

**SELF-ESTEEM, POLITICAL EFFICACY, AND PERCEIVED PARENTAL
ATTITUDES**

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**SELF-ESTEEM, POLITICAL EFFICACY, AND PERCEIVED PARENTAL
ATTITUDES**

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ABSTRACT

This thesis proposes to test the following three hypotheses: perceived political efficacy positively correlates with self-esteem; self-esteem positively correlates with perceived democratic parental attitude; and, lastly, self-esteem negatively correlates with perceived protective-demanding and perceived authoritarian parental attitudes.

Two questionnaires (Q1 and Q2), each measure perceived political efficacy, self-esteem, and perceived parental attitudes. In Q2, the items of self-esteem and perceived parental attitude scales have been kept in their original forms whereas in Q1, the items of those scales have been modified to fit questionnaire design. Two groups each have been selected as a result of multi-stage stratified sampling of the Sabancı University undergraduate population. Participants (G1 and G2) are composed of those who have responded to the e-mail invitations sent to the two groups to complete the web-based questionnaires (Q1 or Q2).

The results reveal that perceived political efficacy positively correlates with self-esteem for both G1 and G2. Concerning the relation of self-esteem to perceived parental attitudes, the findings show that perceived democratic parental attitudes positively correlate with self-esteem for both G1 and G2. Perceived protective-demanding mother's attitude significantly and negatively correlates with self-esteem for only G2. Furthermore, perceived authoritarian mother's and father's attitudes also negatively and significantly correlate with self-esteem for only G2. The attempt to look for a connection between a certain political attitude and a personality quality, in addition to the connection between a personality quality and perceived parental attitudes, indicates a two-step approach to political socialization which combines personality approach to political behavior with the social-cognitive approach to personality.

ÖZ-SAYGI, SİYASAL ETKİNLİK VE ALGILANAN ANNE-BABA TUTUMLARI

TUBA NUR OKCU

Siyaset Bilimi, Yüksek Lisans Tezi, 2007

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Anahtar sözcükler: siyaset bilimi, öz-saygı, algılanan anne-baba tutumları, siyaset toplumsallaşma

ÖZET

Bu tezin ana amacı, algılanan siyaset etkinlik düzeyi ile öz-saygı düzeyi arasında ve öz-saygı düzeyi ile algılanan demokratik anne-baba tutumu derecesi arasında olumlu yönde bir bağlantı ve öz-saygı düzeyi ile algılanan koruyucu-istekçi anne-baba tutumu ve öz-saygı ile algılanan otoriter anne-baba tutumu dereceleri arasında olumsuz yönde bir bağlantı olduğu yönündeki üç varsayımı test etmektir.

Gereçler, her biri algılanan siyaset etkinlik, öz-saygı ve algılanan anne-baba tutumu ölçeklerini içeren iki anketten (A1 ve A2) oluşmaktadır. A2’de, algılanan siyaset etkinlik ve algılanan anne-baba tutumu ölçeklerinin maddeleri özgün biçimde bulunurken, A1’de, bu ölçeklerin maddeleri, anket tasarımı kurallarına uymalarını sağlamak amacıyla değiştirilmiştir. Sabancı Üniversitesi lisans öğrencilerinden oluşan popülasyon arasından çok aşamalı örnekleme yoluyla iki ayrı grup seçilmiştir. Katılımcılar (G1 ve G2), gruplarına göre onlara gönderilmiş, elektronik ağ tabanlı anketleri (A1 ve A2) dolduramaları yönünde davet içeren e-postalara, anketleri doldurarak yanıt veren Sabancı Üniversitesi lisans öğrencilerinden oluşmaktadır.

Sonuçların gösterdiği üzere, G1 ve G1 için, algılanan siyaset etkinlik öz-saygı ile olumlu yönde ve anlamlı olarak bağlantı kurmaktadır. Öz-saygının algılanan anne-baba tutumu ile olan ilişkisi konusunda, bulguların gösterdiği üzere, G1 ve G2 için, algılanan demokratik anne-baba tutumu öz-saygı ile olumlu yönde ve anlamlı bir bağlantı kurmaktadır. Algılanan koruyucu-istekçi anne tutumu yalnızca G2 için öz-saygı ile anlamlı ve olumsuz yönde bağlantı kurmaktadır. Bunun yanında, algılanan otoriter anne-baba tutumu yalnızca G2 için öz-saygı ile anlamlı ve olumsuz yönde bağlantı kurmaktadır. Bir kişilik özelliği ile algılanan anne-baba tutumları arasındaki bağlantının yanı sıra, belli bir siyaset tutum ve bir kişilik özelliği arasında bağlantı aramaya kalkışmak, siyaset davranışa kişilik yaklaşımı ile kişiliğe toplumsal-bilişsel yaklaşımı birleştirerek, siyaset toplumsallaşmaya iki aşamalı bir yaklaşıma işaret etmektedir.

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CHAPTER 1

INTRODUCTION

Political behavior of the individual becomes important in a participatory political structure such as democracy, for example. Modern conception of liberal democracy, moreover, has created the idea of modern citizenship via articulating the idea of the *individual* to the hitherto existing idea of civic obligation embodied in part, democratic participation. This modern idea of democratic citizenship which takes centrality of *individual* from its liberal character, introduces the need to investigate individual's political attitudes and behavior as analytical variables. Among several aspects from which to examine political attitude, one way is to look for the individual differences in political attitude, which are revealed in the differences of personality and developmental dynamics. This psycho-political approach aims to find out psychological character of the political individual in the modern polity.

The immediate level at which the link between political attitude and psychological character can be built is at the level of *personality*. Personality psychology propounds the belief that individual behavior and attitudes stem from a set of more or less stable and consistent characteristics which constitute one's distinct personality. As do attitudes, personality characteristics vary among individuals. Psychology of political behavior searches for individual differences in political attitude in personality differences. Thus, a certain political attitude in a given time can be associated with a certain, related personality characteristic.

Acquisition of personality is hardly a non-political process. From birth onwards, the individual lives in a variety of social contexts which help shape her/his personality. As the acquisition of personality, the process of obtaining political attitudes takes place with the active role of social agents. Family, peer group, school, and media constitute the individual's immediate social context in which s/he shapes her/his political attitudes.

Individual's relationship with family members is an intimate one which belongs to the private sphere as opposed to the public one. Yet, social relations between the family members can be analyzed from a political perspective, as the feminist saying "the personal is political" goes. The ways parents behave towards their child can be categorized into several types which have political attributes. In that sense, the way the individual perceives how s/he has been treated by the parent might be related both to her personality attributes and present political attitudes. Therefore, at a given time, an individual's certain political attitude, personality characteristic as it is reported by her/him, and perceived parental attitude can be correlated to one another. Building such a linkage by articulating a psychological level to the individual political attitudes will bring in a more dynamic comprehension of political attitudes, in particular and a more dynamic understanding of study of political behavior, in general.

The approach which explains variance in political structure by looking at micro political dynamics such as mass political behavior is the politico-cultural perspective which brings in the concept of *political culture*. According to the idea of political culture, which was introduced by Almond & Verba (1965), the individuals constituting a society have attitudes about how they can influence the political process. The collection of such attitudes of individuals about the structure constitutes one aspect of political culture in that society. When it comes to the development of a certain political culture, the mechanism by which a certain type of political culture is shaped is by political socialization.

Political socialization literature, starting with Hyman (1959), has been searching for how several social contexts, predominantly the immediate context where face to face interaction takes place, socialize the child and adolescent into politics. Since socialization does not lead to political attitudes directly, but indirectly, through the mediation of personality, social-cognitive perspective to personality comes into the picture. According to the social-cognitive perspective, the individual's personality is shaped through her/his interaction with social agents and through the way s/he senses, perceives and processes the social stimuli. Via cognitive processing of the social environment, an individual's personality characteristics take shape, which, in turn, is related to political attitudes. Thus, building a relation between a political attitude and a personality character requires employing a social-cognitive paradigm of personality if development of political attitude is handled with political socialization perspective.

If the link between type of parental attitude as a socializing agent and personality characteristic is built by correlating personality characteristic with perceived and recalled mother's and father's attitudes, social cognitive dynamics will not be sufficient to account for the variance. Since the types of parental attitudes are measured as they are perceived and recalled by the individual, the personality characteristic might effect how parental attitude is recalled. Therefore, such a correlational study makes it unlikely to build an argument proposing any causal relation between the two variables.

In the current study, which connects parental interaction with their child, the individual's personality characteristic, and political attitude, two main approaches are to be employed: *political culture* approach in comparative politics and the *social-cognitive* approach to personality. The linkage between the two is maintained by the idea of *political socialization*.

1.1 Political Culture Perspective

The idea of political culture in comparative politics has been introduced by Almond and Verba's seminal (1965) study. It has been developed as an alternative to the perspective of institutionalism which proposes that the variance between the societies in terms of their political structures owes to the differences of the institutions (see Peters, 1999). In contrast, political culture perspective emphasizes the differences between political cultures of several societies to account for the differences of political structure. In order for a democratic structure to operate well in a society, the political culture has to be congruent with the political structure. Almond and Verba have introduced the concept of *civic culture* to portray the type of political culture which is congruent with the democratic structure. In a society where civic culture is dominant, the citizens have positive cognitive orientations toward the input mechanisms of political regime. In other words, an individual with a civic culture believes that s/he is effective in operation of the system. S/he believes that if s/he wants, s/he will have a say in the political decision making process.

The masses in such a civic society thus conceive of the citizenship notion with its participatory role. They know that they can participate actively in the decision making process and can get results. This quality is called the sense of "political efficacy" (Campbell, 1954), the degree of which signals the level of political congruence to a liberal democratic political structure. Thus, studying the level of political efficacy in a

mass population is necessary in order to comment on the quality of democracy in a society.

In political efficacy research, the sense of political efficacy has been measured by asking a number of individuals to what extent they feel influential in several aspects of the governmental decision making process. Furthermore, their opinion has been asked as to whether or not they believe that an anonymous individual just like them can be influential in transforming events in their society. Here, the aim is to find out to what extent ordinary citizens believe in the power of one ordinary citizen in influencing the political decision making process, hence the political output.

Individuals differ in terms of the level of perceived political efficacy. Regardless of the actual political efficacy, while some people believe that just like politicians, a person such as themselves has the competence to create an impact on how the things go in the country, some people do not. Variance at the individual level might reflect personality variables, for the sense of political efficacy is a consistent character of the individual as are personality characteristics.

The question what explains different political cultures requires asking what makes individuals belong to different political cultures, hence have different political attitudes. Since the unit of analysis is the individual in political culture perspective, there appears a need to scrutinize the individual from several aspects which make her/him possess certain political attitudes. One such aspect is personality. Since personality is composed of stable and consistent characteristics of the individual, predicting behavior and attitudes (Carver & Scheier, 2004); it should also predict certain political attitudes through the mediation of certain personality characteristics.

The factors which might impact the formation of personality characteristics and political attitudes take shape during social and cognitive development process (Bandura, 1977). Grasping the connection between certain social-cognitive dynamics and personality will provide a chance for comprehending the roots of individual differences in personality, hence individual attitudes and behavior. Among many approaches to personality, social- cognitive approach is the most congruent to political culture perspective because social-cognitive approach takes into consideration the role of the socialization process in explaining personality as political culture approach takes into consideration the role of the political socialization process in explaining political attitudes. Social-cognitive model to personality embraces political socialization theory

which emphasizes the role of several social agents in shaping political attitudes (see Dawson, Prewitt, & Dawson, 1977).

1.2 The Social-Cognitive Approach to Personality

The social cognitive perspective, which has been introduced by Bandura (1977), highlights the role of social relations as they are perceived by the individual in the development of personality. Personality characteristics are not innate, but learned. Similar to behaviorist approach to personality, how the individual's behavior is responded by her/his social environment is critical in the formation of personality. As reinforced behaviors are strengthened, punished behaviors are weakened. As a modification to the behaviorist perspective, social cognitive theory proposes that not all stimuli are equally treated by the individual. Some social stimuli are considered more important by the individual whereas others are ignored. In other words, since the individual is not the passive recipient of the stimulus but, thanks to her/his cognitive capacity, is actively involved in how the stimulus is received, s/he is a significant actor in determining her/his personality characteristics.

As to the social aspect of social-cognitive theory, the emphasis is on the role of the *other* in the construction of the self-concept (Mead, 1934). How the individual perceives herself or himself is a function of how the significant others considers her/him as it is perceived by the individual (Mead, 1934). Therefore, the process of personality formation takes place with the involvement of social environment. Thus, the immediate and the broader social environment as they are perceived and evaluated by the individual are influential in determining personality characteristics.

In order to portray the interaction between personality and social context, Pettigrew (1997) has built a three-level model. The levels are the "micro level" or the individual level which corresponds to personality, the "meso level" or the situational level, which corresponds to face-to-face interaction, and the "macro level" (p. 419) or the social structural level, which includes institutions and organizations. According to Pettigrew's schema, all the levels have causal relations with one another in both directions. That is, personality influences face-to-face interaction and vice versa. Also, personality has a direct impact on social and political institutions. Finally, face-to-face interaction has a role in the formation of social structural organizations. This schema shows the complexity of individual and social dynamics. For instance, in explaining

political culture at the individual level, that is one person's political orientations towards the government and the political system, Almond & Verba (1965) have pointed to the existence of a relation between the historical evolutions of social political institutions in a country and what type of a political culture the individuals in that country have. In other words, Almond & Verba have drawn attention to the relation between macro and micro level (Pettigrew, 1997). As to the question of how the systemic variable influences the individuals in the society, there needs to be made a reference to meso level factors. In this vein, Almond & Verba referred to political socialization as a mediator between political system and individual's political attitudes. Given the important role of face-to-face interactions in political socialization, there is a need for investigating the relation between the personality and face-to-face interaction. In this context, political socialization theory provides the ground for searching a connection between a personality characteristic and the nature of individual's face-to face interaction with her/his parents in addition to the connection between that personality characteristic and the political attitude in a politically relevant way.

1.3 The Social-Cognitive Approach and Political Socialization

Political socialization is the process whereby adult political behavior and attitudes are shaped. Individual's environment plays an active role in determining the type of political culture to which the individual will belong. This environment consists of the family, education, peer group, and the mass media (Langton, 1969). In political socialization studies, the characteristics of those agents are considered to have a central importance (Dowse & Hughes, 1971). For example, if the role of the family in political socialization is considered, the parents' political culture is deemed the harbinger of the child's future adult political culture (Davies, 1965). If the parents are participants, it is claimed that the possibility that the child's involvement in politics in the future increases. Thus, a direct link between the social agents and the political attitudes are built. Secondly, only the behaviors related to politics are considered as relevant to political socialization. For instance, whether or not the parents talk to their daughter or son about politics is deemed centrally important whereas the role of conversation between parents and child on non-political issues such as daily life events are not attributed with much importance. This type of approach to political socialization is influenced by a behaviorist paradigm in psychology, which assumes a direct link

between a certain stimulus, i.e. a certain behavior of the parent, related to one aspect of politics and the response, i.e. the child's future political behavior on the corresponding subject.

The stimulus-response approach to individual political behavior ignores the role of the individual herself/himself in shaping her/his own attitudes. To add personality dimension into the picture highlights the process by which environment influences behavior. Focusing on the process itself provides clues as to how behavioral change occurs and where the root of the variance in political behavior lies other than just the politically oriented actions of the members of the individual's social environment.

According to the personality included model of political socialization (Froman, 1961), the individual's environment composed of family, education, peer group and the mass media provides the experiences which helps shape the personality which in turn helps political attitudes and behavior (see DiRenzo, 1974). Here, the role of the environment is not confined to politically related contexts. On the contrary, since the environment as a whole is quite relevant in formation of personality, it is relevant in the formation of individual's political culture. Therefore, returning to the example of the role of the parents in shaping political attitudes, according to the revised model of political socialization, not only the parent-child interaction in a context, related to a political matter has a role in shaping political culture, but every parent-child interaction, even the ones which might be considered as politically irrelevant, plays a role in the formation of political attitudes, for the family context as a whole has an impact in formation of personality (Chaffee, McLeod, & Wackman, 1973). In other words, everything that plays a role in shaping personality has to be considered as relevant in shaping the political culture. Given this, analytical studies which search for the connection between parents' attitudes and personality are indeed politically relevant; hence touching closely to the subject of political culture.

Social-cognitive approach to personality renders the individual as an active participant in her/his social context which has a role in the personality formation process. The individual is not exposed to the stimulus as it is, but s/he receives and processes the stimulus in a certain way according to her/his cognitive processing in that specific context. How much s/he pays attention to the stimuli, how s/he perceives the stimuli, how s/he positions the stimuli next to the other previous stimuli; briefly, the way s/he attributes a meaning to the stimuli gains significance in that stimuli's role in the formation of a bit of her/his personality. In addition, with regard to the social aspect

of the social cognitive perspective, from whom the stimulus comes also matters. If the stimulus comes from a person who is considered important by the individual, s/he pays more attention to that stimulus; and how the stimulus is attributed meaning, changes accordingly (Bandura, 1971).

Since the individual perceives her/his environment according to cognitive and social psychological variables and since political socialization occurs through the mediation of personality, building a link between the character of meso system interactions and political attitudes does not provide sufficient information about the nature of this link. Instead, an approach which looks for a link between personality character and certain meso level interactions and another link between that personality quality and a certain political attitude provides more tangible information as to the personal dynamics of the link. Furthermore, such an approach constitutes a step in drawing the psychological map of the individual with a certain political culture as a whole. In other words, it frees the researcher from the constraints of the environment about which the exact knowledge can not be arrived at unless a longitudinal study is done.

Unlike in a longitudinal study, in a cross-sectional study which searches for the relation between a personality character and certain sections of the individual's environment, and a certain political attitude; the account about the character of the environment is taken from the individual herself/himself as it is perceived and remembered by her/him. In this case, social cognitive perspective becomes peculiarly appropriate, for the researcher relies on the data derived only from the statements of the individual. Thus, while political socialization studies which took up longitudinal research focus on the actual behavior of the mediators of socialization (Jennings & Niemi, 1981) in the sense of their objective features (Jennings & Markus, 1984), cross-sectional study is required to focus on the adult's subjective account about the meso level processes in the past.

Returning to Pettigrew's model on the connection between personality and the social contexts on different levels, a study which searches for correlations between three variables, that is a meso level, situational variable, a micro level personality variable and another micro level political attitude variable fits into a frame which is drawn by social-cognitive approach to personality and to the formation of political attitudes.

1.4 The Current Study

In an attempt to contribute to the psychology of political behavior, the current study searches for the relation between perceived political efficacy and self-esteem on the one hand and perceived parents' attitude and self-esteem on the other. Having started with Almond & Verba's construct of political culture, the theoretical ground of the present study relies on the understanding which proposes a theoretical connection between individual's political character in the sense of her/his political attitudes and behavior, and her/his psychological dynamics which are shaped by the agents which have also political character. In other words, as previously mentioned the political culture approach to mass political behavior embraces personality psychology as a related research area. Among the several approaches to personality, social-cognitive perspective takes into account the role of social and political factors in the development of personality, hence raising the issue of political character of the socializing agents. With this theoretical background, in this broad area of research, this study focuses on mainly three variables and their interconnection which throws light on a more complete understanding on the roots of political attitudes.

1.5 Perceived Political Efficacy and Self-Esteem

Perceived political efficacy is a multi-dimensional construct which measures the degree of belief in the possibility that an ordinary individual has the power to effect the decision making process of the government. Initially, "the power to effect political process" has been connoted to be exerted by voting (Campbell, 1954). However, political efficacy may also refer to any action of the individual in the civil society to affect the decision in allocation of resources. With regard to the dimensions of political efficacy, there are basically four dimensions as described by Southwell (1986). One dimension concerns the degree of belief of the individual in the "honesty and capability of the elected leaders and political institutions" (Southwell, 1986, p. 665). The second one is about the belief that government will respond to the citizens' demands. Unlike the first and second dimensions, the third dimension is the one which is closely related to the internal capability to influence the operations of the society through affecting government. This dimension is the one which is the most psychologically relevant. According to Southwell's categorization, the last dimension concerns the belief in the

possibility of change within the existing system. In other words, this dimension is about the individual's feeling that through voting, change in the country is possible.

In terms of both voting (Southwell, 1986) and civil society activities (Putnam, 2001) the significant decline in the voter turnout in US national elections has raised interest in political participation. As a possible root for this fall in participation, the decline in political efficacy is highlighted. In Southwell's (1986) study, significant correlations have been found between the decrease in voter turnout and a decline in all the four dimensions of political efficacy. Furthermore, Campbell's study, which pioneers on the subject of political efficacy, points to a close relation between political participation in the sense of voting and political efficacy. Having noted that, theoretically, political efficacy does not need to bring about political participation, for it does not measure the actual behavior of the individual but her/his perceptions. Almond & Verba (1965) have pointed to this fact and have emphasized the importance of *belief* rather than the *action* in determining political culture. Since the individual does not derive her/his sense of political efficacy from actual experiences with the institutions of the political system according to Almond & Verba (1965), hence her/his political culture being more or less independent from the actual functioning of the politics, political efficacy is taken as an independent concept which is used to measure not the quality of the political system but the citizen's orientation toward the political system.

Contrary to some empirical studies which have found a positive correlation between political efficacy and political participation, Renshon (1975) has pointed to a reverse relation. According to Renshon's findings, the participants with lower levels of political efficacy tend to be more participatory than the participants who report higher levels of political efficacy. The root of this relation, according to Renshon, lies in a personality quality, which is the feeling of "personal control" (p. 111). Personal control corresponds to the degree of feeling that the consequences of the individual's behavior depends on her/his behavior rather than the external factors. Feeling of political efficacy is one aspect of personal control. In other words, Southwell's third dimension of political efficacy, pertaining to the feeling of internal capability to influence the government, is personal control in the political sphere. Viewing the need for political control as a psychological need and seeing the existence of the feeling of political efficacy as a derivative of a personality quality, Renshon has explained the variance in the political efficacy by the variance in the personal control.

According to Renshon's theory of personal control (1975), if one has a low level of personal control, s/he tries to engage in activities to achieve it. Thus, applying this theory to the political sphere, feeling of low level of control in political sphere of activity brings about higher efforts to participate to achieve control. Therefore, lower degree of control means a higher level of political participation in the sense of participating in civil society activities, campaigning activities for elections, taking part in political demonstrations, etc.

Even though the studies on the relation between political efficacy and political participation have not reached a consensus as to whether a sense of political efficacy leads to higher or lower political participation, scholars agree on the existence of a connection between political efficacy and psychological dynamics, mainly the self-esteem. Parallel to Renshon's argument concerning the relation between personal control and political efficacy, Lane (1959) has claimed that in the root of the feeling of political efficacy lies the sense of self-competence, the feeling that the individual perceived herself/himself as capable of influencing her/his environment. In line with Lane's theorizing and Renshon's empirical findings, Sigel's (1971) research on the sense of political efficacy among adolescents points to a positive relation between internal locus of control (Rotter, Seeman, & Liverant, 1962), which corresponds to Renshon's term of personal control, and the sense of political efficacy.

Inasmuch as personal control or internal locus of control and self-competence are integral parts of self-esteem, it is possible to argue that self-esteem is positively related to the sense of political efficacy. Sniderman & Citrin's (1971) research supports this relation by showing that among the personality characteristics which influence the sense of political efficacy, self-esteem is the strongest predictor of perceived political efficacy. Furthermore, Campbell et al.'s *The American Voter* (1960), which is one of the pioneer studies in terms of operationalizing the concept of political efficacy and measuring it among the mass public (also see Campbell, 1954), points to the conceptual link between the feeling of self-competence and the sense of political efficacy.

Encompassing self-competence and personal control, self-esteem is a multi-dimensional construct. In general, it corresponds to the way individual evaluates herself/himself as an object. In other words, when one observes her/his person as if from outside, how much value s/he attributes to it constitutes her/his self-esteem. People with high self-esteem consider them *self* from a positive light whereas people with low self-esteem has a less positive evaluation of the self (Franzoi, 2000).

Self-esteem is composed of two major dimensions: self-worth and self-efficacy. Self-worth is the extent the individual considers herself/ himself as valuable in general. The items which measure self-worth dimension are like “Even though I might be unsuccessful in some domains, I find myself valuable,” (Bogenç, 2005, as cited in Kuzgun & Bacanlı, 2005) and “I feel that I’m a person of worth at least on an equal plane with others,” (Rosenberg, 1963).

Self-efficacy corresponds to a feeling of effectiveness and competence in one’s actions (Bandura, 1986). In other words, self-efficacy is one’s judgment that concerning the events in which s/he takes part, her/his actions will generate the designated and desired consequences. The person with a high degree of self efficacy believes that her/his success is the result of his own endeavor. In addition, in social occasions where a decision is to be taken, s/he is eager to take part in the process of decision making. In other words, s/he believes in his/her capacity to influence the final decision via participation. Some of the items which are used to measure self-efficacy dimension of self-esteem is “My successes are the result of my own skills and efforts,” “When I undertake a job, I completely believe in my capacity to manage it with success,” “When a decision is to be taken in an environment, I notice that my suggestions will be taken into account,” (Bogenç, 2005, p. 152).

As far as the sphere of politics is concerned, the person with a feeling of self-efficacy is expected to feel efficacious in political decision making process. Self-esteem as a personality character is viewed as quite relevant to political attitudes and behavior in democracies. Berelson (1952) has considered self-esteem as a requirement for well-functioning democratic participation in a democratic society. According to Lewin & Lippitt (1938), democratic citizen has a “democratic character” (p. 293) as opposed to authoritarian character, which fit to autocracies; and according to Berelson, self-esteem is a crucial component of the democratic character.

Political involvement, in the sense of an interest in public affairs is also considered as a crucial component of democratic citizen. Berelson (1952) puts that the individual needs to go beyond face-to-face interactions at the meso level and feel concerned about social and political institutions at the macro level and about society in a broader sense in order to be considered as a citizen with a democratic character. In line with this theorizing, Rosenberg (1962) has found a positive relation between the level of self-esteem and involvement with public affairs. According to the results of Rosenberg’s research, adolescents with higher levels of self-esteem turn out to be interested in

national and international affairs more and engage in political discussions more intensely than do the ones with lower levels of self-esteem.

In the light of the previous theories and empirical findings, it seems that qualities of democratic citizen with a civic culture are embedded in one's personality. Together with situational factors and social structure, personality is one element which is accountable for the variance in at least some political attitudes and behavior. Concerned with individual variance in the sense of political efficacy, this study aims to find out if there is a link between the variance in perceived political efficacy and the variance in the level of self-esteem. Considering the findings mentioned previously which have proposed a positive correlation between the levels of perceived political efficacy and of self-esteem, it is expected that the level of perceived political efficacy will correlate positively with the level of self-esteem. Thus, the first hypothesis follows as:

H1a: Individuals with a higher level of self-esteem will have a significantly higher level of perceived political efficacy than those with a lower level of self-esteem.

H1b: Individuals with a lower level of self-esteem will have a significantly lower level of perceived political efficacy than those with a higher level of self-esteem.

1.6 Perceived Parental Attitude and Self-Esteem

In a children's social environment, parents constitute a significant part. Hence, in socialization process, role of the parents is considered as crucial. Social cognitive approach proposed by Bandura (1977) has emphasized the importance of learning in childhood via observing parental behavior. Such a form of observational learning is social and cognitive in nature, for the child pays attention to parents' manners as coming from significant others; thus according to the perceived consequences of parental behavior, the child takes that behavior as a model. This type of learning involves "vicarious reinforcement" (Kanfer & Marston, 1963, p. 292), which characterizes the phenomenon that when one observes another person's behavior getting reinforced, that is being rewarded, the likelihood that the observer shows a response similar to the reinforced response of the other person in a similar condition increases. In other words, even though the individual has not showed a certain response before, s/he can adopt that response just by observing others. In that situation, the reinforcement which triggers a certain response in the observer is considered as

vicarious reinforcement. This phenomenon is considered a mechanism by which the individual learns novel behavior. In that sense, in the process of personality development, learning initiated by vicarious reinforcement takes a crucial role according to social cognitive perspective. In this respect, parents, as prominent participants of child's social interaction, constitute one of the major models for vicarious learning.

Influenced by her/his immediate social environment, the individual also takes part in transforming it. Transactional approach to psychological development (Sameroff & MacKenzie, 2003) proposes that interactions between parents and child transform the attitudes and behaviors of both sides. Thus, in the formation of personality, the child is deemed an active participant in the constant transformation and reproduction of her/his social environment, hence in her/his personality development.

Pettigrew's model (1997) portraying interactions between micro, meso and macro levels in personality development supports transactional perspective in its emphasis on the role of interaction between social context and personality. As in transactional models, Pettigrew's three-level model proposes that characteristics of environment are filtered through individual's cognitive make up according to social characteristics of that social environment as they are perceived by the individual and create an impact on individual's personality formation as in return, the individual changes the social environment with her/his responses.

In line with this three-level model of personality formation, Bronfenbrenner & Morris (1998) have proposed a four-level model of psychological development. According to this ecological approach (Bronfenbrenner & Morris, 1998, p. 993), human beings have ecologies as do other living beings. This ecology is composed of four forms of systems: "microsystems, mesosystems, exosystems and macrosystem" (p. 996). Microsystems correspond to Pettigrew's meso level which consists of an individual's immediate environment where s/he engages in face to face interaction with parents and siblings at home, adults and peers in the neighborhood, and peers and teachers at school. Above those systems, there are mesosystems which are composed of home, school, and neighborhood settings as constituting a more general social context as social institutions. Above the mesosystems, there are exosystems with which the child does not have a direct interaction despite being indirectly influenced, through the channels of the parents, other adults, and peers. These systems include institutions as mass media and local government. Finally, the macrosystem signifies the dominant

beliefs and ideologies in the society. In other words, macrosystem stands for cultural characteristics of the society in which one lives. As the model proposes, these four forms of systems are in constant interaction as a result of which individual's personality is shaped. Even at the time when the child does not have a conception of the systems above the micro one, s/he is influenced by them indirectly through the characteristics of the interactions in the microsystems. In other words, adults around the child are influenced from their social contexts in various levels which are reflected in their attitudes and behavior, which in turn determine how the people behave toward the child. Therefore, child's personality is shaped with the active involvement of all forms of systems. In this model, parents play the role of child's window, opening to the broader world. Parents are also crucial in shaping how the child perceives herself/himself considering the role of significant others in the formation of child's self-esteem (Cooley, 1902). In this respect, the way parents treat their daughters and sons is considered as a major factor in explaining one's personality.

How a certain type of parents' attitude reinforces a certain way of behavior has been investigated in Baumrind's research (1966), results of which point to three major types of parents' attitude: "authoritarian" (p. 890), "authoritative" (p. 891), and "permissive" (p. 889). In the model of authoritarian parenting, child's behaviors are controlled according to a set of rules which are put according to a standard coming from tradition. Obedience is favored as a virtue in itself. Rather than letting the child rely on her/his will and coming from her/his needs and interests in decision making, the child is expected to act according to the rules of conduct which are legitimized as coming from an authority, not as stemming from reason. Moreover, parents refrain from providing an explanation for their decisions to their child. When parents encounter a behavior of which they do not approve, they tend to apply punitive measures without explaining the reason. The outcome of such type of parenting is that the child lacks the social skills to initiate social interaction with others. S/he lacks social competence and self-esteem. When a requirement to make a decision occurs, the child of authoritarian parents feels difficulty in giving independent decisions and needs the help of an outside authority to decide for her/him. Typical personality characteristics of preschool children of authoritarian parents are summarized as other-directed, withdrawn, lacking curiosity and social competence (Baumrind, 1971)

The second type of parenting is permissive parenting, which is characterized by parental avoidance of exercising control over the child. Rather than expecting the child

to obey some rules, the parents prefer the child learns from trial and error. The child raised with a permissive style is expected to learn how to organize her/his time on her/his own. Moreover, when a rule is set by the parent, the reason behind the rule is explained to the child. In addition, when a decision that concerns the family is to be taken, the child is asked for her/his opinions. Concerning responsibilities, parents do not expect much from the child at home or at school. The outcome of such type of parenting is that the preschool child avoids responsibility. Besides, the child lacks the skills to act independently in social settings.

The final pattern of parenting is the authoritative parenting, which, according to Baumrind, is the one which brings about the most psychologically healthy children in the sense of having the capability to balance independence and responsibility. Authoritative parenting involves guidance of child's activities on a rational basis. In other words, the child's behavior is controlled according to the specific conditions of the issue at hand. Contrary to the authoritarian parent, who demands obedience from the child for the sake of the legitimacy of the authority, authoritative parent adjusts her/his tendency to direct the child according to the character of the event. That is, according to authoritative parent, if that issue is perceived as requiring exercise of control, s/he exerts control in an intensity that the condition requires. In that case, the parent explains the rationale behind her controlling behavior. This behavior is part of the parental attitude which gives importance to verbal communication with the child. Authoritative parenting is considered as the only type which maintains a balance between freedom and duties in child's life. As quality of independence is encouraged, duties are not underestimated. Parents have expectations from child at home and at school; however, the standards are set according to child's capabilities and interests. The children of authoritative parents tend to be self-reliant and self-controlled. They tend to be content in general, and they display curiosity about their environments (Baumrind, 1971). Concerning social relations, they have the skills to start and maintain social interaction. Besides, they are eager to assume responsibility and take initiative in social contexts and tend to rely on themselves in decision making.

