

THE RELATIONSHIP
BETWEEN PERCEIVED PARENTAL ACCEPTANCE AND
CHILDREN'S PSYCHOLOGICAL ADJUSTMENT IN THE CONTEXT
OF PARENTAL POWER AND PRESTIGE IN A TURKISH YOUTH SAMPLE

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Thesis Abstract

Pınar Keskiner “The Relationship between Perceived Parental Acceptance and Children’s Psychological Adjustment in the Context of Parental Power and Prestige in a Turkish Youth Sample”

The present study investigates the relationship and association between perceived paternal and maternal acceptance, and children's psychological adjustment in the context of Parental Power and Prestige among 306 high school students in İstanbul.

The mean age of the total sample is 17.23 with a range from age 16 to age 20.

The Personal Data Sheet, Parental Acceptance-Rejection Questionnaire- Child Short Form (Child PARQ-Turkish Short Form), Personality Assessment Questionnaire (PAQ-Turkish Form), and Parental Power Prestige Questionnaire (3PQ-Turkish Form) were used for data collection.

Data analysis was conducted through SPSS and Regression Analysis. Results showed that there are significant gender differences concerning children's perceptions of maternal and paternal rejection, with higher scores for boys.

Boys are attributing power and prestige to their fathers more than girls. Results showed that the influence of perceived acceptance on youth’s adjustment tended to be greater, depending on which parent was perceived by the youth to have prestige. The strongest overall contribution of parental acceptance and rejection to youth’s psychological adjustment was made in families where fathers were perceived to have higher prestige than mothers.

Tez Özeti

Pınar Keskiner “Algılanan Ebeveyn Kabulü ve Çocuğun Psikolojik Uyumu arasındaki ilişkinin Ebeveyn Güç ve Prestiji Bağlamında Türk Örneklemini İncelenmesi”

Bu araştırmada İstanbul'da yaşayan 306 lise öğrencisinin algıladıkları anne ve baba kabulü ile psikolojik uyumları arasındaki ilişki Ebeveyne atfedilen güç ve prestij bağlamında incelenmiştir. Araştırmaya katılan grubun yaş ortalaması 17.23'tür ve yaşları 16 ile 20 arasındadır.

Veri toplama aracı olarak Kişisel Bilgi Formu, Ebeveyn Kabul Red Ölçeği-Çocuk Kısa Formu (EKRO- Kısa form), Kişilik Değerlendirme Ölçeği (KİDO) ve Ebeveyn Güç ve Prestiji Ölçeği kullanılmıştır.

Veriler SPSS Programı kullanılarak Regresyon analizi ile incelenmiştir.

Araştırma sonuçları, erkek çocukların her iki ebeveynden de algıladıkları reddin kız çocuklarından daha fazla olduğunu göstermiştir. Erkek çocukların güç ve prestiji kızlardan daha yüksek oranda babalarına atfettikleri kanıtlanmıştır.

Ayrıca sonuçlar, algılanan ebeveyn Kabul ve Reddinin çocuğun psikolojik uyumuna olan etkisinin prestijli olarak kabul edilen ebeveynin varlığında daha güçlü olduğunu kanıtlamıştır. Buna ek olarak, babanın prestiji arttıkça ebeveynlerden algılanan kabul veya reddin, psikolojik uyumu etkileyen daha önemli bir faktör haline geldiği söylenebilmektedir.

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CHAPTER 1

INTRODUCTION

Research about the effects of family on the childhood period and beyond, and on the child's life is a wide area (Masten, Powell, 2003). The family plays a fundamental role in a child's life. The main aim of the family is to promote children's welfare by meeting the survival needs of children. Survival needs are not only physical ones such as food, warmth and shelter, but also emotional needs such as unconditional love and care (Hoghughi & Long, 2004). The family's impact among other things is on the emotional health of children. The behaviors of parents that emphasize support, warmth, and positive emotions will result in psychologically, and socially healthy outcomes for adolescents (Lerner, 2002). In short, the development of children is influenced by the parent-child relationship (Mahalihali, 2006). People in the family affect each other in different ways. In the family system there is always interaction and influence between the family members. Every change in any of the family members influences -directly or indirectly- to the whole family system.

There are different theories about the parent child relationship and its effects on children. Psychoanalytic Theory, Attachment Theory, Social Learning Theory, and Cognitive Learning Theory have different rationales on development but all of them accept the importance of childhood experiences, real or imagined, on the child's and the adults' lives. In this study, the theory basis for the influence of child –parent

relationship will be the Parental Acceptance Rejection Theory, since it is a proven theory that has robust cross cultural application (Khaleque, & Rohner, 2002).

The features and perceptions of adolescents have an effect on the results of this study. Social scientists usually differentiate between early adolescence which includes the period from age 11 through age 14; middle adolescence from age 15 through age 18; and late adolescence(or youth) from age 18 through age 21(as cited in Steinberg, 1996). The participants of this study can be defined as middle and late adolescents. Although adolescence may span an almost ten-year period, research studies show that many psychological and social developments take place during those years. Family relations of adolescents have an important role in this phase to support the healthy development of their children.

Parental Acceptance Rejection Theory proposes that a child's perception of parental acceptance/ rejection has a strong and independent effect on child outcomes (Rohner, 1986, Rohner & Khaleque, 2005). Parental acceptance-rejection theory is an empirically based theory of socialization and lifespan development that assumes that parental acceptance/rejection significantly contributes to a child's social and emotional development (Rohner, 1986). Parental acceptance-rejection theory focuses on the warmth dimension of parenting. One end of the continuum is marked by parental acceptance, which is operationalized by a child's perceived experience of parental warmth, affection, care, comfort and encouragement. The other end of the continuum is characterized by parental rejection, which refers to the perceived absence or significant withdrawal of these feelings and behaviors and by the perceived presence of a variety of physically, and emotionally hurtful behaviors and

affects. According to Rohner and Khaleque (2005), parental rejection can be experienced by any combination of four main expressions: 1) cold and unaffectionate, 2) hostile and aggressive, 3) indifferent and neglecting, and 4) undifferentiated rejecting. Undifferentiated rejection refers to children's beliefs that their parents do not really care about them or love them, even though there may not be obvious behavioral indicators that the parents are neglecting, unaffectionate, or aggressive toward them.

Cross-cultural and intracultural research studies show that four classes of mental health issues are possible worldwide correlates of parental acceptance-rejection. The strongest evidence supports parental acceptance-rejection theory's personality sub theory that highlights a universal relationship between perceived parental acceptance-rejection and psychological adjustment (Rohner & Britner, 2002).

Traditionally mother love and acceptance was emphasized in terms of its major impact on child's mental health (Bowlby, 1973). Yet recently, some research shows perceived paternal rejection to have even more significant effects on psychological adjustment than maternal rejection on children and youth. Substance abuse, depression and behavior problems are some of the examples for these effects on the negative side, as a consequence of perceived paternal rejection (Rohner & Britner, 2002) while sense of competence, high self-esteem are found to be highly positively affected by perceived paternal acceptance, over and above the maternal impact. That shows us that children's perceptions of their fathers' love sometimes

have more developmental impact than traditionally expected (Rohner & Veneziano, 2001).

Psychological Adjustment in the present study is defined in terms of seven personality dispositions of Rohner's PARTheory, specially worldview, independence, emotional responsiveness, hostility, self-esteem, self-adequacy, and emotional stability, as assessed by the Personality Assessment Questionnaire (PAQ).

Evidence of research studies suggest that as much as 26 % of the variability of children's psychological adjustment can be accounted for by the degree to which they perceive themselves to be accepted or rejected by their caregivers. In addition to the effects on children's life, 21% of the variability in adults' psychological adjustment can be explained by childhood experiences of caregiver acceptance rejection. It is clear that there are different factors that explain the psychological adjustment of children and adults, but these numbers show that parental acceptance and rejection is an important factor in explaining psychological adjustment. A large number of studies which deal with parent-child relations also conclude that perceived parental acceptance is associated with the psychological (mal)adjustment of children and adults (Khaleque & Rohner, 2002; Rohner, 2004; Rohner et. al., 2005).

When it comes to the relationship between parental acceptance- rejection and the perceived parental power prestige, these concepts should be understood clearly. The word "power" is used in every family with different definitions. As cited in Wentzel and Feldman (1996), French and Raven (1959) has defined power within the context of family relationships, as an ability to control and influence behavior. *Interpersonal power* is defined in this research as person's ability to influence

opinions and behaviors of others. The differences between authority and power will be explained in a detailed way. Prestige is used as social rewards- signs of social approval, esteem, respect, admiration, or being highly regarded by other members of the group or family (Rohner & Carrasco, 2010).

The differences between the acceptance-rejection and power-prestige perceptions of boys and girls and the possible differential impact on their psychological adjustment will also be explored. The differential impact is supported by some research studies such as Wentzel and Feldman (1996), which found that parent child cohesion had a more consistent relation to adjustment for girls than boys. In the same research, they showed that boys who perceived mothers to have more power than fathers reported significantly more depressive affect.

The results of Wentzel and Feldman (1996) support this aim of the present study stating that:

Children's perceptions of their father love sometimes have developmental implications far beyond those traditionally expected. It is not clear that why the influence of father love may be so great. Emerging evidence, though, suggests that, children's perceptions of differences in their fathers' and mothers' interpersonal power and prestige within the family may influence the degree to which offspring perceive their parents to be accepting as well as influence the level of children's psychological maladjustment. (p.225)

This research aims to make contribution to International Father Acceptance Project (IFARP) with a Turkish sample. Researchers from different countries used the same instruments and methods to arrive at comparable findings. All studies are conducted to understand the differential impact of perceived paternal versus maternal

acceptance on psychological adjustment of offspring in the context of perceived parental interpersonal power and prestige (Carrasco & Rohner, 2011)

The aim of this study is to explore the differential contribution of perceived paternal versus maternal acceptance to the psychological adjustment of Turkish youths under varying conditions of perceived parental power and prestige.

CHAPTER 2

REVIEW OF LITERATURE

This present study aims to understand the relationship between basically three concepts: perceived paternal and maternal acceptance, psychological adjustment and perceived parental power and prestige. The literature review section provides background information to support the theoretical and empirical basis of this study. All concepts are explained from more general to specific.

Parent-Child Relationship in the Context of Warmth Dimension

First of all, it is important to point out those two fundamental points about youths and their families that have not changed very much at all. First, the family remains an extremely important influence on adolescent development. Some of these are the influence on the development of identity, autonomy, and achievement. The second one is regardless of the family's structure or composition- one parent or two, natural or reconstituted, employed mother or unemployed father- having positive and warm family relationships stands out as one of the most powerful predictors and correlates of healthy psychosocial growth during the adolescent years (Steinberg, 1996).

Thousands of research studies for many years have been concluded with a very clear result: “Children everywhere need a specific form of positive response – acceptance- from parents and other primary caregivers. And youths and adults who

perceive rejection from caregivers appear to have a tendency toward behavior problems, and conduct disorders.” (Rohner & Khaleque, 2005).

