

**THE INFLUENCE OF PARENTING ON
ACADEMIC ACHIEVEMENT AND SOCIAL ANXIETY
AMONG TURKISH ADOLESCENTS WITH
MEDIATING EFFECTS OF SELF-ESTEEM AND
AUTONOMY**

Master Thesis

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İSTANBUL, 2016

THE INFLUENCE OF PARENTING ON ACADEMIC ACHIEVEMENT AND
SOCIAL ANXIETY AMONG TURKISH ADOLESCENTS WITH MEDIATING
EFFECTS OF SELF-ESTEEM AND AUTONOMY

A THESIS SUBMITTED TO THE GRADUATE SCHOOL OF
SOCIAL SCIENCES OF BAÇEŞEHİR UNIVERSITY



BY

AYBEN BAYLAR

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER OF ARTS IN THE DEPARTMENT OF
CLINICAL PSYCHOLOGY

MAY, 2016

THE REPUBLIC OF TURKEY
BAHCESEHIR UNIVERSITY

GRADUATE SCHOOL OF SOCIAL SCIENCES
CLINICAL PSYCHOLOGY

Name of the thesis: The Influence of Parenting on Academic Achievement and Social Anxiety among Turkish Adolescents with Mediating Effects of Self-Esteem and Autonomy

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Date of the Defense Thesis: 12.05.2016

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ABSTRACT

THE INFLUENCE OF PARENTING ON ACADEMIC ACHIEVEMENT AND SOCIAL ANXIETY AMONG TURKISH ADOLESCENTS WITH MEDIATING EFFECTS OF SELF-ESTEEM AND AUTONOMY

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Supervisor: Assist. Prof. Arzu Aydınlı-Karakulak

May, 2016, 98 pages

Parenting dimensions have been found to be related with academic and social aspects of adolescents' lives and this study examined impact of maternal and paternal warmth and control levels on adolescents' academic achievement and social anxiety level through their self-esteem and autonomy levels. Participants were 174 students from a public secondary school in Istanbul. Students were asked to complete socio-demographic form, the Parenting Styles Questionnaire for mothers and fathers separately, the Rosenberg Self-Esteem Scale, the Adolescents Autonomy Questionnaire, and the Social Anxiety Scale for Adolescents.

When both parents' warmth and control levels were examined in the same model, results indicate that warmth level from mothers predicts adolescents'

academic achievement through their self-esteem and their social anxiety level through their autonomy. Both parents' control levels directly predict adolescents' social anxiety levels. Findings are discussed under the light of previous investigations. Strengths, limitations, and implications of the study are presented, as well.

Key words: Parents, Academic achievement, Social anxiety, Self-esteem, Autonomy.



ÖZ

EBEVEYN TUTUMLARININ ERGENLERİN AKADEMİK BAŞARILARI VE SOSYAL KAYGILARI ÜZERİNDEKİ ETKİSİ VE BU ETKİNİN ÖZGÜVEN VE OTONOMİ ARACILIĞIYLA İNCELENMESİ

Baylar, Ayben

Yüksek Lisans, Klinik Psikoloji

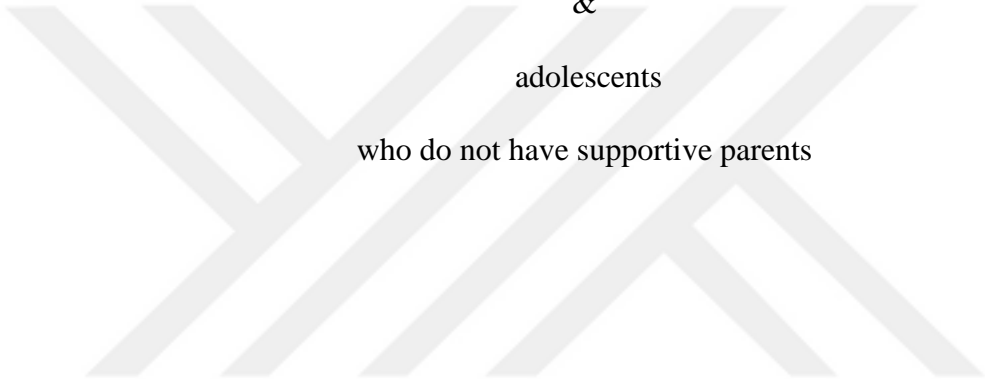
Tez Yöneticisi: Yrd. Doç. Dr. Arzu Aydınli-Karakulak

Mayıs, 2016, 98 sayfa

Ebeveyn tutumlarının ergenlerin hayatlarında akademik ve sosyal yönlerle ilişkili olduğunu gösteren çalışmalar bulunmaktadır ve bu çalışma anne ve babanın ilgi ve kontrol seviyelerinin ergenlerin akademik başarıları ve sosyal kaygı seviyelerini ne derece etkilediğini ve ergenlerin özgüven ve otonomi düzeylerinin bu etkileşimdeki aracı rolünü incelemeyi amaçlamıştır. Araştırma örneklemini İstanbul ilindeki bir devlet ortaokulunda okuyan 174 öğrenci oluşturmaktadır. Öğrencilerden sosyo-demografik formu, anneleri ve babaları için ayrı ayrı Çocuk Yetiştirme Tutumları Ölçeğini, Rosenberg Benlik Saygısı Ölçeğini, Ergen Özerklik Ölçeğini ve Ergenler için Sosyal Kaygı Ölçeğini cevaplandırmaları istenmiştir.

Arařtırma sonuları iki ebeveynin de ilgi ve kontrol seviyeleri tek modelde incelendiėinde, annenin ilgisinin ergenlerin zgven seviyeleri aracılıėıyla akademik bařarılarını ve otonomi seviyeleri aracılıėıyla da sosyal kaygılarını yordadıėını gstermiřtir. İki ebeveynin de kontrol dzeylerinin ergenlerin sosyal kaygılarını doėrudan etkilediėi gzlenmiřtir. Bulgular nceki arařtırmaların ıřıėında tartiřılmıřtır. Ayrıca alıřmanın gl ve zayıf yanları ile katkıları sunulmuřtur.

Anahtar Kelimeler: Ebeveynler, Akademik bařarı, Sosyal kaygı, zgven, Otonomi.



To children
&
adolescents
who do not have supportive parents

ACKNOWLEDGEMENTS

First of all, I would like to thank my thesis supervisor Assist. Prof. Arzu Aydınlı-Karakulak for not only her valuable comments, efforts, and guidance but also her emotional support, confidence in me, and encouragements. She added a lot to me on the way to complete this study. I cannot express how I feel lucky and grateful for being her thesis student.

I would like to convey my gratitude to my jury members. I would like to thank Assist. Prof. Ayşe Altan-Atalay, who taught me how to write a paper in accordance with APA guideline for the first time, for her valuable advices. Also, many thanks to Assist. Prof. Başak Türküler Aka, who encourage me to conduct first clinical interview for the first time, for her valuable opinions.

I would like to thank to TÜBİTAK BİDEB for support they provided during my entire undergraduate and graduate education.

I would like to thank my uncle, Salih Haydar, for his continuous support and confidence in me.

Special thanks to my many friends, especially Demet Ay, Melda Sürek, Fulya Gülada, and Kaan Haydar, for their empathy, understanding, and supports through the entire process. They made me never feel alone and they provide me courage and motivation.

I would like to express my gratitude to the precious people in my life. I would like to thank my parents Radife and Bekir Baylar and my brother Berke Baylar and

my fiance Kerim Dođan for their love, unconditional support, and being behind me. They were always there for me and I am proud of their confidence in me. They made my dream about becoming a clinical psychologist come true.

Ayben Baylar / İstanbul, 2016



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LIST OF ABBREVIATIONS

Care-M: Care Levels of Mothers

Control-M: Control Levels of Mothers

Care-F: Care Levels of Fathers

Control-F: Control levels of fathers

SES: Socioeconomic level

PSQ: Parenting Style Questionnaire

PSQ-M: Parenting Style Questionnaire for Mothers

PSQ-F: Parenting Style Questionnaire for Fathers

RSS: Rosenberg Self-Esteem Scale

AAQ: Adolescents Autonomy Questionnaire

SAS-A: Social Anxiety Scale for Adolescents

SEM: Structural Equation Modeling

RMSEA: The Root Mean Square Error of Approximation

CFI: Comparative Fit Index

TLI: Tucker Lewis Index

CHAPTER 1

INTRODUCTION

“Perhaps it takes courage to raise children.”

John Steinbeck, 1952

Over the course of many years, people have agreed on a great deal of influence of family on human lives. Therefore, investigations concerning parenting style, which is the one way to explore family, have come into prominence and this issue has been ranked high in the agenda of psychology for a long time (e.g. Baumrind, 1971; Steinberg, Lamborn, Dornbusch, & Darling, 1992; Dehyadegary, Divsalar, Esmacili, Sadr & Askari, 2012). With these investigations, the significance of parenting style and its various effects on behaviors of children and adolescents has been demonstrated (Masud, Thurasamy, & Ahmad, 2014).

Studies have been conducted and claimed that there is a relationship between parenting styles and children’s and adolescents’ academic achievement (Dornbusch, Ritter, Leiderman, Roberts, & Fraleigh, 1987), dietary behaviors (Kremers, Brug, de

Vries, & Engels, 2003), smoking behavior (Radziszewska, Richardson, Dent, & Flay, 1996), and many psychological states such as psychosocial maturity (Steinberg, Elmen, & Mounts, 1989), self-esteem levels (Heaven & Ciarrochi, 2008), loneliness (Minzi, 2006), social anxiety levels (Spokas & Heimberg, 2009), peer relations (Dekovic & Meeus, 1997), autonomy levels (Deslandes & Potvin, 1999), motivation (Rivers, 2006), depression (Betts, Gullone, & Allen, 2009), life satisfaction (Milevsky, Schlechter, Netter, & Keehn, 2007) and so on. Based on these relationships, authoritative parenting has been identified as the most favorable parenting style, generally (e.g. Baumrind, 1971; Hickman, Bartholomae, & McKenry, 2000; Musaagaoglu & Güre, 2005). Especially, it has been consistently found that children and adolescents who are raised in a family including high levels of parental warmth and reasonable levels of control from parents get higher course scores in school (e.g. Steinberg et al., 1992; Hickman et al., 2000; Dornbusch et al., 1987), and become psychosocially more adjusted (e.g. Beyers & Goossens, 1999; Minzi, 2006; Kindap, Sayıl & Kumru, 2008), compared to their peers who are raised in families with lower levels of warmth and excessive levels of control.

As stated, studies concerning parenting styles have emphasized a variety of outcomes for children and adolescents (Heyndrickx, 2004). Among these outcomes, academic achievement and social anxiety, two major topics for parenting studies (Bae, Hopkins, Gouze, & Lavigne, 2014), are considered as two very important aspects for adolescents' lives. As from early years of school life, academic achievement represents one of determinants for the judgment of one's success and even, sometimes it becomes the only criteria for that, particularly in the Turkish context (Güroğlu, 2002). Also, in terms of social anxiety, epidemiological

investigations indicated that social phobia generally begins in early adolescence (e.g. Wittchen, Essau, Von Zerssen, Krieg, & Zaudig, 1992; Wittchen, & Fehm, 2003), perhaps due to the fact that early adolescence is a special period for making friends, identifying with peer groups, and worrying about physical appearance, social abilities, negative evaluations and so on (Albano, 1995).

In the present study, several issues will be addressed. First, the most frequent parenting style in Turkey will be investigated. Then, the relationships between parenting dimensions which are warmth and control levels of parents, and adolescents' academic achievement, social anxiety, self-esteem, and autonomy levels will be examined. Also, it will be assessed whether self-esteem and autonomy levels of adolescents explain any of these relationships, since self-esteem and autonomy seem to be related not only with parenting dimensions, but also with academic achievement and social anxiety levels of adolescents (e.g. Chen, & Dornbusch, 1998; Beyers, & Gossens, 1999; Sümer, & Güngör, 1999; Martinez, Garcia, & Yubero, 2007; Kindap, Sayıl, & Kumru, 2008; Sheykhjan, Jabari & Rajeswari, 2014). A model including self-esteem and autonomy has been never studied earlier, to our knowledge. Therefore, testing their mediating effects for the relationship between parenting styles and academic and social outcomes will contribute to the literature and clinical practices. Also, having information about these topics will be helpful for understanding why some children are better at school academically and socially than their peers who come from similar developmental, intellectual and socioeconomic backgrounds.

As a summary, this study will focus on following three research questions:

1. Which parenting style is most frequent in Turkey based on the present sample?
2. Are high levels of warmth and low levels of control from parents associated with more advantageous outcomes for Turkish adolescents in terms of psychosocial adjustment and academic achievement?
3. How do high levels of warmth and low levels of control from parents predict adolescents' academic achievement and social anxiety levels? In other words, do adolescents' autonomy and self-esteem levels mediate the link between parenting dimensions and adolescents' academic and psychosocial adjustment?

1.1. Parenting Style

The studies of Diana Baumrind (e.g. 1971, 1972, 1991b) have constructed a framework for parenting style investigations. Baumrind (1971) has described parenting style as a combination of parental values, attitudes, beliefs, and behaviors that are projected onto the child. She explained this concept with three different models which are authoritative, authoritarian, and permissive parenting styles.

The first one, authoritative parenting style, involves rational expectations towards the child, clear and well-explained rules, encouragement of child's autonomy and open communication. Parents applying this style of parenting show high levels of warmth and responsiveness to their child. They encourage the child to participate in the familial process of making decisions and rules and focus on non-punitive punishment implementations. Also, these parents demonstrate a low to

moderate level of control to the child. In turn, they request to take responsibility for the child's own behaviors and to follow the rules from the child.

The second pattern, authoritarian parenting style, includes absolute set of standards, strict control and obedience, lack of sufficient compassion and communication towards the child. Authoritarian parents apply rules without any given reasoning and expect to be accepted these rules without questioning by the child. They are generally punishment-oriented when the child violates the rules.

Permissive parenting style is the final pattern which corresponds with lack of both control and responsiveness of parents to the child. Permissive parents exhibit hardly ever discipline and give excessive levels of freedom to their child. Generally, emotional bonding between these parents and the child is not adequate for decent familial relationships. They have neither limits nor expectations towards the child.

In follow-up studies, Baumrind (1972, 1991b) found that children who are raised in authoritative families are more adjusted socially and academically than their peers. Also, there are many studies that confirmed Baumrind's findings (e.g. Lamborn, Mounts, Steinberg, & Dornbusch, 1991; Sümer & Güngör, 1999; Hickman et al., 2000).

1.2. Parenting Dimensions

Maccoby and Martin (1983) reconstructed Baumrind's categorization of parenting styles in terms of its underlying dimensions which are responsiveness and

demandingness. For example, in terms of parenting dimensions, while authoritative parents arrange their level of responsiveness and demandingness according to their child's developmental stage, authoritarian parents have high levels of demands from their child, but do not show sufficient levels of responsiveness.

Also, Maccoby and Martin (1983) divided the permissive parenting style into neglectful parenting style including both low levels of demands and responsiveness to the child and indulgent parenting style including low levels of demand but high levels of responsiveness. Neglectful parents are emotionally distant to their child and they do not control or take care of what happens in their child's life, apart from meeting basic needs of the child. However, indulgent parents always tend to be concerned and accepting towards their child. They do not limit the child in any circumstances and never use punishment.