Baumrind has set up her classification of parental attitudes on two dimensions: warmth and control. High control and warmth define authoritative parenting style while low control and high warmth correspond to permissive one. The last combination which is composed of high control and low warmth signifies authoritarian parenting style.

Control dimension is a predominantly used dimension in the models of parenting style (see Becker, 1964; Schaefer, 1965; and Barber, 1996). Even though other dimensions vary in several studies, to what extent parents exercise control on their child has concerned nearly all studies on parental attitudes. Being one of the pioneer studies which categorized individual's social environment, Lewin, Lippitt, & White (1939) have proposed three types of social environments: democratic, authoritarian, and laissez faire. Here, the categorization was based on the degree of control in the environment. Adorno et al.'s *The Authoritarian Personality* (1950) has defined a certain type of personality which is characterized by unquestioned submission to the authority. According to Baumrind's model, this personality characteristic is claimed to be seen in the child who is raised by authoritarian parents who exercise strict and unquestionable control over their children.

Keeping control dimension, Schaefer (1965) has proposed a three dimensional model of parents' attitudes; which was composed of "lax control vs. firm control", "psychological autonomy vs. psychological rejection", and "acceptance vs. rejection" (p. 557) dimensions. In contrast to Baumrind's one dimensional conceptualization, Schaefer differentiated between psychological and behavioral control. Baumrind's control corresponds to behavioral control in Schaefer's model. Behavioral control refers to parents' expectation from the child that s/he fulfills her/his own responsibilities. Besides, behavioral control corresponds to a restriction put on the child's behavior by the parents according to previously defined and known standards. Behavioral control provides a framework to the child which defines the limits to her/his actions. The child is asked of her/his opinion in setting those limits. However, the last decision concerning the place of those limits is given by the parents. Furthermore, the rationale behind those rules and limits is explained to the child.

Psychological control refers to the control over the child's individuality. Imposing on the child a certain type of personality is one major characteristic of psychological control. When the child does not think or feel according to the model in the parents' mind, the child is exposed to psychological pressure such as threat to withdraw love, inducing feelings of guilt upon the child, etc. Such parents do not favor that the child disagrees with the parents or criticize their opinions or decisions. This attitude is also called intrusive parenting (see Barber Ed., 2002), for an intrusion to child's individuality occurs. Opposite of psychological control, psychological autonomy signifies an acknowledgement on the part of the parents of the child as an individual

with peculiar feelings, opinions, hence with a peculiar personality. Knowing that, parents respect the child's ideas and attitudes. Thus, during verbal communication with parents, the child is listened to carefully; furthermore, her/his statements are taken into account.

Applying Schaefer's two dimensional model of control to Baumrind's classification, behavioral control together with psychological autonomy correspond to authoritative parenting style. Schaefer's acceptance-rejection axis constitutes the third dimension. Acceptance is similar to Baumrind's warmth dimension. While acceptance corresponds to behaving the child with love and tolerance, rejection signifies parental behavior of hostility and intolerance (Rohner & Rohner, 1981). Rejection is the characteristic of neglectful parenting, which can be considered as a subtype under permissive parenting style (Baumrind, 1971).

Kuzgun & Eldeleklioglu (2005) have included rejecting attitude into "authoritarian parenting style" (p. 71). They defined authoritarian parenting as the attitude characterized by lack of warmth and a tendency to reject letting the child getting close to the parent. Kuzgun and Eldeleklioglu's (2005) authoritarian parenting style has common features with Baumrind's style. Both Baumrind and Kuzgun & Eldeleklioglu have included rejection in authoritarian dimension. Their divergence is that for Baumrind, psychological control is included in authoritarian style whereas, Kuzgun & Eldeleklioglu have defined another style which includes psychological control. This type of attitude is called "protective-demanding parental attitude" (p. 71) which is predominated by psychological control and can be defined by a combination of psychological control and highly firm behavioral control. The third parenting style defined by Kuzgun & Eldeleklioglu is called "democratic attitude" (p. 70) which is embodied by psychological autonomy combined with moderate behavioral control. Comparing with Baumrind's model, Kuzgun & Eldeleklioglu's democratic attitude corresponds to Baumrind's authoritative parenting style, which, as in democratic style, merges high warmth and control. In democratic style what makes the attitude democratic is the psychological autonomy that the child enjoys. When a decision concerning the family is to be taken, child is asked for her/his opinion. When the parent directs the child toward a certain behavior, s/he tells the reason why the child is directed in that certain way. Moreover, the child perceives that the parents are accepting and embracing the child as s/he is. In addition to acknowledging the child as s/he is, the parent respects and accepts child's friends in a similar way. With respect to the

communication between the parent and the child, the child feels free to communicate with the parent on any matter. In sum, democratic parenting is the combination of psychological autonomy and acceptance.

Perceived parental attitude is known to have significant correlations with several aspects of one's personality. According to Lamborn, Mounts, Steinberg, & Dornbusch's (1991) study, adolescents who report their parents as authoritative or democratic (indulgent) score significantly higher in terms of social competence and self-reliance than the adolescents who perceive their parents authoritarian or neglectful. In classifying perceived parents' attitude, Maccoby & Martin (1983)'s model, a modified version of Baumrind's model, has been used. Maccoby & Martin (1983) have broadened Baumrind's model so that four types of parenting styles are generated. Permissive parenting style is divided into two as a result of differentiation between indulgent and neglectful parenting. Indulgent parenting, also called democratic parenting, uses much less behavioral control than does the authoritative one. However, in contrast to neglectful parenting, democratic parent leaves the last decision to the child not because of indifference to child's life, but because of the belief that letting the child decide is the right way to let the child be autonomous in her/his actions. In other words, acceptance/ warmth combines with lax control in democratic parenting style whereas rejection/ lack of warmth combines with lax control in neglectful parenting.

As far as the outcome variables, social competence is operationalized as adolescent's belief about whether or not "s/he has many friends and s/he can make friends easily" (p. 1054). The other variable, self-reliance is defined as adolescent's capability to make decisions without extreme reliance on others," (p. 1055). The findings have demonstrated that perceived democratic and authoritative parenting styles positively correlate with social competence and self-reliance.

Arı & Şahin Seçer (2003) have investigated the relation between perceived democratic parental attitude and psychosocial problem solving capability. Psychosocial problem solving capability is composed of acknowledgement of the problem, the will to solve the problem, search for information for ways to solve the problem, choosing an alternative, action to solve the problem, evaluation of the action and outcome as well as finally searching for alternative ways if the outcome is perceived as unsuccessful (Tallman, Leik, Gray, & Stafford, 1993). Arı & Şahin Seçer have found that secondary school children who report their parents as democratic score significantly higher in

psychosocial problem solving capability than the children who report their parents as less democratic or undemocratic.

Psychosocial maturity is another quality which is found to vary according to parental attitude. Psychosocial maturity consists of three dimensions: self-reliance, self-identity, and work orientation. Self-reliance is characterized by autonomous decision making capability, self-identity is related to self-concept as positive or negative, and work orientation is the extent to which one enjoys work and completes the task successfully (Greenberger & Sorensen, 1974). A comparative research done with American and South Korean adolescents has revealed that no matter the nationality, the youth who perceive their parents as authoritative score significantly higher in psychosocial maturity than the youth who report their parents as authoritarian, neglectful, or permissive (Mantzicopoulos & Oh-Hwang, 1998)

Erkan, Güçray, and Çam (2002) have investigated if adolescent social anxiety is related to parental attitude. Defined as fear of negative evaluation, social avoidance and distress, social anxiety has been found to be connected to parental attitude such that democratic parenting style correlates negatively with the level of social anxiety whereas protective-demanding and authoritarian parenting styles have been found to be positively related to the level of social anxiety. This study has revealed that while perceived democratic attitude is associated with psychosocial skills (see Arı & Şahin Seçer, 2003); perceived undemocratic parenting is associated with psychosocial disorders such as social anxiety. Second aspect of Erkan, Güçray, and Çam's (2002) study is that, like Arı & Şahin Seçer's study; it has employed Kuzgun & Eldeleklioğlu's scale of perceived parental attitudes; furthermore, the fact that they have found significant differences between different parental attitudes constitutes a support to the validity of Kuzgun & Eldeleklioğlu's model, which is also employed in the present study.

Combining several aspects of psychological states and personality qualities, Chirkov & Ryan (2001) have brought in the construct of psychological well-being in order to look for its relation to parental attitude. Psychological well-being is constituted of four dimensions, which are "self-esteem", the lack of "depression", "self-actualization" and "satisfaction with life" (p. 623). Self-esteem has been measured by using Rosenberg's (1963) self-esteem scale. As far as depression, a test looking for depression symptoms has been used. Furthermore, self-actualization has been operationalized as one's "orientation toward self-acceptance, self-realization, and

intimate relationships” (p. 632). Finally, satisfaction with life has been conceptualized as the extent that the individual feels content with her/his life.

Parental attitude has been defined on the axis of parental autonomy-support versus parental control. Autonomy as a parenting style is the combination of acceptance, hence warmth with psychological autonomy and lax behavioral control. It corresponds to democratic parenting style in Kuzgun & Eldeleklioglu’s model. Parental control is composed of the combination of psychological control and firm behavioral control. In other words, the child socialized by parents who have given importance to autonomy, has a tendency to feel that her/his actions stem from her/his own will.

Chirkov & Ryan (2001) have searched for the relation between perceived parental autonomy-support and psychological well-being in Russian and American adolescents. The results have revealed that psychological well-being correlates positively with perceived parental autonomy-support for both American and Russian samples without a significant difference between the two in terms of the relation between the two variables. The results lead to the proposition that the need for autonomy is a universal quality given that it is related to psychological well-being in two different cultures.

In addition to the studies which establish links between parental attitudes and several aspects of human psychology, there are also researches which connect parental attitudes and a specific psychological attribute: self-esteem. Morris Rosenberg has been among the first who has conceptualized and has built a self-esteem scale. In his study in 1963, he has looked for a relationship between self-esteem and parental interest. Parental interest has been taken up in three dimensions which are parental knowledge of child’s friends, parental response to child’s school grades, and the quality of verbal interactions at the dinner table. For all the three dimensions, indifference is correlated positively to significantly lower self-esteem. In other words, the adolescents who recall that when they have been around 8-10 years old, their parents have not known who her/his friends have been, score lower than those who have reported that their parents know some or a lot about who their friends have been. As far as the parental response to academic performance, parental indifference to the grades correlates with low self-esteem. Concerning the last variable of the degree of quality and quantity of mealtime conversation, the youth who report that their parents are not interested in what they tell at the dinner table are found to have lower self-esteem than the ones who report that their parents are interested in what they tell some or a lot. The results have revealed the general conclusion that parental indifference is related to low self-esteem.

A similar construct to parental interest, parental participation have been taken as a dimension of parental attitude by Gecas and Schwalbe (1986) together with control/autonomy and support dimensions in order to look for a relationship of those to self-esteem. Parental participation is defined as the quality and quantity of time spent with child. The other dimension, control/autonomy, is related to the degree that parents have a tendency to limit child's activities or direct those activities (p. 39). Support dimension is about parents' tendency to help the child, approve her/his actions and exhibit positive emotions toward her/him (p. 39). Self-esteem is taken up in three different constructs: self-worth, self-efficacy, and general self-esteem.

As far as the measurement of parental attitudes, both the sample of 17 to 19-year old individuals and the sample composed of their parents have been administered questionnaires measuring parental attitude. Thus, besides the report provided by parents about how they behave towards their children, there is the report of the children which measure perceived attitude of the parents. The findings have revealed that all dimensions of self-esteem correlate positively with parental autonomy, support, and participation looking at both parents' and children's reports. However, youth's reports about parental attitude are related more strongly to self-esteem than are parents' reports on their own behavior. The results have revealed two important points about the prospective studies on the relation between parental attitudes and self-esteem. Firstly, significant relation between the level of parental control/autonomy, support, and participation on the one hand and self-esteem, on the other provides a ground for further studies which will search for similar connections. Secondly, and more importantly, concerning the methodology of conducting research on parental attitude, Gecas and Schwalbe's (1986) study supports the method of measuring perceived parental attitude as reported by children as opposed to the method of measuring parents' own reports as a strong measure in the relation between child self-esteem and perceived parental attitude. In other words, how the individual perceive his or her parents' attitude has been found to be more relevant to her/his own self-conception than how the parents perceive their own attitudes toward the child.

As Gecas & Schwalbe (1986); Demo, Small, & Savin-Williams (1987) have taken both parents' and adolescents' accounts of parents' attitudes toward adolescents. With respect to the conception of parents' attitudes; parental support, control, participation, and communication constitute the dimensions of parental attitude. The dimensions are operationalized as in the Gecas & Schwalbe's study. The connection of parental

attitude both as reported by parents and adolescents to adolescent self-esteem have been investigated. As the results have revealed, parental control as perceived by adolescents negatively correlates with adolescent's self-esteem whereas parental participation and communication as perceived by adolescents positively correlate to adolescents' self-esteem. Concerning parents' reports of their own attitudes, the only significant relation exists between adolescent self-esteem and the quality as well as quantity of communication between adolescent and parents. Even on that dimension, adolescents' reports more strongly correlate to their own self-esteem. The conclusion is that even though adolescents and parental report about their relationships parallel one another, they are still distinct. In addition, with respect to child's self-conception, child's report is more relevant. The other important finding is that among the parental attitude dimensions, the quality of parent-child communication proves to be the most strongly related one to adolescent's self-esteem.

While Demo, Small, and Savin-Williams (1987)'s study emphasize the importance of parent-child communication as a correlate of self-esteem; Bush, Peterson, Cobas, & Supple (2002)'s research in mainland China points to another aspect of parental attitude towards the adolescent. According to the results, parental autonomy granting behavior as perceived by Chinese adolescent sample is strongly related to adolescents' self-esteem. In contrast, parental punitiveness has been found to be negatively correlating with self-esteem. In other words, the adolescents who report that their parents let them decide about their lives, thus avoiding intruding adolescents' preferences in several areas have been found to have significantly higher self-esteem. Concerning punitiveness, the adolescents who perceive that their parents have a tendency to unjustly punish their behaviors have significantly lower self-esteem than those who do not report such a punitive behavior. Furthermore, a similar study which have inspired Bush, Peterson, Cobas, & Supple (2002)'s research in Hong-Kong (Cheung & Lau, 1985) proves the same positive connection between parental independence granting behavior and adolescent self-esteem. The results of those studies support the cross-cultural quality of the need for autonomy; for the relation between positive self-concept and parental autonomy-granting behavior has been found not only in an individualistic society such as the U.S. but also in collectivistic cultural settings such as mainland China and Hong-Kong.

Another cross-cultural study (Barber, Chadwick, & Oerter, 1992), which has investigated the relation of self-esteem to parental attitude in US and Germany, looks at

negative control and support dimensions of parenting behavior. Negative control refers to the tendency to put strict rules on how to act and the tendency to complain and punish when the child does not act as it is envisioned by the parent. Support consisted of the parental behavior of showing affection and warmth like kissing, hugging, spending time with the child, etc. The findings have revealed a significant positive correlation between perceived parental support and adolescent self-esteem for the American sample whereas no significant relation has been found for the German sample. As far as the perceived control variable, while, again, there has not been found a meaningful correlation between negative control and self-esteem for German sample whereas a negative correlation between self-esteem and perceived parental negative control has been found for the American sample. Thus, the results suggest that in contrast to the study comparing China and US, the dimensions of parental attitudes as defined in the American context might not apply to another setting as a correlate of child's self-esteem.

Besides scrutinizing the samples from different cultural contexts in terms of the relationship between perceived parental attitudes and self-esteem, scholars have also focus on clinical samples. Robertson & Simons (1989) have looked at the relationship between depression, self-esteem, and perceived parental rejection in adolescents. According to the results, adolescent depression correlates with low level of self-esteem. Furthermore, perceived parental rejection correlates with low self-esteem. In addition to the indirect effect of perceived parental rejection on depression through self-esteem, controlling self-esteem, direct effect of perceived parental rejection on depression, has also been found. As a result, the adolescents who perceive their parents as "lacking in warmth, understanding and support" (p. 128) have been found to be the ones who are depressed and have significantly lower self-esteem. Pointing to the roles of both parental attitude and self-esteem in adolescent depression, Robertson and Simons' study, in a sense, present both high self-esteem and parental warmth and support as requirements for adolescent psychological health.

Even though it seems that parental attitude shape individual's psychological state and her/his personality, reciprocal effects between self-esteem and parental attitude are also mentioned. That is, while parental attitude is proposed to be influencing self-esteem, self-esteem might also affect parental attitude. Felson & Zielinski (1989) have conducted a longitudinal study in which 10-13 year old children have been asked about their parents' attitude and behavior and have been tested about their level of self-esteem

twice, with one year between the sessions. The results have revealed that not only perceived parental support affects the level of self-esteem; but also self-esteem influences perceived parental support. In other words, in one year period, the level of self-esteem has increased with the level of perceived parental praise, communication and affection towards the children. Those with higher self-esteem at time 1 encounter higher increase in parental support in the sense of communication, praise and affection at a time 2 compared to the ones with lower self-esteem at time 1. As far as the reciprocal aspect of the relationship, according to the results, the children who perceive their parents as more supportive at time 1 show significantly higher increase in the level of self-esteem at time 2. Felson & Zielinski's (1989) study agree that perceived parental support goes together with high self-esteem through time. However, Felson & Zielinski acknowledge that either it is the case that children with high self-esteem induce higher support from their parents or children with high self-esteem just perceive their parents as more supportive.

In a cross-sectional study, like the current one, it is not likely to derive conclusions as to the direction of the relationship between self-esteem and parental attitudes. As the previous studies argue, there is an expectation that in the present study, higher self-esteem will correlate positively with perceived democratic parental attitude and lower self-esteem will correlate with authoritarian and perceived protective-demanding parenting style.

1.7 The Current Study

In the current study, the aim is to see whether or not several types of perceived parental attitudes are correlated with the level of self-esteem. Adopting Bogenç's (2005) self-esteem and Kuzgun & Eldeleklioğlu's (2005) perceived parental attitudes measures, self-esteem's connection to perceived democratic, protective-demanding, and authoritarian mother's and father's attitudes will be investigated. This kind of an investigation indicates a social-cognitive approach to personality, in the sense that the individual's personality development is considered as an outcome of social-cognitive processes, in which parents are actively involved as parts of mesosystems, in the sense of individual's interactions with parents. Thus, social-cognitive perspective to personality assumes a causal link from the process of social-cognition at several levels

to the level of personality, despite its acknowledgement that personality also gives way to a certain way of understanding of those interactions. Nevertheless, both because of the cross-sectional character of the current sample and because of the subjective character of the parental attitudes, only the correlational character of the relationship between the two variables is hypothesized, instead of hypothesizing a causal relation between the variables. Thus, the hypotheses have been constructed as the following:

H2a: Individuals who score higher on perceived democratic parental attitude will have a higher level of self-esteem than those who score lower on perceived democratic parental attitude.

H2b: Individuals who score higher on perceived protective demanding parental attitude will have lower self-esteem than those who score lower on this measure.

H2c: Individuals who score higher on perceived authoritarian parental attitude will have a lower level of self-esteem than those who score lower on this measure.

CHAPTER 2

METHOD

2.1 Sample

Study population is composed of undergraduate students who have been registered in 2006-2007 academic year at Sabancı University in Istanbul. Among the population of 2712 students, two samples of 271 students each have been selected via multistage stratified sampling method. The population is stratified according to the students' faculty, department, and class. Each sample of 271 students has been asked to fill out an online questionnaire. In one of the samples which is called Group1 (G1), 137 students have responded the Questionnaire1 (Q1), which is the questionnaire administered to G1 while in the other sample which is called Group2 (G2), 167 students responded the Questionnaire (Q2), which is the questionnaire administered to G2. As a result, one sample, G1 is composed of 137 participants while the other sample, G2 amounts to 167 participants.

G1 consists of 78 males and 55 females whereas G2 is composed of 106 males and 61 females. In both groups, participants' ages range from 18 to 25; nevertheless, the 18-23 year old participants make up more than 96 % of the sample in both groups.

2.2 Materials and Measures

Two similar questionnaires have been prepared; one (Q1) has been administered to one sample (G1) while the other (Q2) has been administered to the other sample (G2). Q1 includes 200 questions while Q2 includes 193 questions. Each questionnaire is composed of five parts. In the first part, demographic information are asked such as

age, sex, parents' education levels, with whom among the parents, the participants lived during the elementary school¹ and high school education periods, etc.

The second part asks the participants how much time they used to spend with their mothers and fathers talking about several matters and engaging in several activities during elementary and high school education periods. This part is composed of four question lists which are made up of 13 questions each. The first list, which is named as *spending time with the mother during the elementary school education period*, asks the participants 13 questions about how much time they used to spend with their mothers during the elementary school education period, as the label of the list suggests. The list reveals a Cronbach alpha of .91 for both G1 and G2. The second list, which is labeled as *spending time with the father during the elementary school education period*, asks about the same matters with the previous list, this time, for the father. For this list, $\alpha = .90$ for both G1 and G2. The third list, called as *spending time with the mother during the high school education period*, again contains the same items as the previous ones, except that they ask for the mother and for the high school education period. For this list, $\alpha = .91$ for both G1 and G2. The final list of the second part, named as *spending time with the father during the high school education period*, directs the same questions with the previous one to the participants for the father. Alpha is .90 for this list.

In addition to the four measures above, out of the combination of these measures, four additional measures have been generated for further analysis. Out of the combination of *spending time with the mother during the elementary school education period* and *spending time with the father during the elementary school education period*, a new measure, called *spending time with parents during the elementary school education period* has been produced. For this measure, $\alpha = .94$ for G1 and G2. Likewise, combining *spending time with the mother during the high school education period* and *spending time with the father during the high school education period*, the measure, called *spending time with parents during the high school education period* has been generated. For this measure, $\alpha = .93$ for G1 and .94 for G2. The third measure, which is called *spending time with the mother during the elementary and high school education period* has been derived from the combination of *spending time with the*

¹ In Turkish education system, primary and middle school education are combined in one school, which is called *ilköğretim*, which takes first eight years of formal schooling. Here, *ilköğretim* is translated as elementary school.

mother during the elementary school education period and spending time with the mother during the high school education period. For this measure $\alpha = .95$ for G1 and G2. Finally, the fourth derived measure, labeled *spending time with the father during elementary and high school education period*, is a product of the combination of the measures, *spending time with the father during the elementary school education period* and *spending time with the father during the high school education period*. For this measure, $\alpha = .94$ for G1 and $.95$ for G2.

Some examples to the matters about spending time in the items of lists are: “talking about daily political matters”², “going to shopping”³, “attending culture and arts events”⁴, etc. As far as the response scale, the scale ranges from 1 to 10, which correspond to “did not use to spend any time”⁵ and “used to spend a lot of time”⁶ respectively. With respect to the absence of a mid-point of the response scale, there is a warning in the instruction part which reads: “There is no mid-point in this response scale.”

The third part of the questionnaires is made up of questions pertaining to participants’ attitudes and beliefs about political matters. The sub-questionnaire about political attitudes and beliefs is composed of 20 questions in total. First four items constituted the *perceived political efficacy* scale, which has been prepared by Watts (1974). The items of the *perceived political efficacy* scale are as follows: “It is only wishful thinking to believe that one can really influence what happens in society at large”⁷, “The way people vote is the main thing that decides how things are run in this country”⁸, “It seems that whoever people vote for, things go on pretty much the same”⁹, and “Government officials do not care much about what people like me think.”¹⁰ First, third, and fourth items are reverse coded. The *perceived political efficacy* scale, adapted

² translated to Turkish as (trans.): “günlük politik olaylarla ilgili sohbet etme”

³ trans. “alışveriş yapma”

⁴ trans. “kültür-sanat etkinliklerine katılma”

⁵ trans. “hiç vakit harcamazdık.”

⁶ trans. “çok vakit harcardık.”

⁷ trans. “Tek bir kişinin, toplumun gidişatına bir etkisi olamaz”

⁸ trans. “Ülkede işlerin nasıl gittiğini temel olarak insanların verdikleri oylar belirler.”

⁹ trans. “İnsanlar hangi partiye oy verirlerse versinler, herşey hemen hemen aynı kalacak.”

¹⁰ trans. “Devlet yetkilileri, benim gibi kişilerin ne düşündüğünü pek umursamaz.”

from Watts, has revealed an alpha of .35 for G1 and .49 for G2, which are not high. For this reason, two more political efficacy measures have been generated by adding some items to this four-item scale.

The second political efficacy measure, which is labeled as *perceived political efficacy 2*, has been formed by adding four other items which also ask perceived political efficacy questions. The added items are: “People like me cannot have any influence in correcting the things that go wrong in the country”¹¹, “It is possible to make a contribution to the society via civil society activities”¹², “It is not possible to create a lasting change for the society via civic involvement projects”¹³, and “Apart from the politicians, ordinary people do not have any influence in solving the problems of the country.”¹⁴ In the added items, first, third, and fourth items are reverse coded. The 8-item perceived political efficacy measure has an alpha of .63 for G1 and .69 for G2 which are higher.

The third perceived political efficacy measure has been generated as a result of factor analysis of all the items that constitutes the sub-questionnaire about political attitudes and beliefs. According to the results, seven items, five of which composed of perceived political efficacy questions, load together in a factor. The measure, labeled as *perceived political efficacy 3*, has revealed an alpha value of .68 for G1 and .69 for G2. The items which are not asking directly about the sense of political efficacy but are related to it are: “Political events in the country are out of my interest”¹⁵, which is a question about political interest, and “Apart from politicians, ordinary people should not interfere with the job of how to solve the problems of the country.”¹⁶, which is about the attitude about civic activism. These items are reverse coded. The other five items are among the eight political efficacy items which have been mentioned previously.

¹¹ trans. “Ülkede ters giden şeyleri düzeltme konusunda benim gibi kişilerin bir etkisi olamaz.”

¹² trans. “Sivil toplum faaliyetleri yoluyla topluma bir katkı sağlamak mümkündür.”

¹³ trans. “Toplumsal duyarlılık projeleriyle toplum için kalıcı bir fark yaratılmaz.”

¹⁴ trans. “Siyasetçilerin dışında kalan sıradan insanların ülke sorunlarını çözmeye hiç etkisi yoktur.”

¹⁵ trans. “Ülkedeki siyasal gelişmeler benim ilgi alanımın dışındadır.”

¹⁶ trans. “Ülke sorunlarının nasıl çözüleceği işine siyasetçiler dışında kalan sıradan insanlar karışmamalıdır.”

Apart from the political efficacy measures, factor analysis has revealed two other components which are called *civic responsibility* and *belief in democracy*. *Civic responsibility* is composed of 6 items with an alpha of .73 for G1 and .72 for G2. Some items from this measure are: “In life, one of the primary purposes of a person is to contribute to the society in which s/he lives.”¹⁷, “In addition to the responsibility towards oneself, one’s family, and her/his immediate environment, a person also has a responsibility towards the society where s/he lives”¹⁸ *Belief in democracy* is composed of 5 items with $\alpha = .45$ for G1 and .30 for G2. One item from this measure is: “A political party for which I would never vote, though which has been elected by people’s votes, should not be prevented from rising to the government.”¹⁹

Concerning the response scale, in contrast to the original response scale of Watts’ political efficacy measure, which is in “agree” vs. “disagree” format, the present scale ranges from 0 to 10, where 0 corresponds to “I completely disagree with this statement”²⁰; 5 corresponds to “I neither agree nor disagree with this statement”²¹, and 10 to “I completely agree with this statement”²². The participants are warned as to the existence of a mid-point in the response scale.

The fourth part of the questionnaires is constituted of *self-esteem* scale, which measures the value one attributes to oneself. The measure has been adapted from Bogenç’s (2005) self-esteem scale. In Q1, which has been administered to G1, some modifications to the items of the scale have been made whereas in Q2, the items of self-esteem scale have been kept as they are. The purpose of changing the wording of statements and adding new items is to clarify the statements so as to be understood better by the participants. Moreover, as some double barreled questions have been broken into two separate items, one ambiguous statement has been eliminated. For

¹⁷ trans. “İnsanın hayatta başta gelen amaçlarından biri içinde yaşadığı topluma bir katkı sağlamaktır.”

¹⁸ trans. “İnsanın kendisi, ailesi ve yakın çevresine ek olarak yaşadığı topluma karşı da bir görevi vardır.”

¹⁹ trans. “Benim hiç oy vermeyeceğim, ancak halkın oylarıyla seçilmiş bir partinin hükümete gelmesine engel olunmamalıdır.”

²⁰ trans. “Bu ifadeye kesinlikle katılmıyorum.”

²¹ trans. “Bu ifadeye ne katılıyorum ne katılmıyorum.”

²² trans. “Bu ifadeye tamamen katılıyorum.”

example, the statement “I have confidence in my skills”²³ has been added an item before it: “There are domains in which I am skillful”²⁴ so that the meaning is more complete. Having added this statement before it, the original statement “I have confidence in my skills” has been transformed into: “In the domains I am skillful; I have full confidence in my skills.”²⁵ Thus, in order to control the modified scale, Bogenç’s original list of items has been administered only to the second sample, G2 in Q2 while G1 has received Q1, hence the modified items.

In Q2, the *self-esteem* scale is composed of 20 items, with $\alpha = .92$. As a result of one omission from and two additions to the items of the original scale, Q1’s self-esteem scale remains with 21 items, with $\alpha = .91$.

As far as Bogenç’s response scale, it is composed of five alternatives, which are *never, rarely, sometimes, usually, and always*. This scale has been changed into a 1 to 10 item scale where 1 corresponds to “This statement does not reflect me at all”²⁶, while 10 meant “This statement completely reflects me”²⁷. Thus, both in Q1 and Q2 the response scales of self-esteem scales have been changed into 1-10 scale. There is again a warning in the instructions that the response scale is a 1-10 scale with no mid-point.

The fifth part measures perceived parental attitudes via Kuzgun & Eldeleklioglu (2005)’s *parental attitude* scale. In Q1, some statements have been changed, some have been eliminated and some new ones have been generated by dividing a statement into two. For instance, the statement: “My mother (my father) tries/used to try to rule me”²⁸ has been changed into “My mother (my father) tries/used to try to direct my actions and behaviors according to her (his) own preferences”²⁹ so that the wording has been softened. As another example, the statement: “My mother (my father) uses/used to use me to reach her (his) own ambitions”³⁰ has been eliminated, because of its harshness. In

²³ trans. “Yeteneklerime güvenirim.”

²⁴ trans. “Yetenekli olduğum alanlar vardır.”

²⁵ trans. “Yetenekli olduğum alanlarda yeteneklerime olan güvenim tamdır.

²⁶ trans. “Bu ifade, beni kesinlikle yansıtmıyor.”

²⁷ trans. “Bu ifade, beni tamamen yansıtıyor.”

²⁸ trans. “Annem (babam), bana hükmetmeye çalışır/dı.”

²⁹ trans. “Annem (babam), hareket ve davranışlarımı kendi tercihleri doğrultusunda yönlendirmeye çalışır/dı.”

³⁰ trans. “Annem (babam), beni kendi emellerine ulaşmak için bir araç olarak kullanırdı.”

sum, concerning the measures used in Q1 and Q2, original items in self-esteem and parental attitude scales are kept in the Q2 whereas wording of the items have been changed in Q1 so as to meet methodological rules about questionnaire design. That is, if Q1 makes G1 the experimental group, Q2 shall render G2 as the control group. Apart from these differences, there are not any other differences between Q1 and Q2.

Concerning features of the content of the *perceived parental attitude* scale, Kuzgun and Eldeleklioğlu's scale measures three types of attitudes: "perceived democratic parental attitude", "perceived protective-demanding parental attitude", and "perceived authoritarian parental attitude". Democratic attitude is the case when the parent acknowledges the child as an individual who has her/his own choices. For instance, the items: "My mother (my father) tries/used to try to get my opinion on all matters as s/he can/could"³¹ and "My mother (my father) accepts me as I am"³² point to this aspect of democratic attitude. Moreover, democratic attitude encompasses warmth and interest on the part of the parents towards the child, hence the statements: "When I attempt to get close to my mother (my father), s/he always responds/used to respond in a warm manner,"³³ and "During my childhood, my mother (my father) used to spare enough time for me to take me to the park, cinema, etc."³⁴ The scale of *perceived democratic mother's attitude* is composed of 16 items with $\alpha = .86$ and in Q1 while it is composed of 14 items with $\alpha = .91$ for Q2. For *perceived democratic father's attitude* scale, there are 15 items with $\alpha = .90$ for Q1, and 15 items with $\alpha = .94$ for Q2. Combing perceived mother's and father's attitude items, the measure, called *perceived parental democratic attitude* has been generated, with number of questions amounting to 31, with $\alpha = .89$ for Q1 and the other scale of 29 items revealing an alpha of .94 for Q2.