Parental Acceptance—Rejection Theory is a theory of socialization that aims to predict and explain major antecedents, consequences and other related concepts of parental acceptance and rejection within the worldwide. (Rohner & Khaleque, 2002). Perceived parental acceptance and rejection is reported on the basis of children's and adults' interpretations of major caregivers' behaviors. Individuals make interpretations of parenting based on their own cultural and personal perspectives and this avoids the risk of misinterpreting the meaning of caregivers' behaviors. The congruence between parents' and children's perceptions can be seen as an essential variable for effective parenting from a developmental point of view (Tein, Roosa & Michaels, 1994). The statement claimed by Demo, Small, and Savin-Williams (1987) also confirms the fact that the perceptions of children about parental attitudes and behavior have more impact on children than actual parental attitudes and behavior. Thus, if the parents want the intended consequences of their behavior, they should consider their children's perceptions.

Parental rejection refers to the absence or withdrawal of parental love. Cross-cultural evidence shows that adults and children everywhere experience parental rejection in one or a combination of four major ways (Rohner 1986).

Worldwide research about Parental Acceptance and Rejection theory shows that there are specific explanations of parental rejections;

a. *cold and unaffectionate*, the opposite of being warm and affectionate. Coldness means deficiencies in emotions, eagerness and warmth towards the child. In the

parents' feelings of coldness, they may show lack of affection in their verbal and physical behaviors. Unaffectionate expressions include not hugging, kissing, or giving compliments.

b. *hostile and aggressive*, includes resentful and angry feelings toward the child and psychological and physical aggression in its behavioral indication.

c. *indifferent and neglecting*, refers to a lack of concern for the child. The parent behaviorally ignores the child's physical, emotional and social needs.

d. *undifferentiated rejecting*, means individual believe that their parents do not really care about them or love them (Rohner & Khaleque, 2005).

Parental Acceptance and Rejection can be seen from two perspectives. From the phenomenological perspective, acceptance and rejection can be seen as perceived or subjectively experienced by the individual. From the behavioral perspective, it can be studied as reported by an outside observer. PARTheory researches support the information that is derived by individual's own perceptions. Theory assumes that the outside observer may fail to detect any behavioral indicators of rejection even if the child feels the opposite way (Rohner & Khaleque, 2005). According to Kagan (1978, as cited in Rohner & Khaleque, 2005) parental rejection is not a specific set of actions by parents, but a belief held by the child.

The theory tries to answer questions with three sub theories.

PARTheory's Personality Subtheory: According to PARTheory's personality subtheory, humans have developed biologically-based emotional needs for positive responses such as emotional wish, desire, or yearning for comfort, support, care,

concern, and nurturance from the people most important to them (Rohner & Khaleque, 2005). Children's some needs including love, comfort, nurturance, support, care, and so on can be best satisfied by their parents (Khaleque, 2002; Rohner, 2004; Rohner & Khaleque, 2005). Personality subtheory indicates that, the emotional and psychological status of children depends largely on the quality of the relationship between parents and children. Thus, to shape the personality development of children positively, parents should meet the children's needs for positive response. Otherwise, if parents do not meet this need, children are likely to feel anxious, insecure, and dependent (Rohner, 2004; Rohner & Khaleque, 2005).

According to this theory, aggression or passive aggression, problems with the management of hostility, dependence or defensive independence, impaired self-esteem, impaired self-adequacy, emotional unresponsiveness, emotional instability, and a negative worldview are experienced by children who perceived themselves as rejected depending on the form, frequency, and intensity of rejection (Khaleque, 2002; Rohner, 2004; Rohner & Khaleque, 2005).

PARTheory's Coping Subtheory: The coping subtheory deals with the fact that some children and adults cope more effectively emotionally than others who experienced rejection. "Coper" in PARTheory's coping subtheory refers to *affective copers*, whose emotional and overall mental health is reasonably good despite the rejection that they perceive from their families, versus *instrumental copers* who are performing well in their professions but have psychological problems (Khaleque, 2002; Rohner, 2004; Rohner & Khaleque, 2005).

To understand the coping process, a multivariate model of behavior, which has three elements; self, other and context should be understood. Self-characteristics include not only to mental activities, but also the internal and external characteristics of individuals. Other characteristics refer to the personal and interpersonal characteristics of rejecting parents. The form, frequency, duration, and the severity of rejection are the factors that go with these characteristics. Context characteristics refer to the other significant people in the individual's life, and together with the social-situational characteristics of the person's environment (Rohner, et. al., 2005).

It is important to look for the sources which could be useful for children and adults to cope more effectively emotionally than others who experienced rejection. Therefore, the coping subtheory questions can be examined. In the coping subtheory, these sources are social cognitive capabilities. The level of coping capacities of individuals with rejection is increased by a clearly differentiated sense of self, self-discrimination and the capacity to depersonalize. Self-determined people do not believe fate or chance. They believe that they have control over what happens to them through their effort or personal attributes. Also, individuals who are able to depersonalize do not take the events personally. They are capable of dealing in a more positive way with interpersonal ambiguities (Rohner & Khaleque, 2005).

PARTheory's Sociocultural Systems Subtheory: The PARTheory's sociocultural system searches the reasons for and the effects of parental acceptance-rejection, between individuals and societies. Social institutions like the family structure, systems of defense, economic and political organizations maintain the society. As

sociocultural systems subtheory offers, the formation of any specific behavior of parents is directly affected by the maintenance systems. Also, the mutual interaction between the behavior of parents and children can be seen. Children's personalities develop and their behavior is affected by the parents' accepting-rejecting and other behavior. The quality of children parents' behavior toward them is determined by the personal characteristics and the behavioral dispositions of children (Rohner & Khaleque, 2005).

Children are influenced both by their parental experiences, and by the natural environment in which they live, the maintenance systems of the society, interaction with peers and adults in the society, and the institutionalized expressive systems of their society. The traditions, behaviors, and preferences of religion, art, music, folklore, and symbolic beliefs of the people in the society are institutionalized expressive systems (Rohner & Khaleque, 2005). People reflect their inner worlds and psychological states through the expressive systems. The change in these systems is inevitable because people change through time. According to socio-cultural systems sub-theory, when the expressive systems are created and become united within the socio-cultural systems, the specified fact within the society influence individuals' beliefs, and behaviors (Rohner & Khaleque, 2005). In the societies in which supernatural world is perceived as malevolent (hostile, destructive, unpredictable, and negative), children tend to be rejected. On the other hand, in the societies in which the supernatural world is perceived as benevolent (warm, supportive, protective, and generous, children tend to be accepted (Khaleque, 2002; Rohner & Khaleque, 2005).

In addition, children may face rejection in families which are not supported economically and socially. It is the same for single parent families if they do not have enough social and economic support (Rohner & Khaleque, 2005).

Research on Parental Acceptance-Rejection

A major portion of research on Parental Acceptance is in terms of its impact on the child and a main area of impact has to do with psychological health and adjustment. Parental acceptance or rejection tends to be associated with psychological adjustment or psychological maladjustment. (Khaleque & Rohner, 2002; Rohner, 2004; Rohner & Khaleque, 2005).

Khaleque and Rohner (2002), including 43 research studies between the years 1977 and 2000, conducted a meta-analysis of cross cultural and intracultural studies with a number of 7563 respondents. Their meta-analysis showed that there is a correlation between perceived parental acceptance-rejection and psychological (mal) adjustment as it is suggested in the personality sub-theory (Rohner & Khaleque, 2002).

A large number of cross-cultural, ethnographic case studies, and comparison studies conducted on parent-child relations confirmed that perceived parental acceptance is related with the psychological (mal) adjustment of children and adults (Rohner & Khaleque, 2002; Rohner, 2004; Rohner et. al., 2005).

Rohner (2004) formulated the concept of *parental acceptance-rejection syndrome* by evidence about the universal expressions of acceptance-rejection and the

worldwide psychological effects of perceived acceptance-rejection. This syndrome is composed of two interconnected set of factors. First, the four classes of behavior are warmth/affection, hostility/aggression, indifference/neglect, undifferentiated rejection. They seem to convey the message that the children tend either to be loved or rejected by the parent. Second, the psychological adjustment of children and adults tend to vary with the extent to which individuals perceive themselves to be accepted or rejected by their parents or by the individual most important to them (Rohner, 2004).

Cross-cultural and intracultural studies of parental acceptance-rejection theory showed that parental rejection has been associated with different forms of psychopathology, behavior problems, psychological adjustment problems, substance abuse, attachment disorders, academic problems, psycho physiological reactions, and troubled personal relationships. On the other end of the continuum, parental acceptance has been associated with positive outcomes, such as the development of pro-social behavior in children, positive peer relationships in adolescence and overall psychological well-being in adulthood including happiness, life satisfaction, and low psychological distress (Rohner & Britner, 2002). In addition to these findings, research clearly indicates the existence of the correlation between parental rejection and three other mental health issues: unipolar depression and depressed affect; behavior problems such as conduct disorder, externalizing behaviors, and delinquency; and substance abuse (Rohner & Britner, 2002).

In terms of depression; clinical depression as well as nonclinical depression was found to be related to parental rejection in many countries worldwide. Australia, China, Egypt, Germany, Hungary, Italy, Spain, Sweden, and Turkey are the countries where parental rejection has been related with depression. Additionally, the studies conducted in major ethnic groups in the United States, including Asian-Americans, African-Americans, Mexican-Americans and European-Americans also converge on the same conclusion; the experience of parental rejection in childhood tends to be associated with the development of depressive symptoms in children, adolescents and adults (Rohner & Britner, 2002). The studies that have researched the effect of both maternal and paternal behaviors confirmed that the father's love related behavior is as significant as that of the mother's in the background of depressed adolescents and adults (Rohner & Veneziano, 2000).

In terms of behavioral problems such as, conduct disorders, externalizing behavior, and delinquency, they are seen as the potential correlates of parental rejection. Cross-cultural and intracultural studies conducted in Bahrain, China, Croatia, Egypt, England, Finland, India, Japan, Norway, and Pakistan and among the major ethnic groups of the United States, including African-Americans, Chinese-Americans, Hispanic-Americans, and European-Americans also support the conclusion that parental rejection accounts for the behavioral problems (Rohner & Britner, 2002).

Parental acceptance-rejection and substance abuse are associated worldwide such as in Australia, Canada, England, Finland, Hungary, the Netherlands, and

Sweden. Also, parental rejection is related with substance abuse in major ethnic groups in the U.S., including African-Americans, Asian-Americans, Hispanic-Americans, and European-Americans (Rohner & Britner, 2002).

Lila, Garcia and Gracia (2007) examined the relationship between perceived paternal and maternal acceptance and children's psychological adjustment among 234 children and 234 parental figures in Colombia. It revealed that the children experienced more maternal and paternal acceptance than rejection. Also, the children's self-reported psychological adjustment was positively related to the perceived maternal and paternal acceptance.

