

THE ROLES OF PARENTING PRACTICES AND SCHOOL ATTITUDES IN
ACADEMIC COMPETENCE OF TURKISH HIGH SCHOOL STUDENTS

AY EGÜL PARMAKSIZO LU CEBENOYAN

BO AZ Ç UNIVERSITY

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Ay egül Parmaks,zo lu Cebenoyan

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Thesis Abstract

Ay egül Parmaks,zo lu Cebenoyan, õThe Roles of Parenting Practices and School Attitudes in Academic Competence of Turkish High School Studentsö

Primary aim of the present study was to study the variables associated with academic competence of the Turkish high school students. Specifically, (1) Whether dimensions of parenting practices, involvement, psychological autonomy granting and strictness/supervision, assessed with more Turkish culture sensitive scales, can be associated with academic competence. (2) Whether the determinants of academic achievement were the same for high and middle SES pupils alike. (3) Whether the inclusion of a school attitude measure among the potential predictors of academic competence would cause any difference to the importance of parental practices in academic competence of the high school students, were investigated. Parental and maternal practices, maternal employment, parental marital satisfaction, parental educational level, importance of education and school attitudes of the adolescents were proposed to be associated with the academic competence of the adolescents. A sample of 805 (440 girls and 365 boys) 9th and 11th grade students living with an intact family were included in the study. Among these students 228 girls and 223 boys were attending private schools and 212 girls and 132 boys were attending public schools in Istanbul. Demographic information questionnaire, maternal and paternal authoritative measures, importance of education questions, marital satisfaction scale and school attitudes measure was the instruments used for data collection. A series of regression analyses indicated that importance of education asked in the negative, maternal psychological autonomy granting and parental strictness/supervision were associated with academic competence of high SES students, whereas only maternal strictness/supervision was associated with academic competence of middle SES students. When considered simultaneously with school attitude measures, parental practices lost their predictive power almost entirely and academic self-perception and motivation/self regulation emerged as the strongest predictors of academic competence across the two SES groups and genders. This suggested a mediating role of the school attitudes between parenting practices and academic competence of the students.

Tez Özeti

Ay egül Parmaks,zo lu Cebenoyan, öTürkiyeöde Lise Ö rencilerinin Okul Ba ar,lar,nda Ebeveynlik Davran, lar,n,n ve Ö rencilerin Okul Tutumlar,n,n Rolüö

Bu çal, man,n temel amac,, Türkiyeöde lise ö rencilerinin okul ba ar,lar,yla ili kili de i kenlerin incelenmesidir. Özellikle, (1) Türk költürüne daha duyarlı, ölçeklerle de erlendirildi inde kabul/ilgi, psikolojik özerklik ve kontrol/denetim gibi ebeveyn davran, boyutlar,n,n lise ö rencilerinin okul ba ar,lar,yla ili kilendirilip ili kilendirilemeyece i (2) Okul ba ar,lar,n, etkileyen de i kenlerin üst gelir grubundan ö rencilerle orta gelir grubundan ö renciler için ayrı olup olmad, , (3) Potansiyel de i kenlere ö rencilerin okula ili kin tutumlar,n,n da dahil edilmesinin lise ö rencilerinin okul ba ar,s,nda ebeveyn davran, lar,n,n önemini etkileyip etkilmeyece i incelenmiştir. Anne ve baba davran, lar,, anne ve baban,n e itim düzeyleri, annenin çal, ma durumu, e itimin önemi, anne baban,n evlilik tatminleri ve ö rencilerin okul tutumlar, okul ba ar,s,yla ili kilendirilebilecek de i kenler olarak önerilmiştir. Çal, mada İstanbulda, anne babas,yla birlikte yapılan 805 (440 k,z ve 365 erkek) 9. ve 10. s,n,f ö rencisinden oluşan bir örneklem kullanılmış, t,r. Örnekteki ö rencilerin 451'i (228 k,z ve 223 erkek) özel okullarda 304'i (212 k,z ve 132 erkek) ise devlet okullar,nda ö renim görmektedir. Verilerin toplanmas,nda, demografik bilgilere ili kin bir anket, annelerin ve babaların otoritativlik ölçekleri, e itimin önemine ili kin sorular, anne baban,n evlilik tatmin ölçe i ve ö rencilerin okul tutumlar, ölçe i kullanılmış, t,r. Bulgular, üst gelir grubuna dahil ö rencilerde e itimin öneminin (olumsuz olarak soruldu unda), anne tarafından verilen psikolojik özerkli in ve ebeveynin kontrol ve denetiminin, orta gelir grubuna dahil ö rencilerde ise yalnızca annenin kontrol ve denetiminin gençlerin okul ba ar,lar,yla ili kilendirilebilece ini göstermiştir. Ö rencilerin okul tutumlar,yla birlikte de erlendirildi inde, her iki gelir grubuna dahil k,z ve erkek ö rencileri için ebeveyn davran, lar,n,n hemen hemen tüm yorday,c, gücünü kaybetti i ve akademik benlik alg,lar,n,n ve motivasyon/öz denetimin en güçlü yorday,c,lar oldukları, gözlenmiştir. Bu durum ö rencilerin okul tutumlar,n,n ebeveyn tutumlar,yla okul ba ar,lar, aras,nda arac, rolü olabilece ini dü ündürmektedir.

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CHAPTER 1

INTRODUCTION

There is an extensive literature on different parenting practices and their differential effects of these practices on children. (Baumrind, 1971; Chao, 2001; Dornbusch, Ritter, Liederman, Roberts, & Fraleigh, 1987; Gray, Steinberg, 1999; Hickman, Bartholomae, & McKenry, 2000; Kim & Rohner, 2002; Kurdek, Fine, & Sinclair, 1995; Lamborn, Mounts, Steinberg & Dornbusch, 1991; Musaa o lu, & Güre, 2005; Steinberg, Elmen & Mounts, 1989; Steinberg, Dornbusch, & Brown, 1992). These studies can be categorized by age groups, specific outcomes such as internalizing and externalizing problems, psychosocial development, school adjustment, or specific parenting practices, attitudes, and styles they focus on. Though their foci may vary, most of the research carried out in the United States point to a specific parenting practice to be the most functional for all age groups for all kinds of positive outcomes to attain or negative outcomes to refrain from (Baumrind, 1971; Dornbusch et al. 1987; Gray, Steinberg, 1999; Hickman et al.; Kim & Rohner, 2002; Kurdek et al. 1995; Lamborn et al. 1991; Steinberg et al. 1989; Steinberg et al, 1992). This is called authoritative parenting. The primary aim of this study is to discuss the validity of the findings of these studies for Turkish culture with respect to academic competence of adolescents. Academic competence of adolescents is the outcome variable in this study. Apart from parental practices, school attitude of the adolescents, maternal employment, parental marital satisfaction, parental educational level, and importance of education for the child are considered as potential determinants of academic competence. Another major question is whether

there is a difference between two socio-economic groups in terms of the effects of parenting practices.

Academic Competence of Adolescents

Although ability is the best predictor of academic achievement, it explains less than 50% of the variance in students' grades (Brody, 1992, as cited in McCoach, 2002, p.66). There is a body of research trying to determine the factors that affect academic achievement of adolescents. The major factors that have been discussed thoroughly can be grouped as adolescent personality and cognitive level, factors relating to school environment and teachers, psychosocial maturity of adolescents, family environment and parental practices, school attitude, peer influence, importance of education, and other contextual factors (Böyükbaşı, 2005; Heaven, Mak, Barry, & Ciarrochi, 2002; Robbins, Lauver, Davis, Langley, & Carlstrom, 2004). Although all of these factors are significant, the focus of the present study is the influence of school attitude, family environment and parental practices, and value of education on academic competence. Whereas school attitude affects academic achievement, it is itself affected by parenting practices (Gonzales & Wolters, 2006; Steinberg et al. 1989).

Academic Competence and School Attitude

A very general definition of McCoach (2002) was adopted for this study. McCoach's definition of school attitude is a student's interest towards school and classes. Her definition of school attitude is composed of four dimensions. One of these dimensions is academic self-perceptions, which refer to adolescent's own evaluations about his/her academic skills. Put in other terms, self-efficacy has been

related to persistence, tenacity, and achievement in academic settings (e.g., Bandura, 1986, as cited in Chemers, Hu, & Garcia, 2001). Chemers et al. (2001) explain the positive influence of self-efficacy on academic competence by the increased use of specific cognitive activities and strategies and its positive impact on the broader, more general classes of metacognitive skills and coping abilities. (p. 55). Several researchers (Chemers et al. 2001; Lyon, 1993; McCoach & Siegle, 2003; Robbins et al. 2004) indicate the significance of academic self-perception in academic achievement. McCoach's (2002) definition is "student's self reported interest in and affect toward school and their classes." (p. 67) Singh, Granville, and Dika (2002) refer to the same construct as academic engagement. It determines several behaviors of the students such as attending to teacher during class hour, doing homework, and regular attendance (Singh et al. 2002). These behaviors in turn affect the academic achievement of the adolescent. Previous research (Baland, & McCoach, 2006; Bülükbaşı, 2005; Singh et al. 2002) suggests that attitudes toward school are a significant predictor of academic achievement.

Another dimension of school attitude that influences the academic performance of students is peer attitudes (Alexander, Norman, Campbell, & Ernest, 1964; Nichols & White, 2001; Ryan, 2001). As Nichols and White (2001) state, peer group has been traditionally considered one of the major sources for adolescent development. They also add that "The adolescent's ability to find, adjust, and maintain a peer niche predicts an adolescent's psychological well-being." (p. 267). Brown (1993) states that there are different processes of peer influence such as normative influence, referring to the pressure to conformity to the group norms and interactional influence referring to the influence of friends who provide support and avoid conflicts.

Motivation and self-regulation is the other dimension of the school attitude construct that was employed. Long, Monoi, Harper, Knoblauch, & Murphy (2007) cite Graham and Weiner's (1996) definition of motivation as "a temporal sequence that is started, sustained, directed, and finally terminated which examines why people think and behave as they do." (p. 197). Zimmerman (2002), on the other hand, defines self-regulation as "self-generated thoughts, feelings, and behaviors that are oriented to attaining goals" and views self-regulation as a self-directive process in which learners "transform their mental abilities into academic skills" (p. 65). Findings of previous studies emphasize the importance of motivation and self-regulation (Cote, & Levine, 2000; Grolnick & Ryan, 1989; Singh et al. 2002).

School attitude is also expected to be a mediator between academic achievement and importance of education. When a task is valued, the likelihood of students spending more time on it is increased (Wigfield, 1994; as cited in McCoach & Siegle, 2003). Steinberg et al. (1993) also cite the "glass ceiling" concept of Fordham and Ogbu (1986). They remind "glass ceiling concept" (Fordham & Ogbu, 1986; as cited in Steinberg et al. ; 1992) also refers to valuation of education; that if adolescents, especially adolescents of minorities, perceive a caste like system where there is an invisible ceiling that prohibits them to climb further and attain good job opportunities, they value education less thus spend less effort on schoolwork. Steinberg, Dornbusch and Brown (1992) report that adolescent's academic achievement is correlated with their perceptions of the likelihood of negative outcomes of school failure. They state that if the adolescent believes that he/she will not get a good job unless he/she gets a good education then he/she spends much more effort in schoolwork.

Böyükbaşı (2005) investigated the predictor role of school attitude, family environment, and self-concept of adolescents on their academic achievement. Her sample was 288 grade 9 students from middle SES group. She used School Attitude Assessment Survey-Revised by McCoach (2000), Family Environment Questionnaire of Fowler (1980) and Piers-Harris Self-Concept Scale (1969). She found that school attitude of the adolescents was the best predictor of their academic achievement. Among the different dimensions of school attitude, academic-self perception was found to be the best predictor of academic achievement.

Academic Competence, Parental Practices and Family Environment

Bronfenbrenner (1986) states that "the family is the principal context in which human development takes place" (p. 723). It is this paradigm that generates such a huge literature on parenting practices that leads to optimal child outcomes. Darling and Steinberg (1993) state that literature on parenting practices can be traced back to 1940s when parenting style was conceptualized as a device describing parenting milieu. They also add that Baumrind (1966) proposed a comprehensive model, which integrates emotional and behavioral processes with the earlier socialization models and parents' belief systems. According to her understanding of parenting style, parents' beliefs and values of their roles and the nature of their children together create patterns of affect, practices, and values. Baumrind's parenting style is a configurational construct rather than a linear combination of several dimensions as defined by earlier researchers. Maccoby and Martin (1983) cite Baumrind's parenting style categories as authoritarian, authoritative, and permissive. Authoritarian parenting, refer to strict and demanding parenting where absolute obedience is

expected and children behaving otherwise are punished. There is no democratic communication and decision-making process between the children and the parents. Authoritative parenting on the other hand, refers to democratic communication and decision-making processes. Though, authoritative parents are warm and involved they also impose firm rules, but while doing so they are open to discussion and share the reasoning behind the rules. Finally, permissive parenting refers to a liberal way of parenting with very few rules and attempts to control or demand obedience, generally accompanied with high responsiveness, tolerance and acceptance.

Maccoby and Martin (1983), on the other hand defined parenting style as composed of two dimensions. The first dimension is responsiveness and the second is demandingness. While responsiveness refers to love and acceptance, demandingness refers to control. According to Maccoby and Martin (1983), each combination of these dimensions refers to a different parenting style. Parenting style that is high on both dimensions is called authoritative, parenting style that is low on both dimensions is called neglectful, parenting style that is high on demandingness but low on love and acceptance is called authoritarian, and finally parenting style that is low on demandingness but high on acceptance and love is called permissive.

Darling and Steinberg (1993) emphasize the importance of parental socialization goals and values, they state that these goals shape parents' behaviors. They also emphasize the importance of a distinction between parenting styles and parenting practices. They define parenting style as the climate or atmosphere; it is independent of the content of the parenting behavior, it also communicates the child the attitude of the parent toward the child not toward a specific behavior of the child. While parenting practices directly influence the child in attaining the socialization goals of their parents, parenting styles are the contextual variables that moderate the

relationship between parenting practices and child outcomes. Darling and Steinberg's (1993) emphasis on both the necessity of separating parenting styles and parenting practices and the importance of socialization goals and values of the families, that is especially important for research in less studied cultures.

There is an extensive research carried out in the United States with the European American adolescents on parenting practices or parenting styles consistently pointing to authoritative parenting as the best way to get optimal child outcomes (Baumrind, 1971; Chao, 2001; Dornbusch, Ritter, Liederman, Roberts, Fraleigh, 1987; Hickman, Bartholomae, McKenry, 2000; Kim & Rohner, 2002; Lamborn et al. 1991; Steinberg, Elmen, & Mounts, 1989; Steinberg, Lamborn, Dornbusch, & Darling, 1992). Though the elements that make up the construct and the scales used to measure it are not yet agreed on, there is consensus on the beneficial effects of authoritative parenting on the European American adolescents. As Stewart (2002) reminds, while some researchers define one of the components of authoritative parenting as warmth/involvement dimension (Lamborn et al. 1991; Hickman et al. 2000; Steinberg et al. 1989; Steinberg, Lamborn, Darling, Mounts, & Dornbusch, 1994; Steinberg et al. 1992) for which low scores point to lack of warmth/involvement, others such as Greenberger and Chen (1996) define this component as parental warmth and acceptance for which low scores point to both lack of warmth and rejection/hostility (Baumrind, 1971; Chen, Greenberger, Lester, Dong, Guo, 1998; Kim & Rohner, 2002). Similarly, while some researchers like Baumrind (1971) adopt a configurational approach in their definition, others (Darling & Steinberg, 1993) preferred approach is dimensional. While some researchers (Dornbusch et al. 1987; Kim & Rohner, 2002; Lamborn et al, 1991; Weiss & Schwarz, 1996) define parenting style as a categorical variable, others

(Bumpus, Crouter, & McHale, 2001; Gray & Steinberg, 1999; Grolnick & Ryan, 1989; Hickman, & Crossland, 2005; Juang & Silbereisen, 2002; Mattanah, 2001; Steinberg et al. 1989) prefer to define parenting style as a continuous variable (e.g., Heyndrickx, 2004). Such inconsistencies make it difficult to comment on and compare the findings of the studies of these researchers, but it causes even greater problems when these studies are replicated in less studied cultures. Even in the United States, there are several inconsistent findings for the minority groups such as Asian Americans, African Americans, and Hispanic Americans (Dornbusch et al. 1987; Lamborn et al. 1991; Steinberg et al. 1994) and it is quite difficult to explain the reasons of this inconsistency. Chao (1994), pointing to the inconsistencies of findings for Asian Americans and European Americans introduced a different construct for Asian Americans, she called it *training* or *guan*. This is Confucian parenting, devoted to the child, willing to make sacrifices and closely involved with the child while expecting respect, discipline, and hard work. Stewart, Bond, Kennard, Ho, & Zaman (2002) define *guan* as the Asian face of authoritative parenting. Interestingly, Stewart et al. (1999) also mention the Urdu word *tarbiat* as an equivalent of *training* or *guan* to explain the parental role in Pakistan. They state, "The words *training* and *supervision* are frequently used in Islamic literature to describe the parental role." (p. 751).

There are a few studies on Turkish adolescents in which the relations between parental practices and academic competence were investigated. Yılmaz (2001) investigated the relationships between marital adjustments, parenting practices, academic achievement, and self-perception of 534 students of different age groups. Among these 534 participants, 173 were at 9th and 10th grades of several public schools in Ankara. She used Dyadic Adjustment Scale of Spanier (1976) for

assessing marital satisfaction, Authoritativeness measure of Lamborn et al. (2001) for assessing the parental practices, Harter's self-perception profile for adolescents (1988) for assessing the self-perception of these participants. She found that psychological autonomy granting and gender predicted the academic achievement of adolescents. Furthermore, she also found that maternal education and psychological autonomy granting predicted academic self-perception of the adolescents.

Gürolu (2001) also investigated the predictors of academic achievement of adolescents. The sample consisted of 432 high school students and 161 mothers of high SES group. She employed Authoritativeness Scale of Steinberg, Elmen and Mounts (1989), Parenting Practices Scale of Sümer and Güngör (1999) and Relationship Questionnaire of Bartholomew and Horowitz (1991), and importance of education items developed by Steinberg et al. (1992). She found that GPA was correlated with maternal psychological autonomy granting and maternal strictness/supervision, but not with maternal involvement.

Finally, Heyndrickx (2004) investigated the predictors of academic achievement of high SES Turkish adolescents. She employed the maternal and paternal versions of the authoritativeness scale of Lamborn et al. (1991), importance of education scale of Steinberg et al. (1992), marital satisfaction scale of Blum and Mehrabian (1999). With a sample of 302 9th grade students, she found that maternal psychological autonomy granting predicted academic achievement for both the whole group and girls and boys separately. In other words, the higher mothers were granting psychological autonomy to their children the higher was their GPA. Furthermore, though it was not significant for girls and boys separately importance of education asked in the negative, also predicted GPA for the whole sample that is

the more the students believe that they would not be able to get the job they desire if they did not get a good high school education, the higher was their GPAs.

None of these researchers could show a significant correlation between parental involvement and academic achievement of adolescents (Güro lu, 2001; Heyndrickx, 2004; Yılmaz, 2001) whereas most of the research on European American adolescents indicated a significant correlation between parental involvement and academic achievement. Some of the explanations for this finding are; (a) *Involvement* is not a predictor of academic achievement for Turkish adolescents (b) Parenting practices that mean involvement in Turkish culture may be different from the ones in Western culture, therefore real involvement level could not be measured by the scales used. In other words, the reason may be the differences of the Turkish face of authoritative parenting defined by the word *terbiye* (Sterwart et al. 2008).

Parental Marital Satisfaction and Academic Achievement

There are several studies indicating the effects of marital discord on the relationship of parents and children and psychosocial adjustment of the children (Amato & Booth; 1996, Cherlin et al. 1991; Shaw, Emery & Tuer, 1993; Shek, 2000). Sobolewski and Amato (2007) cite Minuchin's family systems theory (1974) which emphasizes the interconnectedness of all of the parts of a family system and problems in a particular subsystem within a family may affect other subsystems, thus any marital problem would affect parent child relationships also. Long, Forehand, Fauber and Brody (1987) state that high parental conflict may cause parental inconsistency in regard to child rearing and inadequate parental supervision as well as parental modeling of conflict. Under these circumstances, not only a decrease in

the academic performance but also reductions in the self-perceived competence of the adolescent may be observed.

Maternal Employment Status and Academic Competence

There are contradictory findings on the influence of maternal employment on the academic competence of children. While some of the researchers found a negative influence of maternal employment on boys (Banducci, 1967; as cited in Crouter, MacDermid, McHale, & Perry-Jenkins, 1990; Bogenschneider & Steinberg, 1994; Heyndrickx, 2004), others could not indicate any difference in the academic competence of adolescents of working and non-working mothers (Paulson, 1996). Heyndrickx (2004) reported that both the authoritativeness of the mother and paternal involvement are affected by maternal employment.

CHAPTER 2

METHOD

The present study was designed as an extension of Heyndrickx (2004). Three modifications were made to the original design: (1) Further items were added to acceptance/involvement and psychological autonomy granting scales of the authoritativeness measure in an attempt to make them more Turkish culture sensitive, (2) The sample was drawn from high and middle SES students as opposed to high SES only in order to explore SES differences, and (3) A measure of school attitude was included among the independent variables in addition to the measures employed by Heyndrickx (2004).

Because of the exploratory nature of the study, no specific hypotheses were formulated. Instead, the study aimed at finding answers to the following questions: (1) Are the results of Heyndrickx (2004) replicable? (2) Are the determinants of academic achievement the same for high and middle SES pupils alike? (3) Would the inclusion of a school attitude measure among the potential predictors of academic achievement make any difference to the importance of maternal psychological autonomy granting as a predictor?

Participants

The sample consisted of 805 high school students (440 girls and 365 boys). Of these students, 451 (228 girls and 223 boys) attended private schools which provide bilingual education and they were considered to represent children of high SES families. The remaining 354 students (212 girls and 132 boys) attended public

schools in Istanbul. The high SES participants came from Robert College (54 girls and 54 boys), Saint Joseph High School (47 girls and 41 boys), St. Georg Austrian High School (49 girls and 48 boys), and Üsküdar American Academy (78 girls and 80 boys). The middle SES students came from Yeni Levent High School (50 girls and 24 boys), Etiler High School (82 girls and 48 boys), Ya ar Dedeman High School (46 girls and 45 boys) and Behçet Kemal Ça lar High School (34 girls and 25 boys). Two of the private schools, Üsküdar American Academy and Robert College, had also participated in the study of Heyndrickx (2004). The public schools were from the Be ikta and Sar,yer districts and were considered to have students mainly from low to middle SES. The age of the participants ranged from 15 to 19 (16-19 and 15-19 for high SES and middle SES groups, respectively) with $M = 17.15$ and $SD = .76$ ($M = 17.49$, $SD = .61$ for high SES and $M = 16.60$ and $SD = .71$ for middle SES groups). Though all the participants were from 10th and 11th grades, students in the high SES group was almost 1 year older than those in the middle SES group, $t(778) = 16.54$, $p < .01$.

Overall, 84.4 % of the participants (82.1% of the high SES group and 87.3% of the middle SES group) were from intact families. Only the data of the students from intact families were included in the analyses. Among the students of intact families, only 2 of them gave an invalid school ID, thus the sample size used in the analyses was 675 (373 girls and 302 boys) of which 368 (187 girls and 181 boys) attended private and 307 (186 girls and 121 boys) attended public schools.

Only 37.4% of the mothers (49.7% of the high SES and 22.4% of the middle SES group) and 91.3% of the fathers (92.6% of the high SES and 89.8% of the middle SES group) were currently in the work force. The educational level of parents was drastically different for the high SES and middle SES groups (see Table 1).

Table 1. Educational Levels of Parents for High SES and Middle SES Groups

| | <i>% of</i> | <i>% of</i> | <i>% of</i> | <i>% of</i> |
|------------------------|-----------------|-------------------|-----------------|--------------------|
| | <i>High SES</i> | <i>Middle SES</i> | <i>High SES</i> | <i>Middle</i> |
| | <i>Mothers</i> | <i>Mothers</i> | <i>Fathers</i> | <i>SES Fathers</i> |
| Primary Sch. Diploma | .5 | 51 | .3 | 28.7 |
| Jr High Sch. Diploma | .5 | 15.4 | 1.1 | 21.8 |
| High Sch. Diploma | 22.6 | 20.8 | 10.4 | 23.4 |
| Junior College Diploma | 1.6 | 2 | 1.6 | 5.0 |
| College Diploma | 3.3 | 2.7 | 2.2 | 5.3 |
| University Diploma | 54 | 7.7 | 53.4 | 13.5 |
| Graduate Degree | 17.4 | .3 | 31.1 | 2.3 |

Only 20.6% of the participants (31.7% of high SES group and 6.6% of the middle SES group) were single child. Among the remaining ones, 36.9% (35.3% of high SES group and 38.9% of the middle SES group) was the oldest child, 8.6% was the middle child (2.9% of high SES group and 15.7% of the middle SES group), and 20.6% (29.2% of high SES group and 38.9% of the middle SES group) of them was the youngest child of the family.

Materials

Background Questionnaire

The questionnaire included demographic questions, questions regarding the family structure, educational level and working status of their parents and years they spent in their present school (see Appendix A).

Academic Competence Measure

It was planned to assess academic competence by measuring two different dimensions, namely, academic performance, and school adjustment.

Academic performance. The GPA (grade point average) of the student for the fall term was used as the measure of academic performance. It was obtained directly from the participating schools. Some of the schools could only provide the student's grades on individual courses. In those cases, the GPA was calculated from the course grades. To eliminate differences among schools in grading, z-scores were computed separately for each school and these z-scores were used in the analyses.

School adjustment. Disciplinary actions against the student served as the school adjustment measure. This information was obtained from the official records of the students. None of the participant students attending public schools and only 9 of the participants attending private schools had a discipline record. Among them, only 7 were from intact families. Therefore, this measure was dropped and academic competence score was based on academic achievement only.

Authoritativeness Measure

Authoritativeness measure employed in the study was developed by Lamborn et al. (1991) and adapted by Heyndrickx (2004). The measure consists of three different scales, namely, involvement (items 1, 3, 5, 7, 9, 11, 13 and 25 of Appendices B and C), psychological autonomy granting (items 2, 4, 6, 8, 12, 14, 16, and 18 of Appendices B and C), and strictness/supervision scales (items 26 and 27 of Appendices B, C, and Appendix D).

Though the results of the studies employing this scale showed involvement as a significant predictor of academic achievement (Lamborn et al. 1991; Steinberg et al. 1989) for the European Americans living in the United States of America, the results of previous research administered in Turkey (Gürolu, 2002; Heyndrickx, 2004; Yılmaz, 2001) showed that involvement, measured as such, was not a significant predictor of academic achievement for Turkish adolescents. It was thought that one of the reasons for these results might be the fact that these items were originally developed for the Western Culture and might not be valid for the Turkish culture. Thus, following a reanalysis of the interviews of the qualitative study carried out by Alp and Sirman (2003), five new items that were thought to address involvement in Turkish culture were added to the original involvement scale (See items 15, 17, 19, 21, and 23 of Appendices B and C) for the present study. Similarly, four new questions (See items 10, 20, 22, 24 of Appendices B and C) taken from Stewart et al. (1999) were added to the original psychological autonomy granting scale. The expectation was that by covering some aspects of Turkish culture that are different from the Western culture, the predictive power of those two scales would increase.

Several factor analyses were conducted to check the factorial structure of the authoritativeness measure. First, the maternal version of the authoritativeness measure employed by Heyndrickx (2004) was analyzed for high SES group only. For this analysis, maximum likelihood method with a three factors solution was employed and varimax rotation was chosen. Surprisingly, many of the items that were expected to load on maternal strictness/supervision factor (items 26a, 26b, 26c, 27a, 27b, and 27c) loaded on the maternal involvement factor instead.

Next, the analysis was repeated with the revised authoritativeness measure, again on the data from high SES group and the maternal version only. This time an

almost perfect fit with all the items in each scale loading most highly on a separate factor (see Table 22 in Appendix E). Involvement factor explained 17.85% (eigenvalue = 6.54, absolute magnitude of loadings ranged between .44 and .71), psychological autonomy granting factor explained 1.14% (eigenvalue = 4.01, absolute magnitude of loadings ranged between .17 and .69) and the strictness/supervision factor explained 4.67% (eigenvalue = 2.14, absolute magnitude of loadings ranged between .28 and .75) of the variance. Cumulative of the three factor explained 32.67% of the variance.

Then the same factor analysis was repeated with the data from the middle SES group and it was found that with the exception of a single item (item 12), all the items loaded on the expected factors (see Table 23 in Appendix E). Involvement factor explained 17.50% (eigenvalue = 6.39, absolute magnitude of loadings ranged between .44 and .77), psychological autonomy granting factor explained 8.34% (eigenvalue = 3.50, absolute magnitude of loadings ranged between .20 and .63) and the strictness/supervision factor explained 6.00% (eigenvalue = 2.59, absolute magnitude of loadings ranged between .40 and .73) of the variance. Cumulative of the three factor explained 31.83% of the variance.

After the factor analysis of maternal version of the authoritativeness measure, the same factor analysis was repeated with the paternal version of the measure. High SES group was used first. The results of the factor analysis were exactly as expected (see Table 24, in Appendix E). Involvement factor explained 19.43% (eigenvalue = 7.04, absolute magnitude of loadings ranged between .39 and .76), psychological autonomy granting factor explained 9.34% (eigenvalue = 3.77, absolute magnitude of loadings ranged between .25 and .67) and the strictness/supervision factor explained

4.26% (eigenvalue = 2.06, absolute magnitude of loadings ranged between .25 and .78) of the variance. Cumulative of the three factor explained 33.03% of the variance.

The final factor analysis was for the paternal version of the middle SES sample. The results showed that, with the exception of the two curfew items, all the strictness/supervision items loaded on the involvement factor (see Table 25, in Appendix E). Thus, it was decided not to use paternal strictness/supervision score of Middle SES group in the regression analyses.

Involvement scale. The involvement scale (Lamborn et al. 1991) assesses the extent to which adolescent perceives his/her parents as warm and loving. The scale consists of 9 items and rated from 1 (*Strongly disagree*) to 4 (*Strongly agree*). Heyndrickx (2004) employed a translated version of the scale (see items 1, 3, 5, 7, 9, 11, and 13 of Appendices B and C) where she excluded two items and reported the reliability coefficient alpha to be .71 and .73 for mothers and fathers, respectively. In this study, the reliability coefficient of the same scale was found to be .76 (.75 for high SES and .77 for the middle SES group) and .79 (.78 for high SES and .81 for the middle SES group) for mothers and fathers, respectively. On the other hand, the reliability coefficient of the revised scale of 12 items was found to be .85 (the same alpha value was found for each SES when considered separately) and .87 (.86 for high SES and .88 for middle SES) for mothers and fathers, respectively.

Psychological autonomy granting scale. The psychological autonomy granting scale (Lamborn et al. 1991) assesses how the adolescents perceive their parents as recognizing their individuality and practicing democratic discipline methods. It was a Likert type scale consisting of 9 items that are rated from 1 (*Strongly disagree*) to 4 (*Strongly agree*). (See items 2, 4, 6, 8, 12, 14, 16, and 18 of Appendices B and C). All the items except item 12 were reversed for computing the

psychological autonomy granting scores. Again, the translated version employed by Heyndrickx (2004) was used. Heyndrickx (2004) reports the reliability coefficient alpha to be .72 and .71 for mothers and fathers, respectively. In the present study, the reliability coefficient of the original scale was found as .71 (.70 for high SES and .66 for middle SES) and .68 (.70 for high SES and .59 for middle SES) for mothers and fathers respectively. On the other hand, the reliability coefficient of the revised scale of 13 items was found to be .78 (.77 for high SES and .75 for middle SES group) and .77 (.78 for high SES and .72 for middle SES group).

Strictness/Supervision scale. The strictness/supervision scale was also developed by Lamborn et al. (1991) and employed by Heyndrickx (2004). The scale consists of 8 items that assess the perceptions of the adolescents about the behavioral control and monitoring their parents have over them. First 6 items (see Items 26 and 27 of Appendices B and C), asking adolescents about the degree to which their fathers or mothers try to know what they are doing outside school and the degree to which they really know what they are doing outside school. These are 3-point scale items rated from 1 (*Does not try to know*) to 3 (*Tries to know a lot*). The last two items (see Appendix D) are not separate for mothers and fathers, but they question the family attitude about curfew hours for a typical weekday and weekends. The items were 7-point scale rated from 1 (*before 8 p.m.*) to 7 (*as late as I want*) and reversed for computing strictness/supervision scores. Heyndrickx (2004) reports the reliability coefficient alpha as .66 for mothers and .67 for fathers. The reliability coefficient found in the present study was .69 (.69 for high SES and .70 for middle SES) and .73 (.69 for high SES and .74 for middle SES) for mothers and fathers, respectively. Since the curfew questions were asked for both parents, the correlation between maternal and paternal strictness/supervision scores was very high, (.85 for high SES).

Thus, an average of strictness/supervision scores of both parents were used for the regression equations of high SES group, but for the middle SES group, the results of the factor analysis for paternal authoritativeness score were not as expected, therefore only maternal authoritativeness measure was used in the regression equations.

Marital Satisfaction Measure

Marital satisfaction of the parents as perceived by the adolescent was assessed by the scale developed by Blum and Mehrabian (1999) and adapted in 2004 by Heyndrickx (see Appendix F). The scale was originally designed by Blum and Mehrabian (1999) for assessing the marital satisfaction of the dyads in homogeneity, general satisfaction, and interpersonal interaction areas. The adapted version of Heyndrickx (2004) is reworded in order to assess the perceptions of the adolescents rather than assessing the perceptions of the marital dyads. While the original version of the scale consists of 14 items, the adapted version consists of 16 items with a reliability coefficient .89. In the present study, the reliability coefficient was also found to be .89 (.89 for high SES group and .90 for the middle SES group). The scale consists of 8 negatively worded items (see Appendix F, items 3, 4, 5, 6, 8, 9, 11, and 13) and 8 positively worded items all of which are 4 point scale rated from 1 (*Strongly disagree*) to 4 (*strongly agree*). The negatively worded items were reversed when computing the total marital satisfaction score.

Importance of Education Measure

Two questions designed by Steinberg, Dornbusch and Brown (1992) were used to assess the adolescent's beliefs about the importance of education for his/her

future. (See Appendix G) Though these two items asked the same question, one of them was in negative form and the other was in positive form. These two items, also used by Heyndrickx (2004) were rated from 1 (*I definitely cannot find a job*) to 4 (*I definitely can find a job*).

School Attitude Measure

The school attitude measure, designed by McCoach (2002) assesses the adolescents' school attitude in four dimensions; academic self-perceptions, attitudes toward school, peer issues, and motivation and self-regulation. The longer version of McCoach's measure, SAAS-R (2000) was adapted by Ba lant, (2002). The revised and shortened version of SAAS-R (2002) was adapted by the author ((See Appendix H).

Maximum likelihood factor analyses with varimax rotation revealed that the scale consists of four dimensions as expected. Total variance explained was 53.32% with the contribution of each dimension as; academic self-perception, 28.30% (eigenvalue = 6.25, absolute magnitudes of loadings ranged from .41 to .83), attitudes toward school, 12.59% (eigenvalue = 2.77, absolute magnitudes of loadings ranged from .48 to .84), peer attitudes toward school, 7.20%, (eigenvalue = 1.89, absolute magnitudes of loadings ranged from .49 to .85) and motivation/self regulation, 5.23% (eigenvalue = 1.67, absolute magnitudes of loadings ranged from .65 to .83). This factor analysis was replicated for high SES and middle SES groups separately and similar results were found.

Academic self-perceptions. Academic self-perception subscale assesses the extent to which the adolescent perceives his/her academic abilities and performance. The academic self-perceptions subscale consists of 5 items (Items 1 to 5 of Appendix

H). The items are rated from 1 (*Strongly disagree*) to 7 (*Strongly agree*). Cronbach alpha coefficient was reported by McCoach (2002) as .88, and in the present study it was .79 (.82 for the high SES group and .75 for the middle SES group).

Attitudes toward school. McCoach (2002) defines attitudes toward school as the students' affects and interests toward their school and classes and reports a reliability coefficient of .89 for this scale. In the present study, the reliability coefficient was found to be .84 (.87 for high SES group and .81 for the middle SES group). The attitudes toward school subscale consists of 6 items (Items 6 to 11 of Appendix H). The items are rated from 1 (*Strongly disagree*) to 7 (*Strongly agree*).

Peer attitudes. The peer attitudes subscale assesses the extent to which the adolescent perceives his/her friends' attitudes toward school and their academic achievement. The subscale consists of 5 items (Items 12 to 16 of Appendix H). The items are rated from 1 (*Strongly disagree*) to 7 (*Strongly agree*). McCoach (2002) reports a reliability coefficient of .86 for this scale. In the present study it was found to be .81 (.75 for high SES group and .87 for the middle SES group).

Motivation/Self regulation. The motivation/self regulation subscale assesses the extent to which adolescents can initiate and maintain goal directed behavior and also the extent to which they can activate and sustain goal oriented cognitions, behaviors and affects (McCoach, 2002). The subscale consists of 4 items (Items 17 to through 20 of Appendix H) that are rated from 1 (*Strongly disagree*) to 7 (*Strongly agree*). McCoach (2002) reports an alpha coefficient of the subscale as .87. In the present study, it was found as .89 (.89 for high SES group and .87 for the middle SES group).

Parental Educational Level

Educational level of the parents were transformed into a continuous variable by computing total years of education they got. Total years of education for parents have were computed as shown in Table 2.

Table 2. Total years of education for parents

| <i>Diploma</i> | <i>Total Years of Education</i> |
|----------------------------|---------------------------------|
| Primary School Diploma | 5 |
| Junior High School Diploma | 8 |
| High School Diploma | 11 |
| Junior College Diploma | 11 |
| College Diploma | 13 |
| University Diploma | 15 |
| Graduate Degree | 17 |

Procedure

After obtaining clearance from the Bo aziçi University Ethics Committee and the National Ministry of Education (see Appendix J), 7 private and 5 public schools were contacted. Among the private schools contacted, Saint Benoit High School did not respond and German High School declined permission. All the public schools contacted accepted to participate in the study, but Fenerbahçe High School did not allow access to the student grades after data collection. Then all these schools were visited and the consent letter that was prepared to be sent to parents (see Appendix I) were given to the school administration. None of the studentsøparents had objection

for participation of their children. The author administered most of the questionnaires during the guidance and counseling hours. A research assistant of the Psychology Department of Bo aziçi University, who was briefed about the research, administered the questionnaire in each of the following schools: Etiler High School, Yeni Levent High School, and Saint Joseph High School. After a brief explanation of the objectives and content of the study, the students were asked to fill in the questionnaires. Only three students in Yeni Levent High School declined to participate in the research.

Four versions of the questionnaires were prepared. The order of the first two versions was background questionnaire, authoritativeness measure, importance of education items, marital satisfaction scale, and school attitude measure. The difference between these two versions was the order of the maternal and paternal authoritativeness measures. The order of the last two versions was demographic information questionnaire, school attitude measure, authoritativeness measure, importance of education items, marital satisfaction scales. The difference between these two versions was again the order of the maternal and paternal authoritativeness measures.

CHAPTER 3

RESULTS

In the following, first a set of preliminary analyses are presented to provide a general idea about the relations among all the variables except for the schooling attitude measure. Next, regression analyses are presented in order to check for the generality of the findings reported by Heyndrickx (2004). Finally, the same analyses repeated with the inclusion of the school attitude measure among the independent variables are presented.

Preliminary Analyses with the Original Set of Independent Variables

Academic Achievement

Academic achievement was measured by the GPAs of the students. In order to establish equivalence across the schools, the grades were converted into z-scores. Table 3 summarizes the descriptive statistics for the original GPAs of the high SES and middle SES schools respectively. Across the schools, girls' GPA was significantly higher than boys' GPA, $t(673) = 9.93, p < .01, (\eta^2 = .13)$. We analyzed each school separately, a significant difference between girls and boys was observed in each case.¹

¹ Gender difference in GPA was as follows; Robert College, $t(84) = 2.60, p < .05, (\eta^2 = .07)$, Austrian high School, $t(78) = 2.38, p < .05, (\eta^2 = .07)$, Üsküdar American Academy, $t(130) = 2.87, p < .01, (\eta^2 = .06)$, Saint Joseph High School, $t(68) = 5.05, p < .01, (\eta^2 = .27)$, Yeni Levent High School, $t(63) = 2.77, p < .01, (\eta^2 = .11)$, Etiler High School, $t(106) = 5.10, p < .01, (\eta^2 = .20)$, Ya ar Dedeman High School, $t(79) = 5.23, p < .01, (\eta^2 = .26)$, Behçet Kemal Ça lar High School, $t(51) = 2.96, p < .01, (\eta^2 = .20)$.

Table 3. Means, Standard Deviations and Skewness Values of the GPAs of the Participant Schools

| School | | M | n | SD | Skewness |
|--------------------------------|-------|-------|-----|------|----------|
| Robert College | Girls | 82.89 | 47 | 6.63 | -.70 |
| | Boys | 78.48 | 39 | 9.06 | -.63 |
| | Total | 80.89 | 86 | 8.08 | -.83 |
| St. Georg Austrian High School | Girls | 3.65 | 40 | .51 | -.53 |
| | Boys | 3.34 | 40 | .67 | -.50 |
| | Total | 3.50 | 80 | .61 | -.66 |
| Üsküdar American Academy | Girls | 75.67 | 66 | 7.99 | -.18 |
| | Boys | 71.18 | 66 | 9.83 | .12 |
| | Total | 73.42 | 132 | 9.20 | -.13 |
| St. Joseph High School | Girls | 3.04 | 34 | .45 | .19 |
| | Boys | 2.34 | 36 | .67 | -.07 |
| | Total | 2.68 | 70 | .67 | -.44 |
| Yeni Levent High School | Girls | 3.44 | 45 | .73 | -.10 |
| | Boys | 2.89 | 20 | .79 | .75 |
| | Total | 3.27 | 65 | .79 | .07 |
| Etiler High School | Girls | 3.19 | 69 | .61 | .23 |
| | Boys | 2.55 | 39 | .66 | .80 |
| | Total | 2.96 | 108 | .70 | .21 |
| Ya ar Dedeman High School | Girls | 3.62 | 42 | .64 | .30 |
| | Boys | 2.89 | 39 | .61 | .01 |
| | Total | 3.27 | 81 | .72 | .15 |
| Behçet Kemal Ç. High School | Girls | 3.27 | 30 | .67 | -.42 |
| | Boys | 2.69 | 23 | .76 | .32 |
| | Total | 3.02 | 53 | .76 | -.17 |

Parenting Dimensions

Table 4 summarizes the means, ranges, standard deviations, and skewness values for each dimension of the original authoritativeness measure employed by Heyndrickx (2004) for the high SES group as a whole and for girls and boys separately.

Table 4. Means, Ranges, Standard Deviations and Skewness Values for Parenting Dimensions for High SES and Middle SES Groups

| | | High SES | | | | Middle SES | | | |
|---------------|-------|----------|---------|-----------|--------------|------------|---------|-----------|--------------|
| | | <i>M</i> | Range | <i>SD</i> | <i>Skew.</i> | <i>M</i> | Range | <i>SD</i> | <i>Skew.</i> |
| Mother | | | | | | | | | |
| | Girls | 40.04 | (21-48) | 5.92 | -.86 | 38.80 | (19-48) | 6.67 | -.63 |
| Involvement | Boys | 35.94 | (18-48) | 6.46 | -.41 | 36.62 | (21-48) | 6.61 | -.31 |
| | Total | 38.02 | (18-48) | 6.52 | -.60 | 37.95 | (19-48) | 6.72 | -.48 |
| Psychological | Girls | 42.40 | (21-52) | 5.62 | -1.15 | 38.48 | (22-50) | 5.89 | -.43 |
| Autonomy Gr. | Boys | 41.71 | (16-52) | 6.23 | -.91 | 36.39 | (20-48) | 6.55 | -.52 |
| | Total | 42.06 | (16-52) | 5.93 | -1.03 | 37.65 | (20-50) | 6.24 | -.51 |
| Strictness/ | Girls | 24.09 | (9-31) | 3.91 | -.72 | 26.42 | (12-32) | 3.81 | -1.26 |
| Supervision | Boys | 19.76 | (10-30) | 4.18 | .13 | 22.06 | (12-32) | 4.23 | .11 |
| | Total | 21.97 | (9-31) | 4.59 | -.25 | 24.71 | (12-32) | 4.51 | -.58 |
| Father | | | | | | | | | |
| | Girls | 37.29 | (18-48) | 6.83 | -.58 | 36.24 | (15-48) | 7.84 | -.41 |
| Involvement | Boys | 34.16 | (12-48) | 6.88 | -.35 | 35.42 | (19-48) | 7.02 | -.31 |
| | Total | 35.76 | (12-48) | 7.02 | -.43 | 35.92 | (15-48) | 7.52 | -.36 |
| Psychological | Girls | 43.76 | (21-52) | 5.78 | -1.23 | 40.11 | (17-51) | 5.91 | -.83 |
| Autonomy Gr. | Boys | 42.76 | (23-52) | 5.97 | -1.03 | 37.33 | (21-48) | 5.69 | -.44 |
| | Total | 43.26 | (21-52) | 5.89 | -1.12 | 36.56 | (17-51) | 5.69 | -.73 |
| Strictness/ | Girls | 22.22 | (9-31) | 4.23 | -.62 | 24.86 | (8-32) | 4.59 | -.84 |
| Supervision | Boys | 17.60 | (8-30) | 4.21 | .26 | 21.03 | (9-31) | 4.63 | .01 |
| | Total | 19.95 | (8-31) | 4.80 | -.13 | 23.36 | (8-32) | 4.97 | -.43 |

For each dimension separately, a 2 (girls vs. boys) X 2 (middle vs. high SES) X 2 (mother vs. father) ANOVA was carried out in which the last variable was treated as the repeated measure.

Involvement. Students reported a higher level of involvement by their mothers than their fathers, $F(1, 624) = 52.05, p < .01, (\eta^2 = .08)$, and girls reported a higher level than boys across the parents, $F(1, 624) = 27.26, p < .01, (\eta^2 = .01)$. A significant Gender X Parent interaction, $F(1, 624) = 5.85, p < .05, (\eta^2 = .01)$, indicated that girls reported even a higher level by their mothers than their fathers (see Figure 1).

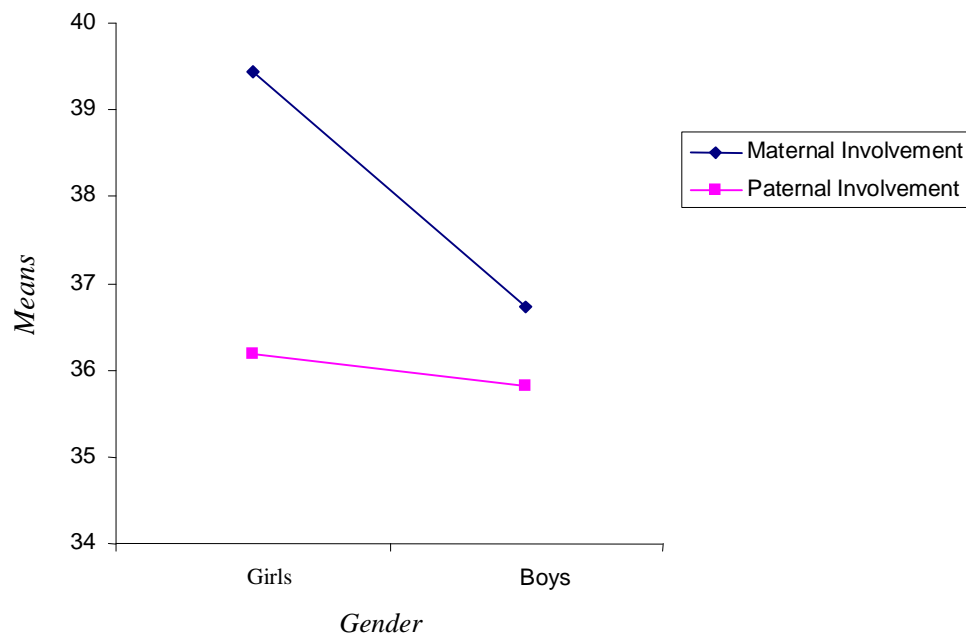


Fig. 1. Parental Involvement: Interaction of Gender and Parent.

Adolescents' SES did not seem to be a determinant of involvement with one single exception: a significant SES X Gender interaction $F(1, 624) = .5.74, p < .05, (\eta^2 = .01)$, revealed that for high SES adolescents the gender difference was even greater. That is, high SES girls reported a higher level of parental involvement

(average of maternal and paternal involvement) than middle SES girls and high SES boys reported a lower level than middle SES boys (see Figure 2).

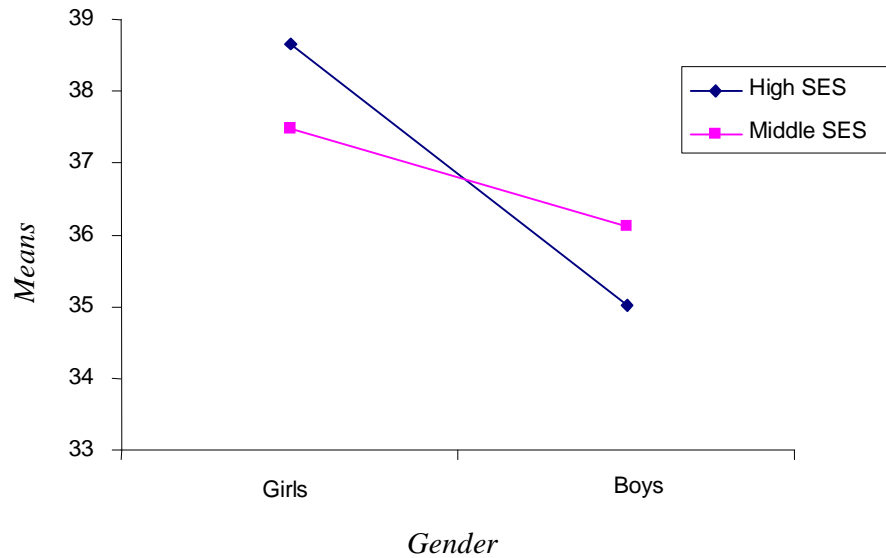


Fig. 2. Parental Involvement: Interaction of Gender and SES.

Psychological autonomy granting. High SES participants reported a higher level of psychological autonomy granting by their parents than did middle SES participants $F(1, 668) = 126.34, p < .01, (\eta^2 = .16)$. Students reported that they were granted less psychological autonomy by their mothers than their fathers, $F(1, 668) = 30.41, p < .01, (\eta^2 = .04)$, and the reported level of psychological autonomy granting by boys is lower than that of girls, $F(1, 668) = 16.76, p < .01, (\eta^2 = .02)$. No interaction was observed between the variables.

Strictness/supervision. Participants reported a higher level of strictness/supervision by their mothers than their fathers $F(1, 660) = 237.61, p < .01, (\eta^2 = .26)$. Girls reported a higher level of strictness/control than did boys, $F(1, 660) = 187.45, p < .01, (\eta^2 = .22)$, also middle SES group reported a higher level of

strictness/supervision than did high SES group $F(1, 660) = 70.50, p < .01, (\eta^2 = .10)$. There was a significant Parent X SES interaction, $F(1, 660) = 13.95, p < .01, (\eta^2 = .02)$, indicating that middle SES fathers control their children more strictly than did high SES fathers (see Figure 3).

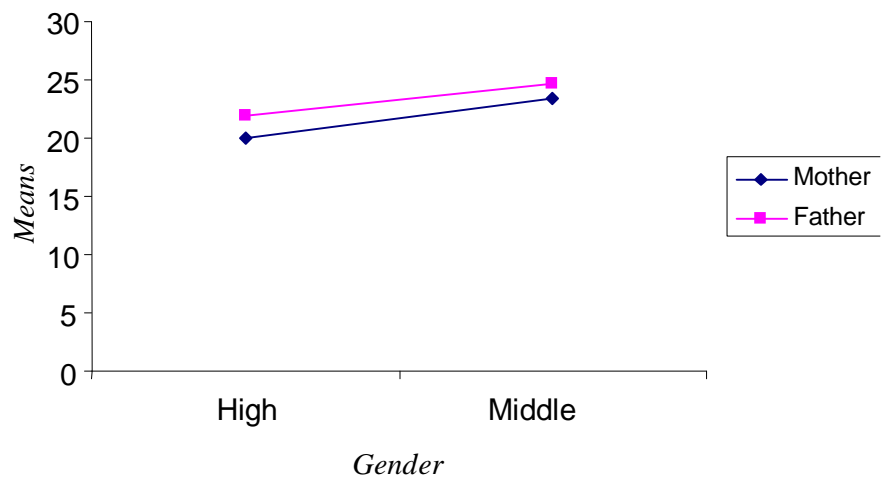


Fig. 3. Parental Strictness/Supervision: Interaction of Parent and SES.

There was also a Parent X Gender X SES interaction, indicating that middle SES boys are controlled more strictly than high SES boys by their fathers (see Figures 4 and 5).

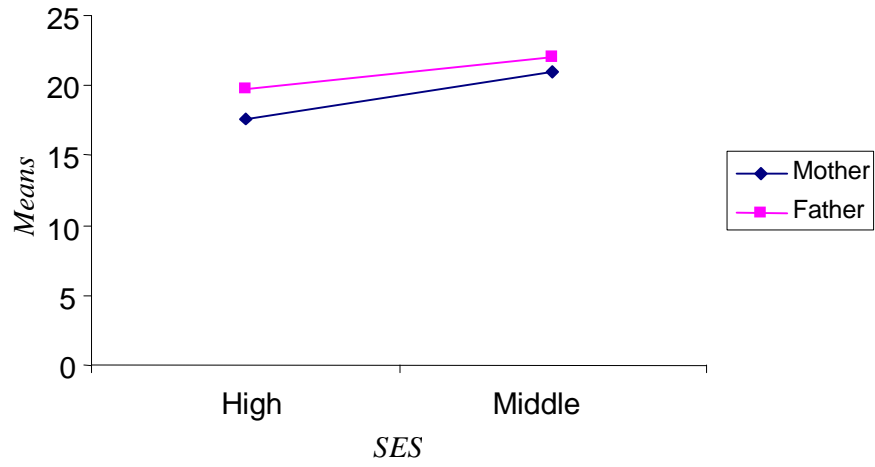


Fig. 4. Parental Strictness/Supervision for Boys: Interaction of Parent and SES.

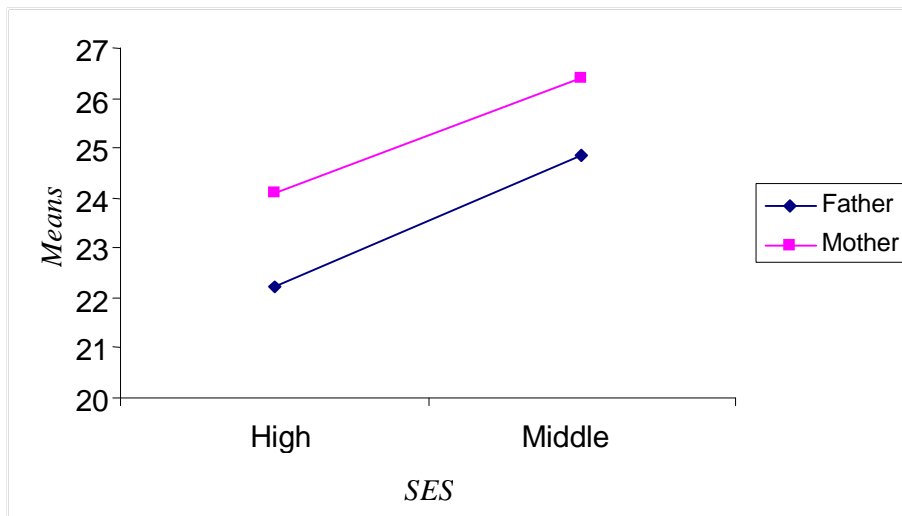


Fig. 5. Parental Strictness/Supervision for Girls: Interaction of Parent and SES.

Relations among Parenting Dimensions

Correlations among the parenting dimensions are presented in Tables 5 through 10. Maternal involvement correlated with all the parenting dimensions, namely maternal and paternal psychological autonomy granting, maternal and paternal strictness/supervision, and paternal involvement for both SES groups with the single exception of paternal psychological autonomy granting for middle SES. Maternal psychological autonomy granting correlated with maternal involvement and paternal psychological autonomy granting for both SES groups and paternal involvement for middle SES, whereas for high SES it correlated with paternal involvement and all the maternal parenting dimensions. Finally, paternal strictness/supervision correlated with all the parenting dimensions except maternal and paternal psychological autonomy granting for both high and middle SES groups.

Table 5. Correlations among the Independent Variables and Dependent Variable (Academic Achievement) for High SES (N = 328)

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------------------|----|-------|-----|------|-------|-------|-------|-------|-------|-------|-------|--------|
| 1. Maternal Education | -- | .37** | .07 | -.03 | -.04 | .00 | .03 | -.01 | .00 | .07 | .00 | .06 |
| 2. Paternal Education | | -- | .06 | .02 | .03 | .04 | .06 | .03 | .13* | .17** | -.03 | .06 |
| 3. Marital Satisfaction | | | -- | .12* | .00 | .36** | .15** | .12* | .52** | .28** | .14** | -.06 |
| 4 Importance of Education (+) | | | | -- | .35** | .08 | -.03 | -.02 | .03 | -.08 | -.05 | -.06 |
| 5. Importance of Education (-) | | | | | -- | .02 | -.01 | -.08 | .06 | -.05 | -.05 | -.27** |
| 6. Maternal Involvement | | | | | | -- | .33** | .32** | .54** | .17** | .32** | .09 |
| 7. Maternal Psyc. Aut. Gran. | | | | | | | -- | -.07 | .09 | .55** | -.06 | .20** |
| 8. Maternal Supervision | | | | | | | | -- | .24** | -.12* | .85** | .14** |
| 9. Paternal Involvement | | | | | | | | | -- | .36** | .37** | .01 |
| 10 Paternal Psyc. Auto. Gran. | | | | | | | | | | -- | -.10 | .18** |
| 11 Paternal Supervision | | | | | | | | | | | -- | .11* |
| 12 Academic Achievement | | | | | | | | | | | | -- |

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

Table 6. Correlations among the Independent Variables and Dependent Variable (Academic Achievement) for Middle SES (N = 261)

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------------------|----|-------|-----|-------|-------|-------|-------|-------|-------|-------|--------|-------|
| 1. Maternal Education | -- | .61** | .02 | .17** | .09 | .19** | .29** | -.08 | .06 | .22** | -.12 | .01 |
| 2. Paternal Education | | -- | .01 | .07 | .06 | .07 | .23** | -.08 | .07 | .19** | -.09 | -.04 |
| 3. Marital Satisfaction | | | -- | .19** | .15* | .33** | .14* | .15* | .59** | .17** | .26** | -.01 |
| 4 Importance of Education (+) | | | | -- | .33** | .30** | .25** | .07 | .16** | .15* | .05 | .14* |
| 5. Importance of Education (-) | | | | | -- | .11 | .08 | -.16* | .12 | .07 | -.18** | -.09 |
| 6. Maternal Involvement | | | | | | -- | .31** | .24** | .48** | .12 | .17** | .16** |
| 7. Maternal Psyc. Aut. Gran. | | | | | | | -- | .02 | .14* | .60** | -.01 | .13* |
| 8. Maternal Supervision | | | | | | | | -- | .22** | .07 | .84** | .35** |
| 9. Paternal Involvement | | | | | | | | | -- | .20** | .39** | .08 |
| 10 Paternal Psyc. Auto. Gran. | | | | | | | | | | -- | -.02 | .13* |
| 11 Paternal Supervision | | | | | | | | | | | -- | .37** |
| 12 Academic Achievement | | | | | | | | | | | | -- |

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

Table 7. Correlation among the Independent Variables Dependent Variable (Academic Achievement) for High SES Girls (N = 166)

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------------------|----|-------|-----|-----|-------|-------|-------|-------|-------|-------|-------|--------|
| 1. Maternal Education | -- | .35** | .12 | .00 | .00 | -.04 | .01 | .06 | .00 | .08 | .05 | .05 |
| 2. Paternal Education | | -- | .02 | .00 | .14 | -.01 | -.03 | .08 | .19* | .19* | .03 | .01 |
| 3. Marital Satisfaction | | | -- | .11 | .00 | .22** | -.01 | .15 | .50** | .21** | .16* | -.06 |
| 4. Importance of Education (+) | | | | -- | .40** | .13 | -.05 | .09 | .10 | -.14 | .07 | -.12 |
| 5. Importance of Education (-) | | | | | -- | .05 | -.03 | .02 | .12 | -.06 | .01 | -.24** |
| 6. Maternal Involvement | | | | | | -- | .41** | .24** | .38** | .08 | .24** | .04 |
| 7. Maternal Psyc. Aut. Gran. | | | | | | | -- | -.07 | -.02 | .38** | -.07 | .30** |
| 8. Maternal Supervision | | | | | | | | -- | .14 | -.17* | .85** | -.08 |
| 9. Paternal Involvement | | | | | | | | | -- | .41** | .28** | -.12 |
| 10. Paternal Psyc. Auto. Gran. | | | | | | | | | | -- | -.12 | .11 |
| 11. Paternal Supervision | | | | | | | | | | | -- | -.08 |
| 12. Academic Achievement | | | | | | | | | | | | -- |

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

Table 8. Correlation among the Independent Variables Dependent Variable (Academic Achievement) for High SES Boys (N = 162)

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------------------|----|-----|------|------|-------|-------|-------|-------|-------|-------|-------|--------|
| 1. Maternal Education | -- | .40 | -.01 | -.06 | -.09 | .03 | .04 | -.09 | .00 | .07 | -.06 | .07 |
| 2. Paternal Education | | -- | .09 | .04 | -.07 | .05 | .12 | -.09 | .04 | .14 | -.18* | .06 |
| 3. Marital Satisfaction | | | -- | .14 | .00 | .51** | .30** | .07 | .55** | .35** | .11 | -.09 |
| 4. Importance of Education (+) | | | | -- | .30** | .09 | .00 | -.06 | -.01 | -.01 | -.13 | .01 |
| 5. Importance of Education (-) | | | | | -- | .01 | .00 | -.16* | .02 | -.05 | -.08 | -.29** |
| 6. Maternal Involvement | | | | | | -- | .26** | .16* | .62** | .23** | .15 | -.04 |
| 7. Maternal Psyc. Aut. Gran. | | | | | | | -- | -.17* | .15 | .70** | -.15 | .11 |
| 8. Maternal Supervision | | | | | | | | -- | .14 | -.16* | .77** | .06 |
| 9. Paternal Involvement | | | | | | | | | -- | .30** | .28** | -.03 |
| 10. Paternal Psyc. Auto. Gran. | | | | | | | | | | -- | -.18* | .22** |
| 11. Paternal Supervision | | | | | | | | | | | -- | -.03 |
| 12. Academic Achievement | | | | | | | | | | | | -- |

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

Table 9. Correlation among the Independent Variables and the Dependent Variable (Academic Achievement) for Middle SES Girls (N = 160)

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------------------|----|-------|------|------|-------|-------|-------|-------|-------|-------|-------|-------|
| 1. Maternal Education | -- | .60** | .02 | .18* | .12 | .18* | .26** | -.16* | .05 | .13 | -.19* | .02 |
| 2. Paternal Education | | -- | -.01 | .06 | .07 | .02 | .14 | -.15 | .04 | .13 | -.18* | -.03 |
| 3. Marital Satisfaction | | | -- | .20* | .19* | .31** | .15 | .18* | .61** | .22** | .30** | .04 |
| 4. Importance of Education (+) | | | | -- | .45** | .32** | .21** | .01 | .17* | .07 | -.02 | .09 |
| 5. Importance of Education (-) | | | | | -- | .20* | .15 | -.16* | .16* | .11 | -.20* | -.04 |
| 6. Maternal Involvement | | | | | | -- | .34** | .23** | .41** | .10 | .09 | .10 |
| 7. Maternal Psyc. Aut. Gran. | | | | | | | -- | -.09 | .14 | .51** | -.09 | .09 |
| 8. Maternal Supervision | | | | | | | | -- | .22** | -.03 | .76** | .14 |
| 9. Paternal Involvement | | | | | | | | | -- | .23** | .41** | .15 |
| 10. Paternal Psyc. Auto. Gran. | | | | | | | | | | -- | -.11 | .03 |
| 11. Paternal Supervision | | | | | | | | | | | -- | .27** |
| 12. Academic Achievement | | | | | | | | | | | | -- |

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

Table 10. Correlation among the Independent Variables and the Dependent Variable (Academic Achievement) for Middle SES Boys (N = 101)

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------------------|----|-------|-----|------|-----|-------|-------|------|-------|-------|-------|------|
| 1. Maternal Education | -- | .65** | .04 | .14 | .08 | .20* | .33** | -.06 | .08 | .38** | -.08 | -.10 |
| 2. Paternal Education | | -- | .08 | .09 | .05 | .14 | .36** | -.05 | .14 | .27** | -.01 | -.15 |
| 3. Marital Satisfaction | | | -- | .20* | .05 | .42** | .14 | .24* | .56** | .14 | .31** | .00 |
| 4. Importance of Education (+) | | | | -- | .19 | .25* | .28** | .05 | .15 | .24* | .07 | .15 |
| 5. Importance of Education (-) | | | | | -- | .01 | .03 | -.04 | .05 | .07 | -.05 | -.04 |
| 6. Maternal Involvement | | | | | | -- | .20* | .12 | .62** | .06 | .15 | .08 |
| 7. Maternal Psyc. Aut. Gran. | | | | | | | -- | -.03 | .14 | .72** | -.05 | .03 |
| 8. Maternal Supervision | | | | | | | | -- | .25* | -.06 | .89** | .21* |
| 9. Paternal Involvement | | | | | | | | | -- | .14 | .39** | -.06 |
| 10. Paternal Psyc. Auto. Gran. | | | | | | | | | | -- | -.10 | .04 |
| 11. Paternal Supervision | | | | | | | | | | | -- | .20* |
| 12. Academic Achievement | | | | | | | | | | | | -- |

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

When girls and boys were considered separately, the patterns of correlations were quite similar in both groups. In the case of the high SES girls, the following differences were observed: Maternal involvement did not correlate with paternal psychological autonomy granting for girls and maternal strictness/supervision did not correlate with paternal involvement. In the case of the high SES boys, maternal involvement did not correlate with paternal strictness/supervision and maternal strictness/supervision did not correlate with paternal involvement. Furthermore, maternal strictness/supervision correlated negatively with maternal psychological autonomy granting ($r = -.16, p = .05$), and paternal strictness/supervision was correlated negatively with paternal psychological autonomy granting ($r = -.17, p = .05$) for high SES boys whereas no significant correlation was observed between these parenting dimensions for the whole high SES sample. In the case of middle SES girls, the only difference was that, maternal involvement and paternal strictness/supervision and maternal psychological autonomy granting and paternal involvement did not correlate. For middle SES boys, in contrast with the whole middle SES sample, maternal involvement did not correlate with parental strictness/supervision and paternal involvement did not correlate with parental psychological autonomy granting (see Tables 5 through 10).

Importance of Education

The items questioning the effectiveness of good education in finding a desired job later asked positively and negatively correlated positively, $r = .34, p < .01$. The same pattern was observed when each SES group was analyzed separately, $r = .34, p < .01$ and $r = .33, p < .01$, for high SES and middle SES groups, respectively. The same pattern was revealed as girls and boys of each SES group was analyzed

separately, except for the middle SES boys (see Tables 5 through 10). The mean scores for the item asked in the positive ($M = 3.23$, $SD = .64$) was higher than the mean scores for the item asked in the negative ($M = 2.98$, $SD = .72$), $t(671) = 40.53$, $p < .01$ ($\eta^2 = .71$). The same pattern was observed when each SES group was analyzed separately as a whole and then each gender of these SES groups one by one.

Beyond the correlation between themselves, importance of education asked in the positive and in the negative did not correlate with any of the other variables for the high SES group. When girls and boys were analyzed separately, the single exception was the negatively asked one and maternal strictness/supervision for boys. However, the correlation pattern was quite different for the middle SES group; apart from the correlation between themselves, importance of education asked in the positive correlated with maternal education, marital satisfaction and all the parenting dimensions except parental strictness/supervision, on the other hand, importance of education asked in the negative correlated with parental strictness/supervision for the whole of the middle SES group.

When girls and boys of the middle SES group were analyzed separately a similar pattern was observed for the girls except that importance of education asked in the positive did not correlate with paternal psychological autonomy granting but importance of education asked in the negative correlated with marital satisfaction and maternal and paternal involvement. The difference of the correlation pattern for middle SES boys from that for the entire middle SES group was that importance of education asked in the positive did not correlate with maternal education and paternal involvement. Interestingly, the correlation of importance of education asked in the negative did not correlate with any of the other variables for middle SES boys.

Educational Level of Parents

Though there was a significant correlation between the educational level of mothers and fathers, $r(664) = .78, p < .01$, the educational level of mothers ($M = 11.39, SD = 4.22$), was significantly lower than that of fathers ($M = 12.53, SD = 3.95$) both for the whole group, $t(663) = -10.77, p < .01, \eta^2 = .39$, as well as for high SES mothers ($M = 14.22, SD = 2.22$) and fathers ($M = 14.99, SD = 2.01$), $t(366) = -6.23, p < .01, \eta^2 = .13$, and middle SES mothers, ($M = 7.89, SD = 3.40$) and fathers ($M = 9.50, SD = 3.63$), $t(296) = -8.99, p < .01, \eta^2 = .27$).

There was also a major difference between the educational level of high SES mothers ($M = 14, 22, SD = 2.22$) and middle SES mothers ($M = 7.89, SD = 3.40$), $t(663) = 28.9, p < .01, (\eta^2 = .56)$. The same pattern was observed between the educational level of high SES fathers ($M = 14.99, SD = 2.01$) and middle SES fathers ($M = 9.45, SD = 3.62$) $t(668) = 24.98, p < .01, (\eta^2 = .48)$.

Though maternal education revealed no significant correlation with other variables except paternal education ($r = .37, p < .01$), for high SES, for middle SES, there was a significant correlation between maternal education and paternal education ($r = .61, p < .01$), importance of education asked in the positive ($r = .17, p < .01$), maternal involvement ($r = .19, p < .01$), maternal psychological autonomy granting ($r = .29, p < .01$), paternal psychological autonomy granting ($r = .22, p < .01$). Paternal education, on the other hand was correlated with paternal involvement ($r = .13, p < .05$) and paternal psychological autonomy granting ($r = .17, p < .01$) for high SES, whereas it was correlated with only paternal psychological autonomy granting ($r = .19, p < .01$), for middle SES.

Considering girls and boys separately, the correlation pattern of the maternal educational level was the same for the whole high SES group and each gender

separately. For the middle SES group the pattern was also similar for the entire group, and girls and boys separately. The differences were seen in the negative correlation between maternal educational level and parental strictness/supervision and no significant correlation between maternal education and paternal psychological autonomy granting for girls. For boys, the only difference was that maternal education did not correlate with importance of education asked in the positive.

The correlation pattern of paternal educational level was the same for the whole high SES group and the high SES girls alone. For the high SES boys, instead of the correlation of paternal education with paternal involvement a negative correlation of paternal education with paternal strictness/supervision was observed. For the middle SES boys, the correlation pattern of paternal education was the same with the correlation trend for the whole middle SES group, whereas for girls apart from the correlation with maternal education there was only a negative correlation with paternal strictness/supervision (see Tables 5 through 10).

Marital Satisfaction

Marital satisfaction correlated with all the independent variables except for maternal and paternal education and importance of education asked in the negative for high SES. For middle SES, the correlation pattern was the same with the single exception of the correlation with importance of education asked in the negative.

Considering girls and boys separately, marital satisfaction correlated with maternal involvement ($r = .22, p < .01, r = .51, p < .01$ for girls and boys, respectively), paternal involvement ($r = .50, p < .01, r = .55, p < .01$ for girls and boys, respectively) and paternal psychological autonomy granting ($r = .21, p < .01, r = .35,$

$p < .01$ for girls and boys, respectively) for the high SES sample. It also correlated with paternal strictness/supervision for girls ($r = .16, p < .05$) and maternal psychological autonomy granting ($r = .30, p < .01$) for boys. In the case of middle SES girls the only difference from the entire middle SES group was that marital satisfaction did not correlate with maternal psychological autonomy granting whereas for the middle SES boys, the differences were that marital satisfaction did not correlate with importance of education asked in the negative, and maternal and paternal psychological autonomy granting (see Tables 5 through 10).

Maternal Employment

The number of working mothers was 254, non-working mothers were 405, and retired ones were 15. A significantly higher proportion of the high SES mothers were working (53.3 vs. 23.1, respectively). Number of working mothers were significantly higher than that of middle SES group, $\chi^2(1, N = 672) = 62.19, p < .01$.

Parenting dimension scores were compared between children of working and non-working mothers and very few differences were observed. (see Appendix K)

Regression Analyses without the School Attitude Measure

In this section, regression analysis of Heyndrickx (2004) was replicated for the high SES and middle SES groups of the present study. The regression analyses were conducted both for girls and boys separately and then for the whole group. For the high SES group GPA was regressed simultaneously on: maternal education, paternal education, importance of education asked in the positive, importance of

education asked in the negative, maternal employment, marital satisfaction, paternal involvement, paternal psychological autonomy granting, maternal involvement, maternal psychological autonomy granting and parental strictness/supervision (the mean of maternal and paternal scores). As was the case in the study of Heyndrickx (2004), in this study, the maternal and paternal strictness/supervision scores correlated very strongly ($r > .80$). Because of a potential multicollinearity problem, a single strictness/supervision score, computed by averaging maternal and paternal scores, was employed rather than two. For the middle SES group, the results of the factor analysis of paternal parenting dimensions revealed that all of the items assessing strictness supervision were loaded on the paternal involvement factor, as presented in the Method section. Thus, instead of an average of maternal and paternal strictness/supervision scores, only maternal strictness/supervision score was used.

For the high SES group, the regression equation explained 16% of the variance. Importance of education asked in the negative ($\beta = -.27$), paternal psychological autonomy granting ($\beta = .16$), parental strictness/supervision ($\beta = .16$), and marital satisfaction ($\beta = -.15$) predicted GPA. In addition, maternal psychological autonomy granting also approached significance ($\beta = .13, p = .057$). Quite unexpectedly, lower levels of marital satisfaction were related to higher GPA. When analyzed separately for each gender, the only common predictor for girls ($\beta = -.24$), and boys ($\beta = -.31$), was importance of education asked in the negative. For girls, maternal psychological autonomy granting ($\beta = .30$) and for boys paternal psychological autonomy granting ($\beta = .32$), also predicted GPA. Finally, for boys the last predictor of GPA was marital satisfaction ($\beta = -.22$) (see Table 11).

Table 11. Regression of the Academic Achievement on Independent Variables for High SES Group²

| | <i>Girls</i> | <i>Boys</i> | <i>Total</i> |
|---------------------------|-----------------------|-----------------------|-----------------------|
| | <i>R</i> ² | <i>R</i> ² | <i>R</i> ² |
| | .17 | .18 | .16 |
| Maternal Education | .00 | .00 | .00 |
| Paternal Education | .06 | .01 | .03 |
| Importance of Educ. (+) | -.01 | .15 | .07 |
| Importance of Educ. (-) | -.24** | -.31** | -.27** |
| Maternal Employment | -.08 | -.06 | -.08 |
| Marital Satisfaction | -.01 | -.22* | -.15* |
| Maternal Involvement | -.03 | -.02 | .04 |
| Matern. Psych. Aut. Gran. | .30** | -.03 | .13*** |
| Paternal Involvement | -.07 | .01 | -.04 |
| Patern. Psych. Aut. Gran. | -.01 | .32** | .16* |
| Parental Strict./ Superv. | -.02 | .06 | .16** |

* $p < .05$, ** $p < .01$, *** $p < .057$

In summary, in the case of high SES adolescents, higher GPA seems to be associated with (i) a lower expectation of adolescents to get a desired job if they failed to get a good education, and (ii) a higher strictness/supervision exercised by the parents. In addition to these, a higher GPA is also associated with a higher level of psychological autonomy granting from the same sex parent. Finally, only in the case

² Maternal and paternal involvement and psychological autonomy granting scales used in the present study were the revised versions of the ones used by Heyndrickx (2004). Furthermore, Heyndrickx (2004) included maternal and paternal strictness/supervision scores separately, whereas in the present study due to high correlation between these variables only parental strictness/supervision score (average of maternal and paternal scores) was included in the regression equation. For an exact replication of Heyndrickx (2004) study where only the original items were included in the maternal and paternal involvement and psychological autonomy scales and both maternal and paternal strictness/supervision scores were included in the regression equation, see Appendix L.

of boys, it seems to be associated with a lower level of marital satisfaction between the parents.

In the case of the middle SES group, the only predictor turned out to be maternal strictness/supervision, although it failed to reach significance in the case of girls, ($\beta = .10, p = .24$). However there was an indication that importance of education asked in the positive might be associated with GPA, independent of the adolescent's gender ($\beta = .11, p = .23$ and $\beta = .13, p = .23$, respectively) (see Table 12).

Table 12. Regression of the Academic Achievement on Independent Variables for Middle SES Group

| | <i>Girls</i> | <i>Boys</i> | <i>Total</i> |
|-----------------------------|--------------|-------------|--------------|
| | R^2 | R^2 | R^2 |
| | .26 | .15 | .17 |
| Maternal Education | .07 | -.10 | .03 |
| Paternal Education | -.04 | -.08 | -.06 |
| Importance of Education (+) | .11 | .13 | .13 |
| Importance of Education (-) | -.09 | -.04 | -.08 |
| Maternal Employment | .11 | .07 | .04 |
| Marital Satisfaction | -.12 | -.06 | -.12 |
| Maternal Involvement | -.02 | .25 | .06 |
| Matern. Psyc. Aut. Gran. | .08 | -.06 | .05 |
| Paternal Involvement | .18 | -.26 | .02 |
| Patern. Psyc. Aut. Gran. | -.02 | .17 | .08 |
| Maternal Strict./ Superv. | .10 | .26* | .32** |

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

Comparing the results of the present study and Heyndrickx's (2004) study, the explanatory power of the regression equation for the high SES group (16%) was almost the same with the regression equation of Heyndrickx's (2004) study (17%). Regarding the predictors, though the only significant predictors of the Heyndrickx's

(2004) study were importance of education asked in the negative ($\beta = -.15$) and maternal psychological autonomy granting ($\beta = .19$), in the present study marital satisfaction, paternal psychological autonomy granting and parental strictness/supervision appeared as the additional predictors. As can be seen in the table which exactly replicates Heyndrickx's (2004) study (see Appendix L), one of the reasons of this difference is the difference of the two authoritativeness scales; in the present study, items were added to both the involvement scale and the psychological autonomy scale to make them more culture appropriate. Another reason was that in the present study due to the high correlation between the maternal and paternal authoritativeness scales average of these scores were used as parental strictness/supervision score so that problem arising from multicollinearity could be avoided. Heyndrickx (2004) on the other hand used maternal and paternal strictness/supervision scores together. The only difference between the results of this study for high SES and exact replication of Heyndrickx's study was in the significance of marital satisfaction in this study. Considering girls and boys separately, in the present study psychological autonomy granting of the same sex parent was significantly associated with GPA of the adolescents, though it was only maternal psychological autonomy granting for both genders in Heyndrickx's (2004) study. In the exact replication, maternal psychological autonomy granting was associated with only girls not with boys. On the other hand, though Heyndrickx (2004) did not find importance of education asked in the negative as a significant variable for girls and boys separately, in the present study, it was found to be significant for both genders even in the exact replication. Finally in the present study marital satisfaction was significantly associated with GPA of high SES boys, no such

relation was found in either Heyndrickxø (2004) study or in the exact replication of that study (see Appendix L).

Preliminary Analyses with the Expanded Set of Independent Variables

In this section, school attitude variables were introduced into the model. The means, ranges, standard deviations, and skewness values for each scale of these variables for high SES and middle SES groups are presented in Table 13.

Table 13. Means, Ranges, Standard Deviations and Skewness Values of School Attitude Dimensions of High SES and Middle SES Groups

| | | High SES | | | | Middle SES | | | |
|-----------------------------------|-------|----------|---------|-----------|--------------|------------|---------|-----------|--------------|
| | | <i>M</i> | Range | <i>SD</i> | <i>Skew.</i> | <i>M</i> | Range | <i>SD</i> | <i>Skew.</i> |
| Academic Self Perception | Girls | 28.75 | (14-35) | 4.29 | -1.00 | 28.12 | (13-35) | 4.28 | -1.08 |
| | Boys | 26.98 | (10-35) | 4.80 | -.84 | 27.38 | (12-35) | 4.32 | -1.13 |
| | Total | 27.88 | (10-35) | 4.63 | -.92 | 27.83 | (12-35) | 4.30 | -1.09 |
| Attitude Toward School | Girls | 28.94 | (6-42) | 7.57 | -.47 | 29.34 | (7-42) | 7.56 | -.66 |
| | Boys | 25.86 | (6-42) | 8.55 | -.31 | 28.87 | (12-42) | 6.51 | -.48 |
| | Total | 27.44 | (6-42) | 8.20 | -.42 | 29.16 | (7-42) | 7.16 | -.60 |
| Peer Attitude Toward School | Girls | 27.76 | (14-35) | 3.85 | -.41 | 25.63 | (5-35) | 6.19 | -1.14 |
| | Boys | 25.70 | (11-35) | 4.61 | -.28 | 24.00 | (5-35) | 5.42 | -.88 |
| | Total | 26.75 | (11-35) | 4.36 | -.42 | 25.00 | (5-35) | 5.95 | -.99 |
| Motivation/ Self Regulation | Girls | 19.69 | (6-28) | 5.34 | -.63 | 21.69 | (4-28) | 5.34 | -.89 |
| | Boys | 16.63 | (4-28) | 5.79 | -.13 | 19.73 | (4-28) | 4.84 | -.73 |
| | Total | 18.19 | (4-28) | 5.77 | -.38 | 20.91 | (4-28) | 5.23 | -.75 |

A 2 (girls vs. boys) X 2 (middle vs. high SES) X 4 (each dimension of school attitude) ANOVA was carried out. Comparing school attitude dimensions of the two SES groups revealed that relative to the high SES group, the middle SES group's attitudes toward school, $F(1, 604) = .8.32, p < .01$ ($\eta^2 = .01$) and their motivation/self regulation, $F(1, 604) = 35.63, p < .01, (\eta^2 = .06)$, were significantly more positive. In contrast, peer attitudes toward school of the high SES was more positive than that of the middle SES group, $F(1, 604) = 22.19, p < .01, (\eta^2 = .04)$. Academic self perception of the SES groups did not differ from each other $F(1, 604) = .03, p = .87$.

Considering gender differences, girls scored higher than boys in academic self perception, $F(1, 604) = 9.05, p < .01$ ($\eta^2 = .01$), attitudes toward school, $F(1, 604) = 5.85, p < .05$ ($\eta^2 = .01$), peer attitudes toward school, $F(1, 604) = 17.87, p < .01$ ($\eta^2 = .03$), and motivation/self regulation, $F(1, 604) = .30.28, p < .01$ ($\eta^2 = .05$). In the academic self perception and attitudes toward school dimensions there was an interaction of SES group and gender, $F(1, 604) = 4.89, p < .05$ ($\eta^2 = .01$), and $F(1, 604) = 5.82, p < .05$ ($\eta^2 = .01$), respectively. The difference between the mean score of high SES girls and boys' academic self perception was smaller than that of the middle SES group. Similarly, though there was a very small difference in the means of attitude toward school for middle SES girls and boys, the difference was quite large for the high SES girls and boys. (see Figures 6 and 7).

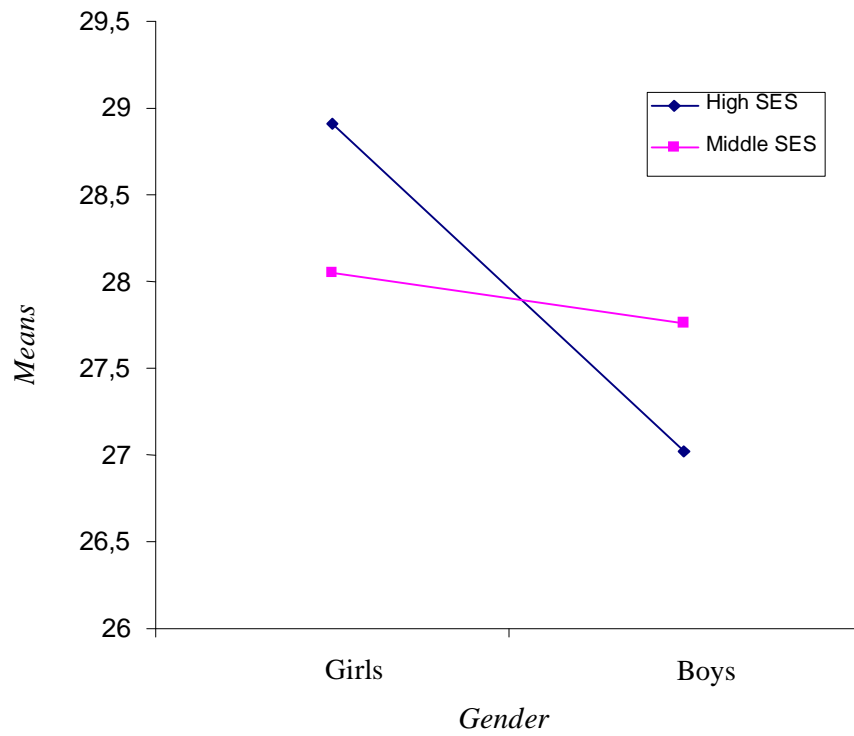


Fig. 6. Academic Self-Perception Scores: Interaction of Gender and SES.

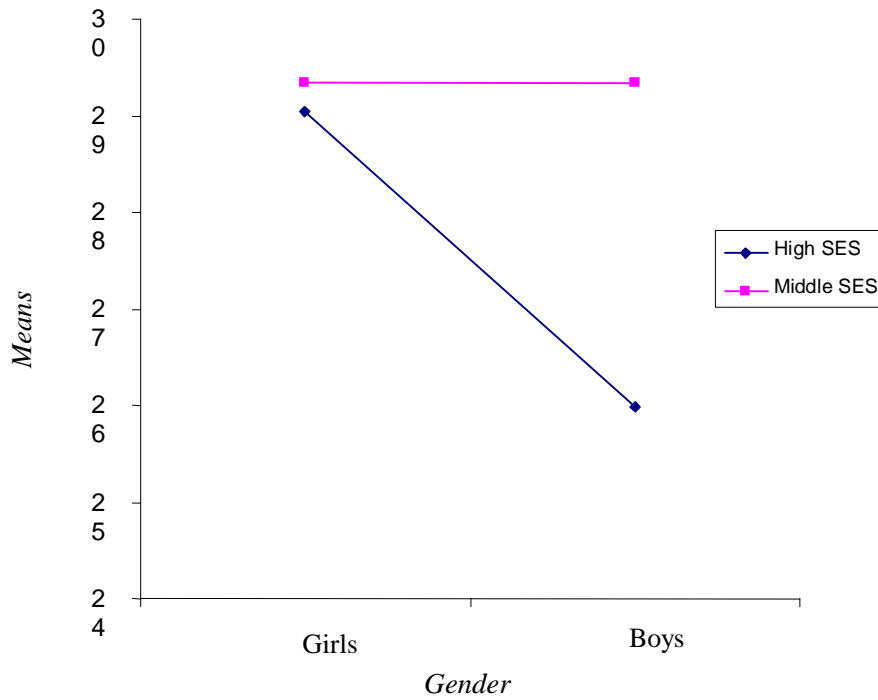


Fig. 7. Attitudes Toward School: Interaction of Gender and SES

Considering girls and boys of each SES group separately, high SES girls scored significantly higher in all the school attitude dimensions than boys, but middle SES girls scored higher than boys, only in the peer attitudes toward school and motivation/self regulation dimensions. Scores of the middle SES girls and boys were not significantly different for the other two dimensions.

Relations among School Attitude Dimensions

All of the four dimensions of school attitude were correlated with each other for both high SES and middle SES groups. Considering girls and boys separately, the only exception was that in the case of high SES girls attitudes toward school and peer attitudes toward school were not correlated and in the case of high SES boys and middle SES girls, academic self perception and peer attitudes toward school were not correlated (see Tables 14 through 19).

Table 14. The correlations among the Independent Variables Including School Attitudes and the Dependent Variable for High SES (N = 304)

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
|--------------------------------|----|-------|-----|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|
| 1. Maternal Education | -- | .38** | .09 | -.06 | -.05 | .00 | .04 | .01 | .00 | .08 | .01 | .02 | -.08 | -.07 | -.05 | .08 |
| 2. Paternal Education | | -- | .07 | -.02 | .01 | .05 | .08 | .03 | .12 | .18** | -.04 | .08 | .01 | -.02 | -.01 | .08 |
| 3. Marital Satisfaction | | | -- | .10 | .01 | .35** | .16** | .11* | .52** | .27** | .15* | .10 | .10 | .18** | .09 | -.05 |
| 4. Importance .of Educ. (+) | | | | -- | .36** | .05 | -.03 | -.05 | .02 | -.10 | -.08 | .20** | .04 | .12* | .06 | -.04 |
| 5. Importance of Educ. (-) | | | | | -- | .01 | -.03 | -.09 | .04 | -.10 | -.05 | -.07 | -.02 | .12* | -.13* | -.29** |
| 6. Maternal Involvement | | | | | | -- | .33** | .32** | .55** | .18** | .34** | .23** | .23** | .26** | .28** | .11 |
| 7. Matern. Psych. Aut. Gr. | | | | | | | -- | -.09 | .11 | .57** | -.05 | .15** | .17** | -.04 | .25** | .19** |
| 8. Maternal Strict./Supervis. | | | | | | | | -- | .24* | -.13* | .86** | .12* | .20** | .21** | .28** | .15** |
| 9. Paternal Involvement | | | | | | | | | -- | .36** | .36** | .16** | .24** | .30** | .22** | .00 |
| 10. Patern. Psych. Auto. Gr. | | | | | | | | | | -- | -.11 | .15** | .20** | .00 | .19** | .15** |
| 11. Paternal Strict./Supervis. | | | | | | | | | | | -- | .11* | .19** | .26** | .29** | .12* |
| 12. Academic Self Percept. | | | | | | | | | | | | -- | .37** | .15* | .57** | .57** |
| 13. Attitude Toward School | | | | | | | | | | | | | -- | .39** | .36** | .18** |
| 14. Peer Attit. Toward Sch. | | | | | | | | | | | | | | -- | .24** | .00 |
| 15. Motivation/Self Regulat. | | | | | | | | | | | | | | | -- | .56** |
| 16. Academic Achievement | | | | | | | | | | | | | | | | -- |

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

Table 15. The correlations among the Independent Variables Including School Attitudes and the Dependent Variable for Middle SES (N = 231)

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
|--------------------------------|----|-------|-----|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 1. Maternal Education | -- | .62** | .02 | .16* | .09 | .17** | .31** | -.10 | .06 | .23** | -.11 | .09 | -.04 | -.02 | -.10 | .04 |
| 2. Paternal Education | | -- | .04 | .09 | .07 | .07 | .25** | -.12 | .08 | .19** | -.11 | -.05 | -.06 | -.04 | -.11 | -.05 |
| 3. Marital Satisfaction | | | -- | .17** | .12 | .35** | .14* | .18** | .57** | .13* | .28** | .08 | .22** | .11 | .17** | -.01 |
| 4. Importance .of Educ. (+) | | | | -- | .36** | .30** | .20** | .03 | .16* | .10 | .02 | .24** | .10 | .18** | .24** | .14* |
| 5. Importance of Educ. (-) | | | | | -- | .14* | .10 | -.15* | .12 | .07 | -.17* | .14* | .07 | .10 | .03 | -.07 |
| 6. Maternal Involvement | | | | | | -- | .29** | .24** | .51** | .11 | .18** | .21** | .21** | .19** | .29** | .15* |
| 7. Matern. Psych. Auto. Gr. | | | | | | | -- | -.04 | .19** | .58** | -.04 | .09 | .04 | .03 | .04 | .09 |
| 8. Maternal Strict./Supervis. | | | | | | | | -- | .27** | .04 | .84** | .15* | .07 | .23** | .35** | .32** |
| 9. Paternal Involvement | | | | | | | | | -- | .20** | .43** | .20** | .17** | .12 | .32** | .11 |
| 10. Patern. Psych. Auto. Gr. | | | | | | | | | | -- | -.05 | .09 | -.02 | .05 | .07 | .13 |
| 11. Paternal Strict./Supervis. | | | | | | | | | | | -- | .19** | .07 | .13 | .34** | .35** |
| 12. Academic Self Percept. | | | | | | | | | | | | -- | .31** | .18** | .51** | .46** |
| 13. Attitude Toward School | | | | | | | | | | | | | -- | .43** | .47** | .04 |
| 14. Peer Attit. Toward Sch. | | | | | | | | | | | | | | -- | .38** | .11 |
| 15. Motivation/Self Regulat. | | | | | | | | | | | | | | | -- | .39** |
| 16. Academic Achievement | | | | | | | | | | | | | | | | -- |

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

Table 16. Correlations among the Independent Variables Including School Attitudes and the Dependent Variable for High SES Girls (N =154)

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
|-------------------------|----|-------|-----|------|-------|-------|-------|-------|-------|-------|-------|------|-------|-------|-------|--------|
| 1. Maternal Educ. | -- | .36** | .13 | -.05 | .00 | -.03 | .05 | .10 | .00 | .07 | .07 | .07 | -.08 | -.01 | -.01 | .08 |
| 2. Paternal Educ. | | -- | .02 | -.04 | .11 | .03 | -.01 | .09 | .20* | .18* | .01 | .11 | .14 | .00 | .02 | .02 |
| 3. Marital Satisfact. | | | -- | .08 | .01 | .22** | .00 | .13 | .48** | .21** | .14 | .10 | .02 | .17* | .07 | -.07 |
| 4. Imp. of Educ. (+) | | | | -- | .42** | .11 | -.06 | .07 | .11 | -.15 | .05 | .17* | .10 | .24** | .12 | -.08 |
| 5. Imp. of Educ. (-) | | | | | -- | .06 | -.06 | .04 | .11 | -.10 | .01 | -.07 | -.03 | .11 | -.08 | -.26** |
| 6. Maternal Involvm. | | | | | | -- | .41** | .25** | .39** | .12 | .28** | .13 | .13 | .21** | .25** | .04 |
| 7. Mat. Psych. Auton. | | | | | | | -- | -.11 | .01 | .42** | -.07 | .14 | .16* | -.03 | .27** | .30** |
| 8. Mat. Strict./Superv. | | | | | | | | -- | .16* | -.17* | .87** | .09 | .11 | .01 | .23** | -.06 |
| 9. Paternal Involv. | | | | | | | | | -- | .41** | .30** | .08 | .28** | .31** | .14 | -.16* |
| 10. Pat. Psych. Auton. | | | | | | | | | | -- | -.13 | .04 | .17* | .00 | .06 | .07 |
| 11. Pat. Strict./Super. | | | | | | | | | | | -- | .07 | .09 | .05 | .24** | -.06 |
| 12. Acad. Self Perc. | | | | | | | | | | | | -- | .26** | .05 | .48** | .53** |
| 13. Attit. Toward Sch. | | | | | | | | | | | | | -- | .20* | .21** | .05 |
| 14. Peer Att. Tow. Sch | | | | | | | | | | | | | | -- | .20* | -.21** |
| 15. Motiv. Self Reg. | | | | | | | | | | | | | | | -- | .51** |
| 16. Acad. Achievement | | | | | | | | | | | | | | | | -- |

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

Table 17. Correlations among the Independent Variables Including School Attitudes and the Dependent Variable for High SES Boys (N=150)

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
|-------------------------|----|-------|-----|------|-------|-------|-------|--------|-------|-------|-------|-------|-------|-------|-------|--------|
| 1. Maternal Educ. | -- | .40** | .03 | -.07 | -.12 | .03 | .03 | -.08 | .01 | .09 | -.05 | -.03 | -.09 | -.14 | -.10 | .09 |
| 2. Paternal Educ. | | -- | .12 | .01 | -.09 | .02 | .14 | -.11 | .01 | .17* | -.21* | .02 | -.13 | -.07 | -.09 | .09 |
| 3. Marital Satisfact. | | | -- | .14 | .01 | .50** | .30** | .06 | .57** | .34** | .13 | .08 | .17* | .18* | .09 | -.07 |
| 4. Imp. of Educ. (+) | | | | -- | .30** | .05 | -.01 | -.11 | -.04 | -.03 | -.16 | .26** | .02 | .06 | .03 | .02 |
| 5. Imp. of Educ. (-) | | | | | -- | -.02 | -.01 | -.20** | -.01 | -.08 | -.10 | -.06 | -.01 | .15 | -.17* | -.33** |
| 6. Maternal Involvm. | | | | | | -- | .26** | .15 | .61** | .22** | .16 | .20* | .22** | .18* | .19* | -.01 |
| 7. Mat. Psych. Auton. | | | | | | | -- | -.18* | .16 | .69** | -.14 | .13 | .15 | -.09 | .22** | .10 |
| 8. Mat. Strict./Superv. | | | | | | | | -- | .11 | -.21* | .77** | -.05 | .13 | .18* | .15 | .05 |
| 9. Paternal Involv. | | | | | | | | | -- | .30** | .26** | .14 | .14 | .20* | .20* | -.02 |
| 10. Pat. Psych. Auton. | | | | | | | | | | -- | -.19* | .22** | .21* | -.04 | .29** | .19* |
| 11. Pat. Strict./Super. | | | | | | | | | | | -- | -.07 | .13 | .25** | .16 | -.03 |
| 12. Acad. Self Perc. | | | | | | | | | | | | -- | .40** | .13 | .59** | .54** |
| 13. Attit. Toward Sch. | | | | | | | | | | | | | -- | .48** | .43** | .19 |
| 14. Peer Att. Tow. Sch | | | | | | | | | | | | | | -- | .19* | .00 |
| 15. Motiv. Self Reg. | | | | | | | | | | | | | | | -- | .53** |
| 16. Acad. Achievement | | | | | | | | | | | | | | | | -- |

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

Table 18. The correlations among the Independent Variables Including School Attitudes and the Dependent Variable for Middle SES Girls (N = 141)

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
|-------------------------|----|-------|-----|------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 1. Maternal Education | -- | .60** | .02 | .16 | .12 | .15 | .29** | -.15 | .03 | .15 | -.16 | .06 | -.10 | .00 | -.18* | .08 |
| 2. Paternal Education | | -- | .03 | .07 | .08 | .02 | .16 | -.14 | .03 | .13 | -.15 | -.10 | -.07 | -.01 | -.16 | .01 |
| 3. Marital Satisfaction | | | -- | .17* | .13 | .34** | .18* | .24** | .59** | .19* | .35** | .04 | .24** | .15 | .18* | .03 |
| 4. Imp. of Educ. (+) | | | | -- | .45** | .35** | .22* | .04 | .14 | .05 | -.01 | .29** | .10 | .17* | .27** | .15 |
| 5. Imp. of Educ. (-) | | | | | -- | .24** | .17* | -.14 | .13 | .08 | -.20* | .18* | .05 | .06 | .03 | -.02 |
| 6. Mat. Involvement | | | | | | -- | .34** | .25** | .44** | .12 | .13 | .23** | .19* | .18* | .33** | .11 |
| 7. Mat. Psych. Auton. | | | | | | | -- | -.09 | .19* | .50** | -.08 | .08 | -.02 | .00 | -.02 | .05 |
| 8. Mat. Strict./Superv. | | | | | | | | -- | .30** | -.02 | .77** | .07 | .12 | .18* | .33** | .11 |
| 9. Pat. Involvement | | | | | | | | | -- | .21* | .48** | .25** | .19* | .12 | .37** | .21* |
| 10. Pat. Psych. Auton. | | | | | | | | | | -- | -.13 | .01 | -.14 | -.01 | -.04 | .04 |
| 11. Pat. Strict./Super. | | | | | | | | | | | -- | .12 | .11 | .08 | .31** | .25** |
| 12. Acad. Self Percept. | | | | | | | | | | | | -- | .29** | .09 | .51** | .53** |
| 13. Attit. Tow. Sch. | | | | | | | | | | | | | -- | .39** | .45** | .02 |
| 14. Peer Att. Tw. Sch. | | | | | | | | | | | | | | -- | .35** | .01 |
| 15. Motiv. Self Regul. | | | | | | | | | | | | | | | -- | .38** |
| 16. Acad. Achievement | | | | | | | | | | | | | | | | -- |

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

Table 19. The correlations among the Independent Variables Including School Attitudes and the Dependent Variable for Middle SES Boys (N = 90)

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
|-------------------------|----|-------|-----|-----|------|-------|-------|------|-------|-------|-------|-------|-------|-------|-------|-------|
| 1. Maternal Education | -- | .66** | .03 | .16 | .08 | .19 | .33** | -.13 | .10 | .37** | -.10 | .15 | .10 | -.09 | .03 | -.11 |
| 2. Paternal Education | | -- | .08 | .13 | .04 | .14 | .38** | -.13 | .17 | .31** | -.05 | .04 | -.06 | -.09 | -.04 | -.17 |
| 3. Marital Satisfaction | | | -- | .18 | .10 | .41** | .10 | .21* | .56** | .07 | .28** | .17 | .18 | .04 | .19 | .01 |
| 4. Imp. of Educ. (+) | | | | -- | .23* | .21* | .17 | -.04 | .18 | .16 | .01 | .16 | .10 | .18 | .19 | .09 |
| 5. Imp. of Educ. (-) | | | | | -- | .03 | .04 | -.05 | .12 | .12 | -.04 | .09 | .11 | .23* | .06 | -.04 |
| 6. Mat. Involvement | | | | | | -- | .18 | .09 | .63** | .01 | .14 | .15 | .24* | .14 | .16 | .05 |
| 7. Mat. Psych. Auton. | | | | | | | -- | -.14 | .19 | .67** | -.12 | .07 | .14 | .04 | .08 | .01 |
| 8. Mat. Strict./Superv. | | | | | | | | -- | .28** | -.11 | .89** | .21* | .00 | .20 | .30** | .19 |
| 9. Pat. Involvement | | | | | | | | | -- | .17 | .40** | .10 | .14 | .09 | .21* | -.07 |
| 10. Pat. Psych. Auton. | | | | | | | | | | -- | .14 | .20 | .21* | .09 | .20 | .05 |
| 11. Pat. Strict./Super. | | | | | | | | | | | -- | .27** | .02 | .10 | .32** | .19 |
| 12. Acad. Self Percept. | | | | | | | | | | | | -- | .35** | .32** | .50** | .38** |
| 13. Attit. Tow. Sch. | | | | | | | | | | | | | -- | .50** | .53** | .07 |
| 14. Peer Att. Tw. Sch. | | | | | | | | | | | | | | -- | .41** | .14 |
| 15. Motiv. Self Regul. | | | | | | | | | | | | | | | -- | .33** |
| 16. Acad. Achievement | | | | | | | | | | | | | | | | -- |

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

Relations with Parenting Dimensions

The correlation patterns of parenting dimensions and school attitude dimensions were quite different. For the high SES group school attitude dimensions were correlated with most of the parenting dimensions with the exceptions of the correlation between academic self-perception and paternal strictness/supervision. For the middle SES group, on the other hand parental psychological autonomy granting was not correlated with any of the school attitude dimensions, maternal involvement was correlated with all the school attitude dimensions, paternal involvement was correlated with all the school attitude dimensions except peer attitudes toward school. Parental strictness/supervision was correlated with academic self-perception and motivation/self regulation, maternal strictness/supervision was correlated with attitude toward school (see Table 14 and Table 15).

Considering girls and boys separately, correlation patterns were quite different for each group (see Tables 14 through 19).

Importance of Education

Importance of education asked positively was correlated with academic self perception and peer attitudes toward school for both SES groups. For the middle SES group, it was also correlated with motivation/self regulation. For the high SES group, importance of education asked negatively was correlated with peer attitudes toward school and motivation/self regulation; however, for the middle SES it was only correlated with academic self- perception.

Considering girls and boys separately, correlation patterns were quite different for each group (see Tables 14 through 19).

Marital Satisfaction

For both SES groups, marital satisfaction was correlated with peer attitudes toward school, for the middle SES group, it was also correlated with attitudes toward school and motivation/self regulation. Considering girls and boys separately, the correlation pattern was the same for high SES girls with the whole group. For the high SES boys in addition to peer attitudes toward school it was also correlated with attitudes toward school. For the middle SES group the correlation pattern was quite different. For the middle SES girls, marital satisfaction was correlated with attitudes toward school and motivation/self regulation whereas for the middle SES boys no correlation was observed between marital satisfaction and school attitude dimensions (see Tables 14 through 19).

Regression Analyses with the School Attitude Measure

Regression analyses reported in the previous section were replicated for the high SES group and the middle SES group separately after school attitude dimensions were included in the independent variables list. The regression analyses were carried out both for girls and boys separately and then for the entire group for each SES. For the high SES group GPA was regressed on maternal education, paternal education, importance of education asked in the positive, importance of education asked in the negative, maternal employment, marital satisfaction, paternal involvement, paternal psychological autonomy granting, maternal involvement, maternal psychological

autonomy granting and parental strictness/supervision (the mean of maternal and paternal scores), academic self perception, attitude toward school, peer attitudes toward school and motivation/self regulation. For the middle SES group parental strictness/supervision variable was replaced with maternal strictness/supervision.

Regression equation with the school attitudes measure explained 50% of the variance for the high SES group. The strongest predictors of this equation were academic self-perception ($\beta = .39$) and motivation/self regulation ($\beta = .34$), a third predictor in the equation was importance of education asked in the negative, ($\beta = -.19$), in other words, as the adolescents believe that they will not be able to find a job that they desire if they don't get a good education their GPAs increase. This variable was found as the strongest predictor of the regression analysis without the school attitudes measure. All the significant predictors for the high SES group as a whole were also significant when GPA of girls and boys were regressed on the independent variables separately. Academic self perception ($\beta = .35$ and $\beta = .38$ for girls and boys, respectively), motivation/self regulation ($\beta = .41$ and $\beta = .32$ for girls and boys, respectively), importance of education asked in the negative, ($\beta = -.15$ and $\beta = -.24$ for girls and boys, respectively). In addition, peer attitudes toward school ($\beta = -.23$), and parental strictness/supervision ($\beta = -.14$) also predicted GPA of girls, in other words, the more negative the adolescents perceived their peers attitude toward school the higher were their GPAs and the lower parental strictness/supervision the adolescents perceived the higher were their GPAs (see Table 20).

Table 20. Regressions of the Independent Variables on Academic Achievement for High SES Group

| | <i>Girls</i> | <i>Boys</i> | <i>Total</i> |
|---------------------------|--------------|-------------|--------------|
| | R^2 | R^2 | R^2 |
| | .55 | .47 | .50 |
| Maternal Education | .04 | .07 | .03 |
| Paternal Education | .00 | .05 | .04 |
| Importance of Educ. (+) | -.04 | .00 | -.04 |
| Importance of Educ. (-) | -.15* | -.24** | -.19** |
| Maternal Employment | -.04 | -.02 | -.06 |
| Marital Satisfaction | -.03 | -.08 | -.08 |
| Maternal Involvement | -.01 | -.08 | -.01 |
| Matern. Psyc. Aut. Gran. | .13 | -.01 | .04 |
| Paternal Involvement | -.07 | -.06 | -.10 |
| Patern. Psyc. Aut. Gran. | -.02 | .07 | .04 |
| Parental Strict./ Superv. | -.14* | .00 | .04 |
| Academic Self Percept. | .35** | .38** | .39** |
| Attitudes Toward School | -.05 | -.07 | -.05 |
| Peer Attit. Toward Sch. | -.23** | .02 | -.06 |
| Motivation/Self Regulat. | .41** | .32** | .35** |

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

Regression equation with the school attitude measures explained 33% of the variance for the middle SES group. For the middle SES group, the strongest predictor of GPA was academic self-perception ($\beta = .37$). Motivation/self-regulation ($\beta = .22$), maternal strictness/supervision ($\beta = .20$), and attitudes toward school ($\beta = -.18$) followed academic self-perception. In other words, the higher was the academic self perception and motivation/self regulation and the higher maternal strictness/supervision the adolescent perceived the higher were their GPAs, on the

other hand the more negative were the attitudes of the adolescents toward school the higher were their GPAs. Considering girls and boys separately, the only predictor for boys was found to be academic self-perception ($\beta = .30$). Academic self-perception ($\beta = .47$), was the strongest predictor for girls also, but for girls there were additional predictors such as, motivation/self regulation ($\beta = .25$), and attitudes toward school ($\beta = -.21$) (see Table 21).

Table 21. Regressions of the Independent Variables on Academic Achievement for Middle SES Group

| | <i>Girls</i> | <i>Boys</i> | <i>Total</i> |
|---------------------------|--------------|-------------|--------------|
| | R^2 | R^2 | R^2 |
| | .37 | .28 | .34 |
| Maternal Education | .07 | -.11 | .03 |
| Paternal Education | .05 | -.12 | -.02 |
| Importance of Educ. (+) | .02 | .05 | .03 |
| Importance of Educ. (-) | -.11 | -.05 | -.10 |
| Maternal Employment | .03 | .00 | -.02 |
| Marital Satisfaction | .00 | -.02 | -.06 |
| Maternal Involvement | -.07 | .18 | .03 |
| Mater. Psyc. Aut. Gran. | .02 | .03 | .05 |
| Paternal Involvement | .07 | -.25 | -.05 |
| Patern. Psyc. Aut. Gran. | -.02 | .09 | .06 |
| Maternal Strict./ Superv. | .02 | .10 | .20** |
| Academic Self Percept. | .47** | .30* | .37** |
| Attitudes Toward School | -.21* | -.18 | -.18* |
| Peer Attit. Toward Sch. | -.03 | -.02 | .00 |
| Motivation/Self Regulat. | .25* | .25 | .22** |

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

In summary, when the school attitude variables were introduced into the regression, academic self-perception and motivation/self regulation emerged as the strongest predictors of GPA for both SES groups. On the other hand, parenting dimensions disappeared from the predictors lists of the high SES group. Furthermore, the introduction of the new variables increased the explanatory power of the regression equations dramatically, especially for the high SES group. The variance

explained for high SES group increased from 16% to 50%, and the one for middle SES group increased from 17% to 34% (see Tables 20 and 21).

CHAPTER 4

CONCLUSION

The main aim of the study was to investigate the predictors of academic competence of Turkish adolescents. For this purpose, (i) previous studies investigating mainly the role of parental practices on academic competence were replicated by revising the scales used in those studies (Heyndrickx, 2004; Yılmaz, 2001); (ii) data from high and middle SES groups were compared in order to investigate the generalizability of the findings; (iii) school attitude variables that were found to be associated with academic competence in several studies (Bölükbaşı, 2005; Heaven et al. 2002; Robbins et al. 2004) were introduced.

Replication of the Previous Studies

The results of the present study revealed that, in the case of high SES group, importance of education was asked in the negative, marital satisfaction, paternal psychological autonomy granting, and parental strictness/supervision strongly and maternal psychological autonomy granting as a tendency predicted academic achievement. When girls and boys were considered separately, maternal psychological autonomy granting for girls and paternal psychological autonomy granting and marital satisfaction for boys were the different predictors of each gender.

The involvement and psychological autonomy scales originally developed by Lamborn et al. (1991) were revised with the expectation of an increase in the explanatory power of these scales. However, regression analysis of academic achievement on the independent variables with the data from high SES group

explained 16% of the variance. This variance was almost the same as that reported by Heyndrickx (2004) who employed the same independent variables and the variance explained was found to be 17%. In fact, there are other studies employing similar variables and explaining similar ratios of variance. Yılmaz (2001), for example, employed maternal education, gender, dyadic adjustment scale, and parental practices as independent variables and explained .25% of variance on a sample of mixed SES participants. Similarly, Dornbusch et al. (1987) who employed parenting styles (authoritative, authoritarian and permissive), age, gender, ethnicity, parental education, and family structure (two natural parents, single mother, single father, father and step mother, mother and step father) as independent variables, explained .18% of variance.

The strongest predictor of academic achievement was importance of education asked in the negative. This was true for both genders. Heyndrickx (2004) also found importance of education asked in the negative as a significant predictor for the entire group even though in the separate analyses for each gender, the effect failed to reach significance in both cases. Another study using this variable was Gürol (2001), in which she found a significant negative correlation between the importance of education asked in the negative and academic achievement only for girls. None of these studies found a relation between importance of education asked in the positive and academic achievement. Steinberg et al. (1992) also found that importance of education asked in the negative was a better predictor of academic achievement than importance of education asked in the positive.

Parental strictness/supervision was another significant predictor, though it failed to reach significance when each gender was considered separately. Gürol (2001) reported a positive relation between maternal strictness/supervision and

academic achievement, Heyndrickx (2004) on the other hand treated maternal and paternal strictness/supervision separately and no significant association was found between academic achievement and these independent variables. Yılmaz (2001) did not find a significant association between strictness/supervision averaged over the two parents and academic achievement. Though there are contradicting findings on the effects of strictness/supervision on academic achievement, Western studies showed a positive relationship between moderate levels of strictness/supervision and academic achievement (Gray & Steinberg, 1999; Steinberg et al. 1989).

Psychological autonomy granting of the parents also predicted academic achievement, yet it was autonomy granting of the same sex parent that actually did so. Yılmaz (2001) and Gürolu (2001) also found psychological autonomy granting to be a significant predictor of academic achievement, but Yılmaz (2001) did not treat mother and father separately and Gürolu (2001) employed only maternal practices. Similarly, the studies carried over in the Western culture (Gray & Steinberg, 1999; Steinberg et al. 1989) did not treat mother and father separately either, thus though they report a significant relation between parental psychological autonomy granting and academic achievement it is not clear whether the same kind of relation would be found in those studies. The only study where maternal and paternal practices were treated separately was Heyndrickx (2004). The results of the present study are not consistent with those of Heyndrickx (2004) who found only maternal psychological autonomy granting to be a significant predictor for both genders but no relation between paternal psychological autonomy granting and academic achievement. One of the differences between the present study and Heyndrickx study was in the scales of involvement and psychological autonomy granting. As mentioned in the Method section, the items of the revised version of the authoritativeness measure had a much

better factorial structure than the one employed by Heyndrickx (2004). The inconsistent results of the two studies may have been caused by the differences between the respective scales.

In contrast with the remaining two scales, the results of the present study regarding the parental involvement were fully consistent with the earlier Turkish studies (Gürolu, 2001; Heyndrickx, 2004; Yılmaz, 2001), and in contradiction with the findings of the studies carried out in the Western culture (e.g., Gray & Steinberg, 1999; Steinberg et al. 1989) neither maternal nor paternal involvement was associated with academic achievement.

Marital satisfaction was also a predictor of the academic achievement in the present study, definitely in the case of boys and as a tendency in the case of girls, but unexpectedly it had a negative relationship with academic achievement. A closer look at the data revealed that the mean of the marital satisfaction scores was quite high ($M = 53.15$, Maximum score = 64.00) indicating that either the adolescents preferred not to report or were not aware of the marital problems of their parents. Another explanation of this finding may be found in family systems theory, which emphasizes the interconnectedness of the subsystems in a family system. Thus in the cases of lower marital satisfaction one or both of the parents might be enhancing his/her relationship with the child and providing more resources to his/her child which in turn causes the child's academic competency to increase. Still, the relation between academic achievement and marital satisfaction should be investigated further in the future studies.

SES Comparisons

Regression analysis of academic achievement on the independent variables with the data from middle SES group explained 17% of the variance which was a very close value to that of high SES group.

Regarding the predictors, importance of education asked in the negative was not found to be associated with academic achievement of the middle SES group, but there was an indication that importance of education asked in the positive may be associated ($p=.057$). The reason of the difference between two SES groups might be the fact that the middle SES group has no other chance than getting a good education for having a job they desire in the future, whereas the high SES group is much aware of the fact that having a good education is a necessary but not sufficient condition for getting a good job in the future.

As mentioned in the Method section of this study, rather than using the mean of maternal and paternal strictness/supervision scores, only maternal strictness/supervision score was used for the middle SES group. Because the two scores were highly correlated, this should not lead to a major difference. As was the case for the high SES group, and results of the previous studies, strictness/supervision was found to be a significant predictor of academic achievement for the middle SES group also. On the other hand, neither involvement nor psychological autonomy granting was found to be significant for this group. A comparison of the maternal and paternal psychological autonomy granting scores of the two SES groups revealed that middle SES adolescents were granted significantly lower levels of psychological autonomy than their high SES peers were, but the distribution of the data was closer to normal for the middle SES group. The reason of this inconsistency should be investigated.

Marital satisfaction was not a significant predictor for the middle SES group, though the direction of the relation was the same with that of high SES group.

Effect of the School Attitude Variables

When the school attitude variables were introduced into the regression equation, the explanatory power of the regression equation increased drastically for both SES groups and the parenting practices were diminished from the significant predictors list of the high SES group. The amount of variance explained for the high SES group increased from .16% to .50%, and for the middle SES group it increased from 17% to 34%. Considering the first order correlations, school attitude variables are highly correlated with most of the parenting variables. The huge increase in the explanatory power of the regression analysis together with the disappearance of the predictive power of parenting practice variables and especially considering their correlation with the school attitude variables might indicate an indirect relation between parenting practices and academic achievement. That is to say, school attitude may be a mediator between parental authoritativeness and academic achievement. This would be consistent with the results of other studies such as Leung and Kwang (1998) who found that authoritative parenting leads to intrinsic motivation, which in turn leads to academic achievement. Similarly, Steinberg et al. (1989) found that the positive contribution of authoritative parenting practices to academic achievement is mediated by their effects on the psychosocial maturity of adolescents.

Parental practice variables no longer found to be significant predictors or even if they still predicted academic achievement, their predictive power decreased. Parental strictness/supervision was predicting academic achievement of the high SES girls only, but it was not a significant predictor for the entire group any more.

Similarly, maternal strictness/supervision was not predicting the academic performance of the middle SES group boys any more but it was still a predictor for the entire group. The reason of maternal strictness/supervision to be still a significant predictor for middle SES group might be that they may be more open to external influences toward deviant behavior than the high SES group and need to be controlled more strictly to be kept on track.

Importance of education asked in the negative was again found to be significant for the enhanced equation conducted with the data of high SES group, but importance of education asked in the positive disappeared from the significant predictors list of the middle SES group.

Regarding the school attitude variables, peer attitudes toward school was a significant predictor of only high SES girls' academic achievement. Attitudes toward school was predicting the academic achievement of middle SES girls and the entire middle SES group. Interestingly, there was a negative relation between attitudes toward school and academic achievement. It may be that the more competent the students the more critical they become. Thus, the best students may be the ones who are most unsatisfied with the insufficient infrastructure and quality of the education in the public schools.

Academic self-perception and motivation/self regulation were found to be the strongest predictors for both SES groups. These results are consistent with those of Bölükbaşı, (2005) who found academic-self perception to be the strongest predictor of academic achievement also. Multon, Brown and Lentø (1991) meta-analytic study on the relation of self-efficacy beliefs and academic performance was also consistent with these findings. They analyzed 39 data sets and found that self-efficacy beliefs of

students explain approximately 14% of the variance in academic performance and 12% of the variance in academic persistence.

Summary

The results of the present study showed that, across the two SES groups and genders, school attitudes are the strongest predictors of academic achievement in adolescents. When considered simultaneously with school attitude measures, parental practices lose their predictive power almost entirely. This does not seem to be related to the cultural appropriateness of the authoritativeness measure employed in this study because (1) the factorial structure of the measure was commendable and (2) the proportion of the variance the model explained was similar to US studies.

This is not to say that parental practices are not important for the adolescent's academic competence, however. The results of the present study suggest that, as was found in earlier US studies, parental practices may affect the adolescent's academic competence by a mediation of the school attitudes. This probability should be addressed in the future studies.

A few words are in order with regard to differences in this respect between high and middle SES adolescents. Despite the general findings reported above, a few differences did emerge. For one thing, the more strongly high SES adolescents feel that they would not get a job they desire if they could not get a good education, the higher their grades. However, this factor is not at all related to grades in the case of middle SES adolescents. For another thing, parental strictness/supervision is inversely related with academic achievement in high SES girls, although no such relation exists for high SES boys and middle SES adolescents, boys and girls alike.

APPENDICES

Karde (ler)

Di er akraba(lar)

Di er (Lütfen belirtin):

9. Lütfen anne ve baban,z,n en son mezun oldu u okulu i aretleyin.

Anne

Baba

İkokul

Orta okul

Lise

Meslek lisesi

Yüksek okul (2 y,ll,k)

Üniversite

Yüksek lisans ve üstü

10. Anneniz çal ,yor mu?

Evet:

Hay,r:

Evet ise ne i yap,yor? _____

Evet ise tam zamanl , m, çal ,yor?

Evet:

Hay,r:

11. Baban,z çal ,yor mu?

Evet:

Hay,r:

Evet ise ne i yap,yor? _____

Evet ise tam zamanl , m, çal ,yor?

Evet:

Hay,r:

Appendix B: Maternal Authoritativeness Scale

Lütfen aşağıdaki ifadeleri dikkatlice okuyun ve o ifadeye ne ölçüde katıldığınızı, n, z,

anneniz için işaretleyin.

| | Hiç | Biraz | Oldukça | Kesinlikle |
|--|-----|-------|---------|------------|
| 1. Bir sorunum olduğunda, bana yardım etmesi için anneme güvenebilirim. | | | | |
| 2. Annem öbüyüklerle tartışmamam, sınırlarımı korur. | | | | |
| 3. Annem sadece laflamak için olsa bile bana zaman ayırır. | | | | |
| 4. Annem, öinsanlar, sınırlendirmektense, tartışmamam, vazgeçmelisinö der. | | | | |
| 5. Annem onun etkisi altında kalmadan düünebilmem konusunda, sınırlarımı korur. | | | | |
| 6. Okulda düük bir not aldığım, annem beni perişan eder. | | | | |
| 7. Derslerimde anlamadığım bir şey olduğunda, annem o konuda bilgiliyse bana yardım eder. | | | | |
| 8. Annem, bana onun fikirlerinin doğru olduğunu ve onları sorgulamamam gerektiğini söyler. | | | | |
| 9. Annem, bana öunu yapö dediği zaman neden yapmam gerektiğini söyler. | | | | |

| | |
|--|--|
| 10. Yanlı, bir ey yapt, ,mda, annem ailemizin erefine leke sürüyorsun der. | |
| 11. Okulda dü ük not ald, ,mda, annem daha çok gayret etmem için beni te vik eder. | |
| 12. Annem okul d, , faaliyetlerimi kendi istedi im biçimde planlamama kar, maz. | |
| 13. Annem, arkada lar,m,n kimler oldu unu bilir. | |
| 14. Annem ho una gitmeyen bir ey yapt, ,mda bana so uk ve mesafeli davran,r. | |
| 15. Bazen annemin hakk,mda ne çok ey bildi ine a ,r,r,m. | |
| 16. Onun ho una gitmeyen bir ey yapt, ,mda, annem ailece yap,lacak eylere kat,lmama izin vermez. | |
| 17. Annemle birlikte yapmaktan ho land, ,m eyler vard,r. | |
| 18. Okulda dü ük bir not ald, ,mda, annem bana kendimi suçlu hissettirir. | |
| 19. Annem yapt, ,m bir eye çok k,zsa bile bana olan sevgisinin de i meyece ini bilirim. | |
| 20. Yanlı, bir ey yapt, ,mda, annem bu yapt, ,ndan utanmal,s,n der. | |

| | |
|--|--|
| 21. Moralim bozuk oldu unda annem bunu hisseder ve kendimi daha iyi hissetmemi sa lar. | |
| 22. Yanl, bir ey yapt, ,mda annem, ailemizi küçük dü ürüyorsun der. | |
| 23. Anneme bir ey sordu umda bana do ru cevap verece ine güvenirim. | |
| 24. Anneme göre ba kalar,n,n benim hakk,mdaki dü ünceleri önemlidir. | |
| 25. Ne zaman annemle tart, sam, öbüydü ün zaman görürsünö gibi eyler söyler. | |

26. **Annemiz** a a ,dakileri bilmeye ne kadar GAYRET EDER?

| | Gayret Etmez | Biraz Gayret Eder | Çok Gayret Eder |
|--|--------------|-------------------|-----------------|
| Ak amlar, nereye gitti imi | | | |
| Bo zaman,mda ne yapt, ,m, | | | |
| Okuldan sonra ak amüstleri nerede oldu umu | | | |

27. **Annemiz** a a ,dakileri ne kadar bilir?

| | Hiç Bilmez | Biraz Bilir | Gerçekten Bilir |
|---|---------------|----------------|--------------------|
| Ak amlar, nereye gitti imi | | | |
| Bo zaman,mda ne yapt, ,m, | | | |
| Okuldan sonra ak amüstleri nerede oldu umu | | | |

Appendix C: Paternal Authoritativeness Scale

Lütfen aşağıdaki ifadeleri dikkatlice okuyun ve o ifadeye ne ölçüde katıldığınızı, n, z,

babanız için işaretleyin.

| | Hiç | Biraz | Oldukça | Kesinlikle |
|---|-----|-------|---------|------------|
| 1. Bir sorunum olduğunda, bana yardım etmesi için babama güvenebilirim. | | | | |
| 2. Babam öbüyüklerle tartış, mamas, nöder. | | | | |
| 3. Babam sadece laflamak için olsa bile bana zaman ayırır. | | | | |
| 4. Babam, öinsanlar, sınırlendirmektense, tartış, maktan vazgeçmelisinöder. | | | | |
| 5. Babam onun etkisi altında kalmadan düünebilmem konusunda şarlıdır. | | | | |
| 6. Okulda düük bir not aldığında babam beni perişan eder. | | | | |
| 7. Derslerimde anlamadığım bir şey olduğunda, babam o konuda bilgiliyse bana yardım eder. | | | | |
| 8. Babam, bana onun fikirlerinin doğru olduğunu ve onları sorgulamam gerektiğini söyler. | | | | |
| 9. Babam, bana öunu yapö dediği zaman neden yapmam gerektiğini söyler. | | | | |

| | |
|--|--|
| 10. Yanlı, bir ey yapt, ,mda, babam ailemizin erefini küçük dü üriyorsun der. | |
| 11. Okulda dü ük not ald, ,mda, babam daha çok gayret etmem için beni te vik eder. | |
| 12. Babam okul d, , faaliyetlerimi kendi istedi im biçimde planlamama kar, maz. | |
| 13. Babam, arkada lar,m,n kimler oldu unu bilir. | |
| 14. Babam ho una gitmeyen bir ey yapt, ,mda bana so uk ve mesafeli davran,r. | |
| 15. Bazen babam,n hakk,mda ne çok ey bildi ine a ,r,r,m. | |
| 16. Onun ho una gitmeyen bir ey yapt, ,mda, babam ailece yap,lacak eylere kat,lmama izin vermez. | |
| 17. Babamla birlikte yapmaktan ho land, ,m eyler vard,r. | |
| 18. Okulda dü ük bir not ald, ,mda, babam bana kendimi suçlu hissettirir. | |
| 19. Babam yapt, ,m bir eye çok k,zsa bile bana olan sevgisinin de i meyece ini bilirim. | |
| 20. Yanlı, bir ey yapt, ,mda, babam bu yapt, ,ndan utanmal,s,n der. | |

| | |
|--|--|
| 21. Moralim bozuk oldu unda babam bunu hisseder ve kendimi daha iyi hissetmemi sa lar. | |
| 22. Yanl, bir ey yapt, mda babam, ailemizi küçük dü ürüyorsun der. | |
| 23. Babama bir ey sordu umda bana do ru cevap verece ine güvenirim. | |
| 24. Babama göre ba kalar,n,n benim hakk,mdaki dü ünceleri önemlidir. | |
| 25. Ne zaman babamla tart, sam, öbüydü ün zaman görürsünö gibi eyler söyler. | |

26. **Baban.z** a a ,dakileri bilmeye ne kadar GAYRET EDER?

| | Gayret Etmez | Biraz Gayret Eder | Çok Gayret Eder |
|--|--------------|-------------------|-----------------|
| Ak amlar, nereye gitti imi | | | |
| Bo zaman,mda ne yapt, ,m, | | | |
| Okuldan sonra ak amüstleri nerede oldu umu | | | |

27. **Baban,z** a a ,dakileri ne kadar bilir?

| | Hiç Bilmez | Biraz Bilir | Gerçekten Bilir |
|---|---------------|----------------|--------------------|
| Ak amlar, nereye gitti imi | | | |
| Bo zaman,mda ne yapt, ,m, | | | |
| Okuldan sonra ak amüstleri nerede oldu umu | | | |

Appendix D: Parental Strictness/Supervision Questionnaire

Lütfen aşağıdaki sorular için size uygun olan seçeneği işaretleyin.

1. Tipik bir haftada, okul gecelerinde (Pazartesi-Perembe) dışarıda kalabileceğiniz en geç saat nedir?

Dışarıda çıkmama izin verilmez

8:00 veya daha erken

9:00

10:00

11:00

11:00'dan daha geç

istediğim kadar geç

2. Tipik bir haftada, CUMA veya CUMARTES gecesi dışarıda kalabileceğiniz en geç saat nedir?

Dışarıda çıkmama izin verilmez

8:00 veya daha erken

9:00

10:00

11:00

11:00'dan daha geç

istediğim kadar geç

Appendix E: Factor Analyses of Parental Authoritativeness Measures
 Table 22. High SES Revised Scale Rotated Factor Matrix - Mothers

| | Factor | | |
|---|------------|------------|--------|
| | Inv. | Auton | Strict |
| (1) I can count on my mother to help me out, if I have some kind of problem. | .69 | .13 | .12 |
| (3) My mother spends time just talking with me. | .64 | .07 | .17 |
| (5) My mother keeps pushing me to think independently. | .44 | .27 | -.05 |
| (7) My mother helps me with my schoolwork, if there is something I don't understand. | .47 | -.01 | .19 |
| (9) When my mother wants me to do something, she | .46 | .20 | .08 |
| (11) When I get a poor grade in school, my mother | .51 | -.00 | .09 |
| (13) My mother knows who my friends are. | .45 | .06 | .35 |
| (15) Sometimes I am surprised to see how much my mother | .46 | -.08 | .13 |
| (17) There are things I enjoy to do together with my mother | .67 | .12 | .07 |
| (19) I know that my mother loves me even if she gets angry | .46 | .30 | .04 |
| (21) When I feel down my mother sees it and makes me | .71 | .20 | .06 |
| (23) I know that my mother would tell me truth when I ask | .65 | .26 | .05 |
| (2 ó Reversed) My mother says that you shouldn't argue with adults. | .04 | .31 | -.16 |
| (4 ó Reversed) My mother says that you should give in on arguments rather than make people angry. | -.03 | .17 | -.00 |
| (6 ó Reversed) When I get a poor grade in school, my mother makes my life miserable. | .15 | .59 | -.07 |
| (8 ó Reversed) My mother tells me that their ideas are correct and that I should not question them. | .15 | .41 | -.03 |
| (10 ó Reversed) When I do something wrong my mother tells me that this is a | -.05 | .54 | .12 |
| (12) My mother lets me make my own plans for things I want to do. | .25 | .28 | -.19 |

| | | | |
|---|------|------------|------------|
| (14 ó Reversed) My mother acts cold and unfriendly if I do something she doesn't like. | .23 | .46 | -.09 |
| (16 ó Reversed) My mother won't let me do things with them when I do something she doesn't like. | .11 | .50 | .02 |
| (18 ó Reversed) When I get a poor grade in school, my mother makes me feel guilty. | .15 | .69 | -.15 |
| (20 ó Reversed) My mother makes me feel ashamed when I misbehaved. | .10 | .59 | .01 |
| (22 ó Reversed) My mother emphasises that my misbehaviour dishonours our family. | -.02 | .61 | .06 |
| (24 ó Reversed) My mother emphasizes the importance of | .14 | .38 | -.03 |
| (25 ó Reversed) Whenever I argue with my mother, she says things like, "You'll know better when you grow up." | .13 | .34 | -.09 |
| (26a) My mother tries to know where I go at nights. | .02 | -.02 | .75 |
| (26b) My mother tries to know what I do with my free time. | .17 | -.16 | .66 |
| (26c) My mother tries to know where I am most afternoons after school | .09 | -.11 | .75 |
| (27a) My mother really knows where I go at nights. | .39 | .17 | .54 |
| (27b) My mother really knows what I do with my free time. | .38 | .07 | .45 |
| (27c) My mother really knows where I am most afternoons after school | .36 | .12 | .56 |
| (CONTROL1 óReversed) the latest time in a typical week, I can stay out on school nights (Monday-Thursday)? | .03 | -.09 | .38 |
| (CONTROL2 óReversed) The latest time in a typical week, I can stay out on weekend nights (Friday-Saturday)? | .04 | -.06 | .28 |

Table 23. Middle SES Revised Scale Rotated Factor Matrix - Mothers

| | Factor | | |
|---|------------|-------------|------------|
| | Inv | Strict. | Auton |
| (1) I can count on my mother to help me out, if I have some kind of problem. | .68 | .13 | .09 |
| (3) My mother spends time just talking with me. | .56 | .23 | .16 |
| (5) My mother keeps pushing me to think independently. | .51 | .02 | .16 |
| (7) My mother helps me with my schoolwork, if there is something I don't understand. | .47 | .12 | .09 |
| (9) When my mother wants me to do something, she explains why. | .59 | .13 | .03 |
| (11) When I get a poor grade in school, my mother encourages me to try harder. | .57 | .08 | .06 |
| (13) My mother knows who my friends are. | .36 | .33 | .08 |
| (15) Sometimes I am surprised to see how much my mother knows about me. | .44 | .19 | -.15 |
| (17) There are things I enjoy to do together with my mother . | .72 | .09 | .12 |
| (19) I know that my mother loves me even if she gets angry with me. | .44 | .05 | .20 |
| (21) When I feel down my mother sees it and makes me feel better. | .77 | .07 | .12 |
| (23) I know that my mother would tell me truth when I ask her a question. | .61 | .04 | .13 |
| (2 ó Reversed) My mother says that you shouldn't argue with adults. | -.03 | -.24 | .31 |
| (4 ó Reversed) My mother says that you should give in on arguments rather than make people angry. | -.12 | -.21 | .20 |
| (6 ó Reversed) When I get a poor grade in school, my mother makes my life miserable. | .24 | -.06 | .50 |
| (8 ó Reversed) My mother tells me that their ideas are correct and that I should not question them. | -.00 | -.03 | .44 |
| (10 ó Reversed) When I do something wrong my mother tells me that this is a shame for our family. | .10 | .18 | .61 |
| (12) My mother lets me make my own plans for things I want to do. | .44 | -.21 | .18 |
| (14 ó Reversed) My mother acts cold and unfriendly if I do something she doesn't like. | .21 | -.10 | .45 |

| | | | |
|---|------|------------|------------|
| (16 ó Reversed) My mother won't let me do things with them when I do something she doesn't like. | .07 | .04 | .39 |
| (18 ó Reversed) When I get a poor grade in school, my mother makes me feel guilty. | .29 | .02 | .52 |
| (20 ó Reversed) My mother makes me feel ashamed when I misbehaved. | .13 | .03 | .59 |
| (22 ó Reversed) My mother emphasises that my misbehaviour dishonours our family. | .09 | .15 | .63 |
| (24 ó Reversed) My mother emphasizes the importance of what others think of me. | -.00 | .08 | .36 |
| (25 ó Reversed) Whenever I argue with my mother, she says things like. "You'll know better when you grow up." | .11 | -.10 | .30 |
| (26a) My mother tries to know where I go at nights. | .03 | .60 | -.01 |
| (26b) My mother tries to know what I do with my free time. | .15 | .45 | -.15 |
| (26c) My mother tries to know where I am most afternoons after school | .08 | .61 | -.14 |
| (27a) My mother really knows where I go at nights. | .18 | .73 | .16 |
| (27b) My mother really knows what I do with my free time. | .29 | .40 | .05 |
| (27c) My mother really knows where I am most afternoons after school | .20 | .64 | .12 |
| (CONTROL1 óReversed) The latest time in a typical week, I can stay out on school nights (Monday-Thursday). | -.04 | .51 | .07 |
| (CONTROL2 óReversed) The latest time in a typical week, I can stay out on weekend nights (Friday-Saturday)? | .00 | .54 | .05 |

Table 24. High SES Revised Scale Rotated Factor Matrix ó Fathers

| | Factor | | |
|---|------------|------------|---------|
| | Inv. | Author. | Strict. |
| (1) I can count on my father to help me out, if I have some kind of problem. | .76 | .22 | .13 |
| (3) My father spends time just talking with me. | .65 | .10 | .15 |
| (5) My father keeps pushing me to think independently. | .39 | .24 | .11 |
| (7) My father helps me with my schoolwork, if there is something I don't understand. | .55 | .07 | .20 |
| (9) When my father wants me to do something, he explains why. | .51 | .12 | .13 |
| (11) When I get a poor grade in school, my father encourages me to try harder. | .47 | .07 | .14 |
| (13) My father knows who my friends are. | .51 | .09 | .31 |
| (15) Sometimes I am surprised to see how much my father knows about me. | .49 | -.07 | .09 |
| (17) There are things I enjoy to do together with my father . | .68 | .07 | -.04 |
| (19) I know that my father loves me even if he gets angry with me. | .47 | .32 | .09 |
| (21) When I feel down my father sees it and makes me feel better. | .68 | .22 | .15 |
| (23) I know that my father would tell me truth when I ask him a question. | .56 | .20 | .05 |
| (2 ó Reversed) My father says that you shouldn't argue with adults. | .05 | .43 | -.16 |
| (4 ó Reversed) My father says that you should give in on arguments rather than make people angry. | -.04 | .28 | -.09 |
| (6 ó Reversed) When I get a poor grade in school, my father makes my life miserable. | .06 | .58 | .13 |
| (8 ó Reversed) My father tells me that their ideas are correct and that I should not question them. | .21 | .45 | .02 |
| (10 ó Reversed) When I do something wrong my father tells me that this is a shame for our family. | .12 | .54 | -.12 |

| | | | |
|--|------|------------|------------|
| (12) My father lets me make my own plans for things I want to do. | .23 | .25 | -.15 |
| (14 ó Reversed) My father acts cold and unfriendly if I do something he doesn't like. | .14 | .55 | -.03 |
| (16 ó Reversed) My father won't let me do things with them when I do something he doesn't like. | .10 | .34 | .05 |
| (18 ó Reversed) When I get a poor grade in school, my father makes me feel guilty. | .02 | .63 | .04 |
| (20 ó Reversed) My father makes me feel ashamed when I misbehaved. | .07 | .67 | .07 |
| (22 ó Reversed) My father emphasises that my misbehaviour dishonours our family. | .20 | .60 | -.02 |
| (24 ó Reversed) My father emphasizes the importance of what others think of me. | .07 | .38 | -.03 |
| (25 ó Reversed) Whenever I argue with my father, he says things like. "You'll know better when you grow up." | .17 | .34 | -.04 |
| (26a) My father tries to know where I go at nights. | .12 | .06 | .60 |
| (26b) My father tries to know what I do with my free time. | .28 | -.09 | .59 |
| (26c) My father tries to know where I am most afternoons after school. | .16 | -.05 | .78 |
| (27a) My father really knows where I go at nights. | .33 | .15 | .51 |
| (27b) My father really knows what I do with my free time. | .46 | .06 | .47 |
| (27c) My father really knows where I am most afternoons after school. | .36 | .01 | .66 |
| (CONTROL1 óReversed) The latest time in a typical week, I can stay out on school nights (Monday-Thursday). | .06 | -.18 | .25 |
| (CONTROL2 óReversed) The latest time in a typical week, I can stay out on weekend nights (Friday-Saturday)? | -.07 | -.15 | .28 |

Table 25. Middle SES Revised Scale Rotated Factor Matrix ó Fathers

| | Factor | | |
|---|-------------|------------|-------------|
| | Inv. | Autov. | Strict. |
| (1) I can count on my father to help me out, if I have some kind of problem. | .61 | .23 | -.01 |
| (3) My father spends time just talking with me. | .66 | .25 | -.02 |
| (5) My father keeps pushing me to think independently. | .48 | .41 | -.11 |
| (7) My father helps me with my schoolwork, if there is something I don't understand. | .48 | .23 | .04 |
| (9) When my father wants me to do something, he explains why. | .56 | .30 | -.03 |
| (11) When I get a poor grade in school, my father encourages me to try harder. | .49 | .23 | -.03 |
| (13) My father knows who my friends are. | .48 | .06 | -.06 |
| (15) Sometimes I am surprised to see how much my father knows about me. | .44 | .06 | .03 |
| (17) There are things I enjoy to do together with my father . | .52 | .28 | -.04 |
| (19) I know that my father loves me even if he gets angry with me. | .49 | .26 | -.01 |
| (21) When I feel down my father sees it and makes me feel better. | .65 | .29 | -.03 |
| (23) I know that my father would tell me truth when I ask him a question. | .54 | .29 | -.07 |
| (2 ó Reversed) My father says that you shouldn't argue with adults. | -.10 | .19 | -.19 |
| (4 ó Reversed) My father says that you should give in on arguments rather than make people angry. | -.29 | .09 | -.09 |
| (6 ó Reversed) When I get a poor grade in school, my father makes my life miserable. | .10 | .38 | .01 |
| (8 ó Reversed) My father tells me that their ideas are correct and that I should not question them. | -.02 | .38 | -.05 |
| (10 ó Reversed) When I do something wrong my father tells me that this is a shame for our family. | .09 | .43 | .03 |
| (12) My father lets me make my own plans for things I want to do. | .17 | .27 | -.27 |
| (14 ó Reversed) My father acts cold and unfriendly if I do something he doesn't like. | .08 | .42 | -.10 |

| | | | |
|--|------------|------------|------------|
| (16 ó Reversed) My father won't let me do things with them when I do something he doesn't like. | .07 | .40 | -.05 |
| (18 ó Reversed) When I get a poor grade in school, my father makes me feel guilty. | .15 | .51 | .12 |
| (20 ó Reversed) My father makes me feel ashamed when I misbehaved. | -.01 | .52 | .07 |
| (22 ó Reversed) My father emphasises that my misbehaviour dishonours our family. | .18 | .46 | .05 |
| (24 ó Reversed) My father emphasizes the importance of what others think of me. | -.02 | .30 | -.02 |
| (25 ó Reversed) Whenever I argue with my father, he says things like. "You'll know better when you grow up." | -.12 | .38 | -.02 |
| (26a) My father tries to know where I go at nights. | .58 | -.23 | .24 |
| (26b) My father tries to know what I do with my free time. | .62 | -.19 | .05 |
| (26c) My father tries to know where I am most afternoons after school | .63 | -.24 | .25 |
| (27a) My father really knows where I go at nights. | .57 | -.14 | .33 |
| (27b) My father really knows what I do with my free time. | .67 | -.14 | .00 |
| (27c) My father really knows where I am most afternoons after school | .65 | -.18 | .22 |
| (CONTROL1 óReversed) The latest time in a typical week, I can stay out on school nights (Monday-Thursday). | .09 | .13 | .83 |
| (CONTROL2 óReversed) The latest time in a typical week, I can stay out on weekend nights (Friday-Saturday)? | .09 | .12 | .93 |

Appendix F: Marital Satisfaction Questionnaire

Lütfen anne-babanızın birbirleri ile olan ilişkilerini düşünün ve aşağıdaki

ifadelere ne kadar katıldığınızı, izah ediniz.

| | Hiç | Biraz | Oldukça | Kesinlikle |
|--|-----|-------|---------|------------|
| 1. Annem ve babam birbirlerine karşı, sevgi dolu ve efkattidirlirler. | | | | |
| 2. Annemin ve babamın benzer istek ve amaçları vardır. | | | | |
| 3. Annemin ve babamın evlilikleriyle ilgili sorunları vardır. | | | | |
| 4. Annem ve babam birbirlerine sinir olurlar. | | | | |
| 5. Annem ve babam birbirlerinin dediklerine pek kulak asmazlar. | | | | |
| 6. Annem ve babamın evlilikleri, bir çok evlilik kadar iyi değildir. | | | | |
| 7. Annem ve babam evliliklerinden çok memnunlar. | | | | |
| 8. Annem ve babam nadiren birlikte gülerler. | | | | |
| 9. Annem ve babam birbirlerine kendileri hakkında fazla şey anlatmazlar. | | | | |
| 10. Annem ve babam tatilleri nasıl geçirecekleri konusunda aynı fikirdedirler. | | | | |
| 11. Annem ve babam sık sık para konusunda tartışır. | | | | |

| | |
|--|--|
| 12. Annem ve babam birbirleri ile iyi anlaşırlar. | |
| 13. Annem ve babam, n ayrılmayı, dü ündükleri olur. | |
| 14. Annem ve babam, n birbirlerinin akrabalar, ile olan ilişkilerinde bir sorunu yoktur. | |
| 15. Annem ve babam birbirlerine karşı, anlayışlıdır. | |
| 16. Annem ve babam çocuk yetiştirme konusunda aynı fikirdedirler. | |

Appendix G: Importance of Education Questionnaire

1. yi bir e itim ald, ,n,z, varsay,n. Bulmay, umdu unuz i i bulma ihtimaliniz ne kadar yüksektir?

Kesinlikle
Bulamam

Belki
Bulabilirim

Büyük htimalle
Bulurum

Kesinlikle
Bulurum

2. yi bir e itim almad, ,n,z, varsay,n. Bulmay, umdu unuz i i hala bulma ihtimaliniz ne kadar yüksektir?

Kesinlikle
Bulamam

Belki
Bulabilirim

Büyük htimalle
Bulurum

Kesinlikle
Bulurum

Appendix H: School Attitude Questionnaire

Bu anket yaklaşık 10 dakikanızı alacaktır. Lütfen aşağıdaki sorulara ne derece

katıldığınızı belirtmek için soruların yanındaki 1'den 7'ye kadar derecelendirilmiş

seçeneklerden birini daire içine alarak işaretleyin.

| SORULAR | | Hiç katılmıyorum | Katkımlıyorum | Tam katılmıyorum | Ne katılmıyorum ne de katılmıyorum | Biraz katılmıyorum | Katkılıyorum | Tamamen katılmıyorum |
|---------|--|---------------------|---------------|---------------------|--|-----------------------|--------------|-------------------------|
| 1 | Akademik yeteneklerime güveniyorum | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2 | Okulda iyiyim | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3 | Yeni kavramlar, çabuk öğrenirim | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4 | Okulda başarılıyım | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5 | Okulda başarılı olabilecek yeteneğim olduğuna inanıyorum | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6 | Burası iyi bir okul | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7 | Bu okula geldiğime memnunum | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | Öğretmenlerimi seviyorum | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9 | Öğretmenlerim öğrenmeyi ilginç hale getirir | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10 | Okulu seviyorum | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11 | Okul ilginçtir | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12 | Arkadaşlarımla okulu ciddiye alırım | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13 | Arkadaşlarımla çoğu üniversiteye gitmeyi planlıyorum | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14 | Arkadaşlarımla iyi öğrencilerdir | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 15 | Arkadaşlarımla okulda başarılıdır | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 16 | Arkadaşlarımla çok çalışır | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

| | | | | | | | | |
|----|--------------------------------------|---|---|---|---|---|---|---|
| 17 | Okulda çok çalır,m | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 18 | Derslerime yoğunlaır,m | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 19 | Ben sorumluluk sahibi bir öğrenciyim | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 20 | Derslerimi düzenli olarak yapar,m | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Appendix I: Permission from Ministry of National Education

T.C.
İSTANBUL VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : B.08.4.MEM.4.34.00.18.580/ 2962
Konu: Anket (İ. Ercan ALP)


30 Kasım 2007

BOĞAZIÇI ÜNİVERSİTESİ
Fen Edebiyat Fakültesi Dekanlığı'na

- İlgi : a) Valilik Makamının 30/11/2007 tarih 2956 sayılı oluru.
b) Millî Eğitim Bakanlığına Bağlı Okul ve Kurumlarda Yapılacak Araştırma ve Araştırma Desteğine Yönelik İzin ve Uygulama Yönergesi.
c) 14/11/2007 tarih ve 2007/261 sayılı yazımız.

Üniversiteniz Fen Edebiyat Fakültesi Psikoloji Bölümü Öğretim Üyesi Doç. Dr. İ. Ercan ALP İlimizde ekte adı verilen liselerdeki okullarda öğrencilere uygulanmak üzere "**Lise Öğrencilerinin Akademik Başarılarının Ebeveyn Çocuk Yetiştirme Tutumlarından Yordanması**" konulu anket çalışmasını yapma isteği İlgi (a) Valilik Oluru ile uygun görülmüştür.

Bilgilerinizi, gereğinin İlgi(a) Valilik Oluru doğrultusunda, gerekli duyurunun anketçi tarafından yapılmasını, işlem bittikten sonra 2 (iki) hafta içinde sonuçtan Müdürlüğümüz Kültür Bölümüne rapor halinde bilgi verilmesini arz ederim.



Erdem DEMİRCİ
Müdür a.
Müdür Yardımcısı

EKLER :
Ek-1. İlgi(a)Valilik Oluru
2. Ek: Anket Soruları.

NOT : Verilecek cevapta tarih, kayıt numarası, dosya numarası yazılması rica olunur.
Adres : İstanbul Millî Eğitim Müdürlüğü A.Blok Ankara cad. No:2 Cağaloğlu
Tel. ve Fax : 212 526 13 82 İnternet : www.istanbul-meb.gov.tr E-mail : apk@istanbul-meb.gov.tr

T.C.
İSTANBUL VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : B.08.4.MEM.4.34.00.18.580/ 2956
Konu : Anket (I. Ercan ALP)

30/11/2007

VALİLİK MAKAMINA

- İlgi: a)Boğaziçi Üniversitesi'nin 14/11/2007 tarih ve 2007/261 sayılı yazısı.
b)Millî Eğitim Bakanlığına Bağlı Okul ve Kurumlarda Yapılacak Araştırma ve Araştırma Desteğine Yönelik İzin ve Uygulama Yönergesi.
c)Millî Eğitim Bakanlığı Eğitimi Araştırma Geliştirme Dairesi Başkanlığı'nın 11/04/2007 tarih ve 1950 sayılı emri.
d)Millî Eğitim Müdürlüğü Anket Komisyonu'nun 27/11/2007 tarihli tutanağı.

Boğaziçi Üniversitesi Fen Edebiyat Fakültesi Psikoloji Bölümü Öğretim Üyesi Doç. Dr. I. Ercan ALP İlimizde ekte adı verilen liselerdeki okullarda öğrencilere uygulanmak üzere "Lise Öğrencilerinin Akademik Başarılarının Ebeveyn Çocuk Yetiştirme Tutumlarından Yordanması" konulu anket çalışmasını yapma hakkındaki İlgi (a) yazı ve ekleri Müdürlüğümüzce incelenmiştir.

Boğaziçi Üniversitesi Fen Edebiyat Fakültesi Psikoloji Bölümü Öğretim Üyesi Doç. Dr. I. Ercan ALP İlimizde ekte adı verilen liselerdeki okullarda öğrencilere uygulanmak üzere "Lise Öğrencilerinin Akademik Başarılarının Ebeveyn Çocuk Yetiştirme Tutumlarından Yordanması" konulu anket çalışmasını, bilimsel amaç dışında kullanılmaması koşuluyla, okul idarelerinin denetim, gözetim ve sorumluluğunda, İlgi (c) Bakanlık Emri esasları dahilinde uygulanması, sonuçtan Müdürlüğümüze rapor halinde (CD formatında) bilgi verilmesi kaydıyla Müdürlüğümüzce uygun görülmektedir.

Makamınızca da uygun görüldüğü takdirde olurlarınıza arz ederim.


Erdem DEMİRCİ
Millî Eğitim Müdür V.

EKLER :
Ek-1. İlgi (a) yazı ve ekleri

O I U R

30/11/2007

Hikmet DİNÇ
Vali.
Vali Yardımcısı



4440632

NOT : Verilecek cevapta tarih, kayıt numarası, dosya numarası yazılması rica olunur.
Adres : İstanbul Millî Eğitim Müdürlüğü A.Blok Ankara cad. No:2 Cağaloğlu 526 13 82
E-Mail: kultur34@meb.gov.tr Web: <http://istanbul.meb.gov.tr/bolumler/kultur>

Appendix J: Parents Consent Form

Sayın Veli,

Boaziçi Üniversitesi Psikoloji Bölümünde yüksek lisans çalışması olarak lise öğrencilerinin okul başarıları, etkileyen faktörleri araştırmaktayız. Bu araştırmada, öğrencilerden bir ders saati içinde Milli Eğitim Bakanlığı tarafından onaylanmış soru formlarını yanıtlamaları istenecektir. Öğrencilerin verdikleri yanıtlar kesinlikle gizli tutulacaktır.

Çocuğunuzun araştırmaya katılmasında sakınca görüyorsanız aşağıdaki formu doldurarak sınıf öğretmene iletmenizi rica ederiz.

Saygılarımla,

Ayegül Cebenoyan
Krizantem Sok. 26/1,
1. Levent, İstanbul
tel: (533) 736 18 12

Doç. Dr. Ercan Alp
Boaziçi Üniversitesi
Psikoloji Bölümü
Bebek, 34342
İstanbul
tel: (212) 359 70 54

Velisi bulunduğum _____'nin
araştırmanıza katılmasına izin vermiyorum.

Veli adı, soyadı: _____

İmza: _____

Tarih: _____

Appendix K: Table 26. Descriptives of Parenting Dimensions in terms of Maternal Employment

| | | Middle SES | | | High SES | | |
|----------------------|-------|---------------------------|-----------------------|---------------|---------------------------|-----------------------|--------------|
| | | Employed <i>M (SD)</i> | Non- <i>M (SD)</i> | <i>t</i> | Employed <i>M (SD)</i> | Non- <i>M (SD)</i> | <i>t</i> |
| Mother | | | | | | | |
| Involvement | Girls | 38.27 (7.07) | 38.97 (6.53) | -.62 | 39.28 (5.89) | 41.01 (5.86) | 1.96 |
| | Boys | 40.47 (5.07) | 35.80 (6.65) | 2.89** | 36.95 (6.41) | 34.91 (6.37) | 2.12* |
| | Total | 38.87 (6.63) | 37.61 (6.75) | 1.36 | 38.20 (6.23) | 37.81 (6.84) | .56 |
| Psync. Auton. | Girls | 38.21 (6.14) | 38.56 (5.85) | -.36 | 42.66 (5.49) | 42.07 (5.80) | .71 |
| | Boys | 37.68 (5.45) | 36.26 (6.67) | .88 | 41.61 (6.55) | 41.82 (5.90) | -.23 |
| | Total | 38.07 (5.93) | 37.56 (6.31) | .61 | 42.17 (6.02) | 41.94 (5.84) | .37 |
| Strictness/Supervisi | Girls | 25.47 (4.02) | 26.76 (3.69) | -2.06* | 23.71 (4.21) | 24.57 (3.47) | -1.50 |
| | Boys | 22.21 (4.63) | 22.03 (4.18) | .17 | 20.40 (4.28) | 19.11 (3.99) | 2.08* |
| | Total | 24.59 (4.41) | 24.71 (4.55) | -.20 | 22.18 (4.54) | 21.73 (4.63) | .92 |
| Father | | | | | | | |
| Involvement | Girls | 35.08 (8.09) | 36.67 (7.76) | -1.20 | 36.59 (6.56) | 38.17 (7.09) | -1.57 |
| | Boys | 37.35 (6.34) | 35.02 (7.12) | 1.26 | 34.80 (7.13) | 33.51 (6.59) | 1.25 |
| | Total | 35.95 (7.69) | 35.95 (7.51) | -.27 | 35.75 (6.87) | 35.77 (7.21) | -.03 |
| Psync. Auton. | Girls | 40.13 (6.53) | 40.11 (5.71) | .02 | 43.85 (6.09) | 43.64 (5.40) | .25 |
| | Boys | 39.89 (4.68) | 36.98 (5.62) | 2.13* | 42.48 (6.27) | 43.04 (5.66) | -.64 |
| | Total | 40.07 (6.06) | 38.76 (5.87) | 1.63 | 43.21 (6.20) | 43.33 (5.53) | -.21 |
| Strictness/Supervisi | Girls | 23.49 (5.30) | 25.38 (4.19) | -2.52* | 21.79 (4.51) | 22.76 (3.82) | -1.56 |
| | Boys | 21.26 (5.31) | 20.99 (4.52) | .24 | 18.48 (4.41) | 16.72 (3.81) | 2.86* |
| | Total | 22.89 (5.36) | 23.48 (4.84) | -.88 | 20.24 (4.75) | 19.61 (4.86) | 1.25 |

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

Appendix L: Table 27. Regression Exactly Replicating Heyndrickxø (2004) Study

| | <i>Girls</i> | <i>Boys</i> | <i>Total</i> |
|---------------------------|--------------|-------------|--------------|
| | R^2 | R^2 | R^2 |
| | .14 | .16 | .15 |
| Maternal Education | .04 | .05 | .03 |
| Paternal Education | .04 | .01 | .04 |
| Importance of Educ. (+) | -.02 | .12 | .05 |
| Importance of Educ. (-) | -.24** | -.30** | -.27** |
| Maternal Employment | -.07 | -.01 | -.05 |
| Marital Satisfaction | -.04 | -.17 | -.13* |
| Maternal Involvement | .08 | -.09 | .01 |
| Matern. Psyc. Auto. Gran. | .21* | .10 | .17* |
| Matern. Strict./ Superv. | -.03 | .15 | .17 |
| Paternal Involvement | -.06 | .05 | -.01 |
| Patern. Psyc. Auto. Gran. | .01 | .16 | .09 |
| Paternal Strict./ Superv. | -.02 | -.08 | .01 |

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

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