Contrary to the tendency seen in the democratic style to recognize the child as an individual and to let her/him free to make her/his choices according to her needs and interests, protective-demanding parent tries to mold the child according to the parent's

³¹ trans. "Annem (babam), elinden geldiği kadar, her konuda fikrimi almaya özen gösterir/di."

³² trans. "Annem (babam), beni olduğum gibi kabul etmiştir."

³³ trans. "Annem (babam), ona yakın olmak istediğimde daima sıcak bir biçimde karşılık verir/di."

³⁴ trans. "Annem (babam), küçüklüğümde bana yeterince vakit ayırır, parka sinemaya götürmeyi ihmal etmezdi."

own will. The child is not given a chance to act independently. Moreover, the child is forced to be successful to make her/him fit the ideal in the parent's mind, hence the statement: "My mother (my father) always expects/used to expect me to do things which are/were beyond what I can/could achieve."³⁵ Furthermore, the child lives in an overprotected environment as the statement suggests: "My mother (my father) always wonders/used to wonder where I am/was."³⁶ *Perceived protective-demanding mother's attitude* scale consists of 16 items with $\alpha = .84$ for Q1, and of 15 items with $\alpha = .86$ in Q2. Concerning *perceived father's protective-demanding attitude*, there are 16 items with $\alpha = .84$ for Q1 and 15 items with $\alpha = .88$ for Q2. Out of the combination of perceived protective demanding mother's and father's attitude comes the new measure labeled as *perceived protective-demanding parental attitude*. It has 32 items in Q1, with $\alpha = .88$ and 30 items in Q2, with $\alpha = .91$.

In the authoritarian style, the parent lacks warmth toward the child which is described in the statement: "When I attempt/attempted to get close to my mother (my father), s/he behaves/used to behave in a cold manner."³⁷ In addition, the parent tends to make the child always to be aware of the hierarchy between the parent and the child. Therefore, the child is addressed in a distanced and commanding manner. The item: "My mother (my father) generally talks to me with a tone of voice like s/he is/was commanding"³⁸ points to this aspect. In Q1, *perceived authoritarian mother's attitude* scale is composed of 10 items with $\alpha = .54$ while in Q2; the scale has 10 items with $\alpha = .54$. *Perceived authoritarian father's attitude* scale's $\alpha = .61$ for Q1 while $\alpha = .79$ in Q2, number of items being 10 in both questionnaires. The measure *perceived authoritarian parental attitude*, made up of the combination of perceived authoritarian mother's and father's attitude has 20 items in Q1 and Q2 and $\alpha = .71$ and; $\alpha = .84$ for Q1 and Q2 respectively.

Having mentioned the content, as far as the form of the materials, the questionnaires have been prepared and presented to the participants in an electronic format on the internet. Instead of using paper and pencil, the participants go to the

³⁵ trans. "Annem (babam), benden her zaman yapabileceklerimden fazlasını beklemiştir."

³⁶ trans. "Annem (babam), her zaman nerede olduğumu merak eder/di."

³⁷ trans. "Annem (babam), kendisine yakın olmak istediğimde soğuk davranır/di."

³⁸ trans. "Annem (babam), benimle genellikle emreder gibi bir ses tonuyla konuşur/du."

internet address where the questionnaire is available and are supposed to complete the questionnaire by clicking their choices. A survey program and an online database have been employed to build up the questionnaire and store the responses on the electronic platform.

2.3 Procedure

The samples of Group1 (G1) and Group2 (G2) have been sent e-mails which invite them to participate in the Q1 and Q2 respectively. The e-mail contains the link which takes them to the questionnaire to which they have been appointed. When a questionnaire is completed and saved, the moderator can see the anonymous responses which are stored at the online database.

CHAPTER 3

REDESIGNING SELF-ESTEEM AND PERCEIVED PARENTAL ATTITUDES SCALES

In the present study, two questionnaires (Q1 and Q2) have been administered to two samples (G1 and G2) as mentioned in the Method section. The difference between Q1 and Q2 arises from the modifications done upon the contents of *self-esteem* and *perceived parental attitudes* scales. Redesigned versions of the statements in those scales take place in Q1 whereas the items are kept as they are in Q2, except for some changes in the statement format, like turning the statements from question format into straight sentence format. In order to control the modifications done in the scales, the original version of the items has been administered in the form of Q2 to another sample, G2.

Redesigning the scales has taken place in two steps. First, the statements in the scales have been modified in order to fit them to questionnaire design. In addition, some statements in the perceived parental attitudes scale have been softened; since they seem too harsh to be parental attitudes. Second, a pilot study has been conducted, where Q1 has been administered to a sample of 10 people selected accidentally. The purpose of the pilot study is to see how the items are understood by the respondents. For this reason, Q1 has been administered to each participant via face-to face format. The procedure is like the following:

The participant has been accompanied by the researcher while the participant fills out the questionnaire. The participant has been asked to read each question aloud and tell if there is anything that is not understood. In addition, the participant has been asked to criticize the questions and response scales according to the understandability/clarity criterion. As the participant has chosen one response alternative, s/he has been asked how s/he has made the decision exactly to mark that

number rather than the neighboring numbers. For example: When the participant has said: “I would answer as 6 to this statement”, s/he has been asked how s/he has decided to answer as 6 rather than 7 or 5. By that way, the working of the response scale has been tested.

As a result of the feedbacks received from the participants of the pilot study, the items of the scales have been modified several times. Below, there are final versions of the modified items to be included in Q1 after the feedbacks have been received from the 10 participants in the pilot study.

3.1 Modifications in the Self-Esteem Scale

3.1.1 Modifications in the Response Scale and in the Statement Format

Bogenç’s (2005) self-esteem scale has a Likert-type response scale with 5-choices which indicate the degree of frequency in which the answer is “yes” for the responder. The alternatives are *never, rarely, sometimes, usually, and always*³⁹. In other words, the response alternatives show the frequency of a positive answer to the question. The major reason why the response scale is not kept is that the middle point *sometimes* do not really correspond to a middle point in meaning between “yes” and “no” answers to a question. Indeed, this problem stems from the incongruence between the character of the question and the answer. The questions are yes-no questions despite the answers are about frequency of the action or the situation. For example, “Are you content with your personality qualities?”⁴⁰ is a “yes-no” question in character. However, the response alternatives indicate the answer to a “How often...?”⁴¹ question. Since the question can not be changed into “How often are you content with your personality qualities?”⁴², the response scale has needed to be changed.

The response scale has been made a 1 to 10 scale where 1 means: “This statement does not reflect me at all”⁴³; and 10 means: “This statement completely reflects me”. As the new response alternatives show, the questions have been transformed from

³⁹ Translation (trans.): hiçbir zaman, nadiren, ara sıra, sık sık, her zaman

⁴⁰ trans. Kişilik özelliklerinizden hoşnut musunuz?

⁴¹ trans. Hangi sıklıkta...?

⁴² trans. Hangi sıklıkta kişilik özelliklerinizden memnunsunuz?

⁴³ trans. Bu ifade beni kesinlikle yansıtmıyor.

question format into non-question statement. The new response scale has been organized as the following one:

This statement doesn't
reflect me at all

This statement
completely
reflects me.

I am content with my personality qualities. 1 2 3 4 5 6 7 8 9 10

In the new response scale, the respondent is expected to locate herself/himself on this 1-10 range. Apparently, there is no middle point in the scale; about which the respondents are warned. In the instructions part of the self-esteem sub-questionnaire, the participants have been warned that there is not a middle point in the scale; so that the respondents will not confuse 5 as a mid-point. The reason why there is not a mid-point is about the character of the items and the responses. Obviously, there is not a middle point between “It reflects me” and “It does not reflect me”. Therefore, 1-5 indicates the degree of not reflecting while 6-10 show the degree of reflecting.

3.1.2 Modifications in the Content of the Statements

Some statements have been changed due to the concerns about the rules on questionnaire design and as a result of the feedbacks received from the participants in the pilot study.

First of all, as mentioned previously, all items in the question format have been changed into non-question, straight statement format to ensure congruence with the new response scale. In the pilot study, the self-esteem sub-questionnaire has been administered in the version where response scale and statement format are modified. Secondly, content-wise modifications have been done like adding a statement or making some changes in the wording of the items. The self-esteem scale which has been modified in terms of both content and style has been presented to the participants in the pilot study. As a result of the feedbacks which have been provided according to the understandability quality of the items and the style, the items of the questionnaire have been modified again.

Below, first, the items in a straight statement format will be presented without any change in the content. In other words, the version where the statements have been

converted just from question to non-question format will be given. Second, after the arrow sign (→), the first version will be followed by the last version as put in Questionnaire 1 (Q1) to be administered to Group 1 (G1). After that, the reasons why the sentence has been changed will be explained.

Modification 1

I am content with my personality qualities. → I am generally content with my personality qualities.⁴⁴

Explanation 1

The word *generally* has been inserted to the statement to make the statement more specific. With the change, the point 10 indicating high self-esteem corresponds to generally being content with one's personality qualities, which meets the conceptual explanation of high self-esteem. In other words, since the quality of being high self-esteem means a general satisfaction from one's self, the word *general* has been added. Thus, for the responder who has chosen point 10, a space is left for exceptional discontents about one's personality qualities.

The word *hoşnut* has been transformed to its synonym, *memnun*, which is considered as a more frequently used word in spoken Turkish.

Modification 2

When I do a job, I give the last decision.⁴⁵ → (The item has been omitted.)

Explanation 2

The item has been omitted due to the contradiction and ambiguity in its meaning. The contradiction stemmed from the fact that since the person is the doer of the job, s/he has to give the last decision about her/his action anyway; since s/he is the actor. Moreover, the ambiguity comes from the fact that "on what the decision is given" is not specified.

Modification 3

When I experience a failure, I find myself worthless in my every aspect. → When I experience a failure, I feel worthless in my every aspect.⁴⁶

⁴⁴ trans. Kişilik özelliklerimden hoşnutum. → Kişilik özelliklerimden genel olarak memnunum.

⁴⁵ trans. Bir işi yaparken son kararı ben veririm.

Explanation 3

“I find myself...” has been modified as “I feel...” The reason is that “to find” indicates an attitude which implies a general state. Since the first part indicates a condition, hence the use of “when I...”, the verb in the following part has to reflect a conditional, and changeable state. Therefore, “to feel” is employed.

Modification 4

I consider myself useless and abject. → I usually feel as if I am a useless and abject person⁴⁷.

Explanation 4

“Consider” has been changed with “feel”; for these psychological states are usually associated with feeling, not thinking. They are not results of rational thinking but results of misperceptions which reflect in the individual’s emotional state. Thus, “to feel” is considered to fit more appropriately with those negative psychological states.

“Usually” has been inserted to make the statement more specific. In addition, “as if I am...” has been added to emphasize that it is not necessary that the person thinks that s/he is abject or useless to be considered as a low-self esteem person. The thing that indicates low-self esteem is even if s/he knows that s/he is not abject and useless, s/he usually feels that way.

Modification 5

When I look at the past, I think I have done jobs of which I will be proud → When I look at the past, I usually think I have done jobs of which I will be proud.⁴⁸

Explanation 5

“Usually” has been inserted to the sentence to make it more specific.

Modification 6

It makes me uncomfortable to seem as I am → I am not bothered by my physical appearance anywhere.

I am not bothered by any aspect of my personality anywhere.⁴⁹

⁴⁶ trans. Bir başarısızlığa uğradığımda, kendimi her yönden değersiz hissederim → Bir başarısızlığa uğradığımda kendimi sanki her yönden değersizmiş gibi hissederim.

⁴⁷ trans. İşe yaramaz ve acınacak biri olduğumu düşünüyorum → Çoğu zaman kendimi işe yaramaz ve acınası bir kimseymiş gibi hissediyorum.

⁴⁸ trans. Geçmişe baktığımda, övüneceğim işler yaptığımı düşünüyorum. → Geçmişe baktığımda, çoğu zaman övüneceğim işler yaptığımı düşünüyorum.

Explanation 6

Due to the ambiguity of the phrase “seem as I am”, it has been specified by breaking it into two components: the physical aspect and the personality aspect. In addition, the statement has been reversed; for otherwise the need for further specification about the conditions would arise. If the statement is built as: “I am bothered by my physical appearance”, there will be the need to specify the situation in which one can feel bothered by her/his physical appearance. Since, in the reverse form, by putting “anywhere” the condition has already been indicated. One who will give 10 points to the item can be deemed as a person who is content with her/his physical appearance which is a sign of high-self esteem. The similar thing is valid for the personality aspect.

Modification 7

I consider myself more inadequate in comparison to others. → When I consider the jobs I do, I usually find myself more inadequate in comparison to the others who do the same jobs as me.⁵⁰

Explanation 7

To terminate the ambiguity in the statement, “the others” has been specified as “the ones who do the same jobs as me”. In addition, usually has been added to specify it more.

Modification 8

Other people mind me. → I think, the people around me mind me enough.⁵¹

Explanation 8

“Other people” has been specified as “the people around me”. Moreover “enough” has been inserted to indicate that as the people mind the person, the person finds its level satisfactory.

⁴⁹ trans. Olduğum gibi görünmek beni rahatsız eder → Fiziksel görünümümünden hiçbir yerde rahatsız olmam.

Kişiliğimin herhangi bir yönünden hiçbir yerde rahatsız olmam.

⁵⁰ trans. Başkalarına göre daha yetersiz olduğumu düşünürüm → Yaptığım işleri düşündüğümde, o işi yapan başkalarına göre çoğu zaman, kendimi daha yetersiz buluyorum.

⁵¹ trans. Başkaları bana önem veriyor → Çevremdekilerin bana yeterince önem verdiklerini düşünüyorum.

Modification 9

I am a person who is missed (called) by the people my environment. → I am a person who is missed and looked for.

Explanation 9

In spoken Turkish, “to miss and look for a person”⁵² is a widespread expression. In order to clarify *aranan*, which means both *called* and *missed*, “to be looked for” has been added to determine the meaning as missed. It is not clear as to what it is intended by Bogenç about the meaning of *aranan*, called or missed. Nevertheless, since it comes after the statement, “Other people mind me”, the meaning is interpreted as “being missed”

Modification 10

The successes I have reached are the consequences of my own skills and efforts. → The successes I have reached are usually not the consequences of some outside factors like luck, but of my own skills and working.⁵³

Explanation 10

At first glance, the source of success has already been considered as effort and skill. In order for clarifying what is meant by the statement, the contrasting source of success, that is the external one, such as luck is included in the statement. The aim is to make it easier for the respondent to understand the statement more clearly by providing the chance of contrasting two conditions: internal factors like working and skill versus external factor such as luck. It is typical of self-esteem to consider usually one’s own successes as stemming from her/his qualities and actions and not from outside factors such as other people or luck. “Efforts” has been changed with “working”, for “working” is a more extensive expression which includes the meaning of “effort” in this context.

Modification 11

I am content with myself. → When I look at myself from outside, I am generally content with myself.⁵⁴

⁵² trans. birini aramak sormak

⁵³ trans. Ulaştığım başarılar kendi yetenek ve çabalarımın sonucudur. → Ulaştığım başarılar, çoğu zaman, şans veya başka dış faktörlerden değil, kendi yetenek ve çalışmamın sonucudur.

⁵⁴ trans. Kendimden hoşnutum. → Kendime dışarıdan baktığımda genel olartak kendimden hoşnutum.

Explanation 11

The general definition of self-esteem is that when one looks at oneself as if s/he is watching herself/himself from outside, s/he is generally content with that picture. In this vein, the statement has been specified by integrating it into the definition of self-esteem.

Modification 12

When I am criticized on a subject, I consider myself a worthless person. → When I am criticized on a subject by a person who is an authority on that topic, I feel as if I am worthless.⁵⁵

Explanation 12

The subject of “criticize” has been specified, for from whom the criticism comes is expected to make a difference in how the person respond to it. In addition, “to consider” has been turned into “to feel as if” for the reason mentioned in previous explanations.

Modification 13

Knowing what my interests and needs are, I act in a way to fulfill them. → Knowing my interests and needs well, I act in a way to fulfill them.⁵⁶

Explanation 13

The adverb, “well” has been added to the verb, “to know”; for usually people already expect to know their interests and needs to some extent in order to be able to function properly in daily life. What difference self-esteem brings is that in addition to the minimum requirement of knowing one’s needs, the people with higher self-esteem know their needs better and more clearly than the others.

⁵⁵ trans. Bir konuda eleştiri aldığımda kendimi değersiz biri olarak görürüm → Bir konuda, o konuda otorite olan birinden eleştiri aldığımda kendimi sanki değersiz gibi hissederim.

⁵⁶ trans. İlgi ve ihtiyaçlarımın neler olduğunu bilip bunları karşılayacak biçimde davranırım. → İlgi ve ihtiyaçlarımı iyi bilerek bunları karşılayacak biçimde davranırım.

Modification 14

I am able to finish the job I assume successfully. → If I assume a job, I fully believe that I am able to manage it successfully⁵⁷.

Explanation 14

By adding “if”, the statement has been made hypothetical. Since self esteem is more about one’s beliefs and feelings than the real situation, the belief in the person’s success has been generalized more via adding “if”. It is important that when reading the item, the participant does not recall her recent experience about a job s/he has assumed but think about her/his general capacity for success. In order to learn the participant’s degree of belief in her capacity to manage the job s/he assume, “if” condition and the verb “believe” have been added with the adverb “fully”.

Modification 15

When I undergo injustice, I struggle to correct it. → When I undergo injustice, I usually do not bother to struggle to correct it.⁵⁸

Explanation 15

The relation between facing an injustice and self-esteem is that self-esteem urges the person to trace the situation so as to correct the injustice done to her/him. In the original sentence, since the degree and character of injustice are not specified, the participant might tend to consider injustice as a general concept. In that case, when injustice is considered as an abstract schema independent from a specific case, the expected response will be to strive to correct the situation. However, when “I do not bother to correct it” is added, the respondent can think of possible cases of injustice in which one might or might not act. Self esteem urges the person to act to correct the injustice done to oneself when there is a possibility of not acting, in other words, when the injustice is not serious or big enough. When the injustice is big with serious consequences of inaction, regardless of the degree of self-esteem, all the rational people are expected to act anyway. Therefore, to remind the respondent the possibility of inaction in the face of injustice, the statement has been reversed. In the original form,

⁵⁷ trans. Üzerime aldığım işi başarıyla bitirebilirim. → Üzerime bir iş aldıysam, onun başarıyla üstesinden gelebileceğime olan inancım tamdır.

⁵⁸ trans. Haksızlığa uğradığımda mücadele ederim. → Bir haksızlığa uğradığımda, çoğu zaman bunu düzeltmek için mücadele etmekle uğraşmam.

“When I undergo injustice, I struggle to correct it”, the respondent who respond as 10 is not necessarily a high-self esteem person whereas in the modified form, “When I undergo injustice, I usually do not bother to struggle to correct it”, responding the statement as 1 signifies high self-esteem; for even if there is a space for “not bothering to act” s/he will chose to act.

Modification 16

In the meetings, I take the word to express my ideas → When a topic is discussed in an environment, I usually take the word to express my ideas.⁵⁹

Explanation 16

Instead of “meetings”, the context has been generalized as “when a topic is discussed in an environment”, thereby implying social interactions in any gathering. In other words, since the word “meeting” seems to imply more or less formal and structured gatherings with a predefined topic, it has been changed with “in an environment where a topic is discussed”. The respondent may or may not be in meetings in the sense of structured, formal gatherings whereas s/he is expected to be in a condition where a topic is discussed.

Modification 17

When a decision is to be taken in an environment, I note that my suggestions are taken into account, too. → If a topic is discussed to take a decision, I note that my suggestions are taken into account, too.⁶⁰

Explanation 17

The context has been specified more via adding “if a topic is discussed”. “If” has been put instead of “when” to make the situation hypothetical.

Modification 18

I have confidence in my skills. → There are domains in which I am skillful.

In the domains I am skillful; I have full confidence in my skills.

Explanation 18

“The phrase, “my skills” assumes that the respondent thinks that s/he has skills. To correct this unfounded assumption, first, there is the need to ask the respondent

⁵⁹ trans. Toplantılarda söz alarak kendi görüşlerimi ifade ederim. → Bir ortamda, bir konu tartışılırken çoğu kez söz alarak kendi görüşlerimi ifade ederim.

⁶⁰ trans. Bir ortamda karar verilirken benim önerilerimin de dikkate alınmasına önem veririm. → Bir ortamda bir konu tartışılıp bir karar alınacaksa, benim önerilerimin de dikkate alınmasına önem veririm.

about her/his belief about the existence of her/his skills. Thus, first, the existence of skills has been asked. It has then been followed by the statement about the degree of confidence in skills.

Modification 19

Others enjoy being together with me.→ When I am with others, I think, they usually enjoy being together with me.⁶¹

Explanation 19

Unless the respondent asks the people in question, s/he can not know whether they enjoy being with the respondent. Therefore, the absolute language which talks in the name of the others has been changed via adding “I think...” “Usually” has also been inserted in order to leave some space to the cases where the respondent thinks others may not enjoy being together with her/him. Lastly, to make the context more specific in the eyes of the respondent, “when I am with others” has been added.

As a result, 18 of 20 items are subject to modification while one item has been omitted. As a consequence of generating two statements out of one statement for two items, the number of items has been increased by 2. With one omission and 2 additions, the modified scale is composed of 21 items. In this way, this 21-item self-esteem scale has become the sub-questionnaire in Q1.

3.2 Modifications in the Perceived Parental Attitudes Scale

3.2.1 Modifications in the Response Scale

The original perceived parental attitudes scale of Kuzgun & Eldeleklioglu (2005) has a 4-choice response scale whose alternatives are *not congruent at all*, *not quite congruent*, *somewhat congruent*, and *congruent a lot*⁶². The response scale asks about the degree of congruence of the attitudes in question with the attitudes of the respondents' parents. The 4-choice response scale has been transformed to a 1-10 point response scale which ranges from “This statement does not reflect the reality at all”⁶³

⁶¹ trans. Başkaları benimle olmaktan zevk alır. → Başkaları ile birlikteyken, çoğu zaman onların benimle olmaktan keyif aldıklarını düşünüyorum.

⁶² trans. hiç uygun değil, pek uygun değil, biraz uygun, çok uygun

⁶³ trans. Bu ifade, gerçeği kesinlikle yansıtmıyor.

(1) to “This statement completely reflects the reality”⁶⁴ (10). The respondents have been supposed to position themselves on this 1 to 10 scale, where there is no mid-point such as in the self-esteem scale. One of the reasons why the original 4-item scale has been changed is to achieve some similarity between response scales in the questionnaire so that it is easier for the participants to proceed through different sub-questionnaires. The other reason is related to the problem in the content of the response scale. The statements in the parental attitude scale are factual statements on the mothers’ and fathers’ actions, behaviors, attitudes, and thoughts. However, response alternatives are “congruent, not congruent”, etc. The relation between the statement and the response alternatives are not obvious in the first response scale. First, the participant has to think as: “The actions in the statements in question are congruent/or not congruent with my parents’ attitudes.” After building that linkage, the participant can proceed and choose an alternative. This makes the questionnaire rather difficult to do for the respondents. Even if the linkage between statement and response is specified in the instructions; while filling out the questionnaire, the participants have to build the connection in their minds. Thus, instead of this hard task, response alternatives which fit the format and character of the items have been created. Since, the statements are claiming facts about the respondents’ parents; the response alternatives are about the degree that those facts reflect the reality.

The modified response scale looked like the following:

This statement does
not reflect the reality at all.

This statement completely
reflects the reality.

My mother (my father) has/had
always made me feel loved..... 1 2 3 4 5 6 7 8 9 10

3.2.2 Modifications in the Content of the Statements

Modification 1

My mother (my father) has/had always made me feel secure and loved. → My mother (my father) has/had always made me feel loved.

⁶⁴ trans. Bu ifade, gerçeği tamamen yansıtır.

My mother (my father) has/had always made me feel secure.⁶⁵

Explanation 1

In order to get rid of the double-barreled expression, the statement has been broken into two.

Modification 2

My mother (my father) always protects/used to protect me as if something bad will/would happen to me. → Worrying unnecessarily about me, my mother (my father) always protects/used to protect me.⁶⁶

Explanation 2

“...as if something bad thing will/would happen to me” has been omitted, thereby softening the expression. With the modification, eliminating the negative expression, the mother/father’s general tendency to excessively take care of her/his daughter/son has been asked without mentioning what the source or reason of this tendency could be.

Modification 3

My mother (my father) tries/used to try to get my opinion on all matters as s/he can/could.→ When important decisions are/were to be taken concerning the family, my mother (my father) attends/attended to take my opinion.⁶⁷

Explanation 3

So long as there might be issues about which parents make decisions which do not concern the daughter/son, the parents are not expected to take the opinion of their daughters/sons on all the matters. Indeed, asking the child’s opinion on all matters that may or may not concern the child is not necessarily a signal of democratic parental attitude. Thus, the condition when the respondent’s opinion is taken has been narrowed to the context where the topic is important and is about family.

⁶⁵ trans. Annem (babam), bana her zaman güven duygusu vermiş ve beni sevdiğini hissettirmiştir. → Annem (babam) beni sevdiğini her zaman hissettirmiştir. Annem (babam), bana her zaman güven duygusu vermiştir.

⁶⁶ trans. Annem (babam), her zaman başıma kötü bir şey gelecekmış gibi beni koruyup kollamaya çalışır/dı. → Annem (babam), her zaman gereksiz yere evhamlanıp beni korumaya çalışırdı.

⁶⁷ trans. Annem (babam), elinden geldiği kadar her konuda fikrimi almaya özen gösterir/di. → Annem (babam), aile ile ilgili önemli kararlar alınırken benim de fikrimi almaya özen gösterir/di.

Modification 4

My mother (my father) tries/used to try to rule me.→ My mother (my father) tries/used to try to direct my actions and behaviors according to her/his preferences.⁶⁸

Explanation 4

First of all, “to rule” is considered quite a harsh word to define parental behavior. Therefore, it has needed to be softened. Secondly, “My mother/my father tried to rule me” is a vague statement which has needed to be specified. Thus, “rule” has been changed into “direct” in addition to specifying the character of parental tendency to direct the daughter/son.

Modification 5

My mother (my father) always expects/used to expect success from me that was beyond my capability.→ My mother (my father) always expects/used to expect me to do things which are/were beyond what I can/could achieve.⁶⁹

Explanation 5

The expression success “beyond my capability” assumes that daughter/son’s capacity does not let her/him be very successful, thereby ignoring the possibility that the respondent is already successful. Indeed, what is tried to be measured by this item is that no matter the degree of daughter/son’s success, the parent’s expectations exceed what the child achieves. Thus, the phenomenon of demanding parent is independent from the child’s actions, but related to the parent’s tendency to push the child always beyond what the child already achieves. Hence, daughter/son’s actual level of success has been detached from the expression. Instead, the parent’s tendency to “want more” has been emphasized.

Modification 6

When I attempted to get close to my mother/my father physically and emotionally, s/he behaves/used to behave in a cold manner. → When I attempt/attempted to get close to my mother (my father), s/he behaves/used to behave in a cold manner.⁷⁰

⁶⁸ trans. Annem (babam), bana hükmetmeye çalışır/dı. → Annem (babam), hareket ve davranışlarımı kendi tercihleri doğrultusunda yönlendirmeye çalışır/dı.

⁶⁹ trans. Annem (babam), benden her zaman gücümün üstünde başarı beklemiştir. → Annem (babam), benden her zaman, yapabileceklerimden fazlasını beklemiştir.

⁷⁰ trans. Annem (babam), fiziksel ve duygusal olarak kendisine yakın olmak istediğim zaman soğuk ve itici davranır/dı.→ Annem (babam), kendisine yakın olmak istediğim zaman soğuk davranır/dı.

Explanation 6

To get rid of the double-barrel stemming from “physically and emotionally” the adverbs have been omitted. Indeed, “attempt to get close” already meets the intention in the expression.

Modification 7

My mother (my father) explains/used to explain why I must or must not do/have done certain things. → When my mother (my father) tried to direct me about a matter, s/he explains/used to explain the reason.⁷¹

Explanation 7

In the first version, the statement can be understood erroneously as “the parents always telling the daughter/son what s/he must/must not do, without leaving the child any chance for independent action”. However, as an item measuring democratic parental attitude, the intention is to ask “in the condition when the parent tries to tell the child to do or not to do things, whether or not the parent provides explanation.” Thus, in order to prevent a misunderstanding, the condition “when my mother (my father) tries to direct me about a matter” is added to the statement.

Modification 8

When my mother (my father) and I are/were together, our relationship is/used to be very friendly. → The relationship between my mother (my father) and I is/used to be very friendly.⁷²

Explanation 8

Since the character of the relationship between two people do not vary according to the condition of being together, in other words, since it was not logical to say that “When we are together our relationship is friendly, but when we are not our relationship is not friendly”, the part when my mother (my father) and I are/were together has been omitted.

⁷¹ trans. Annem (babam), neden bazı şeyleri yapmam ya da yapmamam gerektiğini bana açıklar/dı. → Annem (babam), beni bir konuda yönlendirmeye çalıştığı zaman bunun nedenini açıklar/dı.

⁷² trans. Annem (babam) ile birlikte olduğumuz zamanlar ilişkimiz çok arkadaşçadır/arkadaşçaydı. → Annem (babam) ile ilişkimiz çok arkadaşçadır/arkadaşçaydı.

Modification 9

My mother (my father) forced me to choose the occupation s/he wanted. → My mother (my father) scorned my preferences about choosing my occupation.⁷³

Explanation 9

The degree of authoritarian attitude has been softened by limiting the parent's psychological controlling behavior about daughter/son's occupation choice just to belittling the child's choice. Therefore, "to force" has been replaced with "to scorn".

Modification 10

My mother (my father) used to force me to eat the food I did not like, thinking that it was useful for me. → My mother (my father) used to force me to eat the food I did not like.⁷⁴

Explanation 10

Since the parents would not force the child eat the food which they think is not useful to the child, the second part of the sentence is considered as redundant, hence has been omitted from the item.

Modification 11

Even at the ages when I was able to administer myself; anxious to leave me alone at home, my mother (my father) used to take me to everywhere s/he went. → When I was 8-10 years old, anxious to leave me alone at home, my mother (my father) used to take me to everywhere s/he went.⁷⁵

Explanation 11

In order to get rid of the uncertainty in the phrase "at the ages when I was able to administer myself", it has been replaced with "when I was 8-10 years old", which are approximately the ages when the child is able to administer herself when left alone at home.

⁷³ trans. Annem (babam), kendi istediği mesleği seçmem konusunda beni zorlamıştır. → Annem (babam), meslek seçimi konusunda, benim tercihlerimi küçümsemiştir.

⁷⁴ trans. Annem (babam), sevmediğim yemekleri yarayacağı düşüncesiyle, zorla yedirirdi. → Annem (babam), sevmediğim yemekleri zorla yedirirdi.

⁷⁵ trans. Annem (babam), kendimi yönetebileceğim yaşlarda bile her gittiği yere beni de götürür, evde yalnız kalmamdan kaygılanırdı. → 8-10 yaşlarımda her gittiği yere beni de götürür, evde yalnız kalmamdan kaygılanırdı.

Modification 12

Since I was little, my mother (my father) helped me acquire the habit of studying and reading. → Since I was little, my mother (my father) helped me study my lessons.

Since I was little, my mother (my father) helped me acquire the habit of extracurricular reading.⁷⁶

Explanation 12

Studying and reading have been broken into “studying lessons” and “reading” in order to ask the levels of parental engagement in child’s acquisition of the habit of both studying lessons and reading.

Modification 13

My mother (my father) used to force me to be successful at school and punish when I took low grades. → My mother (my father) forced me to be successful at school.

My mother (my father) used to punish me when I took low grades.⁷⁷

Explanation 13

In the first version, the statement is double-barreled. It is eliminated by breaking it into two.

Modification 14

My mother (my father) always uses/used to use me to reach her/his goals.⁷⁸ (The item has been omitted)

Explanation 14

Since the expression is found too harsh for a parent’s behavior, it has been eliminated.