Apart from many studies which focused on negative results of parental rejection, there is some research that shows the positive results of parental acceptance like academic achievement. The study which was conducted by Kim and Rohner (2002), with 245 Korean American adolescents, indicated that they perceived both their mothers and fathers to be warm and loving on the average. Adolescents saw their mothers as significantly more controlling than their fathers. However mothers and fathers perceived themselves to be moderate in behavioral control. Moreover, the results of the study indicated that both maternal and paternal acceptance significantly correlated with the academic achievement of the adolescents. In contrast, both maternal and paternal control did not relate to the adolescents' academic achievement.

Overall, in almost all countries children and youth perceive their parents as being more loving and accepting than not, and those who do feel rejected most often than

not have problems of adjustment, and poorer psychological health.(Rohner & Khaleque, 2005).

Research on Parental Acceptance-Rejection in Turkey

Since there are cultural differences between families, it is important to understand the characteristics of Turkish family. In a changing world, Turkey, a country that is in the middle of enormous changes and like most of the other developing countries finds in itself a wide variety of subgroups in terms of ethnicity, socioeconomic differences, etc. Yet some characteristics hold across all the diverse groups as they do for other societies described by Kagitcibasi (1990, 2002) as those with “communal orientation and a culture of relatedness”.

The role of the child is explained by two dimensions, namely the place the child has in the interdependent structure of the family and the sex-role identity as a daughter or son (Kagitcibasi, 2002). In the Turkish family in the study of Value of Children (VOC) Kagitcibasi (1981), found that as the economic value of the child is lost, the psychological value became even more important, thus strengthening and continuing the emotional interdependencies. This is different from typical Western families, again as seen in the VOC studies. In a Turkish family it is stated that there is the existence of close emotional relations among all family members. While the mother provides the physical care-taking of the child, authority, in the Turkish family dominates the fathers’ relationship with children. Sunar and Fisek (2005) caution the reader in terms of the rapid changes in the fabric of social functioning in Turkey

stating that in particular family, relations, still can be characterized as authoritarian, patriarchal and traditional. A continual intimacy between children and parents is reported to exist beyond Western personal limits, with both parents in the Turkish family (Kagitcibasi & Sunar, 2002). It was seen that mothers used more control in their interaction with children, while fathers kept their superior position by interacting more with mothers than children and reached the child through them (Sunar & Fisek, 2005).

Changes affect the family structure. Kagitcibasi (2005) found that the value stressed on obedience is decreasing, and the more desired value is autonomy in Turkish families.

Different from traditional Turkish parents, modern Turkish parents desire a less hierarchical relationship with their children, without a lessening of proximity or interconnectedness (Sunar & Fisek, 2005). While lower and middle social class parents still give importance of obedience and loyalty; upper-class parents are reported to emphasize independence and self-esteem (Sunar & Fisek, 2005).

The socialization process aims to produce children who are obedient rather than independent, thus control and discipline presides. Thus Kagitcibasi (2002) concludes that, overprotection as well as control is normative and so they are not perceived as rejection by Turkish children. It is stated that there is also a continuity of external control between home and school environment. Kagitcibasi's (1996, p.89) suggestion will provide a frame to understand that in the Turkish family new child

rearing practices in Turkey will produce an “autonomous- relational” rather than an independent or interdependent self in the child.

Background of the Parental- Acceptance Research Studies in Turkey is summarized below to show the whole picture.

First parental acceptance-rejection study was conducted by Polat (1988) in Turkey with 120 ten to eleven-year-old children. Results of this study showed that children’s psychological adjustment significantly and moderately correlated with the subcategories of acceptance-rejection, non-warmth ($r = -.44$), aggression-hostility ($r = -.43$), indifference-neglect ($r = -.49$), and undifferentiated rejection ($r = -.43$) for the .001 level.

In a recent study that investigated the relationship of perceived parental acceptance-rejection and psychological adjustment conducted by Erkman (2003) with 1821 children and youth between the ages of ten to eighteen in Turkey. This study concluded that perceived maternal as well as paternal rejection correlated significantly with negative psychological adjustment as assessed by the Personality Assessment Questionnaire (PAQ) ($r = .34$, $r = .33$; $p < .0001$, respectively). Moreover, maternal acceptance correlated highly with paternal acceptance ($r = .63$, $p < .0001$). Perceived maternal and paternal control significantly correlated with the PAQ total ($r = .19$, $r = .16$; $p < .001$). That shows us the correlation of psychological adjustment and perceived parental acceptance in a Turkish sample.

In another study, Erkman (2004) explored the presence and relationship of Turkish parents' self-declared use of physical punishment to self-reported level of rejection. A total of 462 parents, (75.4 % were mothers and 24.6 % were fathers), completed the Turkish forms for the Parental Acceptance-Rejection Questionnaire-Control (PARQ-C) and the Physical Punishment Questionnaire (PPQ). The reliability analyses for the Turkish PARQ-C were analyzed by Cronbach Alpha statistics. The alpha values for the non-warmth, hostility, indifference-neglect, undifferentiated rejection, PARQ total and control subscale were .79, .83, .68, .59, .74 and .69, respectively.

In the same study, both the mothers (Mm=80.65) and fathers (Mf=83.16) perceived themselves on the average as accepting and loving, rather than rejecting. They reported themselves to be firm in their behavioral control (Mm=40.16 and Mf=39.68). However, the study revealed that there were significant differences between the mothers' and fathers' reports on the non-warmth and indifference neglect subscales of PARQ. The mothers perceived themselves to be warmer ($t=-3.21$, $p<.005$) and less rejecting ($t=-4.625$, $p<.0001$) than the fathers.

Erkman (2004) conducted a research to understand the relationship of self-reported physical punishment with self-reported acceptance-rejection by correlation statistics. The study showed that not only harshness and rejection, but also that the harshness and control significantly correlated ($r=.27$; $p<.001$, $r=.16$, $p<.05$), suggesting that the more harsh the parents the more likely they are to be rejecting and controlling. Moreover, the highest correlation was found between harshness and

hostility ($r=.38$, $p<.0001$), followed by undifferentiated rejection and harshness (.20, $p<.005$), and the negative correlation of fairness and rejection ($r=.19$, $p<.05$).

In addition to previous researches, Erkman and Varan (2004) concluded that children in Turkey perceived both their mothers and fathers as being warm and moderately controlling on the average. Also, they reported themselves as being psychologically adjusted. The perceptions of maternal and paternal behavioral control were positively correlated with the psychological adjustment of adolescents ($r=.18$, $r=.16$; $p<.00$). Moreover, the children's psychological adjustment and their perceptions of acceptance by mothers ($r=.33$, $p<.00$) and fathers ($r=.33$, $p<.00$) were correlated.

The relationships of different concepts are examined in parental acceptance-rejection studies. Erkan & Toran (2004) carried out a study with 123 mothers who have children who were five-years-old from the lower socio-economic levels in Diyarbakır, Turkey and their acceptance and rejection behaviors were examined. The study indicated that the mothers who graduated from high school had higher acceptance, whilst the non-literate and literate non-graduate mothers had higher rejection for their children. Moreover, when the age of the mothers increased, their acceptance levels decreased. Also, when both the number of children and the number of the members in the family increased, the mothers' rejection level also increased. The gender of the child was not significantly correlated to the acceptance-rejection level of mothers.

In another study conducted by Yener (2005) with 353 fifth, sixth and seventh grade students, she found that the children perceived their mothers and fathers as

warm and loving and moderately controlling. The mean scores on the subscales of hostility, neglect and undifferentiated rejection were below the cutoff points, implying that children perceived their parents as not hostile, neglectful, and rejecting. In addition, their scores on PAQ suggested that they perceived themselves relatively well psychologically adjusted. In the study, the correlation between maternal and paternal acceptance was found to be at moderate levels ($r=.52$). Also the correlations were at moderate levels between maternal acceptance as well as paternal acceptance and the psychological adjustment of the children ($r=.59$, $r=.52$; $p<.01$).

Çetin (2005) investigated the relationship between maternal and paternal acceptance and the psychological adjustment of eighty-four delinquent and fourtysix non-delinquent adolescents with a total number of 130. The participants mean age was 17.42 ranging from fifteen to twenty years. Overall, both of the groups perceived their mothers and fathers as warm and moderately controlling. In addition, the perceived maternal acceptance as well as paternal acceptance was correlated moderately ($r=.49$, $p<.001$) for the delinquent group and ($r=.43$, $p<.01$) for the nondelinquent group. The correlations between maternal acceptance and psychological adjustment of the delinquent and non-delinquent adolescents were $r=.49$, $r=.57$; $p<.001$. The correlations between paternal acceptance and the psychological adjustment of these two groups were $r=.33$, $p<.01$; $r=.58$, $p<.001$. The correlations showed that they were higher in the non-delinquent adolescents group.

Erkman and Rohner (2006) investigated the relationship between corporal punishment, parental acceptance-rejection, and psychological adjustment with 427 Turkish youths between the ages of ten and eighteen. The study revealed that youth

reported both their mothers and their fathers to be warm and accepting and tended to self-report fair psychological adjustment, on the average. Maternal as well as paternal acceptance was robustly correlated with the youths' psychological adjustment ($r=.50$ and $r=.51$; $p<.001$). The gender and age of youth did not show any differential results and reported punishment was not correlated with youths' psychological adjustment.

Resiliency is another issue that has a relationship with acceptance and rejection. Erkman (2009) explored the relationship of perceived father involvement, perceived parental (maternal and paternal) acceptance with the perceived resiliency of Turkish youth. The sample of the study was 70 university students and they filled out the Perceived Resiliency Form, Father Involvement Schedule and the Parental Acceptance Rejection Questionnaire (PARQ) Short Form, for their fathers and their mothers, along with a demographic form. Results indicated that the correlation between perceived mother acceptance and perceived father acceptance ($r=.50$); perceived mother acceptance and perceived father involvement ($r=.34$); perceived father acceptance and perceived father involvement ($r=.68$) were significant. However, for females no relationship was established between perceived parental (mother and father) acceptance and resiliency; or between perceived father involvement and resiliency, whereas for males the only significant relationship was between perceived father involvement and resiliency.

Psychological Adjustment

There are different definitions of psychological adjustment in the literature. This part summarizes the general perspective of literature and emphasizes the Rohner's definition of psychological adjustment.

Psychological adjustment is the relationship that individuals establish with respect to their environment. It means, psychologically adjusted individuals are in the process of developing their potential for reacting to the environment in a healthy and effective way (Reber, 1995).

Klohn (1993) defines psychological adjustment as the ability to be happy and have a sense of direction and purpose in their life. With more specific words; the capacity for productive work and a sense of competence and environmental mastery; emotional security, self-acceptance, self-knowledge, and a realistic and undistorted perception of oneself, interpersonal adequacy, the capacity for warm and caring in their relationship with others are the signs of psychological adjustment. According to Klohn, unconditional love with at least one parent is one of the basic factors that protect psychological adjustment of children and adolescents.

Psychological adjustment is related with the developmental issues of children as many things in our life. Research studies about psychosocial development of children the emphasis is given to effects of parental behaviors.