In addition, Lamborn and her colleagues (1991) considered that these parenting dimensions, responsiveness and demandingness, are related to the parents' care/acceptance/warmth and control/strictness/supervision levels towards their child respectively. In Figure 1.1., the classification of parenting styles based on parenting dimensions is portrayed.

		Responsiveness / Care	
		Low	High
Demandingness / Control	Low	Neglectful	Indulgent
	High	Authoritarian	Authoritative

Figure 1.1. Parenting categorization based on parenting dimensions by Maccoby and Martin, (1983) and Lamborn et al., (1991).

1.3. Literature Review

1.3.1. Frequency of Parenting Styles

There are different patterns of frequency of parenting styles across countries. For instance, according to the large scaled study of Calafat, Garcia, Juan, Becona, and Fernandez-Hermida (2014), authoritative parenting style is mostly seen in European countries including Sweden, United Kingdom, Spain, Portugal, Slovenia and Czech Republic. Dominance of authoritative practices of parents was also seen in Mexican-descent (Varela et al., 2004). Nevertheless, in Arab societies including Egypt, Algeria, Lebanon, Jordan, Palestinian, Saudi Arabia, Yemen and Palestinians in Israel, “combined parenting patterns: (inconsistent) permissive and authoritarian, controlling (authoritarian and authoritative), and flexible (authoritative and permissive)” were found; which suggested that parenting styles among these societies are not as discrete as in Western countries (Dwairy et al., 2006, p. 230).

In terms of which parenting style is mostly seen in Turkey, no clear pattern exists. In the study of Sümer and Güngör (1999), Turkish parents were most frequently identified as authoritarian and indulgent. Palut (2009) also described Turkish parents as authoritarian and conventional. Şen, Yavuz-Müren, and Yağmurlu (2014) suggested that most of the Turkish parents might be classified as authoritarian, since traditional Turkish parents generally emphasize punishment-oriented control, rarely apply verbal reasoning, and do not promote autonomy. On the other hand, Şen and colleagues (2014) also suggested that Turkish parents demonstrate high levels of warmth and responsiveness to their children as well; which is similar to Chinese parents as suggested by Chao (2001).

1.3.2. Parenting Styles across Cultures

It is now obvious that parenting and its outcomes for children and adolescents can change from culture to culture (e.g. Belsky, 1984; Kotchick, & Forehand, 2002; Bae et al., 2014). Even though, research about parenting was generally performed with homogeneous samples, recently, impacts of culture on parenting have been more frequently considered with ethnically or culturally diverse samples (Bae et al., 2014). However, in terms of effectiveness of parenting styles in different cultures, inconsistent findings about outcome and concept of parenting styles exist (e.g. Steinberg, Lamborn, Darling, Mounts, & Dornbusch, 1994; Chao, 1994; Chao, 2001).

For example, Steinberg and his colleagues (1994) noted that although authoritative parenting is comparatively more favorable for European American

youth in terms of their psychosocial development and school achievement, authoritarian parenting is comparatively more favorable for Asian American youth. Findings of another study suggested that restrictive parenting seems also more advantageous for school achievement of African Americans children (Dearing, 2004). On the other hand, Bae, Hopkins, Gouze and Lavigne (2014) examined European American, African American and Hispanic children and concluded that there are much more resemblances than differences in the influences of parenting styles between these different ethnic groups.

From a different perspective, Chao (1994) found that many Chinese students who are raised in authoritarian families receive higher course scores in school. Later, Chen, Dong, and, Zhou (1997) advocated that the outcomes of authoritarian and authoritative parenting in Chinese culture are not different from those figured out in Western cultures. However, in another study of Chao (2001), it was concluded that authoritative parenting style is not better than authoritarian style for estimating the school performance of Chinese American youth, because even though Chinese parenting is defined as very controlling and authoritarian, it also includes high level of warmth and involvement (unlike the authoritarian parenting style). Hence, Chao (1994) advocated that the concept of parenting style is ethnocentric and might change from culture to culture. In short, the issue of effectiveness and concept of parenting styles in different cultures stays controversial. Therefore, examining parenting influences on children's and adolescents' lives using a dimensional approach might make this subject more understandable.

Sümer and Güngör (1999) advocated that not only in European countries, but also in Turkey authoritative parenting style is associated with more advantageous results for children and adolescents. For example, in their review study about parenting style in Turkey, Sümer, Gündoğdu-Aktürk and Helvacı (2010) stated that children and adolescents who describe their parents as more authoritative have higher levels of self-esteem, autonomy, secure attachment, prosocial behaviors, and academic achievement. However, they also indicated that there are signals that (moderate levels of) control and warmth from parents might be perceived as the same thing by children and adolescents in the parenting studies conducted in Turkey. As stated, in order to prevent this conceptual confusion and clarify which parental effect benefits the academic and social well-being of children and adolescents, dimensions of parenting style, warmth and control levels of parents, need to be examined separately.

1.3.3. Parenting Dimensions and Academic Achievement

As aforementioned, many studies have shown that parenting style is a strong predictor of adolescents' achievement results (e.g. Steinberg et al., 1989; Steinberg et al., 1992; Rivers, 2006). Indeed, it has been suggested that adolescents having authoritative parents receive higher course scores than their peers in school (e.g. Dornbusch et al., 1987; Steinberg et al., 1992; Rivers, 2006). Also, it has been found that adolescents raised by neglectful parents get the poorest scores and adolescents who describe their parents as authoritarian or indulgent have a tendency to score between authoritative and neglectful groups in school (Lamborn et al., 1991; Radziszewska et al., 1996). Weiss and Schwarz (1996) followed a different and more

comprehensive categorization of parenting style including authoritative (caring and strict), democratic (caring and modestly strict), permissive (caring and not strict), authoritarian-directive (not caring and highly strict), nonauthoritarian-directive (not caring and modestly strict), unengaged (not caring and not strict) and good enough (modestly caring and modestly strict) styles; which was asserted in the latest works of Baumrind (e.g. 1991a, 1991b) in their study regarding adolescents' academic achievement. They found that students who are raised by authoritative, permissive and democratic parents had higher course scores, but surprisingly, the permissive parenting style had a more positive effect on adolescents' course scores compared to authoritarian-directive and democratic parenting.

Recently, in order to scrutinize which parenting effect actually influences adolescents' course scores, investigations emphasizing separately on parenting dimensions, warmth and control levels of parents, have increased (e.g. Chen, Liu, & Li, 2000; Kim, & Rohner, 2002; Fulton, & Turner, 2008). In this direction, it was found that parental warmth contributed to academic competence of adolescents (Gray, & Steinberg, 1999). Also, Potvin, Deslandes, and Leclerc (1999) indicated that no matter how the family structure and education levels of parents are, warmth from parents was found as one of the determinants that benefits course scores of adolescents. However, the studies of Gray and Steinberg (1999), and Potvin and his colleagues (1999) did not focus on separate effects of warmth levels of mothers and fathers. Kim and Rohner (2002) studied maternal and paternal parenting separately and they figured out that although paternal or maternal control levels were not related with academic achievement, both parents' warmth/care levels were associated with

adolescents' course scores. In contrast, Chen, Liu and Li (2000) found that only paternal warmth levels predicted course scores of adolescents.

In fact, in terms of the impact of control level from parents on adolescents' course scores, many research results support different outcomes across societies, since, for example, in Chinese culture, parental authority and power assertion by parents often interchange with parental warmth, involvement and care. In other words, control and supervision have positive connotations; hence, it is even thought to be an important responsibility of parents in Chinese society (Chao, 1994). Therefore, high levels of control from parents were often associated with higher course scores, for especially Asian students (Dornbusch et al., 1987), as indicated earlier. However, in contrast, Kim and Rohner (2002) examined Korean-American students and found that parental control was not associated with adolescents' course scores. When it is looked at this issue in Turkish context, it was found that maternal control level was positively related with academic achievement (Güroğlu, 2002). In short, in order to clarify the influence of maternal and paternal warmth and control levels on school achievement of adolescents, more studies are required.

1.3.4. Parenting Dimensions and Social Anxiety

Besides academic achievement, social anxiety is a significant aspect of psychosocial adjustment for adolescents (Kındap, Sayıl & Kumru, 2008), and development of socially anxious behavior has been found to be related with familial context (e.g. Masia & Morris, 1998; Sümer & Güngör, 1999; Kındap, Sayıl & Kumru, 2008; Jones, 2009); which has been well-documented by the literature (e.g.

Dekovic, & Meeus, 1997; Masia, & Morris, 1998). Social anxiety is defined as fear and avoidance of social interactions, accompanied by extreme preoccupation with being afraid of exclusion, criticism, or degradedness (Spokas, & Heimberg, 2009). Masia and Morris (1998) advocated that the relationship between parent-child interaction and occurrence of social anxiety is not surprising since a significant amount of a person's learning history about social stimuli has been structured in the family context.

Baumrind (1967, 1971) stated that children who have authoritative parents show higher levels of social competence than their peers. However, Steinberg et al. (1994) supported that adolescents who have permissive parents are the most disadvantaged group in terms of psychosocial adaptation and emotional fluctuations. Moreover, Dekovic and Janssens (1992) conducted a study comparing popular and rejected children. Their results indicate that many rejected children's parents interact with their child in more authoritarian ways such as using criticism overly, relying on strict directions, and showing low levels of positive emotions.

In terms of parenting dimensions, warmth and control levels of parents, and different anxiety symptoms, a large amount of research has been conducted (e.g. Chrystan, 2005; Jones, 2009; Rork, & Morris, 2009). For instance, Arrindel and his colleagues (1989) showed that socially anxious people evaluated their both parents as exhibiting lower levels of warmth and higher levels of control. Furthermore, Muris and Merckelbach (1998), and Rork and Morris (2009) found that higher levels of control from both parents are related with higher levels of anxiety disorders among children. The study of van Brakel, Muris, Bögels and Thomassen (2006) showed a

significant relationship between parental control and anxiety symptoms among adolescents as well. A direct observation study conducted by Hudson and Rapee (2001) demonstrated the significant association between maternal involvement and negativity and children's increased levels of anxiety. Greco and Morris (2002) investigated adolescents and their fathers in an observational way and found that fathers of adolescents having higher levels of social anxiety demonstrated more controlling behaviors. In Turkey, Aka (2011) found that there was a negative association between parental warmth and socially anxious behavior of participants, and stated that children receiving a decent level of warmth from their parents might be able to connect to other people more effectively than those having perceived high levels of rejection and overprotection from their parents. Consistently, Altan-Atalay (2011) demonstrated that parental care, especially maternal care, is significantly related with social anxiety. In addition to this finding, in her study, a significant association between fear of negative evaluation, which is considered as a side of social anxiety, and parental overprotection was found. Since investigations regarding the relationship between parental factors and anxiety symptoms in Turkey have generally been conducted with university samples (e.g. Sümer, & Güngör, 1999; Altan-Atalay, 2011; Aka, 2011), further research is needed in order to retry the present findings and examine them with different samples in terms of age, pathology, educational status and so on .

1.3.5. Possible Mediating Factors

There has been a growing number of studies that attempt to explain this relationship between parental influence and school achievement of adolescents (e.g.

Steinberg et al., 1992; Rivers, 2006; Dehyadegary et al., 2012). These studies generally concentrate on a mediator variable that connects these two factors. Until now, the studies focusing on the relationship between parental influence and its effect on adolescents' academic achievement have shown that psychosocial maturity (Steinberg et al., 1989), parental involvement (Steinberg et al., 1992), motivation (Rivers, 2006) and academic engagement (Dehyadegary et al., 2012) mediate this relationship, while parental encouragement (Steinberg et al., 1992), goal orientation and academic self-efficacy (Rivers, 2006) have not been found as mediators for this relationship.

In terms of the relationship between familial factors and anxiety symptoms, mediational investigations have increased, as well (e.g. Chorpita, Brown, & Barlow, 1998; Spokas, & Heimberg, 2009; Altan-Atalay, 2011). In these studies, sense of control (Ballash, Pemble, Usui, Buckley, & Woodruff-Borden, 2006), locus of control (Chorpita et al., 1998; Spokas, & Heimberg, 2009), intolerance to uncertainty (Zlomke, & Young, 2009), and maladaptive evaluative concerns (Altan-Atalay, 2011) were found as mediators for the link between familial influence and anxiety symptoms whereas looming maladaptive style (Altan-Atalay, 2011) was not found as mediator in this relationship.

In the present study, the mediating role of self-esteem and autonomy between maternal and paternal parenting dimensions, and academic achievement and social anxiety of adolescents will be examined.

1.3.5.1. Role of Self-Esteem

Self-esteem is one of the most widely studied concepts of psychology and because of this: it has a variety of descriptions, measures, frameworks and theories (Lönnqvist et al., 2009). According to Rosenberg (1965, p. 31) who developed a highly reliable and valid measure for perceived self-esteem, self-esteem is the “feeling that one is good enough”.

In many studies, self-esteem has been found to be associated with parenting style (e.g. Sümer & Güngör, 1999; Martinez & Garcia, 2007; Milevsky et al., 2007) and academic achievement (e.g. Tremblay, Inman, & Wilms, 2000; Aryana, 2010; Sheykhjan et al., 2014). In terms of its association with parents, Herz and Gullone (1999) suggested that if parents demonstrate high levels of overprotection and low levels of acceptance towards their children, negative effects on children’s self-esteem were observed. Lamborn and her colleagues (1991) figured out that adolescents raised by parents who show high levels of responsiveness and low levels of demandingness scored highest on a self-esteem measure. In the same direction with these mentioned studies, Stewart and her colleagues (1998) indicated that strict control from parents is negatively related with adolescents’ self-esteem and Heaven and Ciarrochi (2008) found that authoritarian parenting style is correlated with low self-esteem levels for adolescents. Tunç (2011) also stated that both maternal and paternal care/acceptance are positively associated with adolescents’ self-esteem levels, whereas control from both parents is negatively related with it.

Also, in terms of adolescents' academic achievement, according to the self-esteem model, adolescents who show higher levels of self-esteem generally get higher course scores in school (Ross & Broh, 2000). The results of the studies conducted by Smith, Sapp, Farrell and Johnson (1998), Tremblay and his colleagues (2000), and Aryana (2010) supported the self-esteem model.

As a conclusion, Dehyadegary et al. (2012) and Steinberg et al., (1989) indicated that self-esteem is a possible mediating construct in the link between parenting style and academic achievement of adolescents. Even though there is research that tested the mediating effect of self-esteem between maternal control and academic and psychosocial adjustment of adolescents (Kindap et al., 2008), there is no study that examines the mediating role of self-esteem in the relationship between parenting dimensions, including maternal care, paternal care, and paternal control as well, and adolescents' school achievement and social anxiety levels.

When examining the association between self-esteem and social anxiety, a negative relationship can be observed (e.g. Clark, & Arkowitz, 1975; Schlenker, & Leary, 1982; de Jong, 2002). Clark and Arkowitz (1982), Schlenker and Leary (1982), and de Jong (2002) suggested that the lower a person's self-esteem level, the higher will be the level of social anxiety she or he experiences.