Modification 15

My mother (my father) regulates/used to regulate, on what I spend/spent my money. → My mother (my father) asks/used to ask, on what I spend/spent my money.⁷⁹

⁷⁶ trans. Annem (babam), küçük yaşımdan itibaren ders çalışma ve okuma alışkanlığı kazanmam konusunda bana yardımcı olmuştur. → Annem (babam), küçük yaşımdan itibaren ders çalışmam konusunda bana yardımcı olmuştur. Annem (babam), küçük yaşımdan itibaren ders dışı okuma alışkanlığı kazanmam konusunda bana yardımcı olmuştur.

⁷⁷ trans. Annem (babam), okulda başarılı olmam konusunda beni zorlar, kırık not aldığımda cezalandırır/dı. → Annem (babam), okulda başarılı olmam konusunda beni zorlar/dı. Annem (babam), kırık not aldığımda beni cezalandırır/dı.

⁷⁸ trans. Annem (babam), beni kendi emellerine ulaşmak için bir araç olarak kullanır/dı.

Explanation 15

The expression has been softened by replacing “regulate” with “ask”.

Modification 16

My mother/my father believes/used to believe I should be/should have been perfect on every job. → My mother (my father) always tells/used to tell me I should be/should have been perfect on every job.

My mother (my father) always believes/used to believe I should be/should have been perfect on every job.⁸⁰

Explanation 16

Besides parental belief, parental discourse about perfectionism has also been asked; considering that the role of parents’ demand for perfection is a major feature of protective-demanding parental attitude. Thus, two dimensions of parental demand from child to be perfect have been asked.

Modification 17

When I attempt/attempted to tell my mother (my father) about my problems about sexuality, s/he remains/used to remain indifferent. → In adolescence, I could share my problems about sexuality with my mother (my father).⁸¹

Explanation 17

The age has been specified by adding “in adolescence”, the period when the person probably starts to face and to need to talk with her/his parents about sexual problems. Moreover, the expression has been reversed by making it positive.

Modification 18

My mother (my father) tells/used to tell that s/he wants/wanted my good; and only s/he knows/knew what was/is good for me. → My mother believes/used to believe that only s/he knows/knew what is/was good and bad for me.⁸²

⁷⁹ trans. Annem (babam), paramı nerelere harcadığımı ayrıntılı bir biçimde denteler/di. → Paramı nelere harcadığımı ayrıntılı bir biçimde sorar/dı.

⁸⁰ trans. Annem (babam), her zaman her işte kusursuz olmam gerektiği inancındadır/inancındaydı. → Her zaman her işte kusursuz olmam gerektiğini söyler/di. Annem (babam), her zaman her işte kusursuz olmama gerektiğini inanır/dı.

⁸¹ trans. Cinsellik konusunda karşılaştığım sorunları anneme (babama) anlatmak istediğimde hep ilgisiz kalmıştır. → Ergenlik çağında, cinsellik konusunda karşılaştığım sorunları annemle (babamla) paylaşabilirdim.

Explanation 18

In order to get rid of double-barreled statement stemming from the first part of the sentence, the first part has been omitted. In addition, “tell” has been changed into “believe”, thereby softening the expression. Considering the possibility that the respondent perceives that the parent believes, but not expresses that only the parent knows what is good and bad for the daughter/son; the belief is emphasized.

Modification 19

My mother (my father) always wonders/used to wonder where I am/was and what I am/was doing. → My mother (my father) always wonders/used to wonder where I am/was.⁸³

Explanation 19

To get rid of the double barrel stemming from inclusion of both “where I am/was” and what I am/was doing”, only “where I am/was” is included in the statement.

Modification 20

When I did a good job, my mother (my father) used to tell me to do better rather than praising me. → Instead of appreciating my successes, my mother (my father) used to tell me that I should do/should have done better.⁸⁴

Explanation 20

“To do a good job” has been replaced with “my successes”, thereby generalizing the meaning of “good job”. In addition, “success” seems more objective than “good job”. Furthermore, “to praise” has been replaced by “to appreciate”; again, widening the scope of possible positive responses shown by the parent to the daughter/son’s successes in question. In other words, parents can show their appreciation to their children’s achievements in a variety of ways. Explicit praise might not be one of them. Therefore, more space is left for the report of parent’s positive reaction by choosing a more comprehensive verb like “appreciate” instead of “praise”.

⁸² trans. Annem (babam), benim iyiliğimi istediğini, benim için neyin iyi olacağını yalnızca kendisinin bileceğini söyler/di. → Annem (babam), benim için neyin iyi neyin kötü olduğunu yalnızca kendisinin bildiğine inanır/di.

⁸³ trans. Annem (babam), her zaman nerede olduğumu ve ne yaptığımı merak eder/di. → Annem (babam), her zaman nerede olduğumu merak eder/di.

⁸⁴ trans. Annem (babam), iyi bir iş yaptığımda beni övmekten çok, daha iyisini yapmam gerektiğini söyler/di. → Annem (babam), başarılarımın değerini bilmektense, daha iyisini yapmam gerektiğini söyler/di.

Modification 21

Since my mother (my father) is/used to be very conservative on the subjects about sexuality, I can not/could not show interest on these subjects near her/him. → I can not/could not talk about the subjects related to sexuality near my mother (my father).⁸⁵

Explanation 21

The first version is composed of two facts: the parent being conservative about the matter of sexuality and therefore, inability of the daughter/son to talk on the matter of sexuality near the parent, thereby making a double-barreled statement. For that reason, the first fragment of the statement has been omitted; for the second part already implies the first one, that is, the parent being conservative about the sexual matters being talked about.

Modification 22

When decisions are/were to be taken about the family, my mother (my father) asks/used to ask my opinion.⁸⁶ (The item has been omitted.)

Explanation 22

Since it has already been asked previously in a similar way (see Modification 3), this item has been omitted.

Modification 23

My mother (my father) gives/used to give more importance to the others than to me and treats/used to treat them more gently than s/he treats/treated me. → My mother (my father) treats/used to treat more gently to the others than to s/he treats/used to treat to me.⁸⁷

Explanation 23

In order to eliminate double-barreled question problem, the first part of the sentence has been omitted. Moreover, the fact that the first part defines an action which is too harsh to be expected from a parent is the other reason for omitting that part.

⁸⁵ trans. Annem (babam), cinsel konularda çok tutucu olduğu için onun yanında bu konulara ilgi gösteremem/gösteremezdim. → Cinsellikle ilgili konuları annemin (babamın) yanında konuşamam/konuşamazdım.

⁸⁶ trans. Annem (babam), aile ile ilgili kararlar alınırken benim de fikrimi öğrenmek ister/di.

⁸⁷ trans. Annem (babam), başkalarına benden daha çok önem verir ve onlara daha nazik davranır/dı. → Annem (babam), başkalarına, bana davrandığından daha nazik davranır/dı.

Modification 24

My mother (my father) listens/used to listen to what I tell/told about daily events and gives/used to give me elucidatory answers. → During our conversations, my mother (my father) always makes/used to make comments interestedly.⁸⁸

Explanation 24

Due to the double-barreled character of the statement, the expression has been combined in one statement omitting “listen to what I tell/told”. In order to be able to make comments interestedly, s/he already needs to listen what the daughter/son tells. Therefore, that part is not included in the sentence.

Modification 25

My mother (my father) generally commands me and speaks/used to speak to me in a sharp tone of voice.→ My mother (my father) used to speak to me in a commanding tone of voice.⁸⁹

Explanation 25

Since the original version of the item involves double barrel expression, “to command” and “to speak in a sharp tone of voice” are combined in one phrase which is “to speak in a commanding tone of voice.” If one speaks in a commanding tone of voice, s/he probably speaks sharply, too.

As a result of omission of two and addition of four items, 40-item perceived parental attitude scale has been turned into a 42-item perceived parental attitude scale in Q1.

⁸⁸ trans. Annem (babam), günlük olaylar hakkında anlattıklarımı ilgi ile dinler ve bana açıklayıcı cevaplar verir/di. → Annem (babam), konuşmalarımız sırasında daima ilgiyle yorumlarda bulunmuştur.

⁸⁹ trans. Annem (babam), benimle genellikle sert bir tonda ve emrederek konuşur/du. → Annem (babam), benimle genellikle emreder gibi bir ses tonunda konuşur/du.

CHAPTER 4

RESULTS

4.1 Perceived Political Efficacy and Self-Esteem

4.1.1 Analysis Plan

It has been hypothesized that perceived political efficacy and self-esteem are positively correlated. In other words,

H1a: Ones with a higher level of self-esteem will have a significantly higher level of perceived political efficacy than those with a lower level of self-esteem.

H1b: Ones with a lower level of self-esteem will have a significantly lower level of perceived political efficacy than those with a higher level of self-esteem.

Considering that there are two samples which are Group1 (G1) and Group 2 (G2), which receive Questionnaire 1 (Q1) or Questionnaire 2 (Q2) respectively, the analysis which looks for a relation between self-esteem and perceived political efficacy have been done for both G1 and G2. The *perceived political efficacy* scale, which has been adapted from Watts' 4-item perceived political efficacy scale, constitutes the first four items of a 20-item *political attitudes* sub-questionnaire. The sub-questionnaire with the *political efficacy* scale is the same both in Q1 and Q2. In other words, concerning the part where the participants receive questions about political attitudes, G1 and G2 have received exactly the same sub-questionnaire; hence exactly the same *perceived political efficacy* scale. However, concerning the *self-esteem* scales, G1 and G2 have not received the same self-esteem scale. As mentioned in the previous chapters, some modifications have been done to the wording of the items in order to clarify the intended meaning of the original items. The modified self-esteem scale is situated in Q1 whereas the other self-esteem scale is in Q2.

Since the modifications have been done for the purpose of clarifying the meaning of the items, hence fitting them to questionnaire design, the modified version is expected

to measure the level of self-esteem such as the one with original items. Thus, no significant difference is expected between G1 and G2 concerning the variability in self-esteem scores when compared to the variance within each group. In other words, when one-way between-groups ANOVA test is conducted to G1 and G2's self-esteem scale scores, F value is not expected to be statistically significant. With this respect, applying this expectation to the hypotheses about the relation between perceived political efficacy and self-esteem, two more hypothesises are generated that take G1 and G2 into consideration. The four hypotheses are:

H1aa: The analysis of G1 will show that ones with a higher level of self-esteem will have a significantly higher level of perceived political efficacy than those with a lower level of self-esteem.

H1ab: The analysis of G2 will show that ones with a higher level of self-esteem will have a significantly higher level of perceived political efficacy than those with a lower level of self-esteem.

H1ba: The analysis of G1 will show that ones with a lower level of self-esteem will have a significantly lower level of perceived political efficacy than those with a higher level of self-esteem.

H1bb: The analysis of G2 will show that ones with a lower level of self-esteem will have a significantly lower level of perceived political efficacy than those with a higher level of self-esteem.

In addition to the *perceived political efficacy* scale, *political attitudes* sub-questionnaire involves several other statements about perceived political efficacy, civic responsibility, and belief in democracy and its elements. Beside for the purpose of learning about political attitudes of participants of G1 on the matters related to political efficacy, such as their belief in the necessity to get involved in the social and political matters in the country (*belief in civic responsibility*) and the belief in the premises of democracy (*belief in democracy*), political attitude questions are included in the questionnaires for looking for their relation to self-esteem. Thus, a factor analysis has been conducted as a result of which a three-component solution from varimax rotation has been generated. Table 1 shows the factor analysis results for political attitudes items for G1. The three composite variables driven as a result of the factor analysis have also been investigated in terms of their relations to self-esteem. Moreover, another composite variable has been generated out of the combination of four additional perceived political efficacy items to the *perceived political efficacy* scale. It is called

perceived political efficacy 2. Thus, in addition to analyzing the relation between *self-esteem* and *perceived political efficacy*; *perceived political efficacy 3*, *belief in civic responsibility*, *belief in democracy*, and *perceived political efficacy 2* variables have also been scrutinized in terms of their relations to self-esteem.

After correlational analysis, univariate regression analysis has been conducted to see whether or not the level of self-esteem makes a significant contribution to the prediction of perceived political efficacy.

4.1.2 Results

Pearson product-moment correlation coefficients have revealed significant positive correlations between the level of self-esteem and the level of perceived political efficacy both for G1 ($r = .28, p < .01, n = 92$) and G2 ($r = .23, p < .05, n = 111$). In other words, the character of the relation between perceived political efficacy and self-esteem has been found as it has been hypothesized. That is, the participants of both G1 and G2 with a higher level of self-esteem are found to have significantly higher level of perceived political efficacy than those with a lower level of self-esteem. Likewise, the participants of both G1 and G2 with a lower level of self-esteem are found to have a significantly lower level of perceived political efficacy than those with a higher level of self-esteem (Tables 2 and 3). Furthermore, comparing mean self-esteem scores of G1 and G2, one-way between-groups ANOVA has not yielded a significant F value ($F = .05$).

In addition to the correlation between *perceived political efficacy* and *self-esteem*, self-esteem's relation to other political attitude variables have also been investigated for G1. The findings reveal that self-esteem has a positive correlation with *political efficacy 3* ($r = .24, p < .05$). However, the relation is not as strong as self-esteem's relation to *perceived political efficacy*; for the correlation is only significant at the .05 level for *perceived political efficacy 3* whereas it is significant at the .01 level for *perceived political efficacy*. Considering *political efficacy 2*, interestingly, *self-esteem* is not found to correlate significantly with *political efficacy 2* in G1 ($r = .20$) whereas it is found to strongly correlate with that variable in G2 ($r = .38, p < .001$). Apart from perceived political efficacy variables, other composite political variables, whose relation to self-esteem has been investigated for G1, are *belief in civic responsibility* and *belief in democracy*. The results reveal that *belief in civic responsibility* positively correlates

with *self-esteem* ($r = .22, p < .05$) while *belief in democracy* is not found to significantly correlate with *self-esteem* ($r = .20$), notwithstanding the existence of some positive correlation.

When univariate regression analysis is done where *perceived political efficacy* is the dependent and the *level of self-esteem* is the independent variable, it is revealed that self-esteem is found to have a significant contribution in predicting perceived political efficacy both for G1 ($\beta = .27, p < .01, R^2 = .08$) and G1 ($\beta = .23, p = .01, R^2 = .05$) (Table 4). However, as R^2 values suggest, the models do not explain much of the variance in *perceived political efficacy*.

Concerning *perceived political efficacy 3* and *belief in civic responsibility*, as a result of the univariate regression analysis, self-esteem is found to have a significant contribution both to the prediction of *perceived political efficacy 3* ($\beta = .24, p < .05, R^2 = .06$) and *belief in civic responsibility* ($\beta = .22, p < .05, R^2 = .05$) (Tables 5 and 6). Again, self-esteem, by itself, is not capable of explaining much of the variance in *perceived political efficacy 3* or in *belief in civic responsibility*. Considering the significant correlation between *perceived political efficacy 2* and self-esteem ($r = .38$) for G2, a univariate regression analysis has been conducted where *perceived political efficacy 2* is regressed upon *self-esteem*. The results show that *self-esteem* has a significant contribution in predicting *perceived political efficacy 2* for G2 ($\beta = .38, p = .000, R^2 = .14$) (Table 7). Comparing *self-esteem's* contribution to *perceived political efficacy* and *perceived political efficacy 2*, interestingly, it can be noticed that for G2, self-esteem is found to be a better predictor of *perceived political efficacy 2* than it is for *perceived political efficacy*.

In sum, concerning the main issue of analysis, which is the relationship between self-esteem and perceived political efficacy, both correlation and regression analyses have revealed results which point to a significant relation in a positive direction.

Table 1. Varimax Rotation of the Three Factor Solution for Political Attitudes Variables for G1

| Variable | Factor 1 belief in civic responsibility | Factor 2 political efficacy 3 | Factor 3 belief in democracy |
|--|---|----------------------------------|---------------------------------|
| In addition to one's duty towards oneself, her/his family and her/his immediate environment; s/he also has a duty towards the society where s/he lives. | .77 | | |
| Apart from the responsibility one has for one's own and her/his family's conditions, s/he does not have a responsibility for the others' condition in the society. | -.67 | | |
| In life, one of the primary purposes of a person is to contribute to the society in which s/he lives. | .66 | | |
| If everyone assumes more responsibility about the problems in the society, the problems will be solved more easily. | .65 | | |
| It is possible to make a contribution to the society via civil society activities. | .53 | | |
| It is not possible to create a lasting change for the society via civic involvement projects [This item has been reverse coded. (r.c.)] | .47 | | |
| Apart from the politicians, ordinary people do not have any influence in solving the problems of the country. (r.c) | | .64 | |
| People like me cannot have any influence in correcting the things that go wrong in the country. (r.c.) | | .59 | |
| Apart from politicians, ordinary people should not interfere with the job of how to solve the problems of the country. | | -.59 | |
| Government officials do not care much about what people like me think. (r.c.) | | .55 | |
| No matter for which party people vote, everything will stay the same. (r.c.) | | .52 | |
| Political events in the country are out of my interest. | | -.52 | |
| It is only wishful thinking to believe that one can really influence what happens in society at large. (r.c.) | | .35 | |
| Everyone should be able to express her/his political opinion, no matter what it is. | | | .70 |
| So long as others' personal rights are not violated, everyone should be able to work for the cause s/he considers as right. | | | .58 |
| A political party for which I would never vote, though which has been elected by people's votes, should not be prevented from rising to the government. | | | .52 |
| Despite its possible defects, democracy is the best form of government. | | | .47 |
| How things are run in this country is primarily determined by people's votes. | | | .40 |
| Cumulative percentage of variance (%) | 58 | 23 | 9 |

Table 2. Intercorrelations of Political Attitudes and Self-Esteem Variables for G1

| Variable | (1) | (2) | (3) | (4) | (5) | (6) |
|--|-------|-------|-------|------|-----|-----|
| perceived political efficacy (1) ⁹⁰ | | | | | | |
| perceived political efficacy 3 (2) ⁹¹ | .82** | | | | | |
| n | 94 | | | | | |
| perceived political efficacy 2 (3) ⁹² | .86** | .86** | | | | |
| n | 94 | 94 | | | | |
| belief in civic responsibility (4) | .36** | .38** | .64** | | | |
| n | 94 | 94 | 94 | | | |
| belief in democracy (5) | .19 | -.04 | .13 | .19 | | |
| n | 94 | 94 | 94 | 94 | | |
| self-esteem (6) | .28** | .24* | .20 | .22* | .20 | |
| n | 92 | 92 | 92 | 92 | 92 | |

* p < .05 ** p < .01
n: number of cases

Table 3. Intercorrelation of Perceived Political Efficacy and Self-Esteem for G2

| Variable | self-esteem | perceived political efficacy | perceived political efficacy2 |
|-------------------------------|-------------|------------------------------|-------------------------------|
| self-esteem | | | |
| perceived political efficacy | .23* | | |
| n | 111 | | |
| perceived political efficacy2 | .38** | .84** | |
| n | 110 | 115 | |

* p < .05 ** p < .001
n: number of cases

⁹⁰ The variable corresponds to Watts' (1974) 4 -item political efficacy measure; $\alpha = .35$ for G1.

⁹¹ The variable has been derived from factor analysis results of political attitudes sub-questionnaire in Q1. It is composed of seven items with $\alpha = .68$ for G1.

⁹² The variable has been generated from the combination of four items of Watts' scale and remaining political efficacy questions in the political attitudes sub-questionnaire. The variable is made up of 8 items with $\alpha = .63$ for G1.

Table 4. Regression of Perceived Political Efficacy upon Self-Esteem for G1 and G2

| Independent variable | G1 standardized regression coefficient | G1 unstandardized regression coefficient | G1 R ² | G1 n | G2 standardized regression coefficient | G2 unstandardized regression coefficient | G2 R ² | G2 n |
|----------------------|--|--|-------------------|------|--|--|-------------------|------|
| self-esteem | .27** | .36 | .08 | 92 | .23* | .31 | .05 | 111 |

* p = .01 ** p < .01
n: number of cases

Table 5. Regression of Perceived Political Efficacy 3 upon Self-Esteem for G1

| Independent variable | G1 standardized regression coefficient | G1 unstandardized regression coefficient | G1 R ² | G1 n |
|----------------------|--|--|-------------------|------|
| self-esteem | .24* | .28 | .06 | 92 |

* p < .05
n: number of cases

Table 6. Regression of Belief in Civic Responsibility upon Self-Esteem for G1

| Independent variable | G1 standardized regression coefficient | G1 unstandardized regression coefficient | G1 R ² | G1 n |
|----------------------|--|--|-------------------|------|
| self-esteem | .22* | .23 | .05 | 92 |

* p < .05
n: number of cases

Table 7. Regression of Perceived Political Efficacy 2 upon Self-Esteem for G2

| Independent variable | G2 standardized regression coefficient | G2 unstandardized regression coefficient | G2 R ² | G2 n |
|----------------------|--|--|-------------------|------|
| self-esteem | .38** | .44 | .14 | 110 |

** p = .000
n: number of cases

4.2 Self-Esteem and Perceived Parental Attitudes

4.2.1 Analysis Plan

Three types of parental attitudes have been measured, which are *democratic*, *protective-demanding*, and *authoritarian* mother's and father's attitudes. It is hypothesized that self-esteem will be positively correlated with perceived democratic mother and democratic father's attitudes; while it will be negatively correlated with perceived protective-demanding and authoritarian mother's and father's attitudes. Concerning the modifications done to the perceived parental attitudes scales in Q2, since the purpose of modifications are to fit the questions to the rules of survey questionnaire design without making major changes in the meaning of the statements; it is expected that there will not be any significant difference between Q1 and Q2 concerning the mean scores of corresponding parental attitudes. In other words, no significant F value is expected when one-tailed between-groups ANOVA is done to compare for example, perceived democratic mother's attitudes in G1 and G2. Likewise, for the other types of attitudes, protective-demanding and authoritarian, no significant difference between G1 and G2 is expected. Thus, it is hypothesized as the following:

H2aa: The analysis of G1 will show that ones with a higher score of perceived democratic mother's (father's) attitude will have a significantly higher level of self-esteem than those with a lower score of perceived democratic mother's (father's) attitude.

H2ab: The analysis of G2 will show that ones with a higher score of perceived democratic mother's (father's) attitude will have a significantly higher level of self-esteem than those with a lower score of perceived democratic mother's (father's) attitude.

H2ba: The analysis of G1 will show that ones with a lower score of perceived democratic mother's (father's) attitude will have a significantly lower level of self-esteem than those with a higher score of perceived democratic mother's (father's) attitude.

H2bb: The analysis of G2 will show that ones with a lower score of perceived democratic mother's (father's) attitude will have a significantly lower level of self-esteem than those with a higher score of perceived democratic mother's (father's) attitude.

H3aa: The analysis of G1 will show that ones with a higher score of perceived protective-demanding mother's (father's) attitude will have a significantly lower level of self-esteem than those with a lower level of perceived protective demanding mother's (father's) attitude.

H3ab: The analysis of G2 will show that ones with a higher score of perceived protective-demanding mother's (father's) attitude will have a significantly lower level of self-esteem than those with a lower level of perceived protective-demanding mother's (father's) attitude.

H3ba: The analysis of G1 will show that ones with a lower score of perceived protective-demanding mother's (father's) attitude will have a significantly higher level of self-esteem than those with a higher score of perceived protective demanding mother's (father's) attitude.

H3bb: The analysis of G2 will show that ones with a lower score of perceived protective-demanding mother's (father's) attitude will have a significantly higher level of self-esteem than those with a higher score of perceived protective demanding mother's (father's) attitude.

H4aa: The analysis of G1 will show that ones with a higher score of perceived authoritarian mother's (father's) attitude will have a significantly lower level of self-esteem than those with a lower score of perceived authoritarian mother's (father's) attitude.

H4ab: The analysis of G2 will show that ones with a higher score of perceived authoritarian mother's (father's) attitude will have a significantly lower level of self-esteem than those with a lower score of perceived authoritarian mother's (father's) attitude.

H4ba: The analysis of G1 will show that ones with a lower score of perceived authoritarian mother's (father's) attitude will have a significantly higher level of self-esteem than those with a higher score of perceived authoritarian mother's (father's) attitude.

H4bb: The analysis of G2 will show that ones with a lower score of perceived authoritarian mother's (father's) attitude will have a significantly higher level of self-esteem than those with a higher score of perceived authoritarian mother's (father's) attitude.

In addition to the perceived parental attitudes scale, 52 questions are asked about spending time with parents. The degree of spending time with the mother (father) during the elementary (high school) education period in doing several activities and talking about several matters is measured. It is expected that the level of spending time with parents will positively correlate with self-esteem.

Table 8. Means, Standard Deviations, F Values, and Significance Levels for the Two Groups across Spending Time with Parents, Perceived Parental Attitudes, Self-Esteem, and Perceived Political Efficacy

| Variable | G1 Mean ⁹³ | G2 Mean | G1 SD ⁹⁴ | G2 SD | G1 N ⁹⁵ | G2 N | F ⁹⁶ |
|---|-----------------------|---------|---------------------|-------|--------------------|------|-----------------|
| spending time with the mother during the elementary school education period | 43 | 41 | 21 | 21 | 116 | 133 | .62 |
| spending time with the father during the elementary school education period | 39 | 37 | 20 | 21 | 109 | 123 | .92 |
| spending time with the mother during the high school education period | 42 | 39 | 19 | 21 | 105 | 123 | 1.34 |
| spending time with the father during the high school education period | 40 | 37 | 20 | 21 | 101 | 123 | 1.80 |
| spending time with parents | 41 | 39 | 18 | 19 | 101 | 122 | 1.36 |
| perceived democratic mother's attitude | 77 | 76 | 14 | 19 | 80 | 98 | 1.27 |
| perceived democratic father's attitude | 70 | 67 | 19 | 24 | 73 | 95 | .76 |
| perceived protective-demanding mother's attitude | 34 | 27 | 17 | 17 | 80 | 102 | 6.46* |
| perceived protective-demanding father's attitude | 31 | 30 | 17 | 20 | 73 | 95 | .10 |
| perceived authoritarian mother's attitude | 25 | 19 | 13 | 16 | 80 | 101 | 8.37** |
| perceived authoritarian father's attitude | 30 | 24 | 15 | 18 | 73 | 96 | 4.47* |
| self-esteem | 77 | 77 | 14 | 14 | 92 | 111 | .05 |
| perceived political efficacy | 55 | 52 | 19 | 19 | 99 | 121 | .93 |
| perceived political efficacy 2 | 66 | 63 | 16 | 17 | 94 | 115 | 1.94 |

*p < .05 **p < .005

⁹³ Mean scores of the variables have been standardized into a 0 to 100 scale for ease of comparison. Therefore, for the mean values in the table, the bottom and top scores are 0 and 100 respectively.

⁹⁴ SD: standard deviation

⁹⁵ N: sample size

⁹⁶ F: F value resulted from one-way between groups ANOVA test.

First of all, one-way between-groups ANOVA test has been done to see whether or not there is a significant difference between G1 and G2's mean scores and variances in all three types of perceived parental attitudes. After that, intercorrelations of parental attitudes, spending time with parents and self-esteem have been looked at both for G1 and G2. It is followed by a multivariate regression analysis where self-esteem is the dependent variable and parental attitude and spending time with parents are independent variables.

4.2.2 Results

According to the results of the analysis of variance test, which has been conducted to compare G1 and G2, F value is not found significant for perceived democratic mother's or perceived democratic father's attitude. F value is 1.27 for perceived democratic mother's attitude; and $F = .76$ for perceived democratic father's attitude (Table 8). In other words, the changes in the wording of the democratic mother and father scales have not brought a significant change in the variance of the scores in G1 and G2. However, considering perceived protective-demanding mother's attitude, the difference between G1 and G2 are found significant ($F = 6.46, p < .05$). That is, the modifications done to the items of perceived protective-demanding mother have a significant effect on the scores of G2. Nonetheless, the same modifications done in the items of perceived protective-demanding father's attitude has not yielded a significant effect ($F = .10$). Comparing the means and standard deviations of perceived protective-demanding mother's attitude, G1 has a mean score of 34 on a 100-points basis, with $SD = 17$ whereas G2 has a mean score of 27, with $SD = 17$. Therefore, it can be concluded that the modifications done to the perceived mother's attitude cause a decrease in the mean scores. This is probably because the harsh expressions about mother's protective-demanding attitude have been softened in the items of Q1. With softened expressions, implying less intensive protective-demanding parental behavior, G1 yields a higher perceived protective-demanding mother's attitude mean score. However, even though the same items have been received by G2 for perceived protective-demanding father's attitude as for perceived protective-demanding mother's attitude, it has not resulted in a significant effect. (For G1, $M = 31, SD = 17$; for G2, $M = 30, SD = 20$).

Comparing G1 and G2 in perceived authoritarian mother's and father's attitude, ANOVA yields significant F values for both perceived authoritarian mother's and perceived authoritarian father's attitude. For perceived authoritarian mother's attitude $F = 8.37, p < .005$; and for authoritarian father's attitude $F = 4.47, p < .05$. Again, the difference between G1 and G2 stems from the fact that the intensity of authoritarian behavior has been lessened in Q2, resulting in higher mean scores for G2. Moreover, there is also a difference between the mother and the father. F value is higher for the perceived authoritarian mother than for perceived authoritarian father (8.37 vs. 4.47). This shows that lessening the strength of the implied authoritarian attitude raises the scores of perceived authoritarian mother's attitude than perceived authoritarian father's attitude. Looking at the mean scores, concerning perceived authoritarian mother's attitude, for G1, $M = 25, SD = 13$; for G2, $M = 19, SD = 16$. For perceived authoritarian father's attitude, for G1, $M = 30, SD = 15$; for G2, $M = 24, SD = 18$.

Expectedly, according to ANOVA results, there is no significant difference between G1 and G2 in terms of spending time with parents variables; for the same questions are asked in both Q1 and Q2 concerning this variable.

In sum, as a result of analysis of variance test comparing G1 and G2, F ratio is significant only for three perceived parental attitudes variables which are perceived protective-demanding mother, perceived authoritarian mother, and perceived authoritarian father. For all those three variables, means for G1 are higher than means for G2.

Second set of analyses is composed of the correlations between *perceived parental attitudes, spending time with parents, perceived political efficacy, and self-esteem*. Tables 9, 12, 13, 14, 15, 16, and 17 show the Pearson product-moment correlation coefficients for the variables.

Considering the correlations between perceived parental attitudes variables and *perceived political efficacy* (Tables 14 and 15), the results reveal significant correlations between *perceived political efficacy* and *perceived democratic father's attitude* for G1 ($r = .31, p < .01, n = 73$) and G2 ($r = .24, p < .05, n = 95$). With respect to *perceived political efficacy's* correlation with *perceived democratic mother's attitude*, the results are not significant for G1 or G2. For the relation of perceived political efficacy with *perceived protective-demanding parental attitude*, the only significant correlation is its relation with *perceived protective-demanding father's attitude* for G2 ($r = -.24, p < .05, n = 95$). Concerning the relation of perceived political efficacy with perceived

authoritarian parental attitudes, again, the only significant correlation is the one with *perceived authoritarian father's attitude* for G2 ($r = -.33, p < .01, n = 95$).

The results reveal significant relations only between the father's attitude and perceived political efficacy. In other words, if the individual perceive her/his father as highly democratic, s/he is also expected to score significantly higher on perceived political efficacy than those who do not perceive their fathers as democratic. Moreover, if the individual perceive her/his father as highly authoritarian, s/he is expected to feel politically much less effective than those who do not perceive their father as highly authoritarian. In addition, if the individual perceives that s/he is the daughter/son of a protective-demanding father, again, s/he is expected to score significantly lower on perceived political efficacy compared to those who do not perceive that they are the daughter/son of a protective-demanding father. Thus, it is possible to conclude that there is a difference between mother and father in the correlations between perceived political efficacy and parental attitudes. This trend is also observed in the relation between perceived political efficacy and spending time with parents (Table 9). Here, too, among the spending time with parents variables, the only variable which significantly correlates with perceived political efficacy is *spending time with the father during the elementary school education period* ($r = .26, p < .01$).

Table 9. Correlations between Perceived Political Efficacy and Spending Time with Parents Variables for G1

| Variable | perceived political efficacy |
|---|------------------------------|
| spending time with the mother during the elementary school education period | .15 |
| spending time with the father during the elementary school education period | .26** |
| spending time with the mother during the high school education period | .12 |
| spending time with the father during the high school education period | .10 |
| spending time with parents | .19 |

** $p < .01$

In the *spending time with parents* sub-questionnaires, one of the items ask how much time the participant spends time with the mother (father) talking about daily political events. As one of the possible factors of father's distinct role in perceived political efficacy, the degrees of *spending time with the father (mother) talking about daily political events* are provided in Tables 10 and 11. As the results reveal, the mean degrees of spending time with the father are higher (for G1, for the elementary school period, $M = 4.2$; for the high school education period $M = 6.3$)⁹⁷ than spending time

⁹⁷ The range is 1 to 10.

with the mother (for G1, for the elementary school period, $M = 4.2$; for the high school education period, $M = 5.7$).

Table 10. Means and Standard Deviations of Spending Time with Parents Talking About Daily Political Events Variables for G1

| Variable | Mean | SD | N | Range |
|--|------|-----|-----|-------|
| spending time with the mother talking about daily political events during the elementary school education period | 3.5 | 2.6 | 118 | 1-10 |
| spending time with the father talking about daily political events during the elementary school education period | 4.2 | 2.5 | 110 | 1-10 |
| spending time with the mother talking about daily political events during the high school education period | 5.7 | 2.6 | 106 | 1-10 |
| spending time with the father talking about daily political events during the high school education period | 6.3 | 2.6 | 104 | 1-10 |

SD: standard deviation

N: number of cases

Considering the relationship between perceived democratic parental attitude and self-esteem, the findings reveal that self-esteem positively correlates with democratic mother's attitude for G1 ($r = .40, p < .01$) and G2 ($r = .33, p < .01$). The positive correlation is also seen in the relation between perceived democratic father's attitude and self-esteem for both G1 ($r = .35, p < .01$) and G2 ($r = .26, p < .05$). In other words, as the results are translated to the language of the hypotheses; the students with a higher level of self-esteem score significantly higher on perceived democratic mother and father. Thus, if one is found to have high self-esteem, s/he is also expected to report her/his parents as democratic (Tables 14 and 15).

Furthermore, if one reports her/his mother as democratic, s/he is also expected to report her/his father as democratic, hence the correlation between perceived democratic mother and perceived democratic father is found to be significant for G1 ($r = .27,$

$p < .05$) and G2 ($r = .36, p < .005$), noting that the correlation is stronger for G2 (Tables 12 and 13).

Concerning the relation between self-esteem and perceived protective demanding parental attitude, the results fail to reveal significant correlation between perceived protective demanding mother or father and self-esteem for G1. However, for G2, a significant negative correlation is found between self-esteem and protective-demanding mother's attitude ($r = -.24, p < .05$). This difference probably stems from the modifications done to the items in the direction of lessening the strength of protective demanding aspect of the behaviors mentioned in the items. Nonetheless, for G2, the correlation between self-esteem and perceived protective-demanding father's attitude is still not significant for G2, in addition to being in negative direction.

Table 11. Means and Standard Deviations of Spending Time with Parents Talking About Daily Political Events Variables for G2

| Variable | Mean | SD | N | Range |
|--|------|-----|-----|-------|
| spending time with the mother talking about daily political events during the elementary school education period | 3 | 2.3 | 135 | 1-10 |
| spending time with the father talking about daily political events during the elementary school education period | 3.7 | 2.5 | 133 | 1-10 |
| spending time with the mother talking about daily political events during the high school education period | 5 | 2.9 | 123 | 1-10 |
| spending time with the father talking about daily political events during the high school education period | 6 | 2.8 | 123 | 1-10 |

SD: standard deviation

N: number of cases

Table 12. Intercorrelations of Parental Attitudes and Spending Time with Parents Variables for G1

| Variable | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
|---|-------|--------|--------|--------|--------|--------|-------|-------|-------|
| spending time with the mother during the elementary school education period (1) | | | | | | | | | |
| spending time with the father during the elementary school education period (2) | .71** | | | | | | | | |
| n | 109 | | | | | | | | |
| spending time with the mother during the high school education period (3) | .84** | .65** | | | | | | | |
| n | 105 | 105 | | | | | | | |
| spending time with the father during the high school education period (4) | .58** | .71** | .64** | | | | | | |
| n | 101 | 101 | 101 | | | | | | |
| perceived democratic mother's attitude (5) | .51** | .35** | .55** | .37** | | | | | |
| n | 80 | 80 | 80 | 78 | | | | | |
| perceived democratic father's attitude (6) | .40** | .72** | .42** | .59** | .27* | | | | |
| n | 73 | 73 | 73 | 71 | 73 | | | | |
| perceived protective-demanding mother's attitude (7) | .13 | .01 | -.00 | -.06 | -.12 | -.15 | | | |
| n | 80 | 80 | 80 | 78 | 80 | 73 | | | |
| perceived protective-demanding father's attitude (8) | -.02 | -.05 | -.04 | .01 | -.02 | -.13 | .43** | | |
| n | 73 | 73 | 73 | 71 | 73 | 73 | 73 | | |
| perceived authoritarian mother's attitude (9) | -.15 | -.19 | -.29** | -.22 | -.46** | -.34** | .55** | .32** | |
| n | 80 | 80 | 80 | 78 | 80 | 73 | 80 | 73 | |
| perceived authoritarian father's attitude (10) | -.15 | -.44** | -.16 | -.35** | -.02 | -.60** | .24* | .39** | .46** |
| n | 73 | 73 | 73 | 71 | 73 | 73 | 73 | 73 | 73 |

* $p < .05$ ** $p < .005$
n: number of cases

Table 13. Intercorrelations of Parental Attitudes and Spending Time with Parents Variables for G2

| Variable | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) | (9) |
|---|-------|-------|-------|-------|--------|--------|-------|-------|-------|
| spending time with the mother during the elementary school education period (1) | | | | | | | | | |
| spending time with the father during the elementary school education period (2) | .70** | | | | | | | | |
| n | 122 | | | | | | | | |
| spending time with the mother during the high school education period (3) | .86** | .76** | | | | | | | |
| n | 122 | 123 | | | | | | | |
| spending time with the father during the high school education period (4) | .70** | 1** | .76** | | | | | | |
| n | 122 | 123 | 123 | | | | | | |
| perceived democratic mother's attitude (5) | .53** | .37** | .54** | .37** | | | | | |
| n | 97 | 98 | 98 | 98 | | | | | |
| perceived democratic father's attitude (6) | .33** | .55** | .25* | .55** | .36** | | | | |
| n | 94 | 95 | 95 | 95 | 92 | | | | |
| perceived protective-demanding mother's attitude (7) | .05 | .01 | -.02 | -.01 | -.32** | -.15 | | | |
| n | 101 | 102 | 102 | 102 | 98 | 95 | | | |
| perceived protective-demanding father's attitude (8) | -.09 | -.11 | -.13 | -.11 | -.22* | -.27** | .51** | | |
| n | 94 | 95 | 95 | 95 | 92 | 94 | 95 | | |
| perceived authoritarian mother's attitude (9) | -.09 | -.08 | -.08 | -.08 | -.46** | -.15 | .72** | .32** | |
| n | 100 | 101 | 101 | 101 | 98 | 95 | 101 | 95 | |
| perceived authoritarian father's attitude (10) | -.10 | -.24* | -.12 | -.24* | -.31** | -.49** | .41** | .71** | .44** |
| n | 95 | 96 | 96 | 96 | 93 | 95 | 96 | 95 | 96 |

* p < .05 ** p < .005
n: number of cases

Table 14. Zero Order Correlations between Self-Esteem, Perceived Political Efficacy, and Perceived Parental Attitudes for G1

| Variable | self-esteem | perceived political efficacy | perceived democratic mother's attitude | perceived democratic father's attitude | perceived protective-demanding mother's attitude | perceived protective-demanding father's attitude | perceived authoritarian mother's attitude | perceived authoritarian father's attitude |
|------------------------------|-------------|------------------------------|--|--|--|--|---|---|
| self-esteem | 1 | .27** | .40** | .35** | .07 | .07 | -.10 | -.09 |
| n | 92 | 92 | 80 | 73 | 80 | 73 | 80 | 73 |
| perceived political efficacy | .27** | 1 | .17 | .31** | -.05 | -.02 | -.17 | -.15 |
| n | 92 | 99 | 80 | 73 | 80 | 73 | 80 | 73 |

** p < .01
n: number of cases

Table 15. Zero Order Correlations between Self-Esteem, Perceived Political Efficacy, and Perceived Parental Attitudes for G2

| Variable | self-esteem | perceived political efficacy | perceived democratic mother's attitude | perceived democratic father's attitude | perceived protective-demanding mother's attitude | perceived protective-demanding father's attitude | perceived authoritarian mother's attitude | perceived authoritarian father's attitude |
|------------------------------|-------------|------------------------------|--|--|--|--|---|---|
| self-esteem | 1 | .23* | .33** | .26* | -.24* | -.20 | -.36** | -.26** |
| n | 111 | 111 | 98 | 95 | 102 | 95 | 101 | 96 |
| perceived political efficacy | .23* | 1 | .11 | .24* | -.11 | -.24* | -.11 | -.33** |
| n | 111 | 121 | 98 | 95 | 102 | 95 | 101 | 96 |

* p < .05 ** p < .01
n: number of cases

For the relation between self-esteem and perceived authoritarian parental attitude, there is again a difference between G1 and G2. While for G1, there has not been found a significant correlation between self-esteem and perceived authoritarian mother's attitude or between self-esteem and authoritarian father's attitude; for G2 both correlations are found quite strongly significant at the .01 significance level in a negative direction. For the relation between self-esteem and perceived authoritarian mother's attitude, $r = -.36$; and for the relation between self-esteem and perceived authoritarian father's attitude $r = -.26$. Thus, the results about the relationship between perceived authoritarian mother and father and self-esteem has come out as expected, for only G2. In other words, when Q2's perceived authoritarian parents scale is used, those who report their mother and father's behaviors as highly authoritarian are also expected to have lower self-esteem than the ones who score lower in authoritarian parents measure.

Regarding the intercorrelations of perceived protective demanding and authoritarian parental attitude, the correlations between perceived protective-demanding mother's and father's attitudes are found to be significant and in a positive direction for G1 ($r = .43$, $p < .005$) and for G2 ($r = .51$, $p < .005$). For perceived authoritarian mother's and father's attitudes, the relation is found to be positive and significant for both G1 ($r = .46$, $p < .005$) and G2 ($r = .44$, $p < .005$). These findings show that concerning the perceived parental attitudes, mother's and father's attitudes are perceived as similar by daughters and sons. That is, if the mother is found to be democratic, protective-demanding or authoritarian, the father is also expected to be found democratic, protective-demanding or authoritarian respectively.

With respect to *spending time with parents* variables, the most salient finding is that they strongly correlate among each other. In other words, spending time with the mother during the elementary school period, spending time with the father during the elementary school period, spending time with the mother during the high school period, and spending time with the father during the high school period are closely connected. Thus, it can be said that if mother used to spend time with the daughter/son during the elementary school education period, s/he is also expected to have spent time with the daughter/son during the high school education period. In addition, mothers and fathers are found to be significantly alike concerning the degree of spending time with their children. For that reason, spending time with the mother and the father during the elementary and high school periods have been combined in a composite variable called

spending time with parents for further analysis.

Concerning the relation between *spending time with parents* variables and *self-esteem*, a difference between G1 and G2 has been observed. While self-esteem significantly correlates with four of the spending time variables in G1, it does not correlate with any of the spending time variables in G2. The correlation between the composite variable *spending time with parents* and *self-esteem* is .35, with $p = .001$ for G1 whereas it is .14 without reaching the point of significance for G2.

The second step in searching the relation between self-esteem and parental attitudes is conducting a regression analysis where self-esteem is predicted by perceived parental attitudes variables. As mentioned in the Introduction chapter, it is methodologically erroneous to build a causal relation between self-esteem and perceived parental attitude for a cross-sectional study; for it is not possible to know whether higher self-esteem brings about a perception of democratic parents or perception of democratic parents causes higher self-esteem. Nevertheless, considering the previous theoretical models and explanations about how parental attitudes influence self-esteem, in the current study, self-esteem is used as a dependent variable while perceived parental attitudes enter in to the equation as independent variables.

As a result of the multivariate regression analysis, perceived democratic mother and perceived democratic father are found to have a significant contribution to the level of self-esteem for only G1 (for perceived democratic mother's attitude, $\beta = .39$, $p = .01$ and for perceived democratic father, $\beta = .33$, $p = .05$). Table 18 shows standardized and unstandardized regression coefficients and R^2 values for independent variables for G1 and G2. The fact that the modified version of perceived democratic parental attitude reveals to be making a significant contribution while the unmodified version does not come out as significantly contributing to the prediction of self-esteem, points to the success of the modifications to the items. Even though the modifications to the items of democratic parental attitude scale are just to make the statements more clear and not to show the parental behavior more democratic, still the transformation has resulted in a stronger relation between self-esteem and perceived democratic parent.

Apart from perceived democratic mother's and father's attitude, no other independent variable is found be capable of making a significant contribution to the prediction of self-esteem by itself. Only perceived authoritarian mother's attitude gets close to the point of significance ($\beta = -.31$, $p = .06$) for G2. For G1, it is quite far from being significant. With regard to *spending time with parents* variable, it is quite

far from being able to contribute to the prediction of self-esteem. With respect to the R^2 values, the model is found to be able to predict .26 of the variance in self-esteem for G1 and .19 of the variance for G2.

When demographic variables like age, sex, mother's and father's education levels, subjective income during high school period, and the existence of siblings are added to the model, R^2 increases to .32 for G1 and .29 for G2. (Table 19) In the new model, standardized beta values for perceived democratic mother and democratic father are still significant, even more significant than in the previous model. In the second model, for G1, for perceived democratic mother's attitude, $\beta = .40$, with $p = .03$ and for democratic father's variable $\beta = .36$, with $p = .04$. For G2, perceived democratic parents variables are still far from being significantly contributing to the explanation of self-esteem. In contrast to the first model, in the second model with demographic variables, perceived authoritarian mother's attitude has a significant beta value ($\beta = -.42$, $p = .01$) for G2. In other words, according to the second model, an increase in the perceived authoritarian mother's score will bring about a decrease in the self-esteem score for G2.

With respect to the added variables, no variable except for *sex* in G1 has the capability to contribute to the explanation of self-esteem by itself. Neither parents' education level, subjective family income level, the existence of any siblings nor age has a significant influence by itself in explaining the dependent variable. That is probably because there is not much variability in the population concerning those demographic variables. Concerning the subjective level of income during the elementary school education period, the means are quite high for both G1 ($M = 7.82$ ⁹⁸, $SD = 1.64$, $N = 124$) and G2 ($M = 7.72$, $SD = 1.83$, $N = 147$). Likewise, the means are considerably high for the subjective income level during the high school education period, too, for both G1 ($M = 7.81$, $SD = 1.42$, $N = 123$) and G2 ($M = 7.9$, $SD = 1.74$, $N = 147$).

⁹⁸ The possible range is 1-10, 1 implying, "My family's income during my elementary school education period was not satisfying at all"; and 10 implying, "My family's income during my elementary school education period was very satisfying."

Table 16. Correlations between Self-Esteem and Spending Time with Parents Variables for G1

| Variable | self-esteem |
|---|-------------|
| spending time with the mother during the elementary school education period | .35** |
| spending time with the father during the elementary school education period | .28** |
| spending time with the mother during the high school education period | .29** |
| spending time with the father during the high school education period | .26* |
| spending time with parents | .35** |

* p < .05 ** p < .01

Table 17. Correlation between Self- Esteem and Spending Time with Parents Variables for G2

| Variable | self-esteem |
|---|-------------|
| spending time with the mother during the elementary school education period | .15 |
| spending time with the father during the elementary school education period | .14 |
| spending time with the mother during the high school education period | .10 |
| spending time with the mother during the high school education period | .14 |
| spending time with parents | .14 |

I used to consider my family's income...

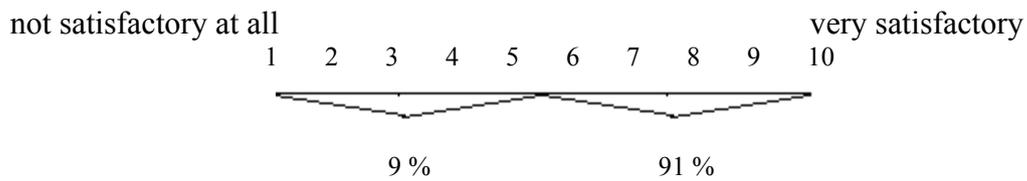


Figure 1. Frequency in percentages for G1 of the degree which the participant considers her/his family income as satisfactory during the elementary school education period

I used to consider my family's income...

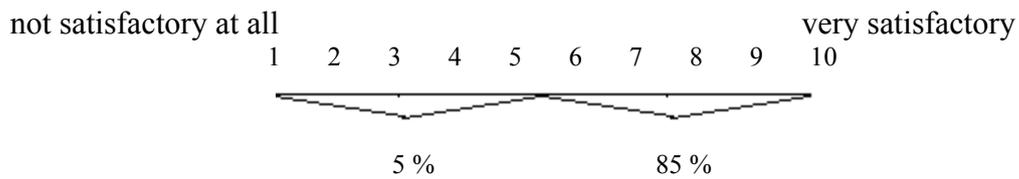


Figure 2. Frequency in percentages for G1 of the degree which the participant considers her/his family income as satisfactory during the high school education period

Table 18. Regression of Self-Esteem upon Parental Attitudes and Spending Time with Parents Variables

| Independent variable | G1 standardized regression coefficient | G2 standardized regression coefficient | G1 unstandardized regression coefficient | G2 unstandardized regression coefficient | G1 significance level of t | G2 significance level of t | G1 n | G2 n | G1 R ² | G2 R ² |
|--|--|--|--|--|----------------------------|----------------------------|------|------|-------------------|-------------------|
| perceived democratic mother's attitude | .39* | .16 | .39 | .13 | .01 | .21 | 80 | 98 | .26 | .19 |
| perceived democratic father's attitude | .33* | .18 | .25 | .11 | .05 | .17 | 73 | 95 | | |
| perceived protective-demanding mother's attitude | .08 | .09 | .07 | .08 | .56 | .57 | 80 | 102 | | |
| perceived protective-demanding father's attitude | .03 | -.09 | .03 | -.07 | .80 | .57 | 73 | 95 | | |
| perceived authoritarian mother's attitude | .12 | -.31 | .13 | -.28 | .48 | .06 | 80 | 101 | | |
| perceived authoritarian father's attitude | .03 | .03 | .03 | .02 | .87 | .87 | 73 | 96 | | |
| spending time with parents ⁹⁹ | -.02 | -.05 | -.02 | .04 | .90 | .69 | 101 | 122 | | |

*p ≤ .05
n: number of cases

⁹⁹ *Spending time with parents* is a composite variable derived from the combination of four variables, which were *spending time with the mother* (1) [*the father* (2)] *during the elementary school* (3) [*the high school* (4)] *education period*. Because of high intercorrelation of these variables, the composite variable has been generated.

Table 19. Regression of Self-Esteem upon Perceived Parental Attitudes, Spending Time with Parents, and Demographic Variables for G1 and G2

| Independent variable | G1 standardized regression coefficient | G2 standardized regression coefficient | G1 unstandardized regression coefficient | G2 unstandardized regression coefficient | G1 significance level of t | G2 significance level of t | G1 n | G2 n | G1 R ² | G2 R ² |
|--|--|--|--|--|----------------------------|----------------------------|------|------|-------------------|-------------------|
| perceived democratic mother's attitude | .40* | .20 | .40 | .16 | .03 | .15 | 80 | 98 | .32 | .29 |
| perceived democratic father's attitude | .36* | .20 | .27 | .12 | .04 | .13 | 73 | 95 | | |
| perceived protective-demanding mother's attitude | .05 | .16 | .04 | .14 | .73 | .33 | 80 | 102 | | |
| perceived protective-demanding father's attitude | -.02 | .01 | -.02 | .01 | .88 | .97 | 73 | 95 | | |
| perceived authoritarian mother's attitude | .07 | -.42* | .07 | -.39 | .71 | .01 | 80 | 101 | | |
| perceived authoritarian father's attitude | .04 | -.03 | .04 | -.03 | .83 | .85 | 73 | 96 | | |
| spending time with parents | .06 | -.10 | .05 | -.07 | .75 | .49 | 101 | 122 | | |
| sex ¹⁰⁰ | -.19* | .25 | -5.54 | 7.37 | .15 | .02 | 133 | 167 | | |
| age ¹⁰¹ | -.01 | -.17 | -.04 | -1.39 | .97 | .12 | 129 | 159 | | |
| family income during high school ¹⁰² | -.09 | -.06 | -.87 | -.51 | .50 | .59 | 123 | 147 | | |
| mother's education level ¹⁰³ | -.04 | -.13 | -.50 | -1.57 | .79 | .29 | 125 | 154 | | |
| father's education level | -.14 | -.04 | -1.72 | -.57 | .35 | .72 | 126 | 152 | | |
| Do you have any siblings? ¹⁰⁴ | .10 | .13 | 3.18 | 4.41 | .47 | .24 | 126 | 152 | | |

*p ≤ .05 n: number of cases

¹⁰⁰ Sex is recoded 2 for females and 1 for males.

¹⁰¹ Age ranges from 18 to 25.

¹⁰² Income is operationalized as the degree to which the participant used to find her/his family's income as satisfactory during the high school education period. The possible range is 1-10, from "not satisfactory at all (1)" to "very satisfactory (10)".

¹⁰³ Mother's (father's) education level is recoded from 1 to 7 from "no formal education (1)" to "has a doctorate degree (10)".

¹⁰⁴ Presence of siblings is recoded as 2 for "Yes, I have one or more elder or younger siblings", and 1 for "No, I do not have any siblings, I am only the child."

With respect to the parents' level of education, 51% of the mothers have undergraduate degrees or more for both G1 and G2; while 71% of the fathers in G1 and 68 % of the fathers in G2 had undergraduate degrees or more (Tables 20 and 21, Figures 3 and 4).

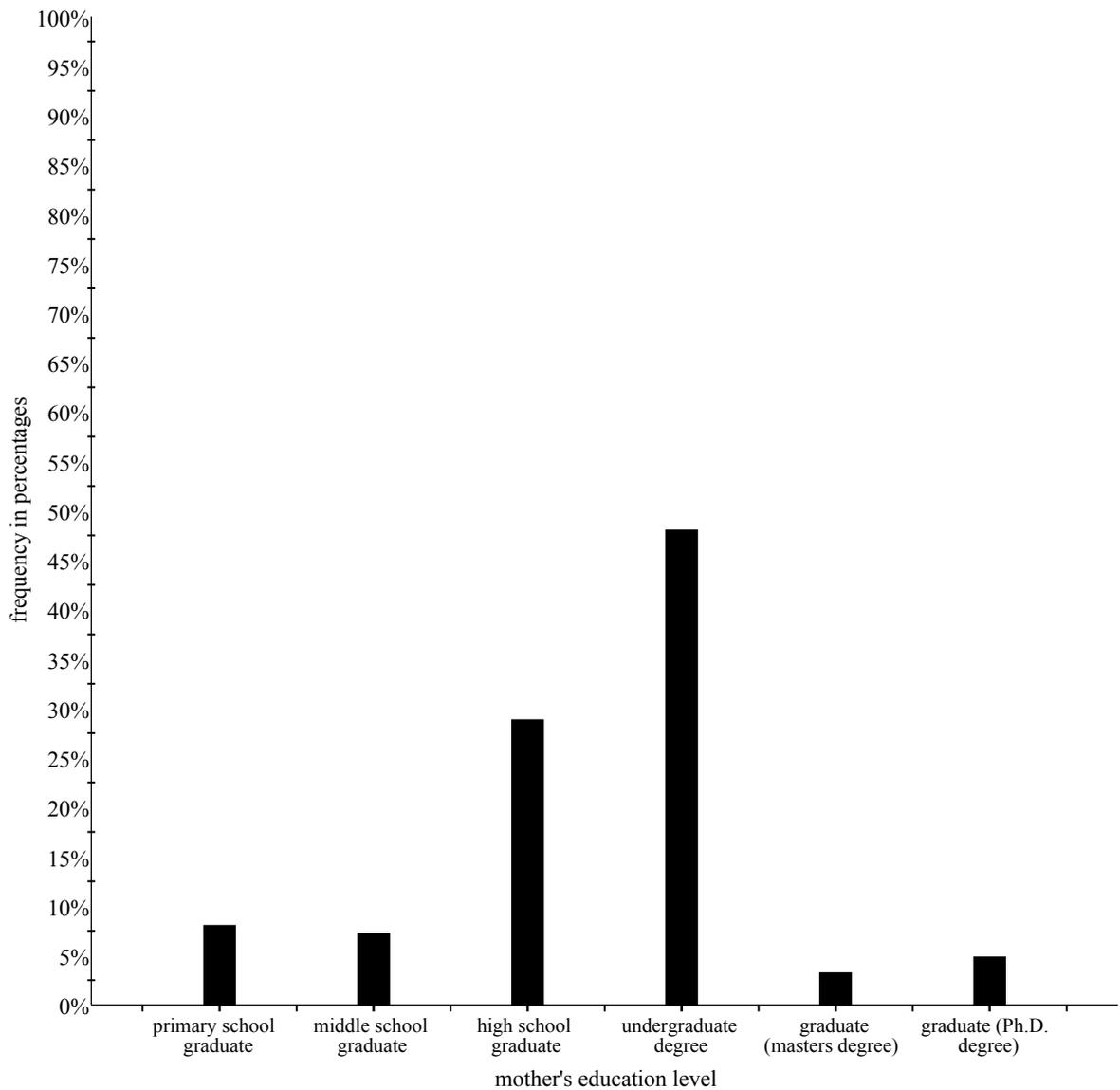


Figure 3. Frequencies in percentages for G1 of mother's education level

Table 20. Frequencies in Percentages of Mother's Education Level for G1 and G2 (n = 125 for G1; and n = 154 for G2)

| group name | no formal education | primary school graduate | middle school graduate | high school graduate | undergraduate degree | masters degree | doctorate degree |
|------------|---------------------|-------------------------|------------------------|----------------------|----------------------|----------------|------------------|
| G1 | 0 % | 7 % | 7 % | 26 % | 44 % | 3 % | 4 % |
| G2 | 2 % | 8 % | 2 % | 27 % | 43 % | 3 % | 5 % |

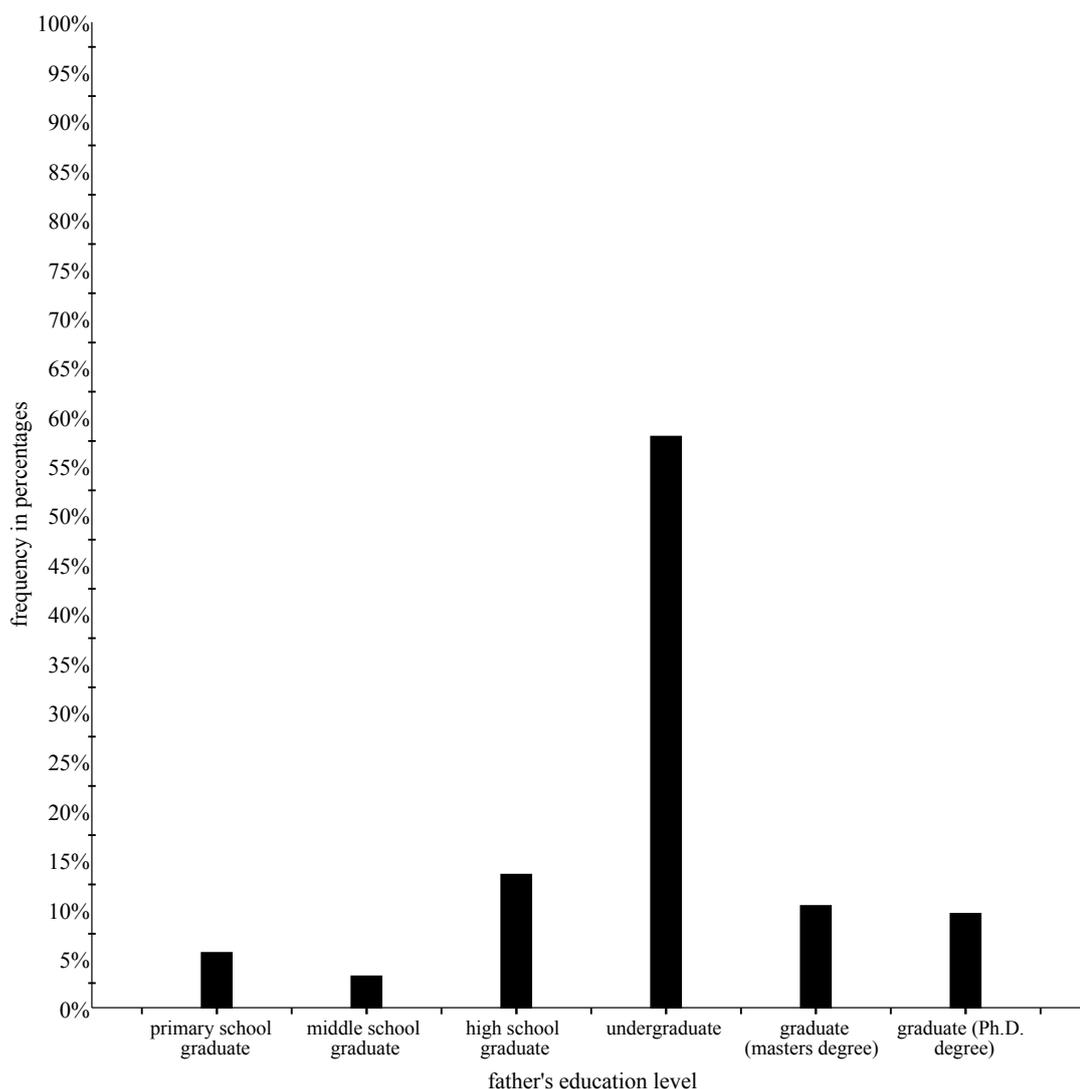


Figure 4. Frequencies in percentages for G1 of father's education level

Table 21. Frequencies in Percentages for G1 of Father's Education Level for G1 and G2 (n = 126 for G1; and n = 152 for G2)

| group name | no formal education | primary school graduate | middle school graduate | high school graduate | undergraduate degree | masters degree | doctorate degree |
|------------|---------------------|-------------------------|------------------------|----------------------|----------------------|----------------|------------------|
| G1 | 0 % | 5 % | 3 % | 12 % | 53 % | 10 % | 9 % |
| G2 | 1 % | 2 % | 3 % | 15 % | 47 % | 11 % | 10 % |

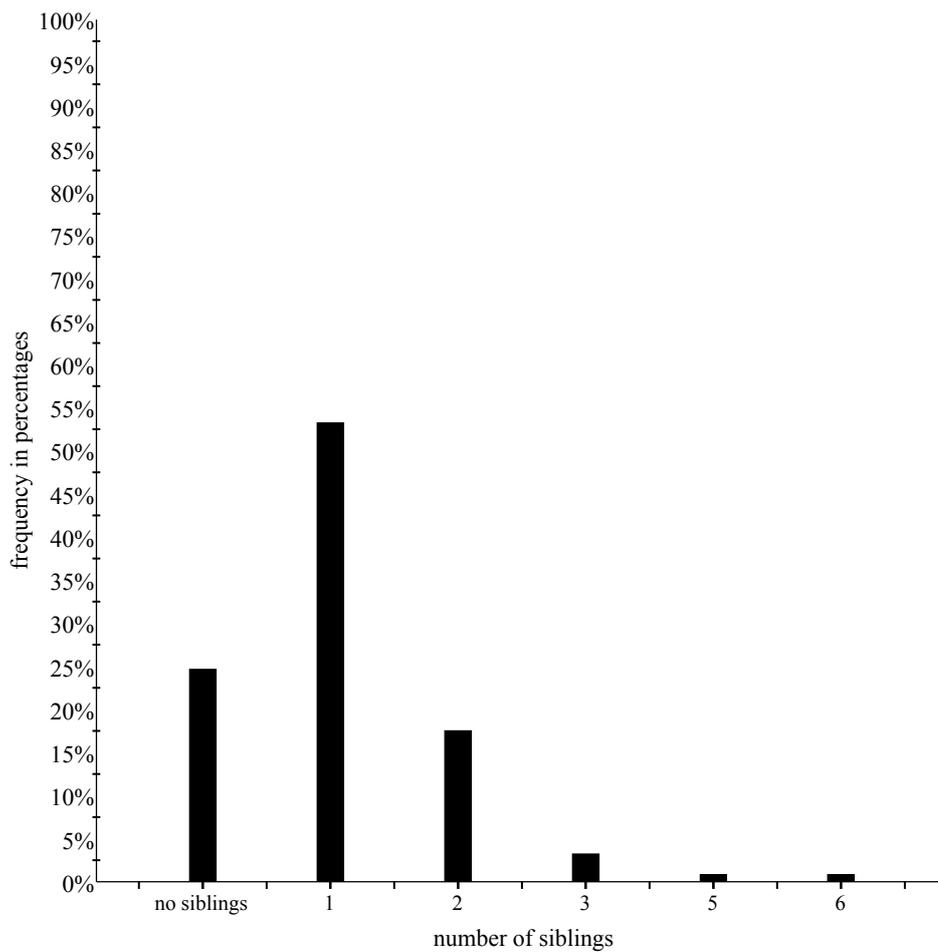


Figure 5. Frequencies in percentages for G1 of the number of siblings

Table 22. Frequencies in Percentages of the Number of Siblings for G1 and G2
(n = 126 for G1; and n = 153 for G2)

| group name | no siblings | 1 | 2 | 3 | 4 | 5 | 6 |
|------------|-------------|------|------|-----|-----|-----|-----|
| G1 | 23 % | 49 % | 16 % | 3 % | 0 % | 1 % | 1 % |
| G2 | 20 % | 53 % | 11 % | 4 % | 0 % | 1 % | 0 % |

With regard to the existence of any siblings, 70% and 69 % have at least one sibling for G1 and G2, respectively while 23 % and 19 % are only-child for G1 and G2 respectively. Concerning the number of siblings, as seen on Table 22, 49 % in G1 and 53 % in G2 has only one sibling. Adding these to the ones who do not have any siblings, 73 % in G1 and 72 % in G2 has at most one sibling. If there was a sample in which with respect to age, income level, mother's and father's education level and the number of siblings, there was much more variance, demographic variables could have more explanatory power. However, in a sample where, for example, the mean subjective income level is nearly 8 on a 1-10 scale, it is not expected that income level makes a significant contribution in explanation of self-esteem.