There are three important phenomena that make contribution to the youth during adolescence. These are self-perception, perception of others, and receiving feedback in interpersonal experiences (Erikson, 1950).

Rohner(1975), in his Parental Acceptance and Rejection(PARTheory) Personality Theory states that Psychological adjustment composes of seven personality dispositions, which are worldview, independence, emotional responsiveness, self-esteem, self-adequacy, emotional stability and hostility and aggression. According to Rohner, these personality dispositions have highly correlates with the level of parental rejection. These dispositions are in a continuum with positive and negative ends. The lower the degree of parental rejection is the more positive the dispositions are.

Worldview refers to a person's overall evaluation of his/her life, of the universe, of the very essence of existence as being negative or positive. If a person has a positive worldview, he/she sees life as generally good, secure, friendly, happy, and unthreatening. On the other hand, negative worldview brings the thoughts and perspective that the life is bad, insecure, there are many dangers and life is hostile.

Independence refers to freedom from the need or wish for emotional reliance on the other persons, for comfort, guidance, or approval very frequently. On the other end of the continuum, there is dependence. Dependent children always seek response from other people. Independent person does not depend on these positive responses.

Emotionally healthy people also seek for positive responses in their life. The difference between dependent and the independent people is the intensity of the need for positive responses.

Emotional Responsiveness refers to a person's ability to explain his/her emotions comfortably. Emotionally responsive people are comfortable in showing their warmth and affection towards others. Emotionally unresponsive people are emotionally

isolated from others. They are defensive for engaging in emotional relationships with others. It has a healthy degree of being emotionally responsive and unresponsive.

Self-esteem refers to a global emotional belief that individuals think about themselves in terms of their worth and value. If one person likes oneself, perceives that her/himself to be a person of worth and worthy of respect, it can be said that he/she is attained to positive self-esteem. On the other end, one person devalues and disapproves her/himself with a negative self-esteem.

Self-adequacy as the name suggests, feeling oneself self-adequate. It refers to our thoughts and judgments that we make about our own competencies. If person sees her/himself as able to cope with the life in a healthy way, we can say that she/he has positive sense of self-adequacy. Feelings of incompetence, inability to meet daily needs are the signs of negative sense of self-adequacy.

Emotional Stability refers to an individual steadiness of mood. Emotionally stable people can cope with daily stressors. Emotionally unstable people are subject to unexpected frequent mood changes.

Hostility and aggression are two terms to explain. Hostility refers to a feeling of anger, enmity or resentment. Aggression refers to an intention to hurt somebody. In other words; aggression is a behavioral expression of hostility. Quarrelling, sarcasm, humiliating or using physical force are the direct ways of aggression. Temper tantrums, irritability, vindictiveness are the indirect ways of showing aggression.

Khaleque and Rohner (2002) collected all the published and unpublished studies about parental acceptance and psychological adjustment. This meta-analysis support the PARTheory's assumption that the association between perceived

acceptance- rejection and psychological adjustment is likely to be stronger among youths, who continue to be influenced by their parents' love or absence of love on a daily basis than among adults whose relationship becomes remote increasingly by the time. It is difficult to conclude any causal relationship between these two variables because none of the studies are longitudinal or used experimental design. However, there are many studies that strongly support the true relationship between the childhood experience of parental acceptance-rejection and subsequent psychological adjustment in both children and adults.

Parental Power and Prestige

Interpersonal power and prestige is a current research area in the International Father Acceptance Rejection Project (IFARP). International researches are started to make contribution to the understanding of parental power and prestige, they involved in the ongoing IFARP project. Research studies from different countries used the same instruments and methods to make the results comparable. All studies are conducted to understand the differential impact of perceived paternal versus maternal acceptance on psychological adjustment of offspring in the context of perceived parental interpersonal power and prestige (Carrasco & Rohner, 2011)

Before summarizing the research results; definitions of parental power and parental prestige should be given.

Interpersonal power is defined in this research as a person's ability to influence the opinions or behavior of others (Bruins, 1999). Power is different from

authority, appears only through the interaction of two or more individuals.

Individuals acquire interpersonal power within a group (e.g.family), they also gain certain rights over group action that are crucial in determining the outcome of group activity. Authority includes institutional power (Weber, 1947 as cited in Carrasco&Rohner, 2011). Individual acquires authority only by occupying a certain status or position, on the other hand interpersonal power is acquired only through an individual's perceived ability to reward others in certain ways.

Prestige is used here as “social rewards” which are signs of social approval, esteem, respect, admiration, or being highly regarded by other members of the group, or family. The concept of prestige is consistent with Homans' (1961) concept of esteem: "The greater the total reward in expressed social approval a man receives from other members of the group, the higher is the esteem in which they hold him”. According to Homans, power and prestige are usually connected in stable small groups. High power individuals are more likely to be high prestige individuals. Power and prestige are not divided into the family members equally. In other words, none of two members of the group share the same amount of power and prestige. The structure of power and prestige is different from the concept of power-prestige. The second one means that in some stable groups these two separate structures are congruent with each other and accepted as one concept (Carrasco&Rohner, 2011).

Researches that ask the relationship between Parental Acceptance, Psychological Adjustment and the Parental Power Prestige support their hypothesis with the results that children are likely to pay more attention to and also more influenced by whichever parent they perceive to have higher power and/or prestige. It

is expected that children's perceptions of parental acceptance will be affected by these perceptions and as a result children's psychological adjustment. These assumptions are based on the results of the IFARP researches.

Khaleque, Rohner and Shirin (2010) conducted a research with 200 Bangladeshi young adults. They showed that fathers (but not mothers) who were perceived by adult offspring to have most interpersonal power and prestige within the family were also perceived by them to be significantly more accepting than were fathers with less perceived power and prestige. Additionally, fathers who are perceived as the high power and prestige parent have crucially more impact on the psychological adjustment of both girls and boys. On the other hand, children's perceptions of maternal power and prestige do not have an impact on the perceptions of maternal acceptance or self-reported psychological adjustment of children.

In Korea, research showed that high prestige fathers are more likely perceived by adult daughters as being significantly more loving than high prestige mothers (Chyung, 2010). In Croatia, Tkalic (2010) did not find any differences between daughters and sons. Both daughters and sons perceived high power and prestige fathers to be significantly more accepting and/or loving than mothers.

Wentzel and Feldman (1996) states that power differences in both of the parent son relationship were more consistently related to boys' adjustment than to girls.

CHAPTER 3

STATEMENT OF PURPOSE AND RESEARCH QUESTIONS

It is presently being stated that the impact of the father in terms of perceived acceptance, on the psychological adjustment of children in general is greater than the mother figure (Veneziano & Rohner, 1998). It is argued that (Rohner & Veneziano, 2001) this might be at least partially due to the differential power and/ or prestige attributed to the different parent figures, namely father and mother. The present study has been designed to explore this assumption for an adolescent group of Turkish youth.

Thus the main research question is:

Is the psychological adjustment of offspring significantly affected by the relation between relation between perceived paternal versus maternal acceptance and the differential level of perceived interpersonal power and/or prestige of each parent within the family?

Briefly, the aims of this research study are

1. To investigate the relationship among perceived parental acceptance, power and prestige, and children' psychological adjustment.
2. To analyze how the differential perception of parental power and parental prestige, influence the impact of perceived parental acceptance on children's psychological adjustment.

Research Questions;

- Is there a relationship between perceived parental acceptance, power and prestige, and children' psychological adjustment?
- Is there any relationship between the perceived paternal and maternal acceptance and psychological adjustment of children that is affected by the level of perceived interpersonal power and/or prestige of each parent in the family?

CHAPTER 4

METHOD

This chapter includes participants of the study, instruments used in this study, procedure, and design and data analysis of the study.

Participants

The sample of this study consisted of students from private teaching institutions (dershane) in İstanbul. Data was collected on September 2011. Convenience sampling method was used to reach the sample. One criterion was that the participants would be chosen from intact families. It means they have to experience a family life with both parents during their childhood.

For data collection, 340 questionnaires were distributed and 320 questionnaires were collected. Among these questionnaires, 14 were dismissed from this study, because of the missing items. As a result of this, 306 questionnaires were statistically analyzed.

Female participants made up 54.6% of the sample, and 45.1% of the sample were males, as can be seen in Table 1.

Table 1: Distribution of Participants According To Gender

Gender	<i>f</i>	Percent (%)	Cum. Percent
Male	138	45,1	45,2
Female	167	54,6	100
Total	305	99,7	
Missing	1	0,3	
Total	306	100	

Table 2 shows the distribution of participants according to their grades in school.

Among the participants 86.6% were from grade 12, followed by 13.1% from grade 11.

Table 2: Distribution of Participants According to Grade

Grade	<i>f</i>	Percent (%)	Cum. Percent
10	1	0,3	0,3
11	40	13,1	13,4
12	265	86,6	100
Total	306	100	

In terms of their age, the majority, 60.8% of the participants were at the age of 17(see Table 3). While the mean age of the total sample was 17.23 with ranged between 16 - 20. The median was 17, and the mode being 20 and standard deviation 1.66. Table 3 shows the distribution of the participants according to their ages.

Table 3: Distribution of participants according to their age

Age	<i>F</i>	Percent (%)	Cum. Percent
16	30	9,8	9,8
17	186	60,8	70,6
18	80	26,1	96,7
19	9	2,9	99,7
20	1	0,3	100
Total	306	100	

In terms of participants' parental marital status, the majority, 92.5% had intact families. The distribution of parental marital status can be seen in Table 4 with details. In addition to this, 99.7% (n= 305) of participants' mothers are alive, and 98.7% (n=302) of participants' fathers are alive.

Table 4: Marital Status of Participants' Parents

	<i>f</i>	Percent (%)	Cum. Percent
Yes	283	92,5	94
No	18	5,9	100
Missing	5	1,6	
Total	306	100	

In Table 5, parent education levels can be seen. In general, parent education levels are varied from being illiterate to having a doctoral degree. The most frequent level of

education for fathers was university (35%), followed by high school (26.8%), while for mothers' the most frequent educational level was high school (35.9%), followed by university (30.4%).

Table 5: Distribution of Participants' Parent Education Level

	FATHER		MOTHER	
	<i>F</i>	Percent (%)	<i>f</i>	Percent (%)
Illiterate	1	0,3	6	2
Literate	2	0,7	2	0,7
Primary School	30	9,8	30	9,8
Secondary School	21	6,9	23	7,5
High School	82	26,8	110	35,9
University (2 Year)	15	4,9	11	3,6
University	107	35	93	30,4
Master Level	27	8,8	22	7,2
Doctorate	15	4,9	5	1,6
I don't know	5	1,6	3	1
Missing	1	0,3	1	0,3
Total	306	100	306	100

In Table 6, the distribution of participants' number of siblings can be seen, 58.8 % of participants have one sibling, and 22.9% of them have no sibling.