Koydemir-Özden and Demir (2009) found that self-esteem mediated the relationship between parental acceptance and shyness of adolescents which is conceptualized as subjective anxiety and behavioral restraint by the self (Leary, 1986). However, according to our literature search, no research examining the

mediator role of self-esteem in the link between parenting dimensions and social anxiety of adolescents has been conducted.

1.3.5.2. Role of Autonomy

In addition to self-esteem, the relationship between autonomy levels of adolescents and parenting style (e.g. Beyers & Gossens, 1999; Deslandes & Potvin, 1999; Sümer & Güngör, 1999) and academic achievement (e.g. Chen & Dornbusch, 1998; Beyers, & Gossens, 1999; Deslandes & Potvin, 1999) and social anxiety (e.g. Alford, & Gerrity, 1995; Chrystan, 2005; Bekker, & Croon, 2010) has been investigated. Even though, as for the definition of self-esteem, autonomy has been defined many times, no universal description exists (Çelik, 2015). However, it is generally understood as regulating oneself, as the feeling of being responsible for one's own actions and as making choice by considering one's own competence, interests and values (Erbahar, 2014). Özdemir and Çok (2011) advocated that adolescence is the most important period for autonomy development and Musaağaoğlu and Güre (2005) stated that autonomy development begins in early stages of adolescence and continues until young adulthood.

With regard to the relationship between parenting influence and autonomy levels of adolescents, Grolnick, Deci and Ryan (1997) found that adolescents who have more caring parents feel more competent and are motivated to be more autonomous. However, Beyers and Goossens (1999) indicated that high levels of authoritativeness (including a high level of warmth) from parents are correlated with

lower levels of autonomy of adolescents. In addition, Deslandes and Potvin (1999) found that parental warmth is positively related with autonomy levels of adolescents.

According to Kağıtçıbaşı (1997), parental influence on autonomy levels of adolescence depends on whether the society of these parents is considered as individualistic or collectivistic, since parents in individualistic cultures promote independence and autonomy while those in collectivistic cultures emphasize dependence and loyalty. From this perspective, in the Turkish context, Musaağaoğlu and Güre (2005) and Çelik (2015) found that excessive control from parents is negatively associated with autonomy levels for adolescents. On the other hand, Musaağaoğlu and Güre (2005) stated that there is positive relationship between warmth/care from parents and adolescents' autonomy.

When looking at the association between adolescents' autonomy levels and academic achievement, it was found that adolescents perceiving themselves as more autonomous receive higher course scores in school (e.g. Miserandino, 1996; Deslandes, & Potvin, 1999) or they see themselves as academically more competent (Noom, Dekovic, & Meeus, 1999).

Deslandes and Potvin (1999) examined whether the autonomy level of students is a mediator between parenting dimensions and their course scores and they found that only parental warmth affects students' school achievement through its influence on autonomy. Nonetheless, there is still a need for further research investigating the effects of maternal and paternal parenting dimensions separately.

Also, in Turkey, all these variables have never been studied in one research comprehensively.

Actually, Bekker and Croon (2010) stated that the association between autonomy and social anxiety has not been frequently studied. Alford and Gerrity (1995) found no relationship between autonomy and anxiety symptoms. However, Chrystan (2005) showed that autonomy is a negative estimator for social anxiety and also stated that an increase in individuals' autonomy might be adequate to reduce individuals' social anxiety. Furthermore, Bekker and Croon (2010) hypothesized that autonomy-connectedness mediate the link between insecure attachment and anxiety; but found that autonomy-connectedness directly contributes to anxiety. As can be seen, these studies, excepted for the research of Chrystan (2005), did not specifically focus on social anxiety.

1.4. Aims of the Study

The theoretical frameworks that are provided by Baumrind (1971) and Maccoby and Martin (1983) will be used to introduce a working model for comprehending the relationship between parenting factors and adolescents' academic achievement and social anxiety with the impact of self-esteem and autonomy. The purpose of the study is to examine the frequency of different parenting styles in Turkey, to test the relationship between maternal and paternal parenting variables (warmth and control) and academic achievement and social anxiety among adolescents, and to investigate the extent to which the variables of self-esteem and autonomy mediate these relationships.

1.5. Hypotheses

H1: The first attempt of this study is the comprehension of frequency of various parenting styles in Turkish culture. In line with Palut (2009) and Şen, Yavuz-Müren, and Yağmurlu (2014), it is hypothesized that, unlike in European, American, and Mexican samples, the authoritarian parenting style will be the most common parenting style in present sample, since Turkish parents are control-oriented and discipline-focused.

H2: Parents' care and control levels will be related to adolescents' academic achievement, social anxiety levels, self-esteem and autonomy levels. In other words, higher care levels from both parents will be associated with higher academic achievement, lower social anxiety level, higher self-esteem and autonomy levels for the participants. In contrast, higher control levels from both parents will be associated with lower academic achievement, higher social anxiety, lower self-esteem and autonomy levels.

H3: Finally, an overarching mediation model that integrates the above hypothesized relationship is hypothesized. More specifically, self-esteem and autonomy will mediate the link between maternal and paternal care and control levels and adolescents' academic achievement and social anxiety. This hypothesized model is presented in Figure 1.2.

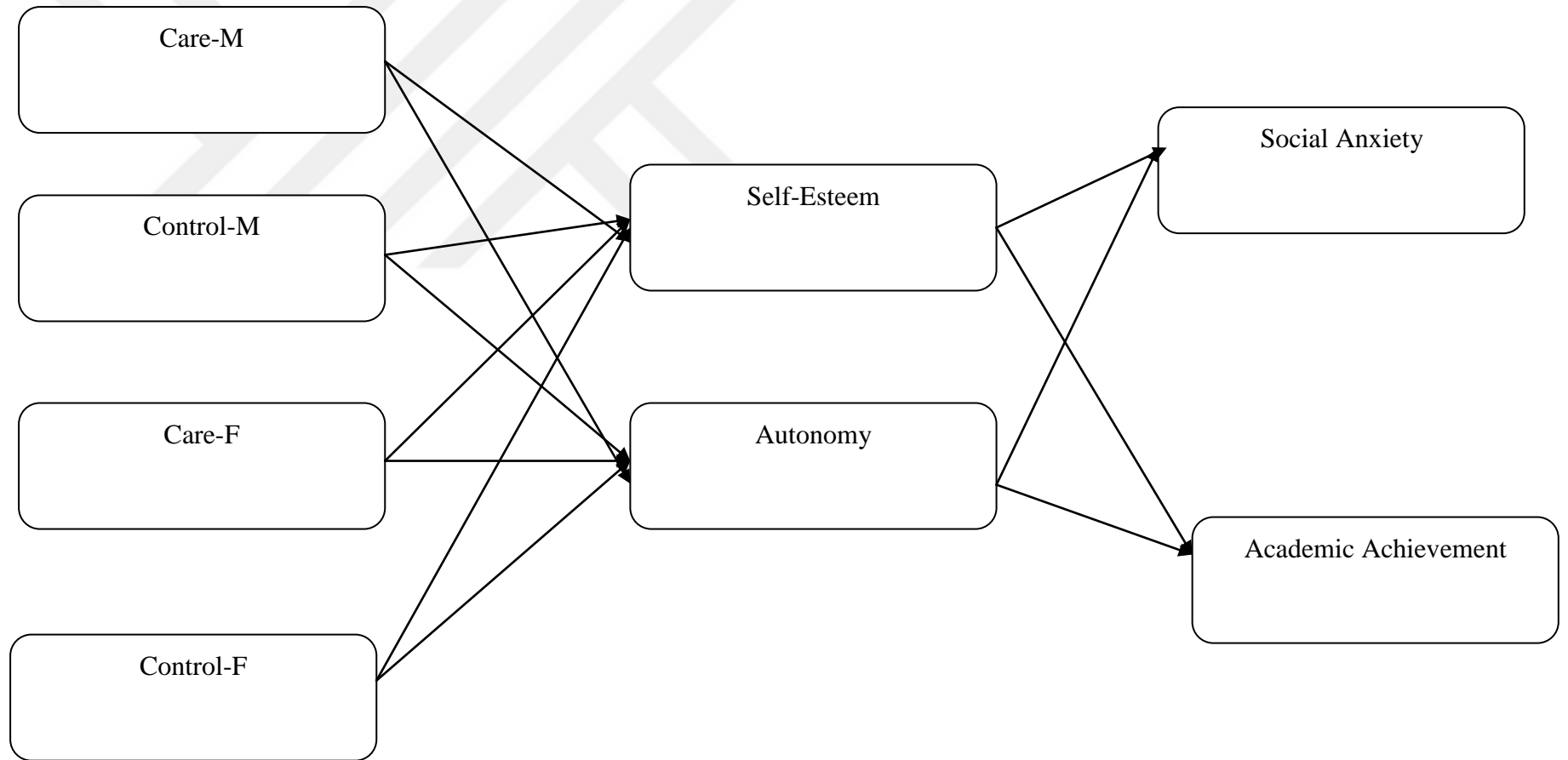


Figure 1.2. *The hypothesized overarching model.*

Note: Care-M: Maternal warmth/care, Control-M: Maternal control, Care-F: Paternal warmth/care, Control-F: Paternal control.

1.6. Importance of the Thesis

In terms of scientific implications, as stated, self-esteem has been hypothesized to function as a mediator for the relationship between parenting styles and academic achievement (e.g. Dehyadegary et al., 2012; Steinberg, Elmen and Mounts, 1989), but has not been demonstrated scientifically. Also, the association between autonomy and social anxiety has not been studied very often. Especially considering the studies about adolescents' school and social lives in Turkey, more research is needed. Therefore, this study would provide other investigators with insight on these important gaps in the literature.

Also, by applying structural equation modeling (SEM) techniques, a more comprehensive view on parenting styles' effects might be gained. In contrast to other studies using only a multiple regression approach, SEM allows for a simultaneous examination of academic achievement and social anxiety, while considering (and statistically controlling) effects of shared variances between mothers' and fathers' parenting dimensions, and between self-esteem and autonomy. By that, a more advanced view on the unique contributions of mothers' and fathers' care and control behaviors, and self-esteem and autonomy can be achieved.

Finally, the present thesis will provide crucial information about possible predictors of better performance in school and social interactions for adolescents. This information could be used to instruct stakeholders such as parents, teachers, government officials who are responsible for educating children or for education policies, psychologists and so on. In other words, of particular benefit would be the simultaneous assessment of self-esteem and autonomy as predictors of school and

social adjustment, which have never been studied together, even though they are often associated with these variables (e.g. Sümer & Güngör, 1999; Musaağaoğlu & Güre, 2005, Kındap, Sayıl & Kumru, 2008). For example, parents would have information regarding their impact through warmth and control levels on their child's academic and social life. Hence, they might be warmer and more responsive and less strict to their child in order to promote their child's achievement in school and psychosocial adjustment. Also, teachers and education officials would know the importance of self-esteem and autonomy of the students and they could arrange the syllabus according to this information. Moreover, they could add some activities aiming at increasing students' self-esteem and autonomy levels, especially for children and early adolescents who suffer from their parents' lower care and higher control levels in order to increase efficiency at school and in their social lives. For psychologists, when working with adolescents who are suffering from their familial context, they could know that lower adjustment in school and social lives for these adolescents is not a destiny. They could focus on increasing these adolescents' self-esteem and autonomy levels and in this way, they could help these adolescents to achieve higher course scores and better social interactions. Furthermore, examining both parents' warmth and control aspects and considering both academic and social sides of adolescents' lives in one model resembles actual life settings, and therefore allows to disentangle and to estimate the unique effects of mothers' and fathers' parenting effects on adolescents' academic and social lives more realistically.

CHAPTER 2

METHOD

2.1. Participants

The minimum sample size that was calculated using a correlation-based calculation method (Hulley, Cummings, Browner, Grady & Newman, 2013) was 84. A total of 183 students who are enrolled at secondary school in fifth, sixth, seventh and eighth grades participated in this study. Convenient sampling method was used for the selection of the sample. Gender composition of the participants consisted of 48.1% female and 51.4% male and the age of the participants ranged from 10 to 15 years ($M = 12.29$, $SD = 1.15$).

However, the data from six participants was removed since they constantly selected the same option for all items in the whole questionnaire. Therefore, the statistical analyses were run based on the data collected from 177 participants. The remaining sample consisted of 48.6% female and 50.8% male students with the age range of 10-15 years ($M = 12.31$, $SD = 1.14$). In terms of participants' grades in school, 18.1% of them were fifth graders, 36.2% of them were sixth graders, 19.2%

of them were seventh graders and finally, 26.6% of them were eighth graders. The detailed information about the frequency of age, gender, school grades of participants, education level of parents, number of siblings, and perceived socioeconomic level are presented in Table 2.1.

Table 2.1. *Demographic Characteristics of Sample*

Variable	N	%
Age		
10	6	3.4
11	39	22
12	61	34.5
13	35	19.8
14	32	18.1
15	2	1.1
Gender		
Female	86	48.6
Male	90	50.8
School Grade		
5th	32	18.1
6th	64	36.2
7th	34	19.2
8th	47	26.6
Mother's Education Level		
None	2	1.1
Primary School	12	6.8
Secondary School	25	14.1
High School	79	44.6
University	42	23.7
Graduate School	12	6.8
Father's Education Level		
None	2	1.1
Primary School	9	5.1
Secondary School	25	14.1
High School	70	39.5
University	54	30.5
Graduate School	11	6.2
Number of Siblings		
None	38	21.5
1	104	58.8
2	23	13

Table 2.1. *Demographic Characteristics of Sample (continued)*

Variable	N	%
Number of Siblings		
3	2	1.1
4	1	0.6
9	1	0.6
Perceived Socioeconomic Level		
Very high	6	3.4
High	79	44.6
Average	85	48
Below average	2	1.1
Low	0	0

2.2. Instruments

There were four instruments that were utilized in this investigation. The first one was Socio-demographic Form (see Appendix B) including questions about participants' demographic characteristics, background information and course scores. The second one was Parenting Styles Questionnaire (see Appendix C and F) in order to measure level of parenting dimensions that the participants are exposed. The third one was Rosenberg Self-Esteem Scale (see Appendix D) in order to evaluate their level of self-esteem and the fourth one was Adolescents Autonomy Questionnaire (see Appendix E) in order to evaluate their level of autonomy. The final one was Social Anxiety Scale for Adolescents (see Appendix G) in order to measure students' social anxiety level.

2.2.1. Socio-Demographic Form

The Socio-demographic Form was developed by the researcher by considering the aim of the study. Participants were asked to report their school name, school grade, gender, age, birth date, number of siblings, people living with them, perceived school success, age, job and education level of mother and father, and perceived socioeconomic level (SES). Perceived school success and perceived SES were asked with questions that “Could you evaluate your school success?” and “Could you evaluate your family’s monthly income?”, respectively. Students answered these questions by choosing one of options which are very high, high, moderate, below moderate, and low.

2.2.1.1. Academic Achievement

Academic achievement was assessed by self-reported Turkish, Maths, Science and Social Sciences course scores in the school report of the last semester. With respect to the study of Rivers (2006), these courses were thought to be more related with academic achievement. Students reported their course scores on a 100 point-scale. These scores were converted into course scores ranging from 1 to 5, representing the Turkish Educational Rating Scale. In this way, the points between 85-100 were turned into 5, those between 70-84 were turned into 4, those between 55-69 were turned into 3, those between 45-54 were turned into 2, those between 0-44 were turned into 1 as course scores.

