. Earlier in current study, parental warmth and induction were unexpectedly found to negatively influence autonomy. Both warmth and induction were also found to promote to control's acceptance –that has a correlation coefficient of -.42 with autonomy. Therefore, warmth and induction can be expected to decrease autonomy levels because they contribute to control's acceptance, which can further lead to adolescent's receptivity and concordance to parental control. Based on this reasoning, the following mediation model was tested.

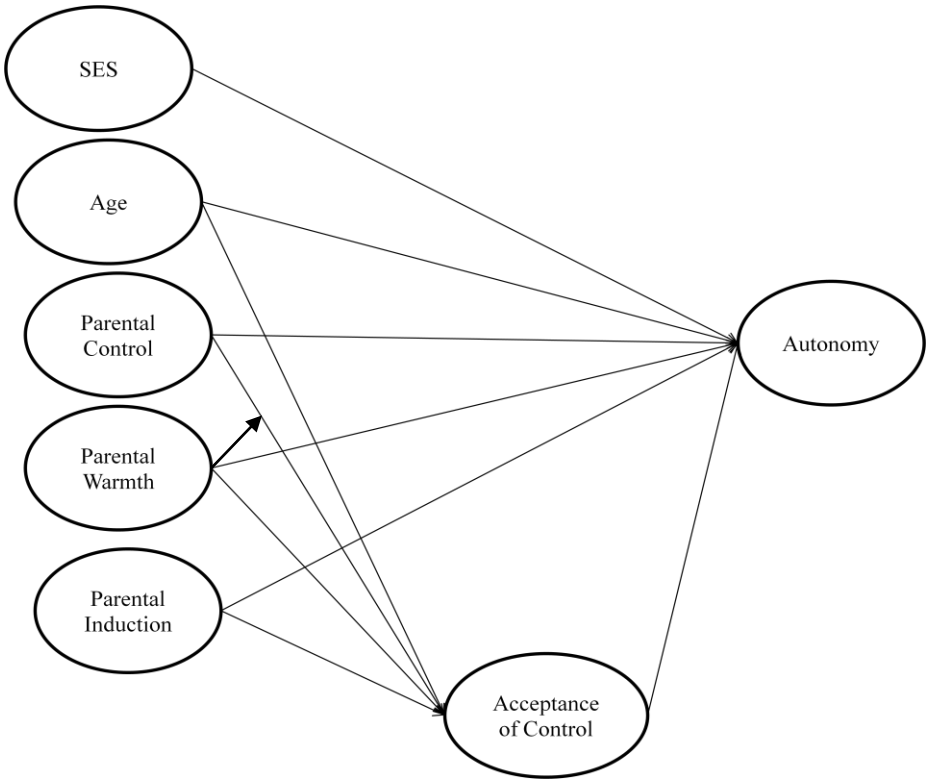

Figure 4.6 shows the mediation effect by control's acceptance of the roles of demographic and parenting variables on autonomy.

Acceptance of control was examined with its predictors which were demographic and parenting variables in section 4.2.3. Warmth, control, and induction were found to have effects on control's acceptance, and age of adolescent affected acceptance. Mediation effect is tested in two steps. First, the roles of parenting and demographic variables on autonomy were tested by univariate ANCOVA (see table 4.17). All parenting dimensions namely warmth, control, induction; and demographic variables age and SES were found to have significant main effects on autonomy.

Table 4.17

Results of the ANCOVA Predicting Autonomy in Family

	F	df	p
SES	9.718	1	.05
Age	2.993	1	.08
Parental Warmth (linear)	3.065	4	.05
Parental Control (quadratic)	9.832	4	.001
Parental Induction (quadratic)	5.437	4	.001
Parental Warmth x Parental Control	1.583	16	.07

R^2=.22 Adjusted R^2=.18, N=555

In second step, acceptance of control was added as a covariate to the model. Addition of 'acceptance of control' in the ANCOVA resulted in a decrease of significance level of induction from .001 level to .05 level (see table 4.18), suggesting partial mediation. The .05 level significance of warmth in prediction of autonomy previously, also turned non-significant (see table 4.18). Thus, this change in significance suggested full mediation by control's acceptance of the role of warmth on autonomy.

Table 4.18

Results of the ANCOVA for Mediation by Acceptance of Control of the Parenting-Autonomy Link

	F	df	p
SES	10.544	1	.001
Age	1.453	1	.299
Parental Warmth (linear)	1.127	4	.343
Parental Control (quadratic)	8.764	4	.001
Parental Induction (quadratic)	2.595	4	.04
Parental Warmth x Parental Control	1.522	16	.09
Acceptance of Control	61.555	1	.001

R^2=.31 Adjusted R^2=.26, N=549

To conclude, control's acceptance had a negative role on autonomy; as acceptance increased, adolescent's autonomy decreased. Acceptance of control was found to mediate the role of warmth; and partially mediate the role of induction on autonomy. Warmth had a negative effect on development of autonomy in family because it resulted in increased acceptance of control. Additionally, induction had its negative role on development of autonomy in family, partially because it led to increased acceptance of control. Therefore, receiving high warmth and induction lead to the mechanism in which adolescents become more receptive to control and behave in accordance with controlling parental practices.

Chapter 5

DISCUSSION

There are three main purposes of this study. The first purpose is to establish the mechanism how parenting dimensions along with demographic characteristics is linked to adolescent autonomy and relatedness. The second purpose is establishing the direct and indirect effects of parenting dimensions as well as direct effects of adolescent autonomy and relatedness on positive youth development. Third purpose is to explore the direct and interactive effects of how highly controlling parent is perceived by adolescents. In constructing the hypotheses and the conceptual model, the Family Change Theory was used as the main theoretical framework in addition to emphasis on a developmental/contextual/functional approach.

5.1 Summary of Findings

Parental control was found to suppress development of autonomy in adolescence. Another finding suggested that levels of parental control decrease from middle to late adolescence. Thus, decreases in parental control can be considered as an adaptive practice for promotion of adolescent autonomy, because increased agency of adolescence is a natural and expected developmental pattern in adolescence (Steinberg & Silverberg, 1986). Both findings for decreasing control and increasing autonomy levels were in line with the hypotheses and literature. For instance, previous research by Shek (2008) demonstrated a decrease in parental behavioral control with age. Additionally, these findings can point out to a mutual effect between control and autonomy. It can be speculated that adolescents' increased competency in autonomous functioning promotes use of less control by parents.

The results suggested that adolescents accept high parental control when parents are able to balance high control by providing highly warm behaviors. As such, this finding is in line with the hypothesis and with the literature. Adolescents who received high levels of parental support and high levels of monitoring were more likely to perceive control as legitimate (Darling, Cumsille, & Martinez, 2008). Another finding suggested that provision of reasoning for parental rules and demands from children have a role in legitimizing parental control. Thus, adolescents of authoritative parents can be more likely to perceive parental authority as legitimate, because they internalize the values parents impose or they tend to behave in line with parental values (Darling & Steinberg, 1993). This reasoning is in line with the mechanism how provision of parental inductive reasoning to children is influential for acceptance of control.

Parents, who were warm and who provided their children with reasoning and explanations for their demands, were found to negatively affect adolescent autonomy. This may be due to roles of induction and warmth in leading to acceptance of parental control that was found to decrease autonomy. The test of mediation by control's acceptance of the parenting-autonomy link provides support for this explanation. Increased perceived legitimacy of authority can decrease autonomy by creating high recognition of parental control. Thus, warmth and induction can decrease autonomy by leading to adolescents' concordance to and behaving in accordance with parental demands rather than functioning autonomously.

Besides increasing adolescent autonomy across adolescence, levels of relatedness remained stable from middle to late adolescence. When this finding is interpreted within Turkish cultural context, the Model of Family Change (Kagitcibasi, 1990, 2007) and an analysis of Turkish cultural tendencies can help explain the results. For instance, Sunar and Fisek (2005) concluded that there has been a great industrial growth and shift to urbanization towards a

modern state, but at the same time social relationships in Turkish cultural context remained to reflect collectivistic tendencies. Although adaptation to the demands of modernization can be fulfilled by increased levels of autonomy, individuals tend to sustain their high levels of relatedness. Accordingly, high relatedness and warm parent-child connection is expected to continue. Kagitcibasi, in her model explains the underlying reason why autonomous functioning has an adaptive value. Decreased economic contribution of children to household and importance of autonomous-functioning in urban contexts/jobs necessitated highly autonomous individuals. Thus, both high autonomy and relatedness may indicate a normative pattern in this context.

Adolescents of warm and/or inductive parents were found to develop into autonomous-related individuals. This finding was in line with the hypotheses. Although induction is found to be associated with lower levels of autonomy, induction can operate its effect via promotion of a working knowledge of what to do why, as well as promoting relatedness via maintaining connection and communication between parents and adolescents. What contradicts with the expectations is absence of a significant role of control on autonomous-relatedness. Previous research (Kulaksiz, 2011) and theory (Kagitcibasi, 1996, 2005) discussed the role of control on autonomous-relatedness. Contrary to what literature says, control did not have a role on autonomous-relatedness. This might be due to inclusion of induction to the model as another parenting dimension. In inductive reasoning, there is statement of rules with their reasons with the purpose of regulation but not assertion of rules without providing any explanation. Therefore, induction might have subsumed possible role of parental regulation of child's behaviors on autonomous-relatedness. Alternatively, the lack of control's effect on autonomous-relatedness can be attributed to parental control scale's tendency to evaluate extreme aspects of controlling practices, due to its wording. The other explanation could be that autonomous-relatedness

measure evaluates relatedness more than it evaluates autonomy. Hence, chances that control is associated with autonomous-relatedness lessen.

Parental warmth had a role on self worth via promoting relatedness and autonomous-relatedness in adolescents. Parental control moderated the role of warmth on self-worth. In line with the findings by Sunar (2009) and Lau and Cheung (1987) regarding negative role of parental domination on self-worth, high control had a negative role. This effect is especially negative when parents provide very little warmth. For adolescents of substantially warm parents, only very high levels of control can damage adolescent self-worth. Overall, at least moderate warmth together with low or moderate control can reflect adaptive parenting for high self-worth in adolescence. This finding emphasizes the significance of warmth dimension for positive outcomes in adolescents.

Providing support to the hypotheses, autonomous-relatedness was found to have a positive role on development of social competence. Parent-child relatedness can be considered to set the stage for development of social skills in his close environment; while autonomous functioning might equip individuals in social attempts to make friends or initiate relationships. Thus, being both related and autonomous can work hand-in-hand for adolescents to function competently in social sphere. Another finding suggested that there is a high likelihood for adolescent children of highly or moderately warm parents to be highly competent socially. This effect is moderated by control, as concurrence of low warmth and low control was found to undermine competence. Warm parenting had its influence partially via facilitating parent-child relatedness, which provides the child with chances to practice social skills to be used in social relationships. Simultaneous presence of low warmth and low control in parenting were found to result in the lowest levels of not only social competence but also self-worth. Therefore, such a

combination of warmth and control indicates a non-adaptive parenting profile in positive youth development. This conclusion is in line with Steinberg's (2001) proposition that parenting dimensions should be considered in interaction with each other and as a dynamic whole.

Investigation of parenting, demographic variables, and self variables on academic achievement provided partial support to the literature. Adolescents of controlling parents were found to have low levels of achievement, providing support for the hypothesis. It can be speculated that high control may have adverse effects on academic achievement, because extensive control can impede intrinsic motivation of the child.

Another finding was that of academic competence differing as a function of socioeconomic status. This may be due to high SES parents providing their children with enriched learning materials/sources. High SES parents can also be role models for inspiring their children academically, as parental educational levels constituted part of SES composite score. Failing to provide support to the hypothesis, adolescent autonomy and relatedness did not predict academic achievement. This failure can be speculated to be based on the self scale measuring autonomy and relatedness in family context but not in general domain.

Late adolescents were less likely to accept controlling behaviors of parents. This can be due to increasing levels of autonomous functioning from middle to late adolescence. This finding was in line with expectations and previous findings by Darling, Cumsille, and Martinez (2008). They showed that perceived legitimacy of parental autonomy declined with age during early adolescence. Since development of autonomy is a natural developmental pattern, decline in acceptance of control with age can be a reasonable tendency in transition from middle to late adolescence.

To conclude, in development of an autonomous-related self, positive parenting practices of warmth and induction play a crucial role. Highly autonomous-related individuals tend to show high levels of both self-worth and social competence. Together these findings highlight the overall conclusion that positive parenting practices help development of autonomous-related self construal which has an impact on positive development. In addition, positive parenting practices are likely to legitimize parental authority. In contrast, negative parenting practice of control is likely to affect adolescents negatively via suppressing autonomy and worsening academic achievement. Warmth is an important parenting dimension since low warmth can set the stage for control to undermine social competence and self-worth. Therefore, parents should be at least moderately warm to their children, and avoid being highly controlling in order to get healthy outcomes. In short, warm parenting promotes positive development via the emotional climate in parent-adolescent relationship and via changing the perception of parental control. Additionally, with its mediating the role on parenting-positive development association, autonomous-related self construal can reflect an optimal self development model in adolescence.

5.2 Contributions

One of the contributions of current study can be the exploration of the role of parental induction for development in adolescence. Since it is an aspect of authoritative parenting, it was an important dimension to test the effect of. Besides, inductive reasoning, since it is a highly communicative practice, can address adolescence period when cognitive capacities are increased.

Vast literature on the effect of parental control and warmth together on developmental outcomes generated the question how interaction of parenting practices affects perception of parental authority and under what circumstances parental control is accepted. Current study

reveals that adolescents tend to accept parental control if their parents are substantially warm and inductive. It was important to provide support for value of warmth in legitimizing parental control. This finding can be considered as an attempt to bring explanation for why lower levels of control and high levels of warmth tend to result in positive developmental outcomes. Additionally, development of a scale measuring 'acceptance of parental control' eased process of testing the role of parenting in acceptance. Testing the mediating role of control's acceptance achieved bringing an explanation for unexpectedly negative effect of warmth and induction on autonomy.

Another contribution can be the exploration of the role of age on development in adolescence. The patterns of changes in levels of parental control and adolescent autonomy with age were explored. Levels of parental control decreased while autonomy increased with age. This finding attempts to highlight reciprocity of parental control and adolescent autonomy.

Additionally, it is important to test the question whether autonomy and relatedness are associated with positive outcomes in both middle and late adolescence. The effect of autonomy/relatedness on positive outcomes existed both in middle and late adolescence. This finding indicated the adaptive value of autonomy and relatedness as basic human needs (Kagitcibasi, 1996; Deci&Ryan, 2000) for positive outcomes across adolescence.

5.3 Limitations

In addition to important contributions, there is a number of limitations. First, the study design was cross-sectional. Longitudinal designs enable making stronger conclusions about causality. Another limitation was the disadvantage of using self-reports. Results can deviate from reality to the degree that answers are biased. The study schools are located only in Istanbul.

Selecting schools from different regions can increase representativeness. As this study was conducted with adolescents, effect of peers might have been taken into consideration, because adolescence can be a period when peers can have an influence on each other.

5.4 Future Directions

In studies predicting adolescent development with parenting factors can use longitudinal designs in order to reveal causality. Longitudinal design can be advantageous in revealing causal associations between parenting and adolescent developmental outcomes.

The current study indicated that increasing levels of autonomy concurred with decreasing levels of parental control from middle to late adolescence. A causal relationship between parental control and adolescent autonomy was found, as expected. Nevertheless, the underlying mechanism how increasing adolescent autonomous functioning affects parenting and parental cognitions is still a question open to exploration. Additionally, roles of parental personalities in parental cognitions and control can also be explored.

In the current study, data for parenting dimensions were collected only for mothers. Mother and father can have different roles for development of female and male adolescents. Thus, roles of both parents can be separately explored for both female and male adolescents.

Academic achievement was examined with respect to parenting and demographic factors. In future models, inclusion of study habits, school related factors, and individual factors such as cognitive capacity can improve prediction of academic achievement.

In review of the literature for the effect of control on self and adolescent development, contradictory findings were found. In future studies, testing the role of control on adolescent

development by parsing control into different aspects (i.e. order-setting/dominating; behavioral/psychological), more refined results can be obtained.

In current study, low levels of parental control, warmth, and induction were associated with high levels of autonomy. Since low levels of parental attention can denote parental neglect, roles of different parenting styles (using a typological approach) can be further examined for their roles on autonomy and relatedness.

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Appendix A

Tables Showing Factor Analyses

TABLE 1
Communalities and Factor Loadings of the Factor Analyzed Autonomous Self Scale

	Communalities	Loadings
Kararlarımı ailemden bağımsız olarak kolayca veremem	.281	.530
Ailemin isteklerine göre kararlarımı kolayca değiştirebilirim	.429	.655
İnsanlar gelecek planları için ailelerinden onay almalıdırlar	.300	.548
Ailemin katılmayacağı kararlar almaktan kaçınırım	.491	.701
Ailemin kabul etmediği biriyle yakın olmam	.378	.614
Genellikle ailemin isteklerini kabul etmeye çalışırım	.482	.694
Kişisel sorunlarımda ailemin kararlarını kabul ederim	.382	.618
R^2		40.679
Eigen Value		3.338
Cronbach Alpha		.81

TABLE 2
Communalities and Loadings of the Factor Analyzed Related Self Scale

	Communalities	Loadings
Kendini aileye yakın hissetmek iyi bir şeydir	.479	.692
Kendimi aileme yakın olarak bağlı hissediyorum	.707	.841
Ailemle geçirdiğim zaman benim için onemli değildir	.318	.564
Zor zamanlarda ailemin benimle birlikte olacağını bilmek isterim	.425	.652
Ailemle ilişkim kendimi huzurlu ve güvende hissetmemi sağlıyor	.648	.805
Ailemeççok yakınım	.696	.834
Ailemle ilişkimde belli bir mesafeyi korumayı tercih ederim	.228	.478
Ailemle çok zaman geçirmekten hoşlanmıyorum	.349	.591
Ailem benim ilk önceliğimdir	.354	.595
R^2		52.35
Eigen Value		4.712
Cronbach Alpha		.88

TABLE 3
Communalities and Loadings of the Factor Analyzed Autonomous-Related Self Scale

	Communalities	Loadings
Kişi ailesine değer verse dahi kendi fikirlerini belirtmekten çekinmemelidir	.315	.561
Kişi ailesine çok yakın olup aynı zamanda kendi kararlarını verebilir	.476	.690
Kişi kendini hem ailesinden bağımsız hem de ailesine duygusal olarak bağlı hissedebilir	.394	.628
Kişi ailesine bağlı olup aynı zamanda fikir ayrılıkları için saygı bekleyebilir	.468	.684
R^2		55.78
Eigen Value		2.231
Cronbach Alpha		.73

TABLE 4
Factor Loadings and Communalities for the Social Competence Scale Before Removal of the Item h9

	Communalities	Close Friendship	Social Acceptance
Arkadaş edinmekte zorlanır/arkadaş edinmek kolaydır	.494	-.077	**.740**
Bazı gençlerin çok sayıda arkadaşı vardır/diğer gençlerin çok fazla arkadaşı yoktur	.568	.079	**.710**
Yaşıtları arasında çok popülerdir/diğer gençler çok popüler değildir	.408	-.050	**.664**
Çevreleri tarafından kabul edildiklerini hissederler/daha fazla yaşıtı tarafından kabul edilmeyi ister	.239	.046	**.464**
Bazı gençlerden hoşlanmak zordur/diğerlerinden hoşlanmak kolaydır (SA)	**.079**	.135	.185
Gerçekten yakın arkadaşlıklar kurabilir/yakın arkadaşlık kurmak zordur	.332	**.523**	.092
Sırlarını paylaşabilecekleri yakın bir arkadaşı vardır/gerçekten yakın bir arkadaşı yoktur	.643	**.822**	-.041
Gerçekten yakın bir arkadaşı olmasını isteyenler/ paylaşabilecekleri yakın arkadaşları vardır	.322	**.594**	-.055
Güvenebilecekleri yakın arkadaş edinmek zordur /yakın arkadaş edinebilirler	.451	**.638**	.060
Kişisel duygu ve düşüncelerini paylaşabilecekleri yakın arkadaşları yoktur / kişisel duygu ve düşüncelerini paylaşabilecekleri yakın arkadaşları vardır	.512	**.719**	-.006
R^2		14.77	36.636
Eigen Values		1.487	3.664

TABLE 5

Factor Loadings and Communalities for the Finalized Social Competence Scale

	Communalities	Close Friendship	Social Acceptance
Arkadaş edinmekte zorlanır/arkadaş edinmek kolaydır	.496	-.060	**.732**
Bazı gençlerin çok sayıda arkadaşı vardır/diğer gençlerin çok fazla arkadaşı yoktur	.568	.091	**.704**
Yaşıtları arasında çok popülerdir/diğer gençler çok popüler değildir	.415	-.037	**.662**
Çevreleri tarafından kabul edildiklerini hissederler/daha fazla yaşıtı tarafından kabul edilmeyi ister	.241	.057	**.460**
Gerçekten yakın arkadaşlıklar kurabilir/yakın arkadaşlık kurmak zordur	.328	**.522**	.092
Sırlarını paylaşabilecekleri yakın bir arkadaşı vardır/gerçekten yakın bir arkadaşı yoktur	.649	**.823**	-.036
Gerçekten yakın bir arkadaşı olmasını isteyenler/ paylaşabilecekleri yakın arkadaşları vardır	.321	**.592**	-.055
Güvenebilecekleri yakın arkadaş edinmek zordur /yakın arkadaş edinebilirler	.447	**.636**	.061
Kişisel duygu ve düşüncelerini paylaşabilecekleri yakın arkadaşları yoktur / kişisel duygu ve düşüncelerini paylaşabilecekleri yakın arkadaşları vardır	.512	**.718**	-.004
R^2		16.517	39.644
Eigen Values		1.486	3.568
Cronbach Alpha			.80

TABLE 6
Factor Loadings and Communalities for the Self-Worth Scale

	Communalities	Loadings
Kendilerini hayal kırıklığına uğratırlar/kendilerinden memnundurlar	.259	.509
Hayatlarının gidişatından hoşnut değiller/ hoşnutturlar	.283	.532
çoğu zaman kendilerinden mutludurlar/kendilerinden mutlu değildirler	.394	.628
Kendilerini oldukları gibi severler/başka biri olmak isterler	.570	.755
Kendileri gibi olmaktan çok mutludurlar/farklı biri olmayı isterler	.674	.821
R^2		55.209
Eigen Values		2.760
Cronbach Alpha		.79

TABLE 7
Table Showing Communalities for the Positive Self Identity Scale

	Communalities
Bir yetişkin olduğumda iyi bir hayatımın olacağından eminim	**.226**
Her şeye rağmen kendim olduğum için mutluyum	.520
Kendimi bir bütün olarak seviyorum	.782
Bazen hiç iyi olmadığımı düşünüyorum	.330
Bazen hayatımda bir amacımın olmadığını hissediyorum	.571
Gurur duyacağım çok fazla bir şeyimin olmadığını hissediyorum	.465

TABLE 8
Factor Loadings and Communalities for the Finalized Positive Self Identity Scale

	Communalities	Loadings
Her şeye rağmen kendim olduğum için mutluyum	.508	.713
Kendimi bir bütün olarak seviyorum	.562	.750
Bazen hiç iyi olmadığımı düşünüyorum	.254	.504
Bazen hayatımda bir amacımın olmadığını hissediyorum	.240	.490
Gurur duyacağım çok fazla bir şeyimin olmadığını hissediyorum	.365	.605
R^2		50.835
Eigen Values		2.542
Cronbach Alpha		.74

TABLE 9

Factor Loadings and Communalities for the Acceptance of Parental Control Scale

	Communalities	Loadings
Bana kızıyorsa kızılacak birşey yaptığım içindir	.385	.621
Onun emirlerine uymamın benim açimdan yararlı olacağını düşünüyorum	.265	.514
Eğer beni cezalandırıyorsa her zaman bir nedeni vardır	.477	.691
Eğer bana bir emir veriyorsa, o konuda benden daha iyi düşünebildiği/karar verebildiği içindir	.490	.700
Tüm ikazlarını benim iyiliğim için yapar	.348	.590
R^2		51.11
Eigen Value		2.555
Cronbach Alpha		.76

TABLE 10

Table Showing Communalities for the Three Parenting Dimensions: Warmth, Induction, Control

	Communalities
Geç saatlere kadar oturmama izin vermez	**.216**
Hangi saatte hangi arkadaşımla buluşacağımı bilmek ister	**.229**
Kurallarına aykırr davrandığımda beni kolaylıkla affetmez	**.238**
Arkadaşlarımla dışarı çıkmama nadiren izin verir	**.245**
İstediği hayatı yaşamam konusunda hep ısrarcı olmuştur	.324
Arkadaşlarımla ilişkilerime çok karışır	.343
Boş zamanlarımı nasıl değerlendireceğime karışır	.367
Her davranışımı sıkı sıkıya kontrol etmek ister	.375
Hiçbir zaman benim ne hissettiğimle veya ne düşündüğümle gerçekten ilgilenmez	.392
Ne zaman ne yapmam gerektiği konusunda talimat verir	.409
Bir sorunum olduğunda bunu hemen anlar	.409
Onunkinden farklı bir görüşe sahip olmama genellikle tahammül edemez	.411
Benden bir istekte bulunurken sebebini de söyler	.416
Onun düşüncelerine ters gelen bir şey yaptığımda suçlamaz	.441
Nasıl davranacağım ya da ne yapacağım konusunda bana hep yararlı fikirler vermiştir	.448
Hoşlanmadığı davranişlarımın önce sebeplerini öğrenmek ister	.464
Sevgi ve yakınlığına her zaman güvenmişimdir	.472
Bir problemim olduğunda ona anlatmaktansa kendime saklamayı tercih ederim	.492
Ona göre hatalı davrandığımda bana bir dahaki sefere nasıl davranmam gerektiğini sebebiyle açıklar	.503
Sorunlarım olduğunda sorunlarımı daha açık bir şekilde görmemde hep yardımcı olmuştur	.538
Benimle sık sık rahatlatıcı bir şekilde konuşur	.543
Sorunlarımı çözmemde destek olur	.546
Bazı davranışlarımı istemediğini söylerken o davranışın neden uygun olmadığını da açıklar	.546
Bana uyarıda bulunurken yaptıklarımın sonuçlarının neler olacağını da açıklar	.550
Arkadaşlarımla geç saate kadar dışarıda kalmama izin vermez	.563
Hiçbir zaman fazla yakın bir ilişkimiz olmadı	.630
Onunla birbirimize çok bağlıyız	.644

TABLE 11

Table Showing Communalities for the Three Parenting Dimensions: Warmth, Induction, Control - After Removing the Items p24, p35, p16, and p38

	Communalities
Arkadaşlarımla geç saate kadar dışarıda kalmama izin vermez	**.157**
İstediği hayatı yaşamam konusunda hep ısrarcı olmuştur	.289
Arkadaşlarımla ilişkilerime çok karışır	.330
Boş zamanlarımı nasıl değerlendireceğime karışır	.364
Her davranışımı sıkı sıkıya kontrol etmek ister	.371
Ne zaman ne yapmam gerektiği konusunda talimat verir	.381
Hiçbir zaman benim ne hissettiğimle veya ne düşüdüğümle gerçekten ilgilenmez	.388
Bir sorunum olduğunda bunu hemen anlar	.403
Onunkinden farklı bir görüse sahip olmama genellikle tahammül edemez	.405
Benden bir istekte bulunurken sebebini de söyler	.418
Onun düşüncelerine ters gelen bir şey yaptığımda suçlamaz	.437
Nasıl davranacağım ya da ne yapacağım konusunda bana hep yararlı fikirler vermiştir	.437
Hoşlanmadığı davranışlarımın önce sebeplerini öğrenmek ister	.464
Sevgi ve yakınlığına her zaman güvenmişimdir	.475
Bir problemim olduğunda ona anlatmaktansa kendime saklamayı tercih ederim	.481
Ona göre hatalı davrandığımda bana bir dahaki sefere nasıl davranmam gerektiğini sebebiyle açıklar	.503
Sorunlarım olduğunda sorunlarımı daha açık bir şekilde görmemde hep yardımcı olmuştur	.536
Benimle sık sık rahatlatıcı bir şekilde konuşur	.541
Sorunlarımı çözmemde destek olur	.544
Bazı davranışlarımı istemediğini söylerken o davranışın neden uygun olmadığını da açıklar	.546
Bana uyarıda bulunurken yaptıklarımın sonuçlarının neler olacağını da açıklar	.554
Hiçbir zaman fazla yakın bir ilişkimiz olmadı	.630
Onunla birbirimize çok bağlıyız	.646

TABLE 12

Table Showing Communalities for the Three Parenting Dimensions: Warmth, Induction, Control - After Removing the Item p29

	Communalities
İstediği hayatı yaşamam konusunda hep ısrarcı olmuştur	.308
Arkadaşlarımla ilişkilerime çok karışır	.316
Boş zamanlarımı nasıl değerlendireceğime karışır	.361
Her davranışımı sıkı sıkıya kontrol etmek ister	.370
Hiçbir zaman benim ne hissettiğimle veya ne düşündüğümle gerçekten ilgilenmez	.389
Ne zaman ne yapmam gerektiği konusunda talimat verir	.396
Onunkinden farklı bir görüşe sahip olmama genellikle tahammül edemez	.403
Bir sorunum olduğunda bunu hemen anlar	.404
Benden bir istekte bulunurken sebebini de söyler	.420
Onun düşüncelerine ters gelen bir şey yaptığımda suçlamaz	.424
Nasıl davranacağım ya da ne yapacağım konusunda bana hep yararlı fikirler vermiştir	.439
Hoşlanmadığı davranışlarımın önce sebeplerini öğrenmek ister	.464
Sevgi ve yakınlığına her zaman güvenmişimdir	.476
Bir problemim olduğunda ona anlatmaktansa kendime saklamayı tercih ederim	.483
Ona göre hatalı davrandığımda bana bir dahaki sefere nasıl davranmam gerektiğini sebebiyle açıklar	.501
Sorunlarım olduğunda sorunlarımı daha açık bir şekilde görmemde hep yardımcı olmuştur	.536
Benimle sık sık rahatlatıcı bir şekilde konuşur	.540
Sorunlarımı çözmemde destek olur	.544
Bazı davranışlarımı istemediğini söylerken o davranışın neden uygun olmadığını da açıklar	.548
Bana uyarıda bulunurken yaptıklarımın sonuçlarının neler olacağını da açıklar	.553
Hiçbir zaman fazla yakın bir ilişkimiz olmadı	.629
Onunla birbirimize çok bağlıyız	.644

TABLE 13
Factor Loadings and Communalities for the Three Dimensions of Parenting Scales

	Communalities	Warmth	Induction	Control
Hiçbir zaman fazla yakın bir ilişkimiz olmadı	.666	.778		
Onunla birbirimize çok bağlıyız	.652	.720		
Sevgi ve yakınlığına her zaman güvenmişimdir	.485	.605		
Bir problemim olduğunda ona anlatmaktansa kendime saklamayı tercih ederim	.474	.573		
Hiçbir zaman benim ne hissettiğimle veya ne düşündüğümle gerçekten ilgilenmez	.388	.536		
Sorunlarımı çözmemde destek olur	.517	.529		
Benimle sık sık rahatlatıcı bir şekilde konuşur	.507	.517		
Bazı davranişlarımı istemediğini söylerken o davranışın neden uygun olmadığını da açıklar	.573		.707	
Ona göre hatalı davrandığımda bana bir dahaki sefere nasıl davranmam gerektiğini sebebiyle açıklar	.523		.673	
Bana uyarıda bulunurken yaptıklarımın sonuçlarının neler olacağını da açıklar	.552		.665	
Benden bir istekte bulunurken sebebini de söyler	.454		.606	
Hoşlanmadığı davranışlarımın önce sebeplerini öğrenmek ister	.443		.596	
Ne zaman ne yapmam gerektiği konusunda talimat verir	.404			.617
Her davranışımı sıkı sıkıya kontrol etmek ister	.378			.614
Boş zamanlarımı nasıl değerlendireceğime karışır	.368			.574
Onunkinden farklı bir görüşe sahip olmama genellikle tahammül edemez	.379			.531
İstediği hayatı yaşamam konusunda hep ısrarcı olmuştur	.306			.527
Arkadaşlarımla ilişkilerime çok karışır	.313			.527
R^2		36.58	11.87	6.86
Eigen Values		6.59	2.14	1.24
Cronbach Alpha		.87	.83	.76

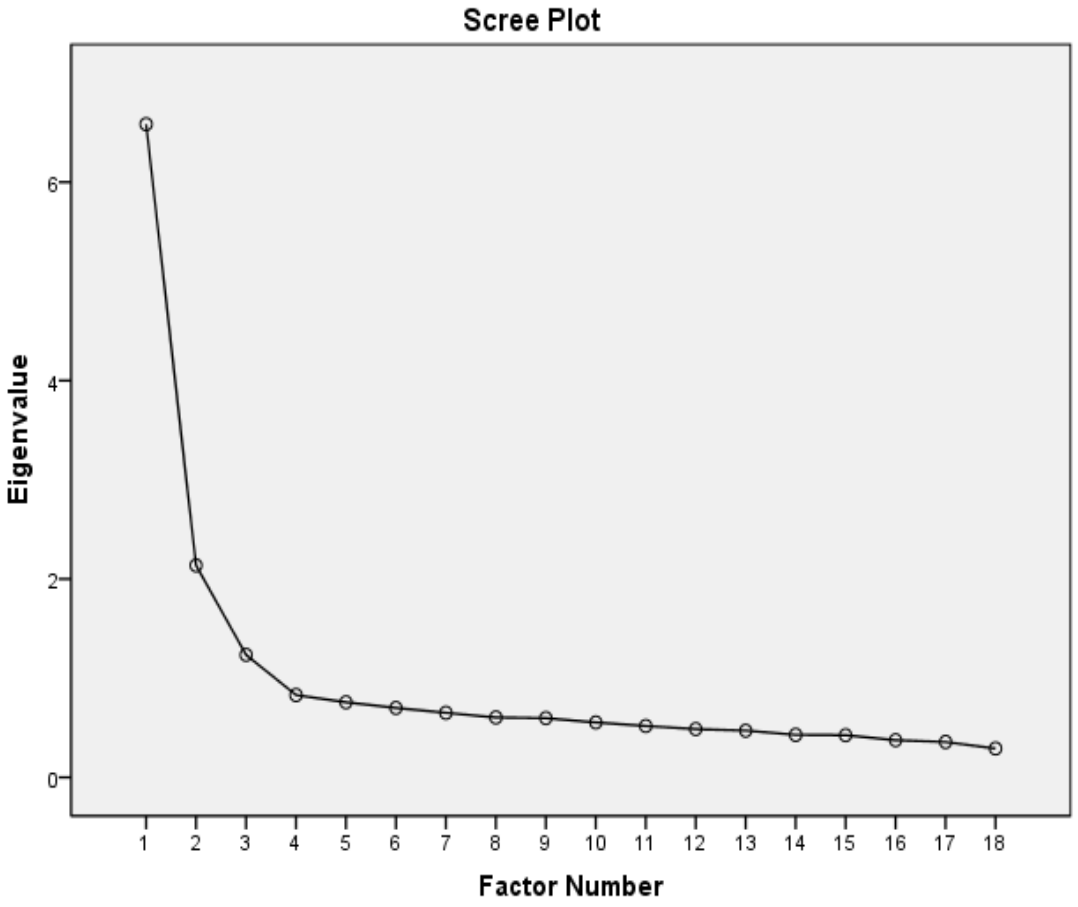

Figure showing scree plot for parenting variables (warmth, control, and induction) showing three factors with eigen values greater than 1.

Appendix B

Occupational Rating System Based on Income and Prestige

Code	Classification	Prestige	Samples
7	Executive / managerial occupations	Very high	Doctor, Lawyer, Architect, Dentist, Engineer, University Professor, Scientist, Ambassador, Member of the parliament, Mayor, Executive Director in State Offices or in private sector, Director with technical qualifications, bank manager, Owner of a large scale plant or farm, Businessman, General officer, Industrial businessman
6	Professional occupations	High	High order civil servant (state or private sector), secondary school of high school teacher, Small-scale plant owner, Small-scale industrial businessman, Tradesman, Owner of Grand Real Estate, Owner of Grand Stores, Manager of Bank Branches, Inspector (the Ministry of Treasury / Education / Finance, etc), High order soldier (army major or higher order), Veterinary, Owner of medium-scale farm, Contractor
5	Middle status occupations	Moderate	Primary school teacher, Medium order soldier, Local politician (member of a political party), Artist (painter, musician, actor/actress), Medium-order civil servant (or private sector accountant or bookkeeper), Journalist, Owner of a medium-scale store, Technician, Operator, Pilot, Owner of small-scale farm, Head nurse, Small-scale contractor, Plain-clothes man, Professional football player, Stage manager, Small-scale merchant (wholeseller etc.)
4	Qualified worker	Moderate	Civil servant, Teacher at rural, Village Headman, Religious worker, Small-scale tradesman (hairdresser, lathe operator, electrician, watchmaker, quilt maker, operator of a printing business, etc), qualified worker, collector, mechanician, Commission agent, mechanic (owner of an atelier), Tailor, Farmer, Villager, Grocer, Self-employed driver, Policeman, Butcher, Sailor, Fisherman working at own boat, Owner of a small restaurant, Low order officer, Postman, Municipality public transport driver, Constractor, Dry cleaner, Baker, Small Storekeeper, Nurse, Medical officer, Obstetrician
3	Semi-qualified worker	Low	Semi-qualified worker, Other-employed driver, Painter of buildings, Gardener, Other-employed fisherman, Small-scale agricultural worker, Vender, Plumber, Master builder, Timberman, Shop assistant, Headworker,

			Waiter/waitress, Custodian, Nurse's Aide, Carter
2	Non-qualified worker	Very Low	Worker, Agricultural worker without land, Gatekeeper, Constructional workman, Janitor, Housemaid, Bootblack, Apprentice, Carrier, Shepherd
1	Unemployed (Housewife)	-	Unemployed, Housewife (for women)

Appendix C

The Parenting Style Scales

Aşağıda, annenizle olan ilişkileriniz hakkında cümleler verilmiştir. Sizden istenen, **çocukluğunuzu ve genel olarak annenizle ilişkinizi düşünerek** her bir cümlenin **sizin için** ne derece doğru olduğunu ilgili yeri işaretleyerek belirtmenizdir. Hiçbir maddenin doğru veya yanlış cevabı yoktur. Önemli olan her cümle ile ilgili olarak **kendinizi doğru bir şekilde yansıtmanızdır**. Annenizi kaybetmişseniz yetişmenizde en çok katkısı olan kişiyi göz önüne alınız. Her soruda **sadece bir seçenek** (**X**) koyarak işaretlenmelidir. **Bütün soruları cevaplayınız.**

	Hiç doğru değil (1)	Doğru değil (2)	Kısmen doğru (3)	Doğru (4)	Tamamen doğru (5)
1. Hiçbir zaman fazla yakın bir ilişkimiz olmadı.					
2. Onunla birbirimize çok bağlıyız.					
3. Sevgi ve yakınlığına her zaman güvenmişimdir.					
4. Bir problemim olduğunda ona anlatmaktansa kendime saklamayı tercih ederim.					
5. Hiçbir zaman benim ne hissettiğimle veya ne düşündüğümle gerçekten ilgilenmez.					
6. Sorunlarımı çözmemde destek olur.					
7. Benimle sık sık rahatlatıcı bir şekilde konuşur.					
8. Bazı davranışlarımı istemediğini söylerken o davranışın neden uygun olmadığını da açıklar.					

9. Ona göre hatalı davrandığımda bana bir dahaki sefere nasıl davranmam gerektiğini sebebiyle açıklar.					
10. Bana uyarıda bulunurken yaptıklarımın sonuçlarının neler olacağını da açıklar.					
11. Benden bir istekte bulunurken sebebini de söyler.					
12. Hoşlanmadığı davranışlarımın önce sebeplerini öğrenmek ister.					
13. Ne zaman ne yapmam gerektiği konusunda talimat verir.					

Appendix D

Autonomous Self in Family Scale

Aşağıda, kendiniz hakkında cümleler verilmiştir. Sizden istenen, her bir cümlenin **sizin için** ne derece doğru olduğunu ilgili yeri işaretleyerek belirtmenizdir. Hiçbir maddenin doğru veya yanlış cevabı yoktur. Önemli olan her cümle ile ilgili olarak **kendinizi doğru bir şekilde yansıtmanızdır**. **Her soruda sadece bir seçenek (X) koyarak işaretlenmelidir. Bütün sorular cevaplanmalıdır.**

	Hiç doğru değil (1)	Doğru değil (2)	Kısmen doğru (3)	Doğru (4)	Tamamen doğru (5)
1. Kararlarımı ailemden bağımsız olarak kolayca veremem.					
2. Ailemin isteklerine göre kararlarımı kolayca değiştirebilirim.					
3. İnsanlar gelecek planları için ailelerinden onay almalıdırlar.					
4. Ailemin katılmayacağı kararlar almaktan kaçınırım.					
5. Ailemin kabul etmediği biriyle yakın olmam.					
6. Genellikle ailemin isteklerini kabul etmeye çalışırım.					
7. Kişisel sorunlarımda ailemin kararlarını kabul ederim.					

Appendix E

Related Self in Family Scale

Aşağıda, kendiniz hakkında cümleler verilmiştir. Sizden istenen, her bir cümlenin **sizin için** ne derece doğru olduğunu ilgili yeri işaretleyerek belirtmenizdir. Hiçbir maddenin doğru veya yanlış cevabı yoktur. Önemli olan her cümle ile ilgili olarak **kendinizi doğru bir şekilde yansıtmanızdır**. **Her soruda sadece bir seçenek (X) koyarak işaretlenmelidir. Bütün sorular cevaplanmalıdır.**

	Hiç doğru değil (1)	Doğru değil (2)	Kısmen doğru (3)	Doğru (4)	Tamamen doğru (5)
1. Kendini aileye yakın hissetmek iyi bir şeydir.					
2. Kendimi aileme yakın olarak bağlı hissediyorum.					
3. Ailemle geçirdiğim zaman benim için önemli değildir.					
4. Zor zamanlarda ailemin benimle birlikte olacağını bilmek isterim.					
5. Ailemle ilişkim kendimi huzurlu ve güvende hissetmemi sağlıyor.					
6. Aileme çok yakınım.					
7. Ailemle ilişkimde belli bir mesafeyi korumayı tercih ederim.					
8. Ailemle çok zaman geçirmekten hoşlanmıyorum.					
9. Ailem benim ilk önceliğimdir.					

Appendix F

Autonomous-Related Self in Family Scale

Aşağıda, kendiniz hakkında cümleler verilmiştir. Sizden istenen, her bir cümlenin **sizin için** ne derece doğru olduğunu ilgili yeri işaretleyerek belirtmenizdir. Hiçbir maddenin doğru veya yanlış cevabı yoktur. Önemli olan her cümle ile ilgili olarak **kendinizi doğru bir şekilde yansıtmanızdır**. **Her soruda sadece bir seçenek (X) koyarak işaretlenmelidir. Bütün sorular cevaplanmalıdır.**

	Hiç doğru değil (1)	Doğru değil (2)	Kısmen doğru (3)	Doğru (4)	Tamamen doğru (5)
1. Kişi ailesine değer verse dahi kendi fikirlerini belirtmekten çekinmemelidir.					
2. Kişi ailesine çok yakın olup aynı zamanda kendi kararlarını verebilir.					
3. Kişi kendini hem ailesinden bağımsız hem de ailesine duygusal olarak bağli hissedebilir.					
4. Kişi ailesine bağlı olup aynı zamanda fikir ayrılıkları için saygı bekleyebilir.					

Appendix G

Harper's Self Perception Profile – Positive Self Identity Scale

Aşağıda, kendiniz hakkında cümleler verilmiştir. Sizden istenen, her bir cümlenin **sizin için** ne derece doğru olduğunu ilgili yeri işaretleyerek belirtmenizdir. Hiçbir maddenin doğru veya yanlış cevabı yoktur. Önemli olan her cümle ile ilgili olarak **kendinizi doğru bir şekilde yansıtmanızdır**. **Her soruda sadece bir seçenek (X) koyarak işaretlenmelidir. Bütün sorular cevaplanmalıdır.**

	Hiç doğru değil (1)	Doğru değil (2)	Kısmen doğru (3)	Doğru (4)	Tamamen doğru (5)
1. Her şeye rağmen kendim olduğum için mutluyum.					
2. Kendimi bir bütün olarak seviyorum.					
3. Bazen hiç iyi olmadığımı düşünüyorum.					
4. Bazen hayatımda bir amacımın olmadığını hissediyorum.					
5. Gurur duyacağım çok fazla bir şeyimin olmadığını hissediyorum.					

Appendix H

Harper's Self Perception Profile – Friendship/Acceptance

1. a) Aşağıdaki iki cümlede iki farklı genç tipinden bahsediliyor. Hangi genç tipine daha çok benzediğinize karar verin ve yanındaki kutucuğu işaretleyin. Yalnızca bir cümle seçiniz.

   ☐ Bazı gençler arkadaş edinmekte zorlanır.
   ☐ Diğer gençler için bu oldukça kolaydır.

   b) Yukarıda seçtiğiniz cümle sizi ne derece anlatıyor?
   A) Biraz B) Çok

---

2. a) Aşağıdaki iki cümlede iki farklı genç tipinden bahsediliyor. Hangi genç tipine daha çok benzediğinize karar verin ve yanındaki kutucuğu işaretleyin. Yalnızca bir cümle seçiniz.

   ☐ Bazı gençler gerçekten yakın arkadaşlıklar kurabilirler.
   ☐ Diğer gençler için, gerçekten yakın arkadaşlık kurmak zordur.

   b) Yukarıda seçtiğiniz cümle sizi ne derece anlatıyor?
   A) Biraz B) Çok

---

3. a) Aşağıdaki iki cümlede iki farklı genç tipinden bahsediliyor. Hangi genç tipine daha çok benzediğinize karar verin ve yanındaki kutucuğu işaretleyin. Yalnızca bir cümle seçiniz.

   ☐ Bazı gençlerin çok sayıda arkadaşı vardır.
   ☐ Diğer gençlerin çok fazla arkadaşı yoktur.

   b) Yukarıda seçtiğiniz cümle sizi ne derece anlatıyor?
   A) Biraz B) Çok

---

4. a) Aşağıdaki iki cümlede iki farklı genç tipinden bahsediliyor. Hangi genç tipine daha çok benzediğinize karar verin ve yanındaki kutucuğu işaretleyin. Yalnızca bir cümle seçiniz.

   ☐ Bazı gençlerin sırlarını paylaşabilecekleri yakın bir arkadaşı vardır.
   ☐ Diğer gençlerin, sırlarını paylaşabilecekleri gerçekten yakın bir arkadaşı yoktur.

   b) Yukarıda seçtiğiniz cümle sizi ne derece anlatıyor?
   A) Biraz B) Çok

---

5. a) Aşağıdaki iki cümlede iki farklı genç tipinden bahsediliyor. Hangi genç tipine daha çok benzediğinize karar verin ve yanındaki kutucuğu işaretleyin. Yalnızca bir cümle seçiniz.

   ☐ Bazı gençlerin kişisel duygu ve düşüncelerini paylaşabilecekleri yakın arkadaşları yoktur.

☐ Diğer gençlerin kişisel duygu ve düşüncelerini paylaşabilecekleri arkadaşları vardır.

b) Yukarıda seçtiğiniz cümle sizi ne derece anlatıyor?
A) Biraz B) Çok

---

6. a) Aşağıdaki iki cümlede iki farklı genç tipinden bahsediliyor. Hangi genç tipine daha çok benzediğinize karar verin ve yanındaki kutucuğu işaretleyin. Yalnızca bir cümle seçiniz.

☐ Bazı gençler bir şeyler paylaşabilecekleri gerçekten yakın bir arkadaşları olmasını isterler.
☐ Diğer gençlerin, bir şeyler paylaşabileceği yakın bir arkadaşı vardır.

b) Yukarıda seçtiğiniz cümle sizi ne derece anlatıyor?
A) Biraz B) Çok

---

7. a) Aşağıdaki iki cümlede iki farklı genç tipinden bahsediliyor. Hangi genç tipine daha çok benzediğinize karar verin ve yanındaki kutucuğu işaretleyin. Yalnızca bir cümle seçiniz.

☐ Bazı gençler yaşıtları arasında çok popülerdir.
☐ Diğer gençler çok da popüler değildir.

b) Yukarıda seçtiğiniz cümle sizi ne derece anlatıyor?
A) Biraz B) Çok

---

8. a) Aşağıdaki iki cümlede iki farklı genç tipinden bahsediliyor. Hangi genç tipine daha çok benzediğinize karar verin ve yanındaki kutucuğu işaretleyin. Yalnızca bir cümle seçiniz.

☐ Bazı gençler için güvenebilecekleri yakın arkadaşlar edinmek zordur.
☐ Diğer gençler, gerçekten güvenebilecekleri yakın arkadaşlar edinebilirler.

b) Yukarıda seçtiğiniz cümle sizi ne derece anlatıyor?
A) Biraz B) Çok

---

9. a) Aşağıdaki iki cümlede iki farklı genç tipinden bahsediliyor. Hangi genç tipine daha çok benzediğinize karar verin ve yanındaki kutucuğu işaretleyin. Yalnızca bir cümle seçiniz.

☐ Bazı gençler, çevreleri tarafından kabul edildiklerini hissederler.
☐ Diğer gençler daha fazla yaşıtı tarafından kabul edilmeyi ister.

b) Yukarıda seçtiğiniz cümle sizi ne derece anlatıyor?
A) Biraz B) Çok

Appendix I

Harper's Self Perception Profile – Self Worth Sub-Scale

1. a) Aşağıdaki iki cümlede iki farklı genç tipinden bahsediliyor. Hangi genç tipine daha çok benzediğinize karar verin ve yanındaki kutucuğu işaretleyin. Yalnızca bir cümle seçiniz.

   ☐ Bazı gençler kendilerini genellikle hayal kırıklığına uğratırlar.
   ☐ Diğer gençler kendilerinden memnundurlar.

   b) Yukarıda seçtiğiniz cümle sizi ne derece anlatıyor?
   A) Biraz B) Çok

---

2. a) Aşağıdaki iki cümlede iki farklı genç tipinden bahsediliyor. Hangi genç tipine daha çok benzediğinize karar verin ve yanındaki kutucuğu işaretleyin. Yalnızca bir cümle seçiniz.

   ☐ Bazı gençler hayatlarının gidişatından hoşnut değildirler.
   ☐ Diğer gençler, hayatlarının gidişatından hoşnutturlar.

   b) Yukarıda seçtiğiniz cümle sizi ne derece anlatıyor?
   A) Biraz B) Çok

---

3. a) Aşağıdaki iki cümlede iki farklı genç tipinden bahsediliyor. Hangi genç tipine daha çok benzediğinize karar verin ve yanındaki kutucuğu işaretleyin. Yalnızca bir cümle seçiniz.

   ☐ Bazı gençler, kendileri gibi olmaktan çok mutludurlar.
   ☐ Diğer gençler kendilerinden farklı biri olmayı isterler.

   b) Yukarıda seçtiğiniz cümle sizi ne derece anlatıyor?
   A) Biraz B) Çok

---

4. a) Aşağıdaki iki cümlede iki farklı genç tipinden bahsediliyor. Hangi genç tipine daha çok benzediğinize karar verin ve yanındaki kutucuğu işaretleyin. Yalnızca bir cümle seçiniz.

   ☐ Bazı gençler çoğu zaman kendilerinden mutludurlar.
   ☐ Diğer gençler kendilerinden mutlu değildirler.

   b) Yukarıda seçtiğiniz cümle sizi ne derece anlatıyor?
   A) Biraz B) Çok

---

5. a) Aşağıdaki iki cümlede iki farklı genç tipinden bahsediliyor. Hangi genç tipine daha çok benzediğinize karar verin ve yanındaki kutucuğu işaretleyin. Yalnızca bir cümle seçiniz.

   ☐ Bazı gençler kendilerini oldukları gibi severler.
   ☐ Diğer gençler, başka biri olmak isterler.

   b) Yukarıda seçtiğiniz cümle sizi ne derece anlatıyor?
   A) Biraz B) Çok

Appendix J

Acceptance of Control Scale

Aşağıda, kendiniz hakkında cümleler verilmiştir. Sizden istenen, her bir cümlenin **sizin için** ne derece doğru olduğunu ilgili yeri işaretleyerek belirtmenizdir. Hiçbir maddenin doğru veya yanlış cevabı yoktur. Önemli olan her cümle ile ilgili olarak **kendinizi doğru bir şekilde yansıtmanızdır**. **Her soruda sadece bir seçenek (X) koyarak işaretlenmelidir. Bütün sorular cevaplanmalıdır.**

	Hiç doğru değil (1)	Doğru değil (2)	Kısmen doğru (3)	Doğru (4)	Tamamen doğru (5)
1. Bana kızıyorsa kızılacak bir şey yaptığım içindir.					
2. Onun emirlerine uymamın benim açımdan yararlı olacağını düşünüyorum.					
3. Eğer beni cezalandırıyorsa her zaman bir nedeni vardır.					
4. Eğer bana bir emir veriyorsa, o konuda benden daha iyi düşünebildiği/karar verebildiği içindir					
5. Tüm ikazlarını benim iyiliğim için yapar.					