Table 6: Distribution of Participants According to Number of Sibling

Number of sibling	f	Percent (%)
0	70	22,9
1	180	58,8
2	30	9,8
3	13	4,2
4	5	1,6
5	1	0,3
6	1	0,3
9	1	0,3
10	1	0,3
13	2	0,7
Total	306	100

Instruments

Data was collected using a personal data sheet, prepared by Erkman (2011) (see Appendix B) to collect demographic information (gender, age, grade level etc.) and self-report instruments stated below be filled by the students.

All participants responded to Turkish version of the following;

Personal Data Sheet (Kişisel Bilgi Formu): It was developed by Erkman (2011) to gather information concerning participants' demographic characteristics such as age, gender, grade level, parental information (level of education, age, marital status..), and number of siblings.

Parental Acceptance and Rejection Questionnaire (Child PARQ/ Short Form) (Ebeveyn Kabul Red Ölçeği – Kısa Form- EKRÖ): Parental Acceptance Rejection

Questionnaire (PARQ) is a self-report instrument developed by Rohner in 1971. PARQ is designed to measure individual's perceptions of parental acceptance and rejection. There are 3 versions of PARQ, The Adult PARQ assesses adults' perceptions of their mother's or father's treatment of them when they were about seven through twelve years old.; the Parent PARQ asks parents to assess the way they now treat their children; and the Child PARQ asks youths to respond about the way they feel their parents (mother and father) now treat them. All instruments aims to measure the individual's perceptions of the warmth, affection, care, nurturance, support or simply love they received in their family of origin (Rohner and Khaleque, 2005).

Reliability and validity study of Child PARQ was carried out in 1975 by using American Psychological Association's standards for Educational and Psychological Tests. The reliability in terms of internal consistency of the Child PARQ shown by Cronbach Alpha coefficients which are reported between .72 and .90, with a mean value of .82. The convergent and discriminant validity of the Child PARQ, were studied by establishing positive or negative correlations with the Acceptance, Hostile Detachment, and Rejection subscales of Schaefer's Child Report of Parental Behavior Inventory and the Physical Punishment Scale of Bronfenbrenner's Parental Behavior Questionnaire scales. For the child form, the correlations between PARQ and the validation scales ranged from .55 to .83 (Rohner and Khaleque, 2005).

For the Turkish version, the translation study of Parental Acceptance Rejection Questionnaire (Ebeveyn Kabul-Red Ölçeği, EKRÖ) was carried out originally by Polat (1988). It was reported in the reliability studies that the alpha coefficients of the

subscales of PARQ ranged from .76 to .89. The Cronbach alpha coefficient of the total scale was .80 (Polat, 1988).

The construct validity of the Turkish PARQ child form was studied by Erdem and Erkman (1990). Erdem and Erkman (1990) also carried out the internal consistency of the scale and reported that the Cronbach alpha coefficients of the scale were .90 and for the subscales ranged between .78 - .90. It was reported that the test-retest reliability coefficient of the subscales with an interval of two or three weeks ranged between .85 - .90 (Erdem and Erkman, 1990). Factor analysis was used for construct validity and it yielded two factors namely warmth and rejection as in the original study by Rohner (1980).

Erkman (2003) computed the Cronbach Alpha coefficients for subscales of Turkish Parental Acceptance-Rejection Questionnaire (PARQ) Child PARQ-. Erkman reported that the Cronbach Alpha values for the warmth/affection, hostility/aggression, indifference/neglect and the undifferentiated rejection subscales of the mother version were .91, .87, .86, and .81, respectively. The Cronbach Alpha values for the warmth/affection, hostility/aggression, indifference/neglect and the undifferentiated rejection subscales of the father version were .94, .91, .86, and .58, respectively. The Cronbach Alpha values for PARQ Total of the mother and father version were .81 and .85.

The Child PARQ-short form consists of 24 items. The warmth/affection scale on the short form consists of 8 items, the hostility/aggression consists of 6 items, indifference/neglect scales consists of 6 items, and the undifferentiated rejection scale consists of 4 items. The answer format is a four item Likert type scale ranging from 4

= almost always true, 3 = sometimes true, 2 = rarely and 1 = almost never true at all. Only one item (13) is reverse scored in Child PARQ/short form. Scores of the scales of warmth/affection, hostility/aggression, indifference/neglect, and undifferentiated rejection are summed with the entire warmth scale reverse scored to compute the total PARQ score. The questionnaire is keyed in the direction of perceived rejection. The higher the score, the more rejection children tend to experience. Scores range from a low of 24, revealing maximum perceived love and acceptance, to a high of 96, revealing maximum perceived rejection. Scores equal to or above 60 reveal the perception of qualitatively more rejection than acceptance.

The Child PARQ-short form is also created. Therefore there is little information about its validity. But because this form is based on a subsample of items from the long form, the psychometric status is expected to be excellent (Rohner, 2005). The reliability study of the Child PARQ-Short Turkish form was conducted by Yılmaz and Erkman (2008) with a sample of eight, ninth, tenth and eleventh grade students from Istanbul. The reliability in terms of the internal consistency of the Turkish Parental Acceptance-Rejection Questionnaire (PARQ) Child PARQ-short form was established by computing the corrected item-total correlations and the Cronbach Alpha coefficients for subscales of both the mother and father versions. Yılmaz and Erkman reported that the Cronbach Alpha values for the warmth/affection, hostility/aggression, indifference/neglect and the undifferentiated rejection subscales of the mother version were .88, .69, .66, and .53 respectively (See Table 4). The item-total correlations for PARQ Child Short Form Mother Version ranged between .20 (item 11) and .72 (item 22) with a mean value of .57 and the

Cronbach alpha coefficient was .89 (Yılmaz & Erkman, 2008). The Cronbach Alpha values for the warmth/affection, hostility/aggression, indifference/neglect and the undifferentiated rejection subscales of the father version were .88, .66, .70, and .65, respectively. Also, the range of item-total correlations of the Child PARQ-short form father version was from .24 (item 4) to .71 (item 24) with a mean value of .59 and the Cronbach Alpha

Coefficient of the scale was .90. The Pearson product moment correlation was calculated to examine the correlation between Child PARQ-short form mother version and father version and there was a significant correlation between these two forms ($r = .53, p < .01$) (Yılmaz & Erkman, 2008). As a consequence of the study by Yılmaz and Erkman (2008) it can be said that the Turkish Parental Acceptance-Rejection Questionnaire (PARQ) Child Short Form, both mother and father versions are made up of homogenous items that have sufficient internal consistency and these two scales are moderately correlated with each other.

In the present study the Cronbach Alpha values were found to parallel those reported by Yılmaz and Erkman, as shown in Table 7. The Alpha values of present study ranged between .64 - .89 for subscales, and it is .87 for maternal acceptance and .93 for paternal acceptance.

Table 7: Cronbach Alpha Values of PARQ- Child Short Turkish Form in Turkey

PARQ	Yılmaz and Erkman's Study		Present Study Results	
	Results*			
	Children (mean age 15.34)		Children (mean age 17.23)	
	Mother	Father	Mother	Father
Nonwarmth	.88	.88	.86	.89
Hostility	.69	.66	.67	.78
Ind-Neg	.66	.70	.69	.70
Undif-Rej	.53	.65	.64	.76
PARQ Total	.89	.90	.87	.93

* Yılmaz, B. & Erkman, F. (2008) *Understanding Social Anxiety Through Adolescents' Perceptions of Interparental Conflict and Parental Reception*. In F. Erkman (ed.), *Acceptance: The essence of peace* (67-96). Istanbul: Turkish Psychological Association.

Parental Power- Prestige Questionnaire, (3PQ) (Ebeveyn Güç ve Saygınlık Anketi): In the International Father Acceptance Project (IFARP, Rohner, 2008) there are different researchers who tried to understand the parental power prestige and the possible effects on children. They used the previous version of the measure, which includes two items, one for power (Who in your family usually has the best ideas that other family members follow? Your mother or your father?), and one for measuring parental prestige (Who do you personally admire or respect more in your family? Your mother or your father?). According to the answers of participants, they were

divided into four groups; mother high power, father high power, mother high prestige, father high prestige.

According to the feedback from the researchers, Rohner developed a 10 item *Parental Power-Prestige Questionnaire (3PQ)*. Five of the items deal with perceived parental power (i.e., perceived interpersonal power, not to be confused with the concept of authority or other forms of power). Five of the items deal with perceived prestige. Odd numbered (1,3,5,7,9) questions are power questions, such as “Who usually has the best ideas for solving problems?”. And even numbered questions (2,4,6,8) are the prestige questions, such as “Who do you personally hold in higher regard?”. All questions have 5 choices. 1; Mother most often, 2; mother more than father, 3; mother and father exactly the same, 4; father more than mother, 5; father most often. To evaluate the differences between power and prestige, sub-total of the power and prestige questions has to be evaluated separately. Lower levels imply mother has more power or prestige, and higher levels show that father has more power or prestige. According to the results of the participants, they are divided into four groups as mother high power, father high power, mother high prestige, and father high prestige.

This is the first research that 10 Item Parental Power and Prestige Questionnaire (3PQ) were used in Turkey. Original 3PQ was translated into Turkish by a professional translator, and back translated to Turkish to understand whether there is any loss in the meaning. Pilot study of the 3PQ was conducted with 37 university students. To investigate the reliability of the questionnaire, in the pilot study new

version and the previous version of the questionnaires were used. Table 8 summarizes the statistical analysis of pilot study. Coefficient alpha for the 5-item power scale is almost .90 and alpha for the 5-item prestige scale is .75. Additionally, a principal components factor analysis with a Varimax rotation showed the expected two-factor solution. That is, a Prestige factor explained 56% of the variance, and an Interpersonal Power factor explained about 14% of the variance. Together the factors accounted for approximately 70% of the variance.

Table 8: Cronbach Alpha Values of 3PQ- Turkish version

Parental Power Prestige Questionnaire Subscales	Pilot study Results	Present Study Results
Power	.90	.75
Prestige	.75	.78

In the present study, reliability analyses were designed and Cronbach Alpha values for power and prestige are .77 and .78, respectively as shown in Table 8.

To understand the Transliteration Equivalence of the Turkish version of 3PQ, the Turkish and English versions of questionnaire was applied to 40 university students within a week. The English version of the scale was applied to 20 students, and at the same time the Turkish version was applied to another 20 students. After 5 days, the English group filled the Turkish version and the vice versa. The results of transliteration equivalence can be shown in Table 9.

Table 9: Analyses of Transliterated Equivalence for 3PQ Turkish version

	N	r	p	t	M	SD	p
ET3PQ	20				24.45	7.45	0.673
ET3PQTR	20	.809**	P<.01	0.425	25.50	8.17	
TE3PQTR	20				25.25	9.81	0.886
TE3PQ	20	.875**	P<.01	0.145	24.80	9.83	

* $p < .05$; ** $p < .01$. $p < .001$ ***;

In Table 9, the correlations were analyzed between the two groups. First group is shown as ET, in which participants filled out the English version first and then Turkish version. TE is the other group that the participants filled out the Turkish version first and then the English version. As it is expected, it was found that there is a positive relationship between ET3PQ and ET3PQTR. ($r = 0.809$, $n = 20$, $p = < 0.01$). It was found that there is a positive relationship between TE3PQ and TE3PQTR. ($r = 0.875$, $n = 20$, $p = < 0.01$). Additionally, there was no significant difference between ET3PQ and ET3PQTR, $t(38) = 0.425$, $p < .673$, and also there was no significant difference between TE3PQ and TE3PQTR, $t(38) = 0.145$, $p < .886$. As a result, analyses of data showed that transliterated equivalence of Turkish version of Parental Power and Prestige Questionnaire did not reveal any significant difference in related t-test analysis in general.