The only variable which has a significant contribution to the explanation of self-esteem is sex for only G1. According to the findings, being male is an advantage for having higher self-esteem (beta = $-.19$, $p = .02$) for G1. However, the influence of sex is not significant for G2. In brief, considering the two models, the only independent variables which are found to have significant contribution to the prediction of self-esteem are *perceived democratic mother's attitude* and *perceived democratic father's attitude* for only G1.

Since the perceived protective-demanding and authoritarian mother's and father's attitudes have not revealed significant explanatory powers, the variables have been deconstructed and exposed to a factor analysis with the expectation that the outcome variables from factor analysis could have significant explanatory powers for self-esteem. Therefore, perceived protective demanding mother's (father's) and perceived authoritarian mother's (father's) attitudes items have been put into a factor analysis for both G1 and G2 whose results are available in Tables 23 and 24, 25, and 26. According to the results of the varimax rotation of the three factor solution, three novel variables have been generated from the items of perceived protective-demanding and perceived authoritarian mother and father's attitudes. The factors are labeled in line with the contents of the items in each factor.

Table 23. Varimax Rotation of the Three Factor Solution for Perceived Protective-Demanding and Authoritarian Mother's Attitudes Variables for G1

| Variable | Factor 1 | Factor 2 | Factor 3 |
|---|----------|----------|----------|
| My mother always forces/used to force me to achieve things beyond my capability. | .81 | | |
| My mother always expects/used to expect me to do things which are/were beyond what I can/could achieve. | .75 | | |
| My mother forced me to be successful at school. | .75 | | |
| My mother used to speak to me in a commanding tone of voice | .61 | | |
| Comparing me with the other children around, my mother used to say that they were better than me. | .58 | | |
| My mother tries/used to try to direct my actions and behaviors according to her preferences. | .57 | | |
| My mother always expects/used to expect paramount success from me in the exams. | .53 | | |
| Instead of appreciating my successes, my mother used to tell me that I should do/should have done better | .50 | | |
| When I attempt/attempted to get close to my mother, she behaves/used to behave in a cold manner. | .47 | | |
| My relationship with my mother is/used to be so formal that I can not/could not dare to reveal my feelings to her. | .41 | | |
| My mother scorned my preferences about choosing my occupation. | .30 | | |
| My mother always wonders/used to wonder where I am/was | | .74 | |
| Worrying unnecessarily about me, my mother always protects/used to protect me. | | .60 | |
| My mother believes/used to believe that only she knows/knew what is/was good and bad for me. | | .56 | |
| When I was 8-10 years old, anxious to leave me alone at home, my mother used to take me to everywhere she went. | | .52 | |
| My mother used to force me to eat the food I did not like. | | .50 | |
| Even today/even it were today, when I go/used to go to shopping, my mother wanted to come with me thinking that I will be/ would have been be deceived. | | .49 | |
| My mother asks/used to ask, on what I spend/spent my money. | | .44 | |
| My mother used to punish me when I took low grades. | | .42 | |
| My mother always sees/used to see the flaws of every job I do/ did rather than seeing its positive aspects. | | .41 | |
| I can not/could not talk about the subjects related to sexuality near my mother. | | | .74 |
| My mother always tells/used to tell me I should be/should have been perfect on every job. | | | .60 |
| In adolescence, I could share my problems about sexuality with my mother. (This item was reverse coded) | | | .60 |
| My mother always believes/used to believe I should be/should have been perfect on every job. | | | .58 |
| My mother treats/used to treat more gently to the others than to she treats/used to treat to me. | | | .41 |

Table 24. Varimax Rotation of the Three Factor Solution for Perceived Protective-Demanding and Authoritarian Father's Attitude Variables for G1

| Variable | Factor 1 | Factor 2 | Factor 3 |
|---|----------|----------|----------|
| My father always forces/used to force me to achieve things beyond what I can/could achieve. | .85 | | |
| My father always expects/used to expect me to do things which are/were beyond what I can/could achieve. | .82 | | |
| My father always tells/used to tell me I should be/should have been perfect on every job. | .76 | | |
| My father always expects/used to expect paramount success from me in the exams. | .71 | | |
| My father forced me to be successful at school. | .71 | | |
| My father tries/used to try to direct my actions and behaviors according to his preferences. | .69 | | |
| Instead of appreciating my successes, my father tells/ used to tell me that I should/should have done better. | .68 | | |
| My father always believes/used to believe I should be/should have been perfect on every job. | .68 | | |
| My father always sees/used to see the flaws of every job I do/ did rather than seeing its positive aspects. | .55 | | |
| Comparing me with the other children around, my father used to say that they were better than me. | .41 | | |
| Worrying unnecessarily about me, my father always tries/used to try to protect me. | | .62 | |
| My father asks/used to ask, on what I spend/spent my money. | | .60 | |
| I think my father feels/used to feel unlucky to have a daughter/son like me. | | .56 | |
| My father always wonders/used to wonder where I am/was. | | .55 | |
| My father used to punish me when I took low grades. | | .52 | |
| My father generally speaks/used to speak to me in a commanding tone of voice. | | .48 | |
| My father believes/used to believe that only he knows/knew what is/was good and bad for me. | | .46 | |
| When I was 8-10 years old, anxious to leave me alone at home, my father used to take me to everywhere she went. | | .40 | |
| Even today/even it were today, when I go/used to go to shopping, my mother wanted to come with me thinking that I will be/ would have been be deceived. | | .31 | |
| In adolescence, I could share my problems about sexuality with my father. (This item was reverse coded) | | | .77 |
| My relationship with my father is/used to be so formal that I can not/could not dare to reveal my feelings to him. | | | .68 |
| I can not/could not talk about the subjects related to sexuality near my father. | | | .62 |
| When I attempt/attempted to get close to my father, he behaves/used to behave in a cold manner. | | | .51 |
| My father treats/used to treat more gently to the others than to he treats/used to treat to me. | | | .40 |

Table 25. Varimax Rotation of the Three Factor Solution for Perceived Protective-Demanding and Authoritarian Mother's Attitude Variables for G2

| Variable | Factor 1 | Factor 2 | Factor 3 |
|---|----------|----------|----------|
| My mother always forces/used to force me to achieve things beyond what I can/could achieve. | .75 | | |
| My mother always expects/used to expect success from me that was beyond my capability. | .70 | | |
| I think my mother feels/used to feel ill-fated to have a daughter/son like me. | .67 | | |
| My mother always uses/used to use me to reach her goals. | .65 | | |
| When I attempted to get close to my mother physically and emotionally, she behaves/used to behave in a cold manner. | .63 | | |
| My mother always believes/used to believe I should be/should have been perfect on every job. | .61 | | |
| My mother used to force me to be successful at school and punish when I took low grades. | .61 | | |
| My mother forced me to choose the occupation she wanted. | .60 | | |
| My mother generally commands me and speaks/used to speak to me in a sharp tone of voice. | .59 | | |
| My mother tries/used to try to rule me. | .55 | | |
| When I did a good job, my mother used to tell me to do better rather than praising me. | .55 | | |
| My relationship with my mother is/used to be so formal that I can not/could not dare to reveal my feelings to her. | .51 | | |
| Comparing me with the other children around, my mother used to say that they were better than me. | .50 | | |
| My mother gives/used to give more importance to the others than to me and treats/used to treat them more gently than she treats/treated me. | .49 | | |
| My mother always demands/used to demand paramount success from me in the exams. | .48 | | |
| My mother always tries/used to try to protect me as if something bad will/would happen to me. | | .71 | |
| My mother always wonders/used to wonder where I am/was and what I am/was doing. | | .67 | |
| Even at the ages when I was able to administer myself; anxious to leave me alone at home, my mother used to take me to everywhere she went. | | .58 | |
| Even today/even it were today, when I go/used to go to shopping, my mother wanted to come with me thinking that otherwise I will be/ would have been be deceived. | | .56 | |
| My mother always sees/used to see the flaws of every job I do/ did rather than seeing its positive aspects. | | .51 | |
| My mother regulates/used to regulate, in a detailed way, on what I spend/spent my money. | | .43 | |
| My mother used to force me to eat the food I did not like, thinking that it was useful for me. | | .37 | |
| Since my mother is/used to be very conservative on the subjects about sexuality, I can not/could not show interest on these subjects near her. | | | .78 |
| When I attempt/attempted to tell my mother about my problems about sexuality, she remains/used to remain indifferent. | | | .75 |
| My mother tells/used to tell that she wants/wanted my good; and that only she knows/ knew what was/is good for me. | | | .61 |

Table 26. Varimax Rotation of the Three Factor Solution for Perceived Protective-Demanding and Authoritarian Father's Attitude Variables for G2

| Variable | Factor 1 | Factor 2 | Factor 3 |
|---|----------|----------|----------|
| My father always forces/used to force me to achieve things beyond what I can/could achieve. | .83 | | |
| My father always believes/used to believe I should be/should have been perfect on every job. | .78 | | |
| When I did a good job, my father used to tell me to do better rather than praising me. | .76 | | |
| My father always demands/used to demand paramount success from me in the exams. | .71 | | |
| Comparing me with the other children around, my father used to say that they were better than me. | .66 | | |
| My father used to force me to be successful at school and punish when I took low grades. | .65 | | |
| My father always expects/used to expect success from me that was beyond my capability. | .65 | | |
| My father always sees/used to see the flaws of every job I do/ did rather than seeing its positive aspects. | .53 | | |
| My father tells/used to tell that he wants/wanted my good; and that only he knows/ knew what was/is good for me. | .52 | | |
| My father always uses/ used to use me to reach his goals. | .49 | | |
| My father tries/ used to try to rule me. | .49 | | |
| I think my father feels/ used to feel ill-fated to have a daughter/son like me. | .41 | | |
| Even today/even it were today, when I go/used to go to shopping, my father wanted to come with me thinking that otherwise I will be/ would have been be deceived. | | .68 | |
| My father always tries/used to try to protect me as if something bad will/would happen to me. | | .66 | |
| My father forced me to choose the occupation he wanted. | | .62 | |
| My father always wonders/used to wonder where I am/was and what I am/was doing. | | .55 | |
| Even at the ages when I was able to administer myself; anxious to leave me alone at home, my father used to take me to everywhere he went. | | .49 | |
| My father used to force me to eat the food I did not like, thinking that it was useful for me. | | .46 | |
| My father regulates/used to regulate, in a detailed way, on what I spend/spent my money. | | .44 | |
| Since my father is/used to be very conservative on the subjects about sexuality, I can not/could not show interest on these subjects near him. | | | .74 |
| When I attempt/attempted to tell my father about my problems about sexuality, he remains/used to remain indifferent. | | | .67 |
| My father generally commands me and speaks/used to speak to me in a sharp tone of voice. | | | .60 |
| My father gives/used to give more importance to the others than to me and treats/used to treat them more gently than he treats/treated me. | | | .60 |
| When I attempted to get close to my father physically and emotionally, he behaves/used to behave in a cold manner. | | | .59 |
| My relationship with my father is/used to be so formal that I can not/could not dare to reveal my feelings to him. | | | .43 |

Table 27. Intercorrelations of Self-Esteem, Perceived Political Efficacy, Perceived Authoritarian-Demanding, Authoritarian-Protective, and Authoritarian-Distant Parental Attitudes Variables for G1

| Variable | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
|--|-------|------|-------|-------|-------|------|-------|-----|
| self-esteem (1) | | | | | | | | |
| perceived political efficacy (2) | .27** | | | | | | | |
| n | 92 | | | | | | | |
| perceived authoritarian-demanding mother's attitude (3) | -.12 | -.05 | | | | | | |
| n | 80 | 80 | | | | | | |
| perceived authoritarian-demanding father's attitude (4) | .07 | .03 | .37** | | | | | |
| n | 73 | 73 | 73 | | | | | |
| perceived authoritarian-protective mother's attitude (5) | .10 | -.10 | .48** | .31** | | | | |
| n | 80 | 80 | 80 | 73 | | | | |
| perceived authoritarian-protective father's attitude (6) | -.01 | -.11 | .13 | .34** | .45** | | | |
| n | 73 | 73 | 73 | 73 | 73 | | | |
| perceived authoritarian-distant mother's attitude (7) | .11 | -.06 | .40** | .28* | .21 | .24* | | |
| n | 80 | 80 | 80 | 73 | 80 | 73 | | |
| perceived authoritarian-distant father's attitude (8) | -.11 | -.18 | .05 | .08 | -.01 | .15 | .39** | |
| n | 73 | 73 | 73 | 73 | 73 | 73 | 73 | |

* $p < .05$ ** $p < .01$
n: number of cases

Table 28. Intercorrelations of Self-Esteem, Perceived Political Efficacy, Perceived Authoritarian-Demanding, Authoritarian-Protective, and Authoritarian-Distant Parental Attitudes Variables for G2

| Variable | | (1) | (2) | (3) | (4) | (5) | (6) | (7) | (8) |
|--|---|--------|--------|-------|-------|-------|-------|-------|-----|
| self-esteem (1) | | | | | | | | | |
| perceived political efficacy (2) | | .23* | | | | | | | |
| | n | 111 | | | | | | | |
| perceived authoritarian-demanding mother's attitude (3) | | -.31** | -.12 | | | | | | |
| | n | 101 | 101 | | | | | | |
| perceived authoritarian-demanding father's attitude (4) | | -.19 | -.29** | .42** | | | | | |
| | n | 95 | 95 | 95 | | | | | |
| perceived authoritarian-protective mother's attitude (5) | | -.22* | -.07 | .52** | .35** | | | | |
| | n | 102 | 102 | 101 | 95 | | | | |
| perceived authoritarian-protective father's attitude (6) | | -.20* | -.12 | .36** | .57** | .36** | | | |
| | n | 96 | 96 | 96 | 95 | 96 | | | |
| perceived authoritarian-distant mother's attitude (7) | | -.12 | -.04 | .47** | .22* | .35** | .18 | | |
| | n | 102 | 102 | 101 | 95 | 102 | 96 | | |
| perceived authoritarian-distant father's attitude (8) | | -.21* | -.30** | .34** | .49** | .16 | .47** | .52** | |
| | n | 96 | 96 | 96 | 95 | 96 | 96 | 96 | |

* $p < .05$ ** $p < .01$
n: number of cases

Table 29. Regression of Self-Esteem upon Parental Attitudes, Spending Time with Parents and Demographic Variables

| Independent variable | G1 standardized regression coefficient | G2 standardized regression coefficient | G1 unstandardized regression coefficient | G2 unstandardized regression coefficient | G1 significance level of t | G2 significance level of t | G1 n | G2 n | G1 R ² | G2 R ² |
|---|---|---|---|---|----------------------------------|----------------------------------|---------|---------|----------------------|----------------------|
| perceived democratic mother's attitude | .39* | .25 | .39 | .19 | .02 | .09 | 80 | 98 | .36 | .26 |
| perceived democratic father's attitude | .34* | .19 | .26 | .12 | .045 | .16 | 73 | 95 | | |
| perceived authoritarian- demanding mother's attitude | -.08 | -.18 | -.07 | -.15 | .60 | .23 | 80 | 101 | | |
| perceived authoritarian demanding father's attitude | .07 | .14 | .04 | .09 | .59 | .33 | 73 | 95 | | |
| perceived authoritarian- protective mother's attitude | .06 | -.11 | .05 | -.09 | .71 | .41 | 80 | 102 | | |
| perceived authoritarian- protective father's attitude | -.14 | -.05 | -.15 | -.04 | .30 | .73 | 73 | 96 | | |
| perceived authoritarian- distant mother's attitude | .24 | .07 | .16 | .04 | .11 | .63 | 80 | 102 | | |
| perceived authoritarian- distant father's attitude | .01 | -.13 | .01 | -.10 | .94 | .39 | 73 | 96 | | |
| spending time with parents | .07 | -.07 | .06 | -.06 | .69 | .62 | 101 | 122 | | |
| sex | -.15 | .19 | -4.28 | 5.61 | .29 | .13 | 133 | 167 | | |
| age | .01 | -.17 | .05 | -1.41 | .97 | .13 | 129 | 159 | | |
| family income during high school | -.10 | -.06 | -.97 | -.46 | .46 | .64 | 123 | 147 | | |
| mother's education level | -.07 | -.10 | -.92 | -1.23 | .63 | .44 | 125 | 154 | | |
| father's education level | -.08 | -.02 | -1.01 | -.20 | .58 | .90 | 126 | 152 | | |
| Do you have any siblings? | .11 | .13 | 3.51 | 4.62 | .42 | .25 | 126 | 152 | | |

* $p \leq .05$
n: number of cases

The first factors which come out of perceived mother's and father's attitude in both G1 and G2 are named as *perceived authoritarian-demanding mother (father)'s attitude*. In this factor, in addition to authoritarian behaviors like forcing the daughter/son to choose a certain occupation, and forcing her/him to be successful at school; there are also predominantly demanding behaviors like expecting the child to achieve more than s/he can achieve and expecting the daughter/son to be perfect in every job. In contrast to the original conceptualization, outcome of factor analysis separates protective-demanding dimension and attached protective and demanding aspects to the authoritarian dimension.

Even though the trend of demanding and authoritarian items being heaped together is similar for G1 and G2, there are differences in the items involved in the *Factor 1s* which come out of G1 and G2. In other words, although both in mothers and fathers and both in G1 and G2, *Factor 1* reflects an authoritarian together with a demanding attitude, the items in four *Factor 1s* are not the same for four groups. Therefore, slightly different labels are appointed to G1 and G2. The *Factor 1* of mother's attitude for G1 is called *perceived authoritarian-demanding mother's attitude-G1* when the *Factor 1* of father's attitude for G1 is called *perceived authoritarian-demanding father's attitude-G1*. For G2, *Factor 1* of perceived mother's attitude is called *perceived authoritarian-demanding mother's attitude-G2* as *Factor 1* of perceived father's attitude is called *perceived authoritarian-demanding mother's attitude-G2*. The same logic is applied in naming other factors.

Reflecting predominantly protective attitudes, *Factor 2* is a combination of protective and authoritarian attitudes. Besides showing over-protective tendencies like taking the child to everywhere the parent goes at 8-10 years of age because of a lack of trust in child's capability to help herself/himself at home, parents in this factor also have authoritarian tendencies like strictly regulating on what daughter/son spend her/his money. Therefore, *Factor 2* has been converted to a variable with the name of *authoritarian-protective*. It has become *perceived authoritarian-protective mother's attitude-G1* for perceived mothers' attitude in G1 and *perceived authoritarian-protective father's attitude-G1* for perceived fathers' attitude in G1. Likewise, for G2 the variables have become *perceived authoritarian-protective mother's attitude-G2* and *perceived authoritarian-protective father's attitude-G2*.

The third factor is predominantly about parent's response to sexual matters. In this attitude, parental tendencies are indifference to daughter/son's sexual problems and avoiding conversation about sexuality. In addition, especially for the father's attitude, these attitudes are combined with father's tendency to act very formal and distanced in his relationships with his daughter/son. In mother's attitude, it takes the shape of expecting perfection from the daughter/son in a style of making the child feel that mother is the authority who knows what is good and bad for the child. In addition, there is also a sign of rejection shown in the item which points to the mother's tendency to treat more gently to the others than to the child. All those items being combined, the picture points to an authoritarian attitude together with a lack of intimacy between the mother and child. Thus, the variable is called *perceived authoritarian-distant mother (father)'s attitude-G1 (G2)*. In sum, three composite variables indicating three perceived parental attitudes come out of the factor analysis for G1 and G2.

Intercorrelations of the new parental attitudes variables, self-esteem, and perceived political efficacy are shown on the Tables 27 and 28. For G1, as there has not been found any significant correlations of *self-esteem* with *perceived protective-demanding* and *perceived authoritarian parental attitudes*, there are not any significant correlations of self-esteem with *perceived authoritarian-demanding*, *perceived authoritarian-protective* or *perceived authoritarian mother's or father's attitudes*. For perceived political efficacy, the results are similar in that no significant correlation coefficient has come out of the relation between those variables implying perceived undemocratic parental attitudes on the one hand and perceived political efficacy on the other. However, for G2, Pearson product-moment correlation coefficients have been found to be significant for some relations of perceived undemocratic parental attitudes to self-esteem and perceived political efficacy.

For G2, Pearson product-moment correlation coefficients reveal to be negative and significant for the relation between *self-esteem* on the one hand and *perceived authoritarian-demanding mother's attitude* ($r = -.31, p < .01, n = 101$), *perceived authoritarian-protective mother's attitude* ($r = -.22, p < .05, n = 102$), *perceived authoritarian-protective father's attitude* ($r = -.20, p < .05, n = 96$), and *perceived authoritarian-distant father's attitude* ($r = -.21, p < .05, n = 96$) on the other.

Concerning the relation between political efficacy and perceived undemocratic parental attitudes, *perceived political efficacy's* negative correlation with *perceived authoritarian-demanding father's attitude* ($r = -.29, p < .01, n = 95$) and *perceived authoritarian-distant father's attitude* ($r = -.30, p < .01, n = 96$) are significant. It is outstanding that perceived political efficacy is seen to be significantly related to perceived father's attitude instead of the mother's attitude.

The new parental attitudes variables are also subjected to multivariate regression analysis where self-esteem is predicted. The aim is to see whether or not previously insignificant t values which come from perceived protective-demanding and authoritarian parental attitude will show any change as a result of regeneration and redefinition as new variables. Table 29 shows the results of the regression analysis.

Comparing the findings on the Table 19 and Table 29, it is observed that R^2 values do not reveal a considerable change in the last model. For G1, R^2 shows a slight increase from .32 to .36 whereas a decline is observed for G2 ($R^2 = .26$). Thus, it can be concluded that the new model is not better than the previous model in explaining self-esteem. Concerning the explanatory capacities of independent variables in the two models, perceived democratic mother and perceived democratic father's attitudes are found to be making significant contributions in explaining self-esteem both in the previous (Table 19) and last models (Table 29). In other words, in the two models, an increase in the score of perceived democratic mother's and father's attitude predicts an increase in self-esteem score for G1. Nevertheless, in the second model, the relations between the level of self-esteem and perceived democratic mother's attitude ($\beta = .39, p = .02$) and between the level of self-esteem and perceived democratic father's attitude ($\beta = .34, p = .045$) are slightly weaker than the relations in the previous model for G1. In contrast to the previous model, where perceived authoritarian mother's attitude is found to be significantly contributing to the level of self-esteem in a negative direction for G2 (Table 19), in the last model, any of the variables derived from the items of the previous variables as a result of factor analysis are not found to have significant influence in explaining self-esteem. Except for democratic mother and father's attitudes variables, in the last model (Table 29), no independent variable is capable of contributing significantly to the prediction of self-esteem by itself. Considering the demographic variables, neither sex, age, family income level, mother's and father's education levels nor the existence of any siblings has significant capability to explain self-esteem in G1 or G2.

In brief, out of the three multivariate regression analyses, where the level of self-esteem is regressed upon perceived parental attitudes, the persistent finding is that perceived democratic mother's attitude and perceived democratic father's attitude has significant explanatory powers at the .05 significance level for G1. Another common finding is that the models for G1's R^2 values are always higher than the models for G2. This finding shows that the modifications done to the original items of both self-esteem and parental attitudes scales precipitate the generation of a closer relationship between self-esteem and parental attitudes in the sense of parental attitudes' capability to explain the level of self-esteem. More importantly, if Q1 was not created, there would not be found significant results for even perceived democratic mother's and father's attitudes in the prediction of self-esteem; for in neither of the regression analysis done for G2, no perceived parental attitudes variable is significant. The other common finding is that demographic variables, despite of their capability to increase the explanatory capacity of the overall model (R^2 rises from .26 to .32 for G1 and .19 to .29 for G2), do not have significant influence by themselves. That can be due to the lack of considerable variability in the population concerning the demographic variables. The last important result is about spending time with parents variables which constitute quite a significant part of the questionnaires, with 52 questions. In the regression analysis, the level of spending time with parents has not been found to be significantly contributing to the prediction of one's self-esteem, despite the significant correlations with self-esteem for G1 ($r = .35, p < .01$). In contrast to G1, the results fail to reveal significant correlations between self-esteem and spending time with parents for G2. Here, for the correlation between spending time with parents and self-esteem, the impact of modification of self-esteem scale is obvious, even though it can not be observed that apparently in the regression analysis.

Comparing G1 and G2 in terms of the results which have come out of the two different levels of analysis, which are correlational and regression analyses, in the correlation analysis, the relationship between self-esteem and perceived parental attitude is predominantly found as hypothesized for G2. Except for perceived protective demanding father's attitude, all other parental attitudes have been found to be significantly linked to the level of self-esteem for G2. Unlike G2, for G1, the number of perceived parental attitudes variables which are correlated with self-esteem is only two (perceived democratic mother's and father's attitudes). Thus, more results reveal as

hypothesized in the correlational analysis done with G2 than with G1. However, this picture changes in the regression analysis.

Looking at the multivariate regression analysis results, some of the variables which are found to be correlated significantly with self-esteem are not found to have significant contributions by themselves for G2. In the analysis done with G2, none of the perceived parental attitude variables are found to have significant explanatory powers by themselves. With respect to G1, despite the fact that only two variables correlate significantly with self-esteem, in the regression analysis, these two variables are also found to be significantly effective for G1 as oppose to G2. As a consequence, the employment of two questionnaires and two corresponding samples in the current study proves to be important; for the two groups reveal significant results in different levels of analysis. Without Q1 and G1, it would be concluded that perceived parental attitudes significantly correlate with self-esteem, but perceived parental attitudes, by themselves, fail to have significant contributions in a multivariate regression analysis. Without Q2 and G2, it would be concluded that perceived protective demanding and authoritarian parental attitudes do not have any significant connection to self-esteem at all. With the coexistence of Q1 and Q2, hence G1 and G2, it can be contended that perceived protective demanding and perceived authoritarian parental attitudes correlate with self-esteem as they are conceptualized and expressed in their original scales. However, they are not able to show any considerable explanatory power in the regression analysis. Moreover, perceived democratic parents variables as they are expressed in Q1 come out to be closely linked to self-esteem at the two levels of analysis.

4.3 General Conclusion

Summary of the main findings can be followed from the Figures 6, 7; and Table 30. Figure 6 and 7 display significant correlations and causations between perceived political efficacy, self-esteem, and perceived parental attitudes variables, for G1 and G2 respectively. The results of G1 can easily be compared with the results of G2 from the figures. There are 11 lines and 3 arrows in Figure 6; whereas there are 21 lines and one arrow in Figure 7. Distribution of lines and arrows indicates that looking at the relations between the eight variables, 11 correlational and 3 causal relations are derived from the analysis of G1 whereas 21 correlational relations and one causal

relation come out of the analysis of G2. The point where G2's links outnumber G1 is the relations of the perceived protective-demanding and authoritarian parental attitudes variables with the other variables. In other words, it is mainly because perceived protective-demanding and authoritarian parental attitudes are not significantly related to self-esteem or perceived political efficacy in G1; G2's connections outnumber G1. It indicates that the modifications done to the perceived protective-demanding and authoritarian parents scales prevent their significant relations with other variables. Thus, it can be inferred that curtailing the intensity of the items of the perceived protective-demanding and authoritarian parents variables weakens their linkages to other variables.

Even though G2 surpasses G1 in the correlational linkages, G1 reveals more causal linkages. In addition to the causal relationship between self-esteem and perceived political efficacy, there are also causal relations between democratic parental attitudes and self-esteem in G1. However, the only causal relation is the one between self-esteem and political efficacy in G2. It shows that the modifications done to the perceived democratic parental attitudes and self-esteem scales have brought about that causal relation, which is absent in G2.

It is apparent that not only the modifications done to the perceived democratic parental attitudes, but also the modifications done to the self-esteem scale pave the way for stronger relations. It can be inferred from the comparison of the correlations between *perceived political efficacy* and *perceived democratic father's attitude*. While the correlation coefficient is .31 with .01 significance level for G1 (Table 14), $r = .24$ and $p < .05$ for G2 (Table 15). This finding is an evidence for the effect of the modifications done to the perceived democratic parents' scale. The impact of the modifications done to the self-esteem scale is viewed in the self-esteem's relations with spending time with parents variables. The correlations between self-esteem and spending time with parents are significant for G1 (Table 16), whereas they are not significant for G2 (Table 17). Since the spending time with parents items are the same in Q1 and Q2, the impact comes from the changes in the self-esteem scale. Thus, returning to the Figure 6, the arrows going from perceived democratic parental attitudes to self-esteem are due to the modifications done to both of the scales. As a consequence, it can be contended that while modifications done to perceived protective-demanding and authoritarian parental attitudes have weakened the linkages of these variables to the others, the modifications done to the self-esteem and perceived

democratic parental attitudes variables have strengthened the linkages between the variables.

Table 30 displays the results of the null hypotheses testing. The hypotheses are about the relations between perceived political efficacy and self-esteem on the one hand and between self-esteem and perceived parental attitudes on the other. The hypotheses about those relations have been constructed the same way for G1 and G2. In other words, it has been expected that there would not be any difference between the findings derived from G1 and the results derived from G2 concerning the correlations of the variables. Therefore, the same hypotheses have been constructed for G1 and G2. Thus, there are 14 hypotheses for each group, hence 28 hypotheses in total. As a result of the hypothesis testing, 18 null hypotheses are rejected; whereas 10 null hypotheses are not rejected. Thus, majority of the results come out as expected.

Concerning the 14 null hypotheses constructed for G1, 6 hypotheses are rejected; whereas 8 are not rejected. With regard to the other 14 null hypotheses constructed for G2, 12 are rejected; whereas 2 are not rejected. Apparently, in terms of quantity, the results of the analyses of the data derived from G2 outperform those of G1. However, in terms of quality, in the sense of the strength of the connections between the variables which are already found significant; G1 outperforms G2. In other words, for the relationships between perceived political efficacy and self-esteem, and between self-esteem and perceived democratic parental attitudes; strengths of the connections are higher in G1 than in G2. In sum, it can be concluded that the analyses of G2 reveals higher number of correlations; but G1 reveal stronger correlations.

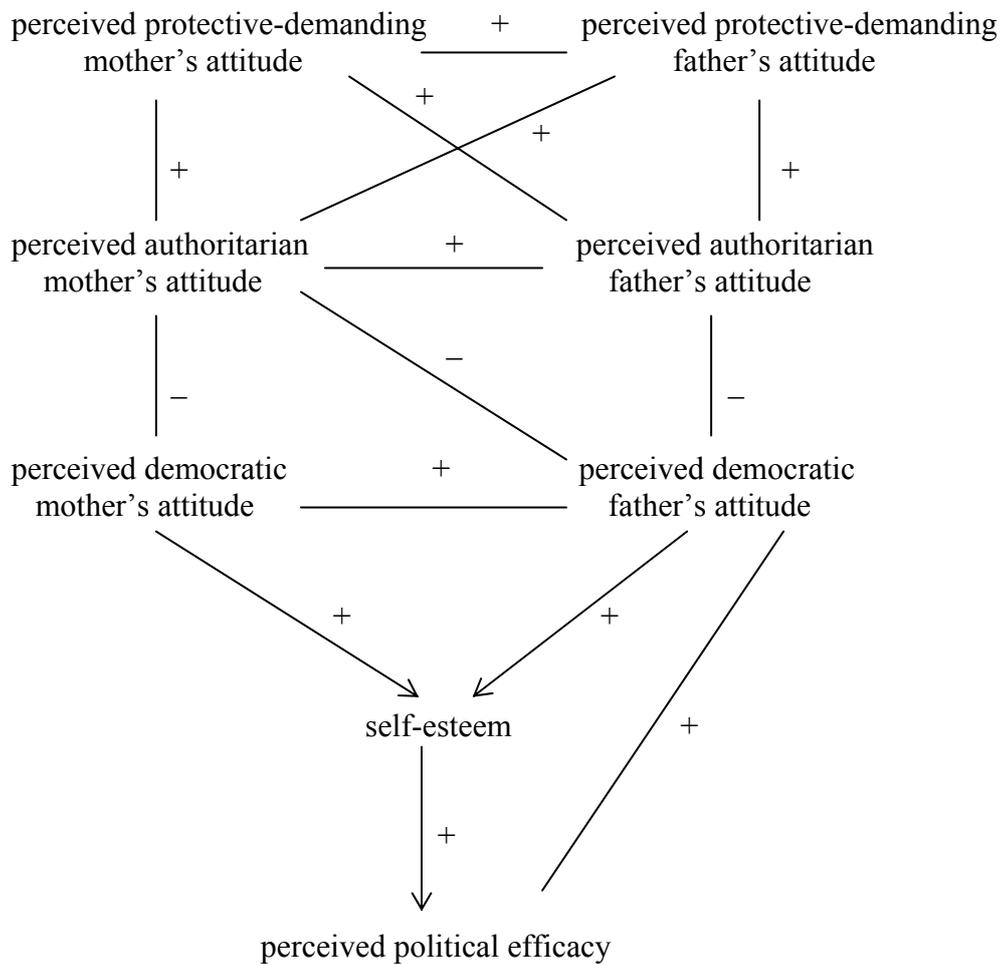


Figure 6. The relations between the main variables for G1. Lines indicate correlation while arrows indicate causation. (+) shows positive; and (-) shows negative directions of relations.

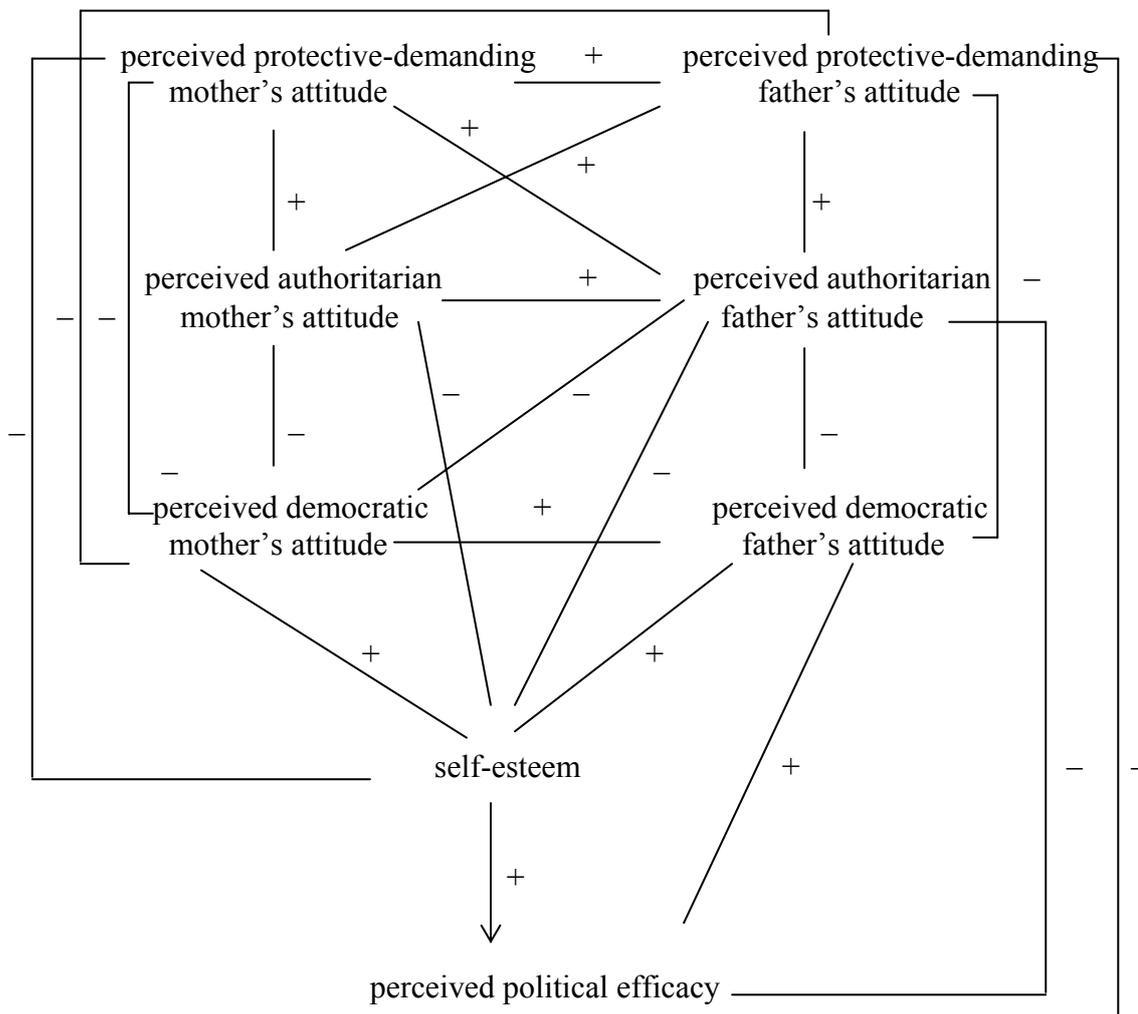


Figure 7. The relations between the main variables for G2. Lines indicate correlations; while the arrow indicates causation. (+) shows positive; and (-) shows negative directions of relations.

Table 30. Summary of the Results of the Correlational Analysis between the Variables on Which Hypotheses Are Constructed

| | | Null hypothesis H_0 | Result |
|----|----|--|--------------|
| 1 | G1 | Ones with a higher level of self-esteem will not have a significantly higher level of perceived political efficacy ¹⁰⁵ than those with a lower level of self-esteem. | rejected |
| 2 | G2 | Ones with a higher level of self-esteem will not have a significantly higher level of perceived political efficacy than those with a lower level of self-esteem. | rejected |
| 3 | G1 | Ones with a lower level of self-esteem will not have a significantly lower level of perceived political efficacy than those with a higher level of self-esteem. | rejected |
| 4 | G2 | Ones with a lower level of self-esteem will not have a significantly lower level of perceived political efficacy than those with a higher level of self-esteem. | rejected |
| 5 | G1 | Ones with a higher score of perceived democratic mother's attitude will not have a significantly higher level of self-esteem than those with a lower score of perceived democratic mother's attitude. | rejected |
| 6 | G2 | Ones with a higher score of perceived democratic mother's attitude will not have a significantly higher level of self-esteem than those with a lower score of perceived democratic mother's attitude. | rejected |
| 7 | G1 | Ones with a lower score of perceived democratic mother's attitude will not have a significantly lower level of self-esteem than those with a higher score of democratic mother's attitude | rejected |
| 8 | G2 | Ones with a lower score of perceived democratic mother's attitude will not have a significantly lower level of self-esteem than those with a higher score of democratic mother's attitude | rejected |
| 9 | G1 | Ones with a higher score of perceived democratic father's attitude will not have a significantly higher level of self-esteem than those with a lower score of perceived democratic father's attitude. | rejected |
| 10 | G2 | Ones with a higher score of perceived democratic father's attitude will not have a significantly higher level of self-esteem than those with a lower score of perceived democratic father's attitude | rejected |
| 11 | G1 | Ones with a lower score of perceived democratic father's attitude will not have a significantly lower level of self-esteem than those with a higher score of democratic father's attitude | rejected |
| 12 | G2 | Ones with a lower score of perceived democratic father's attitude will not have a significantly lower level of self-esteem than those with a higher score of democratic father's attitude | rejected |
| 13 | G1 | Ones with a higher score of perceived protective-demanding mother's attitude will not have a significantly lower level of self-esteem than those with a lower level of protective demanding mother's attitude. | not rejected |
| 14 | G2 | Ones with a higher score of perceived protective-demanding mother's attitude will not have a significantly lower level of self-esteem than those with a lower level of protective demanding mother's attitude. | rejected |
| 15 | G1 | Ones with a lower score of perceived protective-demanding mother's attitude will not have a significantly higher level of self-esteem than those with a higher score of perceived protective demanding mother's attitude. | not rejected |
| 16 | G2 | Ones with a lower score of perceived protective-demanding mother's attitude will not have a significantly higher level of self-esteem than those with a higher score of perceived protective demanding mother's attitude. | rejected |
| 17 | G1 | Ones with a higher score of perceived protective-demanding father's attitude will not have a significantly lower level of self-esteem than those with a lower level of protective demanding father's attitude. | not rejected |
| 18 | G2 | Ones with a higher score of perceived protective-demanding father's attitude will not have a significantly lower level of self-esteem than those with a lower level of protective demanding father's attitude. | not rejected |
| 19 | G1 | Ones with a lower score of perceived protective-demanding father's attitude will not have a significantly higher level of self-esteem than those with a higher score of perceived protective demanding father's attitude. | not rejected |
| 20 | G2 | Ones with a lower score of perceived protective-demanding father's attitude will not have a significantly higher level of self-esteem than those with a higher score of perceived protective demanding father's attitude. | not rejected |
| 21 | G1 | Ones with a higher score of perceived authoritarian mother's attitude will not have a significantly lower level of self-esteem than those with a lower score of perceived authoritarian mother's attitude. | not rejected |
| 22 | G2 | Ones with a higher score of perceived authoritarian mother's attitude will not have a significantly lower level of self-esteem than those with a lower score of perceived authoritarian mother's attitude. | rejected |
| 23 | G1 | Ones with a lower score of perceived authoritarian mother's attitude will not have a significantly higher level of self-esteem than those with a higher score of perceived authoritarian mother's attitude. | not rejected |
| 24 | G2 | Ones with a lower score of perceived authoritarian mother's attitude will not have a significantly higher level of self-esteem than those with a higher score of perceived authoritarian mother's attitude. | rejected |
| 25 | G1 | Ones with a higher score of perceived authoritarian father's attitude will not have a significantly lower level of self-esteem than those with a lower score of perceived authoritarian father's attitude. | not rejected |
| 26 | G2 | Ones with a higher score of perceived authoritarian father's attitude will not have a significantly lower level of self-esteem than those with a lower score of perceived authoritarian father's attitude. | rejected |
| 27 | G1 | Ones with a lower score of perceived authoritarian father's attitude will not have a significantly higher level of self-esteem than those with a higher score of perceived authoritarian father's attitude. | not rejected |
| 28 | G2 | Ones with a lower score of perceived authoritarian father's attitude will not have a significantly higher level of self-esteem than those with a higher score of perceived authoritarian father's attitude. | rejected |

¹⁰⁵ *Perceived political efficacy* variable is the variable derived from Watts' (1974) 4-item perceived political efficacy scale. The results, which are derived from the analysis of *percieved political effiacy 2* and *perceived political effiacy 3*, are not included in this table.

CHAPTER 5

DISCUSSION

Liberal democratic society is a dynamic society by its nature. It takes its dynamism partly from its citizenship culture. That is, the members of the society are aware that they are part of a certain social-political entity. They have certain knowledge as to the several characters of the society and of the political structure. They make evaluations about the operations of the government. Ideas about how to develop and change the things in the society and in the government, flourish constantly. That is, civil society occupies an important place among the actors influencing the government. Such a society is characterized by democratic culture. In its political dimension, democratic culture requires that the citizens have positive cognitive, affective, and evaluative orientations towards the political structure concerning both the upward and the downward flow of political power (Almond & Verba, 1965). In other words, the citizen is involved in both the way s/he is influenced by the government and the way s/he influences the government. Her/his feeling of competence in influencing the operations of the government is defined as political efficacy, which is considered as one of the major characteristics of democratic culture.

Political efficacy is one among the many possible political attitudes which indicate a democratic culture. In the present study, the sense of political efficacy is taken as one of the main variables. Studying the sources of political efficacy and of the other attributes of democratic culture requires that this democratic culture in question is also investigated in other dimensions such as the dimension of individual's psychology. It can be considered that since the individual is a whole in its political, social and psychological aspects, one of her/his political attitude such as her feeling of competence and effectiveness in influencing the government must have some reflections in her/his other attributes. For instance, a politically efficacious individual might as well have a general attribute of the sense of competence. Finding out such a more general quality in explaining her/his political attitude is an important step in describing the dynamics and

structure of the democratic culture. With that respect, the fact that self-esteem has been found to be influential in explaining the sense of political efficacy is quite an important finding.

Self-esteem is defined as the value one attributes to oneself. It indicates the confidence one has in doing tasks and engaging in social relations. As an important feature, self-esteem also signifies the feeling of competence and the belief of success in one's actions. As all these qualities show, self-esteem is considered as an indicator of a general psychological well-being (Mruk, 1995). The fact that self-esteem contributes positively to perceived political efficacy implies that the feeling of political efficacy might also come out as an indicator of psychological well-being. Linking political efficacy and self-esteem creates the opportunity to substantiate this democratic cultural attribute through knowing more and more about its sources.

Political efficacy, in its classical meaning, corresponds to the sense of competence in effecting the government through voting (Watts, 1973). However, government can also be influenced via civil society activities. Moreover, political impact can be created indirectly through influencing the operations of the society, such as via civic involvement projects. In the present study, in the political attitudes sub-questionnaire, in addition to the questions asking for the sense of effectiveness in influencing the government by voting, there are questions asking for the sense of efficacy in changing the operations of the society through civil society activities, in general and civic involvement projects, in particular. Furthermore, questions regarding the sense of efficacy in affecting the things in the country and society are asked. Thus, perceived political efficacy in its wider meaning is composed as a new variable called *political efficacy 2*. Regression analysis results reveal a positive impact of *self-esteem* on *perceived political efficacy 2* for G2. This finding is as important as the previous one about the relation between the first *perceived political efficacy* variable and *self-esteem*. Since the belief in one's impact on the society via civil society activities is also a considerable component of democratic political culture, its linkage to self-esteem is again a contribution to the sources of democratic culture.

A closely related attitude to perceived political efficacy is the belief in civic responsibility. It is about the extent to which the individual believes that a citizen has a civic responsibility for the fellow citizens and the society as a whole. In other words, while political efficacy questions one's capability in effecting the political process, belief in civic responsibility questions one's belief in the need to affect the political

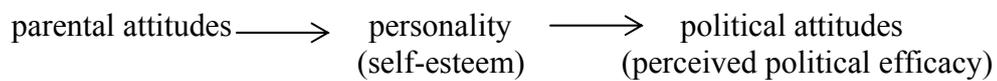
process for the betterment of the society. Belief in civic responsibility is another political variable in the present study. Like the other political variables, it is also found to be affected by the level of self-esteem. This result is quite interesting in that it shows that it is not that the relation between self-esteem and political efficacy stems from the efficacy aspect of the two variables; considering that the belief in civic responsibility does not include any efficacy dimension in it. In other words, it is not that the *efficacy* in political efficacy is related to the self-esteem, which includes a self-efficacy dimension; but another political attitude, the belief in civic responsibility which does not have an implication of efficacy in meaning is connected to self-esteem. This finding is important in that it encourages future studies to look for self-esteem's linkage to various other political attitudes of democratic culture. For instance, prospective studies might look for, to what extent self-esteem predicts political interest, the level of political participation, social trust, etc. In this way, in the future, all the political attitudes which are predicted by self esteem can be found out, thereby making a major contribution to the study of personality of political behavior.

Democratic political culture is only one among many dimensions of democratic culture. If democratic political culture is dominant in a society, it is also expected that democracy prevails in the relations between individuals within the civil society. Similarly, in a society where a democratic culture is the rule in public relations, the family and friendship relations are also expected to be governed by this democratic culture. At the individual level, if an individual has been internalized democratic political culture, s/he is also expected to act in a democratic way in civil society relations and her/his family relations. Therefore, the signs of democratic culture can be found in people's family relations. The ways the parents behave towards their children is one of the major indicators of the culture in the family.

The huge literature on the parental attitudes shows that families differ in how parents treat their children. While some parents act in a democratic way, respecting child's individuality and ensuring her/his psychological autonomy, others act in an authoritarian way, applying strict control on the child's actions and opinions. The ways of acting towards the child have psychological implications on the child, in her/his childhood, adolescence, and adulthood. In other words, the impact of parental attitudes is such that they influence the individual's personality in a significant way.

The way the parents behave towards the child can be influential in how the daughter/son conceives politics. If the household is considered as a microcosm of a

political society, the parents can be deemed as the government. The child is introduced power relations through the relations in the family. Even if any single word about politics is not mentioned in a household, the child can get an idea about the politics through daily relations in the family. In that sense, parents are agents of political socialization. Thus, family environment constitutes a context in which personality is shaped and political socialization takes place. With that respect, one's political attitudes at a certain point in time are indirectly related to how s/he recalls as having been treated by her/his parents. That is why; political efficacy somehow has to be related to how the individual conceives her/his relation with the parents. In the current study, the connection between parental attitudes and political efficacy has been built through the mediation of personality. The conceptual scheme is as follows:



Therefore, the main analyses have been done to search the relations between parental attitudes and self-esteem on the one hand, and political efficacy and self-esteem on the other.

The fact that perceived democratic mother's and father's attitudes have been found to have a positive impact on the level of self-esteem is the most important finding, considering that democratic parental attitudes are the only parental attitudes which come out as significantly contributing to the explanation of self-esteem in the multivariate regression analysis. The claim that individual's perception of her/his mother and father as democratic, predicts higher self-esteem is to emphasize the role of democratic culture in the family in shaping one's sense of self-competence and self-value. This result shows that on the one hand perceived democratic parenting is influencing one's psychological well-being in a positive way; and by increasing the level of self-esteem, it paves the way for political efficacy, which is also a democratic cultural quality. Thus, democratic parental attitude feeds democratic culture.

The fact that this study has been conducted in Turkey and similar findings have been found to those done in the U.S. is also quite important. Turkey is not considered as a country having a democratic civic culture. As claimed by Almond & Verba (1965), Turkey predominantly has the features of subject culture, in which the people, despite being aware of how the political power is applied on them, are not positively oriented to the ways in which people affect the government. In other words, according to Almond & Verba (1965), Turkey has a legacy of a political culture which is defined by people's

positive orientations only towards the downward flow of political power. Comparing the current study with the corresponding studies conducted in the U.S., it can be observed that the characters of the relations between perceived parental attitudes, self-esteem, and political efficacy in Turkey are similar to those in the U.S. This similarity of findings show that the dynamics of democratic political culture in a society like Turkey, which does not have a tradition of civic culture can be similar to the dynamics in a society with a civic culture. Therefore, considering that democratic parenting influences self-esteem in a positive way for both Turkish and American samples, the need for the individual to be treated democratically by the parents can be claimed to be a universal one even if Turkish culture is considered to be collectivist as oppose to the individualist culture of the American white middle class. Notwithstanding the middle class highly educated character of the Turkish sample, it is still important that this study has been conducted in a country which has not completed its democratization process.

Political socialization studies like the present one gains more significance when they are conducted in the countries where political structure and political culture have not been fully congruent yet. In such societies, the process of cultural democratization can be followed by looking at how youth's attitudes are shaped. Since the source of well functioning democracy lies in a congruent democratic political culture; and since the source of democratization of culture lies in socialization of youth, the study of the dynamics of this socialization adds a lot to democratization of political culture.

In addition to the dimension of democratic parental attitude, in the present study, protective-demanding and authoritarian dimensions are also measured. Even though protective-demanding and authoritarian dimensions do not reveal significant t values in the multivariate regression analyses, they still significantly and negatively correlate with self-esteem. This finding is also considerable; for non democratic parenting is related to lower self-esteem. In prospective studies, protective-demanding and authoritarian parents' variables can be replaced with different constructs which also measure authoritarian parenting style; so that the new variables might come out as significant predictors of self-esteem. The attempt to put the protective-demanding and authoritarian parental attitudes variables through factor analysis emanates from the intention to find out non-democratic parenting variables as significant contributors in the multivariate regression analyses. However, in their new forms, they are not found to give significant t-values in the subsequent regression analysis; despite the fact that correlations predominantly come out as significant. This finding points to a need for

conceiving new items reflecting other dimensions of parental attitudes, hence a need for constructing new variables. With the aim to link parental attitude to democratic culture, it will be more appropriate to develop a parental attitude scale on a democratic-authoritarian axis.

Besides parental attitudes measures, the extents to which individuals spend time with parent are also asked. It is observed that that spending more time correlates with a higher level of perceived democratic parenting and lower levels of protective-demanding and authoritarian parental attitudes. Moreover, spending time with parents is also positively correlated with self-esteem for G1. Thus, in future studies, in addition to employing parental attitudes scales, *spending time with parents* can also be asked. Let alone the *spending time* variable's importance as an indicator of parent-daughter/son relationship, it is important for its conceptual propinquity to democratic culture. Since modern liberal democracy is ideally a deliberative democracy where various ideas are expressed and discussed openly in the civil society, verbal communication with the parents can be considered as a reflection of deliberative democracy within the context of the family.

Concerning the relations between parental attitudes and self-esteem, the contributions of mother's and father's attitudes to self-esteem are very close to each other. Similarly, as far as the correlations between mother and father's attitudes and self-esteem, mother's and father's coefficients are quite close. About the spending time variables, again, there is not much difference between mother and father. Nevertheless, mother's coefficient is always slightly greater than the father's. In other words, both parents' democratic attitudes contribute to the level of self-esteem in a positive way; but mother's contribution (beta = .40) is a bit higher (beta = .36). Likewise, concerning self-esteem's relationship with spending time variables, correlation coefficients for the spending time with the mother are higher ($r = .35$ and $.29$) than spending time with the father ($r = .28$ and $.26$). Even though the difference is small, the consistency of the findings is quite salient. Thus, it can be concluded that one's level of self-esteem is more related to her/his mother than to her/his father. More interestingly, concerning the relations of these parents variables to perceived political efficacy, it is found that only father's attitude and spending time with the father significantly correlate with political efficacy. For example, perceived democratic father's attitude's correlation with perceived political efficacy is $.31$ with $p < .01$ whereas the correlation is not even significant for the perceived democratic mother's attitude. Likewise, considering

spending time with parents variables and political efficacy, only spending time with the father reveals significant results ($r = .26, p < .01$). Given the similarity of mother's and father's variables' relations to self-esteem, and even mother's variables' slight advantage, it is quite conspicuous that mother and father's variables differ considerably when political efficacy is concerned. It seems that for personality, the mother is more effective; but for political efficacy, the father is more important.

In previous literature, father's peculiar role in one's sense of political efficacy has been mentioned. In Fraser's study (1971), it has been found that one's perception of her/his father as potent and powerful is positively related to her/his perceived political efficacy. Hess & Torney (1967) have also pointed to father's active and dominant role in the family as positively related to political efficacy. Previous literature usually links competence aspect of political efficacy to father's competence. However, in the current study, father's authoritarian attitude negatively correlates with the individual's perceived political efficacy whereas democratic attitude and the degree of spending time with the father correlate positively with perceived political efficacy. Therefore, other than the distinct role of the father in perceived political efficacy, previous studies do not provide findings comparable to the current study on this matter. Nevertheless, considering the present findings together with the previous ones, it comes out that father might have a distinct role in individual's political orientations.

One reason can be that men are usually more around than women in the political sphere. Even though women occupy important places in politics, too; there is still male predominance. Therefore, it can be that one's orientations about politics are more related to the male figure at home. Another reason can be that individuals socialize into politics more through the mediation of the father via engaging in activities related to politics or talking about politics. The results of the present study point that individuals used to talk about daily political events more with their fathers than with their mothers in both elementary and high school education periods. For spending time with the father talking about daily political events during the elementary and high school education periods, the means are 4.2 and 6.3 respectively whereas for spending time with the mother, the means are 3.5 and 5.7 on a 1 to 10-point scale for G1. Thus, this result can be considered as a sign for the father's distinct role in one's sense of political efficacy. Given the father's salience in one's sense of political efficacy together with the mother's salient role in one's self-esteem, it seems that both parents are taking part in the process of political socialization; notwithstanding their differential roles in this

process. In the two step model of political socialization, it seems that the mother's role is important in the first step, which is the formation of self-esteem; while the father's role is peculiar in the second step, which is the development of the sense of political efficacy. Nevertheless, future comparative studies will reveal if this pattern differs across societies. Father's distinct role in one's sense of political efficacy can disappear in a society where gender equality is higher; hence women and men appear in political sphere equally. Likewise, whether or not the mother's role in one's level of self-esteem in comparison to the father will change in a society where gender inequality is higher will be seen in a comparative study.

Despite suggesting a dynamic understanding of political attitudes, which requires witnessing the interactions between several levels, namely, personality level, social-psychological level where face-to-face interactions operate, and social-political level, this study has limitations to exhibit such interactions in different levels; for the study collects information about different levels just from the individual herself/himself. Relying on individual's accounts about her past and present relations with her/his parents, her/his present time political attitudes, and her/his self-concept at a certain point in time, only limited knowledge can be acquired as to the process in which the interactions occur. Undoubtedly, a longitudinal study, in which the information about the individual's personality, the character of her/his relationships with her/his parents are gathered from various sources, will be much more enlightening in reaching knowledge about the process of development of personality and political attitudes in a certain family environment, hence contributing more to the study of psychology of political behavior.

The fact that parents' political attitudes have not been asked is also a limitation of the current study in the sense that the relation between parents' and daughters/sons' levels of political efficacy can not be observed. In the present study, it is claimed that democratic culture in a family is reflected in the levels of one's self-esteem and perceived political efficacy. However, it is unknown if there is a positive correlation between the level of parental perceived political efficacy and parental democratic attitude towards their daughters/sons. If parents' perceived political efficacy were asked, a relationship between parents' and their daughters/sons' levels of perceived political efficacy could be observed. In this way, a circular relationship between political efficacy and democratic parental behavior would be built. Thus, in prospective

studies, in addition to taking the accounts of daughters and sons, parents' accounts of political attitudes can be taken.

Another constraint of the current study is the character of the population. The sample has been driven from a population whose socio-economic status is high on the average. The low levels of variance in terms of family's income and education levels are some factors which play a role in decreasing the representative quality of the sample. Moreover, the fact that the age group is 18-25 is another factor making it hard to generalize results to a larger population. If the study was conducted with elders, for example, the results could be different. In addition, the sample is composed of the participants who have responded to the invitation for filling out the questionnaire. The possibility that there is a relation between the personal quality which makes individuals take time and effort to complete the questionnaire and some of the variables, which are measured in the questionnaire should not be ignored.

Putting aside its constraints, the current study has a character such that the present findings will gain more importance and meaning when more and more similar studies are conducted, as a result of which, several other political attitudes are connected with various personality characteristics, which are linked to accounts of several other types of interactions in other contexts in addition to family, such as the school, peer group, etc. In that case, it will be uncovered, to what self-esteem is and is not related among various political attitudes. Likewise, which other personality qualities other than self-esteem account for perceived political efficacy will be known. Similarly, like democratic parental attitudes are found to be contributing to self-esteem, the contributions of democratic school and peer group environments can be scrutinized. In this way, not only a more complete understanding in substantiating political attitudes signifying certain types of political culture can be reached, but also political cultural character of meso level, face-to-face interactions can be seen more clearly.

APPENDIX A

Paper Version of the Web-Based Questionnaire 1 (Q1)

1. **BÖLÜM:** Bu bölüm kişisel bilgilerinizle ilgilidir.

1 Cinsiyetiniz (Lütfen **X** işareti koyarak belirtiniz.): () K () E

2 Doğum yılınız (Lütfen yazarak belirtiniz.): _____

3 Fakülteniz (Lütfen yazarak belirtiniz.): _____

4 Bölümünüz (belli ise) (Lütfen yazarak belirtiniz.): _____

5 Sınıfınız (Lütfen **X** işareti koyarak belirtiniz.):

() Hazırlık

() 1. sınıf

() 2. sınıf

() 3. sınıf

() 4. sınıf

6 İlköğretim döneminizde hiç yatılı okudunuz mu? (Lütfen **X** işareti koyarak belirtiniz.)

() Evet

() Hayır

Dikkat: Eğer 6. soruya “**Hayır**” yanıtını verdiyseniz lütfen **7. ve 8. soruları atlayıp** 9. sorudan devam ediniz. Eğer “**Evet**” yanıtını verdiyseniz lütfen **9. soruyu yanıtlamayınız.**

7 İlköğretim döneminiz boyunca aşağı yukarı kaç sene yatılı okudunuz? (Lütfen **X** işareti koyarak belirtiniz.)

() 1

() 2

() 3

() 4

() 5

() 6

() 7

() 8

8 Yatılı okulda kalmadığınız süre boyunca (örn: tatillerde) yaşadığınız evde anne-babanızdan hangileriyle beraber yaşadınız? (Lütfen **X** işareti koyarak belirtiniz)

- Annem ve babam ile birlikte
 Yalnızca annemle (boşanma, vefat, vs.'den dolayı)
 Yalnızca babamla (boşanma, vefat, vs.'den dolayı)
 Hiçbirisiyle (yani, anne ve babamdan ayrı)

Aşağıdaki 9. soruyu, “İlköğretim döneminizde **hiç yatılı okumadıysanız**”; yani 6. soruya “Hayır” yanıtı verdiseniz **yanıtlayınız**. “Evet” yanıtı verdiyseniz, 9’u boş bırakarak 10. sorudan devam ediniz.

9 İlköğretim döneminizde yaşadığınız evde anne-babanızdan hangileriyle beraber yaşadınız? (Lütfen **X** işareti koyarak belirtiniz.)

- Annem ve babamla birlikte
 Yalnızca annemle (boşanma, vefat vs.'den dolayı)
 Yalnızca babamla (boşanma, vefat vs.'den dolayı)
 Hiçbirisiyle (yani, anne ve babamdan ayrı)

10 Lise döneminizde hiç yatılı okudunuz mu?

- Evet
 Hayır

Dikkat: Eğer 10. soruya “Hayır” yanıtını verdiyseniz 11 ve 12. soruları yanıtlamadan 13. sorudan devam ediniz. Eğer “Evet” yanıtını verdiyseniz lütfen 13. soruyu yanıtlamayınız.

11 Lise dönemi boyunca aşağı yukarı kaç sene okulda yatılı kaldınız?

- 1
 2
 3
 4

12 Yatılı okulda kalmadığınız süre boyunca (örn: tatillerde) yaşadığınız evde anne-babanızdan hangileriyle beraber yaşadınız?

- Annem ve babam ile birlikte
 Yalnızca annemle (boşanma, vefat vs.'den dolayı)
 Yalnızca babamla (boşanma, vefat vs.'den dolayı)
 Hiçbirisiyle (yani, anne ve babamdan ayrı)

Dikkat: Aşağıdaki 13. soruyu “Lise döneminizde hiç yatılı okumadıysanız”, yani 10. soruya “Hayır” yanıtı verdiyseniz **yanıtlayınız**. “Evet” yanıtı verdiyseniz lütfen 13’ü boş bırakarak 14. sorudan devam ediniz.

13 Lise döneminde yaşadığınız evde anne-babanızdan hangileriyle beraber yaşadınız?

- Annem ve babamla birlikte
 Yalnızca annemle (boşanma, vefat vs.’den dolayı)
 Yalnızca babamla (boşanma, vefat vs.’den dolayı)
 Hiçbirisiyle (yani, anne ve babamdan ayrı)

14 Aşağıda, annenizin ve babanızın eğitim durumu sorulmaktadır. Lütfen uygun olan seçeneği, parantezin içine **X** işareti koyarak belirtiniz. Lütfen yalnızca en son bitirdiği öğretim kurumunu işaretleyiniz.

14a Annenizin eğitim durumu

14b Babanızın eğitim durumu

- | | | |
|--------------------------|-----------------------|--------------------------|
| <input type="checkbox"/> | Hiç okula gitmemiş. | <input type="checkbox"/> |
| <input type="checkbox"/> | İlkokul mezunu. | <input type="checkbox"/> |
| <input type="checkbox"/> | Ortaokul mezunu. | <input type="checkbox"/> |
| <input type="checkbox"/> | Lise mezunu. | <input type="checkbox"/> |
| <input type="checkbox"/> | Üniversite mezunu. | <input type="checkbox"/> |
| <input type="checkbox"/> | Mastır derecesi var. | <input type="checkbox"/> |
| <input type="checkbox"/> | Doktora derecesi var. | <input type="checkbox"/> |

Kardeşiniz var mı? Lütfen size uygun seçeneği parantezin içine **X** koyarak belirtiniz.

- Kardeşim yok; tek çocuğum.
 Benden küçük veya büyük kardeşim veya kardeşlerim var.

16 Lütfen 16a’dan 16d’ye kadar olan soruları eğer sizden büyük veya küçük kardeşiniz veya kardeşleriniz varsa yanıtlayınız.

16a Kaç abiniz var? (Lütfen yazarak belirtiniz.) _____

16b Kaç ablanız var? (Lütfen yazarak belirtiniz.) _____

16c Sizden küçük kaç kız kardeşiniz var? (Lütfen yazarak belirtiniz.) _____

16d Sizden küçük kaç erkek kardeşiniz var? (Lütfen yazarak belirtiniz.) _____

Aşağıda, siz ilköğretim çağındayken, **ailenizin*** gelir durumunun size göre ne kadar tatmin edici olduğu sorulmaktadır. **1: “Hiç tatmin edici bulmuyordum”, 10: “Çok tatmin edici buluyordum”,** anlamındadır. Lütfen siz ilköğretim çağındayken ailenizin gelir durumunu 1’den 10’a kadar olan cetvelde seçtiğiniz numarayı **yuvarlak içine alarak** işaretleyiniz.

* Bu soru için **aile**’nin tanımı: **Aile:** “Anne, baba ve (varsa) kardeşlerden oluşan topluluk. Eğer siz ilköğretim çağındayken anne veya babanız ile birlikte değildiyseniz bu dönemde aile olarak benimsediğiniz topluluk”.

17 Ailenizin gelirindeki olası iniş-çıkışları bir yana bırakırsak, siz ilköğretim çağındayken ailenizin gelir durumunu ortalama ne kadar tatmin edici buluyordunuz?

Hiç tatmin edici bulmuyordum

Çok tatmin edici buluyordum

1 2 3 4 5 6 7 8 9 10

Aşağıda, siz lise çağındayken ailenizin gelir durumunun size göre ne kadar tatmin edici olduğu sorulmaktadır. **1: “Hiç tatmin edici bulmuyordum”, 10: “Çok tatmin edici buluyordum”,** anlamındadır. Lütfen siz lise çağındayken ailenizin gelir durumunu 1’den 10’a kadar olan cetvelde seçtiğiniz numarayı **yuvarlak içine alarak** işaretleyiniz.

* Bu soru için **aile**’nin tanımı: **Aile:** “Anne, baba ve (varsa) kardeşlerden oluşan topluluk. Eğer siz lise çağındayken anne veya babanız ile birlikte değildiyseniz bu dönemde aile olarak benimsediğiniz topluluk.”

18 Ailenizin gelirindeki olası iniş-çıkışları bir yana bırakırsak, siz lise çağındayken ailenizin gelir durumunu ortalama ne kadar tatmin edici buluyordunuz?

Hiç tatmin edici bulmuyordum

Çok tatmin edici buluyordum

1 2 3 4 5 6 7 8 9 10

2. BÖLÜM:

2A Yönerge: Aşağıda, **ilköğretim** döneminizde bir takım alanlarda **annenizle** ne kadar vakit harcadığınızı sorulmaktadır. Her ifadenin karşısında 1’den 10’a kadar numaralandırılmış bir cetvel bulunmaktadır. **1: “hiç vakit harcamazdık”, 10: “çok vakit harcardık”,** anlamındadır. Lütfen, her ifade için, 1’den 10 kadar numaralandırılmış cetvelde kendinizi konumlandırınız ve seçtiğiniz numarayı yuvarlak içine alarak belirtiniz.

| | hiç vakit harcamazdık | | | | | | | | | | çok vakit harcadık |
|--|--------------------------|---|---|---|---|---|---|---|---|----|-----------------------|
| İlköğretim dönemimde, annemle, | | | | | | | | | | | |
| 1 ders çalışmaya..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 2 oyun oynamaya..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 3 günlük politik olaylarla ilgili sohbet etmeye. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 4 derslerimle ilgili sohbet etmeye..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 5 havadan sudan konularda sohbet (geyik muhabbeti) etmeye..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 6 gelecekteki kariyer hayatımla ilgili sohbet etmeye..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 7 erkek arkadaş/kız arkadaş konularıyla ilgili sohbet etmeye..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 8 cinsellikle ilgili sohbet etmeye..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 9 alışveriş yapmaya..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 10 spor ile ilgili sohbet etmeye..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 11 kültür-sanat ile ilgili (sinema, tiyatro, müzik, edebiyat, vs.) sohbet etmeye..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 12 kültür-sanat etkinliklerine katılmaya (örn: sinemaya gitme)..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 13 spor etkinliklerine katılmaya (örn: maça gitme) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |

2B Yönerge: Aşağıda, **ilköğretim** döneminizde bir takım alanlarda **babanızla** ne kadar vakit harcadığınızı sorulmaktadır. Her ifadenin karşısında 1’den 10’a kadar numaralandırılmış bir cetvel bulunmaktadır. **1: “hiç vakit harcamazdık”, 10: “çok vakit harcardık”,** anlamındadır. Lütfen, her ifade için, 1’den 10 kadar numaralandırılmış cetvelde kendinizi konumlandırınız ve seçtiğiniz numarayı yuvarlak içine alarak belirtiniz.

| | hiç vakit harcamazdık | çok vakit harcardık |
|---|--------------------------|------------------------|
| İlköğretim dönemimde, babamla, | | |
| 1 ders çalışmaya..... | 1 | 2 3 4 5 6 7 8 9 10 |
| 2 oyun oynamaya..... | 1 | 2 3 4 5 6 7 8 9 10 |
| 3 günlük politik olaylarla ilgili sohbet etmeye. | 1 | 2 3 4 5 6 7 8 9 10 |
| 4 derslerimle ilgili sohbet etmeye..... | 1 | 2 3 4 5 6 7 8 9 10 |
| 5 havadan sudan konularda sohbet (geyik muhabbeti) etmeye..... | 1 | 2 3 4 5 6 7 8 9 10 |
| 6 gelecekteki kariyer hayatımla ilgili sohbet etmeye..... | 1 | 2 3 4 5 6 7 8 9 10 |
| 7 erkek arkadaş/kız arkadaş konularıyla ilgili sohbet etmeye..... | 1 | 2 3 4 5 6 7 8 9 10 |
| 8 cinsellikle ilgili sohbet etmeye..... | 1 | 2 3 4 5 6 7 8 9 10 |
| 9 alışveriş yapmaya..... | 1 | 2 3 4 5 6 7 8 9 10 |
| 10 spor ile ilgili sohbet etmeye..... | 1 | 2 3 4 5 6 7 8 9 10 |
| 11 kültür-sanat ile ilgili (sinema, tiyatro, müzik, edebiyat, vs.) sohbet etmeye..... | 1 | 2 3 4 5 6 7 8 9 10 |
| 12 kültür-sanat etkinliklerine katılmaya (örn: sinemaya gitme)..... | 1 | 2 3 4 5 6 7 8 9 10 |
| 13 spor etkinliklerine katılmaya (örn: maça gitme) | 1 | 2 3 4 5 6 7 8 9 10 |

2C Yönerge: Aşağıda, **lise** döneminizde bir takım alanlarda **annenizle** ne kadar vakit harcadığınızı sorulmaktadır. Her ifadenin karşısında 1’den 10’a kadar numaralandırılmış bir cetvel bulunmaktadır. **1: “hiç vakit harcamazdık”, 10: “çok vakit harcardık”,** anlamındadır. Lütfen, her ifade için, 1’den 10 kadar numaralandırılmış cetvelde kendinizi konumlandırınız ve seçtiğiniz numarayı yuvarlak içine alarak belirtiniz.

| | hiç vakit harcamazdık | çok vakit harcardık |
|---|--------------------------|------------------------|
| Lise dönemimde, annemle, | | |
| 1 ders çalışmaya..... | 1 | 2 3 4 5 6 7 8 9 10 |
| 2 oyun oynamaya..... | 1 | 2 3 4 5 6 7 8 9 10 |
| 3 günlük politik olaylarla ilgili sohbet etmeye. | 1 | 2 3 4 5 6 7 8 9 10 |
| 4 derslerimle ilgili sohbet etmeye..... | 1 | 2 3 4 5 6 7 8 9 10 |
| 5 havadan sudan konularda sohbet (geyik muhabbeti) etmeye..... | 1 | 2 3 4 5 6 7 8 9 10 |
| 6 gelecekteki kariyer hayatımla ilgili sohbet etmeye..... | 1 | 2 3 4 5 6 7 8 9 10 |
| 7 erkek arkadaş/kız arkadaş konularıyla ilgili sohbet etmeye..... | 1 | 2 3 4 5 6 7 8 9 10 |
| 8 cinsellikle ilgili sohbet etmeye..... | 1 | 2 3 4 5 6 7 8 9 10 |
| 9 alışverişe çıkmaya..... | 1 | 2 3 4 5 6 7 8 9 10 |
| 10 spor ile ilgili sohbet etmeye..... | 1 | 2 3 4 5 6 7 8 9 10 |
| 11 kültür-sanat ile ilgili (sinema, tiyatro, müzik, edebiyat, vs.) sohbet etmeye..... | 1 | 2 3 4 5 6 7 8 9 10 |
| 12 kültür-sanat etkinliklerine katılmaya (örn: sinemaya gitme)..... | 1 | 2 3 4 5 6 7 8 9 10 |
| 13 spor etkinliklerine katılmaya (örn: maça gitme) | 1 | 2 3 4 5 6 7 8 9 10 |

2D Yönerge: Aşağıda, lise döneminizde bir takım alanlarda babanızla ne kadar vakit harcadığımız sorulmaktadır. Her ifadenin karşısında 1’den 10’a kadar numaralandırılmış bir cetvel bulunmaktadır. **1: “hiç vakit harcamazdık”, 10: “çok vakit harcardık”,** anlamındadır. Lütfen, her ifade için, 1’den 10 kadar numaralandırılmış cetvelde kendinizi konumlandırınız ve seçtiğiniz numarayı yuvarlak içine alarak belirtiniz.

| | hiç vakit harcamazdık | çok vakit harcadık |
|--|--------------------------|-----------------------|
| Lise dönemimde, babamla , | | |
| 1 ders çalışmaya..... | 1 | 2 3 4 5 6 7 8 9 10 |
| 2 oyun oynamaya..... | 1 | 2 3 4 5 6 7 8 9 10 |
| 3 günlük politik olaylarla ilgili sohbet etmeye. | 1 | 2 3 4 5 6 7 8 9 10 |
| 4 derslerimle ilgili sohbet etmeye..... | 1 | 2 3 4 5 6 7 8 9 10 |
| 5 havadan sudan konularda sohbet (geyik muhabbeti) etmeye..... | 1 | 2 3 4 5 6 7 8 9 10 |
| 6 gelecekteki kariyer hayatımla ilgili sohbet etmeye..... | 1 | 2 3 4 5 6 7 8 9 10 |
| 7 erkek arkadaş/kız arkadaş konularıyla ilgili sohbet etmeye..... | 1 | 2 3 4 5 6 7 8 9 10 |
| 8 cinsellikle ilgili sohbet etmeye..... | 1 | 2 3 4 5 6 7 8 9 10 |
| 9 alışveriş yapmaya..... | 1 | 2 3 4 5 6 7 8 9 10 |
| 10 spor ile ilgili sohbet etmeye..... | 1 | 2 3 4 5 6 7 8 9 10 |
| 11 kültür-sanat ile ilgili (sinema, tiyatro, müzik, edebiyat, vs.) sohbet etmeye..... | 1 | 2 3 4 5 6 7 8 9 10 |
| 12 kültür-sanat etkinliklerine katılmaya (örn: sinemaya gitme)..... | 1 | 2 3 4 5 6 7 8 9 10 |
| 13 spor etkinliklerine katılmaya (örn: maça gitme) | 1 | 2 3 4 5 6 7 8 9 10 |

3. BÖLÜM: Bu bölüm, bir takım siyasal ve toplumsal konulardaki tutum ve düşüncelerinizle ilgilidir.

Ölçek 1

Yönerge: Aşağıda, siyasal ve toplumsal konularla ilgili bir takım ifadeler yer almaktadır. Her ifadenin karşısında 0'dan 10'a kadar numaralandırılmış bir cetvel bulunmaktadır. Bu cetvel üzerinde **0: "Bu ifadeye tamamen karşıyım", 10: "Bu ifadeye tamamen katılıyorum", 5: "Bu ifadeye ne katılıyorum ne katılmıyorum",** anlamındadır. 4'ten 0'a kadar olan numaralar karşı olma derecesini gösterir. **4'ten 0'a yaklaştıkça karşı olma derecesi artar.** 6'dan 10'a kadar olan numaralar katılma derecesini gösterir. **6'dan 10'a gittikçe katılma derecesi artar.** Lütfen her ifade için kendinizi 0'dan 10'a kadar olan cetvelde konumlandırınız. Lütfen seçtiğiniz numarayı, yuvarlak içine alarak belirtiniz.

| | Bu ifadeye, | | | | | | | | | | |
|--|------------------|---|---|---|---|---------------------|---|---|---|---|----|
| | tamamen karşıyım | | | | | tamamen katılıyorum | | | | | |
| 1 Tek bir kişinin, toplumun gidişatına bir etkisi olamaz..... | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 2 Ülkede işlerin nasıl gittiğini, temel olarak insanların verdikleri oylar belirler..... | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 3 İnsanlar hangi partiye oy verirlerse versinler, herşey hemen hemen aynı kalacak..... | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 4 Devlet yetkilileri, benim gibi kişilerin ne düşündüğünü pek umursamaz..... | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 5 Ülkede ters giden şeyleri düzeltme konusunda benim gibi insanların bir etkisi olamaz..... | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 6 Ülkedeki siyasal gelişmeler benim ilgi alanım dışındadır..... | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 7 Sivil toplum faaliyetleri (yani, sıradan insanların bir amaç doğrultusunda bir araya gelerek çalışması) yoluyla topluma bir katkı sağlamak mümkündür..... | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 8 İçeriği, toplumun milli değerlerine ters düşüyorsa, bir eser (kitap, film, vs.) gerektiğinde yasaklanabilmeli..... | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 9 Toplumsal duyarlılık (diğer adıyla, sosyal sorumluluk) projeleriyle (yani, sıradan insanların gönüllü olarak bir araya gelerek topluma bir fayda sağlamak için çalışmasıyla) toplum için kalıcı bir fark yaratılmaz..... | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 10 Bazı eksikleri olabilir; ama mevcut yönetim biçimleri içinde en iyisi demokrasidir..... | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| | Bu ifadeye, | | | | | | | | | | |
|---|------------------|---|---|---|---|---|---|---|---|---|---------------------|
| | tamamen karşıyım | | | | | | | | | | tamamen katılıyorum |
| 11 Yoksul insanların yoksul olmalarının temel nedeni yeterince çalışmamalarıdır..... | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 12 Yönetici seçkinlerin (diğer adıyla, devlet elitleri) dışında kalan, sıradan insanların ülke sorunlarını çözme konusunda hemen hemen hiç etkisi yoktur..... | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 13 İnsanın kendisi, ailesi ve yakın çevresine ek olarak yaşadığı topluma karşı da bir görevi vardır.. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 14 Siyasi görüşü ne olursa olsun, herkes kendi siyasi fikirlerini açıklayabilmelidir..... | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 15 İnsanın hayatta, kendisinin ve yakınlarının durumu dışında, toplumdaki diğer insanların durumuyla ilgili bir sorumluluğu yoktur..... | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 16 Ülke sorunlarının nasıl çözüleceği işine siyasetçiler dışında sıradan insanlar karışmamalıdır..... | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 17 Başkalarının kişisel hakları ihlal edilmediği sürece herkes kendi doğru bildiği amaç doğrultusunda çalışabilmelidir..... | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 18 İnsanın hayatta başta gelen amaçlarından biri, içinde yaşadığı topluma bir katkı sağlamaktır. | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 19 Benim hiç oy vermeyeceğim, ancak halkın oylarıyla seçilmiş bir partinin hükümete gelmesine asla engel olunmamalıdır..... | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 20 Eğer herkes toplumsal sorunları çözmek yönünde daha fazla sorumluluk alsa toplumsal sorunlar daha kolay çözüldü..... | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

4. **BÖLÜM:** Bu bölüm, kendinizle ilgili bir takım duygu, düşünce ve tutumlarınızla ilgilidir.

Ölçek 2

Yönerge: Aşağıda, kişinin kendisiyle ilgili duygu ve düşünceleriyle ilgili ifadeler yer almaktadır. Her ifadenin karşısında 1’den 10’a kadar numaralandırılmış bir cetvel bulunmaktadır. **1: “Bu ifade beni kesinlikle yansıtmıyor”** (diğer bir deyişle, “Bu ifade beni kesinlikle ifade etmiyor”), **10: “Bu ifade beni tamamen ifade ediyor”** (diğer bir deyişle, “Bu ifade beni tamamen yansıtıyor”), anlamındadır. Lütfen, her ifade için, 1’den 10 kadar numaralandırılmış cetvelde kendinizi konumlandırınız ve seçtiğiniz numarayı yuvarlak içine alarak belirtiniz.

| | Bu ifade, | | | | | | | | | |
|--|-----------------------------|---|---|---|---|-------------------------|---|---|---|----|
| | beni kesinlikle yansıtmıyor | | | | | beni tamamen yansıtıyor | | | | |
| 1 Kişilik özelliklerimden genel olarak memnunum..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 2 Bir başarısızlığa uğradığımda, kendimi sanki her yönden değersizmiş gibi hissederim..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 3 Çoğu zaman, kendimi işe yaramaz ve acınası bir kimseymiş gibi hissediyorum..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 4 Geçmişe baktığımda, çoğu zaman övüneceğim işler yaptığımı düşünüyorum..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 5 Fiziksel görünümümden hiçbir yerde rahatsız olmam | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 6 Kişiliğimin herhangi bir yönünden hiçbir yerde rahatsız olmam..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 7 Yaptığım işleri düşündüğümde, o işi yapan başkalarına göre çoğu zaman kendimi daha yetersiz buluyorum..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 8 Çevremdekilerin bana yeterince önem verdiklerini düşünüyorum..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 9 Çevremde aranan, sorulan bir insanımdır.... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 10 Ulaştığım başarılar çoğu zaman şans veya başka dış faktörlerden değil, kendi yetenek ve çalışmamın sonucudur..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 Kendime dışarıdan baktığımda, genel olarak kendimden hoşnutum..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| | Bu ifade, | | | | | | | | | |
|---|-----------------------------|---|---|---|---|-------------------------|---|---|---|----|
| | beni kesinlikle yansıtmıyor | | | | | beni tamamen yansıtıyor | | | | |
| 12 Bir konuda, o konuda otorite olan birinden eleştiri aldığımda, kendimi sanki değersizmiş gibi hissederim..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 13 İlgi ve ihtiyaçlarımı iyi bilerek onları karşılayacak biçimde davranırım..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 14 Bazı konularda başarısızlığa uğrasam bile kendimi değerli bulurum..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 15 Üzerime bir iş aldıysam, onun başarıyla üstesinden gelebileceğime olan inancım tamdır. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 16 Bir haksızlığa uğradığımda, çoğu zaman bunu düzeltmek için mücadele etmekle uğraşmam..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 17 Bir ortamda, bir konu tartışılırken çoğu kez söz alarak kendi görüşlerimi ifade ederim..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 18 Bir ortamda bir konu tartışılıp bir karar alınacaksa, benim önerilerimin de dikkate alınmasına önem veririm..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 19 Yetenekli olduğum alanlar vardır | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 20 Yetenekli olduğum alanlarda yeteneklerime olan güvenim tamdır..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 21 Başkaları ile birlikteyken, çoğu zaman onların benimle olmaktan keyif aldıklarını düşünüyorum..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

5. BÖLÜM

Ölçek 5A

Yönerge: Aşağıda, annenizin size karşı geçmişte olan ve/veya hala devam eden tutum ve davranışları ile ilgili ifadeler yer almaktadır. Her ifadenin karşısında 1’den 10’a kadar numaralandırılmış bir cetvel bulunmaktadır. **1: “Bu ifade gerçeği kesinlikle yansıtmıyor.”** (diğer bir deyişle, “bu ifade gerçeği kesinlikle ifade etmiyor.”), **10: “Bu ifade gerçeği tamamen ifade ediyor.”** (diğer bir deyişle, “Bu ifade, gerçeği tamamen yansıtıyor.”), anlamındadır. Lütfen, her ifade için, 1’den 10 kadar numaralandırılmış cetvelde kendinizi konumlandırınız ve seçtiğiniz numarayı yuvarlak içine alarak belirtiniz.

| Annem, | Bu ifade, | | | | | | | | | |
|--|--------------------------------|---|---|---|---|----------------------------|---|---|---|----|
| | gerçeği kesinlikle yansıtmıyor | | | | | gerçeği tamamen yansıtıyor | | | | |
| 1 beni sevdiğini her zaman hissettirmiştir..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 2 bana her zaman güven duygusu vermiştir..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 3 çok yönlü gelişmem için elinden geleni yapmıştır | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 4 her yaptığım işin olumlu yanlarını değil, kusurlarını görüp beni eleştirmiştir..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 5 her zaman, gereksiz yere evhamlanıp beni korumaya çalışırdı..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 6 ilişkimiz, ona içimi açmaya cesaret edemeyeceğim kadar resmidir..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 7 yakın arkadaşlarımı eve çağdırmama izin verir, geldiklerinde onlara iyi davranır (dı)..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 8 aile ile ilgili önemli kararlar alınırken benim de fikrimi almaya özen gösterir (di)..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 9 çevremizdeki çocuklarla beni karşılaştırarak onların benden daha iyi olduklarını söylerdi..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 10 hareket ve davranışlarımı, kendi tercihleri doğrultusunda yönlendirmeye çalışır (dı)..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 bugün bile (olsa) alışverişe çıkacağım zaman kandırılacağımı düşünerek benimle gelmek ister (di)..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| Annem, | Bu ifade, | | | | | | | | | | gerçeği tamamen yansıtıyor |
|---|-------------------------------------|---|---|---|---|---|---|---|---|----|----------------------------------|
| | gerçeği kesinlikle yansıtıyor | | | | | | | | | | |
| 12 benden her zaman yapabileceklerimden fazlasını beklemiştir..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 13 kendisine yakın olmak istediğim zaman soğuk davranır (dı)..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 14 sorunlarımı onunla rahat konuşabilirim (dim). | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 15 beni bir konuda yönlendirmeye çalıştığı zaman bunun nedenini açıklar (dı)..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 16 ilişkimiz çok arkadaşçadır (ydı)..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 17 meslek seçimi konusunda benim tercihlerimi küçümsemiştir..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 18 sevmediğim yemekleri zorla yedirirdi..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 19 sınavlarda benden hep üstün başarı göstermemi beklemiştir..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 20 8-10 yaşlarımda her gittiği yere beni de götürür, evde yalnız kalmamdan kaygılanırdı... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 21 evde bir konu tartışılırken görüşlerimi söylemem için beni hep teşvik eder (di)..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 22 küçük yaşımdan itibaren ders çalışmam konusunda bana yardımcı olmuştur..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 23 küçük yaşımdan itibaren ders dışı okuma alışkanlığı kazanmam konusunda bana yardımcı olmuştur..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 24 küçüklüğümde bana yeterince vakit ayırır, beni gezmeğe (parka, sinemaya, vs.) götürmeyi ihmal etmezdi..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 25 benim gibi bir evladı olduğu için kendini şanssız hissettiğini sanıyorum..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 26 okulda başarılı olmam konusunda beni zorlar (dı)..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |

| Annem, | Bu ifade, | | | | | | | | | | gerçeği tamamen yansıtıyor |
|--|--------------------------------------|---|---|---|---|---|---|---|---|----|----------------------------------|
| | gerçeği kesinlikle yansıtmıyor | | | | | | | | | | |
| 27 kırık not aldığım da beni cezalandırırdı..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 28 beni daima yapabileceğimden fazlasını yapmaya zorlamıştır..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 29 paramı nelere harcadığımı ayrıntılı bir biçimde sorar (dı)..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 30 her zaman, her işte kusursuz olmam gerektiğini söyler (di)..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 31 her zaman, her işte kusursuz olmam gerektiğine inanır (di)..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 32 ona yakın olmak istediğimde daima bana sıcak bir biçimde karşılık verir (di)..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 33 bana önemli ve değerli bir kişi olduğumu hissettirmiştir..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 34 ergenlik çağında, cinsellik konusunda karşılaştığım sorunları onunla paylaşabilirdim. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 35 benim için neyin iyi neyin kötü olduğunu yalnızca kendisinin bildiğine inanır (dı)..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 36 her zaman, nerede olduğumu merak eder (di). | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 37 başarılarımın değerini bilmektense daha iyisini yapmam gerektiğini söyler (di)..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 38 cinsellikle ilgili konuları onun yanında konuşmam (konuşamazdım)..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 39 beni olduğum gibi kabul etmiştir..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 40 başkalarına, bana davrandığından daha nazik davranır (di)..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 41 konuşmalarımız sırasında daima ilgiyle yorumlarda bulunmuştur..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 42 benimle genellikle emreder gibi bir ses tonunda konuşur (du)..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |

Ölçek 5B

Yönerge: Aşağıda, babanızın size karşı geçmişte olan ve/veya hala devam eden tutum ve davranışları ile ilgili ifadeler yer almaktadır. Her ifadenin karşısında 1’den 10’a kadar numaralandırılmış bir cetvel bulunmaktadır. **1: “Bu ifade gerçeği kesinlikle yansıtmıyor.”** (diğer bir deyişle, “Gerçeği kesinlikle ifade etmiyor.”), **10: “Bu ifade gerçeği tamamen ifade ediyor.”** (diğer bir deyişle, “Gerçeği tamamen yansıtıyor.”) anlamındadır. Lütfen, her ifade için, 1’den 10 kadar numaralandırılmış cetvelde kendinizi konumlandırınız ve seçtiğiniz numarayı yuvarlak içine alarak belirtiniz.

| Babam, | Bu ifade, | | | | | | | | | |
|--|--------------------------------|---|---|---|---|----------------------------|---|---|---|----|
| | gerçeği kesinlikle yansıtmıyor | | | | | gerçeği tamamen yansıtıyor | | | | |
| 1 beni sevdiğini her zaman hissettirmiştir..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 2 bana her zaman güven duygusu vermiştir..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 3 çok yönlü gelişmem için elinden geleni yapmıştır | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 4 her yaptığım işin olumlu yanlarını değil, kusurlarını görüp beni eleştirmiştir..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 5 her zaman, gereksiz yere evhamlanıp beni korumaya çalışırdı..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 6 ilişkimiz, ona içimi açmaya cesaret edemeyeceğim kadar resmidir..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 7 yakın arkadaşlarımı eve çağdırmama izin verir, geldiklerinde onlara iyi davranır (dı)..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 8 aile ile ilgili önemli kararlar alınırken benim de fikrimi almaya özen gösterir (di)..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 9 çevremizdeki çocuklarla beni karşılaştırarak onların benden daha iyi olduklarını söylerdi..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 10 hareket ve davranışlarımı, kendi tercihleri doğrultusunda yönlendirmeye çalışır (dı)..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 bugün bile (olsa) alışverişe çıkacağım zaman kandırılacağımı düşünerek benimle gelmek ister (di)..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 12 benden her zaman yapabileceklerimden fazlasını beklemiştir..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

| Babam, | Bu ifade, | | | | | | | | | | gerçeği tamamen yansıtıyor |
|---|-------------------------------------|---|---|---|---|---|---|---|---|----|----------------------------------|
| | gerçeği kesinlikle yansıtıyor | | | | | | | | | | |
| 13 kendisine yakın olmak istediğim zaman soğuk davranır (dı)..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 14 sorunlarımı onunla rahat konuşabilirim (dim). | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 15 beni bir konuda yönlendirmeye çalıştığı zaman bunun nedenini açıklar (dı)..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 16 ilişkimiz çok arkadaşçadır..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 17 meslek seçimi konusunda benim tercihlerimi küçümsemiştir..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 18 sevmediğim yemekleri zorla yedirirdi..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 19 sınavlarda benden hep üstün başarı göstermemi beklemiştir..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 20 8-10 yaşlarımda her gittiği yere beni de götürür, evde yalnız kalmamdan kaygılanırdı.... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 21 evde bir konu tartışılırken görüşlerimi söylemem için beni hep teşvik ederdi..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 22 küçük yaşımdan itibaren, ders çalışmam konusunda bana yardımcı olmuştur..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 23 küçük yaşımdan itibaren, ders dışı okuma alışkanlığı kazanmam konusunda bana yardımcı olmuştur..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 24 küçüklüğümde bana yeterince vakit ayırır, beni gezmeğe (parka, sinemaya, vs.) götürmeyi ihmal etmezdi..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 25 benim gibi bir evladı olduğu için kendini şanssız hissettiğini sanıyorum..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 26 okulda başarılı olmam konusunda beni zorlardı..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 27 kırık not aldığım da beni cezalandırır (dı).... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |

| Babam, | Bu ifade, | | | | | | | | | | gerçeği tamamen yansıtıyor |
|--|-------------------------------------|---|---|---|---|---|---|---|---|----|----------------------------------|
| | gerçeği kesinlikle yansıtıyor | | | | | | | | | | |
| 28 beni daima yapabileceğimden fazlasını yapmaya zorlamıştır..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 29 paramı nelere harcadığımı ayrıntılı bir biçimde sorar (dı)..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 30 her zaman, her işte kusursuz olmam gerektiğini söyler (di)..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 31 her zaman, her işte kusursuz olmam gerektiğine inanır (dı)..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 32 ona yakın olmak istediğimde daima bana sıcak bir biçimde karşılık verir (di)..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 33 bana önemli ve değerli bir kişi olduğumu hissettirmiştir..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 34 ergenlik çağında, cinsellik konusunda karşılaştığım sorunları onunla paylaşabilirdim. | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 35 benim için neyin iyi neyin kötü olduğunu yalnızca kendisinin bildiğine inanır (dı)..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 36 her zaman, nerede olduğumu merak eder (di). | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 37 başarılarımın değerini bilmektense daha iyisini yapmam gerektiğini söyler (di)..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 38 cinsellikle ilgili konuları onun yanında konuşamam (konuşamazdım)..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 39 beni olduğum gibi kabul etmiştir..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 40 başkalarına, bana davrandığından daha nazik davranır (dı)..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 41 konuşmalarımız sırasında daima ilgiyle yorumlarda bulunmuştur..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| 42 benimle genellikle emreder gibi bir ses tonunda konuşur (du)..... | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |

BİTTİ. Bu anketi doludurarak bilime ve akademik alıřmalara yaptığınız katkılardan dolayı teřekkür ederim. Sonular hakkında bilgi edinmek isterseniz tubaokcu@su.sabanciuniv.edu adresinden arařtırmacıya ulaşabilirsiniz.

APPENDIX B

Invitation E-Mail Received by G1¹⁰⁶

Sevgili (.....),

Siyaset Bilimi yüksek lisans tezimin bir parçası olmak üzere hazırladığım ankete katılmak üzere davet edildiniz. Sabancı Üniversitesi lisans öğrencileri arasından seçilmiş örnekleme bulunmaktasınız. Sizden ricam, aşağıdaki link'te bulunan anketi doldurmanız.

Bu anketin başlığı:

"ANKET (siyasal etkililik algısı, ana-baba tutum algısı ve benlik algısı)"

"Bu anket, Sabancı Üniversitesi Siyaset Bilimi yüksek lisans öğrencisi Tuba N. Okcu'nun tezinin bir parçası olmak üzere hazırlanmıştır. Bu anket, siyasal etkililik algısı, ana-baba tutum algısı ve kişinin bir takım konularda kendisiyle ilgili duygu ve düşünceleri arasındaki bağlantıyı araştırmak üzere hazırlanmıştır. Doldurulan anketler ve verilen yanıtlar teker teker değil, toplu halde değerlendirilecektir. Bu anket anonimdir. Yani, anketi dolduran kişinin kimliği, anket yöneticisi veya başkaları tarafından bilinemez."

Katılmak için lütfen aşağıdaki linke tıklayınız.

Sevgiler,

Tuba Nur Okcu (tubaokcu@su.sabanciuniv.edu)

Anketi doldurmak için buraya tıklayınız:

[http://students.sabanciuniv.edu/~tubaokcu/survey/index.php?sid=49916&t
oken=9629492992](http://students.sabanciuniv.edu/~tubaokcu/survey/index.php?sid=49916&token=9629492992)

¹⁰⁶ The difference between the invitation e-mails received by G1 and G2 is that while the link in the former takes the participants to ANKET (Q1), the link in the latter takes the participants to ANKET2 (Q2).

APPENDIX C

Confirmation Notice Received by the Participants of G1

Sevgili (....),

Bu e-posta, ANKET (siyasal etkililik algısı, ana-baba tutum algısı ve benlik algısı) adlı anketi tamamladığınızı teyit etmek içindir. Verdiğiniz yanıtlar başarıyla kaydedilmiştir. Bu anketi doldurarak bilime ve akademik çalışmalara yaptığınız katkılardan dolayı teşekkür ederim.

Bu e-posta ile ilgili başka sorularınız için Tuba Nur Okcu ile tubaokcu@su.sabanciuniv.edu den bağlantı kurabilirsiniz.

Sevgiler,

Tuba Nur Okcu

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