TURKISH ADOLESCENTS' LEVEL OF PSYCHOLOGICAL ADJUSTMENT IN RELATION TO ADOLESCENTS' PERCEPTION of PARENTAL PSYCHOLOGICAL MALTREATMENT & PHYSICAL PUNISHMENT

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To my dear grandfather,

who is the architect of my life.

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ABSTRACT

Turkish Adolescents' Level of Psychological Adjustment In Relation To Adolescents' Perception of Parental Psychological Maltreatment & Physical Punishment

by

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This study investigated the inter-relationship between adolescents' psychological adjustment, perception of parental psychological maltreatment, and perceived physical punishment from parents in terms of justness and harshness. The sample was selected from ninth grade students in four high schools in İstanbul. The five variables in this study are adolescents' level of psychological adjustment, perception of maternal psychological maltreatment, perception of paternal psychological maltreatment, perception of physical punishment in terms of justness and harshness.

The specific questions investigated were the impact of perceived maternal and paternal psychological maltreatment and physical punishment in terms of justness and harshness on perceived psychological adjustment. Also, the possible variance of perception of parental psychological maltreatment according to perceived harshness and justness were explored.

Four instruments were used for data collection, specifically Demographic Information Form (DIF), Personality Assessment Questionnaire (PAQ) – Turkish Form, Perception of Psychological Maltreatment Inventory (POPMIFA), and Physical Punishment Questionnaire (PPQ) – Turkish Form. Data was analyzed through structural equation modeling, in AMOS software statistics program.

The results showed that perceived parental psychological maltreatment has a significant impact on perceived psychological adjustment (β=.40, $p<.01$), whereas harshness and unjustness do not have direct impact on perceived psychological adjustment but the impact is mediated by perceived psychological maltreatment (β=.34, $p<.000$; β=.23, $p<.000$, respectively). The impact of perceived harshness of physical punishment on perceived psychological adjustment varies according to adolescents' perception of parental maltreatment.

ÖZET

Türk Gençlerinin Psikolojik Uyum Seviyeleri Evebeynlerinden Algıladıkları Psikolojik Ezim ve Fiziksel Ceza Arasındaki İlişkiler

Suna Eryiğit

Bu çalışma, gençlerin psikolojik uyumları, evebeynlerinden algıladıkları psikolojik ezim ve gördükleri fiziksel cezanın sertliği ve haksızlığı arasındaki ilişkiyi incelemektedir. Bu çalışmanın örneklemi İstanbul'da dört farklı lisede, 9. sınıfa (Lise 1) giden öğrenciler arasından seçilmiştir. Bu araştırmanın beş tane değişkeni bulunmaktadır. Bunlar, gençlerin psikolojik uyumları, annelerinden algıladıkları psikolojik ezim, babalarından algıladıkları psikolojik ezim, fiziksel cezanın gençler tarafından algılanan sertliği ve haksızlığı.

Bu araştırmada incelenen temel soru ebeveynden algılanan psikolojik ezimin ve fizksel cezanın sertliğinin ve haksızlığının, gencin psikolojik uyumuna etkisidir. Ayrıca, fiziksel cezanın algılanan sertliğinin ve hakzılığının ebeveynden algılanan psikolojik ezimin varyansını ne kadar açıkladığı araştırılmıştır.

Bu araştırmada dört farklı ölçek kullanılmıştır. Bunlar, Demografik Bilgi Formu, Kişilik Değerlendirme Ölçeği (KİDÖ) Türkçe Formu ; Yetişkin Genç İlişkileri Ölçeği (YGİÖ) ile; ve fiziksel cezanın algılanan sertiği ve haksızlığı ise Fziksel Ceza Anketi (FCA) olmak üzere dört farklı ölçektir. Toplanan veriler yapısal denklem modelleme (structural equation modelling) yöntemi ile AMOS istatistik programında analiz edilmiştir.

Sonuçlar göstermiştir ki gençlerin ebeveynlerinden algıladıkları psikolojik ezim ile psikolojik uyumları arasında güçlü bir ilişki vardır (β=.40, $p<.01$). Fiziksel cezanın sertliği ve haksızlığının ise psikolojik uyum algısını doğrudan etkilemediği görülmüştür. Ancak bu etki ebeveyneden algılanan psikoloijk ezim değişkeni

aracılığıyla ortaya çıkmıştır (β=.34, p<.000; β=.23, p<.000, sırasıyla). Fiziksel cezanın sertliği de bu ilişkinin üzerinden dolaylı olarak gençlerin psikolojik uyumunu etkilemektedir.

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I - INTRODUCTION

In the study of the field of human development, it is well-known that psychosocial issues are one of the main focuses of the period of adolescence. Adolescence has been characterized as a period when individuals begin to explore and examine psychological characteristics of self in order to discover who they really are, and how they fit in the social world in which they live (Steinberg, 2000). Psychologically adjusted adolescents are involved in an ongoing process of developing their potentials interacting with the environment in a healthy and effective manner (Reber, 1995). According to Erikson (1950), there are three important phenomena that contribute to this process, during adolescence. These are self-perception, perception of others, and receiving feedback in interpersonal experiences (Erikson, 1950).

Since family is the immediate environment of most adolescents, perception of parental behaviors becomes a prominent aspect among these interpersonal experiences. The direct and indirect feedback and especially how it is perceived by the adolescent can have a determining impact on the self-concept of the youth. Thus, psychological well-being of adolescents is associated with their perception of particular patterns of behaviors at home (Rohner, 2000, 1996; Bachar, Canetti, Bonne & Shalev, 1997; Steinberg, 1996; Klohnen, 1993; Cicchetti & Carlos, 1991; Garborino, 1986; Hjelle & Ziegler, 1976). In other words, the way the youth perceives parents' behaviors towards themselves has an effect on children's level of psychological adjustment (Garborino, 1986; Rohner, 1986).

Specifically present literature suggests that when and if children and youth perceive parental rejection, psychological abuse and/or physical punishment they

have poorer psychological adjustment compared to those who do not. (Rohner, 2000; Steinberg, 1996; Cicchetti & Carlos, 1991; Garbarino, 1986).

Some authors state that presence of physical punishment per se is sufficient to cause serious psychological unhealthiness (Strauss, 2000). Yet others such as Rohner et al (1996) argue that dimensions such as perception of fairness and harshness of physical punishment rather than the mere presence of physical punishment matter in relation to psychological well-being of the youth. Rohner (1975) also argues that, more important than the direct impact of physical punishment dimensions, the perception of warmth acts as an intermediary in terms of the destructiveness of physical punishment. That is, if the youth perceives the parent warm, then the presence of physical punishment is not that detrimental for her/his psychological well-being.

To understand the impact of psychological maltreatment and physical punishment it is necessary to look at how child perceives these acts. (Rohner, 2000; Garbarino, 1998; Taşdelen, 1995; Anjel, 1993; Bayraktar, 1990; Ney et al, 1980). Therefore, the level of children's psychological adjustment is assumed to be different in relation to whether they perceive an act as psychological maltreatment, and similarly in relation to how they perceive physical punishment. It is expected that if the children perceive physically punishing act as fair, their level of psychological adjustment will be different from the children who perceive physically punishing act unfair. And this difference in children's level of psychological adjustment is also expected for perceiving physical punishment as harsh or not harsh. Specifically, if the children perceive justness and mildness of physical punishment than their psychological well-being is not affected as much in a negative way.

The crucial point is that whether there is a relationship between physical punishment and other parental attitudes (Rohner, Kean, Courneyer, 1991). Literature shows that there are relationships between influences of perception of physical punishment and influences of other parental attitudes (Meyerson et al, 2001; Rohner et al, 1991). Recent researches done to investigate influences of physical punishment found that there is not a direct influence of perception of physical punishment; instead there are mediating factors Tencer and Marsh (2000) found that the influences of harsh punishment on adolescents depend on whether adolescent is securely attached or not. In addition Rohner et al (1996, 1991) found that perception of harshness and justness of physical punishment are more correlated with perception of acceptance-rejection, rather than psychological adjustment of adolescents. Erkman (2003) stated that physical punishment by itself does not determine the psychological functioning of adolescents.

This argument is further supported by Erkman (2003) for Turkish children and youth. The path analysis showed that with parental rejection as the mediating variable, harshness and unjustness had an impact on psychological adjustment more than the harshness and unjustness alone.

In the present study a similar model of Erkman's study is employed, this time, putting parental psychological maltreatment in the place of perceived parental rejection. Thus the relationship of physical punishment dimensions harshness and fairness as independent variables, perceived parental psychological maltreatment as mediating variable, and psychological adjustment as the dependent variable will be investigated.

In this study psychological adjustment is defined as it is assessed by Psychological Adjustment Questionnaire (PAQ) which encompasses seven

personality dispositions of Rohner's Parental Acceptance-Rejection Personality theory (PARTheory), specifically worldview, independence, emotional responsiveness, hostility, self-esteem, self-adequacy, and emotional stability. Psychological maltreatment is defined as patterns of behaviors of adults toward their children, which become typical in their relationship, which are judged as destructive behaviors by the community values (Tommison et al, 1997; Brassard et al, 1987; Garborino, 1986). Garborino (1998) classifies these acts as rejecting, isolating, ignoring, terrorizing, degrading, adultifying and corrupting. Lastly, physical punishment is defined as the use or threatened use of physical forces towards a child by a person in a position of authority as a means of disciplining the child (Physical Punishment of Children, Tasmania Law Reform Institute, 2002). Acts of physical punishment are spanking, slapping, kicking, beating, hitting, cuffing, and burning (Erkman, 2000; Rohner, 1991). The particular aspects of physical punishment under investigation for the present study are harshness and unjustness as assessed by Physical Punishment Questionnaire (PPQ).

II - REVIEW of LIERATURE

The present study investigates the interrelationship between adolescents' perceived psychological adjustment, perception of parental psychological maltreatment, and perception of physical punishment perceived from parents. This section provides background information to establish the theoretical and empirical foundation of the current research. Survey of literature begins with review of psychological adjustment. In this part, definitions of psychological adjustment, which are from more general to more specific, are given. The last one is Rohner's definition of psychological adjustment, which is used in this study. Detailed information about this definition, by explaining the personality dispositions, is stated. Since this study is done with adolescents, literature review continues with psychological adjustment of adolescents. To understand psychological adjustment of adolescents, first psychosocial development of adolescents is explained in terms of different theories. According to related literature, in the psychosocial development of adolescents, the emphasis is given to effects of parental behaviors on adolescents' psychosocial development. The next part of literature review is about psychological maltreatment. Definition of psychological maltreatment is followed by the categories of behaviors of psychological maltreatment. Cultural issues in defining psychological maltreatment and the studies that are carried out to define psychological maltreatment in Turkey are given in detail.

The importance of perception in understanding of psychological maltreatment and the consequences of psychological maltreatment are reviewed covering studies on this issue involving different dependent variables, such as self-concept, self-esteem, problems in closeness, and depression. In the following part of survey of literature, physical punishment is reviewed. The definitions of physical punishment,

the cultural differences about the use of physical punishment, and the cultural differences in terms of child rearing practices are reviewed with special emphasis on childrearing practices of Turkish culture. The studies on perception of physical punishment in terms of fairness and harshness dimensions with different dependent variables are reviewed separately. Since these are the two dimensions that are the focus in the present study in terms of physical punishment. In the last part of this section, problem and the research questions of the present study are given.

A- Psychological Adjustment

Psychological adjustment is the relationship that individuals establish with respect to their environment. In other words, psychologically adjusted individuals involve in an ongoing process of developing their potential for reacting to the environment in a healthy, effective manner (Reber, 1995).

Klohnen (1993) defines psychological adjustment as the ability to be happy and contented with a sense of direction and purpose; the capacity for productive work and a sense of competence and environmental mastery; emotional security, self-acceptance, self-knowledge, and a realistic and undistorted perception of oneself, others, and one's surroundings; interpersonal adequacy and the capacity for warm and caring relating to others and for intimacy and respect. According to Klohnen, a supportive, unconditional relationship with at least one parent is one of the basic factors that protect psychological adjustment of children and adolescents.

Specifically, Rohner (1975), in his Parental Acceptance and Rejection (PARTheory) Personality Theory, states that psychological adjustment composes of seven personality dispositions, which are worldview, independence, emotional responsiveness, self esteem, self adequacy, emotional stability, and hostility and aggression. According to Rohner (1975), these personality dispositions have high

correlations with degree of parental rejection. These dispositions are in a continuum with both positive and negative ends. The higher the degree of parental rejection is, the more negative the dispositions are. **Worldview** refers to a person's general overall evaluation of life, of the universe, of the very essence of existence as being negative or positive. A person with a positive worldview sees life as basically good, secure, friendly, happy, and unthreatening. On the other hand, negative worldview implies that life is essentially seen as bad, insecure, dangers, hostile. **Independence** refers to freedom from the need or wish for emotional reliance on the other persons, for comfort, guidance, or approval very frequently. On the other end of the continuum, is dependence, and it is defined as the bids children make for positive response. Independent person does not need such bids to get positive response from others. Emotionally healthy people make these bids from time to time. The important issue is how often and how intensely one feels the need for such positive response. **Emotional Responsiveness** refers to a person's ability to express freely, and openly his/her emotions, for example feeling of warmth and affection toward others. Emotionally responsive people feel comfortable with forming warm, intimate, lasting, non-defensive attachments with other people. In contrast, emotionally unresponsive people are emotionally isolated from others. They have defensive emotional involvement towards others. But this is a matter of degree; everyone is more or less emotionally responsive or unresponsive. **Self-esteem** refers to a global emotional judgment that individuals make about themselves in terms of worth and value. Attaining positive self esteem implies that one likes oneself, that one perceives oneself to be a person of worth and worthy of respect. On the other hand, negative self esteem implies that one disapproves of oneself and that one devalues oneself. **Self-adequacy** refers to judgments we make about our own competencies. Having a

sense of self adequacy implies that one views oneself as capable of dealing satisfactorily with life. On the other hand, negative self adequacy implies feelings of incompetence, inability to meet day to day needs. **Emotional Stability** refers to an individual's steadiness of mood. Emotionally stable people tolerate minor stresses of day to day living. On the other hand, an emotionally unstable person is subject to unpredictable frequent mood changes. **Hostility and Aggression**: hostility refers to an internal feeling of enmity, anger, or resentment; aggression refers to intention to hurt somebody, something or oneself. Hostility is expressed behaviorally in the form of aggression. Aggression may be manifested verbally, in such forms as bickering, quarrelling, sarcasm, humiliating; or physically, by fighting, hitting, kicking, pinching. These are the direct ways of aggression; indirect expressions of aggression include temper tantrums, irritability, and vindictiveness.

Psychological Adjustment in Adolescence

To understand the psychological adjustment of adolescents it is necessary to review the period of adolescence in terms of psychosocial development. Steinberg (1996) states that adolescence is a period of growing up, moving from childhood into adulthood. Adolescence has been characterized as a time when individuals begin to explore and examine psychological characteristics of the self in order to discover who they really are, and how they fit in the social world in which they live (Steinberg, 2000). Steinberg (1996) also states that besides transitions in biological, and cognitive aspects of development; identity, autonomy, intimacy are some of the main issues of psychosocial development of adolescents, which are associated with adolescents' psychological well-being. According to Erikson (1950), main focus of psychosocial development of adolescents is on identity formation.

Erikson (1950), in his Psychosocial Development Theory of Personality,

emphasizes developmental change throughout the lifecycle, a focus on "normal", and importance of achieving a sense of identity. According to Erikson (1950), there are eight stages in the psychosocial development, each accompanied by a crisis, in other words "phase specific tasks". These crises occur because of the conflicts the child experiences during that particular psychosocial stage. The person must adequately resolve each crisis in order to progress to the next stage of development in a healthy fashion. Adequately resolving these crises brings psychosocial strengths for the individual eight stages of man which begins with infancy where the crisis that has to be resolved is the conflict between basic trust versus mistrust. According to Erikson, sense of trust is related to the mother's ability to give her child a sense of familiarity, consistency, continuity, and sameness of experience. Also Erikson stresses in addition to child's trust to external world, children must learn to trust themselves. Then trust becomes the infant's capacity for hope, which is the psychosocial strength of this stage. Next stage of psychosocial development is early childhood, where the crisis is the conflict between shame and doubt. Will power is the psychosocial strength to evolve in this stage if the child resolves this conflict. The following stage is play age, where the crisis is the conflict between initiative versus guilt. This is the age when children begin to feel that they are regarded as people and that life has a purpose for them. The next stage of Erikson is school age, where the crisis is the conflict between industry and inferiority. This stage is associated with the child's increased power of deductive reasoning and self discipline and the ability to relate to peers according to rules. The following stage of psychosocial development is adolescence where the crisis is the conflict between ego identity versus role confusion. The next stage is young adulthood, where the crisis is the conflict between intimacy versus isolation. And the psychosocial strength that is produced in this stage

is, love. The stage before the last one is middle adulthood. The crisis in this stage is the conflict between generativity versus stagnation. Care emerges as the psychosocial strength of this stage. The last stage of psychosocial development is maturity, where the crisis arises from the conflict between integrity and despair. And the psychosocial strength coming out of this stage is wisdom.

Adolescence is the period that is discussed in detail by Erikson, and he states that main tasks to be accomplished in this period are stabilization of all the knowledge about self, and integration of these various images into an identity that has a logical continuum from past to future. According to Erikson's psychosocial development theory, there are three important factors that affect this process. (Erikson, 1950)

> First, individuals must perceive themselves as having inner sameness and continuity, for instance they must experience themselves as essentially the same person; second, the persons must also perceive a sameness and continuity in the individuals. This means that adolescents need confidence that the inner unity that they have developed earlier will be recognized in other's perception of them. Insofar, as adolescents may be uncertain about self-concepts and their social images, then feelings of doubt, confusion and apathy may counteract their emerging sense of identity. Finally, individuals must have accrued confidence in the correspondence between the internal and external lines of continuity. Their self-perception must be validated by appropriate feedback from their interpersonal experiences (pg. 89).

Based on Erikson's theory, it can be stated that parent-adolescent relationship is an important part of interpersonal experience through which the adolescents receive feedback directly or indirectly. Steinberg (1996), states that healthy psychological development of adolescents is associated with particular patterns of behavior at home. Two basic patterns are, first, enabling behaviors for which

explanation, problem solving can be given as examples; and second, constraining behaviors for which distracting, devaluing can be given as examples. Parents who use a lot of enabling behaviors accept their adolescents, help them to develop and state their own ideas, show tolerance to differences of opinions; whereas parents who use constraining behavior have difficulties in accepting their adolescents' individuality, and react to independent thinking (Steinberg, 1996). And the study of Vuchinch (1993, cited in Steinberg, 1996) shows that adolescents who grow up in families with enabling interactions show higher scores of psychological development than adolescents in constraining families. Supporting Steinberg, Bachar (Bachar et al. 1997) states that a positive parental relationship was directly associated with psychological adjustment and well-being of adolescents. Bachar (Bachar et al. 1997) also adds that perception of parental behavior is another important factor that affects the psychological well-being of adolescents.

Rohner is a theorist who has worked on perception of parental behaviors. Rohner in his PARTheory tries to explain perceived parental behaviors, and their influence on psychological development of children and adolescents (Rohner, 2000). In his book "The Warmth Dimension" (2000), parental behavior is seen to cover a continuum with acceptance on one end and rejection on the other end (Rohner, 2000). The dimension of Rohner is similar with Steinberg"s enabling and constraining behaviors, enabling behavior is similar to acceptance and constraining behavior is similar to rejection. Parental acceptance can be expressed as behaviors of warmth that give the message to the children that they are loved and cared for. On the other hand, parental rejection can be stated as absence of warmth. According to the theory, parental rejection has a wide range of effects on children, including developmental/personality disorders, mental problems, intellectual problems,

interpersonal relationship problems. In addition, Rohner states that perceiving rejection from parents is highly influential on destructive psychological adjustment of children and adolescents, specifically in terms of negative worldview, dependence, emotional unresponsiveness, hostility and aggression, low self esteem, low self adequacy, and emotional instability.

Another important issue that Rohner argues in his theory is the relationship between rejection and psychological maltreatment of children. According to him, rejection and maltreatment are overlapping constructs, where each also has some distinct areas they cover.

B- Psychological Maltreatment

Psychological maltreatment is defined as patterns of behaviors of adults toward their children, which become typical in their relationship, which are judged as destructive behaviors by the community values (Tommison et al, 1997; Brassard et al, 1987; Garborino, 1986). Psychological maltreatment is an umbrella construct encompassing all kinds of child maltreatment (personal communication with Erkman, 2003). In general, two basic headings of child maltreatment are abuse and neglect. Abuse can be psychological, physical, and sexual; whereas neglect can be psychological or physical. The term psychological maltreatment is used to indicate the underlying disturbing elements, all affective and cognitive aspects of these kinds of child maltreatment (Garbarino et al, 1986).

In the International Conference of Psychological Abuse of children and Youth, in 1983 psychological maltreatment was defined as "acts of omission and commission which are judged by community standards and professional expertise to be psychologically damaging" (Brassard et al, 1987, pg: 162). According to Garbarino (1998), psychologically maltreating acts are classified into five categories

as rejecting, isolating, ignoring, terrorizing and corrupting. In addition, current literature indicates two more categories which are degrading (Brassard et al, 1987) and adultifying (Finkelhor & Korbin, 1988, cited in Karay, 2001). The categories are defined specifically in the following way: **rejection** is refusing to acknowledge the child's worth and the legitimacy of the child's needs, **isolating** is cutting off normal social experiences, it prevents the children from forming friendships and makes the children believe that they are alone in the word, **ignoring** is being psychologically unavailable, perhaps being physically present but not being responsive to the child's need for interaction, **terrorizing** is assaulting the child with words, creates a climate of fear, bullies and frightens the child and makes the child believe that the world is capricious and hostile, **corrupting** is dissocializing the child, it stimulates the child to engage in destructive behavior, reinforces that deviance and makes the child unfit for the normal social experience (Garbarino, 1998), **degrading** is acts of humiliating, deterioration, criticism, stigmatization, and makes the child inferior (Brassard et al, 1987), while **adultifying** is putting unreasonable demands on the child, expecting success beyond the child's capacity, to have too high expectations for the child to be met. (Finkelhor & Korbin, 1988, cited in Karay, 2001).

For the Turkish culture, Zeytinoğlu (1988) investigated Turkish experts' opinions on the definitions of psychological maltreatment. Experts were asked to evaluate which experiences of children could be regarded as child abuse. Among the experts 78.33% stated psychological maltreatment as their highest in existence. Some of the behaviors accepted as psychological maltreatment were putting emotional pressures on children, criticizing the child, degrading the child, having very high expectations from the child, not giving opportunity for decision-making, favoring the male child over female child, and forcing child to side with one parent in parental

conflicts. Another study with experts was carried out by Erkman and Alantar (1988). In this study, the specific behaviors which cause emotional abuse were asked. The behaviors which were defined as abusive by over 70% of experts were overprotection of the child in terms of giving excessive care and attention, rejecting the child, having unnecessarily harsh and authoritarian understanding of discipline, beating the children when they do something wrong, threatening the children by leaving them alone, locking the child in a room, criticizing the child, belittling the child, creating a competitive environment between the siblings, feeding the child insufficiently. In the study of Vardar and Erkman (1994), psychologically maltreating behaviors was classified into five categories, which are severe rejection, subtle rejection, unrealistic expectations, degrading, and non-respect / non-warmth.

It is difficult to observe the acts resulting in psychological maltreatment due to no observable injury caused by psychological maltreatment. However, psychological maltreatment is a type of behavioral pattern that occurs not only in an overwhelming majority of all types of abuse and neglect but also it occurs independently (Garborino et al, 1986). Psychological maltreatment is mostly experienced by children and adolescents (Kaplan, 1999). Definition of an act as an act of psychological maltreatment is directly related to the perception of the child (Bergman, 1984). Recent studies show that to investigate psychological maltreatment and its consequences on children, it is necessary to look at how child perceive, and interprets the behaviors of parents (Taşdelen, 1995; Ausbell, 1994; Anjel, 1993; Bayraktar, 1990; Ney et al, 1980; Herzberger, 1985 cited in Anjel 1993).

The literature on psychological maltreatment and its consequences on children show that negative outcomes of psychological maltreatment include difficulties in cognitive development, social adjustment, as well as affective and

behavioral areas of child development (Kılınç, 1999). The negative outcomes of psychological maltreatment on cognitive development of children are stated as children having lower academic achievement, and higher school related problems than non-maltreated children (Kairys & Johnson, 2002; Çeşmeci & Erkman, 1996; Taşdelen, 1995; Erkman, 1990). The impact of psychological maltreatment on social adjustment is another area of study. According to recent research, it was shown that maltreated children have difficulties with peer relationships (Haskett et al, 1991; Knard, 1980). The study of Aber & Allen (1986, cited in Kılınç, 1999) found that maltreated children have difficulty in forming relationships with adults .Wolfe (1997) found that those who have experienced parental maltreatment, reported interpersonal hyper sensitivity; hostility, problems in closeness and trust. Taşdelen (1995) found that adolescents, who perceived psychological maltreatment, have lower level of self concept, higher trait anxiety, and higher internalizing-externalizing problems. In addition, Kairys and Johnson (2002) state that maltreated children also have low self-esteem, negative emotional life view, and depression.

In a study with university students in Turkey (Kozcu, 1990, cited in Kılınç, 1999), which was about the inter-relationship between perceived emotional abuse, maternal acceptance-respect, and the level of psychological adjustment, it was found that those who reported being rejected perceived higher emotional abuse with more psychological problems. In addition, Erkman (1990) examined the association between acceptance-rejection, perceived emotional abuse, and family environment. It was found that those perceiving high abuse perceived high rejection, with less family cohesion.

C- Physical Punishment

Discipline involves the use of a variety of techniques and strategies with the

aim of teaching the appropriate way to behave. By some, physical punishment is regarded as one kind of a discipline technique, and it is defined as "*the use or threatened use of physical force towards a child by a person in a position of authority or power over the child, as a means of inflicting unpleasant consequences*" ("Physical Punishment of Children", Gawlik, Henning, Warner, 2002). Child Protection Service (2002) defines physical maltreatment as significant physical harm or injury experienced by a child as a result of severe and/or persistent actions or inactions. It includes injuries such as cuts, burns, and fractures or excessive discipline and punishment. In this sense, physical punishment may not be seen as abusive, although sometimes it is.