Personality Assessment Questionnaire (Child PAQ): Kişilik Değerlendirme Ölçeği (KİDO): Personality Assessment Questionnaire was developed by Rohner (1997). It

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

All these seven personality dispositions are one by one measured by subscales of the PAQ. Each subscale contains 6 items, and PAQ totally contains 42 items. Participants choose the best choice to define themselves in terms of the specific questions. Some examples for items are; from the hostility aggression subscale "I have trouble controlling my temper", from the self-adequacy subscale "I feel I cannot do many of the things I try to do". Participants choose the best item that defines them from a 4

point likert scale. 1; almost never true, 2; rarely true, 3; sometimes true, 4; almost always true.

Minimum total score of PAQ is 42, whereas maximum total score is 168. The higher the PAQ score means the poorer the psychological adjustment of the participant.

International PARQ researches showed that PAQ has an excellent reliability and validity. (Rohner & Khaleque, 2005)The Cronbach alpha values for the original PAQ range between .50 and .74, for the total PAQ Cronbach alpha value is .88.

The reliability and validity study of the Turkish version of PAQ was conducted by Azmi Varan in 2003. This study shows that the Turkish version of PAQ is a reliable and valid instrument to assess the psychological adjustment of children and adolescents. 821 girls and 833 boys (Total: 1657) attended the study, their ages between 9 -18. The Internal Consistency of Cronbach Alpha values of the subscales changes between .53 and .80. Internal Consistency value of total scale computed as .86. Erkman (2003) carried out another study for the reliability and the validity of the Turkish version of the PAQ. 1821 children and youth between the ages of 10-14 participated to the study. Cronbach alpha value for the PAQ total was found as .81 ($p < .001$), for the subscales Cronbach alpha values range between .51 and .78. Both studies showed that PAQ is a reliable and valid instrument for assessing the psychological adjustment of Turkish sample.

In the present study, Cronbach Alpha values for the PAQ subscales are ranged between .41 - .74. The Cronbach alpha value of the total scale was .82. Table 10 shows the Cronbach alpha values of subscales in two different studies.

Table 10: Cronbach Alpha Values of Personality Assessment Questionnaire

PAQ	Erkman's study	Present Study Results
Subscales		
Hostility/Aggression	.73	.69
Dependency	.50	.66
Negative Self-Esteem	.64	.44
Negative Self-Adequacy	.70	.74
Emotional Unresponsive	.61	.69
Emotional Instability	.62	.57
Negative Worldview	.78	.41
Total PAQ	.81	.82

* $p < .05$

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

Procedure

Research was presented to the Institutional Ethics Review Board of the Boğaziçi University. Ethics Review Board approved the study (see Appendix F).

For collecting data from a private teaching institution, contact was established with the Coordinator of counseling department of Fen Bilimleri Dershanesi. After getting their permission for data collection, parents were informed by the researcher. The

research was conducted with the help of counseling department of Dershane, counselors administered the questionnaires to the students during a one hour class session. Data was collected from 20 branches of this institution in İstanbul. The order of the given questionnaires, with the personal data sheet presented initially, was determined randomly. A general instruction about the study was given to the participants and they were ensured about the confidentiality of their answers. On the first page of each questionnaire, a brief instruction was written about the purpose of the study.

Design

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

There is one dependent variable that is youth's psychological adjustment, and mainly two independent variables which are adolescents' perception of parental acceptance, and their attributes to power and prestige to their parents.

Data Analysis

For data analysis the SPSS 17.0 (Statistics Packages of Social Sciences) computer program was used for the recent study. The means, standard deviations, frequencies were computed for descriptive analysis. Mean differences were analyzed by ANOVA and Correlation Matrix.

At the beginning of the data analysis, descriptive statistics were used in order to find out general demographic characteristics of the sample. The proposed hypotheses were tested by conducting hierarchical regression analyses. To determine the contribution of paternal and maternal acceptance to children's psychological adjustment according to the level of perceived power and prestige to them, hierarchical (sequential) regression analyses were used. The variables were entered the regression equation one at a time, the order determined in advance by the researcher (Keith, 2006). By the help of hierarchical regression, instead of focusing regression coefficients, often focused on the change in R^2 to determine whether a variable is important and to test the statistical significance of each variable in the equation.

Prior to regression analyses, correlation matrixes of the independent variables were examined to check whether colinearity among them exists. Age and gender as demographic variables of the study were first entered into the regression equation as a block in order to control their effect on the perceived parental acceptance and parental power and prestige. In the second model, perceived maternal and paternal rejection, and parental power and parental prestige were entered into the regression model.

CHAPTER 5

RESULTS

This chapter includes results of the data analysis related to variables and research questions of this study. First of all, descriptive findings of the variables in terms of means values and standard deviations, ANOVA results are presented. Correlation matrix is formed and it is followed by the results according to the research questions.

Descriptive Analysis of Variables

Before analyzing the participants' results, when, on each participant's answer sheets, missing items for each tool were less than 10% then the mean was calculated for each subscale and missing item scores were replaced with the mean value which was treated as complete data, when there was more than 10% missing items in a participants data, these participants were eliminated. As a result, 306 participants' data were analyzed for this study.

Descriptive Statistics of the Parental Acceptance and Rejection Questionnaires

Perceived parental acceptance and rejection was assessed by the Parental Acceptance-Rejection Questionnaire- Child (PARQ-Child Form). The mean score of perceived maternal rejection for the total sample was 34.83 with a standard deviation value of 10.6(n=306), while the mean score of perceived paternal rejection for the total sample

was 37.85 with a standard deviation value of 12.9 (n=306). In Table 11; the mean, standard deviations according to gender can be seen.

Table 11: Means and Standard Deviations of the Perceived Parental Acceptance-Rejection

Variable	MOTHER			Variable	FATHER		
		M	SD			M	SD
Non-Warmth	Boys	13.09	4.8	Non-Warmth	Boys	14.96	5.9
	Girls	12.07	4.7		Girls	13.70	5.7
	Total	12.53	4.8		Total	14.27	5.8
Hostility/Aggression	Boys	8.30	2.8	Hostility/Aggression	Boys	8.28	3.1
	Girls	7.91	2.4		Girls	7.80	3.1
	Total	8.08	2.6		Total	8.02	3.1
Indifference/Neglect	Boys	9.32	3.4	Indifference/Neglect	Boys	10.46	3.7
	Girls	8.49	2.6		Girls	9.80	3.5
	Total	8.86	3.0		Total	10.10	3.6
Undifferentiated Rejection	Boys	5.55	2.3	Undifferentiated Rejection	Boys	5.56	2.7
	Girls	5,19	1.7		Girls	5.40	2.3
	Total	5.36	2.1		Total	5.47	2.5
TOTAL PARQ	Boys	36.22		TOTAL PARQ	Boys	39.20	
	Girls	33.67			Girls	36.73	
	Total	34.83	10.6		Total	37.85	12.9

The results of the current study showed that the mean scores of the children for perceived maternal and paternal acceptance were in the normal range, implying that children experience much more maternal and paternal love than rejection in Turkey. Only 2.6% of the participants in perceiving their mothers and 9.2% of the youth in perceiving their fathers, scored above the midpoint of 60: indicating that they

experience more rejection than acceptance. The descriptive values in terms of means and SD values for the subscales of PARQ can be seen in Table 11.

Differences in the PARQ Subscores by the Gender Variable

Analysis of Variance (ANOVA) was applied in order to see whether the PARQ total and subscores are significantly differed according to the gender. For this aim, a one-way independent subjects ANOVA was conducted to compare the effect of gender on hostility subscale of the PARQ for the mothers. The results are presented in the Table 12. Perceived rejection from mothers was statistically differentiated between boys and girls, [$F(1,304) = 4.583, p < .05$], with boys ($M=36.22$) perceiving higher rejection than girls ($M= 34.83$), there was no statistically significant difference between boys and girls in terms of perceived hostility/aggression from their mothers, [$F(1,304) = 1.668, p > .05$], nor in terms of undifferentiated rejection from their mothers, [$F(1,304) = 2.351, p > .05$]. The only significant difference was found between the perception of boys and girls was in terms of indifference/neglect, [$F(1,304) = 5.622, p < .05$], with boys ($M=9.32$) perceiving higher indifference and neglect from their mothers compared to girls ($M=8.49$), from their mothers.

ANOVA analyses were repeated for PARQ father questionnaire, as can be seen in Table 12. There was no statistically significant difference between genders in the perception of total rejection or the subcategories from their fathers, [$F(1,304) = 2.967, p < .10$]. Yet, the overall perception of rejection from fathers [$F(1,304) =$

3.499, $p > .05$] came close to to significance level. Thus, the results show that, boys tend to perceive non-warmth more than the girls from both parents.

Table 12: ANOVA Results of Perceived Parental Acceptance and Rejection Questionnaire's Subscales According to Gender

MOTHER		SS	Df	MS	F
Non-Warmth	Between Groups	78.975	1	78.975	3.411
	Within Groups	7014.913	303	23.152	
	Total	7093.889	304		
Hostility/Aggression	Between Groups	11.74	1	11.74	1.668
	Within Groups	2132.87	303	7.039	
	Total	2144.61	304		
Indifference/Neglect	Between Groups	52.691	1	52.691	5.622
	Within Groups	2840.063	303	9.373	
	Total	2892.754	304		
Undifferentiated Rejection	Between Groups	9.813	1	9.813	2.351
	Within Groups	1264.515	303	4.173	
	Total	1274.328	304		
TotalPARQ	Between Groups	515.496	1	515.496	4.583
	Within Groups	34082.86	303	112.485	
	Total	34598.36	304		
FATHER		SS	Df	MS	F
Non-Warmth/ Affection	Between Groups	119.424	1	119.424	3.499
	Within Groups	10341.442	303	34.13	
	Total	10460.866	304		
Hostility/Aggression	Between Groups	17.516	1	17.516	1.762
	Within Groups	3012.274	303	9.941	
	Total	3029.79	304		
Indifference/Neglect	Between Groups	32.456	1	32.456	2.467
	Within Groups	3986.187	303	13.156	

Undifferentiated Rejection	Total	4018.643	304		
	Between Groups	1.887	1	1.887	0.297
	Within Groups	1926.224	303	6.357	
TotalPARQ	Total	1928.111	304		
	Between Groups	492.131	1	492.131	2.967
	Within Groups	50256.85	303	165.864	
	Total	50748.98	304		

* $p < .05$

Descriptive Statistics of the Personality Assessment Questionnaires

The psychological adjustment of the sample was measured by the Personality Assessment Questionnaire- Child Form (Child PAQ). As shown in Table 13, the mean score for the total sample was 94.33 (SD: 12.0) which is perception of overall well-adjustment. Nevertheless, 18.1% of the youth perceived scores were above the midpoint of 105, inferring that they perceived themselves to be less psychologically adjusted.