2.2.2. Parenting Styles Questionnaire (PSQ)

The Parenting Style Questionnaire (PSQ) was developed by Sümer and Güngör (1999) in order to measure parenting dimensions which are parental care/love/acceptance and parental control/restriction. Sümer and Güngör (1999) stated that they considered the previous study of Lamborn and his colleagues (1991) and the work of Maccoby and Martin (1983), while preparing this scale and its dimensions.

The PSQ is a self-report questionnaire and includes 22 items. It is a 5-point Likert type scale (1 = Not at all true, 5 = Very true). The participants were asked to answer this scale both for their mother and father separately. Also, mother (PSQ-M) and father (PSQ-F) versions of the scale were separated by other scales in the questionnaire booklet and the instructions were adjusted for both versions.

This questionnaire has two sub-scales which are parental care/love/acceptance and parental control/restriction as aforementioned. Each sub-scale was measured by eleven items. A sample item for parental acceptance is “She/He helped me to solve my problems.” and a sample item for parental control is “She/He wanted to strictly control my every behavior.” Sub-scale scores were calculated by averaging answers of eleven items in each dimension, after recoding the three reverse coded items. Higher scores mean higher levels of parental acceptance or control.

Sümer and Güngör (1999) reported high reliability for this scale with Cronbach's alpha values of .94 for the maternal and paternal acceptance sub-scales, .80 for the maternal control sub-scale and .70 for the paternal control sub-scale. In the current study, the internal consistency coefficients for maternal acceptance, maternal control, paternal acceptance and paternal control were .77, .75, .90 and .78, respectively.

2.2.3. Rosenberg Self-Esteem Scale (RSS)

A widely-used self-esteem scale, the Rosenberg Self-Esteem Scale (RSS), was used in this investigation in order to measure the levels of self-esteem of the students. It was developed by Rosenberg (1965) as a unidimensional scale. It is a 4-point Likert scale ranging from "1 = Strongly disagree" to "4 = Strongly agree" and consists of ten items.

There are five positively and five negatively worded sentences in this scale. An example for a positively worded item is "I take a positive attitude toward myself." and a sample for a negatively worded item is "I feel I do not have much to be proud of." In this scale, five items are reverse coded. After recoding these items, the mean score of the participants was calculated for this scale. Higher scores indicate higher levels of self-esteem.

According to the validity and reliability study of Rosenberg (1965) for this scale, the RSS has high reliability and satisfactory construct validity. Test-retest reliability coefficients are typically .80. The translation and adaptation study of this

scale to Turkish was made by Çuhadaroğlu (1985). She also tested its usability for adolescents and made it usable for them. .75 for the test-retest reliability and .71 for the correlation coefficient between clinical interview scores and the RSS scores were reported. In the current study, a Cronbach's alpha of .80 was found for its internal reliability.

2.2.4. Adolescents Autonomy Questionnaire (AAQ)

In order to measure autonomy levels of the students, the Adolescents Autonomy Questionnaire (AAQ), developed by Noom, Dekovic and Meeus (2001), was used. It contains 19 items and ratings are completed on 5-point Likert scale ranging from "1 = Not at all true" to "5 = Very true".

The AAQ consists of three sub-scales which are attitudinal, emotional and functional autonomy factors. All sub-scales include six items and the first item of the scale is not included to the score calculation. Items of "I can make a choice easily.", "I have a strong tendency to comply with the wishes of others.", and "I find it difficult to start a new activity on my own." are typical examples for attitudinal, emotional, and functional autonomy sub-scales, respectively. After recoding eight reverse coded items, a total mean score excluding the score of the first item were calculated for the participants. Higher scores were indicative of higher levels of autonomy for the students. Taking into account the hypotheses of the current study, the sub-scale scores were not considered.

Noom et al. (2001) examined the internal reliability of AAQ and reported Cronbach's alpha values of .71, .60, and .64 for attitudinal, emotional and functional autonomy sub-scales, respectively. The translation and adaptation study of the AAQ was made by Musaağaoğlu and Güre (2005) with 180 participants who were aged between 11-20 years. They found Cronbach's alpha value for the total scale of .80. In this study, only the total AAQ score of the participants was used. The internal consistency coefficients was found as .71.

2.2.5. Social Anxiety Scale for Adolescents (SAS-A)

The Social Anxiety Scale for Adolescents (SAS-A), developed by LaGreca and Lopez (1998), was used in the aim of evaluating participants' social anxiety levels. It includes 22 items and it is administrated on a 5-point Likert scale ranging from "1 = Never" to "5 = Always".

The number of actual items is 18 since four items were added are fillers such as "I like reading books" and "I like sports". These 18 items are composed of three sub-scales which are fear of negative evaluation, general social avoidance and distress, and social avoidance and distress in new situations. The sample items for these sub-scales are "I feel that peers talk about me behind my back", "I am quiet when I'm with a group of people", and "I worry about doing something new in front of others", respectively. Since there is no reverse-coded item in the scale, the average of 18 items was calculated for each participant. Higher scores were associated with higher levels of social anxiety. Also for SAS-A, sub-scale scores were not considered.

LaGreca and Lopez (1998) reported high internal reliability for the sub-scales. All Cronbach's alpha values for the sub-scales were above .76. Aydın and Tekinsav-Sütçü (2007) adapted SAS-A to Turkish with 1242 adolescents aged between 12 and 15 years. They reported .88 as internal consistency of the total scale and their factor analysis replicated the original three-factor structure of the SAS-A. Finally, in the current investigation, Cronbach's alpha for the total SAS-A score was found as .89.

2.3. Procedure

Before data collection, the research questions, methods and all questionnaires were approved by Bahçeşehir University Committee for Research and Publishing Ethics (see Appendix H). Along with this approval, in order to collect data from the targeted sample which were the secondary school students, the proposal of the study, the written consents from the owner or adapter of the scales which are planned to be used in this study and the whole questionnaire booklet including the informed consent form and the socio-demographic form were submitted to the permission of Istanbul Provincial Directorate of National Education. After these steps, obligatory permission was officially obtained for this study (see Appendix I).

Administration of the study was carried out in a public secondary school, Reşat Nuri Güntekin Ortaokulu (Koşuyolu, Kadıköy) in Istanbul. Kadıköy is considered as a decent district that is generally preferred by moderate to high income families (Murat, 2007). The reason for the selection of this school was its

convenience for the researcher. Data collection was conducted during the 2015-2016 spring semester.

Prior to the data gathering, firstly, the researcher briefly explained the study and compromised with school principal and voluntary teachers. Then, informed consent forms (see Appendix A) were collected from all possible participants and their parents. Informed consent forms including information about the study, method, voluntary participation, confidentiality and the way to access the researcher were sent home with the students in order to get both parents' permission. Students whose parents gave back signed informed consent forms attended the study. They were informed once again that their information would be kept private and anonymous, participation of the study is based on voluntary attendance, and they could withdraw from the study at any time they want without any disadvantageous effect in terms of course scores. Then, even though the instructions of the scales were present in the booklet, they were repeated verbally and the booklet including socio-demographic form and scales which were Parenting Styles Questionnaire for Mothers, Rosenberg Self-Esteem Scale, Adolescents Autonomy Questionnaire, Parenting Styles Questionnaire for Fathers, and Social Anxiety Scale for Adolescents were distributed.

All questionnaires were paper-pencil scales and administrated during various class hours of voluntary teachers. Completion of all scales for a participant was one session and it took around 40 minutes. The same procedure was followed in every class.

2.4. Data Analysis

As stated, since six participants marked the same option for all items, they were excluded from the data. Hence, before data screening and statistical analyses, there were 177 participants' data. Assessment of data was performed with computer programs which are SPSS 22 (Statistical Package for Social Sciences) and SPSS Amos Graphics 21.

Before the main analyses, univariate and multivariate outliers were checked and transformation methods and exclusion of outliers was performed. Furthermore, prior to each statistical test, it was examined whether the sample is appropriate to run this specific statistical analysis.

To conduct preliminary analyses and to test the hypotheses, t-tests, MANOVA, Pearson correlation, and median split method were performed with SPSS and structural equation modeling (SEM) was performed with SPSS Amos Graphics.

CHAPTER 3

RESULTS

In present chapter, statistical analyses of the data gathered from the students that enable to test the hypotheses are presented.

3.1. Preliminary Analyses

3.1.1. Data Screening

Before the main analyses, univariate outliers were checked using SPSS – Explore and multivariate outliers were screened using Mahalanobis analysis. Also, in terms of normal distribution and linearity of the sample, skewness and kurtosis values, residual plots and multiple histograms were checked. As a result, three participants' data were excluded from the data since they were outliers. After this point, all statistical analyses were performed with 174 participants' data.

3.1.2. Descriptive Statistics for the Scales

Statistical analyses were performed with the mean values of course scores, the mean values of total scales (RSS, AAQ, SAS-A) and the mean values of the subscales of PSQ which are care and control for both parents separately (Care-M, Care-F, Control-M, and Control-F). Minimum, maximum, mean and standard deviation values of these variables are presented in Table 3.1.

Table 3.1. Descriptives for the Variables used in the Present Study

Measures	Min	Max	Mean	SD
School Achievement	1.75	5.00	4.43	.65
Parental Dimensions				
Care-M	2.40	5.00	4.34	.48
Care-F	1.18	5.00	4.01	.83
Control-M	1.36	4.55	2.86	.67
Control-F	1.00	5.00	2.61	.77
Self-esteem	1.70	4.00	3.19	.49
Autonomy	2.56	4.89	3.62	.48
Social Anxiety	1.00	4.67	2.42	.82

Note: Course scores and the scales of parental dimensions, self-esteem, autonomy and social anxiety are over 5 and the scale of self-esteem is over 4.

3.1.3. Analyses relying on Demographic Variables

Firstly, the present sample was compared-according to the gender, in terms of total course scores, levels of self-esteem, autonomy and social anxiety. In the light of the independent sample t-test, after checking Levene's test, $p > .05$, and assuming equal variances between these two groups, it was found that female students differed from male students in terms of their self-esteem levels, $t(171) = -2.16$, $p < .05$. Male students ($M = 3.27$, $SD = .45$) have higher levels of self-esteem than female students

($M = 3.11$, $SD = .52$). Other comparisons were not found significant across genders.

Mean score comparisons are shown in Table 3.2.

Table 3.2. Means and Standard Deviations among Genders

	Female		Male	
	Mean	SD	Mean	SD
Course Scores	4.43	.64	4.43	.67
Self-Esteem	3.11	.52	3.27	.45
Autonomy	3.57	.45	3.68	.51
Social Anxiety	2.48	.84	2.35	.79

Secondly, in order to compare the scores of the current sample in terms of their age groups, a MANOVA was performed. After controlling Box's M Test and confirming that the assumption of homogeneity of all variances was not violated, $p = .186$, it was figured out that, by based on Wilks' Lambda Test, there was a statistically significant difference in at least one of the course scores, self-esteem scale, autonomy scale or social anxiety scale among the students in terms of their age groups, $F(20, 435.43) = 2.34$, $p < .05$, Wilks' $\Lambda = .71$, $\eta^2 = .08$. Examining main effects revealed that the age groups in the present sample significantly differed from each other in scores of self-esteem $F(5, 134) = 2.64$, $p < .05$, partial $\eta^2 = .09$, and social anxiety, $F(5, 134) = 1.64$, $p < .05$, partial $\eta^2 = .10$. With regard to Tukey's HSD post hoc test, self-esteem scores were marginally different between the students aged 11 years and 14 years, $p = .063$, and between students aged 12 years and 14 years, $p = .056$. Students aged 14 years ($M = 2.97$, $SD = .36$) had marginally lower self-esteem scores than the students aged 11 years ($M = 3.31$, $SD = .46$) and 12 years ($M = 3.28$, $SD = .47$). Also, social anxiety levels were marginally different between the students aged 10 years and 11 years, $p = .050$. Students aged 10 years ($M = 1.54$,

$SD = .52$) had marginally lower social anxiety levels than the students aged 11 years ($M = 2.68, SD = .83$). Other comparisons were not found significant. In Table 3.3., mean comparisons between age groups are presented.

Table 3.3. Means and Standard Deviations among Age Groups

Ages	Course Score		Self-Esteem		Autonomy		Social Anxiety	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
10	4.44	.72	3.31	.47	3.40	.48	1.54	.52
11	4.41	.64	3.31	.46	3.60	.52	2.68	.83
12	4.28	.75	3.28	.47	3.65	.46	2.44	.72
13	4.50	.64	3.25	.51	3.75	.46	2.20	.72
14	4.63	.42	2.97	.36	3.49	.49	2.27	.72
15	4.13	.18	2.70	.14	3.53	.20	1.58	.67

In order to compare perceived care and control levels from participants' mothers and fathers, paired sample t-tests were applied. Results revealed a significant difference between maternal care levels and paternal care levels, $t(165) = 5.22, p < .05$, according to the participants' perceptions. Care level of mothers ($M = 4.34, SD = .48$) were rated as higher than care levels of fathers ($M = 4.01, SD = .83$). Besides, there was a significant difference between maternal control levels and paternal control levels, $t(165) = 5.38, p < .05$. The participants perceived more control from their mothers ($M = 2.87, SD = .67$) than from their fathers ($M = 2.61, SD = .77$).

Moreover, it was examined whether there is a significant relationship between each parent's educational levels and school achievement of the participants; however, it was found that these variables were not significantly associated.

When looked at the correlation between perception of school success and course scores of the participants, it was figured out that there is a significant negative relationship between the participants' perception of school success and course score, $r(150) = -.63, p < .01$. In other words, interestingly, the students who had lower course scores had a tendency to see themselves as more successful in school courses whereas the students who had higher course scores tended to see themselves as unsuccessful in school courses.

Finally, it was examined whether there is a significant relationship between the students' perceived socioeconomic level and the measured variables which are parents' care and control levels, participants' self-esteem, autonomy and social anxiety levels and school achievement. It was found that socioeconomic level was significantly and negatively correlated with participants' autonomy levels, $r(165) = -.16, p < .05$. This means that students who reported higher levels of socioeconomic levels tended to have lower levels of autonomy. The other correlations between the variables were not found significant.

3.2. Testing the Hypotheses

3.2.1. Categorization and Frequency Analysis of Parenting Styles

In order to test the first hypothesis that the most common parenting style in the present sample is the authoritarian parenting style for mothers and fathers, parenting dimensions were dichotomized following the median split method (for similar applications see Sümer and Güngör, 1999). The dichotomized parenting

dimensions which are care and control levels of parents were intercrossed and, in this way, four parenting styles which are proposed by Maccoby and Martin (1983) were produced. According to this method, if the scores of both parenting dimensions are above the median value, this parent ranks among the authoritative parenting style; whereas if the scores of two parenting dimensions are below the median value, this parent belongs to the neglectful parenting style. If the score of the care dimension is above the median value and the score of the control dimension is below the median value, this particular parent is classified as indulgent. Finally, if the score of the care dimension is below the median value and the score of the control dimension is above the median value, this specific parent is categorized as authoritarian. This procedure was performed for both mothers and fathers separately. The median values of parenting dimensions are presented in Table 3.1. The percentages of parenting styles found in the present sample are shown in Table 3.4.

Table 3.4. *Percentages of Parenting Styles in the Sample*

Parenting Style	Mothers		Fathers	
	N	%	N	%
Authoritative	38	22.1	39	23.4
Authoritarian	44	25.6	39	23.4
Indulgent	51	29.7	43	25.7
Neglectful	39	22.7	46	27.5

According to the results, the percentages of distribution of parenting styles in the current sample were quite close to each other. The most frequent parenting style for mothers was the indulgent parenting style (high levels of care and low levels of control) and the most common parenting style for fathers was the neglectful parenting style (both low levels of care and control). Authoritarian parenting style in

mothers came second while this parenting style was one of the least frequent styles together with the authoritative parenting style. In this way, the first hypothesis of present study was not confirmed.

3.2.2. Correlational Analyses

Pearson Correlation analyses were applied in order to examine the relationship between multiple predictor (maternal and paternal care and control dimensions), mediator (students' levels of self-esteem and autonomy) and predicted (students' school achievement and social anxiety levels) variables. Correlations between these variables are presented in Table 3.5.

According to the results, there were significant, but weak correlations between paternal care and participants' course scores, $r(144) = .20$; paternal care and participants' self-esteem levels, $r(165) = .24$; paternal care and participants' autonomy levels, $r(163) = .16$; maternal control and participants' social anxiety levels, $r(161) = .24$; paternal control and the participants' social anxiety levels, $r(160) = .28$; participants' self-esteem levels and their course scores, $r(150) = .22$; participants' course scores and their social anxiety levels, $r(142) = -.18$; and finally between their self-esteem levels and social anxiety levels, $r(163) = -.26$; all $ps < .05$. Also, there were significant moderate relationships between maternal care and participants' self-esteem levels, $r(170) = .53$; maternal care and participants' autonomy levels, $r(168) = .42$; maternal and paternal care levels, $r(164) = .34$; paternal and maternal control levels, $r(164) = .62$; participants' self-esteem and autonomy levels, $r(170) = .53$; and finally participants' autonomy levels and their

social anxiety levels, $r(161) = -.30$, all $ps < .01$. As a result, it could be stated that the second hypothesis of the current study was partially confirmed.



Table 3.5. *Correlations among the Variables*

	Care-M	Care-F	Control-M	Control-F	Self-Esteem	Autonomy	School Achievement	Social Anxiety
Care-M	1	.34**	-.14	-.10	.53**	.42**	.15	-.09
Care-F		1	-.04	-.04	.24**	.16*	.20*	-.10
Control-M			1	.62**	-.07	-.15	.07	.24**
Control-F				1	-.07	-.10	-.08	.28**
Self-esteem					1	.53**	.22**	-.26**
Autonomy						1	.16	-.30**
School Achievement							1	-.18*
Social Anxiety								1

Note: Care-M: Maternal care; Care-F: Paternal Care; Control-M: Maternal control; Control-F: Paternal control.

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

3.2.3. Structural Equation Modeling

Structural Equation Modeling (SEM) was performed in order to explore the relationship between parenting dimensions, care and control levels of parents, and participants' school achievement and social anxiety levels with the mediating effect of self-esteem and autonomy. The model was tested separately for mothers and fathers and then again for both parents together. The reason for conducting SEM is that it allows to examine the effects of multiple independent and dependent variables and mediators in a single model. It provides an indicator for how well the whole model fits the actual data and delivers separate parameter estimates, regression coefficients, means, and variances for all variables of the model (Alkan, 2004; Byrne, 2013). The expansions of terms used in the present chapter, RMSEA, CFI, and TLI, are as follows the root mean square error of approximation, the comparative fit index, and the Tucker Lewis index, respectively.

3.2.3.1. SEM Results for Maternal Parenting Dimensions

First SEM was performed in order to examine the relationship between maternal care and control levels as predictors of adolescents' school achievement and social anxiety levels and to test mediating effects of self-esteem and autonomy. Results of the analysis, after removing non-significant paths and adding possible direct effects, demonstrated a good fit for Figure 3.1., $\chi^2(7, N = 174) = 9.58, p = .214$, RMSEA = .046, CFI = .982, TLI = .946.

In this model, care levels of mothers were found to be significant predictors for participants' self-esteem ($\beta = .53, p < .001$) and autonomy levels ($\beta = .41, p < .001$). Control levels of mothers significantly and directly predicted participants' social anxiety levels ($\beta = .20, p < .01$). Also, autonomy of participants was a significant predictor for social anxiety ($\beta = -.26, p < .001$) and self-esteem was a significant predictor for school achievement ($\beta = .22, p < .01$).

Squared multiple correlation coefficients indicated that, the model presented in Figure 3.1., explained 5% of the variance in school achievement and 11% of the variance in social anxiety.

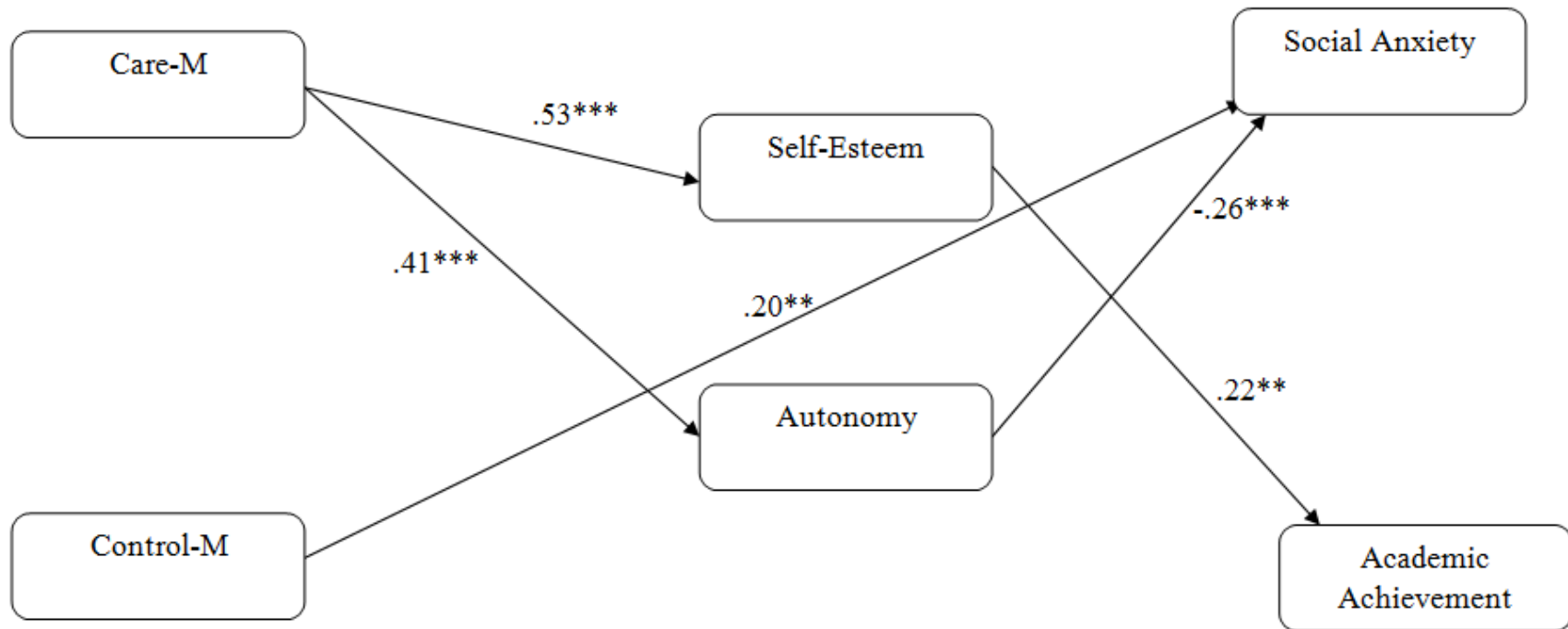


Figure 3.1. Standardized regression coefficients for maternal parenting dimensions which are Care-M and Control-M.

Notes: (** $p < .01$), (***) $p < .001$). Error terms of the self-esteem and autonomy; and academic achievement and social anxiety were correlated but not depicted in the model.

3.2.3.2. SEM Results for Paternal Parenting Dimensions

A second SEM was conducted for paternal parenting dimensions using care and control as the predictors of students' school achievement and social anxiety levels, and using students' self-esteem and autonomy levels as mediators. As in maternal parenting model, non-significant paths were removed and the results indicated a good fit for the model presented in Figure 3.2., $\chi^2(7, N = 174) = 7.43, p = .386, RMSEA = .019, CFI = .995, TLI = .986$.

In the paternal model, as in the maternal model, care levels of fathers were a significant predictor for the students' self-esteem ($\beta = .24, p < .01$) and autonomy levels ($\beta = .16, p < .05$). Fathers' control levels significantly and directly predicted social anxiety levels of the students ($\beta = .24, p < .001$). Moreover, autonomy levels predicted social anxiety ($\beta = -.27, p < .001$) and self-esteem predicted academic achievement ($\beta = .22, p < .01$).

Squared multiple correlation coefficients indicated that the paternal model explained 5% of the variance in school achievement and 13% of the variance in social anxiety.

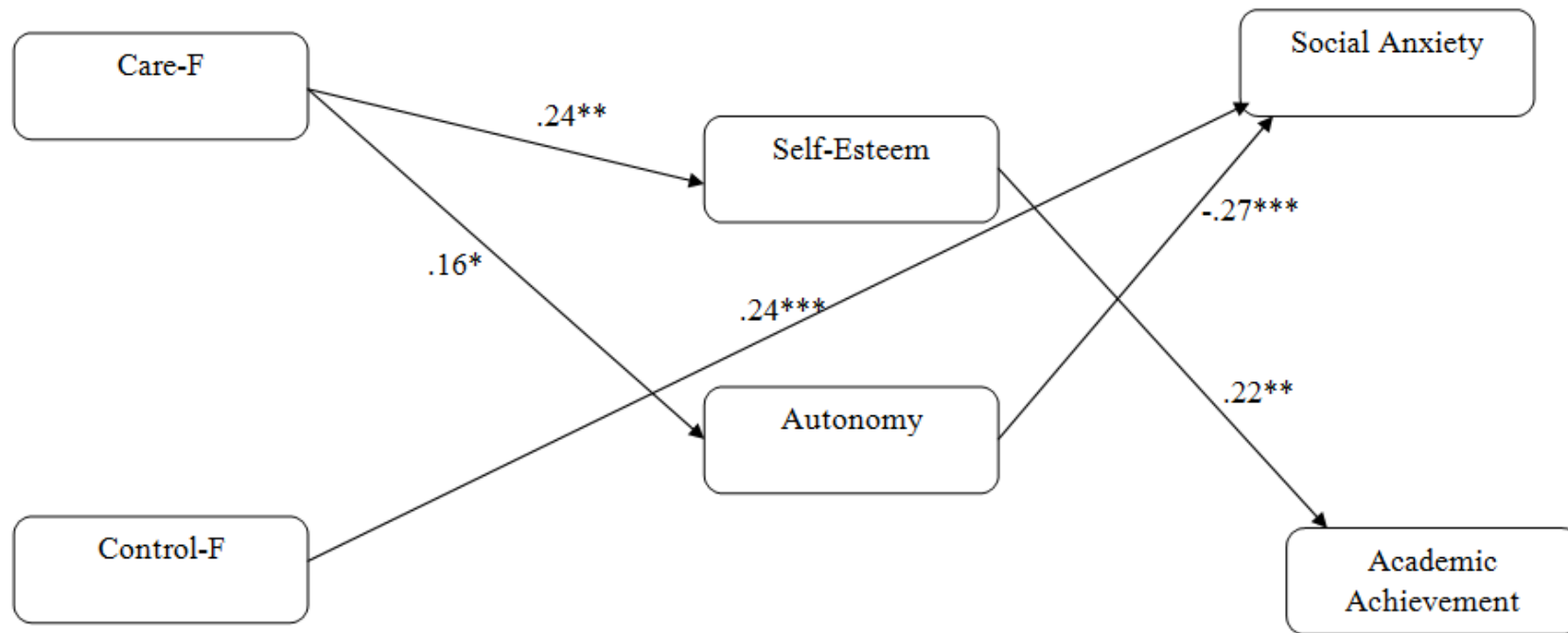


Figure 3.2. Standardized regression coefficients for paternal parenting dimensions which are Care-F and Control-F.

Notes: (* $p < .05$), (** $p < .01$), (***) $p < .001$). Error terms of the self-esteem and autonomy; and academic achievement and social anxiety were correlated but not depicted in the model.

3.2.3.3. SEM Results for Total Parenting Dimensions

A final SEM was conducted for both parents' parenting dimensions as predictors of students' academic achievement and social anxiety levels with the mediating effects of the students' self-esteem and autonomy levels. As in the prior parenting models, non-significant paths were removed and the results indicated a good fit for the model presented in Figure 3.3., $\chi^2(12, N = 174) = 10.31, p = .588$, RMSEA = .000, CFI = 1.00, TLI = 1.021.

In this model, care levels of mothers were a significant predictor for students' self-esteem ($\beta = .53, p < .001$) and autonomy levels ($\beta = .41, p < .001$) and mothers' control levels were a significant predictor for participants' school achievement ($\beta = .23, p < .05$). Considering the paternal side, care levels of fathers marginally predicted for school achievement ($\beta = .15, p = .057$) and control levels of fathers directly and significantly predicted students' course scores ($\beta = -.21, p < .05$) and their social anxiety levels ($\beta = .25, p < .001$). Autonomy levels of students significantly predicted social anxiety ($\beta = -.27, p < .001$), while self-esteem significantly predicted school achievement ($\beta = .18, p < .05$).

Finally, the model demonstrated in Figure 3.3., explained 10% of the variance in school achievement and 14% of the variance in social anxiety. Hence, the third hypothesis of the present study seems to be partially confirmed.

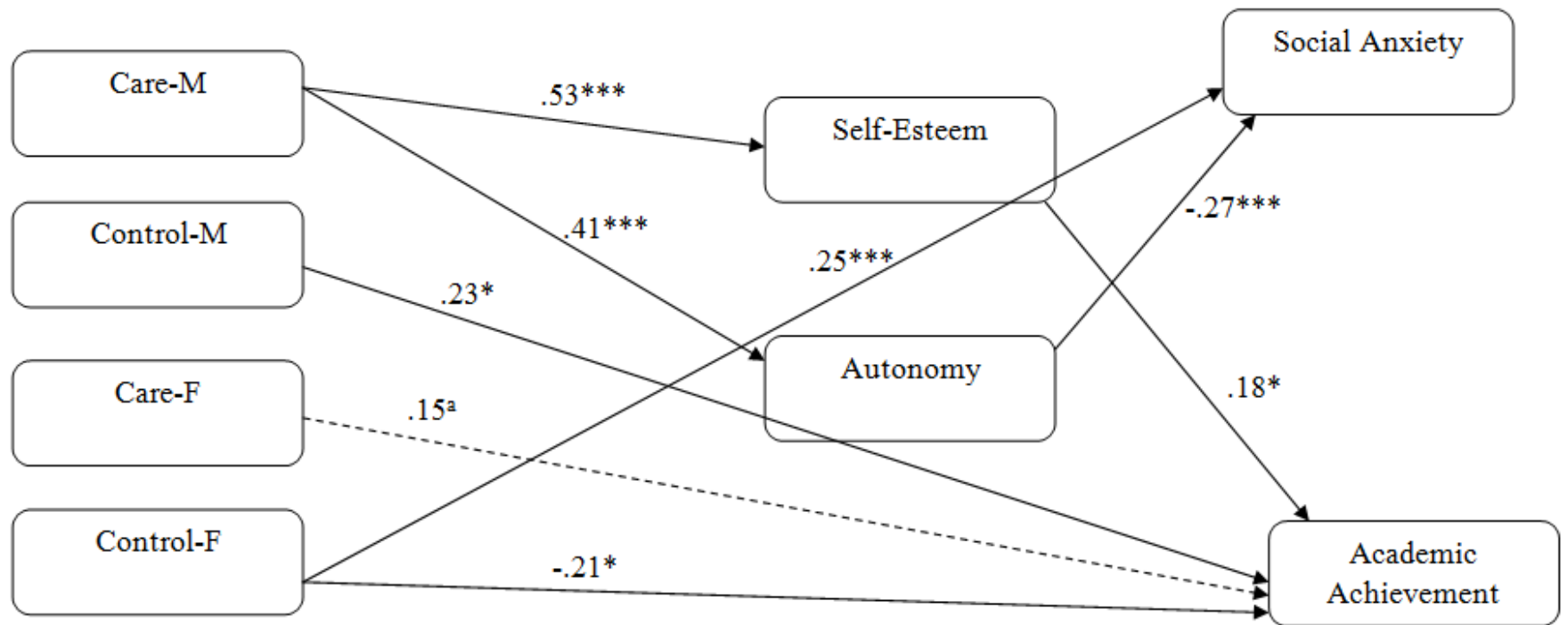


Figure 3.3. Standardized regression coefficients for total parenting dimensions which are Care-M, Care-F, Control-M, and Control-F. Notes: (^a $p = .057$), ($* p < .05$), ($** p < .01$), ($*** p < .001$). Error terms of the self-esteem and autonomy; and academic achievement and social anxiety were correlated but not depicted in the model.

CHAPTER 4

DISCUSSION

The purpose of the study was to examine frequency of parenting styles in Turkey, to test the associations between both parents' care and control levels and adolescents' school achievement and social anxiety levels, and finally to understand the extent to which self-esteem and autonomy mediate this relationship, when these variables are examined simultaneously using SEM techniques. Results of the study are discussed with regard to these research questions in this chapter. Also, contributions of the study, implications for practitioners, limitations of the study and further research are presented.

4.1. Interpretation of Data Analyses

4.1.1. Evaluation of Preliminary Analysis

The female and male participants were compared in terms of their course scores, self-esteem, autonomy and social anxiety levels and they were only

significantly different in their self-esteem levels. It was found that male students have significantly higher levels of self-esteem than female students. This outcome is consistent with the studies of Byrne (2000), and Kohli and Gupta (2013). More specifically, even though the comparisons between genders did not appear significant for autonomy, social anxiety, and course scores, it can be noted that male participants scored higher on autonomy and scored lower on social anxiety than female participants in present study. These results are not surprising since Turkey has been characterized as converting from an agrarian and patriarchal society to a progressively industrialized and equalitarian one (e.g. Özkan, & Lajunen, 2005; Dirilen-Gümüş, & Büyükşahin-Sunal, 2012). Correspondingly, Turkish parents allow their sons to act more independently and aggressively while they expect their daughters to behave more dependently and obediently (Başaran, 1974). On the other hand, course scores did not differ between genders, which is consistent with findings from the studies of Ergül (2004), and Bağçeci, Döş, and Sarıca (2011).

When the students were compared in terms of their ages, it was found that 14-year-old students scored significantly lower on self-esteem than 12-year-olds and 11-year-olds. Also, 10-year-old students had significantly lower levels of social anxiety than 11-year-olds. Actually, these results did not follow a specific pattern since, based on only these results, it could not be deduced that self-esteem or social anxiety levels decrease as age increases. Different numbers of participants in age groups and different characteristics of age groups might account for these outcomes.

Mothers and fathers were compared in terms of their care and control levels and apparently mothers showed higher care and control towards their child than

fathers. This might stem from genderized hierarchy that is seen in Turkish families (Sunar, & Fişek, 2005). This hierarchy implies a stronger tendency for mothers to be concerned with their children than for fathers. Fathers have a tendency to keep a certain distance to maintain their superiority and authority (Erkman, & Rohner, 2006).

In terms of parents' educational level, there was no significant relationship between education level of both parents and school achievement of adolescents. Also, perceived socio-economic level (SES) of family was only related with autonomy, but not with academic achievement, self-esteem, and social anxiety of adolescents. These results are inconsistent with many previous studies which indicate that parental SES has an effect on adolescents' academic achievement, self-esteem, and social anxiety (e.g. Tansel, 2002; Smits, & Hoşgör, 2006; Dinçer, & Uysal, 2010). The reason for the current outcome might lie in the fact that the present sample consisted of students with relatively high SES backgrounds, thereby reducing the variation in SES. Data was collected from only one school, located at Koşuyolu (Kadıköy) which is considered a moderate to high income neighborhood (Murat, 2007), and thereby might have caused unrepresentative results.

Also, interestingly, a negative relationship between perceived school success and received course scores was found. This outcome was contrary to many self-efficacy investigations (e.g. Hackett, 1985; Pajares, 1996; Chemers, Hu, & Garcia, 2001). In the present study, students with higher course scores might tend to have higher performance anxiety and therefore, perceive themselves as less confident about academic achievement and expect lower scores in school. On the other hand,

students having less performance anxiety for exams or school achievement, even though they get lower course scores, might perceive themselves more confident and more successful.

4.1.2. Evaluation of the Frequency Analysis of Parenting Styles

Although the frequencies of parenting styles in the current sample were quite close to each other, contrary to the first hypothesis that proposed the authoritarian parenting style to turn out as the most common style among Turkish mothers and fathers, it was found that the most frequent maternal parenting style was the indulgent style and that the most common paternal parenting style was the neglectful parenting style. In terms of mothers, in the present sample, their care levels were quite high and with respect to this surplus, their control levels might be overshadowed. Therefore, indulgent parenting for mothers might become prominent. In terms of fathers, at least, their care level was in the expected way, but they did not strictly restrain their child.

The first explicit reason for why this hypothesis could not be confirmed might lie in the great social transformation that Turkish society has experienced, as a consequence of increasing modernization, industrialization and urbanization (e.g. Sunar, & Fişek, 2005; Sakallı-Uğurlu, Yalçın, Glick, 2007). Therefore, parenting roles might have undergone a change, especially in terms of parents' control levels. They might try to instill autonomy and independence to their child by lessening their discipline and control over them. Secondly, as stated, the study was conducted with a limited sample in terms of locality, socioeconomic level, age and so on. Therefore,

this outcome might not reflect the existent parenting patterns in Turkey. As aforementioned, participants' school was located in Koşuyolu, Kadıköy which is known as an area in which predominantly families with higher income and higher educational level reside (Murat, 2007). Especially this district might therefore be considered as unrepresentative for the patriarchic family system in Turkey. For these reasons, the outcome might not have emerged in the expected way.

4.1.3. Evaluation of Correlational Analyses

Initial correlation analyses indicated that, as hypothesized, maternal care level was significantly associated with adolescents' self-esteem and autonomy levels, but surprisingly not associated with their academic achievement and social anxiety levels. Paternal care, as expected, was significantly correlated with self-esteem, autonomy levels and academic achievement of adolescents, but not with their social anxiety levels. In terms of control levels of parents, both parents' control levels were related only with adolescents' social anxiety levels. On the basis of these outcomes, it could be indicated that higher levels of maternal warmth promote higher levels of self-esteem and autonomy of adolescents. In addition to self-esteem and autonomy, the higher warmth from father, the higher course scores for adolescents. Also, when both parents' control levels increase, the adolescents' social anxiety levels increase. The summary of this output is presented in Figure 4.1.

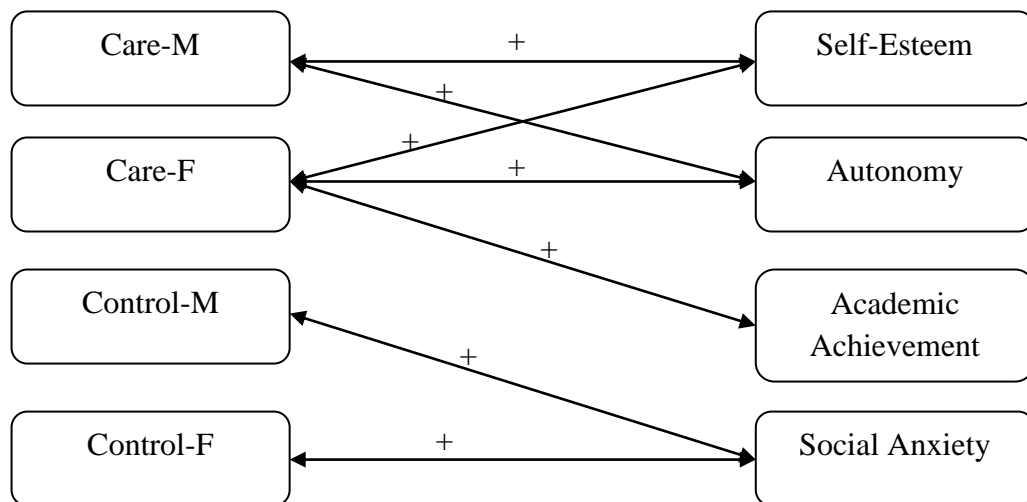


Figure 4.1. Significant associations of parenting variables, based on correlational results.

Notes: The relationships depicted in the figure correspond with significant correlations on $p < .05$ level and the symbols (+) and (-) correspond with positive and negative correlations, respectively.

With regard to mediating variables, as expected, students' self-esteem levels were positively associated with academic achievement and negatively with social anxiety. Hence, it can be stated that when adolescents' self-esteem level increases, their course scores increase, and their social anxiety decreases. However, due to the fact that their autonomy level was only correlated with social anxiety, it can be noted that the higher their autonomy levels, the lower their social anxiety levels. The summary of these outcomes is presented in Figure 4.2.

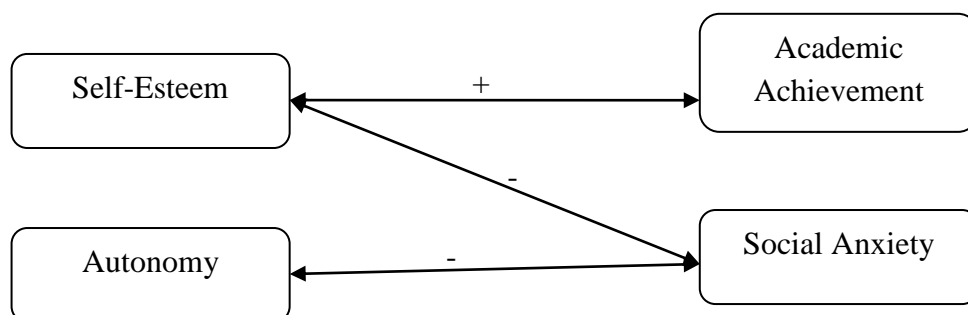


Figure 4.2. Significant associations of mediating variables, based on correlational results.

Notes: The relationships depicted in the figure correspond with significant correlations on $p < .05$ level and the symbols (+) and (-) correspond with positive and negative correlations, respectively.

4.1.4. Evaluation of SEM Results

As stated above (in the introduction chapter), contemporary research on parenting styles' effects on adolescents' academic and social achievement mostly examined relationships among these variables by using a multiple regression approach (e.g. Steinberg et al., 1992; Rivers, 2006; Dehyadegary et al., 2012). However, such an approach does not do justice to the fact that several outcome variables (such as anxiety and grades) and several mediators (such as self-esteem and autonomy) are inter-correlated and therefore, share a substantial amount of common variance. The present research also aims to highlight the limitation that arise from examining developmental outcomes of parenting styles (mother and fathers) separately, and to underlie the fact that SEM techniques allow a more integrated, and thus more meaningful interpretation of the dynamics between the independent variables, the mediators, and the dependent variables.

We tested three different SEM models: First, we tested a model for mothers, in which the mediating roles of self-esteem and autonomy between the effects of mothers' care and control levels and course grades and social anxiety were tested. Second, we tested the same model for fathers. And third, the same mediational model was tested with using mothers' and fathers' care and control levels simultaneously in one overarching mediational model (see Figure 1.2).

The final SEM analysis provided more detailed and concrete comprehension regarding the main hypotheses as this model more strongly resembles the existing life situations for adolescents. For instance, adolescents are exposed to care and control aspects of both parents at the same time. Therefore, looking at only one

parent's impact or only at the care or control dimensions restricts and impedes our understanding of parenting's combined effect on adolescents' academic and social lives. In short, for these reasons, the discussion of the results will be more strongly focus on the final and overarching SEM model results.

4.1.4.1. Evaluation of SEM Results for Mothers

Results for the maternal model indicate that control from mothers directly predicted adolescents' social anxiety levels and that mothers' care affected adolescents' academic and social adjustment with mediator variables (see Figure 3.1). Hence, if control levels of mothers increase, adolescents' social anxiety directly increases. In terms of course scores, mothers' care level predicted it with the mediating effect of adolescents' self-esteem. In other words, when care from mothers increases, also students' self-esteem levels increase, and in this way, their academic achievement increases. This possible mediation model was previously suggested by Steinberg et al. (1989) and Dehyadegary et al. (2012); however, there was no systematic research about it. With the present study, the hypothesis that self-esteem serves as a mediator in the relationship between maternal care and academic achievement was confirmed. Furthermore, with regard to social anxiety, autonomy levels of adolescents mediated the relationship between perceived care from mothers and social anxiety. In detail, if maternal care level increases, adolescents' autonomy level increases; hence, their social anxiety level decreases.

4.1.4.2. Evaluation of SEM Results for Fathers

With respect to the paternal model, results confirmed the same relationships that were found for mothers: Again paternal control directly predicted social anxiety, while the effect of paternal care on academic achievement was mediated by adolescents' self-esteem and the effect of paternal care on social anxiety was mediated by adolescents' autonomy (see Figure 3.2). However, it was also found that the impact of maternal care on adolescents' self-esteem and autonomy levels was stronger than the paternal care impact. This might stem from the excessiveness of mothers' care levels in present sample. The explained variances for other associations were close to each other for mothers and fathers.

4.1.4.3. Evaluation of SEM Results for Both Parents

Lastly, the total model enabled to examine the combined effects of both parents' care and control levels (see Figure 3.3). Results show that the impact of care from mothers followed the same pattern as in the model that examined mothers' effects only. In others words, mediating effects of adolescents' self-esteem and autonomy were found here, as well. Self-esteem mediated the link between maternal care and academic achievement in a positive way whereas autonomy mediated the relationship between maternal care and social anxiety of adolescents in a negative way. In general, the effect of mothers' care on adolescents' academic achievement and social anxiety levels in this study was consistent with many previous research (e.g. Gray, & Steinberg, 1999; Potvin et al., 1999; Aka, 2011; Altan-Atalay, 2011). Also, recognized effects of self-esteem and autonomy on these predicted variables were in the same direction with studies of Ross and Broh (2000), Aryana (2010), and

Chrystan (2005). As a result, it could be stated that if warmth level of mothers increases, since self-esteem of adolescents increases, their course scores increase. Also, when mothers show higher levels of care, since adolescents' autonomy levels increase, they are less likely to feel socially anxious. Besides, paternal care marginally and directly predicted school achievement of adolescents which is different from the effects that were found when only fathers' parenting was examined. In the combined model, a mediation model was not confirmed for fathers' care levels. It was even found that care from fathers did not predict adolescents' social anxiety. In this way, findings indicate that maternal care takes precedence of paternal care considering adolescents' academic and social adjustment. In terms of academic achievement, this result was not in line with the study of Chen and his colleagues (2000), which supported the effect of paternal warmth on course scores of adolescents. Since in Turkey, mothers are seen as primary responsible for children, they are more concerned with their academic and social adjustments while fathers mostly focus on discipline and authority (Erkman, & Rohner, 2006).

In terms of control levels of parents, maternal control directly predicted only academic achievement while paternal control predicted not only course scores, but also social anxiety of adolescents. Mediation models were not confirmed here, as well. According to the outcome, interestingly, when mothers' control increases, adolescents' course scores increase. In this way, this result supported the study of Gurođlu (2002). As in Chinese culture, it was seen that control from mothers has beneficial sides for students in their school lives (Dornbusch et al., 1987, Chao, 1994). Adolescents might perceive control from mothers as maternal involvement instead of maternal inhibition or restriction for academic achievement. Based on this

inference concerning the advantageous side of maternal control on adolescents' school adjustment, it could be stated that this might be the reason why the negative influence of maternal control on adolescents' social anxiety could not be confirmed in this study.

On the other hand, looking at paternal control revealed a different pattern. Paternal control predicted adolescents' course scores directly and negatively, contrary to maternal control. This outcome is also contrary to the study of Kim and Rohner (2002) which demonstrated no significant effect of parents' control levels on adolescents' academic achievement. However, since fathers represents superiority and authority in Turkish culture (Erkman, & Rohner, 2006), their control on adolescents' academic life might be perceived as anxiety-provoking. Hence, an increase in paternal control might result in a decrease in course scores for students. With regard to social anxiety of adolescents, the paternal side of the results supported the studies of Muris and Merckelbach (1998) and Rork and Morris (2009). It was found that the higher control from fathers, the higher social anxiety of adolescents. Again, this result was supportive for fathers representing discipline and authority figures for their children (Erkman, & Rohner, 2006).

4.2. Contributions and Implications of the Study

Our study has both strong scientific and practical implications.

In terms of scientific implications, this study substantially enhanced our understanding of Turkish parents' effects on adolescents' social and academic

adjustment. Also, by supporting previous studies regarding the Turkish family context (e.g. Sunar, & Fişek, 2005; Erkman, & Rohner, 2006), it informed us about the different roles of mothers and fathers, and about the differential influences of their parenting in Turkey. Moreover, it provided a general idea about frequency of parenting styles in Turkey, and suggested that permissive styles are the most commonly applied styles. By that, it could be concluded that Turkish parents are switching to more responsive and warm states from their initially more disciplined and strict status.

In addition, one of the major contributions of the present study was its concentration on parenting dimensions, care and control levels of parents, simultaneously. In this way, it gave a perspective for which aspect of parenting is actually related with academic achievement and social anxiety of adolescents. Also, examining parents jointly provided more accurate results since mothers and fathers seemed to have quite different effects on adolescents' lives. For instance, maternal control benefited school achievement whereas paternal control affected it negatively. Therefore, the combined examinations provided more detailed, more accurate and also more realistic outcomes (as usually adolescents are raised by both mothers and fathers) in terms of effects of parenting styles. By that, also the implications from the results of the present study can be developed in a more appropriate and targeted way.

The present research tried to fill important gaps regarding possible mediators that are mostly studied in the relationship between parenting effects and adolescents' academic and social adjustments. Confirmed mediating effects of self-esteem and autonomy in the link between maternal care and academic and social adjustment of

adolescents provide insight for future research and offer significant implications.

Also, to our knowledge, since self-esteem and autonomy were never tested as mediators for these associations, it could be stated that the current study contributed the literature in this way.

Notably, a final scientific implication lies in the fact that the present research demonstrates the superiority of SEM techniques over the widely used multiple regression approach to examine effects on parenting styles on a wide number of outcomes. This technique enables the examination of both parents' effects and different mediator and dependent variables in the same model. Also, our research demonstrates that examining mothers and fathers parenting in separate SEM analyses reveal different results (especially for fathers) compared to the combined model: thereby demonstrating the importance of examining both mothers' and fathers' parenting together.

Besides scientific advancements, the present study also has many practical sides for parents, teachers, government officials, psychologists, and so on. For example, parents might gain knowledge about how their care and control levels affect their child's academic and social life. Especially, mothers could increase not only their care level but also their control level in order to increase course scores and to decrease social anxiety of their children. They should provide appropriate control to promote the academic achievement of adolescents. However, they should be careful not to exaggerate their controlling behaviors at the same time since previous studies supported disadvantageous effects of excessive control (e.g. Dekovic, & Janssens, 1992; Muris, & Merckelbach, 1998; Rork, & Morris, 2009). Also, as only

mothers' care levels among other parenting variables predicted self-esteem and autonomy levels of adolescents, mothers should become aware of their impact on the psychological well-being of their adolescent children. They could support and encourage their child with self-esteem- and autonomy-promoting conversations, behaviors, and activities. For fathers, different implications in terms of their control levels can be assumed. They should take a more care-emphasizing approach instead of focusing too much on controlling their children, and thereby negatively affecting both adolescents' academic and social adjustments.

The difference between the results of control dimension of mothers and fathers could be explained with two approaches: In terms of control level, our analyses indicate that mothers showed higher levels of control than fathers. First, this might imply that higher levels of control rather benefit the adolescents' academic achievement compared to moderate or lower levels of control, as in the Chinese culture (Chao, 1994). Second, adolescents might perceive control levels of parents qualitatively different. In other words, maternal control might be perceived as and interpreted as concern and therefore supportive by the child, whereas paternal control might be viewed as a method to discipline and inhibit the child. In short, it could be concluded that parents should undertake different attitudes for their child's well-being.

Also, teachers should be more conscious regarding various parenting contexts and their influences on adolescents' lives. They should consider their teaching methods according to adolescents who are raised by different attitudes of parents. Also, they should include the family into the educational process and inform them

about their impact, especially for non-adaptive students. They could include tasks and activities related to increasing self-esteem and autonomy for adolescents who are not gifted in terms of their parents, as well.

Government officials who are responsible for educational policies should provide resources for society in order to improve parents' attitudes towards their child. They could provide parenting classes that inform parents about effects of their care and control levels based on the findings and implications of previous and the present research. Finally, they could consider adding more self-esteem and autonomy related activities and tasks to the curriculum.

Psychologists could consider to collaborate with parents and to include them to the working process with adolescents in order to increase adolescents' academic achievement and decrease their social anxiety levels. They could also focus on increasing self-esteem and autonomy especially for adolescents having non-cooperative families. Also, they could encourage adolescents to reach higher levels of self-esteem and autonomy if they come from a risky family context, in which care is extremely low, and control is either extremely high or extremely low.

4.3. Limitations and Future Research

This study only examined the effects of care and control dimensions of parenting. However, there is research suggesting that also another type of parenting dimension, namely autonomy granting meaning the opposite of psychological control, exists (e.g. Gray, & Steinberg, 1999; Bumpus, Crouter, & McHale, 2001).

Concentrating on only care and control dimensions of parenting might limit the whole comprehension about the present issue; hence, future research should consider to include autonomy granting as well.

Also, in the present study, it was assumed that maternal and paternal parenting dimensions are not different from each other. In other words, maternal care and paternal care; and maternal control and paternal control were treated as identical constructs. However, as indicated, results showed that they could possibly differ from each other qualitatively. Hence, qualitative studies regarding both parents' dimensions in Turkish context are needed to clarify this possibility.

In this study, the use of students' paper-pencil assessments was one of the major limitations, as this might have led to biased outcomes. Therefore, with observational research, this study should be replicated in order to be more confident about the findings. Also, parents should be included into the study in order to see whether there is a difference between parents' reports about their care and control levels and adolescents' perceptions. Moreover, this issue should be studied with other age groups such as children, late adolescents, and early adults in order to examine differences and similarities between them and to gain a more general understanding regarding parenting effects on children's, adolescents' and early adults' academic and social lives.

Also, this investigation was conducted only one neighborhood, namely in one school using the convenient sampling method. This inhibited us to get more

generalized outcomes for Turkey. Future studies should be conducted more randomly and in more various neighborhoods and even more diverse cities of Turkey.

Furthermore, there are many other psychological outcomes than just academic achievement and social anxiety that could be important in the period of adolescence. For instance, depression, getting along with family, peer relationships, achievement in sports, music, and so on could be candidates for future examination.

Finally, since this study was based on correlational analyses and it was a cross-sectional research, it does not provide any information about causality and direction of relationships. It seems equally possible that adolescents' outcomes (their course scores and social anxiety) might affect how they perceive parents. Therefore, longitudinal future research is needed to clarify the causal direction. Besides, there might be a third factor involved, such as adolescents' current mood which influences both their perception of parents and their social and academic achievement. In short, in order to eliminate these confounding variables, longitudinal research is suggested.

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APPENDIX A
INFORMED CONSENT FORM

Değerli Öğrenci ve Veli,

Bu araştırma Bahçeşehir Üniversitesi Klinik Psikoloji yüksek lisans programı 2. sınıf öğrencisi Ayben Baylar tarafından yürütülmektedir. Bu çalışmanın amacı ebeveyn tutumlarının öğrencilerin akademik başarısı ve sosyal kaygıları üzerindeki etkisini incelemektir.

Bu doğrultuda, öğrencilerden araştırmacı tarafından oluşturulmuş kişisel bilgi formunu doldurmaları ve bu araştırma için uygun olan ölçekleri yanıtlamaları beklenmektedir. Bu araştırmada yer alan soruların yanıtlanması yaklaşık 20-25 dakika sürmektedir.

Bu çalışmaya katılımınız gönüllülük esasına dayanmaktadır. Dilediğiniz an araştırmadan geri çekilebilirsiniz. Araştırmadan çekildiğiniz takdirde hiçbir bilginiz kullanılmayacaktır. Ayrıca, verdiğiniz tüm kişisel bilgiler gizli tutulacaktır. İsminiz sadece bu formda geçecek, diğer hiçbir formda bulunmayacaktır, böylece hiçbir eşleşme mümkün olmayacaktır.

Araştırmaya katılımınız için şimdiden teşekkür ederim. Bu formun bir kopyası araştırmacıda bir kopyası sizde kalacaktır. Çalışma ile ilgili bir sorunuz

olduđu takdirde ařađıdaki e-mail adresi üzerinden arařtırmacı ile iletiřime
geçebilirsiniz.

Psikolog Ayben Baylar

Bahçeřehir Üniversitesi

Sosyal Bilimler Enstitüsü

Klinik Psikoloji Yüksek Lisans Öğrencisi

baylar.ayben@gmail.com

Yukarıda yer alan bilgileri okudum ve anladım. Bu kořullarda velisi olduđum
..... isimli öğrencinin arařtırmaya katılımını kabul
ediyorum.

Anne adı-soyadı:

Baba adı-soyadı:

Anne imzası:

Baba imzası:

APPENDIX B

SOCIO-DEMOGRAPHIC FORM

1. Okulunun adı: _____
2. Kaçınıcı sınıftasın: _____
3. Cinsiyetin: () Kız () Erkek
4. Yaşın: _____ Doğum tarihin: _____(gün)/ _____(ay)/ _____(yıl)
5. Sen dahil kaç kardeşsiniz: _____
6. Evde kiminle yaşıyorsun? (Lütfen aşağıdakilerden birlikte yaşadıklarının hepsini daire içine al)

<input type="checkbox"/> Annemle	<input type="checkbox"/> Halamla / Teyzemle
<input type="checkbox"/> Babamla	<input type="checkbox"/> Dayımla / Amcamla
<input type="checkbox"/> Kardeşlerimle	<input type="checkbox"/> Üvey annemle
<input type="checkbox"/> Anneannemle / Babaannemle	<input type="checkbox"/> Üvey babamla
<input type="checkbox"/> Dedemle	<input type="checkbox"/> Diğer (lütfen belirt): _____
7. Sana göre okulda başarılı olma derecen:
()Çok yüksek ()Yüksek ()Orta ()Ortanın altı ()Düşük
8. Annenin yaşı: _____ Annenin mesleği: _____
9. Annenin öğrenim durumu: ()Okuma-yazma bilmiyor ()İlkokul ()Ortaokul
()Lise ()Üniversite ()Yüksek lisans ve üstü
10. Babanın yaşı: _____ Babanın mesleği: _____

11. Babanın öğrenim durumu: ()Okuma-yazma bilmiyor ()İlkokul ()Ortaokul
()Lise ()Üniversite ()Yüksek lisans ve üstü

12. Ailenin aylık ortalama geliri:

()Çok yüksek ()Yüksek ()Orta ()Ortanın altı ()Düşük

13. Lütfen aşağıdaki derslerin karşlarına, o dersten geçen dönem aldığınız karne puanını yaz.

Türkçe: _____

Matematik: _____

Fen Bilgisi: _____

Sosyal Bilgiler: _____

APPENDIX C

PARENTING STYLES QUESTIONNAIRE FOR MOTHERS

Aşağıda, annenle olan ilişkilerin hakkında cümleler verilmiştir. Senden istenen, **çocukluğunu ve genel olarak annenle ilişkinizi düşünerek** her bir cümlenin **senin için** ne derece doğru olduğunu ilgili yeri işaretleyerek belirtmendir. Bunu anne ve baban için ayrı ayrı yapmanı istemekteyiz. Hiçbir maddenin doğru veya yanlış cevabı yoktur. Önemli olan her cümle ile ilgili olarak kendi durumunu doğru bir şekilde yansıtmaktır. Anneni kaybetmişsen lütfen yetişimde en çok katkısı olan kişiyi göz önüne al.

	ANNEM				
	Hiç doğru değil	Doğru değil	Kısmen doğru	Doğru	Çok doğru
1. Benimle sık sık rahatlatıcı bir şekilde konuşurdu					
2. Her davranışımı sıkı sıkıya kontrol etmek isterdi					
3. Nasıl davranacağım ya da ne yapacağım konusunda bana hep yararlı fikirler vermiştir					
4. Onun istediği hayatı yaşamam konusunda hep ısrarlı olmuştur					
5. Sorunlarım olduğunda onları daha açık bir şekilde görmemde hep yardımcı olmuştur					
6. Arkadaşlarımla ilişkilerime çok karıştırdı					
7. Sorunlarımı çözmemde destek olurdu					
8. Onunkinden farklı bir görüşe sahip olmama genellikle tahammül edememiştir					
9. Sevgi ve yakınlığına her zaman güvenmişimdir					
10. Kurallarına aykırı davrandığımda beni kolaylıkla affetmezdi					
11. Hiçbir zaman fazla yakın bir ilişkimiz olmadı					
12. Ne zaman, ne yapmam gerektiği konusunda talimat verirdi					
13. Bir problemim olduğunda ona anlatmaktansa, kendime saklamayı tercih ederdim					
14. Geç saatlere kadar oturmama izin vermezdi					
15. Onunla birbirimize çok bağlıydık					

16. Arkadaşlarımla geç saate kadar dışarıda kalmama izin vermezdi					
17. Onun düşüncelerine ters gelen bir şey yaptığımda suçlamazdı					
18. Boş zamanlarımı nasıl değerlendireceğime karıştırdı					
19. Bir sorunum olduğunda bunu hemen anlardı					
20. Hangi saatte hangi arkadaşımı buluşacağını bilmek isterdi					
21. Hiçbir zaman benim ne hissettiğimle veya ne düşündüğümle gerçekten ilgilenmedi					
22. Arkadaşlarımla dışarı çıkmama nadiren izin verirdi					



APPENDIX D

ROSENBERG SELF-ESTEEM SCALE

Aşağıdaki maddeler, kendin hakkında ne düşünüp, genel olarak nasıl hissettiğine ilişkin olarak hazırlanmıştır. Lütfen her bir maddeyi dikkatlice oku ve kendin hakkında nasıl hissettiğini karşılarındaki bölmelerden uygun olanını işaretleyerek belirt.

	Hiç katılmıyorum	Katılmıyorum	Katılıyorum	Tamamen katılıyorum
1. Kendimi en az diğer insanlar kadar değerli buluyorum.				
2. Bazı olumlu özelliklerim olduğunu düşünüyorum.				
3. Genelde, kendimi başarısız bir kişi olarak görme eğilimdeyim.				
4. Ben de diğer insanların birçoğunun yapabileceği kadar bir şeyler yapabilirim.				
5. Kendimde gurur duyacak fazla bir şey bulamıyorum.				
6. Kendime karşı olumlu bir tutum içindeyim.				
7. Genel olarak kendimden memnunum.				
8. Kendime karşı daha fazla saygı duyabilmeyi isterdim.				
9. Bazen kesinlikle kendimin bir işe yaramadığımı düşünüyorum.				
10. Bazen kendimin hiç de yeterli bir insan olmadığımı düşünüyorum.				

APPENDIX E

ADOLESCENTS AUTONOMY QUESTIONNAIRE

Aşağıda kendinle ilgili bir takım ifadeler bulunmaktadır. Bu ifadelerin her birini okuyup, **sana** uygun olup olmadığını düşündükten sonra, lütfen yan taraftaki şıklardan birini işaretle.

	Hiç uygun değilse	Genellikle uygun değilse	Bazen uygun, bazen Genellikle	Genellikle uygunsu	Tamamen uygunsu
1. Yaptıklarım kendi kontrolüm altındadır					
2. Çabuk karar veremem					
3. Başkalarının beni yönlendirmesine izin vermem					
4. Kararlarım üzerinde başkalarının büyük etkisi vardır					
5. Diğer insanlarla aynı görüşte olmadığımda, kendi kararlarımı uygularım					
6. Bir şey yapmak istediğimde, bir planım vardır					
7. İnsanlar yeteneklerimin neler olduğunu sorduğunda, uzun süre düşünmek zorunda kalırım					
8. Bir şey yapacağım zaman, kendimi o işe hazırlamakta güçlük çekerim					
9. Diğer insanlarla tartışmaktan kaçınırım					
10. Başkalarının isteklerine uymaya eğilimliyim					
11. Ne istediğimi bilirim					
12. Çoğu hedef benim için ulaşılamazdır.					
13. Başkalarından farklı bir şey yapmak istediğimde, bunu yaparım					
14. Hedeflerime nasıl ulaşacağımı bilirim					
15. Yeteneklerimin neler olduğunu bilirim					
16. Seçim yapmakta zorlanırım					
17. Bir şeyi istediğimde, onu nasıl elde edeceğimi bilirim					
18. Hedeflerime ulaşmak için plan yapmakta zorlanırım					
19. Hayatımdaki seçeneklerin neler olduğunu bilirim					

APPENDIX F

PARENTING STYLES QUESTIONNAIRE FOR FATHERS

Aşağıda, babanla olan ilişkilerin hakkında cümleler verilmiştir. Senden istenen, **çocukluğunu ve genel olarak babanla ilişkinizi düşünerek** her bir cümlenin **senin için** ne derece doğru olduğunu ilgili yeri işaretleyerek belirtmendir. Bunu anne ve baban için ayrı ayrı yapmanı istemekteyiz. Hiçbir maddenin doğru veya yanlış cevabı yoktur. Önemli olan her cümle ile ilgili olarak kendi durumunu doğru bir şekilde yansıtmaktır. Babanı kaybetmişsen lütfen yetişimde en çok katkısı olan kişiyi göz önüne al.

	B A B A M				
	Hiç doğru değil	Doğru değil	Kısmen doğru	Doğru	Çok doğru
1. Benimle sık sık rahatlatıcı bir şekilde konuşurdu					
2. Her davranışımı sıkı sıkıya kontrol etmek isterdi					
3. Nasıl davranacağım ya da ne yapacağım konusunda bana hep yararlı fikirler vermiştir					
4. Onun istediği hayatı yaşamam konusunda hep ısrarlı olmuştur					
5. Sorunlarım olduğunda onları daha açık bir şekilde görmemde hep yardımcı olmuştur					
6. Arkadaşlarımla ilişkilerime çok karıştırdı					
7. Sorunlarımı çözmemde destek olurdu					
8. Onunkinden farklı bir görüşe sahip olmama genellikle tahammül edememiştir					
9. Sevgi ve yakınlığına her zaman güvenmişimdir					
10. Kurallarına aykırı davrandığımda beni kolaylıkla affetmezdi					
11. Hiçbir zaman fazla yakın bir ilişkimiz olmadı					
12. Ne zaman, ne yapmam gerektiği konusunda talimat verirdi					
13. Bir problemim olduğunda ona anlatmaktansa, kendime saklamayı tercih ederdim					
14. Geç saatlere kadar oturmama izin vermezdi					

15. Onunla birbirimize çok bağıydık					
16. Arkadaşlarımla geç saate kadar dışarıda kalmama izin vermezdi					
17. Onun düşüncelerine ters gelen bir şey yaptığımda suçlamazdı					
18. Boş zamanlarımı nasıl değerlendireceğime karışırdı					
19. Bir sorunum olduğunda bunu hemen anlardı					
20. Hangi saatte hangi arkadaşımı buluşacağımı bilmek isterdi					
21. Hiçbir zaman benim ne hissettiğimle veya ne düşündüğümle gerçekten ilgilenmedi					
22. Arkadaşlarımla dışarı çıkmama nadiren izin verirdi					

APPENDIX G

SOCIAL ANXIETY SCALE FOR ADOLESCENTS

Aşağıda kendinle ilgili ifadeler bulunmaktadır. Lütfen bütün maddeleri olabildiğince içtenlikle cevaplamaya çalış.

	Hiçbir zaman	Nadiren	Bazen	Genellikle	Her zaman
1. Başkalarının önünde yeni bir şeyler yapmaya çekinirim.					
2. Arkadaşlarımla bir şeyler yapmaktan hoşlanırım.					
3. Bana sataşılmasından tedirgin olurum.					
4. Tanımadığım insanların yanında utanırım.					
5. Sadece çok iyi tanıdığım insanlarla konuşurum.					
6. Yaşıtlarımın arkamdan benim hakkımda konuştuklarını düşünürüm.					
7. Kitap okumayı severim.					
8. Başkalarının benim için ne düşündüğünden endişelenirim.					
9. Başkalarının benden hoşlanmayacağından korkarım.					
10. Çok iyi tanımadığım yaşıtlarımla konuşurken heyecanlanırım.					
11. Spor yapmaktan hoşlanırım.					
12. Başkalarının benim hakkında ne söyleyeceğinden endişelenirim.					
13. Yeni insanlarla tanışırken tedirgin olurum.					
14. Başkalarının benden hoşlanmayacağından endişelenirim.					
15. Bir grup insanla beraberken durgunumdur.					
16. Kendi başıma bir şeyler yapmak hoşuma gider.					
17. Başkalarının benimle dalga geçtiğini düşünürüm.					
18. Birisiyle tartışmaya girerken onun benden hoşlanmayacağından endişe ederim.					

19. Hayır derler diye başkalarına benimle bir şeyler yapmayı teklif etmeye çekinirim.					
20. Bazı insanların yanındayken tedirgin olurum.					
21. İyi tanıdığım yaşlılarımın yanındayken bile utanırım.					
22. Başkalarından benimle bir şeyler yapmalarını istemek bana çok zor gelir.					



APPENDIX H

OFFICIAL PERMISSION FROM BAHÇESEHİR UNIVERSITY COMMITTEE FOR RESEARCH AND PUBLISHING ETHICS



Bahçeşehir Üniversitesi
Bilimsel Araştırma ve Yayın Etiği Komisyonu

RAPOR

Bilimsel Araştırma ve Yayın Etiği Komisyonu'nun 8 Aralık tarihli toplantısında aşağıda tanımlı verilen araştırma projesi incelenmiş, bilimsel araştırma ve yayın etiğine aykırı unsur içermediği anlaşılmıştır.

Proje Adı : "Ebeveyn Tutumlarının Ergenlerin Akademik Başarıları ve Sosyal Kaygıları Üzerindeki Etkisi ve Bu Etkinin Özgüven ve Otonomi Aracılığıyla İncelenmesi"
Tez Öğrencisi : Ayben Baylar
Tez Danışmanı : Yrd. Doç. Dr. Arzu Aydınlı
Rapor Tarihi : 8 Aralık 2015

Prof. Dr. Canan Çelik Karaaslanlı
Mühendislik ve Doğa Bilimleri Fakültesi
Başkan

Prof. Dr. Niyazi Berk
İktisadi İdari ve Sosyal Bilimler Fakültesi

Prof. Dr. Kadir Emre Gökyayla
Hukuk Fakültesi

Prof. Dr. H. Kadircan Keskinbora
Tıp Fakültesi
KATILAMADI.

Doç. Dr. Serap Aydın
Mühendislik Fakültesi
KATILAMADI.

Doç. Dr. Feyza Doğan
Eğitim Bilimleri Fakültesi

Doç. Dr. Metehan Irak
İktisadi İdari ve Sosyal Bilimler Fakültesi
KATILAMADI.

Doç. Dr. Yeşim Güneş
İletişim Fakültesi

Yrd. Doç. Dr. Mehmet Vatan Kaptan
Mimarlık ve Tasarım Fakültesi

Yrd. Doç. Dr. Mehmet Değirmenci
Sağlık Bilimleri Fakültesi

APPENDIX I

OFFICIAL PERMISSION FROM ISTANBUL PROVINCIAL DIRECTORATE OF NATIONAL EDUCATION



T.C.
İSTANBUL VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 59090411-44-E.13306540
Konu: Araştırma İzni

24.12.2015

Sayın: Ayben BAYLAR

- İlgi: a) 18.12.2015 tarihli dilekçeniz.
b) Valilik Makamının 23.12.2015 tarih ve 13249646 sayılı oluru.

"Ebeveyn Tutumlarının Ergenlerin Akademik Başarıları ve Sosyal Kaygı Üzerindeki Etkisi ve Bu Etkinin Özgüven ve Otonomi Aracılığıyla İncelenmesi" konulu tezinizin araştırma çalışması hakkındaki ilgi (a) dilekçeniz ilgi (b) valilik onayı ile uygun görülmüştür.

Bilgilerinizi ve araştırmacının söz konusu talebi; bilimsel amaç dışında kullanılmaması, *uygulama sırasında bir örneği müdürlüğümüzde muhafaza edilen mühürlü ve imzalı veri toplama araçlarının uygulanması*, katılımcıların gönüllülük esasına göre seçilmesi, araştırma sonuç raporunun müdürlüğümüzden izin alınmadan kamuoyuyla paylaşılmaması koşuluyla, gerekli duyurunun araştırmacı tarafından yapılmasını, okul idarelerinin denetim, gözetim ve sorumluluğunda, eğitim -öğretimi aksatmayacak şekilde ilgi (b) Valilik Onayı doğrultusunda işlem bittikten sonra 2 (iki) hafta içinde sonuçtan Müdürlüğümüz Strateji Geliştirme Bölümüne rapor halinde bilgi verilmesini rica ederim.

Murat ADALI
Şube Müdürü

EK:1- Valilik Onayı
2- Ölçekler

Elektronik İmzalı Aşıl	
Sizdenizimizin Değerlendirilmesi	
Adı Soyadı:	Murat ÇELEBİ
Övane:	Bölüm Şefi
Tarih:	04.01.2016
İmza:	

İl Millî Eğitim Müdürlüğü
E-Posta: sgb34@meb.gov.tr

A. BALTA VHKİ
Tel: (0 212) 455 04 00-239
Faks: (0 212)455 06 52

Bu evrak güvenli elektronik imza ile imzalanmıştır. <http://evraksorgu.meb.gov.tr> adresinden 238F-1ec2-3ca0-9cb6-e514 kodu ile teyit edilebilir.



T.C.
İSTANBUL VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 59090411-20-E.13249646

23/12/2015

Konu: Anket İzni (Ayben BAYLAR)

VALİLİK MAKAMINA

- İlgi: a) Ayben BAYLAR'a ait 18.12. 2015 tarihli dilekçe.
b) MEB. Yen. ve Eğ. Tek. Gn Md. 07.03.2012 tarih ve 3616 sayılı 2012/13 nolu gen.
c) Milli Eğitim Araştırma ve Anket Komisyonunun 21.12.2015 tarihli tutanağı.

Bahçeşehir Üniversitesi Sosyal Bilimler Enstitüsü yüksek lisans öğrencisi Ayben BAYLAR'ın "*Ebeveyn Tutumlarının Ergenlerin Akademik Başarıları ve Sosyal Kaygıları Üzerindeki Etkisi ve Bu Etkinin Özgüven ve Otonomi Aracılığıyla İncelenmesi*" konulu tezi kapsamında, ilimiz Kadıköy ilçesinde bulunan ortaokullarda öğrenim gören 5., 6., 7. ve 8. sınıf öğrencilerine; kişisel bilgi formu, ve anket uygulama istemi hakkındaki ilgi (a) dilekçe ve ekleri Müdürlüğümüzce incelenmiştir.

Araştırmacının; söz konusu talebi; bilimsel amaç dışında kullanılmaması, uygulama sırasında bir örneği müdürlüğümüzde muhafaza edilen mühürlü ve imzalı veri toplama araçlarının uygulanması, katılımcıların gönüllülük esasına göre seçilmesi, araştırma sonuç raporunun müdürlüğümüzden izin alınmadan kamuoyuyla paylaşılması koşuluyla, okul idarelerinin denetim, gözetim ve sorumluluğunda, eğitim -öğretimi aksatmayacak şekilde ilgi (b) Bakanlık emri esasları dâhilinde uygulanması, sonuçtan Müdürlüğümüze rapor halinde (CD formatında) bilgi verilmesi kaydıyla Müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

Dr. Muammer YILDIZ
Millî Eğitim Müdürü

OLUR
23/12/2015

Ahmet Hamdi USTA
Vali a.
Vali Yardımcısı

Ek:1- Genelge
2- Komisyon Tutanağı

İl Millî Eğitim Müdürlüğü
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