Cohen (1999) states that accepting physical punishment as a part of discipline is a cultural issue. For instance, a study done in Korea showed that 77% of children received physical punishment from their parents (Seungla, 2000); whereas a study done in Hong Kong showed that 10% of the Hong Kong adolescents receive physical punishment from their parents (Lau et al, 2002). In Canada, 21% of parents physically punish their children (Evangelical Fellowship of Canada, 1996), whereas in Turkey, it was found that 64.6% of children receive physical punishment in a sample of 50,000 children between the ages of 4 and 12 (Journal of National Education - Milli Eğitim Dergisi sayı:151). These percentages show us the differences between the cultures in the use of physical punishment.

Perception of physical punishment is another cultural issue (personal communication with Erkman, 2003). According to Garborino (1998) it depends on the child rearing practices of the culture. One of the determinants of child rearing attitudes and pattern is the value given to children; another determinant can be the family system (Anjel, 1993).

When we look at the Turkish culture, according to Kağıtçıbaşı (1996), the value of children is changing in relation to socio economic development of Turkey in recent years. A study was done in 11 different cities of Turkey to explore the current child rearing practices of Turkish family by Family Research Center (Aile Araştırma Kurumu), in 1993. According to this study, 60% of mothers do not approve of their children to state their difference of opinion while 55% of mothers expect from their children to ask their approval in choosing friends. Six mothers out of ten want their children to get permission before doing something. For future expectations, mothers mostly expect economical contribution from their sons (88%), whereas from their daughters, they mostly expect help in house cleaning issues. Although previous researchers (Kağıtçıbaşı, 1988, 1982) emphasize the economic value of children, Kağıtçıbaşı (1996) proposes that expectations from children turn into emotional support and emphasizes the psychological value of children in Turkey presently. And the interdependency of children rather than dependency is more and more allowed by parents. Kağıtçıbaşı (1996) states that '...the autonomy of growing child is no longer seen as a threat to family '. In previous studies of Kağıtçıbaşı with Bekman and Sunar (1988) it was found that obedient and polite children were regarded as good children (cited in Kağıtçıbaşı, 1996). In the study of Cultural Value of Children, Kağıtçıbaşı (1982) showed that 60% of mothers rate "obeying parents" as the most desired characteristic of children, whereas only 18% of mothers choose "being independent" as a desirable characteristic. But recent studies of Kağıtçıbaşı (1996) show that these thoughts are changing.

Fişek (1982) states that Turkish family structure is patriarchal, and coercive. Protection and control were important factors. And in a Turkish family, physical punishment is a way of providing discipline. In addition, when we look at the study

done on physical punishment in Turkish population, Kozcu and Zeytinoglu (1988) showed that the increase in the physical punishment is related with the increase in age. Selçuk (1985, cited in Aslıhan-Karay 2001) looked at the forms of child abuse in Turkey, and he found that physical abuse is the most common form of maltreatment in Turkey. In the same study, he also found that the behaviors defined as abusive by experts were defined as normal by the abusive parents in the sample of this study. Examples of these behaviors from his study are that parents should never loose authority over children; and children should be beaten when they misbehave.

Another study was carried out by Kozcu and Zeytinoğlu (1989) which explored the attitudes about physical abuse in Turkey, with a sample between the ages of 15 – 70. In terms of fairness of physical punishment, 73% of the sample stated that harsh punishment is totally unfair. In addition, in this study it was also found that most of the children started to experience physical abuse are males. The main reason for physical punishment was identified as rejection of authority. In terms of age of the child, it was found that the higher the age of child the higher the amount of physical punishment, and the least amount of physical punishment is before the age of three.

Bilir, Arı, Dönmez, and Güneysu (1989), in their study, investigated the prevalence of the physical maltreatment in Turkey, with a sample of mothers of children ranging from four to twelve years old. Different from the study of Kozcu and Zeytinoğlu (1989), they found that as the children grow up the abusive acts mothers report are decreasing. In addition, the findings showed that mothers report to use more physical punishment on their female children than male children. In terms of parental education, as the level of education increases, there is a decrease in physically abusive behaviors of parents. Lastly, Bilir et al (1989). reported that

abused children have some emotional problems like aggression, fear of darkness, and excessive shyness.

The consequences of physical punishment are a controversial issue in the literature. Some theoreticians state that the experience of physical punishment regardless of any other factor have negative impact on children (Strauss & Donnelly, 2001), whereas some others state that the impact of physical punishment depends on different factors (Rohner, 1996). According to the first group, represented by Strauss, the possible consequences of presence of physical punishment are post-traumatic stress disorders, deep life-long psychological problems, depression, suicidal thoughts, poor school and career performance, low self-esteem, alienation, violence approval, and authoritarianism (Strauss, 2001).

On the other hand, the second group, which is represented by Rohner, proposes that the impact of physical punishment depends on how the child perceives it. Moreover, there are other variables which are mediating the impact of physical punishment on psychological well-being of children (Erkman, 2003; Tencer et al, 2000; Rohner, 1996). Some of these variables are perceived acceptance-respect, and attachment style of the child.

In the study of Tencer et al (2000), it was found that perception of physical punishment as harsh influences indirectly adolescents' psychosocial functioning. It was reported that attachment style of the child mediates the impact of physical punishment, the more secure the attachment the less the impact of physical punishment on psychological well-being of the child.

Rohner et al (1991) in their study in St. Kitts (West India) examined whether physical punishment has a direct effect on psychological adjustment of children or it effects only when it is perceived as part of child rejection. The result showed that

although physical punishment has a significant direct effect on psychological adjustment, when it is combined with indirect effect through parental rejection, the level of impact is increasing. The higher the perceived rejection the lower the psychological adjustment is.

Rohner, Bourque, and Elordi (1996), in a study with a sample of 231 black and white children in the USA examined whether the perception of punishment has a direct effect on psychological maladjustment of adolescents, or whether if this relationship is mediated by perception of parental rejection. In other words, Rohner investigated whether physical punishment is accepted as a form of parental rejection by adolescents. Using structural equation modeling, Rohner and his colleagues analyzed the direct effect of perception of harshness and unjustness on psychological adjustment and indirect effect of these variables which are mediated by acceptance/rejection. The analysis showed that perception of harshness and unjustness of physical punishment does not have any significant direct effect on psychological adjustment, whereas their indirect effect through acceptance/rejection was found to be significantly high. The results of this study indicated that perceived harshness and unjustness of physical punishment has an indirect negative effect on psychological adjustment of adolescents only when these perceptions are seen as parental rejection. Finally, in the above study, there was no significant differential effect of gender, age, race, or social class.

For the Turkish culture, Erkman (2003) conducted research based on Rohner's theory. Similar with Rohner, Erkman examined the inter-relationship between parental acceptance/rejection, control, physical punishment in terms of harshness and unjustness, and psychological adjustment, with an overall sample size of 1821, ranging from 10 to 19 years old, which was reduced to 450 when only the

physical punishment population was regarded. In this study it was found that parental rejection has a significantly high impact on psychological maladjustment of adolescents. In addition, even though perceived harshness and unjustness also have an impact on psychological maladjustment of adolescents, the relationship is stronger when these variables are mediated by parental rejection. That is to say, perceived harshness and unjustness of physical punishment contribute to perception of parental rejection, and thus it negatively influences psychological adjustment of adolescents. The results of above studies show that instead of pure perception of harshness and unjustness, the perception of parental behaviors in general, such as parental acceptance or parental rejection is seen as the main determinant of the psychological adjustment of adolescents.

Based on these studies, in the present research, the relationship of physical punishment to psychological adjustment is investigated replacing parental acceptance/rejection with parental psychological maltreatment. Since parental psychological maltreatment and acceptance rejection are overlapping constructs, a similar model with Rohner's (1996, 1991) and Erkman's (2003) studies is hypothesized.

III- STATEMENT OF THE PROBLEM AND RESEARCH QUESTIONS

This study was designed to analyze the interrelationship between adolescents' psychological adjustment, adolescents' perception of parental psychological maltreatment, and physical punishment in terms of unjustness and harshness through three research questions, which are:

1) Does perceived parental psychological maltreatment have a significant impact on perceived psychological adjustment?

a. Does perceived maternal psychological maltreatment have a significant impact on perceived psychological adjustment?

b. Does perceived paternal psychological maltreatment have a significant impact on perceived psychological adjustment?

2) Does perception of harshness and unjustness of physical punishment have an impact on perception of psychological adjustment?

a. Does perception of harshness and unjustness of physical punishment experienced from mother have an impact on perception of psychological adjustment?

b. Does perception of harshness and unjustness of physical punishment experienced from father have an impact on perception of psychological adjustment?

3) Does the impact of harshness and unjustness to psychological adjustment vary according to the youth's perception of parental psychological maltreatment?

IV – METHOD

A-Sample

Target population of this study was adolescents in İstanbul. Subjects of this study were selected through Public High Schools in İstanbul (*N*=626, for 2003-2004 School Year), which was based on cluster sampling procedure. This study was conducted in ninth grade (lise 1) classrooms of selected Public High Schools with regular and super programs.

Regular classes of Public High Schools are three years and they offer programs that each student who graduate from primary school can attend. These schools are free of charge, and have a nationwide set curriculum. On the other hand, super programs are part of Public High Schools which have a foreign language (Yabancı Dil Ağırlıklı) curriculum. These programs are four years, with first year as language preparation class. Students can attend to super program high school classes according to their primary school GPA. In other words, students are listed according to their primary school GPA, and then the students on the top of the list, who apply to this program, are selected for these schools. Thus, student profile of these classes can be stated as high achievers. Each Public High School has a super program, at least for one class.

In the present study, regular section of Public Schools is called as "Regular Program", and super section is called as "Super Program". Sample consists of 714 students from four different Public High Schools' both regular program and super programs. Table 1 shows the distribution of sample in terms of schools and programs. As can be seen in Table 1, 68.7% of sample was attending the regular program of Public High Schools, whereas 31.3% of sample was from super program of Public High Schools.

Table 1: *Distribution of Sample according to School and Program*

Name of School	*F*	%
Regular Program : A	136	19
Regular Program : B	120	16.8
Regular Program : C	111	15.5
Regular Program : D	124	17.4
Sub-total – Regular Program	491	68.7
Super Program : A	81	11.3
Super Program : B	48	6.7
Super Program : C	77	10.9
Super Program : D	17	2.4
Sub-total – Super Program	223	31.3
Total	714	100

As can be seen in Table 2, 59.4% of the sample were female (*N*: 400), whereas 40.6% were male (*N*: 273). The mean age of female subjects was 15.53, and it was 15.45 for males. The mean age of total sample was 15.49, with a range from 14 to 19 years of age. Table 2 presents the distribution of gender by age. As it is seen in Table 2, most of the female subjects (92.4%) and male subjects (93.5%) were either 15 or 16 years old.

Table 2: *Distribution of Gender in terms of Age*

	Female		Male	
Age	*N*	%	*N*	%
19	1	0.3		
18	3	0.8	2	0.8
17	20	5.1	13	4.9
16	161	41.1	90	34.2
15	201	51.3	156	59.3
14	6	1.5	2	0.8

In terms of parent education, as it is seen in Table 3, most frequent level of education for parents was primary school graduation. In addition, 75% of mothers of regular program, and 72.3% of mothers of super program students were middle school or lower level graduates. Further, 48.2% of regular program students and 55.4% of fathers of super program were middle school or lower level graduate.

Table 3: *Percentage Distribution of Parent Education*

	Public High School		Super High School	
Parent Education	Mother %	Father %	Mother %	Father %
Primary School But Not Graduate	10.9	4.4	10.5	2.7
Primary School Graduate	44	31.2	47.7	32.7
Middle School Graduate	20.1	22.6	14.1	20
High School Graduate	14.9	24.1	15.5	21.4
High School & Work	3.8	5.9	3.2	7.7
University But Not Graduate	2.7	4.2	0.9	3.2
University Graduate	2.9	5.7	7.3	10
Master / PhD	.4	1.5	.9	1.8
Other	.2	.4		.5
Total	100	100	100	100
N	477	477	220	220

In terms of parent occupation, most of the mothers were housewives (for regular program 80.5%, for super program 73.3%). Being a government employee was the most stated occupation for fathers (for super program 21%, for regular program 27%). It was followed by small business for fathers of regular program (16.7%) and by civil servant or technician for fathers of super program (21.2%). Nearly one fourth of sample from each school program did not give any information about their parents' occupation (for regular program 27.8%; for super program 27.4%).

Table 4: *Distribution of Number of Siblings & Sibling Rank*

# of Sibling	*F*	%	Sibling Rank	*F*	%
Single Child	47	6.7			
1 Sibling	294	41.8	Single Child	47	6.7
2 Siblings	196	27.9	The Oldest	280	39.8
3 Siblings	74	10.5	The Youngest	252	35.8
4 Siblings	60	8.5	Middle	113	16.1
Other	32	4.6	Other	11	1.6
Total	703	100	Total	703	100

In terms of number of siblings, 41.8% of the subjects had one sibling, 4.6% of them had five and more siblings (see Table 4). In addition, 75.6% of subjects were either the youngest or the oldest child (see Table 4).

In terms of presence of physical punishment, 25.8% of subjects stated that they have experienced physical punishment from either one of their parents or both, at least one time in their life (see Table 5).

Table 5: *Distribution of Presence of Physical Punishment*

Presence of PP	Total	
	f	%
Not Present	529	74,2
Present	184	25,8
Total	713	100

B-Instruments

Demographic Information Form (DIF) (*See Appendix 1*): Demographic Information Form, prepared by Erkman (2003), was used to get information about subjects'

gender, age, grade, parental education, and number of siblings. This data was used to define the characteristics of the sample of this study.

Personality Assessment Questionnaire (PAQ) – Turkish Form (*See Appendix 2*):

Personality Assessment Questionnaire (PAQ) was developed by Rohner (1997). PAQ is a self-report questionnaire that assesses respondents' perceptions of themselves with respect to their psychological adjustment. In this questionnaire, psychological adjustment is defined by seven personality dispositions, which are worldview, independence, emotional responsiveness, emotional stability, self esteem, self adequacy, and hostility-aggression. **Worldview subscale** refers to a person's overall evaluation of life, of the universe, of the very essence of existence as being negative or positive. **Independence subscale** refers to freedom from the need or wish for emotional reliance on other persons, for comfort, guidance, or request frequent approval. **Emotional Responsiveness subscale** refers to a person's ability to express his/her emotions freely, and openly, for example feeling of warmth and affection toward others. **Self-esteem subscale** refers to a global emotional judgment that individuals make about themselves in terms of worth and value. **Self-adequacy subscale** refers to judgment that is made about one's competencies. **Emotional Stability subscale** refers to an individual's steadiness of mood. In terms of **Hostility and Aggression subscale**, while hostility refers to an internal feeling of enmity, anger, or resentment; aggression refers to intention to hurt somebody, something or oneself

These seven personality dispositions are one by one measured by subscales of the PAQ. Each subscale contains 6 items, and PAQ total contains (7 times 6) 42 items. Subjects respond in terms of how well they believe each item describes them. Example items are "I have trouble controlling my temper" (hostility aggression

subscale), "I like my mother to give a lot of attention" (dependence subscale), "I feel I can not do many of the things I try to do" (self adequacy). Subjects respond to statements on a four point scale, which are "almost always true (4), sometimes true (3), rarely true (2), and almost never true (1)".

Minimum total score of PAQ is 42, whereas maximum total score is 168. The higher the PAQ score the poorer the psychological adjustment of the respondent. The Cronbach alpha values for the original PAQ range between .50 and .74, with a Cronbach alpha value of .88 for the total PAQ.

PAQ was translated into Turkish by Azmi Varan in 2000 as "Kendini Değerlendirme Ölçeği (KİDÖ)". Then, in 2001 Fatoş Erkman made some changes in the instruction part of the instrument. For the last version of KİDÖ, reliability study was carried out with 1821 children and youth between the ages of 10-14 and cronbach alpha value for the KİDÖ total was found as .8084 (p<.001). And as can be seen in Table 6, for the subscales Cronbach alpha values range between .51 and .78 (Erkman, 2003).

Table 6: *Cronbach Alpha Values of PAQ Subscales**

Subscales	α
Hostility	0.7328
Dependence	0.5099
Negative Self-esteem	0.6417
Negative self-adequacy	0.7056
Emotional Unresponsiveness	0.611
Emotional Instability	0.6204
Negative World View	0.7821
Total	0.81

p< .001

*Erkman, F (2003): *Turkish Children's Perception of Parental Warmth, Corporal Punishment and Psychological Adjustment*; Paper presented in 32nd Annual Meeting of Society for Cross-Cultural Research (SCCR); Charleston, South Carolina, USA

The validity of PAQ – Turkish form was shown by Erkman (2003) by the significant positive correlation with perceived maternal rejection and perceived paternal rejection ($r = .326$, $r = .330$, $p<.0001$, respectively). In this study, PAQ Turkish Form (KİDÖ) was used to measure the psychological adjustment of the adolescents.

Perception of Psychological Maltreatment Inventory for Adolescents (POPMIFA) (*See Appendix 3*): POPMIFA is a self-report inventory, measuring adolescents' perception of psychologically abusive parental behaviors. Development of POPMIFA has gone through a process of six master theses, which were supervised by Asso. Prof. Fatoş Erkman in Department of Educational Sciences, in Boğaziçi University (Erkman, Alantar, Bayraktar, Vardar, Taşdelen, Çeşmeci, Kılınç, 1988-1999). In the development of POPMIFA, first, psychological maltreatment and its subcategories were defined (Bayraktar & Erkman, 1990; Alantar & Erkman, 1988). The items of the questionnaire, which were selected as abusive at least by 60% of the experts and students were selected and included in the final tool (Vardar & Erkman,, 1994). Further support for the reliability and validity of the POPMIFA was conducted by Çeşmeci and Erkman (1996). Then, Kılınç and Erkman (1999) carried out a partial norm study of POPMIFA.

POPMIFA has two forms, one is mother form, and other is father form. In the mother form, adolescents state what they perceive from their mother, while in the father form they state what they perceive from their father. Both forms include 100 items. Only three items are different for father and mother forms from each other. Each item describes a specific parental behavior. POPMIFA has a likert type response format with four points. They are almost always (4 points), often (3 points), rarely (2 points), and almost never (1 points). Minimum score that one can receive

from this instrument is 100, whereas maximum score is 400. The higher the score means the higher the perceived psychological maltreatment (Vardar, 1994). Seven items in POPMIFA mother form and five items in father form are reverse items.

Initial validity and reliability study of POPMIFA was carried out by Vardar (1994), with a sample of 328 students, between the ages of 15 and 17. For internal consistency, item-total correlations were computed. For mother form, item-total correlations ranged between .25 and .64, similarly in the father form they ranged between .25 and .64. In addition, alpha coefficient of POPMIFA scale was found as .96 for mother and father forms, which implies strong internal consistency (Vardar, 1994).

Test-retest reliability was found as .67 ($p< .001$) for mother form, and .65 ($p<.001$) for father form with two/three weeks interval, which implies moderate stability. In addition POPMIFA mother and POPMIFA father forms are found to correlate highly with each other ($r=.83, p< .001$) (Çeşmeci, 1995).

In terms of validity, concurrent validity of POPMIFA was established by Parental Acceptance Rejection Questionnaire (PARQ). It was found that POPMIFA-M has a .59 correlation with PARQ ($p< .001$) (Vardar, 1994).

Factor analysis study of POPMIFA showed that the instrument can be said to cluster in five factors, which were labeled by the authors as severe rejection, subtle rejection, degrading, unrealistic expectations, and non-acceptance/non-respect, based on the data with Turkish population, which are different from the nine factors, derived from the literature (Vardar & Erkman, 1994).

Severe Rejection measures abusive parental behaviors that are basically severe psychological and physical rejection, including terrorizing, threatening, and isolating. While **Subtle Rejection** measures more hidden and subtle rejection, including

denying, emotional unresponsiveness, denying the person as a person with feelings, ideas, emotions, and needs, being indifferent, and behaving in an emotionally cold manner. **Unrealistic Expectations** measures unrealistic expectations of parents from the child over and under his/her capacity or because of the gender of the child, adultifying, exploiting, and comparing the child with peers and/or siblings. It also measures parental attitude which can be described in behavioral terms as passive aggressive, guilt inducing behaviors. **Degrading** measures physical and psychological degrading, failing to value the child, reducing the child from a higher to a lower degree, including physical punishment which makes the child feel shame and making the child defensive, minimizing the child's success and excessive criticism. **Non-Acceptance/Non-Respect** measures non-accepting and non-respectful behaviors of the parents towards the children, including non-democratic attitudes. The reverse of this scale is the positive dimension of the instrument.

Further reliability and validity study of POPMIFA was conducted by Çeşmeci (1995), with a sample of 136 students. Internal consistency of POPMIFA was computed by Cronbach alpha coefficient and found as .97 for both mother and father forms. The average item-total correlation were .37 for mother form, and .41 for father form. Internal consistency of subscales ranged between .95 and .98 for both mother and father forms (Çeşmeci, 1995), whereas subscale - total correlations ranged between .511 and .912 ($p< .0001$) for mother form, and between .745 and .887 ($p<.0001$) for father form. Test-retest reliability for POPMIFA mother form was found as .67 ($p< .001$), whereas for father form it was found as .71 ($p< .001$), with two weeks interval.

Construct validation results of POPMIFA in the study of Çeşmeci (1995) showed that there was significant differences between adolescents who have lower

scores and higher scores in POPMIFA, in terms of Beck Depression Inventory (F=54,666, p<.0001), Family Relations subscale of MCI (F= 28,764, p< .0001), and State-Trait Anxiety Inventory (F= 40,756, p< .0001), such that those perceive higher maltreatment were significantly more depressed, anxious, and had poorer family relations.

Another study was carried out by Kılınç (1999). In the study of Kılınç, the average item-total correlation was .956 for mother form and .960 for father form. Cronbach alpha coefficient was found as .96 (p< .05) for both mother and father forms, which further strengthens internal consistency of POPMIFA. Test-retest reliability was .975 for both POPMIFA mother and father forms with a month interval (Kılınç, 1999).

Partial norm study of POPMIFA was carried out on age, gender, mother/father education, SES level of schools, and SPA (Kılınç, 1999). In this study, that covered an age range of 15 to 18, 16 and below aged group got the highest mean value of perceived maternal psychological maltreatment (M= 137.52, SD=30.68), whereas the 16-17 aged group got the highest mean value of perceived paternal psychological maltreatment (M=136.36, SD=32.06). No significant impact of gender was seen for both POPMIFA mother and father, and subscales, except unrealistic expectations subscale (Kılınç, 1999). Males were found to be perceiving more paternal psychological maltreatment than females due to unrealistic expectations. However, in the study of Çeşmeci (1995), it was found that females perceive more maternal psychological maltreatment than males. Adolescents, whose parents have least amount of education, reported highest level of perception of parental psychological maltreatment. In addition, moderately educated parents' adolescent children reported least amount of perception of parental psychological maltreatment.

Regarding the social economic statuses of schools, highest perception of parental psychological maltreatment was seen in lower level SES schools. Lastly, no significant difference was found in terms of school achievement. However, a trend was seen such that adolescents with low SPA perceive higher parental psychological maltreatment.

Physical Punishment Questionnaire (PPQ) – Turkish Form (*See Appendix 4*): This instrument was developed by Rohner in 1995, as a self-report instrument for adolescents that measures respondents' perception of physical punishment experienced from caregiver and disciplinarian (the person who actually punishes most often). The caregiver and the disciplinarian can be the same person. In this instrument, physical punishment is defined conceptually as (Rohner, 2000, Test Manual).

> The direct and indirect infliction of physical discomfort or pain on a youth by a parent or other person in a position of authority over the youth, usually for the purpose of stopping a youth's unwanted behavior, for the purpose of preventing the recurrence of an unwanted behavior, or because the youth failed to do something s/he was supposed to do (pg: 1).

In the PPQ, thirteen acts are cited as forms of punishment, which are spanking, slapping, shoving, yanking, kicking, heating severely, hitting firmly, pulling hair, twisting the air, making the child kneel on hard objects, making the child stand for a long time, pinching, and shaking. In the PPQ, respondents are asked to state the type(s) of punishment they have experienced. Instrument also measures respondents' overall judgment about nine issues, related theoretically to experience of physical punishment (Rohner & Ripol, 2000). These issues include frequency, severity, consistency, predictability, average incidence, fairness, deservedness, timing of punishment, and explanation provided for the punishment.

Response format of PPQ varies according to items. Furthermore, respondents do not receive a total score from this instrument. However, Rohner has defined three composite dimensions, which are harshness dimension (including frequency and severity items), justness dimension (including fairness and deservedness items), and sum of punishment dimension (total number of experienced different types of punishment) (Erkman, 2003; Rohner & Ripoll, 2000).

The English form was translated into Turkish by three academicians from Boğaziçi University, Department of Educational Sciences two of whom are presently teaching and one is a retired professor in the field of counseling. Reliability and validity studies for PPQ Turkish form were conducted by Erkman (2003).

For the internal consistency, item – dimension correlation coefficients were .42 (p<.0001) for harshness dimension, and .38 (p<.0001) for justness dimension. Cronbach alpha values for harshness dimension were .66 for caregiver, .63 for disciplinarian, whereas for justness dimension it was .58 for caregiver, and .72 for disciplinarian (Erkman, 2003). Test-retest reliability of these two dimensions of PPQ was computed by Pearson Product Moment Correlation Coefficient. For harshness dimension it was found to be .74 for caregiver, however, no significant correlation was found for disciplinarian. For justness dimension the value was .64 for caregiver, whereas it was .64 for disciplinarian. The results show temporal stability for these two dimensions of PPQ (Erkman, 2003).

Erkman (2003) has investigated the construct validity in terms of related variables, which is perceived parental rejection as assessed by Parental Acceptance Rejection Questionnaire (PARQ), and self-reported hostility as assessed by Psychological Adjustment Questionnaire (PAQ), hostility dimension.

There was a .306 correlation between harshness dimension and parental rejection perceived from mother, whereas there was a .219 correlation between harshness and parental rejection perceived from father. Unjustness correlated with parental rejection perceived from mother with the value of .286, and it correlated with parental rejection perceived from father with .127. PAQ hostility dimension significantly correlated with harshness dimension (r=.120), and justness dimension (r=.160) of PPQ. In the present study harshness and justness dimensions of PPQ were used in investigation of relationships.