Table 13: Means and Standard Deviations of the Perceived Psychological Adjustment

Variable	N: 306	M	SD
Hostility/Aggression	Boys	12.71	3.3
	Girls	12.76	3.3
	Total	12.74	3.3
Dependency	Boys	14.07	3.6
	Girls	16.85	3.3
	Total	15.59	3.7
Negative Self-Esteem	Boys	14.72	2.3
	Girls	14.38	2.5

	Total	14.54	2.4
Negative Self Adequacy	Boys	10.76	3.3
	Girls	10.4	3.3
	Total	10.58	3.3
Emotional Unresponsive	Boys	13.94	3.1
	Girls	13.39	3.2
	Total	13.64	3.2
Emotional Instability	Boys	13.93	3.1
	Girls	14.91	2.8
	Total	14.46	2.9
Negative Worldview	Boys	13.01	2.5
	Girls	12.46	2.6
	Total	12.71	2.6
TOTAL PAQ		94.33	12.0

The youth on average perceived themselves as being psychologically well-adjusted.

The children received the highest scores on the two subscales of the PAQ:

dependency and negative self-esteem, this shows that they perceive themselves as being more dependent and have negative self-esteem. Since, negative self-esteem and dependency scores are just a bit higher than the other subscale scores; it does not appear as an extreme difference.

Differences in the Personality Assessment Questionnaire and Subscores by Gender

Personality Assessment Questionnaire Child Form asks respondents to reflect on their personality dispositions. Analysis of Variance (ANOVA) was applied in order to see whether the youth perceived themselves differently according to gender. The results are presented in Table 14. According to the results, there were no statistically significant difference between boys and girls in the total maladjustment [$F(1,304) = 2.170, p > .05$]. Also there was no significant difference between genders in

hostility/aggression for the participants, [F (1,304) = 0.022, p > .05], on negative self-esteem, [F(1,304) = 1.419, p > .05], nor on negative self-adequacy, [F(1,304) = 0.739, p > .05].

There was a highly statistically significant difference between boys and girls on their perception of themselves in terms of dependency, [F (1,304) = 47.817, p < .0001]. The mean score of boys (M=14.07) were lower than that of the girls (M=16.85), in other words girls perceived themselves to be more dependent than boys. Similar to dependency subscale, there was a statistically significant difference according to gender on emotional instability subscale, [F (1,304) = 8.288, p < .01].

Girls perceiving themselves to be more emotionally unstable (M=14.91) than boys (M=13.93). Even though, no statistically significant difference was found in terms of negative worldview, it came close to significance level, [F (1,304)=3.237, p<.05] and boys (M=13.01) having a tendency of having a more negative worldview or in other words being slightly more pessimistic than girls (M=12.46).

Table 14: ANOVA Results of Personality Assessment Questionnaire According to Gender

		SS	df	MS	F
Hostility/Aggression	Between Groups	0.24	1	0.24	0.022
	Within Groups	3336.2	303	11.011	
	Total	3336.5	304		
Dependency	Between Groups	580.0	1	580.016	47.817***
	Within Groups	3675.3	303	12.13	
	Total	4255.3	304		

Negative Self-Esteem	Between Groups	8.50	1	8.501	1.419
	Within Groups	1815.23	303	5.991	
	Total	1823.73	304		
Negative Self-Adequacy	Between Groups	8.278	1	8.278	0.739
	Within Groups	3393.67	303	11.2	
	Total	3401.948	304		
Emotional Unresponsive	Between Groups	23.196	1	23.196	2.244
	Within Groups	3132.561	303	10.338	
	Total	3155.757	304		
Emotional Instability	Between Groups	71.888	1	71.888	8.288**
	Within Groups	2628.066	303	8.673	
	Total	2699.954	304		
Negative Worldview	Between Groups	22.644	1	22.644	3.237
	Within Groups	2119.54	303	6.995	
	Total	2142.184	304		
TOTAL PAQ	Between Groups	312.732	1	312.732	2.170
	Within Groups	43652.711	303	144.068	
	Total	43965.443	304		

* $p < .05$; ** $p < .01$; *** $p < .001$.

Descriptive Statistics of the Parental Power and Prestige Questionnaires

As shown in Table 15, for the total sample the mean score of Power was 13.79 with a standard deviation value of 4.3, and for Prestige the mean was 14.93 with a standard deviation value of 3.7.

Table 15: Means and Standard Deviations of the Subscale Scores of Parental Power and Prestige Questionnaire

Variable		M	SD
Power	Boys	14.89	3.8
	Girls	12.89	4.5
	Total	13.79	4.3
Prestige	Boys	15.47	3.5
	Girls	14.48	3.9
	Total	14.93	3.7

Differences in the 3PQ Scores by the Gender Variable

Analysis of Variance (ANOVA) was applied in order to see whether the 3PQ scale scores are significantly differed according to gender. For this aim, a one-way independent subjects ANOVA was conducted to compare the effect of gender on power scores of 3PQ Scale for the participants. The results are presented in the Table 16. According to the results, there was a statistically significant difference between boys and girls in the power subscale, [$F(1,304) = 16.373, p < .001$]. The mean score for boys ($M=14.89$) was higher than girls ($M=12.89$). It means boys attribute power to their fathers more than the girls do.

Another one-way independent subjects ANOVA was conducted to compare the effect of gender on prestige scores of 3PQ. The results are presented in the Table 16. According to the results, there was a statistically significant effect of gender on prestige subscale scores for the participants, [$F(1,304) = 5.186, p < .05$]. The mean

score of boys ($m=15.47$) was higher than girls ($m=14.48$), thus suggesting that boys attribute more prestige to their fathers than to their mothers.

In general, boys have a tendency to attribute power and prestige to their fathers, than girls.

Table 16: ANOVA Results of Parental Power and Prestige According to Gender

		SS	df	MS	F
Power	Between Groups	298.861	1	298.861	16.373***
	Within Groups	5475.818	300	18.253	
	Total	5774.679	301		
Prestige	Between Groups	72.181	1	72.181	5.186*
	Within Groups	4175.358	300	13.918	
	Total	4247.54	301		

The Relationship among the Subscales of PAQ

To understand the Psychological Adjustment of Children, Personality Assessment Questionnaire was used in this study. The relationship between the subscales of Personality Assessment Questionnaire is shown in Table 17. Hostility and Aggression subscale is correlated with negative self-adequacy, emotional unresponsive, emotional instability and negative worldview subscales positively. Dependency subscale is negatively correlated with negative self-esteem, and emotional unresponsive subscales. The Negative Self-Esteem subscale is positively correlated with negative self-adequacy, and emotional unresponsive subscales.

Table 17: The Correlation Matrix of Personality Assessment Questionnaire

	Hostility/ Aggression	Depen dency	Negative Self Esteem	Negative Self Adequacy	Emotion al Unrespo nsive	Emotional Instability	Negative Worldvie w
Hostility/ Aggression	1	0.103	0.067	0.313**	0.214**	0.485**	0.434**
Dependenc y		1	-0.244**	0.084	-0.192**	0.273**	0.128*
Negative Self Esteem			1	0.225**	0.293**	0.032	-0.004
Negative Self Adequacy				1	0.299**	0.386**	0.418**
Emotional Unresponsi ve					1	0.125*	0.189**
Emotional Instability						1	0.355**
Negative Worldview							1

* $p < .05$; ** $p < .01$; *** $p < .001$.

Results According to Research Questions

Research Question 1: Is there any relationship between perceived parental acceptance, power and prestige, and children' psychological adjustment?

Pearson's r correlation coefficient was computed among the perceived parental acceptance and rejection, psychological adjustment of the youth, attribution of parental Power and parental Prestige. The results are summarized in Table 18. According to the results it was found that there is a positive relationship between perceived mother rejection and perceived father rejection ($r = 0.586, p = < 0.01$) as can be seen in Table 18. It means that while the perceived rejection from one of the parent increases, perceived rejection from the other parent is also increases. Another result shows that there is a positive relationship between the perceived mother rejection and perception of maladjustment ($r = 0.364, p = < 0.01$). This reveals that if perceived rejection from mother increases the level of psychological adjustment decreases. Another positive correlation that was seen between mother rejection and attribution of power to father ($r = 0.149, p = < 0.01$) and attribution of prestige to father ($r = 0.150, p = < 0.01$). That shows us, that if a mother rejects her child, this child attributes power and prestige to the father.

As to the perceived paternal rejection, the results show that, there is a positive relationship between perceived father rejection and perceived maladjustment ($r = 0.391, p = < 0.01$). In other words, if a child perceives rejection from his/her father,

the psychological adjustment of the child decreases. There is a negative relationship between perceived father rejection and attribution of Prestige ($r = 0.163$, $p < 0.01$). It shows that, if perception of rejection from father increases, the child sees her mother more prestigious than her father.

Table 18 also shows that there is a positive relationship between Parental Prestige and Parental Power ($r = 0.646$, $p < 0.01$). Actually, they are two different concepts in the child's perception but they are highly correlated with each other. It is important to note that, the correlation between Parental Power and Prestige is .64, and it prevents these two concepts from a colinearity problem because the correlation between them is not higher than .75.

Table 18: The Correlation Matrix for Perceived Parental Acceptance-Rejection, Psychological Adjustment and Parental Power and Prestige

	PARQ Mother	PARQ Father	PAQ	POWER	PRESTIGE
PARQ Mother	1	0.586**	0.364**	0.149**	0.150**
PARQ Father		1	0.391**	-0.066	-0.163**
PAQ			1	-0.015	-0.047
POWER				1	0.646**
PRESTIGE					1

* $p < .05$; ** $p < .01$; *** $p < .001$.

Research Question 2: Is there any relationship between the perceived paternal and maternal acceptance and psychological adjustment of children affected by the level of perceived interpersonal power and/or prestige of each parent in the family?

A three step hierarchical multiple regression analyses were conducted to answer the second research question. The order of variables in entering the model is explained below.

Block 1;

In the regression tables, regression coefficients (b), their t statistics, R^2 change, and F change after each step of the regression were summarized. Standardized Beta coefficients give a measure of the contribution of each variable to the model. A large value indicates that a unit change in this variable has a large effect on the dependent variable.

Table 19 shows the first model which includes age in years, and gender of the participants as independent variables, and psychological adjustment of the youth as dependent variable. The overall regression model was significant in explaining 2% ($r^2=.20$) of variance in youth's psychological adjustment, the total significance level of this model is $p=.045$. Contribution of age was significant in this model ($p=.032$, $p<.05$), gender was not significant. [$F(2,301) = 3.126$, $p<.05$, $R^2 = .014$].

Block 2;

In the second block, perceived rejection from mother, perceived rejection from father, parental power, and parental prestige were entered to the model. The model as a whole was significant. Significance level of the model was ($p=.00$, $p<.05$), and explains 21.80 % of the variance in psychological adjustment. After the effect of age and gender were removed, perceived rejection from mother, perceived rejection from father, parental power, and parental prestige were explains an additional 19.8% of variance of psychological adjustment of youth, this is a statistically significant contribution. The unique contributions of perceived rejection from mother ($p=.000$) and father ($p=.000$) were significant, [$F(6,301) = 13.754$, $p<.05$, $R^2 = .203$]. Neither parental power nor parental prestige made a unique contribution in explaining the variance of psychological adjustment. The second model was summarized in Table 19.

Block 3;

To understand the interaction effect between perceived acceptance and rejection from both parents and parental power and prestige in explaining psychological adjustment of youth, interaction terms were added to the model in the third block.

In the third block, 4 different interactions between perceived maternal rejection and parental power (PARQM x Power), perceived paternal rejection and parental power (PARQF x Power), perceived paternal rejection and parental prestige (PARQF x Prestige), and perceived maternal rejection and parental prestige (PARQM x Prestige) were entered the regression, separately.

- At first, the interactions of maternal rejection and parental power were analyzed.

At the beginning, age, gender, perceived rejection from mother, perceived rejection from father, parental power, and parental prestige, and the interaction between maternal rejection and power were entered the regression. As Table 19 showed that, the regression was explaining additional 0.1% of the variance of psychological adjustment which was not changes the F value in a significant level.

Table 19: Model Summary

Model	R	R ²	Adjusted R ²	SE of the Est.	R ² Change	Change Statistics			Sig. F Change
						F	df1	df2	
1	.143a	0.02	0.014	11.8522	0.02	3.12	2	299	0.045*
2	.468b	0.219	0.203	10.6575	0.198	18.69	4	295	0.000*
3	.468c	0.219	0.201	10.6705	0.001	0.28	1	294	0.597

* $p < .05$; ** $p < .01$; *** $p < .001$,

a. Predictors: (Constant), gender, Age, b. Predictors: (Constant), gender, Age, TotalF, TotalPrestige, TotalM, TotalPower, c. Predictors: (Constant), gender, Age, TotalF, TotalPrestige, TotalM, TotalPower, parqM X power

Table 20 shows the ANOVA results, as to the results the overall model was significant [$F(7,301) = 11.80, p < .05, R^2 = .001$].

Table 20: Analysis of variance results of Regression Model

Model		SS	df	MS	F
1	Regression	878.203	2	439.10	3.12*
	Residual	42002	299	140.47	
	Total	42880.2	301		
2	Regression	9373.52	6	1562.25	13.75*
	Residual	33506.7	295	113.58	
	Total	42880.2	301		
3	Regression	9405.4	7	1343.63	11.801*
	Residual	33474.8	294	113.86	
	Total	42880.2	301		

* $p < .05$; ** $p < .01$; *** $p < .001$, a. Predictors: (Constant), gender, Age, b. Predictors: (Constant), gender, Age, TotalF, TotalPrestige, TotalM, TotalPower, c. Predictors: (Constant), gender, Age, TotalF, TotalPrestige, TotalM, TotalPower, parqMXpower, d. Dependent Variable: totalpaq

Table 21 shows the coefficients of variables. Age, gender, perceived maternal and paternal rejection have unique significant contribution to the relationship. Although neither parental power, nor parental prestige, and the interaction of maternal rejection and power were not made unique contribution in explaining the variance of psychological adjustment.

Table 21: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	t
1	(Constant)	55.414	17.595		3.149*
	Age	2.192	1.016	.124	2.158*
	gender	1.992	1.376	.083	1.448
2	(Constant)	34.816	16.323		2.133*
	Age	2.343	.918	.133	2.552*
	gender	3.386	1.282	.141	2.641*
	PARQM	.285	.075	.255	3.800*
	PARQ F	.225	.062	.244	3.620*
	Power	.088	.188	.032	.471
	Prestige	-.164	.222	-.052	-.736
3	(Constant)	30.620	18.166		1.686
	Age	2.400	.925	.136	2.593*
	gender	3.491	1.299	.146	2.688*
	PARQM	.365	.170	.328	2.154*
	PARQF	.229	.063	.249	3.654*
	Power	.320	.476	.117	.672
	Prestige	-.169	.223	-.053	-.760
	PARQM X Power	-.006	.011	-.122	-.529

* $p < .05$

- Interaction of *paternal rejection and parental power* were analyzed.

As a second analysis, age, gender, perceived rejection from mother, perceived rejection from father, parental power, and parental prestige, and the interaction between perceived paternal rejection and power were entered the regression. In Table 22, model 3 shows the results of the analysis. Results showed that, the model as a whole was significant, and explains 22.6% of the variance in psychological adjustment. The unique contribution of this block to the model is additional 0.8% which was not changes the F value in a significant level.

Tablo 22: Model Summary

Model	R	R ²	Adjusted R ²	SE of the Est.	R ² Change	F Change	df1	df2	Sig. F Change
1	.143a	0.02	0.014	11.85221	0.02		2	299	0.045*
2	.468b	0.219	0.203	10.65748	0.198	18.699	4	295	0.000*
3	.476c	0.226	0.208	10.62237	0.008	2.953	1	294	0.087

* $p < .05$; ** $p < .01$; *** $p < .001$, a. Predictors: (Constant), gender, Age, b. Predictors: (Constant), gender, Age, TotalF, TotalPrestige, TotalM, TotalPower, c. Predictors: (Constant), gender, Age, TotalF, TotalPrestige, TotalM, TotalPower, *parqFXpower*

In Table 23, ANOVA results of the third block can be seen. The overall model was statistically significant [F(7,301) = 12.289, $p=.000$].

Table 23: Analysis of Variance Results of Regression

Model		SS	df	MS	F
1	Regression	878.2	2	439.102	3.126*
	Residual	42002	299	140.475	
	Total	42880	301		
2	Regression	9374	6	1562.254	13.754*
	Residual	33507	295	113.582	
	Total	42880	301		
3	Regression	9707	7	1386.678	12.289*
	Residual	33173	294	112.835	
	Total	42880	301		

* $p < .05$; ** $p < .01$; *** $p < .001$, a. Predictors: (Constant), gender, Age ,b. Predictors: (Constant), gender, Age, TotalF, TotalPrestige, TotalM, TotalPower, c. Predictors: (Constant), gender, Age, TotalF, TotalPrestige, TotalM, TotalPower, parqFXpower, d. Dependent Variable: totalpaq

Table 24 shows the unique contributions of variables entered in the third block. Age, gender, perceived maternal rejection, parental prestige, and the interaction terms were significant.

Table 24: Coefficients

	Unstandardized Coefficients		Standardized Coefficients	
	B	Std. Error	Beta	t
1 (Constant)	55,414	17,595		3,149
Age	2,192	1,016	,124	2,158
gender	1,992	1,376	,083	1,448
2 (Constant)	34,816	16,323		2,133
Age	2,343	,918	,133	2,552
gender	3,386	1,282	,141	2,641
TotalM	,285	,075	,255	3,800
TotalF	,225	,062	,244	3,620
TotalPower	,088	,188	,032	,471
TotalPrestige	-,164	,222	-,052	-,736
3 (Constant)	56,487	18,236		3,098
Age	2,181	,912	,123	2,393*
gender	3,502	1,271	,146	2,755*
TotalM	,283	,074	,254	3,812*
TotalF	-,221	,184	-,239	-1,200
TotalPower	,087	,186	,032	,465
TotalPrestige	-1,421	,536	-,447	-2,649*
parqFXprestige	,030	,012	,590	2,571*

*Dependent variable: PAQ

To understand the interaction effects of parental rejection and parental prestige, two different regression analyses were conducted.

- Interactions of *perceived paternal rejection and parental prestige* were analyzed.

At first, age, gender, perceived rejection from mother, perceived rejection from father, parental power, and parental prestige, and the interaction between perceived paternal rejection and parental prestige were entered the model. Model 3, in Table 25 and Table 26 summarized the results of regression analyses. Results showed that, the model as a whole was significant, and explains 23.7 % of the variance in psychological adjustment. The significant increase in R^2 change indicates an interaction between these two terms, R^2 change in this block was 1.7% and statistically significant in explaining the variance of psychological adjustment. In other words, by the addition of interaction between perceived paternal rejection and parental prestige, there was significant change in the model.

Table 25: Model Summary

Model	R	R ²	Adjusted R ²	SE of the Est.	R ² Change	F Change	Change Statistics		
							df1	df2	Sig. F Change
1	.143a	0.02	0.014	11.85221	0.02	3.126	2	299	0.045
2	.468b	0.219	0.203	10.65748	0.198	18.699	4	295	0.000
3	.486c	0.236	0.218	10.55758	0.017	6.609	1	294	0.011

* $p < .05$; ** $p < .01$; *** $p < .001$, a. Predictors: (Constant), gender, Age, b. Predictors: (Constant), gender, Age, TotalF, TotalPrestige, TotalM, TotalPower, c. Predictors: (Constant), gender, Age, TotalF, TotalPrestige, TotalM, TotalPower, parqFXprestige

The overall model was significant [F(7,301)=12.958, p<.05] in explaining the variance of psychological adjustment, as can be seen in Table 26.

Table 26: ANOVA Results of PARQF X Prestige

Model		SS	df	MS	F
1	Regression	878.2	2	439.102	3.126*
	Residual	42002	299	140.475	
	Total	42880	301		
2	Regression	9373.5	6	1562.254	13.754*
	Residual	33507	295	113.582	
	Total	42880	301		
3	Regression	10110	7	1444.313	12.958*
	Residual	32770	294	111.463	
	Total	42880	301		

* $p < .05$; ** $p < .01$; *** $p < .001$, a. Predictors: (Constant), gender, Age, b. Predictors: (Constant), gender, Age, TotalF, TotalPrestige, TotalM, TotalPower, c. Predictors: (Constant), gender, Age, TotalF, TotalPrestige, TotalM, TotalPower, parqFXprestige, d. Dependent Variable: totalpaq

- Interactions of maternal rejection and parental prestige were analyzed.

Age, gender, perceived rejection from mother, perceived rejection from father, parental power, and parental prestige, and the interaction between perceived maternal rejection and parental prestige were entered the model. Model 3, in Table 27 and Table 28 summarized the results of regression analyses. Results showed that, the model as a whole was significant, and explains 23 % of the variance in psychological adjustment. The significant increase in R^2 change indicates an interaction between

these two terms, R^2 change in this block was 1.2% and statistically significant in explaining the variance of psychological adjustment. In other words, by the addition of interaction between perceived maternal rejection and parental prestige, there was significant change in the model.

Tablo 27: Regression Results

Model	R	R ²	Adjusted R ²	SE of the Est.	R ² