

Towards Positive Youth Development: Parenting, Autonomy and  
Relatedness in Context

by

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## **STATEMENT OF AUTHORSHIP**

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## **ABSTRACT**

The purpose of this thesis is to examine the relations between parenting, self and positive youth development (PYD). More specifically, through the proposed conceptual model, the study aims to test the role of maternal control and maternal warmth in the development of autonomy and relatedness, with a special focus on the development of the autonomous related self. It also investigates the role of autonomous related self in positive development of adolescents. Positive youth development involves both positive indicators and negative indicators. With a special focus on contextual factors, the conceptual model is tested in two different socio economic contexts with a total of 294 adolescents. Adolescents were asked to fill self reports reflecting their perceptions regarding the concepts that are being tested. Results showed that parenting behaviors have both direct and indirect effects on positive youth development. The findings also supported the mediating role of the autonomous related self in the relation of parental control with positive youth development. Parental control is found to have an effect on autonomy development and autonomous related self development but not on relatedness development; while warmth is found to affect both autonomy and relatedness but not autonomous relatedness. Relatedness and autonomous relatedness were found to influence positive youth development while no influence of autonomy on PYD was found. Causal relations showed variation according to SES.

**Keywords:** adolescence, positive youth development, autonomous related self, parenting

## ÖZET

Bu çalışmanın amacı ebevenlik, benlik gelişimi ve olumlu ergen gelişimi arasındaki ilişkileri incelemektir. Önerilen ilişki modeli aracılığı ile bu çalışma annenin kontrol ve sıcaklık davranışlarının özerklik ve ilişkisellik gelişimindeki rolünü, özellikle özerk-ilişkisel benlik gelişimine odaklanarak ölçmeyi amaçlamaktadır. Bu çalışma ayrıca özerk-ilişkisel benliğin ergenlerin olumlu yönde gelişimindeki rolünü incelemektedir. Olumlu gelişimin hem pozitif hem de negatif belirleyicilerine yer verildi. Ortamsal farklılıkların önemini önemseyerek önerilen ilişki modeli iki farklı sosyo-ekonomik düzey ortamında toplam 294 ergen ile test edilmiştir. Ergenlik çağındaki öğrencilerden kendilerine verilen ölçeklerin doldurulması istenmiştir. Sonuçlar ebeveynlik davranışlarının olumlu ergen gelişimi üzerine hem doğrudan hem de benlik üzerinden etkisinin bulunduğunu göstermiştir. Ayrıca bulgular özerk-ilişkisel benliğin ebeveynin kontrol davranışı ve olumlu ergen gelişimi arasındaki aracı rolünü de göstermektedir. Ebeveynin kontrol davranışının özerklik gelişimini ve özerk-ilişkisel benliği etkilediği ancak ilişkisellik gelişimini etkilemediği görülmektedir. Bunun yanında ebeveynin sıcaklık davranışının hem özerkliği hem de ilişkiselliği etkilediği ancak özerk-ilişkisel benlik üzerinde bir etkisi olmadığı görülmektedir. İlişkisel ve özerk-ilişkisel olumlu ergen gelişimini etkilerken, özerkliğin etkilemediği ortaya çıkmıştır. Sosyo - ekonomik ortamsal değişikliklere göre değişkenler arasındaki ilişkilerin farklılık gösterdiği görülmüştür.

**Anahtar kelimeler:** ergenlik, olumlu ergen gelişimi, özerk-ilişkisel benlik, ebevenlik davranışı

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## Chapter 1

### INTRODUCTION

The purpose of the proposed study is to examine the relations between parenting, autonomy and relatedness as components of a self construal and adolescent positive development in Turkey. More specifically, the two main research questions asked in this study are; first, “what kinds of parenting behaviors lead to the development of autonomy and relatedness together (the autonomous-related self)?” and second, “how the development of autonomous related self promotes positive development of adolescents?” Contextual factors are expected to influence almost all variables and their interactions. In this respect socio economic context is considered and controlled in this study. Also whether availability of adult support is affecting self and positive development is investigated.

Bronfenbrenner (1992) points out that every aspect of human development can be fully understood only when the personal characteristics and the particular environmental setting in which the person interactively develops are considered together. Other theories like developmental systems theory also takes an interactive perspective focusing on mutually influential context-individual relations as the basic unit of analysis for human development (Silbereisen and Lerner, 2007). This perspective focuses on positive youth development and argues that the potential for plasticity is the most important strength of human development. In order to achieve optimal human development the perspective places an emphasis on adolescence and states that “if the strengths of youth are aligned with the resources for healthy growth present in key contexts of adolescence development –the home, the school and the

community- then enhancements in positive functioning at any one point in time may occur; in turn, the systematic promotion of positive development across time can be achieved” (Silbereisen and Lerner, 2007, p. 7). In order to understand positive development, psychologists have mainly focused on psychopathology, however in recent years this focus on negative has been challenged and positive aspects of human development start to attract the attention they deserve (Park, 2004). The perspective of positive youth development sees successful development “not as the absence of risk behavior but as the presence of positive attributes that enable youth to reach their full potential as productive and engaged adults” (Guerra & Bradshaw, 2008, 3). This study adapts this perspective and takes both the positive aspects and negative aspects of human development into consideration. Competence, confidence, connections, character, and caring are 5 important elements of positive youth development (Silbereisen, & Lerner, 2007). In this respect, to study positive development constructs that map on to most of these elements are selected such as self esteem (confidence), problem solving (competence), quality of interpersonal relationships (connections). Life satisfaction is also included as an indicator of positive development since it has been found to be a key component and an important marker of positive development in emerging adulthood (Hawkins et al, 2009). On the other hand depression and anxiety in adolescents is taken as indicators of psychopathology and included to enrich the understanding of positive development.

The period of adolescence is known to witness the exploratory self-analysis and self-evaluation leading to the “establishment of a cohesive and integrative sense of self or identity” (Allison and Schultz, 2001, p. 509). Examining adolescence is important because it is a transitional period, witnessing not only physical and biological but also social and

psychological changes, which lead to a change in the power relations between the child and the parents (Cole, Cole and Lightfoot, 2005). With increased cognitive and social abilities, adolescents engage in more complex interactive relations with his or her ecology, which influences his or her development, thus the study of adolescence can inform these sorts of processes more generally (Lerner, 2002).

During this period the individual starts increasing their independence from parents, develops a psychological identity and enjoys an orientation towards peers, moving away from the family. Individualistic perspectives in particular view adolescence as a period of special significance since adolescence is the time of separation and individuation from a psychoanalytic point of view. These perspectives view separation from parents as an indicator of autonomy and an indicator of healthy development (Kagitcibasi, 2005).

The self is “a source of reference which mediates social experience and which organizes behavior towards others” (Schaffer, 2006). Children form mental representations of their self and others as guides of their interpersonal relationships early on but the development of self is a long process and depends on cognitive and social factors extending to adolescence (Schaffer, 2006). The experiences and interactions of children, which are shaped by caregivers according to cultural norms and values through actions of independence and interdependence in various settings, are keys to the construction of the self (Raeff, 1997). Parenting behaviors and childrearing attitudes are key contributors to the development of self. Empirical work has demonstrated the role of family interactions and parenting as significant factors affecting identity formation of adolescents (Cakir and Aydin, 2005) and showed them

to be related with the elements of adolescent identity development like identity achievement (Sartor and Younnis, 2002).

The degree of contextual influences on these relations is another important question to pose as research has proven the role of context in leading to variations in adolescent identity formation and self development (Graf, Mullis and Mullis, 2008; Markus and Kitayama, 1991; Raeff, 1997). Raeff (1997) argues that child-rearing practices and routes of self-development are shaped by changing modes of independence and interdependence. According to Imamoglu & Karakitapoğlu-Aygün (2004) “family-group memberships and social roles have a major influence in defining one’s self and identity”. In this respect the proposed study is focusing on the period of adolescence and the “self” is construed as a social construct that has been proved to vary in conceptualization across cultures. In the cross cultural literature, the main distinction appears to be between the separate or independent self, mostly defined in individualistic cultures, and the relational or interdependent self, generally defined in collectivistic cultures of relatedness (Kağıtçıbaşı, 2005; 2007). Individualism - collectivism dichotomy is a theoretically meaningful and important construct in cross cultural psychology providing culture-level explanation of differentiation in behaviors. The two main orientations of individualism and collectivism can be basically differentiated as “self orientation” and “values orientation” respectively (Kağıtçıbaşı, 2007).

Overall as it marks significant changes and transitions that affect overall development and quality of life, accomplishing positive development in adolescence is very important. It is known that one of the important source of help for adolescents to fight with the complicated issues and problems they face during this period is social support. Thus it is expected to be an

important element that facilitates positive development especially for adolescents from more disadvantaged contexts. In this respect understanding the facilitators, such as social support, and identifying the mechanisms of adolescent positive development seems essential for psychology literature in terms of identifying where to enter for interventions.

### **1.1 Proposed Conceptual Model**

This thesis suggests a conceptual model in order to understand the development of autonomous related self and how the concurrent development of these two aspects of self definition influences adolescent positive development. The model is proposed in order to answer the two main research questions: “what kinds of parenting behaviors lead to the development of autonomy and relatedness together (the autonomous-related self)?” and second, “how the development of autonomous related self promotes positive development of the adolescents?”

The conceptual model includes relations between parenting (specifically parental control and parental warmth), self (autonomy, relatedness and autonomous relatedness) and positive development in order to answer the two main research questions. Autonomous relatedness is tested in a separate conceptual model since it includes the variations of autonomy and relatedness variables in itself. This second model hypothesizes the same pattern of relations with the first one.

Both positive and negative aspects of psychological functioning are included in the study as indicators of positive youth development. These include measures of problem



solving, life satisfaction, self esteem and interpersonal relationships for positive aspects and measures of psychopathology (depression and anxiety) for negative aspects. Measures of psychopathology are not considered as opposites of positive development but are included for a more solid understanding of positive youth development, which is the main concern of this study.

Proposed causal processes are; the effect of parental warmth on autonomy, on relatedness and on autonomous relatedness, the effect of parental control on autonomy, on relatedness, and on autonomous relatedness, the effect of autonomy on positive development, the effect of relatedness on positive development and the effect of autonomous relatedness on positive development. Here self concepts are expected to have a mediating role between parenting practices and positive development. Proposed moderation is the moderating effect of parental warmth on the causal relation between parental control and autonomy (see fig.1.1). The social support network of the adolescent is also taken into consideration in this study with the proposition that a positive social support from an adult -other than parents- network can directly influence self development and positive development. As context is expected to have an influence on all of the variables and their possible relations in the conceptual model, it is included in the study as a control variable. Thus in order to see if this proposed model holds in different contexts, the model is tested in two different socio economic contexts.

Figure 1.1 Proposed Conceptual Model

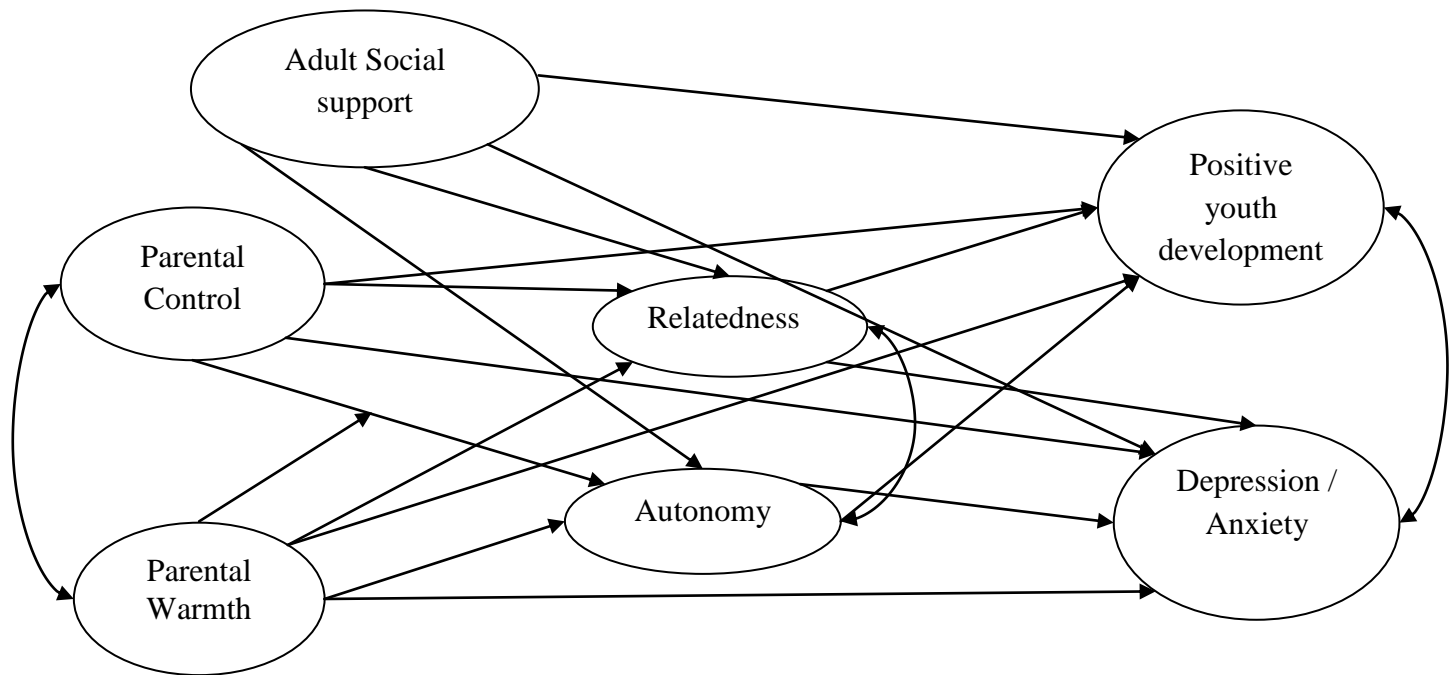
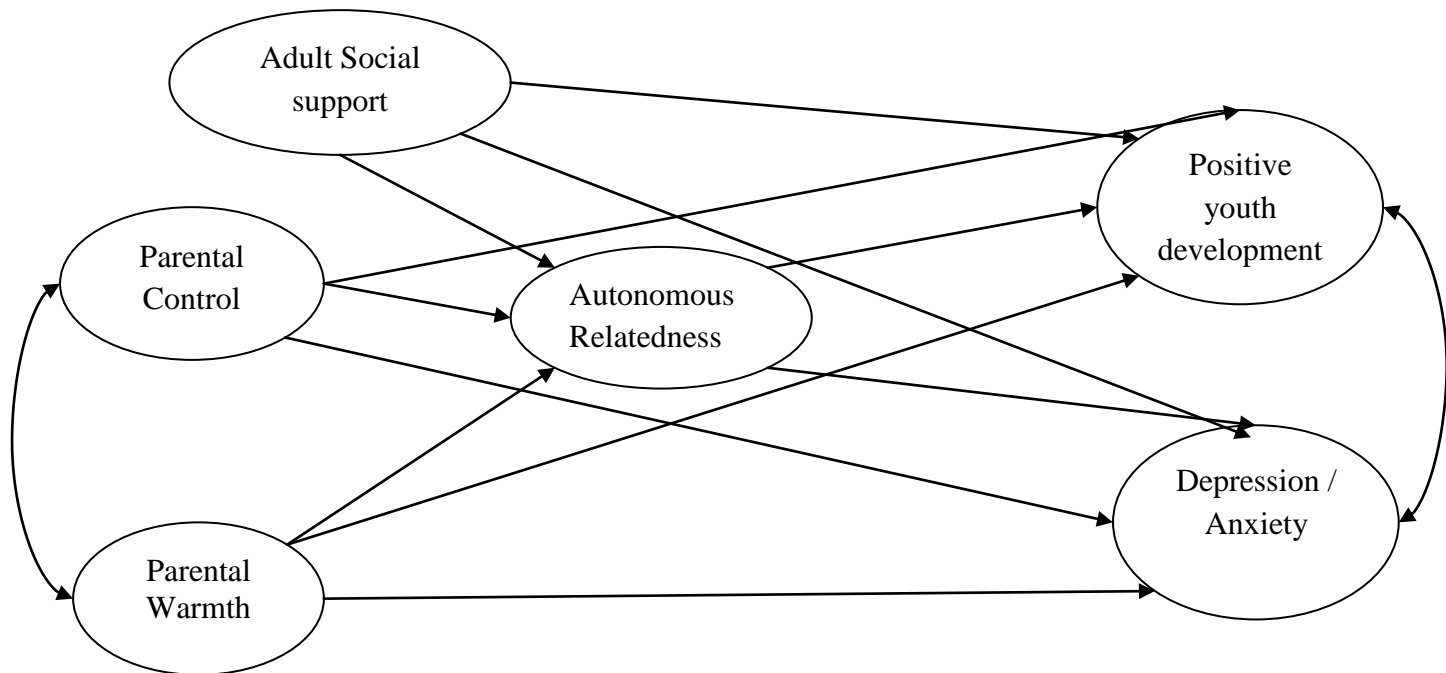


Figure 1.2 Proposed Conceptual Model with Autonomous Relatedness



## Chapter 2

### LITERATURE REVIEW

#### 2.1 Theoretical Perspectives and Empirical Support

In this section theoretical perspectives and empirical support for the conceptual model and the expected relations are presented.

##### 2.1.1. Autonomy, Relatedness and Healthy Development

In this section theoretical and empirical studies regarding the compatibility of autonomy and relatedness as components of self and regarding their influence on adolescent adaptive social functioning and depression/anxiety are presented.

Autonomy and relatedness have been emphasized as two basic needs by not only theoreticians of self and personality development including conflict theories but also psychoanalytic and evolutionary perspectives (Kagitcibasi, 2007; Ryan and Deci, 2000). On the other hand psychoanalytic thinking and the conflict theories of personality had construed the two basic needs as conflicting and incompatible claiming that separation has to take place in order for autonomy to develop (Steinberg & Silverberg, 1986). This Western - individualistic conceptualization has taken psychology under its influence and has defined relational or connected selves as unhealthy and pathological while the independent and separate selves as elements of healthy development. In this respect, healthy development has

been associated with separation and independence in the Western psychology which value meanings and practices that promote a self model that is independent and separate from other selves and from social context rather than a related self model (Kitayama, Markus, Matsumoto, Norasakkunkit, 1997). These views involve a presentation of relatedness as dependency and incapability to take care of oneself in the environment, thus a complete lack of autonomy. It also suggests that the pursuit of autonomy conflicts with the formation of loving and supportive relationships. It can be assumed from these arguments that this conflict might be greater for the individuals in collectivistic cultures that value social bonds over independence, jeopardizing their well-being.

However more recently these views have been challenged by various cross cultural studies of self (Kitayama et al., 1997; Markus & Kitayama, 1991; Imamoğlu & Karakitapoğlu-Aygün, 1999; Kağıtçıbaşı, 1996; 2005; 2007). Kitayama et al. (1997) has stated that “Asian cultures are organized according to meanings and practices that promote the fundamental connectedness among individuals within a significant relationship (e.g., family, workplace, and classroom). The self is made meaningful primarily in reference to those social relations of which the self is a participating part” (p. 1247). Other studies that were conducted in Turkey have demonstrated the existence of a trend toward both individuation and interrelatedness, involving values of both self-realization and group harmony (Imamoğlu & Karakitapoğlu-Aygün, 1999).

Kagitcibasi (1996a; 2005; 2007) has taken together all these different views and, throughout an analysis of all of them, has shown that the problems lie in the definitions of the concepts, especially of autonomy, which is considered synonymous with independence, and

presented a framework in which relatedness and autonomy have two different underlying dimensions (Kagitcibasi 1996a; 2005; 2007). She has presented two separate underlying dimensions for autonomy and relatedness. One of them is agency which has autonomy and heteronomy as the two poles and the other one is interpersonal distance which has separateness and relatedness as the two poles. Raeff (1997) also opposes the view that sees independence and interdependence as opposite poles of the same dimension and emphasizes that independence and interdependence are inseparable dimensions of self-development. Research that has been conducted in Turkey also studied individuation and relatedness and proved autonomy and relatedness to be distinct but not opposing concepts (Imamoglu, 2003; Imamoglu & Karakitapoğlu, 2004). Taking these approaches into account, it is clear that an individual can be related to someone else in terms of interpersonal interactions without being controlled by him/her, that is, without lacking autonomy.

One other theoretical support for the compatibility of the two concepts and their roles as basic needs for healthy development comes from attachment theory. The attachment theory emphasizes the importance of secure attachment with parents for the development of autonomy as it makes exploration possible (Ainsworth and Bell, 1970). Secure attachment implies a close bond between the mother and the child which can be considered as the first step towards the formation of relatedness. On the other hand exploration that comes with secure attachment can be considered the first step towards autonomy development because children feel confident and safe to go out and explore on their own. Forming emotional bonds with others is a natural need and being related to others with whom an emotional attachment is formed is essential for individual well-being (Sato, 2001). Sato (2001) emphasizes that both the needs for autonomy and relatedness must be satisfied to achieve self esteem, self worth

and psychological well being. Allen et al. (2007) in their study where they showed autonomy and relatedness as indicators adolescent secure attachment, found that attachment insecurity is linked with adolescent dysfunction, which includes depressive symptoms and increasing externalizing behaviors. Allen and colleagues (2007) also showed that attachment security is related to being autonomous and at the same time maintaining a sense of relatedness to fathers. Research in Western cultures like United States also shows the negative association of autonomy and well being with detachment and separation (Ryan and Lynch, 1989).

Self Determination Theory (Ryan & Deci, 2000; 2008), clearly states that individuals in all cultures have three basic psychological needs which are autonomy, relatedness and competence. According to this view, satisfaction of these basic needs is necessary for optimal social functioning and well-being in both individualistic and collectivistic cultures (Kagitcibasi, 2007; Ryan and Deci, 2000, 2008; Vansteenkiste et al., 2006). Self Determination Theory also emphasize that autonomy and relatedness are indeed compatible psychological needs that are positively correlated, which is supported by various cross-cultural studies that show the necessity of coexistence of both autonomy and relatedness for healthy development and better functioning (Kağıtçıbaşı, 1996a, 1996b, 2005, 2007; Ryan and Deci, 2000, 2008; Vansteenkiste et al., 2006; Imamoğlu, 2003; Imamoglu & Karakitapoğlu-Aygün, 2004; Allen et al, 2007). For instance Noom et al (1999) showed that both autonomy and relatedness have positive effects on measures of adaptive functioning, which were social competence, academic competence and self esteem; and negatively related to depression.

With regard to autonomy, in their study with middle class African Americans, Smetana et al. (2004) demonstrated that increasing autonomous decision making, with less autonomy in early adolescence but increased autonomy in late adolescence, is related to decreased depressive symptoms and increased self worth. Veronneau and her colleagues (2005) showed that satisfaction of the need for autonomy was positively related to concurrent positive affect and negatively related to concurrent negative affect in children and early adolescents.

In terms of relatedness the same study showed that satisfaction of the need for relatedness was positively related to both concurrent and future (6 weeks later) positive affect. There are also studies from various cultures showing that the need for relatedness is universal and necessary for adaptive psychosocial functioning. For instance Chou (2000) showed that depressive symptoms were associated with individualization and deidealization of parents among Chinese adolescents proving the need for relatedness.

### **2.1.2. Social Support**

In this study it is expected that existence of a supportive adult other than parents may be influencing self development and positive development of the adolescents. The role of social support may be more important for the low SES population who is more disadvantaged and need the assistance of social support. For instance Zimmerman, Bingenheimer, and Notaro (2002) found that in a sample of mostly African American adolescents, when there is an existence of an adult who was not an immediate family member, who the teen goes to when in need of assistance, had lower levels of drug use, indicating that support actually help

these adolescents to fight with the complicated network of problems they face. In this respect it can be expected that support helps facilitate positive development especially for the disadvantaged population. In terms of the role of social support in overall healthy development, findings of various studies showed that psychological well being is closely related to social support (Park, 1996; Rodgers, 1998). Studies on effects of social support indicated that social support can serve as a buffering factor against psychological distress (Lepore, 1992). Social support also has a positive effect on psychological functioning by lowering depressive symptoms and stress (Reis & Franks, 1994).

It has been suggested that supportive others lead individuals to develop the belief that they have the ability to meet the challenges they face (Antonucci & Akiyama, 1997). Thus in a way it affects their ideas about their self constructs. In this respect whether support may also affect self variables is also investigated in this study with an expectation that support affects positive development both directly and through self variables.

### **2.1.3. Self Development in Context**

As the compatibility and necessity of the two basic needs of autonomy and relatedness are established by research, a self model formulated with these ingredients should be considered the healthiest model and should be pursued. In this respect *how* the self develops to be both autonomous and related is an important question to ask. Kagitcibasi's (1990, 2005, 2007) theory of family change and theory of self development guides this study in terms of answering the questions and identifying the causal relations.



Kağıtçıbaşı's theory of family change was derived from the Value of Children study (Kagitcibaşı, 1990). The Value of Children is a comprehensive study that was conducted with a sample of more than 2,000 married subjects from various cultures including United States, Germany, Turkey, Philippines, Korea, Thailand, Indonesia, Singapore and Taiwan. The variables examined in the study included values attributed to children, motivations for childbearing and fertility preferences. The results indicated three different kinds of value that parents attribute to their children. These are utilitarian (economic/material) value, psychological value and social-based value types. The social-based value is the general social status and acceptance that comes when couples have a child. The utilitarian value of children refers to the economic benefits children provide for their parents like old-age security and son preference is very prevalent in families where parents value their children economically. These families are mostly seen in less developed countries and in rural and low SES contexts where social security system is inadequate and social resources are limited. Due to economic problems families rely on their children both in their young ages to work and in their older ages to take care of the elderly. Thus fertility is high and there is an intergenerational dependency in the families in these contexts.

The psychological value of children on the other hand has to do with psychological satisfactions such as love, joy, pride and companionship provided by the children to their parents. Generally parents living in developed countries and urban and high SES contexts attribute psychological value to their children. Son preference is not as prevalent in these families and fertility is low since there is no economical benefit of the child to the family, to the contrary each child becomes a financial burden. The reason is that high SES parents who attribute psychological value to their children make very high levels of investments on them.

The within-culture results of the Turkish VOC study (Kağıtçıbaşı, 1990) supported these conceptualizations and indicated that as the level of development and level of education increase in a context, psychological values of children increase and economic values of children decrease. Overall the study shows that values attributed to children change across different levels of socio economic and societal conditions. These attributions pave the way for the families' structures to be shaped as either interdependent or not. This dependency structure shows itself in family interactions and parenting practices. For instance interdependent family interactions are more control based favoring obedience rather than autonomy.

These main findings of the VOC study led Kağıtçıbaşı to formulate the theory of Family Change (Kağıtçıbaşı, 1996a; 2005; 2007). In Kağıtçıbaşı's words, the family change theory is "a theoretical framework, in its three different manifestations, is used as a heuristic device to understand the functional/causal links between society/culture, family and the (resultant) self" (Kağıtçıbaşı, 2007, p. 133). The theory involves a general theoretical framework from which three different models are formulated. Emphasizing the interactive and mutual relations, it is also a functional theory that explains both direct routes and the dynamic causal relations between cultural/social context, the family and the self. The context is given the primary role and is construed based on the culture and living conditions, which have influence on the other two components of the framework. Culture is interpreted as individualistic or collectivistic, referring to underlying indicators such as socioeconomic status, urban/rural residence and subsistence/affluence levels of the living conditions. It encompasses societal developments and social change.

The second component, the family, is placed in the framework in a systematic way focusing on its structure, interaction patterns and socialization values. The structure refers mostly to demographic characteristics such as fertility status or being extended vs. nuclear. As these characteristics influence the socio-economic status of the family and vice versa; it is clear that the context and the family interact in a dynamic pattern with mutual influences. Socialization values and interaction patterns are also affected by the culture varying along independence-interdependence dimensions. They also play a key role in the development of different self models as they shape the parenting orientations, which are parallel with Baumrind's (1966, 1971) topology; authoritarian, authoritative and permissive parenting.

The first model is the family/human model of interdependence, which is the prototypical model of collectivistic cultures and rural/traditional contexts that value close relationships. Family structures are generally extended such that members of the family share work and resources in an interdependent way, which is quite adaptive in a context with agricultural life style and limited economic resources. As shown in the VOC study results, the economic interdependence of the family leads to high fertility and son preference because the family needs children who can work for them as well as take care of them in their old age. This indicates a reciprocal pattern in the dependency structure such that while first the child was dependent on the parents, later the parents become dependent on the child. In these families parents engage in obedience and compliance oriented socialization, parallel with Baumrind's (1971) authoritarian parenting style. There is a functional and adaptive reason for this which is making sure that the child is completely integrated with the family and grows up to be a loyal adult who will take care of the family. As a result of these interactive structures of the context and the family, the relational self emerges as a model of self.

The contrasting model, the family/human model of independence, is more typical for mainstream Western individualistic societies and affluent, urban, middle class contexts. While research shows existence of interdependence in some Western families, in general the individualistic life style is prevalent. The structure of the family is nuclear and the generations are not dependent on each other. Due to the wealth that provides individuals social security, parents need no material and psychological investments for their old age by the offspring. Similarly parents do not rely on their children financially but value them psychologically, thus make a lot of investments on them. As a result children become economically costly which leads both son preference and fertility to be low. Socialization patterns and child rearing practices are autonomy inducing since the individualistic context requires self sufficiency. Moreover as the parents do not need the child to be fully integrated in the family and be loyal to take care of them in their old age, parents adopt a less controlling parenting style over the child. The causal interactions of these social and familial factors result in the development of the independent self.

The continuing social change leads to increased urbanization promoting individualistic values. In this respect Modernization Theory argues that a shift to the model of independence will be seen in all cultures. On the other hand Kagitcibasi (1996a; 2005; 2007) rejects this view pointing out that it leaves out culture from the picture. She emphasizes that various studies from collectivistic cultures that experience the urbanization process still show a trend that involves continuing appreciation of close relationships and emotional interdependencies in the family. For instance in Turkey it was shown that while Turkish adolescents from upper SES contexts reported more individuation than their lower SES counterparts, the two groups reported equal levels of relatedness (Imamoğlu and Karakitapoğlu-Aygün, 2004).

Thus it is argued that cultures of relatedness experience a different shift than what Modernization theory proposed regarding the social change. According to Kagitcibasi (1996a; 2005; 2007) the change is toward the family/human model of emotional interdependence. This model is seen in urbanized and developed upper SES contexts of collectivistic cultures. In these collectivistic families, culturally adopted emotional and psychological interdependencies are still maintained but the economic and material dependencies no longer persist due to social changes brought by the urbanization process. In material grounds it resembles the model of independence involving lower fertility, lower son preference, higher status for women and psychological values attributed to children. On the other hand in terms of family relations it is like the model of interdependence with close relations with the extended family and a related self definition. However while in the model of interdependence the dependencies are based on the material assets, here it is based on the non-material psychological assets. The family structures and childrearing patterns promote autonomy development as there are no financial expectations from the child in terms of taking care of the family in their old age. The child is expected to be self sufficient, assertive and an active decision maker in an urbanized society.

An evidence for this pattern comes from a study by Imamoglu (1987), where it was shown that while lower SES parents in Turkey value obedience to parents, upper SES parents value independence and self reliance. Also in another study it was demonstrated that while low SES parents has been shown to focus more on obedience and conformity, “with increasing education, Turkish adults tended to attribute less importance to ... normative patterning and more to universal values of benevolence and individuality” (Karakitapoğlu & Imamoğlu, 2004, p. 283). On the other hand even in upper SES contexts, in collectivistic

cultures it is still important for the offspring to be connected to the family in terms of respect and loyalty thus parents exert control in their attempt to keep the closely knit bonds of the family. In Imamoglu's study (1987) it was also shown that all families from all SES levels wanted their children to be loving and close as well as loyal and respectful to the elderly. As a result of these parental practices and cultural structures, the self develops including both relatedness and autonomy. Kagitcibasi has called this self model the **autonomous-related self** (Kagitcibasi, 1996a, 1996b, 1997, 2005, 2007).

#### **2.1.4. Specification of the Role of Parenting**

Parenting attitudes and socialization patterns serve as agents of cultural transmission, mediating between cultural and societal values and development of the self (Kağıtçıbaşı, 2005; 2007; Raeff, 1997). Bronfenbrenner (1992) points to the importance of context in the effects of interaction patterns and interactions between macro system (culture) and micro system (parent-child relationship). He argues that environmental characteristics, environmental continuities and changes influence the nature of proximal processes of the individual and her/his immediate environment. As the structure and kind of parenting change across cultures, the resulting development should show variation accordingly. Among the different characteristics of parenting, psychologists have been interested in basic dimensions of parental warmth and control (e.g., Baumrind, 1971; Maccoby & Martin, 1983). Informed by the theory of family change (Kagitcibasi, 1996a, 2005, 2007) and its model of emotional interdependence, we will argue that authoritative parenting style that includes moderate parental control and high levels of warmth is the key for the development of autonomy and

relatedness together. In this section empirical support for the effects of parental warmth and parental control on autonomy and relatedness will be presented.

Parental behavioral control, as one of the important elements of the causal chain that leads to development (Imamoglu, 2003; Kağıtçıbaşı, 1996b, 2007), refers to “parental behaviors that are intended to regulate children’s behaviors to accord with prevailing family or social norms” (Barber et al., 2005, 7). It is shown to be a critical factor that differentiates parenting styles across contexts (Kağıtçıbaşı, 2007; Darling and Sternberg, 1993). Here it is necessary to underline that the focus of this study is on behavioral control as it has been shown by Kakihara & Tilton-Weaver (2009) that adolescents’ perceptions and interpretations of behavioral control differs from those of psychological control, which refers to parental attempts to control their children’s psychological development by intruding into their emotions, thoughts, self expressions through practices like guilt induction and love withdrawal (Barber, 1996).

Baumrind (1966, 1971) in her typology stressed the role of parental control and it stands for the behavioral compliance demands of parents in order to integrate the child into the family and society (Darling & Sternberg, 1993). In this respect, we can say that parental behavioral control serves a function for adaptive development and is actually necessary in moderate levels as used mostly by authoritative parents. There is evidence that authoritative parenting is associated with positive outcomes in adolescents (McKinney et al., 2008). Barber et al (1994) actually demonstrated that insufficient behavioral control as used by permissive parents is associated with externalizing disorders.

Thus both inefficient use of control and excessive and inconsistent control that is associated with unclear demands and lack of warmth, as used mostly by authoritarian parents, is disruptive for development of children. According to Baumrind (1966) authoritarian and permissive parenting may both prevent the child from the opportunity to engage in dynamic interactions with people. Children can't be able to attain enough experience and knowledge to decrease their dependency on others if parents do not provide any demands or provide unclear ones which cannot be met. Same will be true if parents suppress or avoid conflict, help too much or not help at all and set unrealistically high or low standards. On the other hand Baumrind emphasizes that authoritative control by parents can lead to conformity with group standards without the loss of individual autonomy or self-assertiveness.

In their study with Japanese and American adolescents, Hasebe, Nucci, and Nucci (2004) found an association between parental over-control and internalizing psychological problems for adolescents across cultures and they argue that the problems arise when individuals experience external control over their personal zone of individuality which is essential for development of autonomy. In contexts where parental control is normalized by culture, negative effects are still seen if control is not accompanied by warmth. Ispa et al (2004) showed this in their study where they demonstrated that for African Americans intrusiveness predicted negative outcomes only in absence of warmth.

Authoritative parenting with moderate levels of behavioral control and high levels of warmth has also been shown to promote the development of relatedness together with autonomy, even in non normative populations. For instance in their study with substance abusing mothers and their adolescent children, Suchman et al. (2007) showed that children of



mothers who show higher levels of warmth reported not only higher levels of self esteem and self reliance but also closer interpersonal relationships. In another study Ispa et al. (2004) showed that maternal intrusiveness predicts later child negativity toward mothers for European Americans. In their study with an American sample, Ryan and Lynch (1989) showed that emotional detachment from parents is associated with “less felt security..., greater perceived parental rejection (vs. acceptance) in both mid-adolescent and young adult samples, and less experienced family cohesion and parental acceptance in young adults” (Ryan and Lynch, 1989, 353). Also Fuhrman and Holmbeck (1995) found that emotional detachment from parents is detrimental in positive and supportive home environments as it is associated with lower levels of adolescent adjustment. In their study Noom and colleagues (1999) showed that attachment to parents is positively related with academic competence and self esteem while it was negatively related to depressive symptoms. With these findings and arguments in mind, in the current study it is proposed that both control and warmth have effects on the development of autonomy and relatedness. Thus for autonomy and relatedness to develop together (as the autonomous-related self), parental control and parental warmth have to be present together as they are in authoritative parents.

Recent research in Turkey has shown that the effect of parental control depends on parental warmth. Specifically it was found that when parental warmth is low, parental behavioral control lead to negative consequences such as externalizing disorders. However when parental warmth is high, the negative effects of parental behavioral control disappear (Akcinar, 2009). In other words high levels of parental warmth have a buffering effect on the negative influence of parental control on children in Turkey.

Contextually sensitive point of view is very important here because there is evidence that context has an effect on the influence of parental control on adolescent's development. The definition of parental control both by child and the parent is context-bound and is closely related with the conceptualization of the behavior in that particular cultural context of the family (Bronfenbrenner, 1992). Throughout the literature there is support for the influence of parental control on the self esteem of the adolescents and evidence show that the link is moderated by that cultural context (Rohner & Pettengill, 1985; Grusec & Goodnow, 1994; Kağıtcıbası, 2007; Güngör, 2008; Lansford et al., 2005; Deater-Deckart & Dodge, 1997; Lansford, Deater-Deckart, Dodge, Bates & Pettit, 2003). Specifically Grusec and Goodnow (1994) pointed out that the effect of a certain parenting practice is highly dependent on child's perception of the behavior as fair or reasonable and his/her acceptance or rejection of it. Context is an important factor on this perception such that how a particular parental behavior is perceived by children varies across contexts.

Evidence shows that while control reflects rejection for Germans and Americans, it is found to reflect warmth for Koreans (Rohner & Pettengill, 1985). Authoritarian parenting practices are associated with negative outcomes for children growing up in individualistic - middle-class Western- cultural contexts in which authoritarian parenting is non-normative and frowned upon but is usually associated with positive outcomes for children growing up in collectivistic non-Western cultures and in African American families (Isapa et al., 2004). As for control, there is support for the argument that parental control may be perceived as normative and may even be valued by children rather than as reflecting rejection or hostility (Rohner & Pettengill, 1985) and the adverse outcomes associated with parental control not be an issue for these children (Gungor, 2008). Mc Elhaney and Alan (2001) showed that in high-

risk families, teens felt closer to mothers who undermined their autonomy, whereas low-risk teens saw these mothers as controlling. Other research has shown that strict parental control and other family process variables has led to negative outcomes for European American children but not for African American children (Deater-Deckart & Dodge, 1997; Lansford, Deater-Deckart, Dodge, Bates & Pettit, 2003).

Recent cross cultural research by Dwairy and Achoui (2010) also supported the important role of culture in the relation between parental control and adolescent psychological well being. The findings of their study showed that eastern countries where family connectedness is high, control also tends to be high. Also they found an association between fathers' control and their children's psychological disorders in the west but not in the east.

As an explanation to this difference between east and west in terms of the consequences of parental control, Dwairy et al. (2006) suggested "the inconsistency hypothesis". This hypothesis argues that it is not the authoritarian parenting that leads to psychological maladjustment in adolescents; it is the inconsistency between authoritarian parenting and the socio-cultural environment in the west (Dwairy, 2010).

## **2.2. Specification of the Proposed Model and Hypotheses**

In this section, the scope and aims of the study are clearly explained and the proposed hypotheses are presented.

Overall, based on a perspective that sees development as the product of interaction of multiple ecologies (Bronfenbrenner, 1992), in the proposed study context, family and the self are focused on as agents that causally influence one another. Informed by Kağıtçıbaşı's (1996, 2005, 2007) family/human model of development the effects of parenting attitudes on the development of autonomy and relatedness is examined with an expectation that autonomy and relatedness are both contributors to adolescent positive development, separately and also together. This pattern of relations among variables is examined in different contexts as contextual factors are shown to have an influence in every relation that has been looked into for this study. Moreover an understanding of the social support network of the adolescent will be taken into consideration in this study with the idea that a positive social support network can directly influence both self development and positive development.

Since the proposed model has not been tested in Turkey yet, this study is an exploratory one. However based on the theoretical perspectives explained previously, some hypotheses are made. In this respect based on Kağıtçıbaşı's model of family/human development (1996, 2005, 2007) it is hypothesized that both parental control and parental warmth are associated with the development of autonomy, relatedness and autonomous relatedness. The effect of parental control on autonomy development is expected to vary according to parental warmth. Moreover autonomy, relatedness and autonomous relatedness are all expected to be influencing positive development of the adolescent.

Socio-economic contexts influence parenting styles such that while both high and low SES parents display high levels of warmth, low SES parents exert higher levels control than high SES parents in an attempt to increase obedience. On the other hand high SES parents

show only moderate levels of control promoting autonomy development. Importantly the causal relations between parental control and autonomy are expected to show difference according to socio-economic context. High prevalence and normality of control in low SES contexts is expected to prevent the negative effect of control on autonomy development.

With regard to the proposed study, in the Turkish culture, close relations and being related with the family and neighbors are considered very important. In this respect, Turkish culture has been traditionally characterized as emphasizing collectivist values (Imamoğlu, 1987; Imamoğlu & Karakitapoğlu-Aygün, 1999; Kağıtçıbaşı, 1970). However, with increased urbanization and globalization, Turkey has been among the various countries that undergo social change. “Especially after the 1980s, Turkish people from the more progressive, better educated segments of society tended to show more individualism in their self-construals and values while retaining their relatedness. Thus, among the better educated segments of Turkish society, we may expect to find trends toward both individuation and relatedness, together with a decrease in such other-directed, collectivist values as those involving obedience” (Imamoğlu & Karakitapoğlu-Aygün, 2004). Also in her attempt to understand the characteristics of the Turkish culture, Göregenli (1997) showed that both collectivistic and individualistic characteristics are exhibited in the Turkish culture.

As mentioned, the focus has to be on differences of socio-economic contexts. In this respect in low SES contexts, due to limited economic resources and old age security opportunities, more economically interdependent family structures leading to more obedience oriented parenting with high levels of control can be expected. In these contexts it is more likely to see self models that are defined with regard to others rather than the individual self

(the related self). On the other hand in higher SES contexts of Turkey, families tapping onto the family/human model of emotional interdependence should be more prevalent. In these contexts due to high levels of economic resources children are not relied on financially, thus are more allowed to be autonomous. Rearing children to be autonomous is also more functional as the urbanized context requires self reliant, assertive and self-sufficient individuals. On the other hand still close bonds and respect among generations are very important values of the macro collectivistic cultural context. Thus parents adopt a more autonomy oriented parenting with moderate levels of control and high levels of warmth, resembling the authoritative parenting style. As a result in these contexts it is more likely to find self models that are both autonomous and related. Moreover as the autonomous-related self is a model that serves to fulfill both of the basic needs; individuals with both autonomy and relatedness are expected to score higher in terms of positive measures of development and score lower in depression and anxiety compared to individuals who have one or neither of them. Thus it is hypothesized that adopting the self model that involves both autonomy and relatedness (the autonomous related self) increases the likelihood of achieving positive development and decreases the likelihood of experiencing a psychological disorder.

## Chapter 3

### METHOD

In this chapter information about methodological details of the study is presented. The participants, procedure, measures used in the study, new variables that were created by transforming the original variables and the methods of data analyses are explained.

#### 3.1. Participants

Participants of the proposed study are 294 junior and senior high school students. In order to access the students, first one low SES high school and one high SES high school were selected with convenience sampling. The low SES school is Hüsnu Özyeğin High School in Sultanbeyli district of Istanbul, which is a low SES district. This high school is a public high school with very limited resources and the students are from low SES families. The high SES high school is Koç Lisesi, which is a private school. The students are from affluent high SES families and the school has many resources and opportunities for students such as student clubs, social events, sports complexes, shuttles, etc. The mothers' and fathers' education levels are asked and are found to be consistent with the contextual identifications of schools as Low and High SES. In other words the parents of low SES school's students have lower levels of education than parents of high SES school's students. In these schools all the 4<sup>th</sup> year senior students that could be accessed were given the questionnaires. In the high SES school the 4<sup>th</sup> year high school students that could be accessed were very few in numbers thus

in that school 3<sup>rd</sup> year high school students were also included in the study. Table 3.1 summarizes characteristics of the sample.

Table 3.1. Characteristics of the Sample (N=294)

	Total		
Socio economic status	(%)		
Low	50		
High	50		
		Low SES	High SES
Age	(%)		
16	25.5	9	42.3
17	51.7	59.7	43.7
18	16.8	22.9	10.6
19	5.9	8.3	3.5
Gender			
Female	48.3	46.3	50.3
Male	51.7	53.7	49.7
Mothers' level of education			
Less than high school	47	92.9	2.1
High school or more	53	7.1	97.9
Fathers' level of education			
Less than high school	40.4	80.8	11.1
High school or more	59.6	19.2	88.9

### 3.2. Procedure

In this section the pilot and the main studies are explained in detail.



### 3.2.1. Pilot Study

First a pilot study was conducted in order to test the duration of the data collection and understand whether scale items are clear enough for students. The reliability coefficients of all scales were analyzed with the pilot testing. The adaptation of the interpersonal relationship quality scale was also done with the pilot. The pilot testing was done with 11<sup>th</sup> grade (3<sup>rd</sup> year high school) students in the low SES school with the help of teachers during the study periods. The reason for choosing low SES school for the pilot is the higher likelihood for these children to be unfamiliar with surveys and questions. Since these children are more likely to have difficulty in understanding questions, the adjustments and corrections had to be done according to their level of understanding.

### 3.2.2. Main Study

First necessary permissions from the İstanbul branch of the Ministry of Education are obtained and their approval for data collection from high school students was taken. Then one low SES and one high SES school were selected by convenience sampling. With the assistances of teachers in schools 4<sup>th</sup> year high school student in the low SES high school and 4<sup>th</sup> and 3<sup>rd</sup> year high school students in the high SES high school were given the self report measures during the study periods in their schools.

Both in the main study and the pilot study students' consent were taken before they were given the questionnaires. Together with the measures, demographic information regarding their gender, age and education level of parents were asked to the participants.

### 3.3. Measures

In this section, information about the measures used in this study and their psychometric properties are presented.

#### 3.3.1. The Brief Symptom Inventory

In order to measure psychological dysfunction, two depression and anxiety subscales of the Brief Symptom Inventory (BSI; Derogatis, 1992) were used. The original Brief Symptom Inventory is a 53-item self-report inventory consisting of items on a 5 point likert scale. The inventory reflects the symptom patterns of psychiatric and medical patients and non-patients on 9 primary symptom dimensions which are somatization, obsessive-compulsive, interpersonal sensitivity, depression, anxiety, hostility, paranoid ideation and psychoticism. There are three global indices of distress (Baydar, et. al., 2008). In this study depression and anxiety subscales of the brief symptom inventory were used. The internal reliability scores of these two subscales are as follows:

Table 3.2 Reliability Values of Short Symptom Inventory Subscales

Subscale	Reliability
Depression	0.77
Anxiety	0.81

The convergent validity of the anxiety and depression subscales of Brief Symptom Inventory was demonstrated. The depression and anxiety subscales were found to be highly highly correlated with each other ( $r=.82$ ,  $p<.05$ ).

### 3.3.2. Problem Solving Inventory

The Problem Solving Inventory (PSI) is a measure that assesses one's appraisal of his/her own problem solving ability. It reflects beliefs and problem solving styles rather than problem solving skills. It was developed by Heppner and Peterson in 1982. Items were generated considering the theoretical stages of problem solving processes. There are five stages: general orientation, problem definition, generating alternatives, decision making and evaluation. The PSI is a self report measure that is composed of 35 items and with a 6-point Likert-type scale (1: strongly agree to 6: strongly disagree) (Heppner and Peterson, 1982). It is easy to administer and takes approximately 20 minutes. However, since the lower scores indicate higher perceived problem solving ability, they can be recoded so that the scores become easier to interpret. It is adapted and validated for the Turkish population by Sahin, Sahin and Heppner (1993).

Heppner and Peterson defined three factors within the PSI. First factor is Problem Solving Confidence (PCS) which included 11 items, and defined as confidence in one's problem solving abilities. Second factor named as Approach-Avoidance Style (AAS), with 16 items, and defined as approach or avoidance tendency towards problem-solving activities. As the third factor Personal Control (PC), had 5 items and defined as a belief about control over the emotions and behaviors while solving problems (Heppner, Peterson, 1982). In the study conducted with Turkish undergraduate university students the original three-factor structure was almost replicated (Sahin, Sahin & Heppner, 1993).

Test-retest reliability scores of the scale suggest stability over time. The total PSI scores' correlation over 2-weeks was .89 (Heppner & Petersen, 1982). Internal consistency estimates of the inventory and its subscales are as follows:

Table 3.3 Internal Consistency of the Problem Solving Inventory

Study	Population	N	PSI total	PSC	AAS	PC
Heppner & Petersen (1982)	U.S. university students	150	0,9	0,85	0,84	0,72
Şahin, Şahin & Heppner (1993)	Turkish university students	224	0,88	0,76	0,78	0,69

The instrument has been demonstrated to be negatively correlated with Social Problem Solving Inventory ( $r = -.71^1$ ,  $p < .05$ ) (D'Zurilla, Nezu, 1990). These theoretically similar instrument scores' high correlation supported the convergent validity of the PSI. Among Turkish university students the correlation of the PSI and the Beck's Depression Inventory (BDI) was found to be .63, demonstrating the criterion validity of the instrument (Ceyhan, Ceyhan & Kurtyılmaz, 2005).

### 3.3.3. The Satisfaction with Life Scale

Life satisfaction is included as one of the measures of social functioning and was measured by the Satisfaction with Life Scale (SWLS) (Diener, Emmons, Larsen, & Griffin, 1985). The scale contains five items that are rated on a 5 point scale (1 = strongly disagree, 5 = strongly agree). Sample items are "I am satisfied with my life" and "In most ways, my life

<sup>1</sup> The negative correlation stems from the difference in scoring system. Lower scores indicate higher perceived problem solving ability in the PSI.

is close to my ideal.” Diener et al. (1985) reported the internal consistency reliability of the scale as .87 and the test re-test reliability as .82.

Diener and colleagues also reported that the scale is significantly correlated with other subjective measures of well being. The sample was 163 undergraduate students and the correlations are as follows:

Table 3.4 Correlations of SWLS with Other Measures of Subjective Well-being

	SWLS
Neuroticism Scale (Eysenck Personality Inventory)	-.48
Rosenberg Self Esteem	-.54
PAS	.51
NAS	-.32
Life Satisfaction Index	.46

The Satisfaction with Life Scale was adapted to Turkish by Köker (1991). The internal consistency coefficient for the Turkish version of this scale is found to be .80, and the test-retest reliability was found to be .85 (Köker, 1991). The scale was found to be strongly correlated with positive problem orientation ( $r=.307, p<.01$ ) and rational problem solving ( $r=.309, p<.01$ ) subscales of the Social Problem Solving Scale – Revised; while it was negatively correlated with negative problem orientation ( $r=-.225, p<.01$ ), impulsivity/carelessness ( $r=-.204, p<.01$ ) and avoidance problem-solving ( $r=-.253, p<.01$ ) subscales of Social Problem Solving Scale – Revised (Hamarta, 2009).

### **3.3.4. Interpersonal Relationship Quality Scale**

As one of the measures of social functioning the six-item Interpersonal Relationship Quality scale (IRQ) (Kang & Shaver, 2004) was used to assess quality of interpersonal relationships. The questionnaire focuses on the maintenance of warm and comfortable interpersonal relationships with others in general. All items were rated on a 5-point scale ranging from 1 (does not describe me at all) to 5 (describes me very well). Kang and Shaver (2004) reported the internal consistency reliability of the scale as .80 (N = 100) and the test-retest reliability throughout a 6- week interval as .78 (N = 93).

The scale was translated and adapted to Turkish by the researcher and was back-translated. The translation was reviewed by the jury and was tested in the pilot study with 30 first year university students. With the pilot the reliability coefficient of the Turkish version of the scale was obtained as .65 (N=66).

### **3.3.5. Rosenberg Self Esteem Scale**

Self esteem was measured by the Rosenberg Self Esteem scale (Rosenberg, 1965) that consists 10 items on a 4 point likert scale. Higher scores on the scale items indicate higher levels of self-esteem. The scale was adopted to Turkish by Cuhadaroglu (1986) and the Turkish version has been proved to be a reliable assessment tool. Cuhadaroglu reported the test-retest reliability coefficients of the Turkish version to be .71 during a 4-week period. In another cross cultural study analysis was done using the data of International Sexuality Description Project in which the Turkish version of the scale was administered to 409 Turkish

people. The analysis indicated a Cronbach's alpha value of .88 (Schmitt and Allik, 2005). With regard to the validity of the Turkish version of the instrument, Deniz et al. (2008) has shown that the scale is moderately correlated with the Turkish version of the Self Compassion scale ( $r = .62$ ,  $p < .001$ ) demonstrating the construct validity of the scale.

### 3.3.6. Autonomy-Relatedness Scales

Autonomous self scale, related self scale and autonomous-related self scale are developed as measures of agency and interpersonal distance. The scales are developed through the operationalization of Kagitcibasi's theory and emphasize the independency of interpersonal distance and agency dimensions (Kagitcibasi, 2007). Factor analysis confirmed that each scale measures only one factor (Kağıtçıbaşı, Baydar, Cemalcılar, 2006). Each scale includes 9 items which are responded on a 5 point likert scale from "strongly disagree" to "strongly agree". Example items for each scale are as follows:

Table 3.5 Example items of Autonomy-Relatedness Scales

<b>Autonomous Self Scale</b>	People who are close to me have little influence on my decisions
<b>Related Self Scale</b>	I need the support of persons to whom I feel very close
<b>Autonomous-Related Self Scale</b>	Even if the suggestions of those who are close are considered, the last decision should be one's own

The scales were tested with Turkish university students by Kagitcibasi, Baydar and Cemalcilar (2006). The reliability analysis of each scale revealed the following results:

Table 3.6 Reliability scores of Autonomy-Relatedness Scales (Kagitcibasi, 2007)

Scale	Reliability
Autonomous Self Scale	0.74
Related Self Scale	0.78
Autonomous-Relational Self Scale	.84

### 3.3.7. Measure of Child Rearing Styles

Parental control and parental warmth were assessed by the measure of child rearing styles developed in Turkish by Sumer and Gungor (1999). The scale consists of 24 items 8 measuring strict control and 16 measuring parental acceptance/involvement. Participants responded to the items on a 4- point scale ranging from 1 (not true at all) to 4 (completely true). The scale measures maternal and paternal styles from the adolescent's point of view. In order to save time, in this study only maternal styles will be asked and adolescents will respond only for their mothers. The reason for this is that in their study, Sumer and Gungor found no significant difference between maternal and paternal styles.

The reliability analyses of Sumer and Gungor (1999) indicated that the subscales are reliable measures with Cronbach's alpha values of .94 and .80 for maternal control and maternal acceptance/involvement subscales, respectively. The correlations between maternal strict control and acceptance/involvement and self-related constructs are as follows:



Table 3.7 Correlations of maternal strict control and acceptance/involvement with self-related constructs

	Maternal Strict Control	Maternal Acceptance/Involvement
Self Esteem	-.21	.21
Self Concept Clarity	-.24	.28
Trait Anxiety	.23	-.23

\*p < .01

The positive correlations of acceptance/involvement with self esteem and self concept clarity as well as of control with trait anxiety indicate construct validity. Also the negative correlations of control with self esteem and self concept clarity and of acceptance/involvement with trait anxiety show that the scales have construct validity.

### 3.4. Variable Transformations

Interval level variables autonomy and relatedness were transformed into categorical variables, grouping people as not autonomous, autonomous and not related, related. Cut off points are decided intentionally such that people who scored a mean of 3.5 or higher over 5 point autonomy and relatedness scales were considered to be autonomous and related respectively. Descriptive analyses showed that 56 % of the subjects are high in relatedness while 44 % is low. On the other hand only 15.8 % scored high in autonomy while 84.2 % is low in autonomy. Moreover among the people who are autonomous, 38.8% is also related. On the other hand among the people who are related, 74.2% is also autonomous. Overall 32.6% of the total sample is both autonomous and related.

For further analysis, parenting variables control and warmth were transformed into categorical variables by ranking cases in 4 tiles. Through this transformation a better picture of the linearity of the parenting-self relationship patterns, which is missed when regression is conducted, is obtained by analysis of variance.

Using factor analysis, positive development variables (problem solving, life satisfaction, self esteem, relationship quality), which were highly positively correlated with each other, were extracted to a single factor and a single summary positive development variable is obtained. This new summary positive development variable had a mean of 0 and standard deviation of 1. Same factor analysis was conducted for depression and anxiety which are also highly positively correlated and a single psychopathology variable with a mean of 0 and standard deviation of 1 is obtained.

### **3.5. Methods of Data Analysis**

In this section methods of descriptive and statistical analyses are presented. In order to understand the strength and direction of the relation between parenting variables (warmth, control), between self variables (autonomy, relatedness), between positive development variables (problem solving, life satisfaction, self esteem, relationship quality) and between psychopathology variables (depression, anxiety) correlation analyses are conducted. Also after positive development and psychopathology are factor scored, the relation between these two variables is examined by correlation analysis.

In order to test the proposed conceptual model regression analyses are conducted. In the analyses self variables (autonomy, relatedness, autonomous-relatedness), positive

development and psychopathology variables were the dependent variables. Independent variables included in the various analyses were maternal warmth, maternal control, social support and self variables (autonomy, relatedness, autonomous-relatedness). Autonomous relatedness was always included in a separate regression model than autonomy and relatedness since it includes the variations of those two self variables in itself. ANOVA is only used with categorical versions of parenting variables, in order to have a further understanding on their effects on self variables. The proposed conceptual model is tested in two different SES contexts.

## **CHAPTER 4**

### **RESULTS**

In this chapter the findings of the study are presented in sections including descriptive analyses of levels of warmth and control displayed by mothers, descriptive analyses of autonomy and relatedness behaviors of adolescents, of positive development variables and of psychopathology variables. Later sections respectively present the relation between parenting behaviors and autonomous/related self development, the relation between autonomous/related self development and positive development and the role of SES in this relationship network.

#### **4.1. Descriptive Analyses**

In this section descriptive findings of the studied variables are presented.

##### **4.1.1. Descriptive Analyses of Levels of Warmth and Control Displayed by Mothers**

The measure of child rearing styles assesses adolescents' perceived level of warmth and control received from their mothers on a 4 point likert scale. Descriptive statistics of these two parenting variables are presented in table 4.1.

Table 4.1. Levels of Maternal Warmth and Maternal Control

	Total(N=294)		Low SES(N=147)		High SES(N=147)	
	Mean	SD	Mean	SD	Mean	SD
Maternal Warmth	3.29	.49	3.15	.54	3.43	.39
Maternal Control	2.56	.70	2.73	.60	2.33	.71

Correlation analyses of these two maternal behavior variables indicate that maternal warmth and maternal control are significantly negatively correlated ( $r(292) = -.23, p < .01$ ).

Warmth and control levels of mothers from different SES groups are presented in table 4.1. These differences indicate that high SES mothers display lower levels of control than low SES mothers while they display higher levels of warmth than low SES mothers. Whether these differences are significant is investigated through t-test analyses and results indicate that the two SES groups significantly differ in terms of warmth,  $t(293) = 5.73, p < .001$ , and control,  $t(293) = -5.1, p < .001$ , displayed by mothers.

#### 4.1.2. Descriptive Analyses of Autonomy and Relatedness Behaviors of Adolescents

In this section autonomous/related self development characteristics of the sample is presented. These findings provide information regarding the development of autonomous self, related self and autonomous related self in low and high SES adolescents. The means levels of autonomy, relatedness and autonomous-relatedness of adolescents are provided in table 4.2. The findings indicate that adolescents have the highest mean in autonomous-relatedness.

Table 4.2. Levels of Autonomy, Relatedness and Autonomous Relatedness

	Total (N=294)		Low SES (N=146)		High SES (N=146)	
	Mean	SD	Mean	SD	Mean	SD
Autonomy	2.92	.63	2.86	.63	2.98	.63
Relatedness	3.63	.58	3.51	.53	3.76	.61
Autonomous- Relatedness	3.90	.60	3.7	.52	4.09	.61

Means and standard deviations of separate SES groups are also presented in table 4.2. These findings show that autonomy and relatedness levels of low and high SES adolescents are similar while the mean difference is highest in autonomous-relatedness. High SES adolescents scored a higher mean in autonomous-relatedness. Whether this difference is significant is analyzed further with t-test and findings show that high SES adolescents score significantly higher in terms of relatedness,  $t(293) = -3.6, p < .001$ , and autonomous relatedness,  $t(293) = -5.87, p < .001$ , than low SES adolescents, while the two groups do not significantly differ in terms of autonomy.

Correlation analyses of autonomy, relatedness and autonomous relatedness scores are presented in table 4.3. All correlations are statistically significant ( $p < .01$ ) except for the one between autonomy and autonomous relatedness. Findings show that while relatedness is significantly negatively correlated with autonomy ( $r(291) = .47, p < .01$ ), relatedness and autonomous relatedness are significantly positively correlated ( $r(291) = .46, p < .01$ ).

Table 4.3. Correlations between Autonomy, Relatedness and Autonomous Relatedness

	2	3
	Autonomy	Autonomous Relatedness
Relatedness	-.478**	.469**
Autonomy		.20
Autonomous Relatedness		

Note. \*\* p<0.01

#### 4.1.3. Descriptive Analyses of Positive Development Variables

Problem solving, self esteem, interpersonal relationship quality and life satisfaction are the indicators of positive development in this study. The descriptive characteristics of positive development indicators are presented in table 4.4.

Table 4.4. Descriptive statistics for Positive Development Variables

	Total			Low SES			High SES		
	N	Mean	SD	N	Mean	SD	N	Mean	SD
Self esteem	293	3.08	.53	147	2.93	.49	146	3.23	.54
Problem solving	272	4.10	.61	140	4.06	.60	132	4.14	.62
Interpersonal relationship quality	294	3.94	.66	147	3.93	.71	147	3.96	.60
Life satisfaction	293	3.37	.92	146	3.20	.95	147	3.54	.85

The correlations between these indicator variables are provided in table 4.5. Each correlation is positive and significant (p<01) indicating that if one of these indicators is

present than it is likely that other indicators are also present. Relying on this finding positive development measures of self esteem, problem solving, quality of interpersonal relationships, life satisfaction are factor analyzed and a factor score of “positive” for positive development is obtained. This factor score is used in further statistical analyses.

Table 4.5. Correlations between Positive Development Indicators

	2	3	4
	Interpersonal relationship quality	Life satisfaction	Self esteem
Problem solving	.372**	.293**	.349**
Interpersonal relationship quality		.407**	.240**
Life satisfaction			.507**
Self esteem			

Note. \*\*p<0.01

SES differences in positive development scores are also investigated. These results of t-test analyses show that significant difference between two SES groups exist in terms of self esteem,  $t(293) = -4.879$ ,  $p < .05$ , and life satisfaction  $t(293) = -3.230$ ,  $p < .05$ . Mean levels show that high SES adolescents have significantly higher levels of life satisfaction and self esteem compared to low SES adolescents. Descriptive information regarding SES differences in positive development indicators are presented in table 4.4.



#### 4.1.4. Descriptive Analyses of Depression and Anxiety

Depression and anxiety levels of adolescents are not considered as the opposites of positive development but included to provide information about positive development. The means and standard deviations of these psychopathology measures are provided in table 4.6

Table 4.6. Descriptive statistics for Depression and Anxiety

	Total (N=293)		Low SES (N=146)		High SES (N=147)	
	Mean	SD	Mean	SD	Mean	SD
Depression	2.11	.92	2.31	.96	1.92	.85
Anxiety	2.14	.83	2.37	.86	1.91	.74

As the correlation between depression and anxiety is very strong and positive ( $r(293) = .736, p < .01$ ), these two measures are factor analyzed and a factor score is obtained as done in positive development measures. This factor score is used in further statistical analyses investigating relationship patterns.

Comparison tests of low and high SES adolescents show that two groups significantly differ in terms of their anxiety levels,  $t(293) = 3.647, p < .001$ , and their depression levels,  $t(293) = 4.895, p < .001$ . Anxiety and depression scores of low SES adolescents are significantly higher than high SES adolescents. Descriptive information of two SES groups in terms of anxiety and depression is provided in table 4.6

## 4.2. Relations between Parenting Behaviors and Autonomous/Related Self Development

One of the main focuses of the present study is investigating the relations between parenting behaviors (maternal control and warmth) and self development of the adolescent. For this purpose, a set of regression analyses are conducted between parenting variables and self variables. In this section findings regarding the proposed relations are presented.

### 4.2.1. Relation between Maternal Warmth/Control and Autonomy

In order to examine the relation between maternal warmth/control and autonomy development of the adolescent, regression analysis is conducted. Results revealed that both maternal control and maternal warmth significantly affect the development of autonomy negatively. Regression coefficients are provided in table 4.7.

Table 4.7. Regression Analyses for Estimating the Effects of Maternal Warmth and Maternal Control on Autonomy Development

Predictors	B (Unstandardized Coefficients) <sup>a</sup>	Standardized Coefficients
Control	-.181*	-.201*
Warmth	-.285**	-.220**

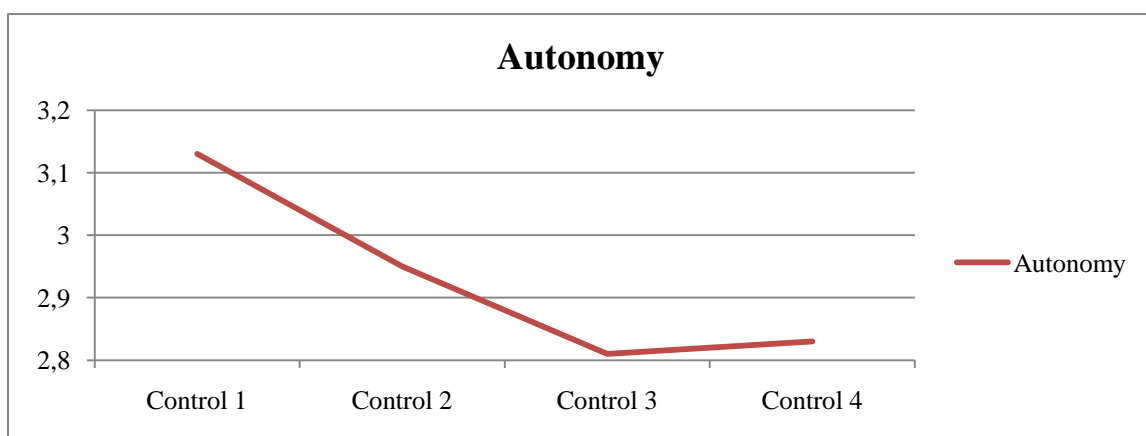
Note: <sup>a</sup> \*p < 0.05 \*\*p < 0.001.  
 $R^2 = .068$  and Adjusted  $R^2 = .061$

Understanding the importance of protective factors in the course of human development, in this study it was aimed to examine whether parental warmth has a buffering role in the negative effects of parental control on autonomy development. In order to test the

proposed moderating effect of parental warmth on the causal relation between parental control and autonomy (see fig.1) regression analysis is conducted. In the analysis the model with warmth, control and warmth-control interaction as the predictors of autonomy is not found to be significant,  $F, change(1,289) = .783, ns$ . Thus it can be concluded that the effect of control on autonomy does not vary across levels of maternal warmth.

After control and warmth are transformed into categorical variables with 4 levels, Analysis of Variance is conducted for a more detailed understanding of the linearity of the effect of control and warmth on autonomy. The findings indicate that while warmth has a linear effect on autonomy, the effect of control is nonlinear. While increased control leads to a decrease in autonomy level, after the 3<sup>rd</sup> tile of control, autonomy starts to increase. See Fig. 2 for the plot of this relation. Post Hoc Tukey tests showed that the mean difference between 3<sup>rd</sup> and 4<sup>th</sup> levels of control is not significant thus the final increase is not found to be significant one with this number of participants. In the post hoc tests it was found that only the mean difference between the first and 3<sup>rd</sup> levels of control is significant,  $p < .05$ .

Figure 2. Linearity of the Effect of Control on Autonomy



### 4.2.2. Relation between Maternal Warmth/Control and Relatedness

Analyses where relatedness is regressed on maternal warmth and maternal control revealed that while maternal warmth has a significant main effect on development of relatedness, maternal control does not affect the development of a related self. Coefficients are provided in table 4.8.

Table 4.8. Regression Analyses for Estimating the Effects of Maternal Warmth and Maternal Control on Relatedness Development

Predictors	B (Unstandardized Coefficients) <sup>a</sup>	Standardized Coefficients
Control	-.011	-.013
Warmth	.315**	.264**

Note: <sup>a</sup> \*\*p < 0.001.  
 $R^2 = .072$  and Adjusted  $R^2 = .065$

### 4.2.3. Relation between Maternal Warmth/Control and Autonomous Relatedness

The main concern of this study is the development of autonomy and relatedness together. The autonomous related self scale measured the degree that adolescents find themselves both autonomous and related. Again regression analysis is conducted to understand whether maternal warmth and maternal control affect this development. Results revealed that while control has an effect on autonomous related self development, warmth does not. Regression coefficients are presented in table 4.9.

Table 4.9. Regression Analyses for Estimating the Effects of Maternal Warmth and Maternal Control on Autonomous Relatedness Development

Predictors	B (Unstandardized Coefficients) <sup>a</sup>	Standardized Coefficients
Control	-.187**	-.220**
Warmth	.045	.037

Note: <sup>a</sup> \*\*p < 0.001.

$R^2 = .054$  and Adjusted  $R^2 = .047$

### 4.3. The Role of Social Support

Existence of social support is measured with a single item that asks whether support from any adult other than parents exists or not. The main effects of social support on parental behaviors, self variables and positive development variables are tested with t-test analyses. Results indicate that existence of social support does not make a difference on the level of warmth,  $t(272) = 1.036$ , *ns*, and control,  $t(273) = -317$ , *ns*, displayed by parents. On the other hand existence of social support was found to make a difference on the autonomy level,  $t(273) = -3.376$ ,  $p < .05$ , and the relatedness level,  $t(272) = 4.784$ ,  $p < .001$ . Those who have a supportive adult have a higher mean level of relatedness ( $M=3.74$ ,  $SD=.56$ ) than those who do not have a supportive adult ( $M=3.37$ ,  $SD=.59$ ) and adolescents with a supportive adult have lower autonomy level ( $M=2.83$ ,  $SD=.63$ ) compared to those who do not have a supportive adult ( $M=3.11$ ,  $SD=.62$ ). Moreover findings show that existence of social support also has an effect of the autonomous relatedness of adolescents,  $t(273) = 2.549$ ,  $p < .05$ , where adolescents having a supportive adult have a higher mean of autonomous relatedness ( $M=3.94$ ,  $SD=.58$ ) than those who have no supportive adult ( $M=3.74$ ,  $SD=.64$ ). Also, while social support makes

a significant positive influence on positive development,  $t(264) = 2.886, p < .05$ , it makes no significant difference on psychopathology,  $t(273) = -.662, ns$ .

#### **4.4. Relation between Autonomous/Related Self Development and Positive Youth Development**

This section focuses on another main concern of the present study by examining the relation between autonomous/related self development and positive youth development. The effect of autonomous/related self on psychopathology variables (depression and anxiety) will be presented in this section, as they are included in the study as informants of positive development.

##### **4.4.1. Relation between Autonomy/Relatedness and Positive Development**

Regression analysis is conducted with the obtained positive development factor score as the dependent variable. Results indicate that while relatedness is associated with positive development, autonomy is not. Coefficients of this regression analysis are provided in table 4.10. In order to test the model with mediation of self variables another regression analysis was run. In this analysis warmth and control were also included together with autonomy and relatedness as predictors of positive development. Results show that warmth and relatedness are predictors of positive development in such a model, while control and autonomy are not. This indicates that warmth predicts positive development both directly and through affecting relatedness. Thus relatedness is partially mediating the effect of warmth on positive development. On the other hand parental control was found to be affecting positive

development neither directly nor through autonomy or relatedness. See table 4.11 for regression coefficients.

Table 4.10. Regression Analyses for Estimating the Effects of Autonomy and Relatedness on Positive Development

Predictors	B (Unstandardized Coefficients) <sup>a</sup>	Standardized Coefficients
Autonomy	-.037	-.024
Relatedness	.614**	.361**

Note: <sup>a</sup> \*\*p < 0.001.  
 $R^2 = .139$  and Adjusted  $R^2 = .133$

Table 4.11. Regression Analyses for Testing Mediation of Autonomy and Relatedness on the Relation between Parenting and Positive Development

Predictors	B (Unstandardized Coefficients) <sup>a</sup>	Standardized Coefficients
Autonomy	-.036	-.023
Relatedness	.434**	.255**
Warmth	.674**	.339**
Control	-.123	-.087

Note: <sup>a</sup> \*\*p < 0.001.  
 $R^2 = .262$  and Adjusted  $R^2 = .252$

The separate autonomous related self measure is included in a separate regression analysis to examine its association with positive development and the results confirmed that autonomous related self development is associated with positive development in adolescents. Coefficients are presented in table 4.12. The mediation testing is also conducted with autonomous related self variable and the results indicate that control does not have a direct

effect on positive development but influences positive development only through autonomous related self, this means that autonomous related self is fully mediating the relation between parental control and positive development. Also results of this test confirm the direct effect of warmth on positive development. See table 4.13 for regression coefficients of this model.

Table 4.12. Regression Analyses for Estimating the Effects of Autonomous Relatedness Development on Positive Development

Predictors	B (Unstandardized Coefficients) <sup>a</sup>	Standardized Coefficients
Autonomous Relatedness	.564**	.343**

Note: <sup>a</sup> \*\*p < 0.001.  
 $R^2 = .117$  and Adjusted  $R^2 = .114$

Table 4.13. Regression Analyses for Testing Mediation of Autonomous Relatedness on the Relation between Parenting and Positive Development

Predictors	B (Unstandardized Coefficients) <sup>a</sup>	Standardized Coefficients
Autonomous related	.502**	.303**
Warmth	.798**	.402**
Control	-.028	-.020

Note: <sup>a</sup> \*\*p < 0.001.  
 $R^2 = .283$  and Adjusted  $R^2 = .275$

#### 4.4.2. Relation between Autonomy/Relatedness and Psychopathology

Same regression analyses were conducted for depression and anxiety to understand parenting and self related contributors of psychopathology in the course of development. The single factor score is included in the analyses as the dependent variable. In the model where



the dependent variable is regressed on autonomy and relatedness, only relatedness was found to be a predictor of psychopathology (see table 4.14 for coefficients). Moreover meditational testing was also conducted for psychopathology variable. Results revealed that when warmth and control were included with autonomy and relatedness as predictors, the effect of relatedness becomes marginal. Results indicate a direct effect of warmth and control thus it can be concluded that relatedness is also a partial mediator in the relation of warmth with depression and anxiety but control only affects anxiety and depression directly, not through autonomy or relatedness development. Regression coefficients are presented in table 4.15.

Table 4.14. Regression Analyses for Estimating the Effects of Autonomy and Relatedness on Psychopathology

Predictors	B (Unstandardized Coefficients) <sup>a</sup>	Standardized Coefficients
Autonomy	-.015	-.010
Relatedness	-.326**	-.190**

Note: <sup>a</sup> \*\*p < 0.001.

$R^2 = .035$  and Adjusted  $R^2 = .028$

Table 4.15. Regression Analyses for Testing Mediation of Autonomy and Relatedness on the Relation between Parenting and Psychopathology

Predictors	B (Unstandardized Coefficients) <sup>a</sup>	Standardized Coefficients
Autonomy	-.010	.006
Relatedness	-.219+	-.129+
Warmth	-.331*	-.163*
Control	.167*	.119*

Note: <sup>a</sup> + p < .10 \*p < 0.05 \*\*p < 0.001.

$R^2 = .081$  and Adjusted  $R^2 = .068$

On the other hand autonomous relatedness was also found to be a significant predictor of psychopathology. Coefficients of this test are in table 4.16. Whether autonomous relatedness is a mediator was also tested by including warmth and control into the model. Results show that control no longer has a direct effect on depression and anxiety when autonomous relatedness is included in the model. Thus it can be concluded that autonomous relatedness fully mediates the relation of control with psychopathology. Results confirm the direct effect of warmth on depression and anxiety. For coefficients see table 4.17.

Table 4.16. Regression Analyses for Estimating the Effects of Autonomous Relatedness Development on Psychopathology

Predictors	B (Unstandardized Coefficients) <sup>a</sup>	Standardized Coefficients
Autonomous Relatedness	-.316**	-.190**

Note: <sup>a</sup> \*\*p < 0.001.  
 $R^2 = .036$  and Adjusted  $R^2 = .033$

Table 4.17. Regression Analyses for Testing Mediation of Autonomous Relatedness on the Relation between Parenting and Psychopathology

Predictors	B (Unstandardized Coefficients) <sup>a</sup>	Standardized Coefficients
Autonomous related	-.264*	-.159*
Warmth	-.395*	-.195*
Control	.118	.084

Note: <sup>a</sup> \*p < .05\*\*  
 $R^2 = .90$  and Adjusted  $R^2 = .80$

## 4.5. The Role of SES

One of the main arguments of this study is that SES has an important role in the proposed causal relations. For this purpose it is aimed to test the conceptual model in two different SES contexts. Descriptive analyses have shown that two SES groups have scored differently on some variables but whether the whole conceptual picture changes or not can be understood by testing the whole model separately for two different groups. With this aim the data is split into two according to SES and then regression analyses testing the proposed relations are conducted.

### 4.5.1. Low SES Results of the Conceptual Model Test

In terms of bivariate correlations proposed in the model, in the low SES group no significant correlation was found between warmth and control, ( $r(147) = .071, ns$ ). However the negative correlation between autonomy and relatedness is also found in low SES, ( $r(146) = -.482, p < .001$ ). Also a significant negative correlation is found between positive development and psychopathology, ( $r(138) = -.373, p < .001$ ).

Low SES regression analyses have shown that neither maternal warmth nor maternal control have any effect on relatedness and autonomous relatedness development of adolescents (see table 4.18 and 4.20). On the other hand only control, but not warmth, is found to have a significant negative effect on autonomy development as presented in table 4.19.

Table 4.18. Regression Analyses for Low SES Group Investigating the Effect of Parenting on Relatedness

Predictors	B (Unstandardized Coefficients) <sup>a</sup>	Standardized Coefficients
Warmth	.151	.151
Control	.056	.063

$R^2 = .028$  and Adjusted  $R^2 = .14$

Table 4.19. Regression Analyses for Low SES Group Investigating the Effect of Parenting on Autonomy

Predictors	B (Unstandardized Coefficients) <sup>a</sup>	Standardized Coefficients
Warmth	-.175	-.148
Control	-.182*	-.173*

Note: <sup>a</sup> +  $p < .10$  \* $p < 0.05$  \*\* $p < 0.001$ .  
 $R^2 = .055$  and Adjusted  $R^2 = .042$

Table 4.20. Regression Analyses for Low SES Group Investigating the Effect of Parenting on Autonomous - Relatedness

Predictors	B (Unstandardized Coefficients) <sup>a</sup>	Standardized Coefficients
Warmth	-.076	-.078
Control	-.111	-.128

Note: <sup>a</sup> +  $p < .10$  \* $p < 0.05$  \*\* $p < 0.001$ .  
 $R^2 = .024$  and Adjusted  $R^2 = .010$

The effect of control on autonomy is linear in the low SES group. Investigating the warmth\*control interaction in low SES, it was found that the interaction is not significant  $F$ ,  $change(1,142) = 3.28, ns$ .

While relatedness significantly influences positive development, autonomy is not found to be a significant indicator of positive development. When parenting and self variables are included together in the analysis, warmth and relatedness are found to be affecting positive development (see tables 4.21 and 4.22). Regression model with autonomous relatedness as the predictor is also significant,  $R^2=.30$ ,  $F(1,138) = 4,177$ ,  $p<.05$ , and when autonomous relatedness was included with warmth and control, warmth and autonomous relatedness are found as significant predictors of positive development as shown in table 4.23. Thus in low SES, self variables are not mediating the relation between parenting and positive development and only warmth directly affects positive development. In terms of psychopathology, none of the self variables and none of the parenting variables are found to affect psychopathology. The model with autonomy and relatedness as predictors was not significant,  $R^2=.004$ ,  $F(2,144) = 276$ , *.ns*.

Table 4.21. Regression Analyses for Low SES Group Investigating the Effects of Self on Positive Development

Predictors	B (Unstandardized Coefficients) <sup>a</sup>	Standardized Coefficients
Autonomy	-.192	-.128
Relatedness	.427*	.237*

Note: <sup>a</sup> +  $p < .10$  \* $p < 0.05$  \*\* $p < 0.001$ .  
 $R^2 = .102$  and Adjusted  $R^2 = .089$

Table 4.22. Regression Analyses for Low SES Group Investigating the Effects of Parenting and Self on Positive Development

Predictors	B (Unstandardized Coefficients) <sup>a</sup>	Standardized Coefficients
Autonomy	-.163	-.108
Relatedness	.357*	.198*
Warmth	.643**	.363**
Control	-.180	-.113

Note: <sup>a</sup> +  $p < .10$  \* $p < 0.05$  \*\* $p < 0.001$ .  
 $R^2 = .239$  and Adjusted  $R^2 = .217$

Table 4.23. Regression Analyses for Low SES Group Investigating the Effects of Parenting and Self on Positive Development

Predictors	B (Unstandardized Coefficients) <sup>a</sup>	Standardized Coefficients
Autonomous relatedness	.372*	.203*
Warmth	.755**	.476**
Control	-.094	-.059

Note: <sup>a</sup> +  $p < .10$  \* $p < 0.05$  \*\* $p < 0.001$ .  
 $R^2 = .211$  and Adjusted  $R^2 = .193$

For low SES adolescents social support is found to have significant main effects on relatedness  $t(134) = 2.944, p < .05$ , autonomous relatedness  $t(134) = 2.202, p < .05$  and positive development,  $t(134) = 2.678, p < .05$ ; while it does not affect autonomy level,  $t(134) = -1.690, ns$  and psychopathology,  $t(134) = -.394, ns$ .

### 4.5.2. High SES results of the Conceptual Model Test

First, investigating the bivariate correlations of the high SES group, it is found that the negative correlation between warmth and control is significant as it is found for the whole population, ( $r(145) = -.433, p < .001$ ). The correlation between autonomy and relatedness is also negative and significant in the high SES group, ( $r(145) = -.540, p < .001$ ) and like low SES group, the negative correlation between positive development and psychopathology is also found to be significant in high SES group, ( $r(131) = -.610, p < .001$ ).

Regression analyses indicate that while warmth has a significant effect on relatedness, control does not affect relatedness in high SES group too (see Table 4.24). On the other hand while both control and warmth are found to have significant effects on autonomy level of high SES adolescents, neither control nor warmth significantly affect autonomous relatedness level of adolescents. Coefficients are presented in tables 4.25 and 4.26.

Table 4.24. Regression Analyses for High SES Group investigating the effect of parenting on relatedness

Predictors	B (Unstandardized Coefficients) <sup>a</sup>	Standardized Coefficients
Warmth	.541**	.351**
Control	.070	.085

Note: <sup>a</sup> +  $p < .10$  \* $p < 0.05$  \*\* $p < 0.001$ .  
 $R^2 = .105$  and Adjusted  $R^2 = .092$

Table 4.25. Regression Analyses for High SES Group Investigating the Effect of Parenting on Autonomy

Predictors	B (Unstandardized Coefficients) <sup>a</sup>	Standardized Coefficients
Warmth	-.619**	-.384**
Control	-.215*	-.248*

Note: <sup>a</sup> +  $p < .10$  \* $p < 0.05$  \*\* $p < 0.001$ .  
 $R^2 = .127$  and Adjusted  $R^2 = .114$

Table 4.26. Regression Analyses for High SES Group Investigating the Effect of Parenting on Autonomous Relatedness

Predictors	B (Unstandardized Coefficients) <sup>a</sup>	Standardized Coefficients
Warmth	.064	.041
Control	-.102	-.122

Note: <sup>a</sup> +  $p < .10$  \* $p < 0.05$  \*\* $p < 0.001$ .  
 $R^2 = .021$  and Adjusted  $R^2 = .007$

ANOVA analysis on high SES group revealed that the effect of control on autonomy is nonlinear like it was in the whole population. Post hoc Tukey tests showed that this final difference in means of 3<sup>rd</sup> and 4<sup>th</sup> level of control is not significant,  $p < .05$ . Investigating the warmth\*control interaction in high SES it was found that the model with warmth, control and warmth\*control interaction as predictors of autonomy is not significant,  $F, change (1,140) = .017, ns$ .

The results further show that while relatedness and autonomous relatedness significantly influence positive development, autonomy does not (see tables 4.27 and 4.29). Mediation testing including all parenting and self variables show that warmth and relatedness



influence positive development, which means warmth both directly influences positive development and also influences it thru relatedness indicating that relatedness is partially mediating the relation of warmth with positive development. Coefficients of this model are presented in table 4.28. The regression model including autonomous relatedness instead of separate autonomy and relatedness also show a direct effect of warmth and direct effect of autonomous relatedness, also indicating partial mediation of autonomous relatedness in the relation between warmth and positive development as presented in table 4.30. This model explained %30 of the variance, which is the highest compared to all other models.

Table 4.27. Regression Analyses for High SES Group Investigating the Effects of Autonomy and Relatedness on Positive Development

Predictors	B (Unstandardized Coefficients) <sup>a</sup>	Standardized Coefficients
Autonomy	.025	.016
Relatedness	.639**	.393**

Note: <sup>a</sup> + p < .10 \*p < 0.05 \*\*p < 0.001.  
 $R^2 = .148$  and Adjusted  $R^2 = .135$

Table 4.28. Regression Analyses for High SES Group Investigating the Effects of Parenting, Autonomy and Relatedness on Positive Development

Predictors	B (Unstandardized Coefficients) <sup>a</sup>	Standardized Coefficients
Autonomy	.100	.065
Relatedness	.494*	.304*
Warmth	.766*	.311*
Control	-.035	-.026

Note: <sup>a</sup> + p < .10 \*p < 0.05 \*\*p < 0.001.  
 $R^2 = .234$  and Adjusted  $R^2 = .210$

Table 4.29. Regression Analyses for High SES Group Investigating the Effects of Autonomous Relatedness on Positive Development

Predictors	B (Unstandardized Coefficients) <sup>a</sup>	Standardized Coefficients
Autonomous Relatedness	.663**	.414**

Note: <sup>a</sup> + p < .10 \*p < 0.05 \*\*p < 0.001.  
 $R^2 = .172$  and Adjusted  $R^2 = .165$

Table 4.30. Regression Analyses for Low SES Group Investigating the Effects of Parenting and Autonomous Relatedness on Positive Development

Predictors	B (Unstandardized Coefficients) <sup>a</sup>	Standardized Coefficients
Autonomous relatedness	.618**	.383**
Warmth	.935**	.380**
Control	.053	.039

Note: <sup>a</sup> + p < .10 \*p < 0.05 \*\*p < 0.001.  
 $R^2 = .307$  and Adjusted  $R^2 = .290$

With regard to psychopathology, analyses show that relatedness has a significant negative effect on psychopathology while autonomy does not (see table 4.31). When parenting and self variables of autonomy and relatedness are included in the same regression model, it is seen that warmth and control are not significant predictors of psychopathology in high SES group and the effect of relatedness on psychopathology disappears as shown in table 4.32. On the other hand autonomous relatedness is revealed to be a significant predictor of psychopathology and when autonomous relatedness, warmth and control are included in the same regression model, the effect of autonomous related self still stays significant (see tables 4.33 and 4.34).

Table 4.31. Regression Analyses for High SES Group Investigating the Effects of Autonomy and Relatedness on Psychopathology

Predictors	B (Unstandardized Coefficients) <sup>a</sup>	Standardized Coefficients
Autonomy	.063	.045
Relatedness	.337*	-.228*

Note: <sup>a</sup> +  $p < .10$  \* $p < 0.05$  \*\* $p < 0.001$ .  
 $R^2 = .065$  and Adjusted  $R^2 = .052$

Table 4.32. Regression Analyses for High SES Group Investigating the Effects of Parenting, Autonomy and Relatedness on Psychopathology

Predictors	B (Unstandardized Coefficients) <sup>a</sup>	Standardized Coefficients
Autonomy	.077	.056
Relatedness	-.263	-.182
Warmth	-.171	-.077
Control	.163	.137

Note: <sup>a</sup> +  $p < .10$  \* $p < 0.05$  \*\* $p < 0.001$ .  
 $R^2 = .095$  and Adjusted  $R^2 = .068$

Table 4.33. Regression Analyses for High SES Group Investigating the Effects of Autonomous Relatedness on Psychopathology

Predictors	B (Unstandardized Coefficients) <sup>a</sup>	Standardized Coefficients
Autonomous Relatedness	-.305*	-.210*

Note: <sup>a</sup> +  $p < .10$  \* $p < 0.05$  \*\* $p < 0.001$ .  
 $R^2 = .044$  and Adjusted  $R^2 = .037$

Table 4.34. Regression Analyses for High SES Group Investigating the Effects of Parenting and Autonomous Relatedness on Psychopathology

Predictors	B (Unstandardized Coefficients) <sup>a</sup>	Standardized Coefficients
Autonomous relatedness	-.269*	-.188*
Warmth	-.348	-.157
Control	.100	.084

Note: <sup>a</sup> +  $p < .10$  \* $p < 0.05$  \*\* $p < 0.001$ .  
 $R^2 = .88$  and Adjusted  $R^2 = .69$

For high SES adolescents, social support is found to have a significant effect on relatedness,  $t(136) = 4.379, p < .001$ , autonomy  $t(137) = -2.920, p < .05$  and autonomous relatedness,  $t(137) = 2.221, p < .05$ ; however no significant effect of social support was found on positive development  $t(128) = 1.857, ns$  and psychopathology  $t(137) = -1.117, ns$ .

## **CHAPTER 5**

### **DISCUSSION**

In this chapter the aim and findings of the thesis is discussed in four sections. The first section reviews the purpose of this study and summarizes the main findings. The remaining sections contributions and limitations of the study are discussed and suggestions for future studies are presented.

#### **5.1. Purpose of the Thesis and Summary of the Findings**

The main purpose of this thesis is to examine the relations between parenting, autonomy and relatedness -as components of a self construal- and adolescent positive development in Turkey. The two main research questions asked in this study are; first, “what kinds of parenting behaviors lead to the development of autonomy and relatedness together (the autonomous-related self)?” and second, “how the development of autonomous related self promotes positive development of adolescents?” The effects of existence of social support from an adult other than parents on adolescent’s self and positive development is investigated and special attention is paid to contextual factors as they are expected to influence almost all variables and their interactions.

Adopting the interactive perspective of Bronfenbrenner (1992) and developmental systems theory (Silbereisen and Lerner, 2007) that takes the mutually influential context-individual relations as the basic unit of analysis for human development, this thesis focus on

both the personal characteristics and the particular environmental setting in which the person develops.

In an awareness of the special importance of adolescence period in human development (Silbereisen and Lerner, 2007), and informed by Kağıtçıbaşı's theory of family change and self development (1990, 2005, 2007); this thesis investigates the role of control and warmth dimensions of parenting in adolescent self development (in terms of autonomy and relatedness) and how basic needs of autonomy and relatedness coexist in autonomous related self (Kagitcibasi, 1996a, 1996b, 1997, 2005, 2007) and contribute to the accomplishment of positive human development.

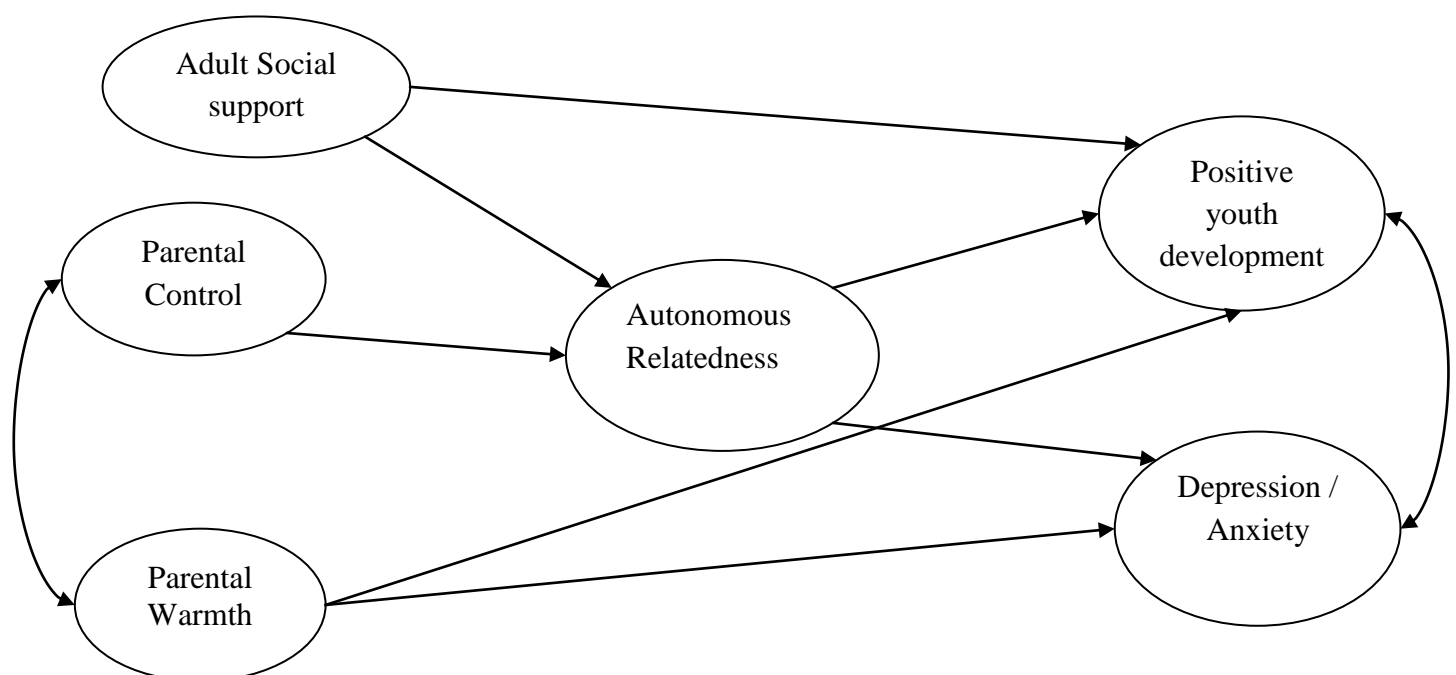
Some important findings stand out as they contribute to the fulfillment of the purpose of this thesis and contribute to the literature. In the following section the most important findings are summarized. While some findings may be in line with previous research, others might be unique to this study; to the studied context and the studied population.

### **5.1.1. Important Findings Regarding the Relation of Parental Control with Self and Development**

In the model using the autonomous related self (without autonomy and relatedness) (see fig. 3) the effect of control was seen only through autonomous related self development. More specifically, autonomous related self is fully mediating the relation between parental control and positive development. The same mediation also exists for the relation of parental control with depression and anxiety. As autonomous related self is positively influencing

positive development and negatively influencing depression and anxiety, this means as autonomous relatedness increases in a self model, the likelihood of positive development increases too, and the likelihood of depression and anxiety decreases. On the other hand the negative effect of parental control on autonomous related self indicates that as the control that a parent exerts on the adolescent increases the likelihood of that adolescent to develop autonomous related self decreases. So as parental control increases, autonomous related self cannot develop and the result is less positivity and more depression and anxiety. This shows the essential role of autonomous related self in development and demonstrates the dynamic behind the negative effect of parental control on human development as proposed in Kağıtçıbaşı's theory of family/human models of development (1996a; 2005; 2007). Autonomous related self is also a partial mediator of the relation of social support with positive development and full mediator of the relation of social support with psychopathology.

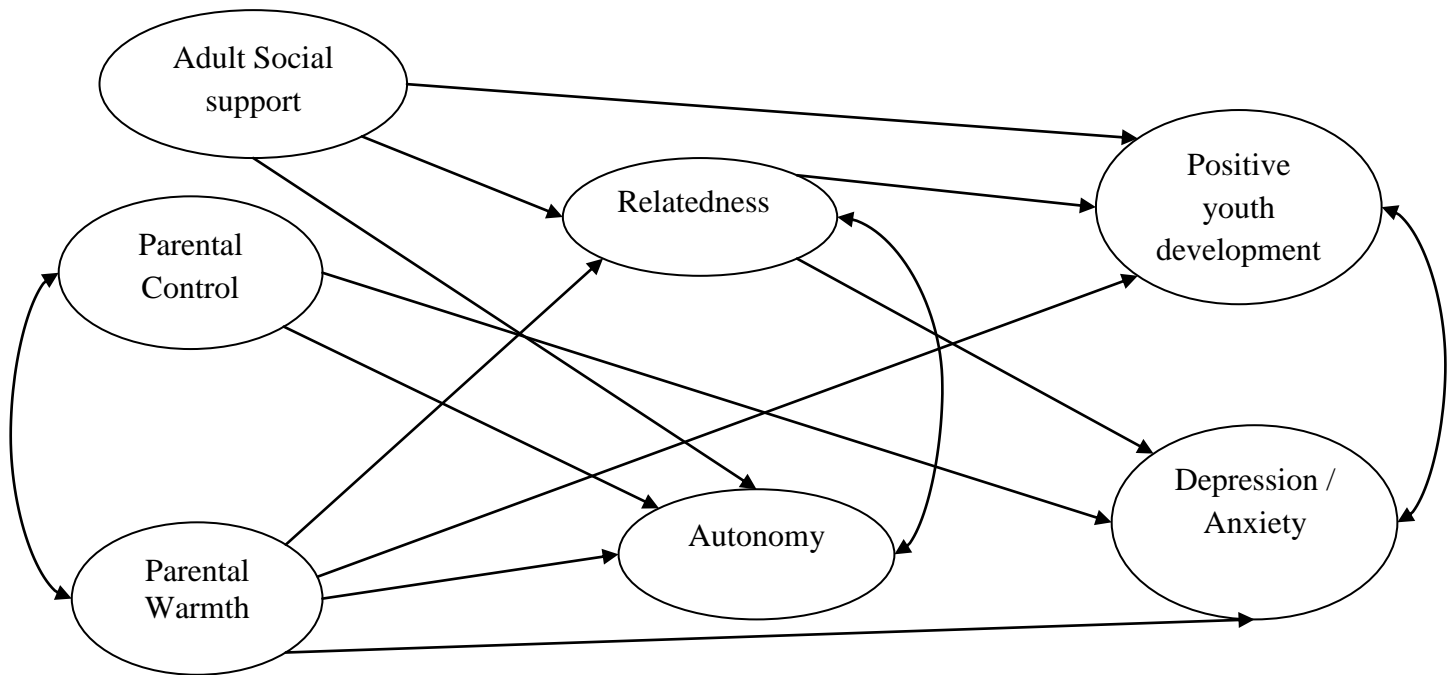
Figure 3. The Resulting Main Model with Autonomous Relatedness



The model that includes autonomy and relatedness separately (see figure 4) also supports Kağıtçıbaşı's view by showing that control actually makes the above impact by suppressing autonomy. Basically, control does not have an effect on any variable except for its negative effect on autonomy. Here, the nonlinear effect of parental control on autonomy development is a very important finding. This nonlinearity was only captured through analysis of variance, probably due to the limited number of subjects which prevented the inherently linearity assuming regression analysis from capturing the nonlinearity. This finding means that while increasing parental control leads autonomy to decrease, after a certain point, any additional control exerted by the parent do not have any effect on the autonomy level of the adolescent. This implies that the control behavior that is shown by the parent in order to achieve a contextually adaptive development, such as having the child to conform and obey no matter what happens, is no longer functional after a certain level. This finding with adolescents is in line with a recent finding that showed that parental behavioral control exerted to preschool children decrease behavior problems but does this up to a point (Akcinar, 2009). In that study it was found that after a certain level, any additional control command leads behavior problems of these children to increase. Thus it can be said that although the definition of "adaptive" shows variation across contexts, and control might be used to achieve adaptive development, very high levels of parental control is never adaptive in any context.



Figure 4. The Resulting Main Model with Separate Autonomy and Relatedness



### 5.1.2. Important Findings Regarding the Relation of Parental Warmth with Self and Development

Contrary to parental control, parental warmth is found to have a direct effect on positive development but has no effect on autonomous relatedness and depression/anxiety. Expectations regarding the role of warmth are confirmed when autonomy and relatedness are included separately in the model. In this model (see fig. 4) warmth is found to affect both autonomy and relatedness. The effect of warmth on autonomy is negative, meaning that as warmth decreases autonomy increases. This finding might be explained as the smothering affect of high levels of parental warmth on this age group. In other words, the level of parental warmth is so high that it leaves no space for the adolescent to develop as an autonomous human being.

On the other hand, warmth positively influences relatedness and positive development as expected. An explanation of the finding that no effect of warmth is evident on autonomous relatedness might be that the positive effect on relatedness and the negative effect on autonomy cancel out each other when autonomy and relatedness are combined. Thus no effect is seen on the combination.

### **5.1.3. Important Findings Regarding the Relation of Self with Development**

Findings support the important role of autonomous related self on positive development. In the model with autonomous related self it is seen that autonomous related self positively influences positive development and negatively influences depression and anxiety (see fig. 3). This indicates that an adolescent who has developed autonomous related self has a higher chance of accomplishing positive development and lesser chance of developing depression and anxiety compared to an adolescent who has not.

Interestingly, autonomy is found to have an effect on neither positive development nor psychopathology. On the other hand, relatedness shows the same pattern of relations with autonomous relatedness. Relatedness affects positive development positively and depression and anxiety negatively. While autonomy has no role in the resulting developments by itself, when there is a coexistence of autonomy and relatedness positive effects appear on development.

### **5.1.4. The SES Comparisons**

Kağıtçıbaşı argues that the level of control is higher in low SES contexts where parents need to exert control in order to make sure the offspring is loyal and integrated with

the family. The analyses conducted in this study confirm this by showing that low SES mothers exert significantly more control on their children than high SES mothers.

Based on research regarding the contextual differences on the negative effects of parental control on adolescents, it might be expected that the negative effect of control on autonomy disappears in low SES contexts due to the normalization of the practice in those contexts (Rohner & Pettengill, 1985; Grusec & Goodnow, 1994; Kağıtcıbası, 2007; Güngör, 2008; Lansford et al., 2005; Deater-Deckart & Dodge, 1997; Lansford, Deater-Deckart, Dodge, Bates & Pettit, 2003). However analyses used in the present study investigating high and low SES adolescents separately show that the negative effect of control on autonomy is present in both high and low SES individuals. This shows that, low SES participants are subjected to significantly higher levels of control than their high SES counterparts and for the particular low SES population that is studied in this thesis, parental control is actually detrimental for their autonomy development just like high SES adolescents. This might be due to the age of the studied population. Differing from the perception of parental control in childhood, during adolescence, high levels of parental control might be perceived as detrimental rather than as normal because of the increasing focus on being autonomous and increasing tendency to separate from family during this period. Also since the participants are expected to report on retrospective parental practices, it can be said that if earlier parental control is “reconstructed” with older adolescence values, then it may be remembered as stronger control.

An interesting finding comes up in the separate SES analyses showing no effect of parental control on autonomous relatedness separately in the two SES groups. The effect

becomes evident only in the whole population. The absence of an effect in low SES population can be explained by Kağıtçıbaşı's view that autonomous relatedness is more likely to emerge in high SES contexts of collectivistic cultures. However the absence of an effect of parenting on autonomous related self in high SES context is not an expected finding. The reason for this might be the decrease in the number of participants when the analysis is done only with a certain SES group. The number of subjects might be inadequate for the effects to appear.

Warmth was expected to play a role in the development of autonomous related self based on Kağıtçıbaşı's stress on authoritative parenting in influencing autonomous related self development in high SES families of collectivistic cultures. The high SES population studied in this thesis fits this profile; however separate analysis of high SES adolescents showed that while warmth has an effect on autonomy and relatedness separately it has no effect on the autonomous-related self. This might be due to the negative and positive effects of warmth on autonomy and relatedness to cancel out when they are combined, as discussed for the whole population. On the other hand, in all of the analyses investigating low and high SES separately, warmth is found to have a direct influence on positive development but not on depression and anxiety.

An interesting finding regarding parental warmth is that the conceptual model of low SES is different while model of high SES is the same with the whole population, where warmth has an effect on both autonomy and relatedness together with positive development (see fig. 5 and fig. 6). For low SES adolescents warmth does not have any effect on either autonomy or relatedness. The reason for parental warmth to be ineffective on relatedness

might be the normativeness of relatedness in low SES contexts. According to Kağıtçıbaşı's theory of Family Change and Self Development, in the family/human model of interdependence of low SES contexts, families to value close relationships and relatedness is normative in those cultures. Thus relatedness might not be considered a variable in these contexts because it does not vary across situations.

The finding that autonomous relatedness increases the likelihood of positive youth development is confirmed for high SES adolescents. For low SES adolescents, autonomous related self is not found to be a factor that reduces the likelihood of depression and anxiety. This may be due to the more complicated network of factors affecting low SES individuals leading them to develop significantly higher levels of psychopathology compared to high SES adolescents, a fact that is confirmed by the findings of this study. The low SES population in this study is actually living in a context that faces many social problems together with financial ones. In this respect autonomous relatedness might not have all the necessary force to fight with that complexity but could only help by increasing positive aspects of development.

Separate SES analyses also show that both SES groups have the same pattern with the whole population showing that autonomy affects none of the variables. In terms of relatedness, in high SES, relatedness affects positive development positively and depression and anxiety negatively. Then again in low SES the negative effect of relatedness on depression and anxiety disappears.

These results indicate that being an adolescent in low SES context is a risk factor. In this group although autonomous relatedness and relatedness affect positive development they do not have an effect on psychopathology. It can be said that self development cannot help these adolescents enough to fight with the negative environment they face. Also self development is not affected by parenting in low SES, thus these individuals cannot get help from parenting and only have the help of social support from an adult to achieve self development and increase positive development. These emphasize the importance of the existence of an adult who provides social support for low SES adolescents. Warmth does not have an effect on relatedness for this population and adult social support compensate for warmth in low SES.

Figure 5. High SES Model with Separate Autonomy and Relatedness

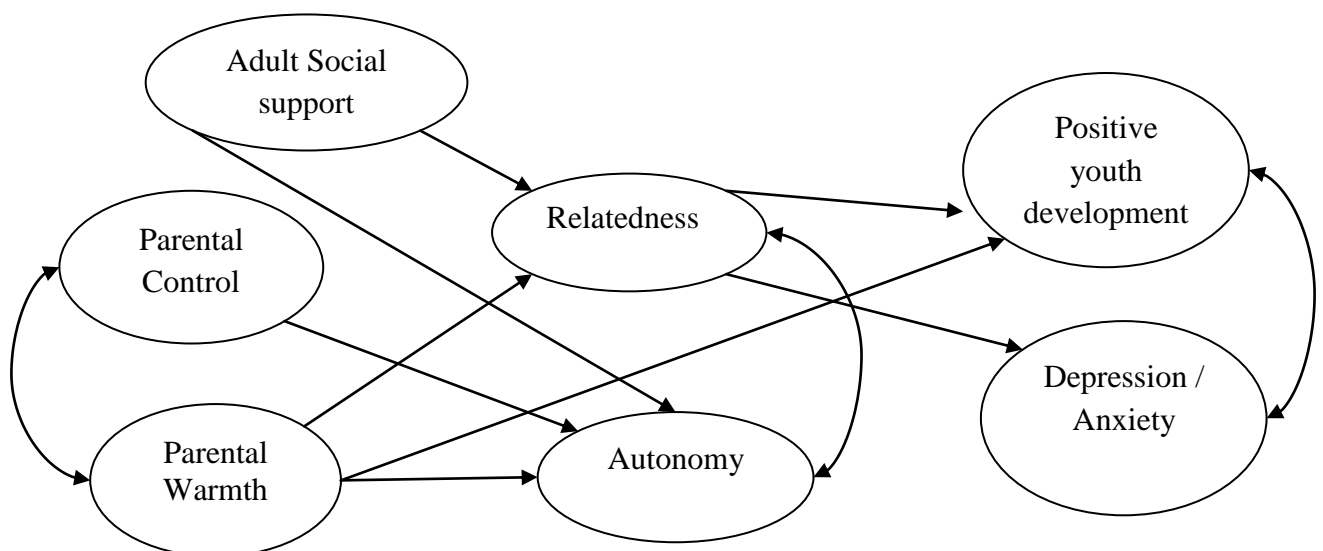
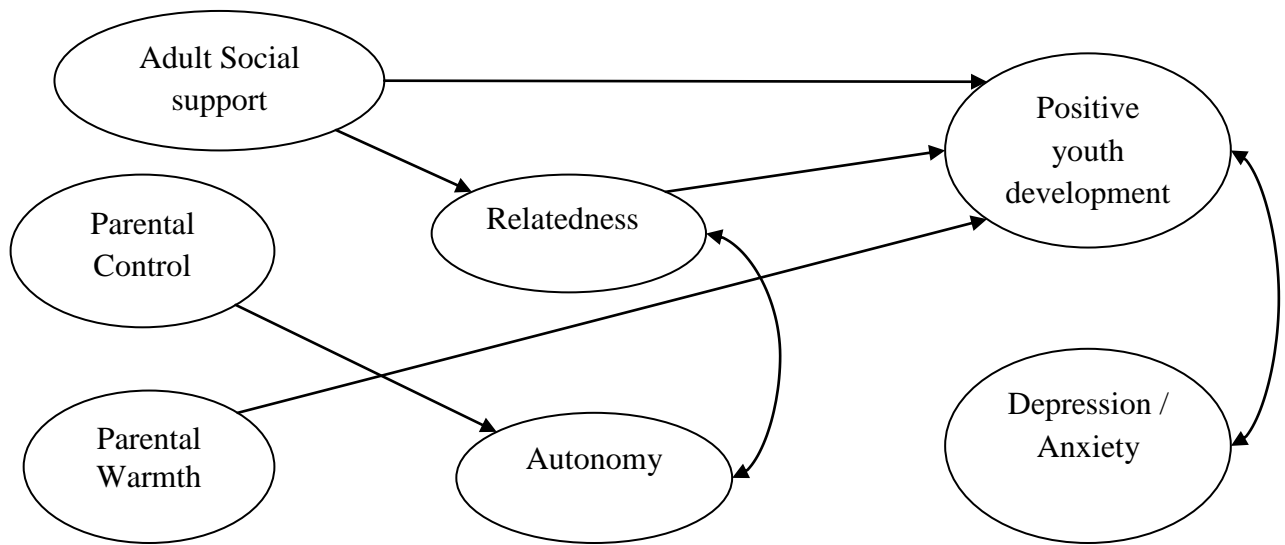


Figure 6. Low SES Model with Separate Autonomy and Relatedness



### 5.1.5. Conclusion

A summary of the main findings is presented in this section.

First of all, parenting variables are found to have direct and indirect effects on positive youth development. The indirect effects are through self variables. In this respect autonomous-related self is found to be fully mediating the relation of parental control with positive youth development. This mediation is only found in the whole population analysis, not for low and high SES populations, probably because of limited number of participants. Relatedness is also found to have a mediating role but it partially mediates the relation of warmth with positive youth development. This mediation is also found in high SES context but not in low SES.

Parental control is found to have an effect on autonomy development and autonomous-related self development but the effect on autonomous related self disappears in separate SES analyses. Control is not found to have an effect on relatedness development. On the other hand warmth is found to affect both autonomy and relatedness but these affects also disappeared on separate SES analyses. Warmth was not found to be affecting autonomous relatedness. Relatedness and autonomous relatedness were found to influence positive youth development. However the effects of both self variables on psychopathological aspects of positive youth development are not evident in low SES population. No influence of autonomy was found on positive youth development in any population.

## **5.2. Contributions of the Study**

The main contribution of this study is its focus on the antecedents of positive development, a concept on which psychology literature has recently placed great emphasis. In this respect underlining the factors leading to the positive development carries a special importance.

Relations of different levels of variables such as SES, parenting, self, positive development and psychopathology, is studied in this thesis. Based on this model, the finding of the mediating role of autonomous related self in the relation of parenting with positive youth development is another significant contribution of this study. Understanding the role of autonomous relatedness in increasing the likelihood of positive youth development proves the importance of coexistence of autonomy and relatedness for healthy development. It also provides valuable information about the kinds of parenting behaviors that lead to the



development of autonomous related self and positive development, either directly or through self development.

In this study together with positive aspects, negative aspects of development are also investigated for a more comprehensive understanding of positive youth development.

Understanding that these two aspects are not exactly the opposite of each other as they are mostly thought to be; it was shown that an increase in positive development does not always go together with a decrease in psychopathology. In low SES group related self and autonomous-related self increased positive development but did not affect psychopathology.

Moreover the stress on adolescence is important since adolescence is a very important period in terms of human development. This period basically prepares the individual for future social and psychological development and how an adolescent manages during this period is essential for positive development. Especially the focus on contextual differences affecting individuals in this period and how they change the whole picture is another contribution of this thesis. The presentation of the interaction of macro and micro systems in affecting adolescent's self development and also how this self development has a special role in overall development is valuable especially in a contextually varied population like Turkey.

### **5.3. Limitations of the Study**

Aside from considerable contributions, there are also some limitations of this study. First of all in spite of its focus on multidimensional perspective, it does not consider the time dimension. The time dimension would have added valuable insight to the study of the causal

processes that link parenting practices, self development and positive development. Also even though this study adopts the interactive nature of development between an individuals' self and its environment, it does not adopt a bidirectional perspective and look into the effect of the individual on its environment. These limitations are discussed in detail in Section 5.4.

Moreover in this study information is collected through self reports. Self reports may involve biases like social desirability which lead to incorrect responses of informants. Also adolescents are asked to report on retrospective maternal behaviors and the accuracy of their memories may be questionable.

#### **5.4. Future Studies**

This study is important in its adaptation to a multidimensional and interactive understanding of human development where different ecological systems are simultaneously studied as suggested by Bronfenbrenner (1979). Cross sectional studies give insight about the concurrent associations between ecologies and behaviors of the individuals in those ecologies, however; developmental research is especially interested in trajectories of change in behaviors. In other words, how ecologies and behaviors change over time is a key question for understanding development. A longitudinal study would reveal how parenting practices change with the child's age, whether the trajectories of self development influence later trajectories of parenting and whether interventions that are in line with cultural values targeting positive parenting practices may support the development of autonomous related self and positive development. Moreover longitudinal research may inform the literature about the dynamics behind the positive effects of autonomous related self on future development.

Moreover other studies might look into bidirectional relationships between individuals and their environments. For instance together with looking into the effects of parenting on the individual, the effects of the individual characteristics on parenting might be involved into the investigation for a more comprehensive understanding of development.

Multiple informants would enrich the study. Aside from adolescent reports, mothers could have been asked to report on parenting behaviors. Alternatively another method of data collection of a longitudinal study could be direct observation of parenting practices while the mother is naturally interacting with her child.

Future studies can also search for other moderators that can be integrated into the conceptual model introduced in this thesis. SES is the only moderator that was considered in this thesis. On the other hand, for example age could be analyzed as another variable that could affect the influence of parenting on self development. Moreover social support was considered very broadly in this study, a more detailed social support network analysis investigating support from husband or support from extended family, might be subject to future studies as it may affect the link between parenting and positive development. Also an analysis of mothers' personal characteristics could enrich the conceptual links that are investigated in this thesis, which pays special focus on maternal behaviors. The big five factors in personality (neuroticism, extraversion, agreeableness, conscientiousness and openness) were found to be associated with warmth and behavioral control. For example, a low level of neuroticism was related to autonomy support of the mother (Prinz et al, 2009). Also, a focus on exosystem might be brought into this conceptual model in future studies such as a mother's non maternal roles like employment, which may change how she interacts with

her environment. Thus, a comparison between employed mothers and non employed mothers might be a relevant question for further research.

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## Appendix A

### Measure of Child Rearing Styles

**Bu bölümdeki cümleleri büyürken annenizle olan ilişkinizi düşünerek değerlendiriniz. Cümlelerin siz büyürken annenizin size karşı davranışlarını ne derece anlattığımı 1= tamamen yanlış'dan (yani hiç uygun olmayandan), 4= tamamen doğru'ya (yani çok uygun olana) kadar, verilen ölçeğe göre belirtin. Seçtiğiniz şıkkın numarasını cümlenin yanında bulunan kutuya yazınız.**

1= tamamen yanlış

2=yanlış

3=doğru

4=tamamen doğru

1.	Benimle sık sık rahatlatıcı bir şekilde konuşurdu	
2.	Nasıl davranacağım ya da ne yaşacağım konusunda bana hep yararlı fikirler vermiştir	
3.	Sorunlarım olduğunda onları daha açık bir şekilde görmemde hep yardımcı olmuştur.	
4.	Sorunlarımı çözmemde destek olurdu	
5.	Bendeki herhangi bir fiziksel değişmeyi hemen farkedirdi	
6.	Hata yaptığımda genellikle bağışlardı	
7.	Sevgi ve yakınlığına hep güvenmişimdir	
8.	Önemli bir karar verileceği zaman görüşlerime hep önem vermiştir	
9.	Hiçbir zaman fazla yakın bir ilişkimiz olmadı	
10.	Benim sorunlarımla ilgilenmeyecek kadar meşgul olduğunu belirtirdi	
11.	Bir problemim olduğunda ona anlatmaktansa kendime saklamayı tercih ederdim	
12.	Hiçbir zaman benim ne hissettiğimle veya ne düşündüğümle gerçekten ilgilenmedi	
13.	Onunla birbirimize çok bağlıydık	
14.	Bir sorunum olduğunda bunu hemen anlardı	

15.	Beni iyi ve kötü yanlarımla olduğum gibi kabul ederdi	
16.	Yetenek ve becerilerime hayralık duyardı	
17.	Sağlığımla yakından ilgilenirdi	
18.	Benimle gurur duyduğunu her fırsatta dile getirirdi	
19.	Odamin düzenliliğini sık sık kontrol ederdi	
20.	Her davranışımı sıkı sıkıya kontrol etmek isterdi	
21.	Ne zaman ne yapmam gerektiği konusunda talimat verirdi	
22.	Onun istediği hayatı yaşamam konusunda hep ısrarlı olmuştur	
23.	Arkadaşlarımla ilişkilerime çok karışırdı	
24.	Geç saatlere kadar oturmama izin vermezdi.	



## Appendix B

### Relatedness Scale

**Bu bölümde kişilerin kendileri ve ilişkileri hakkında cümleler var. Bunların her biri hakkında ne düşündüğünüzü 1 = ‘fikrime/bana çok aykırı’dan, 5 = ‘fikrime/bana çok uygun’a uzanan beş şıktan birini işaretleyerek belirtin. Size en çok uyan şıkkın numarasını cümlenin yanındaki kutuya yazın.**

1= Fikrime/bana çok aykırı

2= Fikrime/bana biraz aykırı

3= Kararsızım

4= Fikrime/bana biraz uygun

5= Fikrime/bana çok uygun

1. Kendimi çok yakın hissettiğim insanların desteğine ihtiyaç duyarım.	
2. Yakınlarımla olan ilişkimde mesafeli olmak isterim.	
3. Kişiliğimin oluşmasında yakınlarımın etkisi büyüktür.	
4. Kendime çok yakın hissettiğim kimseler sık sık aklıma gelir.	
5. Genelde kendimle ilgili şeyleri kendime saklarım	
6. Yakınlarımın hakkımda ne düşündüğü benim için önemli değildir.	
7. Özel hayatımı, çok yakınım olan birisiyle bile paylaşmam.	
8. Yakınlarım, hayatımda en ön sıradadır.	
9. Yakınlarımla aramdaki bağ, kendimi huzur ve güven içinde hissetmemi sağlıyor.	

## Appendix C

### Autonomy Scale

**Bu bölümde kişilerin kendileri ve ilişkileri hakkında cümleler var. Bunların her biri hakkında ne düşündüğünüzü 1 = 'fikrime/bana çok aykırı'dan, 5 = 'fikrime/bana çok uygun'a uzanan beş şıktan birini işaretleyerek belirtin. Size en çok uyan şıkkın numarasını cümlenin yanındaki kutuya yazın.**

1= Fikrime/bana çok aykırı

2= Fikrime/bana biraz aykırı

3= Kararsızım

4= Fikrime/bana biraz uygun

5= Fikrime/bana çok uygun

1. Çok yakın hissettiğim bir kişinin bile hayatıma karışmasından hoşlanmam	
2. Kararlarımda yakınlarımin etkisi çok azdır.	
3. Kararlarımı yakınlarımin isteklerine göre kolayca değiştirebilirim	
4. Kendimi yakınlarımdan bağımsız hissederim	
5. Hayatımı kendimi çok yakın hissettiğim kişilerin düşüncelerine göre yönlendiririm.	
6. Benimle ilgili bir konuda, çok yakın hissettiğim kişilerin fikirleri beni etkiler	
7. Kararlarımı alırken yakınlarıma danışırım.	
8. Benimle ilgili bir konuda çok yakın hissettiğim kişilerin aldığı kararlar, benim için geçerlidir.	
9. Genellikle kendime çok yakın hissettiğim kişilerin isteklerine uymaya çalışırım	

## APPENDIX D

## Autonomous Relatedness Scale

Bu bölümde kişilerin kendileri ve ilişkileri hakkında cümleler var. Bunların her biri hakkında ne düşündüğünüzü 1 = 'fikrime/bana çok aykırı'dan, 5 = 'fikrime/bana çok uygun'a uzanan beş şıktan birini işaretleyerek belirtin. Size en çok uyan şıkkın numarasını cümlenin yanındaki kutuya yazın.

1= Fikrime/bana çok aykırı

2= Fikrime/bana biraz aykırı

3= Kararsızım

4= Fikrime/bana biraz uygun

5= Fikrime/bana çok uygun

1. Hem yakın ilişkileri olmak, hem de özerk olmak önemlidir.	
2. Planlar yaparken yakınların önerileri dikkate alınsa bile, son karar kişiye ait olmalıdır.	
3. Çok yakın ilişkiler içindeki kişi, kendi kararlarını veremez.	
4. İnsan çok yakınlarının fikirlerine karşı çıkabilmelidir	
5. Yakınlarıma düşüncelerime önem vermek, kendi düşüncelerimi gözardı etmek anlamına gelir	
6. Bir kişiye çok yakın olmak, özgür olmayı engeller	
7. Bir kimse kendini hem yakınlarına bağlı, hem de özgür hissedebilir	
8. Özerk olabilmek için yakın ilişki kurmamak gerekir	
9. Bir kimse hem yakınlarına bağlı olabilir, hem de fikirleri ayrı olduğunda fikrine saygı duyulmasını isteyebilir	

## APPENDIX E

## The Problem Solving Inventory

Bu bölümdeki cümleler, günlük yaşantınızdaki problemlerinize (sorunlarınıza) genel olarak nasıl tepki gösterdiğinizi belirlemeye çalışmaktır. Bu problemler, kendini karamsar hissetme, arkadaşlarla geçinmeme, bir mesleğe yönelme konusunda yaşanan belirsizlikler gibi hepimizin başına gelebilecek türden sorunlardır. Lütfen aşağıdaki maddeleri elinizden geldiğince samimiyetle ve bu tür sorunlarla karşılaştığınızda tipik olarak nasıl davrandığınızı göz önünde bulundurarak cevaplandırın. Cevaplarınızı, bu tür problemlerin nasıl çözülmesi gerektiğini düşünerek vermeniz gerekmektedir. Bunu yapabilmek için kolay bir yol olarak her soru için kendinize şu soruyu sorun: “ Burada sözü edilen davranışı ben ne sıklıkla yaparım?”

**Yanıtlarınızı aşağıdaki ölçeğe göre değerlendirin:**

1. Her zaman    2. Çoğunlukla    3. Sık sık    4. Arada sırada    5. Ender olarak  
6. Hiçbir zaman

1. Sorunlarımı çözme konusunda genellikle yaratıcı ve etkili çözümler üretebilirim.	
2. Başlangıçta çözümünü farketmesem de sorunlarımın çoğunu çözme yeteneğim vardır	
3. Karşılaştığım sorunların çoğu, çözebileceğimden daha zor ve karmaşıktır.	
4. Genellikle kendimle ilgili kararları verebilirim ve bu kararlardan hoşnut olurum	
5. Bir sorunun farkına vardığımda ilk yaptığım şeylerden biri, sorunun tam olarak ne olduğunu anlamaya çalışmaktır	
6. Yeterince zamanım olur ve çaba gösterirsem, karşılaştığım sorunların çoğunu çözebileceğime inanıyorum.	
7. Yeni bir durumla karşılaştığımda ortaya çıkabilecek sorunları çözebileceğime inancım vardır.	
8. Yeni ve zor sorunları çözebilme yeteneğime güveniyorum.	
9. Bir karar verdikten sonra, ortaya çıkan sonuç genellikle benim beklediğim sonuca uyar.	
10. Bir sorunla karşılaştığımda, o durumla başa çıkabileceğimden genellikle pek emin değilimdir.	
11. Bir sorunun farkına vardığımda ilk yaptığım şeylerden biri, sorunun tam olarak ne olduğunu anlamaya çalışmaktır	
12. Bir sorunumu çözmek için kullandığım çözüm yolları başarısız ise bunların neden başarısız olduğunu araştırmam	
13. Zor bir kararla karşılaştığımda ne olduğunu tam olarak belirleyebilmek için nasıl bilgi toplayacağımı uzun boylu düşünmem.	
14. Bir sorunu çözdükten sonra bu sorunu çözerken neyin işe yaradığını neyin yaramadığını ayrıntılı olarak düşünmem.	
15. Bir sorunumu çözmek için belli bir yolu denedikten sonra durur ve ortaya çıkan sonuç ile olması gerektiğini düşündüğüm sonucu karşılaştırırım.	

16. Bir sorunum olduğunda onu çözebilmek için başvurabileceğim yolların hepsini düşünmeye çalışırım.	
17. Bir sorunla karşılaştığımda neler hissettiğimi anlamak için duygularımı incelerim.	
18. Bir sorunla karşılaştığımda onu çözmek için genellikle aklıma gelen ilk yolu izlerim	
19. Bir sorunla ilgili olası bir çözüm yolu üzerinde karar vermeye çalışırken seçeneklerimin başarı olasılığını tek tek değerlendirmem	
20. Bir sorunla karşılaştığımda, başka konuya geçmeden önce durur ve o sorun üzerinde düşünürüm.	
21. Genellikle aklıma gelen ilk fikir doğrultusunda hareket ederim.	
22. Bir karar vermeye çalışırken her seçeneğin sonuçlarını ölçer, tartar, birbirleriyle karşılaştır, sonra karar veririm.	
23. Belli bir çözüm planını uygulamaya koymadan önce, nasıl bir sonuç vereceğini tahmin etmeye çalışırım	
24. Bir soruna yönelik olası çözüm yollarını düşünürken çok fazla seçenek üretmem.	
25. Elimdeki seçenekleri karşılaştırırken ve karar verirken kullandığım sistematik bir yöntem vardır.	
26. Bir sorunla karşılaştığımda bu sorunun çıkmasında katkısı olabilecek benim dışındaki etmenleri genellikle dikkate almam.	
27. Bir konuyla karşılaştığımda, ilk yaptığım şeylerden biri, durumu gözden geçirmek ve konuyla ilgili olabilecek her türlü bilgiyi dikkate almaktır.	
28. Bir sorunumu çözmek için gösterdiğim ilk çabalar başarısız olursa o sorun ile başa çıkabileceğimden şüpheye düşerim.	
29. Bazen durup sorunlarımı düşünmek yerine gelişigüzel sürüklenip giderim.	
30. Bazen bir sorunu çözmek için çabaladığım halde, bir türlü esas konuya giremediğim ve gereksiz ayrıntılarla uğraştığım duygusunu yaşarım.	
31. Ani kararlar verir ve sonra pişmanlık duyarım.	
32. Bazen duygusal olarak öylesine etkilenirim ki, sorunumla başa çıkma yollarından pek çoğunu dikkate bile almam	

## APPENDIX F

## The Satisfaction with Life Scale

Burada, kişilerin kendileri hakkında cümleler var. Bunların her biri hakkında ne düşündüğünüzü 1 'hiç doğru değil'den, 5 'tamamen doğru'ya uzanan beş şıktan birini işaretleyerek belirtiniz.

	Hiç doğru değil	Pek doğru değil	Kararsızım	Biraz doğru	Tamamen doğru
	1	2	3	4	5
1. Her şey göz önüne alındığında, hayatım mükemmeldir.					
2. Yeniden dünyaya gelsem, hayatımı olduğu gibi tekrarlardım.					
3. Hayatımdan memnunum.					
4. Bir çok bakımdan, hayatım, istediğim gibidir.					
5. Bugüne kadar hayatımda istediğim önemli şeyler gerçekleşti.					

## APPENDIX G

## The Interpersonal Relationship Quality Scale

Lütfen aşağıdaki cümlelerin sizi ne kadar ifade ettiğini cümlelerin başındaki boşluğa 7 seçenekten birini işaretleyerek belirtiniz. Lütfen açık ve dürüst cevaplayınız.

**Bu cümle beni tanımlar...**

1	2	3	4	5
Hiç	biraz	kısmen	iyi	tam anlamıyla

1. Doğduğum yerdeki eski arkadaşlarımı ve komşularımı ziyaret etmekten hoşlanırım.	.
2. Arkadaşlarım beni kibar ve sevecen biri olarak tanımlar	
3. Ailem sıklıkla benim iyi huylu ve insanlara yardımını seven biri olduğumu söylerler.	
4. Etrafındakilerin ihtiyaçlarına karşı oldukça duyarlıyım.	
5. Arkadaşlıklarımın cana yakın ve rahatlatıcı olduğunu düşünürüm.	
6. Ben bir örümcek ağı gibi birçok farklı kişiyle bağlantısı olan biriyimdir.	

## APPENDIX H

## Rosenberg Self Esteem Scale

Bu bölümde bir bireyin kişisel duyguları, inanışları ve davranışları hakkında yazılmış ifadeler göreceksiniz. Lütfen bu ifadelere ne derece katılıp katılmadığınızı hemen yanındaki ölçeğe göre işaretleyiniz.	Kesinlikle katılmıyorum	Katılmıyorum	Katılmamaya eğilimliyim	Katılmaya eğilimliyim	Katılıyorum	Kesinlikle katılıyorum
	1	2	3	4	5	6
1. En az diğer insanlar kadar değerli olduğumu hissediyorum.						
2. Bazı iyi özelliklerim olduğumu hissediyorum.						
3. Her şeyi hesaba katınca “başarısız biriyim” hissine kapılıyorum.						
4. Başka birçok insan kadar iyi işler çıkarabilirim.						
5. Kendimle gurur duyacak fazla bir şeyim olduğumu hissetmiyorum.						
6. Kendime karşı pozitif bir tutumum var.						
7. Bütünüyle baktığımda kendimden memnunum.						
8. Kendime daha fazla saygı duyabilmeyi dilerdim.						
9. Bazen kendimi kesinlikle işe yaramaz hissediyorum.						
10. Bazı zamanlar hiç de yararlı/başarılı olmadığımı düşünüyorum.						



## APPENDIX I

## Brief Symptom Inventory Depression and Anxiety Subscales

Burada insanların bazen yaşadıkları sıkıntıların ve yakınmaların bir listesi var. Lütfen bu belirtilerin **SİZDE BUGÜN DAHİL, SON BİR HAFTADIR NE KADAR VAR OLDUĞUNU** belirtin. Belirtiler sizde hiç olmayabilir, biraz olabilir, orta derecede olabilir, epey olabilir veya çok fazla olabilir. Bu belirtiler **SON BİR HAFTADIR** sizde ne kadar var? Lütfen sizin için geçerli olan şıkkı işaretleyin.

	Hiç	Biraz	Orta Derecede	Epey	Çok Fazla
1. İçinizdeki sinirlilik ve titreme hali	1	2	3	4	5
2. Yaşamınıza son verme düşünceleri	1	2	3	4	5
3. Hiçbir nedeni olmayan ani korkular	1	2	3	4	5
4. Yalnızlık hissetmek	1	2	3	4	5
5. Hiçbir şeye ilgi duymamak	1	2	3	4	5
6. Ağlamaklı hissetmek	1	2	3	4	5
7. Uykuya dalmada güçlük	1	2	3	4	5
8. Gelecekle ilgili umutsuzluk duyguları	1	2	3	4	5
9. Kendini gergin ve tedirgin hissetme	1	2	3	4	5
10. Dehşet ve panik nöbetleri	1	2	3	4	5
11. Yerinde duramayacak kadar huzursuz hissetmek	1	2	3	4	5
12. Kendini değersiz görmek/değersizlik duyguları	1	2	3	4	5