C-Procedure

Four high schools were chosen based on convenience and compliance with research demands. After the selection of schools, formal permissions were taken from Istanbul Ministry of Education Office. Researcher got in contact with school administrations and school guidance services. Data was collected in the first two weeks of May, 2004; during one class hour. Data was collected through administering the instruments of this study A general information was given at the beginning of the data collection. Information was "We are carrying out a study to investigate some attitudes of parents towards adolescents, and how adolescents feel. Believing that you are the best judge, we are asking you about your experience. These questionnaires do not ask for information. None of the questions have either right or wrong answer; please think of your experiences both with your mother and father, both in the past and in the present. You are not asked to write your name on the questionnaires. The important point in this research is your feelings." All the students in the classes did volunteer to participate.

D-Design

This study was a field survey, and had a causal modeling which investigates three types of relationships between the designated variables. Types of relationships are the association between variables, and direct effect of variables and indirect effect of variables on the dependent variable.

There is one dependent variable that is adolescents' psychological adjustment, and three independent variables which are adolescents' perception of parental psychological maltreatment, adolescents' perception of physical punishment in terms of harshness, and adolescents' perception of physical punishment in terms of justness. Adolescents' perception of parental psychological maltreatment is also taken as mediating variable depending on the research question. The interrelationship between these variables is designed using Structural Equation Modeling (SEM).

Structural Equation Modeling (SEM)

SEM is a statistical methodology, which is mostly used in non-experimental research, aiming to investigate causal relationships. In SEM, causal relationships are represented by series of structural (regression) equations. In addition, the structural models can be modeled pictorially to enable clear conceptualization of the theory. The model argues for the plausibility of postulated relations. It takes a confirmatory approach; and is used effectively with data analysis process for inferential purpose. It provides explicit estimates of measurement error (error of variance parameter). It can incorporate both observed and unobserved variables (Byrne, 2001; Maruyama, 1998; Hoyle, 1995).

SEM has its own terminology. Some basic concepts are *latent variable*, which means theoretical constructs that can not be observed directly; *manifest variable,* which means measured variables that have scores, observed variables

which link to latent ones; *exogenous variable*, which stands for independent variable, the causes; and *endogenous variable,* which stands for dependent variable that can be explained by the influence of exogeneous variable.

SEM has two components, the measurement model and the structural model. Measurement model is the componenet of general model, in which latent variables are prescribed. In other words, it is the link between latent and observed variables. On the other hand, structural model is the component of general model that prescribes relations between latent variables, the link among the latent variables. Pictorially, variables in ellipses are latent variables, which mean unobserved ones. They are measured through the factors of each variable. In the models, this kind of a relationship is shown by the single headed arrow which goes from latent variable to its factor (measurement component of the model). Variables in rectangular shape show these factors, that is measured variables. In the present study, the relationship between psychological maltreatment and its dimensions of severe rejection, subtle rejection, unrealistic expectations, degrading, and non-acceptance/non-respect experienced from mother and father; and the relationship between psychological adjustment and its dimensions of hostility/aggression, dependency, self-esteem, self-adequacy, emotional responsiveness, emotional stability, and world view, form the measurement component of the general model. Harshness and unjustness variables are considered as latent variables in some models, and as measured variables in some other models, depending on the research question related to the model.

On the other hand, structural component of the structural equation modeling is the part where the relationships between the latent variables are prescribed. The relationship between harshness, unjustness, psychological maltreatment and psychological adjustment is the structural component of the general model, as it is

seen in Fig.1. Since the aim of this study is to investigate the inter-relationships between psychological adjustment, perception of parental psychological maltreatment, and physical punishment in terms of harshness and unjustness, the focus will be on the structural component of the model.

As it is seen in Fig.1 the hypothesized model explores the direct effect of perceived harshness and unjustness on psychological adjustment and the indirect effect of these variables on psychological adjustment, which is mediated by perceived psychological maltreatment.

The hypothesized general model, is shown in Fig. 2, and it includes both measurement and structural component. In this model, psychological adjustment is the endogenous variable (dependent variable), whereas harshness perceived from mother, harshness perceived from father, unjustness perceived from mother, and unjustness perceived from father are exogenous variables (independent variables). In addition, perceived psychological maltreatment is the mediating exogenous variable.

Fig .1: *Hypothesized General Model – structural component*

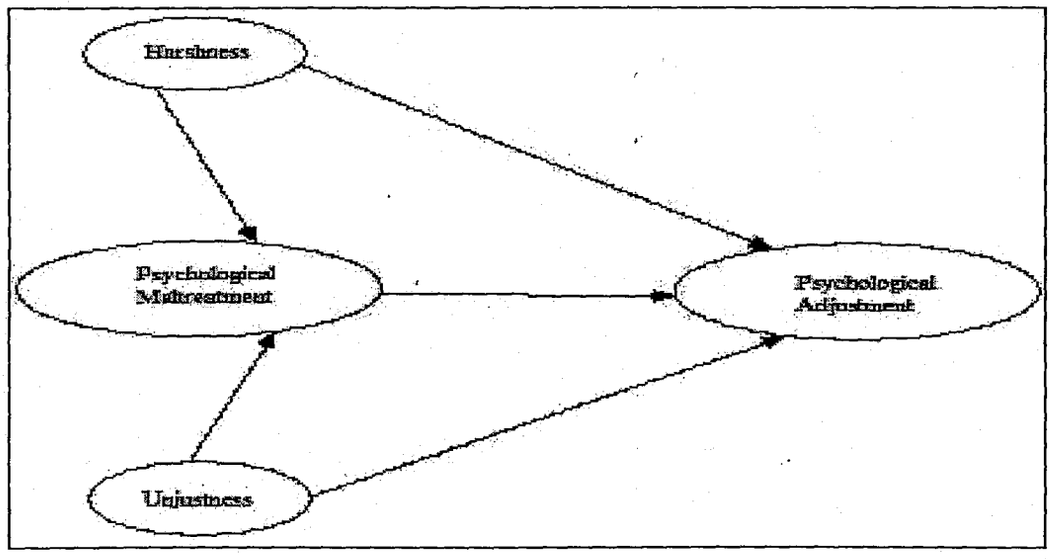
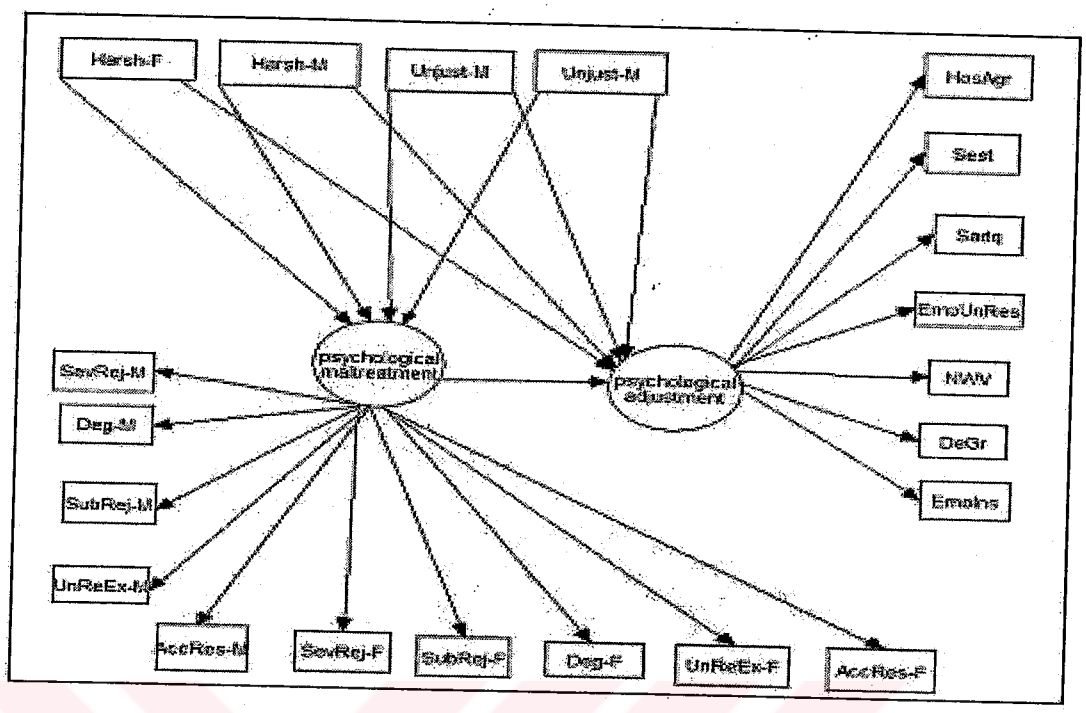


Fig. 2: *Hypothesized General Model*



There are three research questions in this study. First two questions have two sub-questions regarding the gender of the parent. In the following part, the questions, the definitions of variables in the specific question, and the models designed for each questions are presented.

Research Question 1: Does perceived parental psychological maltreatment have a significant impact on perceived psychological adjustment?

a. Does perceived maternal psychological maltreatment have a significant impact on perceived psychological adjustment?

There are two latent variables in this question. First is the *perceived maternal psychological maltreatment*, which is the exogenous variable of this question. It is measured by five factors, namely severe rejection, subtle rejection, degrading, unrealistic expectations, and acceptance/respect perceived from mother.

Second variable is the *perceived psychological adjustment*, which is endogenous variable of this question. It is measured by seven factors, namely, hostility/aggression, low self-esteem, low self-adequacy, emotional unresponsiveness, dependency, emotional instability, negative world view. The hypothesized model of this research question is shown in Fig.3.

b. Does perceived paternal psychological maltreatment has a significant impact on perceived psychological adjustment?

There are two latent variables in this question. First is the *perceived paternal psychological maltreatment*, which is the exogenous variable of this question. It is measured by five factors, namely severe rejection, subtle rejection, degrading, unrealistic expectations, and acceptance/respect perceived from father.

Second variable is the *perceived psychological adjustment*, which is endogenous variable of this question. It is measured by seven factors, namely, hostility/aggression, low self-esteem, low self-adequacy, emotional unresponsiveness, dependency, emotional instability, negative world view. The hypothesized model of this research question is shown in Fig.4.

Fig. 3: *Hypothesized Model for the Relationship between Maternal Psychological Maltreatment and Psychological Adjustment*

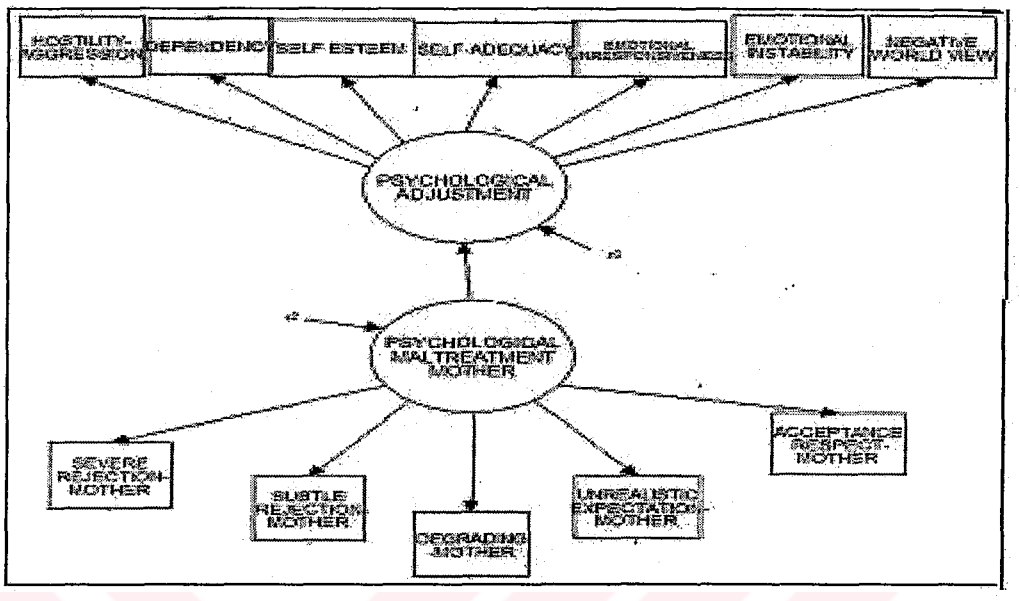
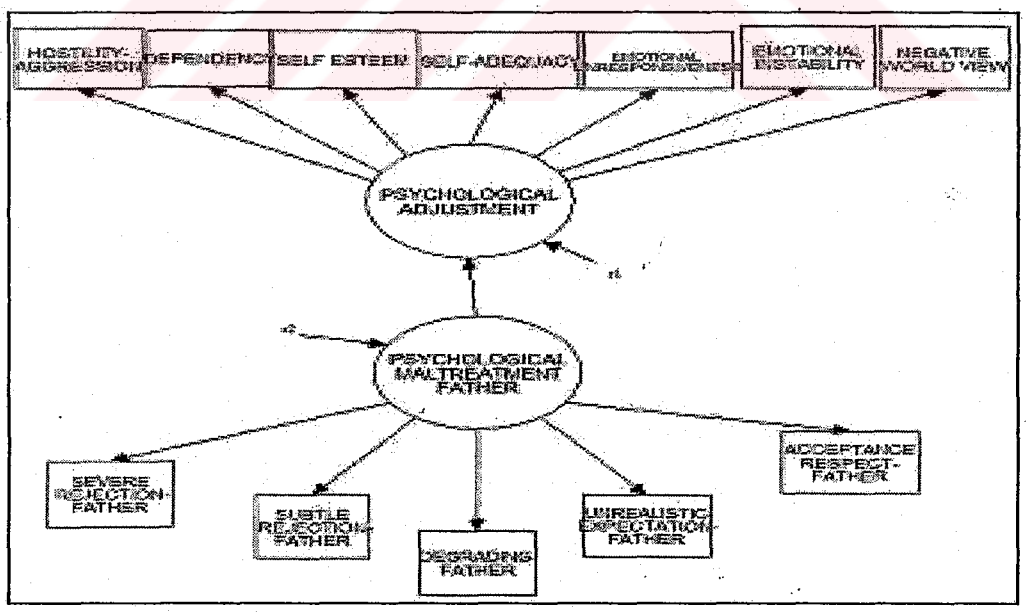


Fig. 4: *Hypothesized Model for the Relationship between Paternal Psychological Maltreatment and Psychological Adjustment*



Research Question 2: Does perception of harshness and unjustness of physical punishment have an impact on perception of psychological adjustment?

a. Does perception of harshness and unjustness of physical punishment experienced from mother have an impact on perception of psychological adjustment?

There are three latent variables in this question. First is the *perceived harshness of physical punishment experienced from mother*, which is the exogenous variable of this question. It is measured by two factors, namely frequency of punishment and severity of punishment.

Second variable is the *perceived unjustness of physical punishment experienced from mother*, which is the other exogenous variable of this question. It is measured by two factors, namely fairness of punishment and deservedness of punishment.

Third variable is the *perceived psychological adjustment,* which is endogenous variable of this question. It is measured by seven factors, namely, hostility/aggression, low self-esteem, low self-adequacy, emotional unresponsiveness, dependency, emotional instability, and negative world view. The hypothesized model of this research question is shown in Fig.5.

b. Does perception of harshness and unjustness of physical punishment experienced from father have an impact on perception of psychological adjustment?

There are three latent variables in this question. First is the *perceived harshness of physical punishment experienced from father*, which is the exogenous variable of this question. It is measured by two factors, namely frequency of punishment and severity of punishment.

Second variable is the *perceived unjustness of physical punishment experienced from father*, which is the other exogenous variable of this question. It is

measured by two factors, namely fairness of punishment and deservedness of punishment.

Third variable is the *perceived psychological adjustment,* which is endogenous variable of this question. It is measured by seven factors, namely, hostility/aggression, low self-esteem, low self-adequacy, emotional unresponsiveness, dependency, emotional instability, and negative world view. The hypothesized model of this research question is shown in Fig.6.

Fig. 5: *Hypothesized Model for the Relationship between Harshness and Unjustness of Physical Punishment Experienced From Mother and Psychological Adjustment*

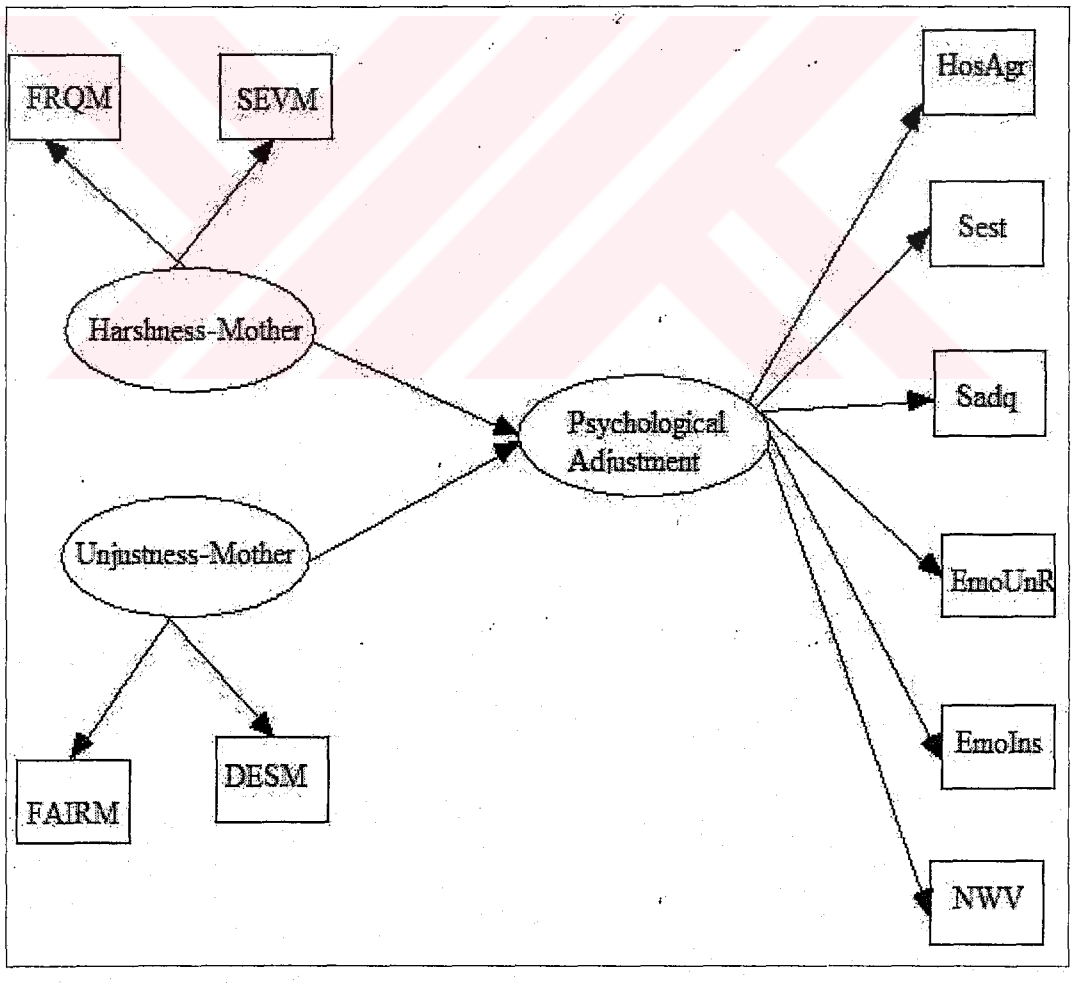
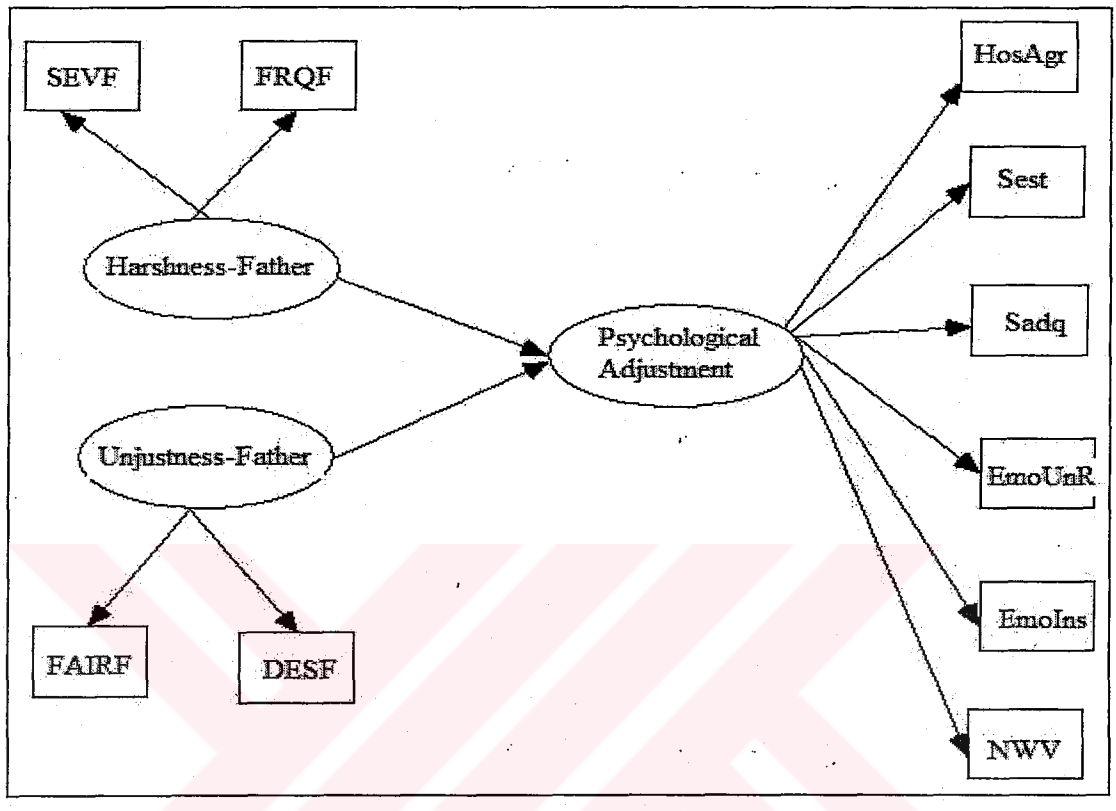


Fig. 6: *Hypothesized Model for the Relationship between Harshness and Unjustness of Physical Punishment Experienced From Father and Psychological Adjustment*



Research Question 3: Does the impact of harshness and unjustness to psychological adjustment vary according to the youth's perception of parental psychological maltreatment?

There are four variables in this question. First is the *perceived harshness of physical punishment experienced from parent*. It is an observed variable, which is measured by the harshness dimension of PPQ. It is one of the exogenous variables of this question. Other exogenous variable is *perceived unjustness of physical punishment experienced from parent*. It is again an observed variable, which is measured by unjustness dimension of PPQ. Third variable is the *perceived paternal/ maternal psychological maltreatment*, which is an exogenous variable of this

question. It is measured by five factors, namely severe rejection, subtle rejection, degrading, unrealistic expectations, and acceptance/respect perceived from father/mother. This variable acts as a mediating variable in this research question. Last variable is the *perceived psychological adjustment*, which is endogenous variable of this question. It is measured by seven factors, namely, hostility/aggression, low self-esteem, low self-adequacy, emotional unresponsiveness, dependency, emotional instability, negative world view.

To examine this question, the general model is separated into mother and father models. Then for detailed analysis, model is specified according to gender of the adolescent. The hypothesized models for mother and for father are shown in Fig. 7 and Fig.8, respectively.

Fig. 7: *Hypothesized Model for Mother*

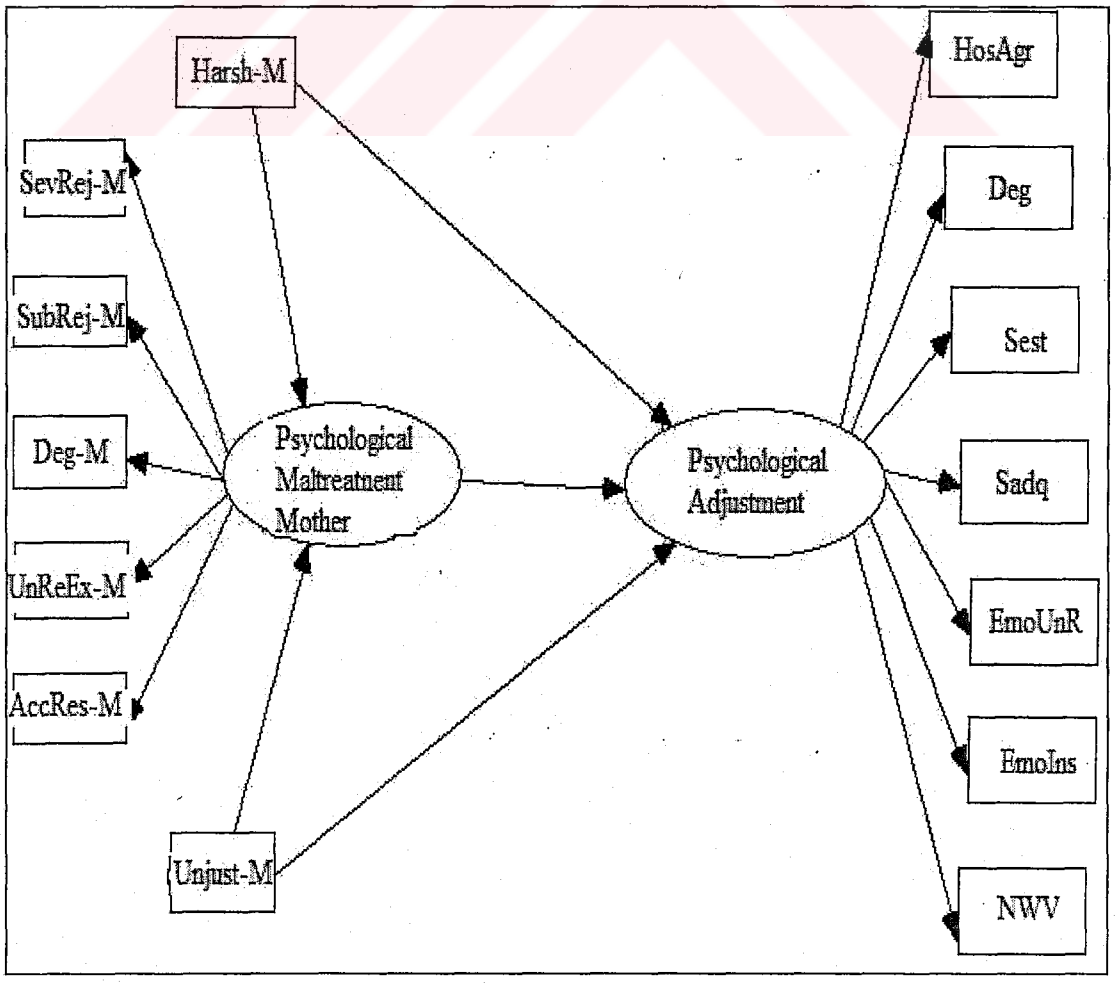
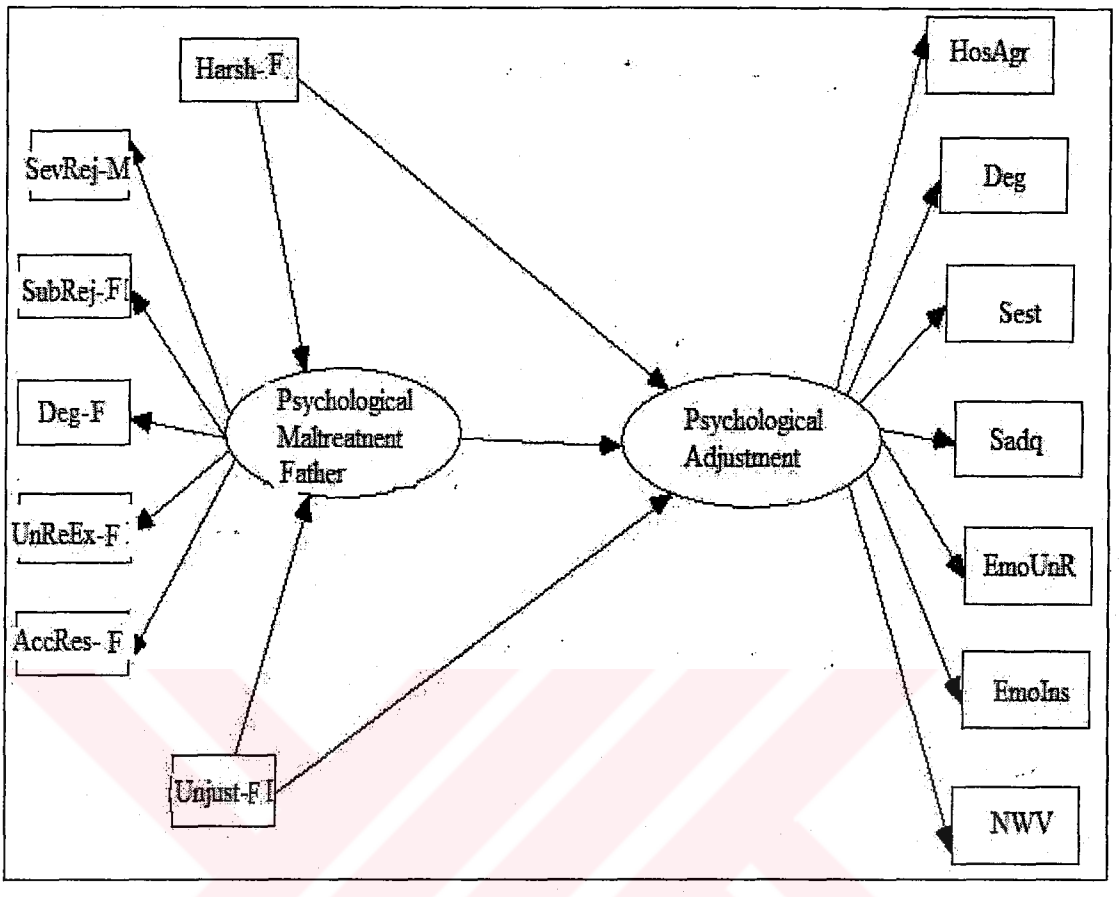


Fig. 8: *Hypothesized model for Father*



E-Data Analysis

In data analysis, first descriptive statistics of data was calculated, using SPSS 11.5. At the same time, mean differences were analyzed by t-test and One-Way ANOVA analysis. Then, model – fitting processes was applied through AMOS. Next, the model modification was carried out, which is like post hoc comparisons after ANOVA in SPSS (Hoyle, 1995).

SPSS Analysis

In descriptive statistics, mean values and standard deviations of each variable was calculated according to gender and school program differences. Based on the literature some variables were analyzed in terms of age differences, and parent

education. Then using t-test and One-Way ANOVA, the mean differences were calculated.

AMOS Analysis

Next step was the analysis of models designed in this study. Model – fitting process was applied in AMOS. The primary task of model-fitting processes is to determine the goodness–of–fit between hypothesized model and the sample data (Byrne, 2001). Model – fitting process can be formulated as **data = model + residual.** Data is the measured scores related to observed variables. Model is the hypothesized structure linking both the observed variables to latent variables (measurement model) and latent variables to one another (structural model). Residual is the discrepancy between the hypothesized model and observed data.

In other words, model is a formulation of a statement about a set of parameters. Goodness-of-fit tests indicate the degree to which the patterns of parameters specified in a model, is consistent with the patterns of variance and covariance from a set of observed data.

The criteria for fitting process are

1. The rationale which the model is based on: includes the theoretical background of the model.

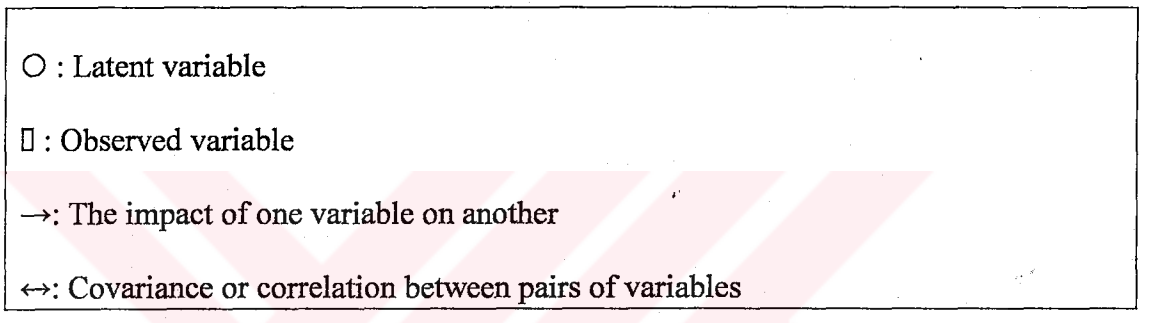
2. The goodness of fit statistics: includes Chi-Square difference statistics. First the discrepancy (residual) between sample data covariance matrix and hypothesized model covariance matrix is calculated. To continue the analysis, they should be found to be nonsignificant. Literally it means that discrepancy between data and postulated model is nonexistent.

3. The estimation process: gives the values between sample data and model, including both all parameters in the model and model as a whole.

4. The issue of statistical significance: measured by indices of fit. There are many kinds of indices of fit in AMOS. Each index gives the value of fit, sensitive to difference features of the model, for instance, sample size, the type of postulated model…etc.

In AMOS, first the model is drawn into "input sheet". The representations of figures are presented in Fig. 9

Fig. 9: *The representation of figures in AMOS*



Second step is the calculation of estimates. AMOS calculates, goodness-of-fit statistics, significance level of model, unstandardized (b values) and standardized (β values) of covariance, and variance and regression weights of the parameters. From the output sheet, results of all the analysis are received. If the model as a whole is significant, and identified, the next step is modification of the model. The nonsignificant relations in the model are skipped. Modification index gives the expected relations which are not in the hypothesized model. According to these suggestions, the model is modified, and at the end, a modified model that is both as a whole, and in terms of parameters, is the significant model.

V -- RESULTS

This chapter includes results of the data analysis related to variables and research questions of this study. First of all, descriptive findings of the variables used in this study are given. Then, the examination of research questions is presented.

A- Initial Analysis

Means and standard deviation values for adolescents' perception of psychological adjustment, and parental psychological maltreatment, are given separately in terms of gender, school program, and parent education. The percentages of presence of physical punishment and mean and standard deviation values for harshness and unjustness are also presented.

Perception of psychological adjustment is measured by Personality Assessment Questionnaire (PAQ). The mean score for total sample is found to be 92.1 with standard deviation value of 14.7 (N= 714). Table 7 shows the mean and standard deviation scores of PAQ, in terms of gender and school program. The mean score for females is 93.2, while for males is 90.4. In terms of school program, the mean score of subjects attending to "Regular Program" is 92.9, and mean score of adolescents attending to "Super Program" is 90.1.

Table 7: *M and SD Values for Psychological Adjustment*

	M	*SD*
Gender		
Female	93.2	15.4
Male	90.4	13.6
School Program		
Regular Program	92.9	14.2
Super Program	90.1	15.7
Total	92.1	14.7
		N=714

Perception of parental psychological maltreatment is measured by Perception of Psychological Maltreatment Inventory for Adolescents (POPMIFA) Mother and Father Forms. Adolescents seem to perceive psychological maltreatment from their mother (M= 146.1) a little higher than they perceive from their father (M=137.3). As it can be seen in Table 8, males' perception of maternal and paternal psychological maltreatment (M=148.54, M=139.67 respectively) tent to be higher than females' perception of maternal and paternal psychological maltreatment (M=143.68, M=135.25 respectively). However, analysis of variance statistics showed that there is no significant difference between males and females' perception of maternal psychological maltreatment (F (1,671) =2.919, p=.088); as well as their perception of paternal psychological maltreatment (F (1,671) =2.021, p=.156).

In terms of school program, perception of psychological maltreatment range from a high value of 148.04 (SD=39.8) for regular program students' perception of maternal psychological maltreatment, to a low of 134.6 (SD=34.8) for super program students' perception of paternal psychological maltreatment. In addition, Table 8 shows that the mean scores of perception of maternal psychological maltreatment are higher than perception of paternal psychological maltreatment.

Table 8: *M and SD values of Perceived Maternal and Paternal Psychological Maltreatment*

	POPMIFA-MOTHER		POPMIFA-FATHER		
Gender	*M*	*SD*	*M*	*SD*	*N*
Female	143.68	33.5	135.25	37.01	400
Male	148.54	39.9	139.67	43.2	273
School Program					
Regular Program	148.04	39.8	138.6	42.6	491
Super Program	141.82	29.5	134.6	34.8	223
Total	146.1	36.9	137.3	40.4	714

In terms of parent education, the distribution of mean scores of perception of maternal and paternal psychological maltreatment does not show any specific trend. Table 9 shows the mean scores and standard deviation values for parental psychological maltreatment, in terms of their parents' education.

Table 9: *M and SD values for Perceived Maternal and Paternal Psychological Maltreatment in terms of Parent Education*

	Maternal			Paternal		
Parent Education	*N*	*M*	*SD*	*N*	*M*	*SD*
Primary School But Not Graduate	75	152.61	37.55	27	138.37	38.06
Primary School Graduate	315	147.43	38.69	221	139.45	40.04
Middle School Graduate	127	146.82	40.33	152	134.84	36.4
High School Graduate	105	138.66	27.01	162	136.37	38.28
High School & Work	25	138.68	27.23	45	136.42	43.15
University But Not Graduate	15	150.73	35.38	27	137.33	50.53
University Graduate	30	134.07	31.44	49	131.12	38.4
Master / PhD	4	145.5	26.29	11	130	37.36
Other	1	179	.	3	107.33	4.51
Total	697	145.77	36.71	697	136.54	39.14

As can be seen in Table 10, 25.8% of the sample stated that they have experienced physical punishment at least one time in their life either from one parent or both. Table 10 shows the distribution of presence of physical punishment in terms of school program and gender. Not much difference seems to exist in terms of neither gender nor school program.

Table 10: *Percentage Distribution of Presence of Physical Punishment in terms of School Program and Gender*

Presence of PP	Total		Regular Program		Super Program		Female		Male	
	f	%	*F*	%	*f*	%	*f*	%	*f*	%
Not Present	529	74,2	366	74.7	163	73.1	303	75.9	191	70
Present	184	25,8	124	25.3	60	26.9	96	24.1	82	30
Total	713	100	490	100	223	100	399	100	273	100

In Table 11, the percentage of presence of physical punishment between the ages of 14 to 19, with the highest presented as 30.30% for the age of 17 is presented

Table 11: *The Distribution of Percentages of Presence of Physical Punishment within the Ages*

Age	*N*	Not Present %	Present %	Total %
14	9	88.9	11.1	100
15	364	72	28	100
16	256	75.8	24.2	100
17	33	69.7	30.3	100
18	5	80	20	100
19	1	100	-	100

While 23.5% of the adolescent sample reported perceiving physical punishment from their mother, only 14.90% of sample reported perceiving physical punishment from their father.

Table 12: *P Distribution of Presence of Physical Punishment in terms of Experiences from Each Parent*

	Experienced from Mother		Experienced from Father	
Presence	*N*	%	*N*	%
Not Present	525	76.4	583	85.1
Present	162	23.5	102	14.9
Total	687	100	685	100

Table 13 shows the mean and standard deviations of the variables and the correlations among them. Psychological adjustment has a significant correlation both with perceived maternal psychological maltreatment and paternal psychological maltreatment (r=.453, p=.000; r=.438, p=.000, respectively). It explains that the higher the perceived parental psychological maltreatment the higher the psychological maladjustment. Perceived maternal and paternal psychological maltreatment have a significant strong correlation with each other (r=.761, p<.000), which presents that the higher the perception of psychological maltreatment from one parent, the higher the probability of perception of psychological maltreatment from other parent.

Table 13: *Intercorrelations Between Harsh-M, Unjust-M, Harsh-F, Unjust-F, POPMIFA-M, POPMIFA-F, and PAQ*

	M	*SD*	1	2	3	4	5	6	7
1. Harsh-M	3.89	2.14	-	.346***	-.142*	.215**	.361***	.172**	.19**
2. Unjust-M	4.16	2.34		-	.208**	-.054 ns	.116 *	.186**	.144*
3. Harsh-F	2.69	2.79			-	.766***	.161*	.342***	.212**
4. Unjust-F	2.62	2.69				-	.06 ns	.164*	.096 ns
5. POPMIFA-M	160.95	41.55					-	.761***	.453***
6. POPMIFA-F	153.68	46.54						-	.438***
7. PAQ	96.63	14.15							-

*p<.05, **p<.01, ***p<.000 (one-tailed), N=183

Harshness-M and Harshness-F weakly correlates with psychological adjustment (r=.19, p=.01; r=.212, p=.01 respectively). However, the significant correlations between Harshness-M and POPMIFA-M (r=.361, p<.000), and Harshness-F and POPMIFA-F (r=.342, p<.000) communicate that if there is a strong relationship between these variables.

On the other hand, if it is perceived from mother, unjustness of physical punishment has a very low correlation with psychological adjustment (r=.144, p=.05), and it has no significant correlation with psychological adjustment if it is perceived from father (r=.096, *ns*). Moreover, unjustness perceived from mother has a weak correlation with perceived maternal psychological maltreatment (r=.116, p=.05). Similarly, the relationship between unjustness perceived from father and perceived paternal psychological maltreatment is very weak (r=.164, p=.05).

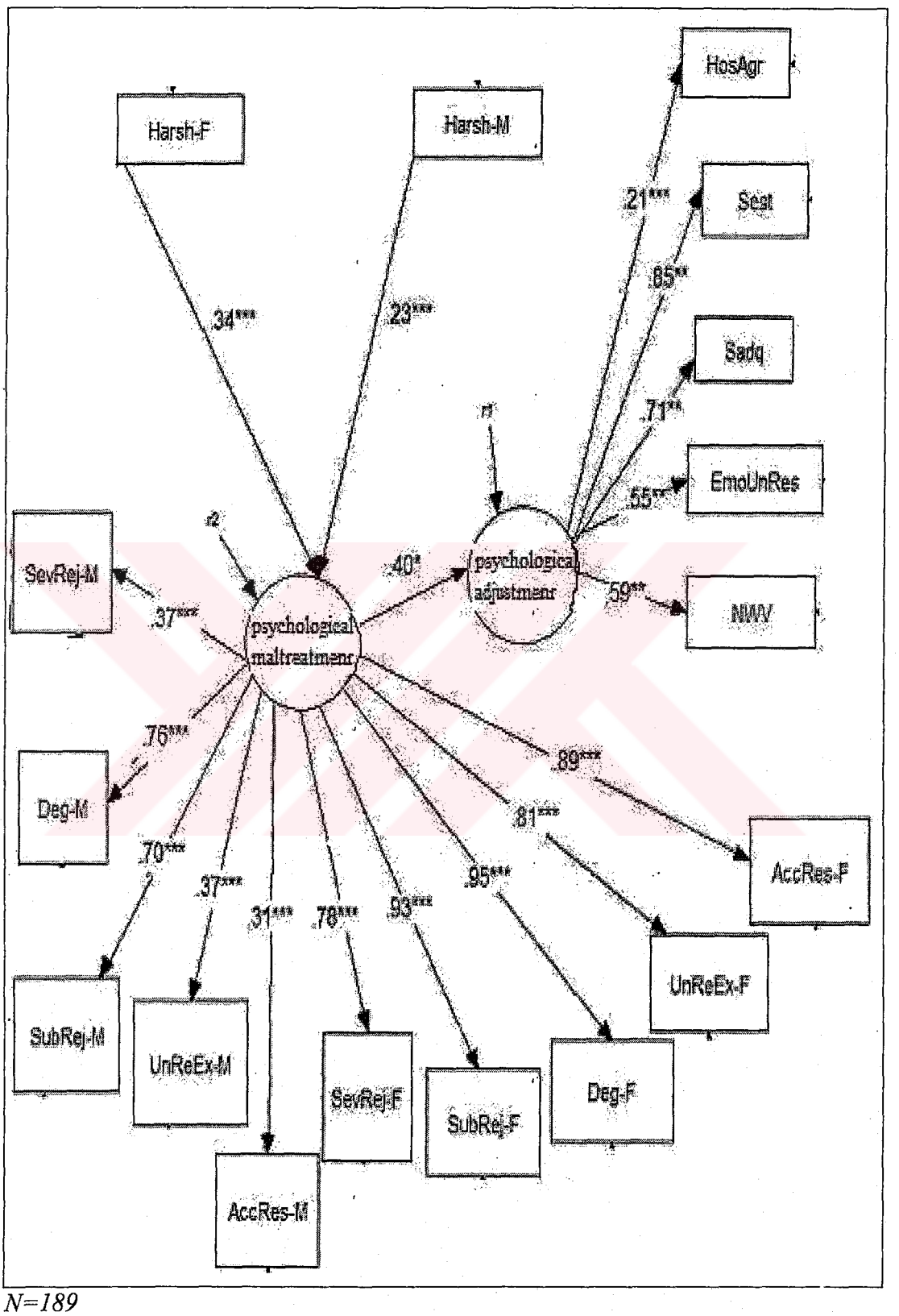
Table 13 presents that perceived harshness of physical punishment has a correlation with perceived parental psychological maltreatment, rather than psychological adjustment. But, perceived unjustness of physical punishment weakly correlates with perceived parental psychological maltreatment. It also either weakly correlates or does not correlate with psychological adjustment.

When these variables are put into the model (see Fig.1), the results of AMOS analysis supports above findings. After drawing hypothesized general model into input sheet of AMOS (see Fig. 2), program calculated the goodness of fit statistics, the statistical significance, and the estimated beta values of the relationships within the model. Then, through modification indices, program calculated the expected relationships which are not presented in the hypothesized model.

After several modifications, Fig. 10 presents the results of the model. The structural equation model fits the data well. The χ^2 test showed no difference (χ^2=112.133, *DF*=92, *p*=.075). In addition, the goodness of fit indices shows a well-fit between sample data and the model (*GFI*=.937, *CFI*=.990).

The values given for relationships are standardized β (beta) values for each relationship.

Fig.10: *Modified General Model*



N=189

**p< .01, ** p< .005, *** p< .000*

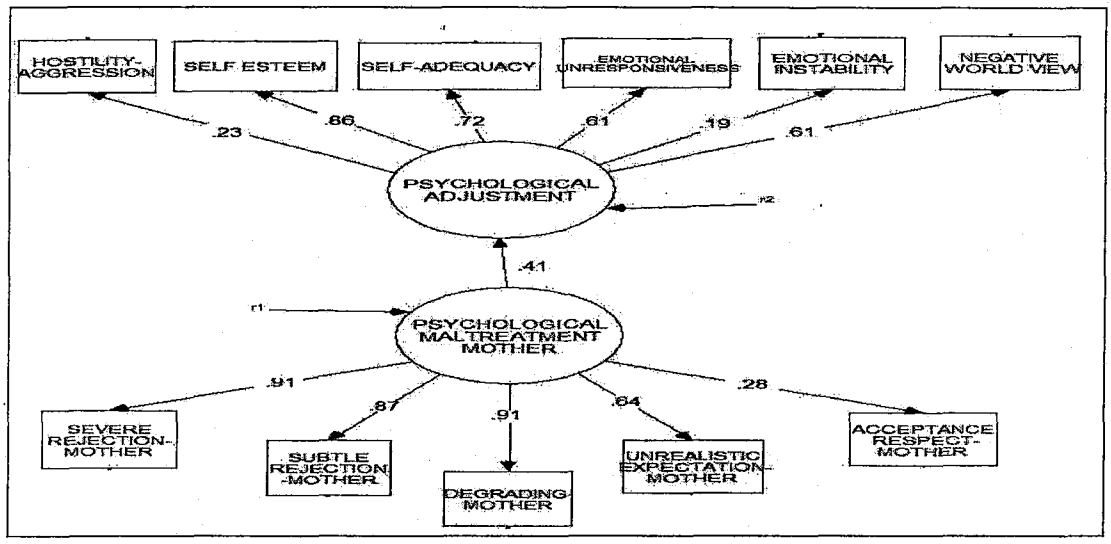
B-Results According to Research Questions

Mainly, there are three research questions in this study. First two questions have two sub-questions. For these first two questions, results of analysis are given in terms of their sub-questions. For the analysis of each research question, the relevant part of the general model is examined in detail. In other words, for each research question, the relationships specified in this particular question will be drawn in the form of a model. For each research question, first the hypothesized model is presented along with the resulted model. Next, the statistical results of question will be presented in a table.

Research Question 1: Does perceived parental psychological maltreatment have a significant impact on perceived psychological adjustment?

a. Does perceived maternal psychological maltreatment have a significant impact on perceived psychological adjustment?

Fig. 11: *Modified Model for the Relationship between Maternal Psychological Maltreatment and Psychological Adjustment*



N=714,

p < .000

Results of analysis of this model shows the well fit between hypothesized model and sample data. Fig. 11 presents the statistical results of the relationships within the model. The χ^2 test showed no difference (χ^2=50.051, df=36, p=.060). The goodness of fit indices shows a well-fit between sample data and the model (*CFI*=.999). In addition, each relationship within the model is significant (*p*=.000).

Table 14 presents the significant relationship between perceived maternal psychological maltreatment and psychological adjustment, with a significant β value of .41 (*p*= .00001). That is to say, perceived maternal psychological maltreatment has a significant impact on perceived psychological adjustment.

Table 14: *Relationship between Perceived Maternal Psychological Maltreatment and Perceived Psychological Adjustment*[1]

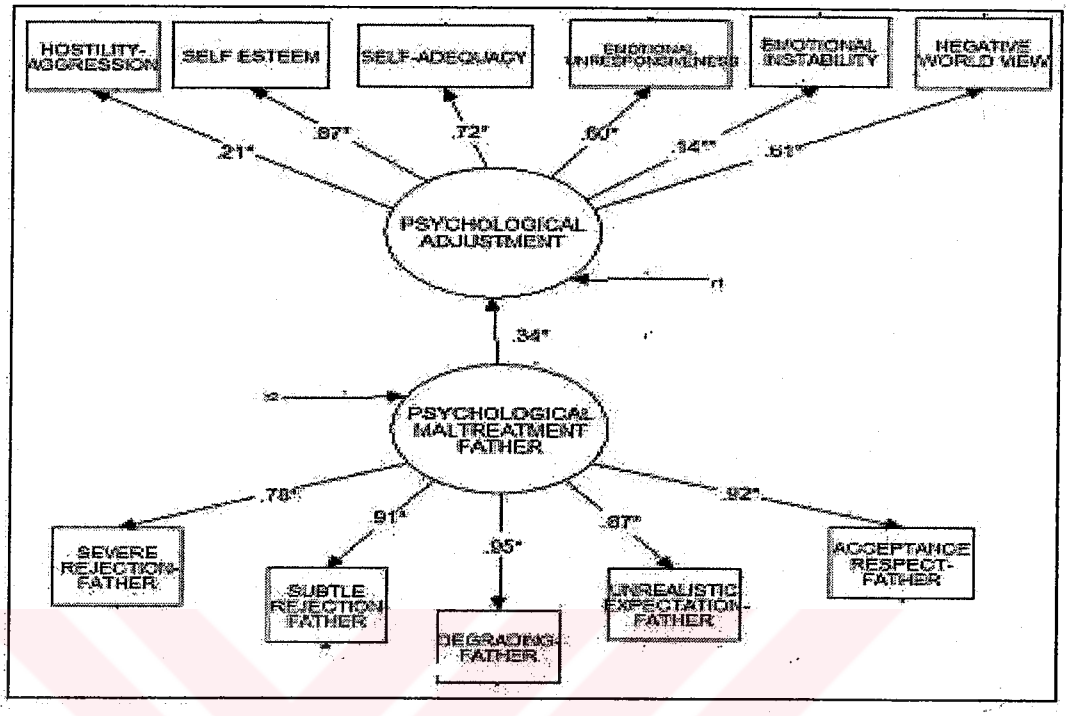
	b Value	B Value	Standard Error	Z Value	Amount of Variance Accounted	Alpha
Modified Model	.43	.41	.1	4.186	.17	.00001

b. Does perceived paternal psychological maltreatment has a significant impact on perceived psychological adjustment?

Results of analysis of this model shows the well fit between hypothesized model and sample data. As can be seen in Fig. 12 the relationships are all significant within the model (p=.000). The χ^2 test showed no difference (χ^2=46.881, df=34, p=.760). In addition, the goodness of fit indices shows a well-fit between sample data and the model (CFI=1).

[1] The tables include six columns. First two columns give the value of the relationship between variables. First column presents the unstandardized values (which is symbolized as "b value"), whereas second column presents standardized values (which is symbolized as "β value"). Third column presents the standard error values. Next column gives the z-scores of the value of relationship. Fifth column presents amount of variance within the variables. And the last column gives the significance level.

Fig. 12: *Modified Model for the Relationship between Maternal Psychological Maltreatment and Psychological Adjustment*



N= 189

* p< .000

Table 15: *Relationship between Perceived Paternal Psychological Maltreatment and Perceived Psychological Adjustment*

	b Value	β Value	Standard Error	Z Value	Amount of Variance Accounted	Alpha
Modified Model	.05	.34	.01	4.332	.12	.00001

It is seen in Table 15 that the relationship between perceived paternal psychological maltreatment and psychological adjustment is significant with a standardized β value of .34 (p=.00001). This highly significant relationship means that the higher the perceived paternal psychological maltreatment the lower the

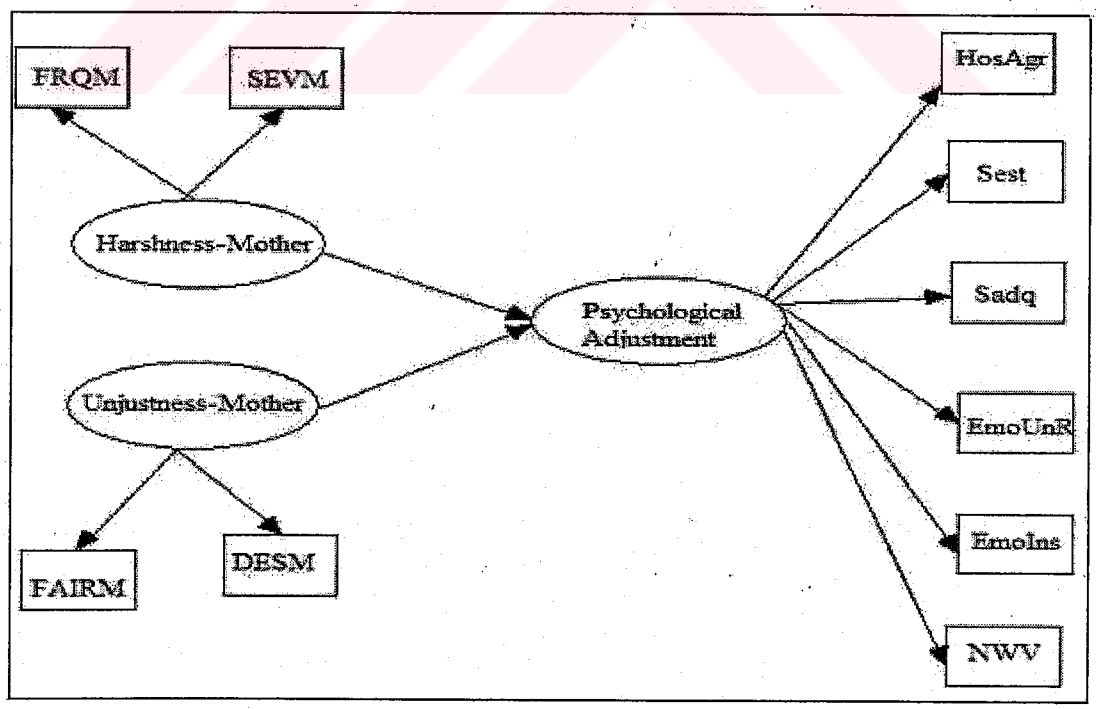
perceived psychological adjustment of adolescents. That is to say, perceived paternal psychological maltreatment has a significant impact on perceived psychological adjustment of adolescents.

As a result of analysis of the above two questions, it can be concluded that perceived parental psychological maltreatment has a significant impact on perceived psychological adjustment of adolescents.

Research Question 2: Does perception of harshness and unjustness of physical punishment have an impact on perception of psychological adjustment?

a. Does perception of harshness and unjustness of physical punishment experienced from mother have an impact on perception of psychological adjustment?

Fig. 13: *Hypothesized Model for the Relationship between Harshness and Unjustness of Physical Punishment Experienced From Mother and Psychological Adjustment*

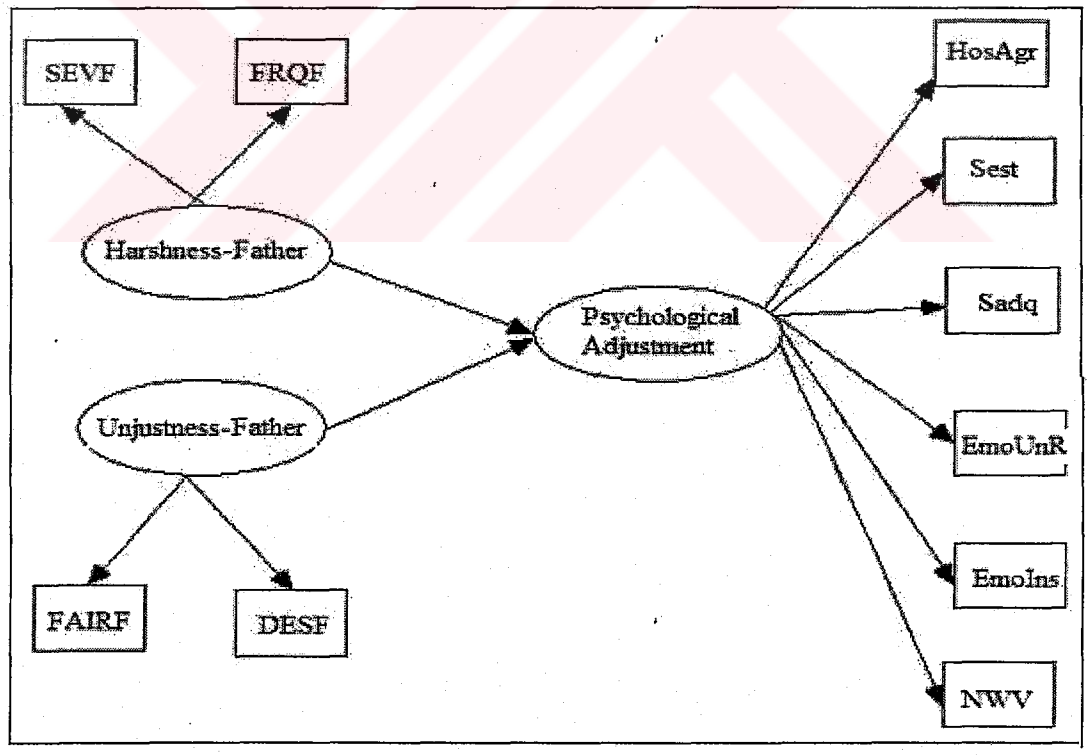


The goodness of fit statistics show that this model, even after modification procedure, does not fit significantly for the present sample. The χ^2 test shows difference (χ^2=56.030, *df*=31, *p*=.004). That is to say, perceived harshness and unjustness of physical punishment experienced from mother does not have a significant independent impact on perceived psychological adjustment.

b. Does perception of harshness and unjustness of physical punishment experienced from father have an impact on perception of psychological adjustment?

   Fig. 14 shows the hypothesized model of this research question.

Fig. 14: *Hypothesized Model for the Relationship between Harshness and Unjustness of Physical Punishment Experienced From Father and Psychological Adjustment*



The goodness of fit statistics show that this model, even after modification procedure, does not fit significantly to the sample as with the perception of maternal

behavior. The χ^2 shows difference (χ^2=147.078, *df*=41, *p*=.000). That is to say, perceived harshness and unjustness of physical punishment experienced from father does not have a significant relationship with perceived psychological adjustment.

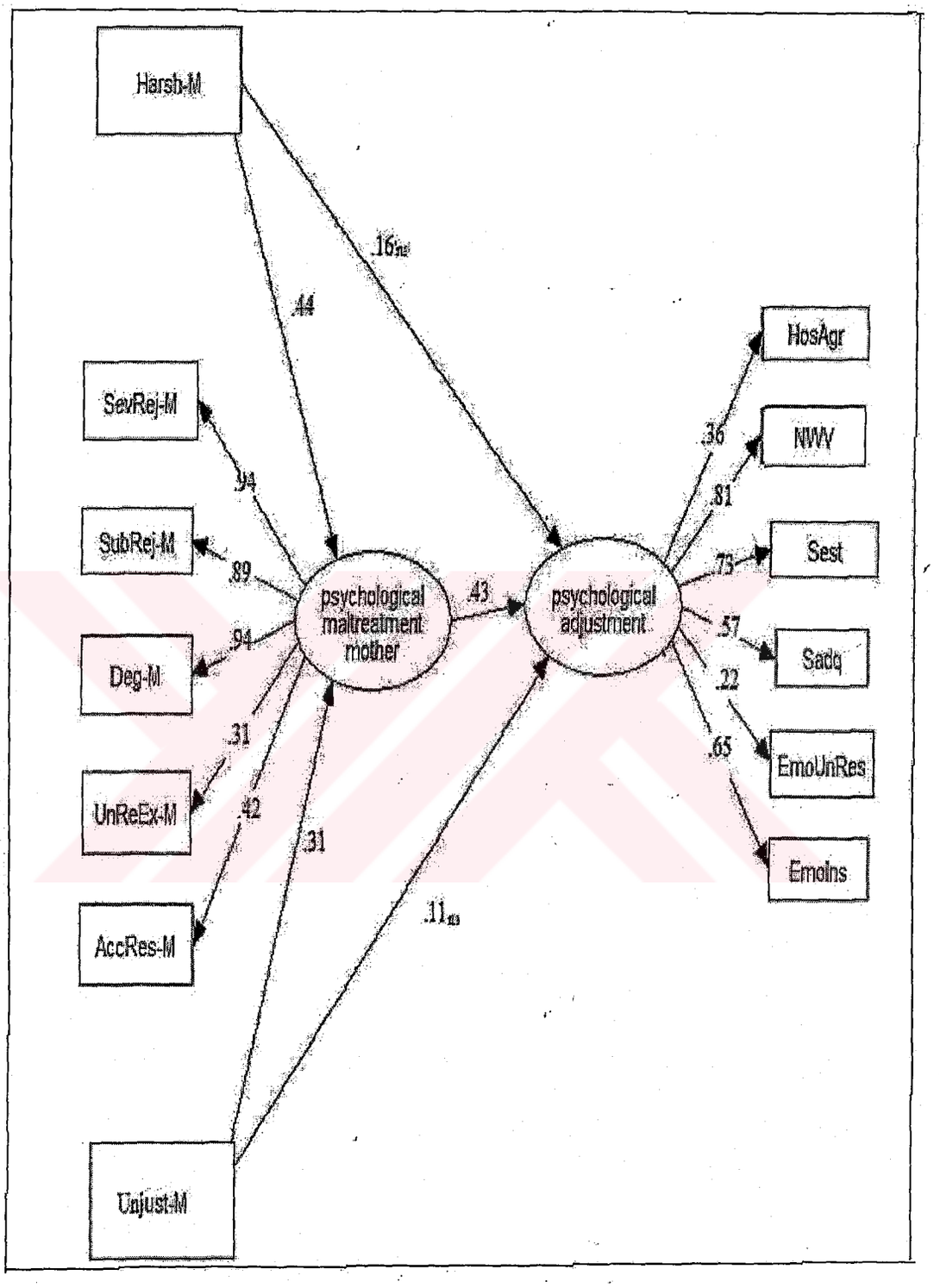
Based on the results of the above two questions, it is seen that perceived harshness and unjustness by themselves are not enough to explain any amount of variance in psychological adjustment. As a result, it can be concluded that perceived harshness and unjustness of physical punishment per se experienced from parents does not have a significant impact on perceived psychological adjustment of adolescents.

Research Question 3: Does the impact of harshness and unjustness on psychological adjustment vary according to the youth's perception of parental psychological maltreatment?

To examine this question, the general model is separated into mother and father models. Then for detailed analysis, model is specified according to gender of the adolescent.

The analysis calculated in AMOS showed that in the hypothesized model, some relationships were significant, while some other were not significant, as can be seen in Fig.15. The χ^2 test showed no difference (χ^2=79.988, *df*=59, *p*=.036). In addition, the goodness of fit indices shows a well-fit between sample data and the model (CFI=.997).

Fig. 15: *Estimated Values for Hypothesized Model for Mother*

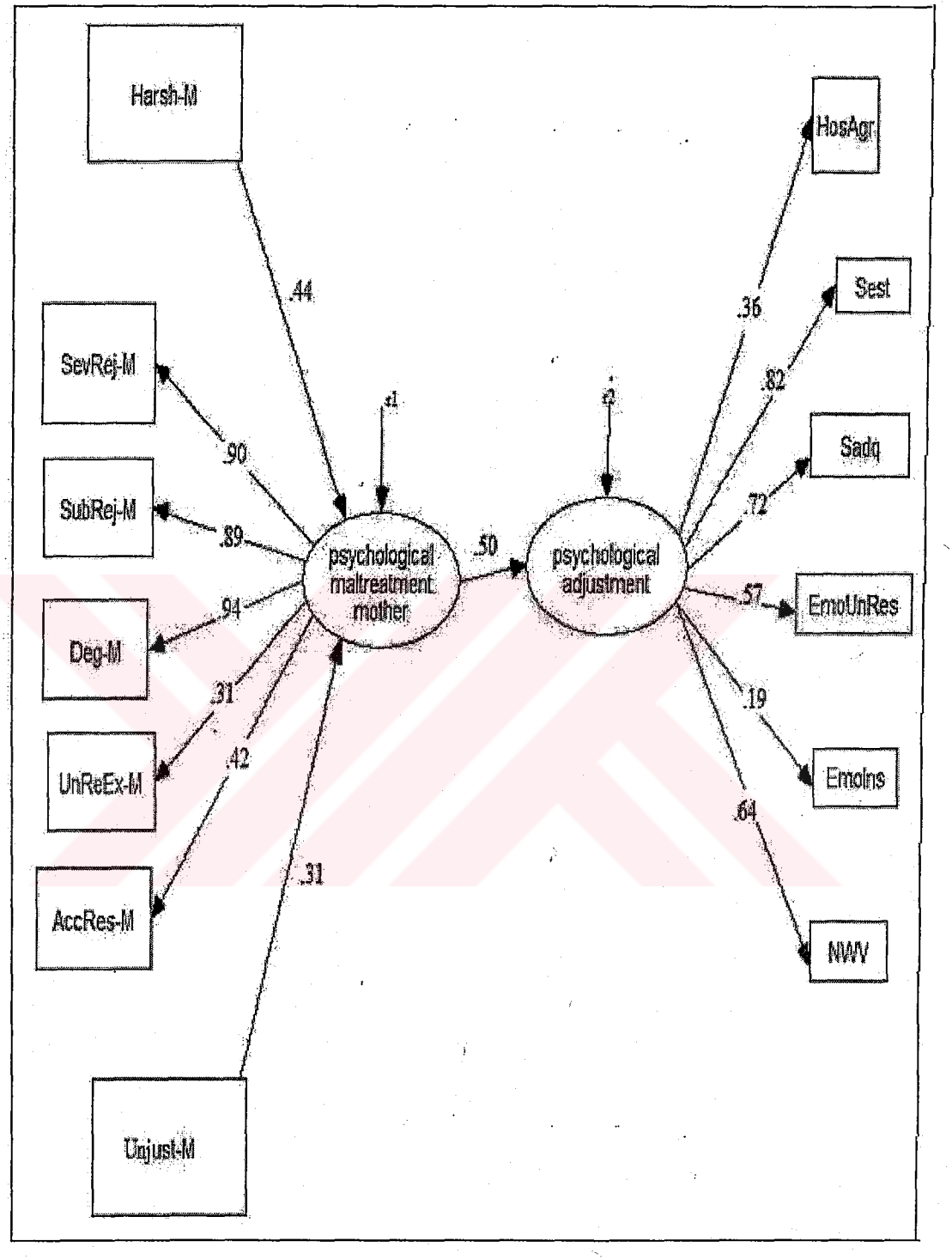


N= 289

$p < .001$

As it is seen in Fig. 15, the direct paths from perceived harshness and unjustness to psychological adjustment are insignificant, while they are significantly related to perceived maternal psychological maltreatment (β=.44, p<.001; β=.31, p<.001, respectively). Thus, their direct relationship to psychological adjustment is removed from the model. And Fig. 16 presents the statistical significant results of the relationships. The χ^2 test showed no difference (χ^2=74.750, df=60, p=.095). In addition, the goodness of fit indices shows a well-fit between sample data and the model (CFI=.998). All paths in the modified model are significant (p=.000).

Fig. 16: *Modified Model for Mother*



N=189

p<.000

Table 16 shows the β values and accounted amount of variances both for the hypothesized and modified model for mother. As it seen in Table 16, direct effects of perceived harshness and unjustness of physical punishment does not significantly contribute to perceived psychological adjustment. Instead, their influences are mediated by the perceived maternal psychological maltreatment. In addition, it is important to state that as high as 25% of variance in psychological adjustment of the sample is accounted for by maternal psychological maltreatment.

Table 16: *Relationship Values for the Model for Maternal Perception of Physical Punishment and Psychological Maltreatment, and Psychological Adjustment*

Relationship between Maternal Harshness and Psychological Maltreatment

	b Value	B Value	Standard Error	Z Value	Amount of Variance Accounted	Alpha
Hypothesized Model	.27	.44	.07	4.2	.19	.00001
Modified Model	.28	.44	.07	4.2	.19	.00001

Relationship between Harshness-Mother and Psychological Adjustment

	b Value	β Value	Standard Error	Z Value	Amount of Variance Accounted	Alpha
Hypothesized Model	.09	.16	.06	1.7	.03	Ns
Modified Model	-	-	-	-	-	-

Relationship between Maternal Unjustness and Psychological Maltreatment

	b Value	β Value	Standard Error	Z Value	Amount of Variance Accounted	Alpha
Hypothesized Model	.17	.31	.05	3.4	.1	.0001
Modified Model	.17	.31	.05	3.4	.1	.0001

Relationship between Unjustness-Mother and Psychological Adjustment

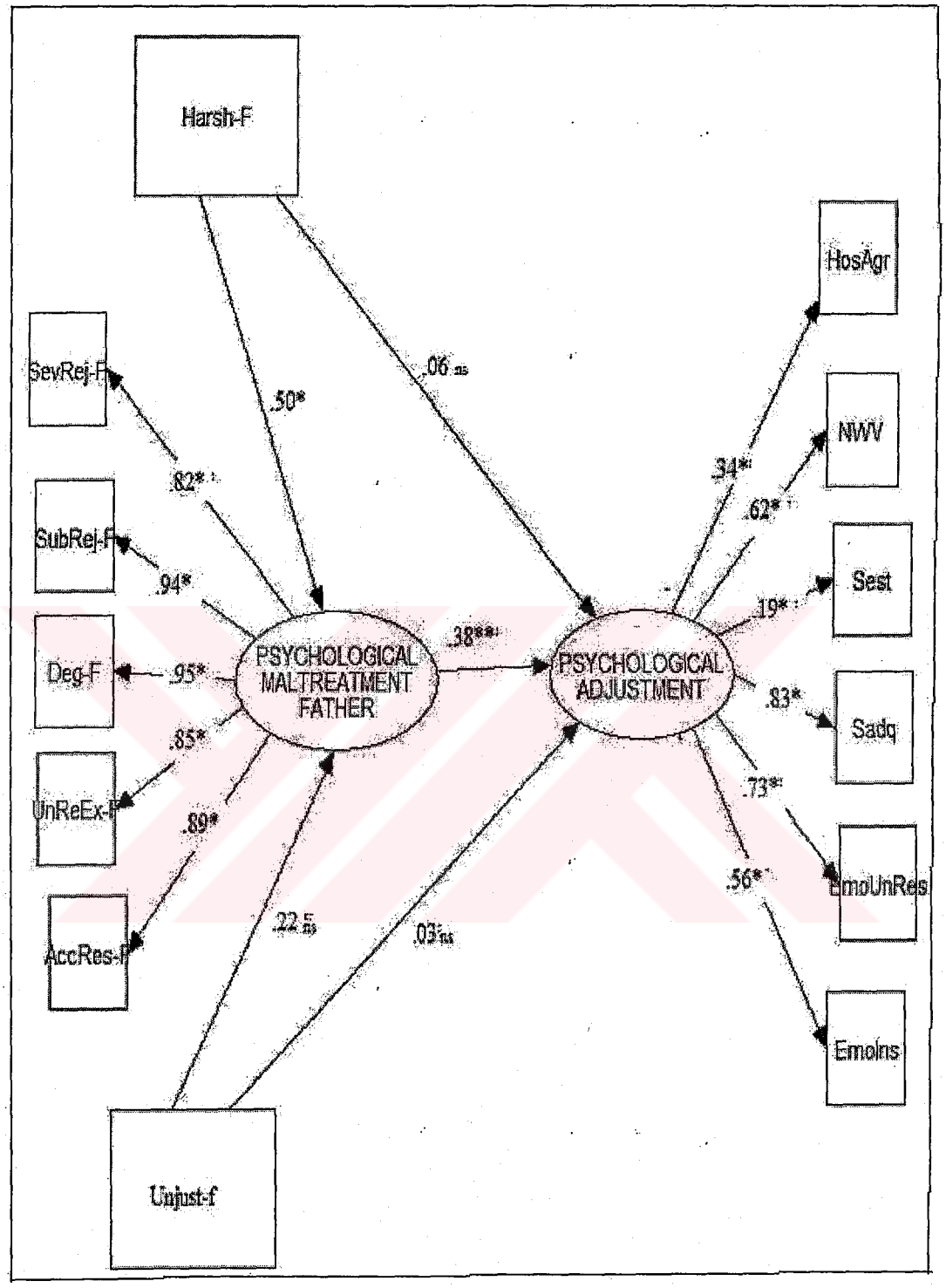
	b Value	β Value	Standard Error	Z Value	Amount of Variance Accounted	Alpha
Hypothesized Model	.06	.11	.05	1.3	.01	ns
Modified Model	-	-	-	-	-	-

Relationship between Maternal Psychological Maltreatment and Psychological Adjustment

	b Value	β Value	Standard Error	Z Value	Amount of Variance Accounted	Alpha
Hypothesized Model	.41	.43	.14	2.9	.18	.001
Modified Model	.47	.50	.14	3.2	.25	.0001

Similar with model for mother, the analysis calculated in AMOS showed that in the hypothesized model for father, some relationships were significant, while some other were not significant, as can be seen in Fig.17. The χ^2 test showed no difference (χ^2=72.174, *df*=54, *p*=.05). In addition, the goodness of fit indices shows a well-fit between sample data and the model (CFI=.997).

Fig. 17: *Estimated Values for Hypothesized Model for Father*

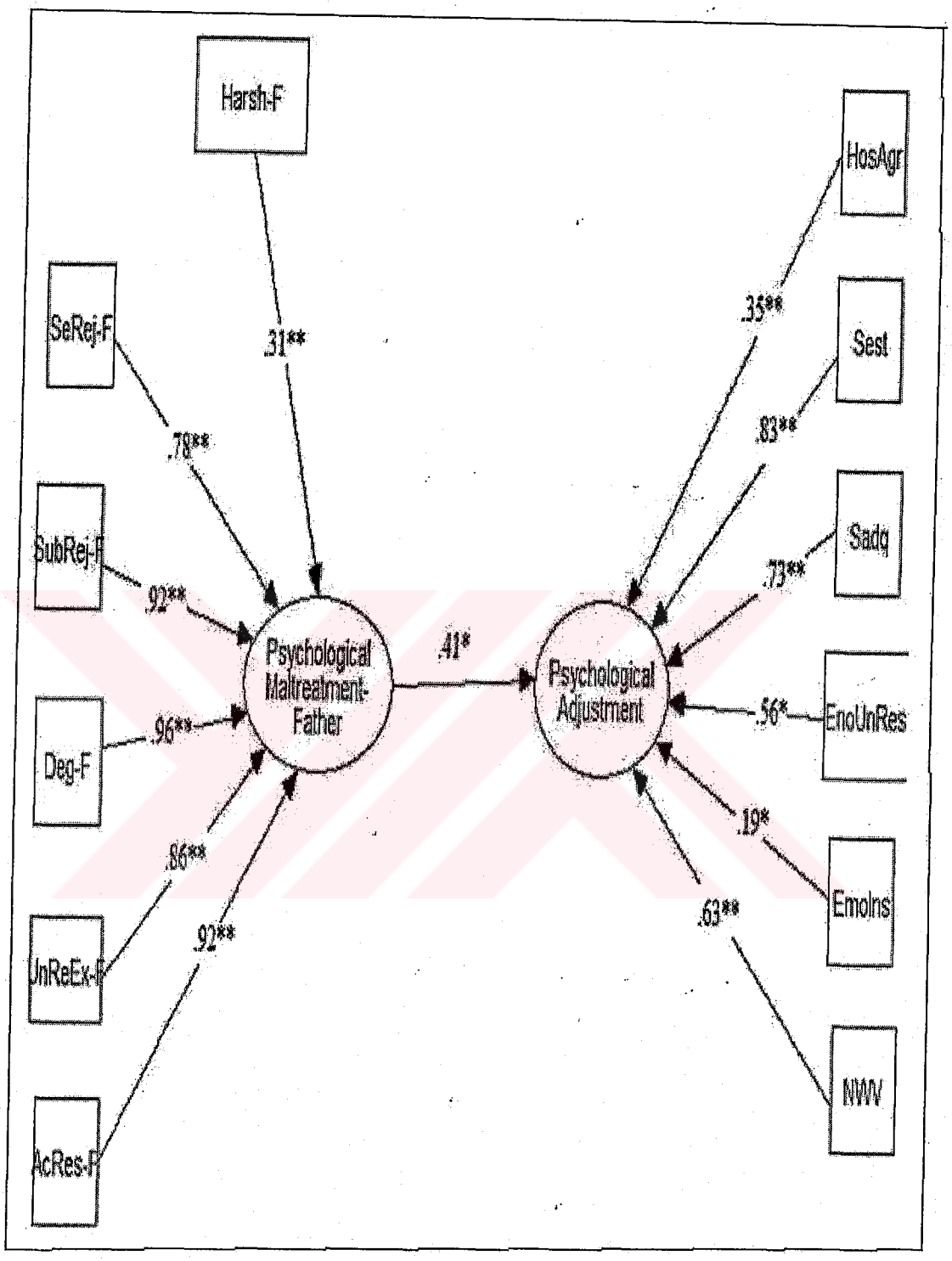


N=189

* p<.000, ** p < .001

As it is seen in Fig. 17, the direct paths from perceived harshness and unjustness to psychological adjustment, and the direct path from perceived unjustness to psychological maltreatment are insignificant, while perceived harshness is significantly related to perceived paternal psychological maltreatment (β=.50, p<.000). Thus, insignificant relationships are removed from the model. And Fig. 18 presents the statistical results of the relationships within the model. The χ^2 test showed difference (χ^2=60.174, df=46, p=.08). In addition, the goodness of fit indices shows a well-fit between sample data and the model (CFI=.998). All paths in the modified model are significant (p=.000).

Fig. 18: *Modified Model for Father*



N=189

*p<.001, ** p< .000

Table 17 shows the β values and accounted amount of variances both for the hypothesized model for father and modified model for father. As it seen in Table 17, direct effects of perceived harshness and unjustness of physical punishment experienced from father does not significantly contribute to perceived psychological adjustment. In addition, the influence of perceived unjustness on perceived paternal psychological maltreatment is not significant. Instead, perceived harshness's influence is mediated by the perceived maternal psychological maltreatment.

Table 17: *Relationship Values for the Model for Paternal Perception of Physical Punishment and Psychological Maltreatment, and Psychological Adjustment*

Relationship between Harshness- Father and Paternal Psychological Maltreatment

	b Value	β Value	Standard Error	Z Value	Amount of Variance Accounted	Alpha
Hypothesized Model	1.07	.50	..24	4.5	.25	.0000
Modified Model	.7	.31	.16	4.4	.10	.0000

Relationship between Harshness-Father and Psychological Adjustment

	b Value	β Value	Standard Error	Z Value	Amount of Variance Accounted	Alpha
Hypothesized Model	.03	.06	.05	.48	.004	Ns
Modified Model	-	-	-	-	-	-

Relationship between Unjustness-Father and Paternal Psychological Maltreatment

	b Value	β Value	Standard Error	Z Value	Amount of Variance Accounted	Alpha
Hypothesized Model	.49	.22	.24	2.01	.05	Ns
Modified Model	-	-	-	-	-	-

Relationship between Unjustness-Father and Psychological Adjustment

	b Value	β Value	Standard Error	Z Value	Amount of Variance Accounted	Alpha
Hypothesized Model	.01	.03	..05	.27	..0009	Ns
Modified Model	-	-	-	-	-	-

Relationship between Paternal Psychological Maltreatment and Psychological Adjustment

	b Value	β Value	Standard Error	Z Value	Amount of Variance Accounted	Alpha
Hypothesized Model	.09	.39	.02	3.2	.15	.000
Modified Model	.08	.41	.02	3.4	.17	.000

As it is seen in both Modified Model for Mother (see Fig. 16) and Modified Model for Father (see Fig. 18), perceived harshness and unjustness of physical punishment experienced from both parents does not significantly contribute directly to perceived psychological adjustment. Perceived harshness has an impact on psychological adjustment, when it is mediated by the perceived parental psychological maltreatment. Perceived unjustness of physical punishment has a significant indirect effect on perceived psychological adjustment, mediated by

perceived psychological maltreatment only when it is experienced from the mother. In other words, perceived unjustness of physical punishment experienced from father does not have a significant relationship with perceived paternal psychological maltreatment.

As a summary it can be said that perceived parental psychological maltreatment has a significant impact on perceived psychological adjustment (β=.40, $p<.01$), (see Fig.10). In addition, there is a significant relationship between perceived harshness and perceived parental psychological maltreatment (for mother β=.23, $p<.000$; for father β=.34, $p<.000$). The amount of variance for psychological adjustment accounted by perceived paternal psychological maltreatment is 17% according to the paternal results. Furthermore, the impact of perceived harshness of physical punishment on perceived psychological adjustment varies according to adolescents' perception of parental maltreatment. Both analysis of specified models and analysis of general models support this conclusion.

To sum up, above results show that perceived maternal and paternal psychological maltreatment has a significant impact on psychological adjustment of adolescents (β=.41, $p<.00001$; β=.34, $p<.00001$, respectively), whereas perceived harshness and unjustness of physical punishment does not have a significant direct impact on psychological adjustment of adolescents. On the other hand, perceived harshness and unjustness of physical punishment experienced from mother has an indirect impact on psychological adjustment through the mediating effect of maternal psychological maltreatment (β=.44, $p<.00001$; β=.31, $p<.00001$, respectively). However, it is found that for the physical punishment experienced from father, only perception of harshness has an indirect impact on psychological adjustment through mediating effect of perceived paternal psychological maltreatment (β=.31, $p<.0000$).

VI – DISCUSSION

A- General Discussion

In this part, the analysis of the present study, which has an aim of investigating the interrelationship between adolescents' perception of psychological adjustment, parental psychological maltreatment, and physical punishment in terms of harshness and unjustness, is discussed in the context of current literature.

First, the descriptive results of the variables are examined comparing the results of the previous studies. Following this, the results of the general model and research questions are deliberated regarding the current literature. After the discussion of the results, a general conclusion is made. Then the limitations of the study and recommendations for further work are given.

In the present study, the mean score of PAQ was found as 92.1, with standard deviation value of 14.7 (N=714). In PAQ, scores above 105 indicates that there are significant psychological adjustment problems of the test-taker (Rohner, 2004). Thus, it can be stated that subjects of this study are psychological adjusted. In Erkman's study (2003), which was done in İstanbul, the mean PAQ score of subjects was 109.17 (SD=14.71, N=1526). It shows that psychological well-being of adolescents in İstanbul is distributed within one standard deviation above and below the U.S.A. norm mean score of PAQ. It can be stated that adolescents in İstanbul have a within normal range psychological adjustment.

In addition, the mean PAQ score of subjects in this study is lower than the mean PAQ scores of subjects in Rohner's study (1991), which was done in West Indies (M=96.11, SD=11.46, N=349). On the other hand it is higher than another study done by Rohner (1996), which was done in Georgia (M=71.44, SD=14.61, N=281). The results also communicate that psychological well-being of adolescents

in İstanbul is worse than the adolescents in USA; on the other hand it is better than adolescents in West Indies.

In the current study, the mean score of POPMIFA - Mother was found as 146.1 (*SD*=36.9, *N*=714), whereas it was found as 137.3 (*SD*=40.4, *N*=714) for father. Kılınç (1999), in the norm study of POPMIFA, found as mean scores 135.98 (*SD*=29.77, *N*=425) for mother form, and 134.80 (*SD*=31.41, *N*=404) for father form. In comparison to norm study of POPMIFA, it can be stated that adolescents in this study perceive psychological maltreatment in the normative range in their relationships with parents.

Although there seems a difference between mean score of mother and father forms in the currents study, the correlation between forms is found as .76 (p<.000), which also supports the literature (Kılınç & Erkman, 1999; Çeşmeci & Erkman, 1996; Vardar & Erkman, 1994). In terms of the gender of the subjects, the mean scores of females were found as 143.68 (*SD*=33.5, *N*=400) for mother form, and 135.25 (*SD*=37.01, *N*=400) for father form; whereas mean scores of males were found as 148.54 (*SD*=39.9, *N*=273) for mother form, and 139.67 (*SD*=43.2, *N*=273) for father form. It seems that male subjects of this study perceive slightly more psychological maltreatment in their relationships with parents, however, in mean comparison analysis, between females and males no significant difference was found (for mother F=2.919, P=.088; for father F=2.021, P=.156). Previous studies done on POPMIFA demonstrate some differing results on the relation of gender and perception of psychological maltreatment. In some studies (Kılınç & Erkman, 1999; Vardar & Erkman, 1994) no significant difference was found between them. On the other hand, in some other studies (Çeşmeci & Erkman, 1996; Erdem & Erkman, 1990) it was found that the perception of parental psychological maltreatment of

males and females are significantly different. In the present study, although no significant difference was found, it can be stated that there is a trend that males perceive higher maltreatment than females.

Parent education is another comparison factor of mean differences of POPMIFA. Different from the findings of literature, in the present study, for mother education, no trend was found about the relationship between education of mother and the amount of perceived maternal psychological maltreatment in the parent-adolescent relationship. Current literature states that the lower the education of mother the higher the perception of maternal psychological maltreatment (Kılınç & Erkman, 1999). On the other hand, for father education, the results of current study support the literature. In previous studies, similarly no significant effect of father education was found (Kilinç & Erkman, 1999). Therefore, it can be concluded that in this study parent education does not have a significant relationship with the amount of parental psychological maltreatment.

Perception of physical punishment is another variable of present study. As it is seen in Table 10, 25.8% of the sample stated that they have experienced physical punishment at least one time in their life from either one of the parents or both. In Erkman's study (2003), it was 28.7%. Different from Erkman's study, in the present one, it was detected that 53.9% of the physical punishment reporting subjects were females. It was males in norm study of PPQ (Erkman, 2003). In addition in the norm study of PPQ, it was found that the higher the age of subject the lower the experienced physical punishment. In the present study, the presence of PP is increasing between the ages of 14 and 17 as the age increases, then at the age of 18 it is decreasing. The differences could be due to the characteristics of the sample. The age range of subjects in the norm study of PPQ was between 10 and 19, whereas in

the present study it was between 15 and 19, with 15 and 16 years old being mostly represented by 92.9%.

Harshness of physical punishment by mother was reported as being not harsh by 70.1%, and punishment experienced from father was reported again as being not harsh by 60.4%. Results are consistent with the norm study of PPQ (Erkman, 2003), which point out that Turkish adolescents do not experience physical punishment very often, and when they experience it is not too severe.

On the other hand, in terms of unjustness of physical punishment, mothers were rated 49.1% as being unjust, and fathers were rated 55% as being unjust. However, 19.3% of sample for mothers and 15% of sample for fathers reported that they are not sure whether punishment is just or unjust. Results indicate that approximately half of the subjects view punishment as unjust, whereas other half is either not sure or perceived justness.

As a conclusion, based on the results of the current study and the literature, it can be stated that, Turkish adolescents in this study are in general psychologically well-adjusted, have perceived moderate parental psychological maltreatment, and one quarter of them have experienced not harsh, but unjust physical punishment.

The main aim of this study was to explore the interrelationship between perceived adjustment, perceived parental psychological maltreatment, and perceived harshness and unjustness of physical punishment, through three research questions. Results of the analysis clarified the interrelationship between these variables.

In the literature, previous studies were conducted with perceived parental acceptance/respect, instead of perceived parental psychological maltreatment. Since acceptance/respect is accepted as one of the factors of perceived parental psychological maltreatment, the following discussion of the results are made in

comparison to those previous studies.

Perceived harshness experienced from both mother and father correlated more with perceived parental psychological maltreatment (r_{mother}=.361, p<.000; r_{father}=.342, p<.000), than with psychological adjustment (r_{mother} =.19, p=.01; r_{father}=.212, p=.01). This finding is suggesting of two parts. First, perceived harshness has a more strong relationship with perceived parental psychological maltreatment, then psychological adjustment. Second, the higher the perceived harshness the higher the perceived parental psychological maltreatment is. This finding supports the results of previous studies (Erkman, 2003; Rohner et. al., 1996, 1991).

Perceived unjustness of physical punishment either weakly correlated or did not correlate with both perceived parental psychological maltreatment (r_{mother} =.116, r_{father}=.164, p<.05) and psychological adjustment (r_{mother}=.144, p<.05; r_{father}=.096, ns).Literature shows that perceived unjustness of physical punishment has a significant correlation with perceived acceptance/respect (Erkman, 2003; Rohner et. al., 1996, 1991). Since psychological maltreatment is an umbrella term, the difference in results suggests that adolescents' perception of unjustness has a weak relationship with the perception of parent-adolescent relationship in general.

Furthermore, psychological adjustment and perceived parental psychological maltreatment have a high correlation between each other (r_{mother} =.453, r_{father}=.438, p<.000). Erkman, in her study, found significant high correlation between acceptance/respect and psychological adjustment of adolescents (Erkman, 2003). Similarly, Rohner detected highly significant correlation between these two variables (Rohner et al., 1996, 1991). Since, perceived psychological maltreatment and acceptance/respect corresponds to a large extent with each other, current results

brings one to ask for further causal relationships between psychological maltreatment and psychological adjustment, as previous researchers examined. First research question of the present study asks for this relationship from the causal point of view.

The analysis of first model (see Fig. 11 and Fig. 12) shows that 17% of variance in adolescents' psychological adjustment is caused by adolescents' perception of maternal psychological maltreatment and 12% by perception of paternal psychological maltreatment. In other words, mothers' behaviors towards their adolescent children either in a maltreating attitude have a power of causing 17% change in their children' psychological adjustment. The evidence of the power of the perceived psychological maltreatment on psychological adjustment of adolescent is consistent with the current theories in the literature. According to Steinberg (1996), psychological well-being of adolescents is associated with two patterns of parental behaviors, namely enabling behaviors, and constraining behaviors. More specifically Rohner (2000) postulates that perceived parental acceptance behaviors are highly influential on psychological adjustment, whereas perceived parental rejection behaviors are highly influential on low psychological adjustment. In addition previous studies conducted both in other countries and in Turkey also support this finding. Rohner, in his study in USA found .42 beta value (p=.001) for the relationship between perceived acceptance/respect and psychological adjustment (Rohner et.al, 1996). Furthermore, Erkman (2003) in her study in Turkey found that perceived maternal and paternal rejection are predictors of low psychological adjustment, whereas perceived maternal and paternal acceptance contributes to mental health, regardless of age, and gender of the adolescents (β_{mother}=.326 ; β_{father}=.330, p=.0001). Therefore, it can be deduced that perceived parental psychological maltreating behaviors have a significant impact on Turkish

adolescents' psychological well-being. When the current child rearing practices in Turkey are taken into consideration, this finding becomes very important. According to Kağıtçıbaşı (1996), child rearing practices in Turkish Culture is in a period of transition. The most desired characteristic demanded by parents from their children has gone through a change from "obeying parents" to "being interdependent" (Kağıtçıbaşı, 1996). In the light of current studies, it can be stated that the change in child rearing attitudes of parents will cause changes in psychological well-being of adolescents.

Causal relationship between perceived parental psychological maltreatment and psychological adjustment, presented in this study, should be discussed in the context of the Turkish family dynamics. Ties within the Turkish family are very close, intimacy is very important, and close emotional relationships are existent (Erkman, 2003; Kağıtçıbaşı, 1990; Fişek, 1982). The results of current study can be also explained by these findings about Turkish family.

Another important characteristic of Turkish family, which has a link with present study, is discipline. In Turkish culture, physical punishment is a way of disciplining the child (Fişek, 1982). In addition to strict control, Turkish parents are reported to use physical punishment more than other ways of disciplining (Kağıtçıbaşı, 1990). Supporting these characteristics of Turkish culture, in the present study nearly one fourth of subjects stated that they have experienced physical punishment.

Second research question of the present study seeks for the relationship between perceived physical punishment in terms of harshness and unjustness, and psychological adjustment of adolescents, within a model (see Fig. 13 & Fig. 14). The results of the model show that both harshness and unjustness of physical punishment

either perceived from mother or father does not have a significant impact on adolescents' psychological adjustment. Similarly, Rohner in his study in USA found insignificant causal relationship among these two variables, which psychological adjustment is the dependent variable (Rohner et.al., 1996). In addition, in the study of Erkman, it was found that perceived unjustness does not have an impact on negative psychological adjustment, but perceived harshness does; however, the amount of direct impact of perceived harshness was weak in comparison to values of other relationships (Erkman, 2003).

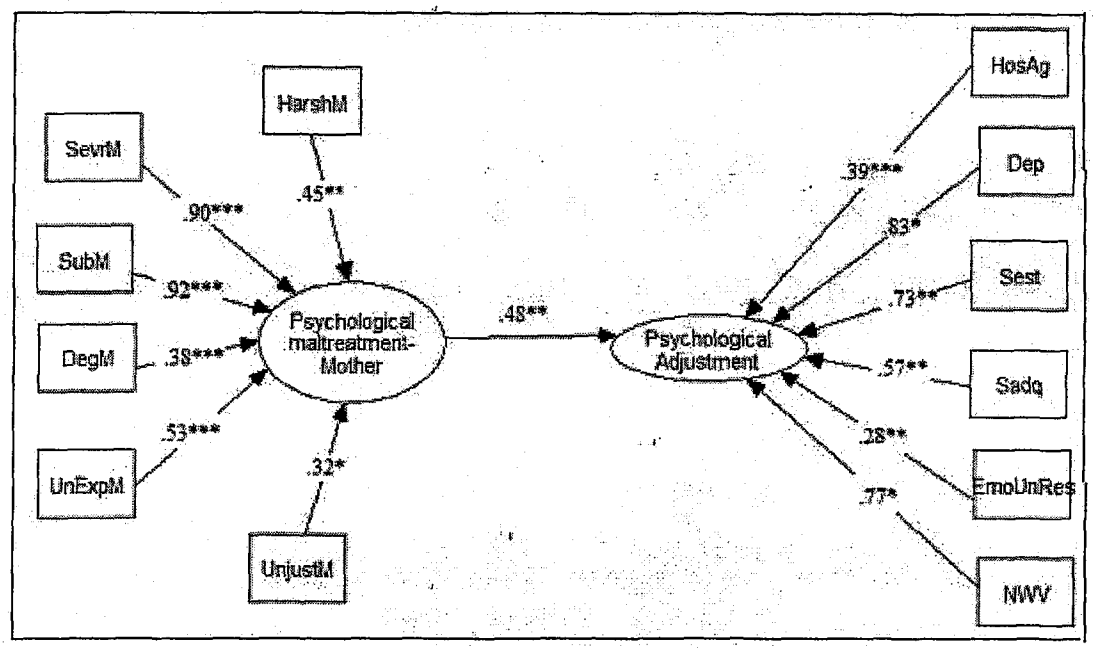
Moreover, the theories in the literature, considering the impact of physical punishment, are conflicting to some extent. One approach, with Rohner, as one of an important contributor, emphasizes that perceived characteristics of physical punishment not having a direct impact on individuals' well-being, rather emphasizing other factors mediating this relationship (Rohner, 1991). The other approach, with Strauss, as a key spokesperson, highlights the negative impacts of pure presence of physical punishment. According to Strauss, independent of features of physical punishment and features of the relationship in which the physical punishment occurs, presence of physical punishment per se has a long-lasting, and very negative impact, such as depression, and violence, on individuals (Strauss & Donelly, 2001). In the light of these two conflicting approaches, results of current study supports the first approach. Information derived both from current study and study of Erkman (2003) bare that in Turkish population perceived harshness and unjustness of physical punishment does not have a significant direct effect on psychological well-being of adolescents. This finding raises the question exploring the mediating factors between perceived characteristics of physical punishment and psychological adjustment, as Rohner emphasizes in his theory.

The last research question of current study aims to examine the variation in the impact of perceived harshness and unjustness on psychological adjustment, when perceived parental psychological maltreatment is put as a mediating factor. Again a model is formed to analyze this question. When all maternal variables are put into one model (see. Fig. 15), the impact of perceived harshness and unjustness on psychological adjustment becomes nonsignificant ($\beta_{harshness}$=.16; $\beta_{unjustness}$=.11, ns). However, perceived harshness explained 19% and perceived unjustness explained 1% of perceived maternal psychological maltreatment (p=.00001) (see Tables 16).

For more detailed analysis, Model for Mother (see Fig. 16), and Model for Father (see Fig. 18) is separated in terms of gender of the adolescent child. Therefore, four new models are specified, namely, Model for Mother – Daughter (see. Fig. 19, Model for Mother – Son (see Fig. 20), Model for Father – Daughter (see Fig. 21), and Model for Father – Son (see Fig. 22).

In the following part, the estimated values of the modified models are presented. These modified models include only the significant relationships within the model. Results of four models show that gender does not create a significance difference. .Although the values of relationships differ, the significant paths are similar when models are specified into adolescents' gender. In other words, Model for Mother – Daughter (see Fig.19) and Model for Mother – Son (see Fig.20) correspond with Model for Mother (see Fig. 16). Similarly, Model for Father-Daughter (see Fig. 21) and Model for Father – Son (see Fig. 22) correspond with Model for Father (see Fig. 18). Results of these specified analysis also supports current literature such that Rohner (1996, 1991) found no significant gender difference, as well as Erkman (2003).

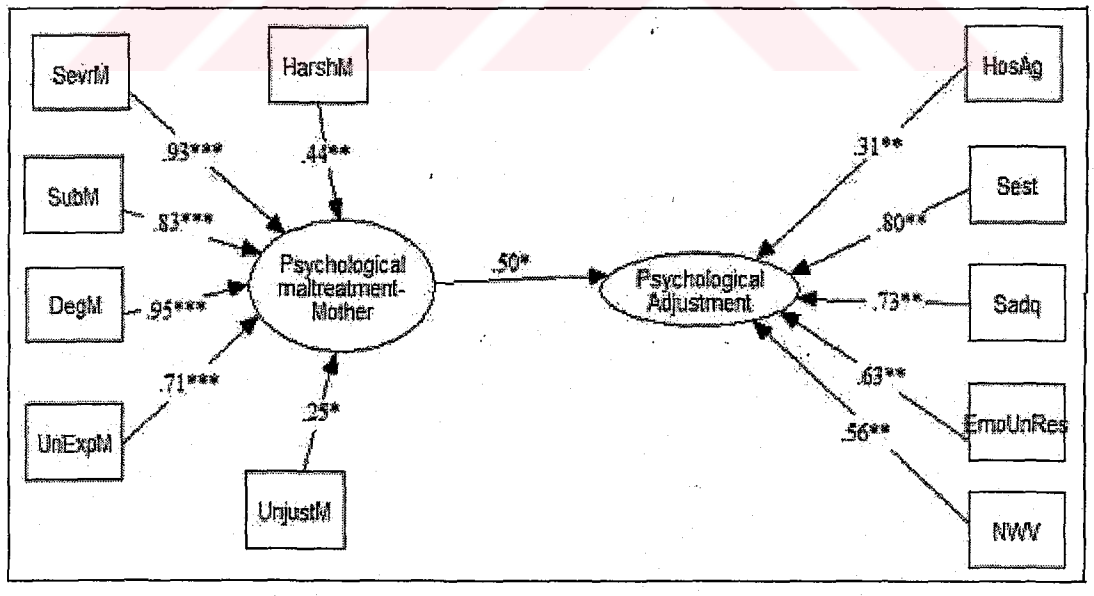
Fig. 19: *Modified Model for Mother- Daughter Relationship*



N=96

*p< .05, **p<.001, ***p<.000

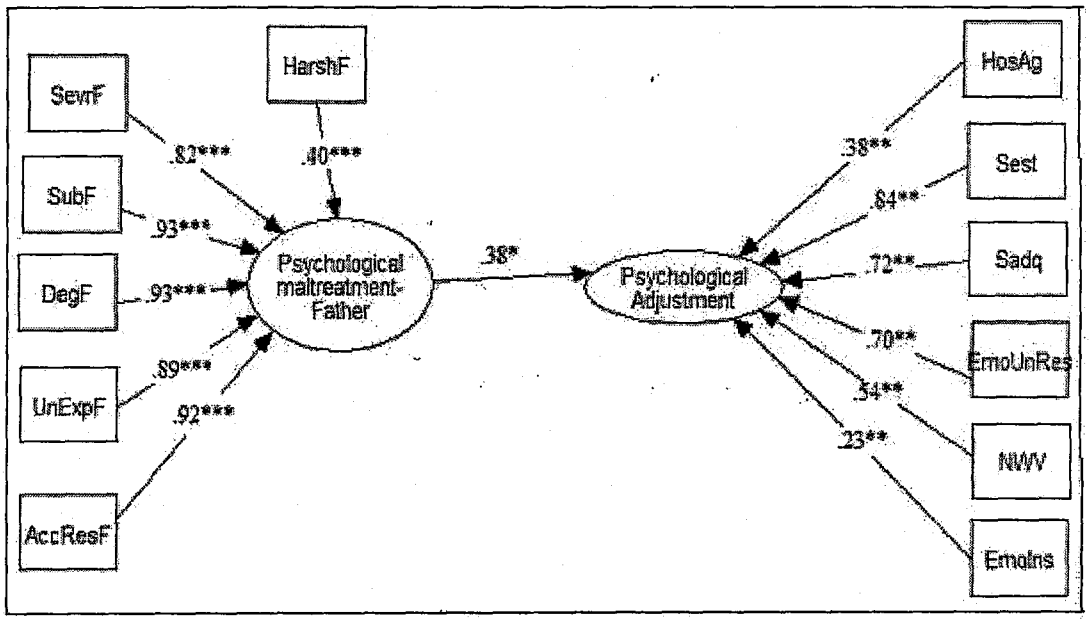
Fig. 20: *Modified Model for Mother - Son Relationship*



N=82

*p< .05, ** p< .001, ***p<.*000

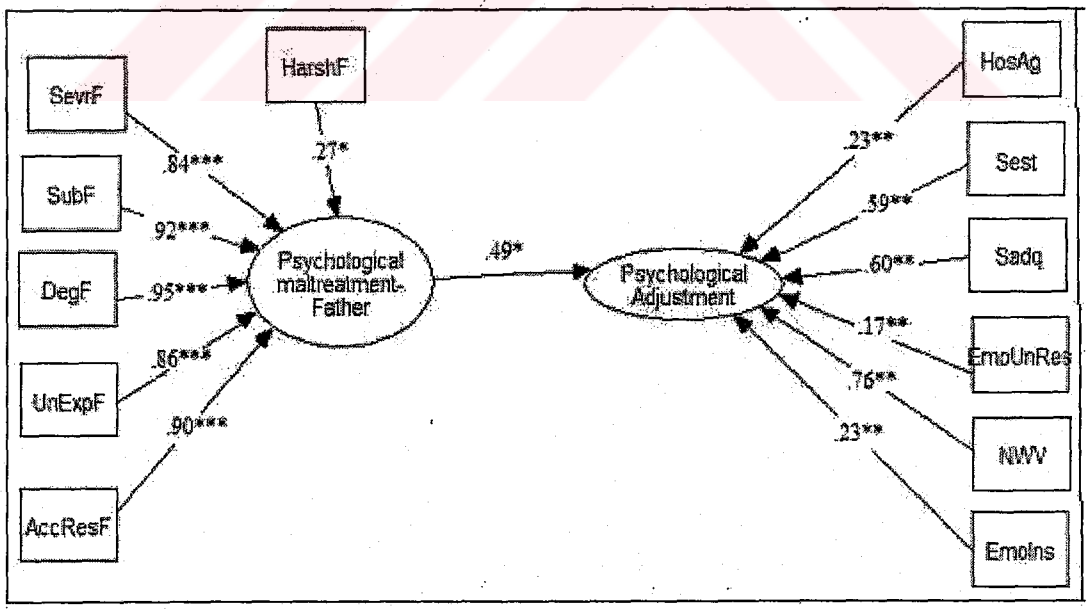
Fig. 21: *Modified Model for Father- Daughter Relationship*



N=96

*p<.005, **p<.001, ***p< .000

Fig. 22: *Modified Model for Father- Son Relationship*

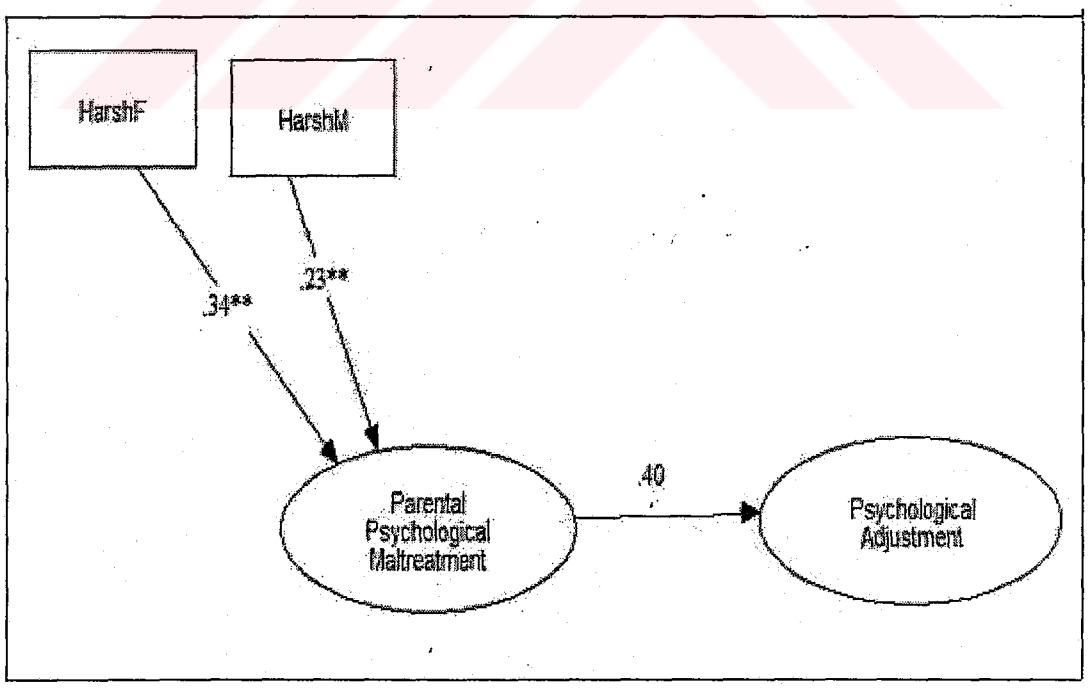


N=82

* p < .05, ** p<.001, *** p< .000

Instead of separating models, when both paternal and maternal variables are put together (see Fig. 3), the result supports all of the above specified models. In the case of putting all the variables together (see Fig. 23), direct impact of perceived harshness and unjustness of physical punishment experienced from both parents does not significantly contribute to the variance in perceived psychological adjustment. Instead, perceived harshness of physical punishment from both parents influences perceived psychological adjustment, only through the mediating effect of perceived parental psychological maltreatment. On the other hand, when all paternal and maternal variables were put together, perceived unjustness of physical punishment experienced from mother becomes nonsignificant. In other words, its impact is so small that when all the variables were put together, its impact disappears. Fig. 23 presents the simplified Modified General Model.

Fig. 23: *Modified General Model: Simplified Version*



N=189

* p < .01, ** p < .000

Although perceived unjustness has a significant effect of maternal psychological maltreatment, it does not have a significant relationship with perceived paternal psychological maltreatment. At this point, current results differ from the results of previous studies. Erkman (2003), in her study found beta value of .29 for the causal relationship from perceived unjustness to perceived maternal acceptance-respect; while, the results of Rohner became supported with the results of this study.

B- Conclusion

In the most general sense, the results show that the relationship between perception of parental psychological maltreatment and adolescents' psychological adjustment is so strong that compared to this relationship, perception of physical punishment has a very little impact, which was found insignificant in the analysis, on psychological adjustment of adolescents. It has to be emphasized that as much as 25% of variance in psychological adjustment is shown to be accounted for by perceived maternal psychological maltreatment, and 17% accounted for by perceived paternal psychological maltreatment. The information derived from this study, highly supports current literature in this area, especially Rohner's and Erkman's studies (respectively 2000, 2003).

The information derived from the present study should not be perceived as a rationalization for physical punishment. Since physical punishment is not an acceptable way of discipline. The conclusion that should be derived from this study is that in terms of its influence on psychological well-being of adolescents, physical punishment, rather than having a direct impact by itself, is found to have an effect as part of psychological maltreatment. In other words, physical punishment has an additive impact on perceived parental psychological maltreatment. Thus, the important conclusion, derived from this study, is that to increase the psychological

well-being of adolescents, ending only physical punishment in a parent-adolescent relationship is not sufficient. Instead, it is necessary to work on psychological maltreatment that is perceived from parent-adolescent relationship as a whole.

To sum up, perception of physical punishment as harsh and/or unjust is linked with low psychological adjustment, as it is perceived by adolescents to be a form of psychological maltreatment

C-Limitations of the Study

The first limitation of this study derives from the characteristics of the sample. Data were collected from students attending ninth grade either in regular or in super programs of four different Public High Schools in İstanbul. First of all, increasing the number of schools might have increased the generalizability of the result of the present study in terms of Public High Schools. Data were collected only in Public High Schools. Collecting data from different types of schools might cause differences in the results of the present study. In addition, socio-economic level was not differentiated in this study. However, current literature shows that results may differ in terms of SES level of the sample (Erkman, 2003). Thus, for the present study, having a criterion of SES level might have increased the information derived from this study. Furthermore, 92.9% of the sample was either 15 or 16 years old. Collecting data from different age groups, might again increase the knowledge derived from such a study. The second main limitation of the present study is about the sources of the data. Perceived psychological adjustment was measured by seven personality dispositions. Expanding the dispositions or using different measures of psychological adjustment might result in differences in conclusion. In terms of perception pf physical punishment, only harshness and unjustness dimensions of physical punishment were considered in the present study. Current literature shows

that there are other dimensions such as consistency, predictability, average incidence, timing of punishment, and explanation provided for the punishment that are theoretically related to perception of physical punishment (Rohner, 2000). Including those dimensions might have also resulted in expanded conclusions.

D-Recommendations and Suggestions for Further Research

Further research is recommended to investigate the differences that might derive from the socio-economic level of sample in terms of high, moderate, and low, with increased number of schools, and with a sample that has a wider age range. In addition, using different sources to measure each variable of the present study will also contribute to the area. That is to say, further research is expected to identify different measures of perceived psychological adjustment, perception of parental psychological maltreatment, physical punishment and to investigate different factors of perceived physical punishment, i.e. unpredictability of physical punishment, inconsistency of physical punishment. The results that will derive from expected further research will contribute to expand the information derived from the present study.

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Appendix – A

Demographic Information Form (DIF) – Turkish Form

(Ön Bilgi Formu)

ÖN BİLGİ FORMU

Kod no: _____

Doğum gününüz: Gün:_____ Ay:_____ Yıl:_____

Cinsiyet: Erkek _____ Kız_____

Anne/ Baba Eğitimi:	**ANNE**	**BABA**
1. İlkokul (beşinci sınıf) mezunu değil	_____	_____
2. İlkokul (beşinci sınıf) mezunu	_____	_____
3 .Ortaokul mezunu	_____	_____
4. Lise mezunu (ya da lise denklik sınavı geçmiş olma)	_____	_____
5. Lise artı iş / ticaret veya meslek okulu diploması ya da dengi	_____	_____
6. Bİr ila dört yıl arası üniversite, ama mezun değİl	_____	_____
7 .Üniversite mezunu	_____	_____
8. Üniversite sonrası uzmanlık derecesi yüksek lisans, doktora gibi)	_____	_____
9 .Diğer , belirtiniz _____	_____	_____

Anne/Baba Geldiği Şehir	**ANNE**	**BABA**
Anne ve babanızın geldiği şehri belirtiniz: il/ilçe	___/___	___/___
Kentsel/Kırsal	_____	_____

Anne/Baba İş	**ANNE**	**BABA**
1. Çalışıyor	_____	_____
2. Çalışmıyor	_____	_____
Çalışmıyor ise		
a) Emekli	_____	_____
b) İş arıyor	_____	_____
c) Diğer, belirtiniz _____	_____	_____

Anne/Baba Geçmişteki ya da Şimdiki Mesleği	**ANNE**	**BABA**
1. Ev kadını	_____	
2. Sanayici, tüccar, toprak sahibi	_____	_____
3. Küçük esnaf, zaanatkar	_____	_____
4. Doktor, avukat, mühendis, öğretim üyesi	_____	_____
5. Memur, öğretmen, hemşire, teknisyen	_____	_____
6. Üst düzey yönetici	_____	_____
7. Oedu mensubu	_____	_____
8. İşçi – yardımcı hizmetler	_____	_____
9. Çiftci	_____	_____
10. Diğer, belirtiniz _____		

Kardeş sayısı :

1. Tek çocuğum _____
2. 1 kardeşim var _____
3. 2 kardeşim var _____
4. 3 kardeşim var _____
5 .4 kardeşim var _____
6. Dİğer (belirtiniz) _____

Eğer kardeşiniz var ise, siz:

1. En büyük _____
2. En küçük _____
3. Ortanca _____
4. Diğer (belirtiniz) _____

Appendix – B

Personality Assessment Questionnaire (PAQ) – Turkish Form

(Kişilik Değerlendirme Ölçeği)

Çocuk/Ergen KİDÖ

Kod no: _____ Tarih:

Aşağıda farklı insanların kendileri hakkında hisleri ile ilgili bazı cümleler var. Her cümleyi dikkatlice oku ve seni ne kadar iyi anlattığını düşün. Mümkün olduğunca çabuk ol, her madde için aklına ilk gelen düşünceye göre yanıt ver ve sonraki maddeye geç. Her maddeden sonra dört kutu var. Eğer o maddedeki cümle seni çoğunlukla doğru olarak anlatıyor ise, kendine şunu sor "Hemen hemen her zaman mı doğru ?" yoksa "Sadece bazen mi doğru?"

Eğer hemen hemen her zaman doğru olduğunu düşünüyorsan HEMEN HEMEN HER ZAMAN DOĞRU kutusuna X işareti koy; bazen doğru olduğunu düşünüyorsan BAZEN DOĞRU'yu işaretle

Eğer cümle seni çoğunlukla doğru olarak anlatmıyorsa, o zaman kendine sor "Nadiren mi doğru?" yoksa "Hemen hemen hiçbir zaman mı doğru değil?". Eğer nadiren doğru ise NADİREN DOĞRU kutusuna X koy; eğer hemen hiçbir zaman doğru olmadığın hissediyorsan HEMEN HEMEN HİÇBİR ZAMAN kutusunu işaretle.

Unutma, hiçbir ifadenin doğru veya yanlış bir yanıtı yok; onun için mümkün olduğu kadar dürüst ve samimi ol. Her ifadeyi olmak istediğin kişi gibi değil, gerçekte olduğun gibi yanıtla.

Örnek: Eğer hemen hemen her zaman kendin hakkında iyi duygular besliyorsan, "hemen hemen her zaman" kutusuna X koy.

	BENİM İÇİN DOĞRU		BENİM İÇİN DOĞRU DEĞİL	
	Hemen hemen her zaman doğru	Bazen doğru	Nadiren doğru	Hemen hemen hiçbir zaman doğru değil
-Kendim hakkında iyi duygular beslerim	☒	☐	☐	☐

Şimdi sayfayı çevir ve başla.
Unutma, doğru veya yanlış yanıt yok, her ifadeyi gerçekten hissettiğin gibi yanıtla.

© Ronald P. Rohner, 1989,1997
Çeviri: Azmi Varan, 2000
Yönerge değişikliği: Fatoş Erkman, 2001

	BENİM İÇİN DOĞRU		BENİM İÇİN DOĞRU DEĞİL	
	Hemen Hemen Her zaman Doğru	Bazen Doğru	Nadiren Doğru	Hemen Hemen Hiçbir Zaman Doğru Değil
1. İçimden kavga etmek veya birine bir kötülük yapmak geliyor.	☐	☐	☐	☐
2. Hastalandığımda, annemin benim için üzülmesi hoşuma gider.	☐	☐	☐	☐
3. Kendimi beğenirim.	☐	☐	☐	☐
4. Yapmak istediğim şeyleri herkes kadar iyi yapabilirim.	☐	☐	☐	☐
5. İnsanlara duygularımı göstermekte zorlanırım.	☐	☐	☐	☐
6. Yapmaya çalıştığım birşeyi yapamayınca, kendimi kötü hisseder ya da sinirlenirim.	☐	☐	☐	☐
7. Yaşamın güzel olduğunu düşünüyorum.	☐	☐	☐	☐
8. İçimden birşeye veya birisine vurmak geliyor.	☐	☐	☐	☐
9. Anne ve babamın bana çok sevgi göstermelerini isterim.	☐	☐	☐	☐
10. Bir işe yaramadığımı ve hiçbir zaman da yaramayacağımı düşünüyorum.	☐	☐	☐	☐
11. Bir çok şeyi iyi yapamadığımı hissediyorum.	☐	☐	☐	☐
12. Anne ve babama sevgimi göstermek benim için kolaydır.	☐	☐	☐	☐
13. Önemli bir neden olmamasına rağmen sinirli ve aksiyim.	☐	☐	☐	☐
14. Yaşamı tehlikelerle dolu görüyorum.	☐	☐	☐	☐
15. Öyle sinirlenirim ki, birşeyleri fırlatır ya da kırarım.	☐	☐	☐	☐

	BENİM İÇİN DOĞRU		BENİM İÇİN DOĞRU DEĞİL	
	Hemen Hemen Her zaman Doğru	Bazen Doğru	Nadiren Doğru	Hemen Hemen Hiçbir Zaman Doğru Değil
16. Mutsuz olduğum zaman sorunlarımı kendim çözmekten hoşlanırım.	☐	☐	☐	☐
17. Tanımadığım biriyle tanıştığımda, onun benden daha iyi olduğunu düşünürüm.	☐	☐	☐	☐
18. İstediğim şeyler için başarılı bir şekilde mücadele edebilirim.	☐	☐	☐	☐
19. İyi arkadaşlıklar kurmak ve bu arkadaşlıkları sürdürmekte zorlanıyorum.	☐	☐	☐	☐
20. İşler ters gittiğinde canım sıkılır.	☐	☐	☐	☐
21. Dünyanın iyi ve mutlu bir yer olduğunu düşünüyorum.	☐	☐	☐	☐
22. Aptalca şeyler yapan insanlarla dalga geçerim.	☐	☐	☐	☐
23. Annemin benimle çok ilgilenmesini isterim.	☐	☐	☐	☐
24. İyi bir insan olduğumu düşünüyor ve başkalarının da öyle düşünmesini istiyorum.	☐	☐	☐	☐
25. Başarısız biri olduğumu düşünüyorum.	☐	☐	☐	☐
26. Aileme sevgimi göstermek benim için kolaydır.	☐	☐	☐	☐
27. Bir an neşeli ve mutlu oluyorum, bir sonraki an üzgün veya mutsuz.	☐	☐	☐	☐
28. Benim için dünya mutsuz bir yerdir.	☐	☐	☐	☐
29. Kızdığım zaman suratımı asar, somurturum.	☐	☐	☐	☐
30. Bir şeyde zorlandığımda, birinin bana moral vermesini isterim.	☐	☐	☐	☐

	BENİM İÇİN DOĞRU		BENİM İÇİN DOĞRU DEĞİL	
	Hemen Hemen Her zaman Doğru	Bazen Doğru	Nadiren Doğru	Hemen Hemen Hiçbir Zaman Doğru Değil
31. Kendimden oldukça memnunum.	☐	☐	☐	☐
32. Yapmaya çalıştığım bir çok şeyi beceremediğimi düşünüyorum.	☐	☐	☐	☐
33. Hoşlandığım birine duygularımı göstermeye çalışmak benim için zordur.	☐	☐	☐	☐
34. Kolay kolay ne kızarım, ne de birşeye canım sıkılır.	☐	☐	☐	☐
35. Dünyayı tehlikeli bir yer olarak görüyorum.	☐	☐	☐	☐
36. Kızgınlığımı kontrol etmekte zorlanırım.	☐	☐	☐	☐
37. Canım yandığında ya da hastalandığımda annemle babamın üzerime düşmeleri hoşuma gider.	☐	☐	☐	☐
38. Kendimden memnun değilim.	☐	☐	☐	☐
39. Yaptığım şeylerde başarılı olduğumu düşünüyorum.	☐	☐	☐	☐
40. Arkadaşlarıma onları gerçekten sevdiğimi göstermek benim için kolaydır.	☐	☐	☐	☐
41. Zor sorunlarla karşılaştığımda hemen canım sıkılır.	☐	☐	☐	☐
42. Benim için yaşam güzel bir şeydir.	☐	☐	☐	☐

Appendix – C

Perception of Psychological Maltreatment Inventory for Adolescents (POPMIFA)

(Yetişkin-Genç İlişkileri Ölçeği)

YETİŞKİN – GENÇ İLİŞKİLERİ ÖLÇEĞİ

AÇIKLAMA:

Yetişkinlerin gençlere yönelik bazı davranışları hakkında bir araştırma yürütüyoruz. Bu konuda en doğru bilgiyi yine gençlerden alacağımızı düşünerek sizin kişisel deneyimlerinize başvurmayı düşündük. Bu anket bir bilgi sınavı değildir. Hiçbir ifadenin doğru veya yanlış cevabı yoktur. Araştırmamızın sağlıklı olabilmesi için kendi özel konumuzu samimiyetle yanıtlamanız çok önemli. Her soruyu cevaplarken, anne ve babanızın ayrı ayrı, şimdi veya geçmişteki davranışlarını göz önünde bulundurursanız bize çok yardımcı olursunuz. Kağıda kimliğinizle ilgili hiçbir şey yazmayın. Bizim için kimliğiniz değil, nasıl hissettiğiniz önemli.

Seçenekler:

Hemen hemen her zaman	**Sık sık**	**Nadiren**	**Hemen hemen hiçbir zaman**
☐	☐	☐	☐

Yardımlarını için teşekkür ederiz.

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ANNE-GENÇ İLİŞKİLERİ FORMU

	Hemen hemen her zaman	Sık sık	Nadiren	Hemen hemen hiçbir zaman
1. Aileye yardım için beni erken yaşta çalışmaya zorlar / zorlardı.	☐	☐	☐	☐
2. Sevdiğim şeyleri yapmamı engelleyerek, beni cezalandırır / cezalandırırdı.	☐	☐	☐	☐
3. Aile içinde uyulması gerekli birçok konuda fikir birliği gösterir / gösterirdi.	☐	☐	☐	☐
4. Benim kendime ait sırlarım olmasına tahammül edemez /edemezdi.	☐	☐	☐	☐
5. Açık davranmam ve duygularımı özgürce ifade etmem için beni teşvik eder / ederdi.	☐	☐	☐	☐
6. Sırlarımı başkalarına söylemekle tehdit eder /ederdi.	☐	☐	☐	☐
7. Öfkeli olduğu anda lafa karıştığım, yaramazlık yaptığım zaman beni tokatlar / tokatlardı.	☐	☐	☐	☐
8. Sorunların çözümünde düşüncelerime önem vermez /vermezdi.	☐	☐	☐	☐
9. Fiziki özelliklerimle ilgili çirkin isimler takar /takardı.	☐	☐	☐	☐
10. Kendi arkadaşlarına gösteriş yapmak için benim başarılarımdan bahseder / bahsederdi.	☐	☐	☐	☐
11. Arkadaşlarımla beraber olmamı, eğlenmemi engeller /engellerdi.	☐	☐	☐	☐
12. Beni suça yöneltici davranışlarda bulunur / bulunurdu.	☐	☐	☐	☐

	Hemen hemen her zaman	Sık sık	Nadiren	Hemen hemen hiçbir zaman
13. Kardeşlerimin benimle alay etmesine göz yumar /yumardı.	☐	☐	☐	☐
14. Bana çocukmuşum gibi davranır /davranırdı.	☐	☐	☐	☐
15. Aile kararlarında fikrimi sormaz / sormazdı.	☐	☐	☐	☐
16. Kardeşlerimin beni dövmesine göz yumar /yumardı.	☐	☐	☐	☐
17. Bana saygı gösterir /gösterirdi.	☐	☐	☐	☐
18. Aile dışında kimselerle beraber olmamı istemez /istemezdi.	☐	☐	☐	☐
19. Bana karşı bazen yumuşak, bazen çok sert davranır/ davranırdı.	☐	☐	☐	☐
20. Geleceğimle ilgili gerçekçi olmayan beklentiler içinde /içindeydi.	☐	☐	☐	☐
21. Başarılarımın karşısında sevinmez, memnun olmaz /olmazdı.	☐	☐	☐	☐
22. Bütün boş vakitlerimi onunla geçirmemi ister /isterdi.	☐	☐	☐	☐
23. Sevgisi ile tehdit ederek beni cezalandırır / cezalandırırdı.	☐	☐	☐	☐
24. Yemek, yiyecek ve giyecek ihtiyacımın dışında diğer ihtiyaçlarımı karşılamaz / karşılamazdı.	☐	☐	☐	☐
25. Başarısızlıklarımda bana kardeş ve /veya arkadaşlarımı örnek göstererek eleştirir / eleştirirdi.	☐	☐	☐	☐
26. Beni sevdiğini söylemez /söylemezdi.	☐	☐	☐	☐
27. Onun koyduğu kuralları çiğnediğim zaman nankör olduğumu söyler /söylerdi.	☐	☐	☐	☐
28. Benim için bir sürü kural ve düzen koyar / koyardı.	☐	☐	☐	☐
29. Benim çevresinde olmama tahammül edemez / edemezdi.	☐	☐	☐	☐

	Hemen hemen her zaman	Sık sık	Nadiren	Hemen hemen hiçbir zaman
30. Çeşitli konularda ne düşündüğümü sorar, fikirlerime saygı gösterir / gösterirdi.	☐	☐	☐	☐
31. Hak ettiğim ödüllerden beni mahrum eder / ederdi.	☐	☐	☐	☐
32. Beni yanından uzaklaştırır; Babaanneme, anneanneme (benzeri akraba) yollar /yollardı.	☐	☐	☐	☐
33. Kendi yapacağı en kolay işleri bile (televizyonun sesini kısmak) benim yapmamı ister / isterdi.	☐	☐	☐	☐
34. Yaptıklarımla, davranışlarımla, benimle ilgilenmez / ilgilenmezdi.	☐	☐	☐	☐
35. Diğer kardeşlerimi kayırır / kayırırdı.	☐	☐	☐	☐
36. Benden yapabileceğimin ötesinde beklentileri var / vardı.	☐	☐	☐	☐
37. Kabahat işlediğimde bunların onları hasta ettiğini, hatta bu yüzden onu öldürebileceğimi söyler / söylerdi.	☐	☐	☐	☐
38. Çevreme, arkadaşlarıma karşı saldırgan davranışlarımı ödüllendirir / ödüllendirirdi.	☐	☐	☐	☐
39. Kardeşim doğduktan sonra ben yokmuşum gibi davranmaya başladı / başlamıştı.	☐	☐	☐	☐
40. Çabuk büyüyüp kendi başımın çaresine bakmam gerektiğini söyler durur / dururdu.	☐	☐	☐	☐
41. Başka çocuklardan daha başarılı olmam için ısrar eder / ederdi.	☐	☐	☐	☐
42. İstediğini yapmadığım zaman beni sevmediğini söyler /söylerdi.	☐	☐	☐	☐
43. Duygularımı ona açıkça ifade edebilirim / edebilirdim.	☐	☐	☐	☐
44. Sorunlarıma önem vermez ve benimle konuşmaz / konuşmazdı.	☐	☐	☐	☐

	Hemen hemen her zaman	Sık sık	Nadiren	Hemen hemen hiçbir zaman
45. Aile içi konuşmalara katılmamı istemez, engeller /engellerdi.	☐	☐	☐	☐
46. Tüm ikazlara rağmen aynı hatayı yaptığım zaman son çare olarak beni döver / döverdi.	☐	☐	☐	☐
47. Beni haksız yere cezalandırır / cezalandırıldı.	☐	☐	☐	☐
48. Beslenme, uyku ve ders çalışma düzenime dikkat eder /ederdi.	☐	☐	☐	☐
49. Bana çirkin, kötü adlar takar /takardı.	☐	☐	☐	☐
50. Aşırı sert ve otoriter bir disiplin anlayışından yana / yanaydı.	☐	☐	☐	☐
51. Maddi olanaklarımız yeterli olduğu halde beni yetersiz ve dengesiz besler / beslerdi.	☐	☐	☐	☐
52. Kız / erkek olduğum için benden beklentisi farklı / farklıydı.	☐	☐	☐	☐
53. Kardeşler arasında kıyaslama yaparak aile içinde rekabet ortamı yaratır.	☐	☐	☐	☐
54. Kız / erkek olduğum için bana farklı davranır / davranırdı.	☐	☐	☐	☐
55. Yaşıtlarım kadar başarılı olmadığımı söyler, beni onlarla kıyaslar /kıyaslardı.	☐	☐	☐	☐
56. İsteklerinin anında yapılmasını ister /isterdi.	☐	☐	☐	☐
57. Dünyada yalnız olduğumu hissettirir /hissettirirdi.	☐	☐	☐	☐
58. Flört ilişkilerim için beni cezalandırır / cezalandırırdı.	☐	☐	☐	☐
59. Benimle konuşmaz /konuşmazdı.	☐	☐	☐	☐
60. Küçükken evde veya sokakta beni yalnız ve denetimsiz bırakır / bırakırdı.	☐	☐	☐	☐
61. Beni dövmekle veya öldürmekle tehdit eder /ederdi.	☐	☐	☐	☐

	Hemen hemen her zaman	Sık sık	Nadiren	Hemen hemen hiçbir zaman
62. (Anne / baba) kavgalarında taraf tutmaya zorlar /zorlardı.	☐	☐	☐	☐
63. Benim kendisi için bir engel olduğumu hissettirir /hissettirirdi.	☐	☐	☐	
64. Beni umursadığını düşünürüm /düşünürdüm.	☐	☐	☐	☐
65. Ona herhangi bir konuda ihtiyacım olduğunda yardım etmeyi kabul etmez / etmezdi.	☐	☐	☐	☐
66. Ben yokmuşum gibi davranır /davranırdı.	☐	☐	☐	☐
67. Fikirlerime değer vermez / veremezdi.	☐	☐	☐	☐
68. Beni kucaklayıp öpmez / öpmezdi.	☐	☐	☐	☐
69. Yaşımdan büyük sorumluluklar yüklenmemi ister / isterdi.	☐	☐	☐	☐
70. Sevgi gösterilerinde bulunduğumda beni tersler, rededer / redederdi.	☐	☐	☐	☐
71. Okul faaliyet ve gezilerine katılmamı engeller /engellerdi.	☐	☐	☐	☐
72. Sevdiğim ve istediğim şeyleri bana bir şey yaptırmak için pazarlık konusu yapar /yapardı.	☐	☐	☐	☐
73. Ne yaparsam yapayım onu memnun edemem /edemezdim.	☐	☐	☐	☐
74. Terbiye etmek amacıyla beni iz bırakmadan döver /döverdi.	☐	☐	☐	☐
75. "Sen ne işe yararsın"diyerek aşağılar / aşağılardı.	☐	☐	☐	☐
76. Beni ceza olarak bir odaya, tuvalete, bodruma kapatır / kapatırdı.	☐	☐	☐	☐
77. Benimle sıcak bir ses tonuyla konuşur / konuşurdu.	☐	☐	☐	☐

	Hemen hemen her zaman	Sık sık	Nadiren	Hemen hemen hiçbir zaman
78. Beni sevmediğini düşünürüm / düşünürdüm.	☐	☐	☐	☐
79. Kendimi evde gereksiz ve fazlalık gibi hissetmeme neden olur /olurdu.	☐	☐	☐	☐
80. Ailedeki kavgaların sebebinin "ben" olduğumu söyler /söylerdi.	☐	☐	☐	☐
81. Arkadaşlarımın veya başkalarının yanında beni mahçup eder /ederdi.	☐	☐	☐	☐
82. Yanlış bir davranış yaptığımda kendimi suçlu hissetmeme neden olur /olurdu.	☐	☐	☐	☐
83. Terbiye etmek amacıyla beni şiddetli bir şekilde döver /döverdi.	☐	☐	☐	☐
84. Kendi kendini idare eden ve kendi kararlarını veren biri olmamı engeller / engellerdi.	☐	☐	☐	☐
85. Beni evde hizmetçi gibi kullanır / kullanırdı.	☐	☐	☐	☐
86. Benim hakkımda kötü, utandırıcı sözler söyler /söylerdi.	☐	☐	☐	☐
87. Beni gerçekten dinlemez, eleştirir /eleştirirdi.	☐	☐	☐	☐
88. Önemli bir kabahat işlediğimde bir yerimi morartacak şiddetle döver /döverdi.	☐	☐	☐	☐
89. Ona yardım etmediğim zaman sinirlenir / sinirlenirdi.	☐	☐	☐	☐
90. İhtiyacım olan şeyleri almayı unutur /unuturdu.	☐	☐	☐	☐
91. Başarılarımı küçümser / küçümserdi.	☐	☐	☐	☐
92. Benim gözümün önünde kavga eder / ederdi.	☐	☐	☐	☐
93. Ondan tepki almam için saldırgan davranışlar göstermem gerekir /gerekirdi.	☐	☐	☐	☐

	Hemen hemen her zaman	Sık sık	Nadiren	Hemen hemen hiçbir zaman
94. Söz dinlemediğim zaman beni yalnız bırakmakla tehdit eder /ederdi.	☐	☐	☐	☐
95. Okul başarılarıma ilgi göstermez /göstermezdi.	☐	☐	☐	☐
96. Beceriksizliğim nedeni ile beni tehdit eder /ederdi.	☐	☐	☐	☐
97. Evde kimin patron olduğunu hissettirir /hissettirirdi.	☐	☐	☐	☐
98. Benim sosyal faaliyetlere katılmamı istemez /istemezdi.	☐	☐	☐	☐
99. Cinsellikle ilgili soru sormama çok kızar /kızardı.	☐	☐	☐	☐
100. İstediği bir şeyi yapmadığımda benim için her şeyi yaptığını hayatını bana feda ettiğini söyler /söylerdi.	☐	☐	☐	☐

BABA-GENÇ İLİŞKİLERİ FORMU

	Hemen hemen her zaman	Sık sık	Nadiren	Hemen hemen hiçbir zaman
1. Evde değer verilen biri olduğumu hissettirir / hissettirirdi.	☐	☐	☐	☐
2. Aileye yardım için beni erken yaşta çalışmaya zorlar / zorlardı.	☐	☐	☐	☐
3. Sevdiğim şeyleri yapmamı engelleyerek, beni cezalandırır / cezalandırırdı.	☐	☐	☐	☐
4. Büyüdüğümü kabullenmez /kabullenmezdi.	☐	☐	☐	☐
5. Benim kendime ait sırlarım olmasına tahammül edemez /edemezdi.	☐	☐	☐	☐
6. Açık davranmam ve duygularımı özgürce ifade etmem için beni teşvik eder / ederdi.	☐	☐	☐	☐
7. Sırlarımı başkalarına söylemekle tehdit eder /ederdi.	☐	☐	☐	☐
8. Öfkeli olduğu anda lafa karıştığım, yaramazlık yaptığım zaman beni tokatlar / tokatlardı.	☐	☐	☐	☐
9. Sorunların çözümünde düşüncelerime önem vermez /vermezdi.	☐	☐	☐	☐
10. Fiziki özelliklerimle ilgili çirkin isimler takar /takardı.	☐	☐	☐	☐
11. Kendi arkadaşlarına gösteriş yapmak için benim başarılarımdan bahseder / bahsederdi.	☐	☐	☐	☐
12. Arkadaşlarımla beraber olmamı, eğlenmemi engeller /engellerdi.	☐	☐	☐	☐
13. Beni suça yöneltici davranışlarda bulunur / bulunurdu.	☐	☐	☐	☐

	Hemen hemen her zaman	Sık sık	Nadiren	Hemen hemen hiçbir zaman
14. Kardeşlerimin benimle alay etmesine göz yumar /yumardı.	☐	☐	☐	☐
15. Bana çocukmuşum gibi davranır /davranırdı.	☐	☐	☐	☐
16. Aile kararlarında fikrimi sormaz / sormazdı.	☐	☐	☐	☐
17. Kardeşlerimin beni dövmesine göz yumar /yumardı.	☐	☐	☐	☐
18. Bana saygı gösterir /gösterirdi.	☐	☐	☐	☐
19. Aile dışında kimselerle beraber olmamı istemez /istemezdi.	☐	☐	☐	☐
20. Bana karşı bazen yumuşak, bazen çok sert davranır/ davranırdı.	☐	☐	☐	☐
21. Geleceğimle ilgili gerçekçi olmayan beklentiler içinde /içindeydi.	☐	☐	☐	☐
22. Başarılarımın karşısında sevinmez, memnun olmaz /olmazdı.	☐	☐	☐	☐
23. Sevgisi ile tehdit ederek beni cezalandırır / cezalandırırdı.	☐	☐	☐	☐
24. Yemek, yiyecek ve giyecek ihtiyacımın dışında diğer ihtiyaçlarımı karşılamaz / karşılamazdı.	☐	☐	☐	☐
25. Başarısızlıklarımda bana kardeş ve /veya arkadaşlarımı örnek göstererek eleştirir / eleştirirdi.	☐	☐	☐	☐
26. Beni sevdiğini söylemez /söylemezdi.	☐	☐	☐	☐
27. Onun koyduğu kuralları çiğnediğim zaman nankör olduğumu söyler /söylerdi.	☐	☐	☐	☐
28. Benim için bir sürü kural ve düzen koyar / koyardı.	☐	☐	☐	☐
29. Benim çevresinde olmama tahammül edemez / edemezdi.	☐	☐	☐	☐

	Hemen hemen her zaman	Sık sık	Nadiren	Hemen hemen hiçbir zaman
30. Çeşitli konularda ne düşündüğümü sorar, fikirlerime saygı gösterir / gösterirdi.	☐	☐	☐	☐
31. Hak ettiğim ödüllerden beni mahrum eder / ederdi.	☐	☐	☐	☐
32. Beni yanından uzaklaştırır; Babaanneme, anneanneme (benzeri akraba) yollar /yollardı.	☐	☐	☐	☐
33. Kendi yapacağı en kolay işleri bile (televizyonun sesini kısmak) benim yapmamı ister / isterdi.	☐	☐	☐	☐
34. Yaptıklarımla, davranışlarımla, benimle ilgilenmez / ilgilenmezdi.	☐	☐	☐	☐
35. Diğer kardeşlerimi kayırır / kayırırdı.	☐	☐	☐	☐
36. Benden yapabileceğimin ötesinde beklentileri var / vardı.	☐	☐	☐	☐
37. Kabahat işlediğimde bunların onları hasta ettiğini, hatta bu yüzden onu öldürebileceğimi söyler / söylerdi.	☐	☐	☐	☐
38. Çevreme, arkadaşlarıma karşı saldırgan davranışlarımı ödüllendirir / ödüllendirirdi.	☐	☐	☐	☐
39. Kardeşim doğduktan sonra ben yokmuşum gibi davranmaya başladı / başlamıştı.	☐	☐	☐	☐
40. Çabuk büyüyüp kendi başımın çaresine bakmam gerektiğini söyler durur / dururdu.	☐	☐	☐	☐
41. Başka çocuklardan daha başarılı olmam için ısrar eder / ederdi.	☐	☐	☐	☐
42. İstediğini yapmadığım zaman beni sevmediğini söyler /söylerdi.	☐	☐	☐	☐
43. Sorunlarıma önem vermez ve benimle konuşmaz / konuşmazdı.	☐	☐	☐	☐
44. Aile içi konuşmalara katılmamı istemez, engeller /engellerdi.	☐	☐	☐	☐

	Hemen hemen her zaman	Sık sık	Nadiren	Hemen hemen hiçbir zaman
45. Tüm ikazlara rağmen aynı hatayı yaptığım zaman son çare olarak beni döver / döverdi.	☐	☐	☐	☐
46. Beni haksız yere cezalandırır / cezalandırırdı.	☐	☐	☐	☐
47. Bana çirkin, kötü adlar takar /takardı.	☐	☐	☐	☐
48. Aşırı sert ve otoriter bir disiplin anlayışından yana / yanaydı.	☐	☐	☐	☐
49. Maddi olanaklarımız yeterli olduğu halde beni yetersiz ve dengesiz besler / beslerdi.	☐	☐	☐	☐
50. Kız / erkek olduğum için benden beklentisi farklı / farklıydı.	☐	☐	☐	☐
51. Kardeşler arasında kıyaslama yaparak aile içinde rekabet ortamı yaratır.	☐	☐	☐	☐
52. Kız /erkek olduğum için bana farklı davranır / davranırdı.	☐	☐	☐	☐
53. Yaşıtlarım kadar başarılı olmadığımı söyler, beni onlarla kıyaslar / kıyaslardı.	☐	☐	☐	☐
54. İsteklerinin anında yapılmasını ister /isterdi.	☐	☐	☐	☐
55. Dünyada yalnız olduğumu hissettirir /hissettirirdi.	☐	☐	☐	☐
56. Flört ilişkilerim için beni cezalandırır / cezalandırırdı.	☐	☐	☐	☐
57. Benimle konuşmaz / konuşmazdı.	☐	☐	☐	☐
58. Küçükken evde veya sokakta beni yalnız ve denetimsiz bırakır / bırakırdı.	☐	☐	☐	☐
59. Beni dövmekle veya öldürmekle tehdit eder /ederdi.	☐	☐	☐	☐
60. (Anne / baba) kavgalarında taraf tutmaya zorlar /zorlardı.	☐	☐	☐	☐
61. Benim kendisi için bir engel olduğumu hissettirir /hissettirirdi.	☐	☐	☐	☐

	Hemen hemen her zaman	Sık sık	Nadiren	Hemen hemen hiçbir zaman
62. Beni umursadığını düşünür /düşünürdüm.	☐	☐	☐	☐
63. Ona herhangi bir konuda ihtiyacım olduğunda yardım etmeyi kabul etmez / etmezdi.	☐	☐	☐	☐
64. Ben yokmuşum gibi davranır /davranırdı.	☐	☐	☐	☐
65. Fikirlerime değer vermez / veremezdi.	☐	☐	☐	☐
66. Beni kucaklayıp öpmez / öpmezdi.	☐	☐	☐	☐
67. Yaşımdan büyük sorumluluklar yüklenmemi ister / isterdi.	☐	☐	☐	☐
68. Sevgi gösterilerinde bulunduğumda beni tersler, rededer / redederdi.	☐	☐	☐	☐
69. Okul faaliyet ve gezilerine katılmamı engeller /engellerdi.	☐	☐	☐	☐
70. Sevdiğim ve istediğim şeyleri bana bir şey yaptırmak için pazarlık konusu yapar /yapardı.	☐	☐	☐	☐
71. Ne yaparsam yapayım onu memnun edemem /edemezdim.	☐	☐	☐	☐
72. Terbiye etmek amacıyla beni şiddetli bir şekilde döver /döverdi.	☐	☐	☐	☐
73. "Sen ne işe yararsın"diyerek aşağılar / aşağılardı.	☐	☐	☐	☐
74. Beni ceza olarak bir odaya, tuvalete, bodruma kapatır / kapatırdı.	☐	☐	☐	☐
75. Benimle sıcak bir ses tonuyla konuşur / konuşurdu.	☐	☐	☐	☐
76. Beni sevmediğini düşünürüm / düşünürdüm.	☐	☐	☐	☐
77. Kendimi evde gereksiz ve fazlalık gibi hissetmeme neden olur /olurdu.	☐	☐	☐	☐

	Hemen hemen her zaman	Sık sık	Nadiren	Hemen hemen hiçbir zaman
78. Ailedeki kavgaların sebebinin "ben" olduğumu söyler /söylerdi.	☐	☐	☐	☐
79. Arkadaşlarımın veya başkalarının yanında beni mahçup eder /ederdi.	☐	☐	☐	☐
80. Yanlış bir davranış yaptığımda kendimi suçlu hissetmeme neden olur /olurdu.	☐	☐	☐	☐
81. Terbiye etmek amacıyla beni şiddetli döver /döverdi.	☐	☐	☐	☐
82. Kendi kendini idare eden ve kendi kararlarını veren biri olmamı engeller / engellerdi.	☐	☐	☐	☐
83. Beni evde hizmetçi gibi kullanır / kullanırdı.	☐	☐	☐	☐
84. Benim hakkımda kötü, utandırıcı sözler söyler /söylerdi.	☐	☐	☐	☐
85. Beni gerçekten dinlemez, eleştirir / eleştirirdi.	☐	☐	☐	☐
86. Önemli bir kabahat işlediğimde bir yerimi morartacak şiddetle döver /döverdi.	☐	☐	☐	☐
87. Yaptığım her iş için ondan izin almamı ister /isterdi.	☐	☐	☐	☐
88. Ona yardım etmediğim zaman sinirlenir / sinirlenirdi.	☐	☐	☐	☐
89. İhtiyacım olan şeyleri almayı unutur /unuturdu.	☐	☐	☐	☐
90. Başarılarımı küçümser / küçümserdi.	☐	☐	☐	☐
91. Benim gözümün önünde kavga eder / ederdi.	☐	☐	☐	☐
92. Kardeşlerime bakmakla yükümlü tutar /tutardı.	☐	☐	☐	☐
93. Ondan tepki almam için saldırgan davranışlar göstermem gerekir /gerekirdi.	☐	☐	☐	☐

	Hemen hemen her zaman	Sık sık	Nadiren	Hemen hemen hiçbir zaman
94. Söz dinlemediğim zaman beni yalnız bırakmakla tehdit eder /ederdi.	☐	☐	☐	☐
95. Okul başarılarıma ilgi göstermez /göstermezdi.	☐	☐	☐	☐
96. Beceriksizliğim nedeni ile beni tehdit eder /ederdi.	☐	☐	☐	☐
97. Evde kimin patron olduğunu hissettirir /hissettirirdi.	☐	☐	☐	☐
98. Benim sosyal faaliyetlere katılmamı istemez /istemezdi.	☐	☐	☐	☐
99. Cinsellikle ilgili soru sormama çok kızar /kızardı.	☐	☐	☐	☐
100. İstediği bir şeyi yapmadığımda benim için her şeyi yaptığını hayatını bana feda ettiğini söyler /söylerdi.	☐	☐	☐	☐

Appendix – D

Physical Punishment Questionnaire (PPQ) – Turkish Form

(Fiziksel Ceza Anketi)

GENÇLİK FCA

FİZİKSEL CEZA ANKETİ

GENÇFORMU

Birçok anne-baba, çocukları uygunsuz davrandığında onları fiziksel olarak cezalandırır (öm. pataklar,tokat atar veya çimdikler). Lütfen, evde almış olabileceğiniz diğer cezaları değil, sadece fiziksel cezayı düşünün. Unutmayın ki burada yanlış ya da doğru yanıt yoktur, bu nedenle olabildiğince dürüst olun. Her ifadeyi, evde size nasıl davranılması istediğinize göre değil, gerçekten nasıl davranıldığını hissediyorsanız ona göre yanıtlayın.

Aşağıdaki maddelerde annenizin/babanızın davranışı hakkında düşünün. Eğer anneniz sizi cezalandırıyorsa, "ANNENİZİN DAVRANIŞI" başlıklı bölümdeki aşağıdaki maddelerin tümüne karşılık verin. Eğer anneniz sizi asla fiziksel olarak cezalandırmıyorsa, aşağıda 3. Madde için ayrılan yere 1 (asla) yazın ve bundan sonra 4. sayfadaki 'BABANIZIN DAVRANIŞI" başlıklı bölümdeki maddelere geçin.

Anne ve baba davranışları hakkındaki sorulara geçmeden önce lütfen aşağıdaki iki soruyu yanıtlayın.

1) TEMEL BAKICI

Temel bakıcınız sizin günlük bakım ve gözetiminizden sorumlu olan kimsedir .

Benim evdeki temel bakıcım:

____ 1.Anne
____ 2. Baba
____ 3.Diğer. Lütfen kim olduğunu belirtiniz.

2) DİSİPLİNCİ

Temel dsiplinciniz evde sizi en sık cezalandıran kimsedir.

Temel disiplincim:

____ 1.Anne
____ 2. Baba
____ 3. Annem ve babam beni eşit olarak cezalandırır
____ 4. Diğer .Lütfen kim olduğunu belİrtiniz:
____ 5. Evde asla fizİksel olarak cezalandırılmam

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Çeviri: Fatoş Erkman, 2001

ANNENİN DAVRANIŞI

3. Genelde, annem beni cezalandırır

_____	1	2	3	4	5	6
	Asla	Yalnızca bir iki kez	Sık değil	Arada sırada	Oldukça sık	Çok sık

4. Genelde annem beni cezalandırdığında, bu ceza

_____	1	2	3	4
	Hiç sert değildir	Çok sert değildir	Biraz serttir	Çok serttir

5. Annem bir seferinde yaptığım bir hata için beni cezalandırır ama başka durumlarda aynı şey için cezalandırmaz.

_____	1	2	3	4
	Hemen hemen her zaman doğru	Sıklıkla doğru	Bazen doğru	Hemen hemen hiçbir zaman doğru değil

6. Uygunsuz bir şey yaptığımda, bir seferinden diğerine annemin beni cezalandırıp cezalandırmayacağını bilemem.

_____	1	2	3	4
	Hemen hemen her zaman doğru	Sıklıkla doğru	Bazen doğru	Hemen hemen hiçbir zaman doğru değil

7. Ortalama olarak annem beni haftada _____ kere cezalandırır. (Yaklaşık olarak kaç kere olduğunu tahmin edin. Eğer haftada bir kereden az ise boşluğa sıfır (0) yazın)

8. Genelde kural olarak annem beni cezalandırdığında, bu cezanın _____ olduğunu hissederim.

_____	1	2	3	4
	Çok haksız	Biraz haksız	Biraz adil	Çok adil

9. Genel kural olarak annem beni cezalandırdığında, bu cezayı _____ olduğumu hissederim.

	1	2	3	4
_____	Hemen hemen hiçbir zaman hak etmemiş	Bazen hak etmiş	Sıklıkla hak etmiş	Hemen hemen her zaman hak etmiş

10. Yapmamam gereken birşey yaptığımı ya da yapmam gereken birşeyi yapmadığımı öğrendiği zaman, annem genellikle beni _____

_____
1. O anda cezalandırır
2. Cezalandırmadan önce kısa bir süre (birkaç dakika gibi) bekler
3. Cezalandırmadan önce uzun bir süre (birkaç saat gibi) bekler
4. Cezalandırmadan önce bir gün ya da daha fazla bekler

11. Beni cezalandırmadan önce annem ne hata yaptığımı ve yaptığıma neden hata olduğunu açıklar.

	1	2	3	4
_____	Hemen hemen hiçbir zaman doğru değil	Bazen doğru	Sık olarak doğru	Hemen hemen herzaman doğru

Annenizden Alınmış Olan Ceza Türleri

Lütfen, şimdiye kadar annenizin size uyguladığı her tür fiziksel cezayı işaretleyiniz. Almış olduğunuz her ceza türünün yanındaki boşluğa *1 (bir)* koyun; hiç almamış olduğunuz cezanın yanına *0(sıfır)* koyun.

12. _____ Popomu eli açık olarak pataklar
13. _____ Bana tokat atar
14. _____ Beni itekler
15. _____ Beni birden,kuvvetle çeker
16. _____ Beni tekmeler
17. _____ Beni bir nesne (ince değnek, kemer veya elektrik kordonu gibi) ile iz, yara veya çürük bırakacak şekilde şiddetli döver
18. _____ Bana bir nesne (ince değnek, kemer veya elektrik kordonu gibi) ile ama iz,yara veya çürük bırakmayacak, sıkıca ama şiddetli olmayan bir şekilde vurur
19. _____ Saçımı çeker
20. _____ Kulağımı çeker
21. _____ Sert nesneler (taş gibi) üzerine diz çöktürür
22. _____ Uzun süre (öm. bir köşede) ayakta tutar
23. _____ Beni çimdikle
24. _____ Beni sarsar

Diğer: Lütfen, size anneniz tarafından uygulanmış olan diğer tüm fiziksel ceza türlerini sıralayın (ağzıma sabun koyar, kolumu sıkar, bana bir şeyler fırlatır gibi).

25. _____ _____

26. _____ _____

27. _____ _____

28. _____ _____

Lütfen diğer bçlüme devam edin

BABANIN DAVRANIŞI

Eğer babanız sizi asla fiziksel olarak cezalandırmıyorsa, aşağıdaki 29. Madde için ayrılan yere 1 (asla) yazın ve bu bölümdeki diğer maddeleri doldurmayın. Bir sonraki bölüme geçin.

29. Genelde, babam beni cezalandırır

_____

1	2	3	4	5	6
Asla	Yalnızca bir iki kez	Sık değil	Arada sırada	Oldukça sık	Çok sık

30. Genelde babam beni cezalandırdığında, bu ceza

_____

1	2	3	4
Hiç sert değildir	Çok sert değildir	Biraz serttir	Çok serttir

31. Babam bir seferinde yaptığım bir hata için beni cezalandırır ama başka durumlarda aynı şey için cezalandırmaz.

_____

1	2	3	4
Hemen hemen her zaman doğru	Sıklıkla doğru	Bazen doğru	Hemen hemen hiçbir zaman doğru değil

32. Uygunsuz bir şey yaptığımda, bir seferinden diğerine babamın beni cezalandırıp cezalandırmayacağını bilemem.

_____

1	2	3	4
Hemen hemen her zaman doğru	Sıklıkla doğru	Bazen doğru	Hemen hemen hiçbir zaman doğru değil

33. Ortalama olarak babam beni haftada _____ kere cezalandırır. (Yaklaşık olarak kaç kere olduğunu tahmin edin. Eğer haftada bir kereden az ise boşluğa sıfır (0) yazın)

34. Genelde kural olarak babam beni cezalandırdığında, bu cezanın _____ olduğunu hissederim.

_____

1	2	3	4
Çok haksız	Biraz haksız	Biraz adil	Çok adil

35. Genel kural olarak babam beni cezalandırdığında, bu cezayı _____ olduğumu hissederim.

_____

1	2	3	4
Hemen hemen hiçbir zaman hak etmemiş	Bazen hak etmiş	Sıklıkla hak etmiş	Hemen hemen her zaman hak etmiş

36. Yapmamam gereken birşey yaptığımı ya da yapmam gereken birşeyi yapmadığımı öğrendiği zaman, babam genellikle beni _____

_____

1. O anda cezalandırır
2. Cezalandırmadan önce kısa bir süre (birkaç dakika gibi) bekler
3. Cezalandırmadan önce uzun bir süre (birkaç saat gibi) bekler
4. Cezalandırmadan önce bir gün ya da daha fazla bekler

37. Beni cezalandırmadan önce babam ne hata yaptığımı ve yaptığıma neden hata olduğunu açıklar.

_____

1	2	3	4
Hemen hemen hiçbir zaman doğru değil	Bazen doğru	Sık olarak doğru	Hemen hemen herzaman doğru

Babanızdan Alınmış Olan Ceza Türleri

Lütfen, şimdiye kadar babanızın size uyguladığı her tür fiziksel cezayı işaretleyiniz. Almış olduğunuz her ceza türünün yanındaki boşluğa *1 (bir)* koyun; hiç almamış olduğunuz cezanın yanına *0 (sıfır)* koyun.

38. _____ Popomu eli açık olarak pataklar
39. _____ Bana tokat atar
40. _____ Beni itekler
41. _____ Beni birden,kuvvetle çeker
42. _____ Beni tekmeler
43. _____ Beni bir nesne (ince değnek, kemer veya elektrik kordonu gibi) ile iz, yara veya çürük bırakacak şekilde şiddetli döver
44. _____ Bana bir nesne (ince değnek, kemer veya elektrik kordonu gibi) ile ama iz,yara veya çürük bırakmayacak, sıkıca ama şiddetli olmayan bir şekilde vurur
45. _____ Saçımı çeker
46. _____ Kulağımı çeker
47. _____ Sert nesneler (taş gibi) üzerine diz çöktürür
48. _____ Uzun süre (öm. bir köşede) ayakta tutar
49. _____ Beni çimdikle
50. _____ Beni sarsar

Diğer: Lütfen, size babanız tarafından uygulanmış olan diğer tüm fiziksel ceza türlerini sıralayın (ağzıma sabun koyar, kolumu sıkar, bana bir şeyler fırlatır gibi).

51. _____ _____

52. _____ _____

53. _____ _____

54. _____ _____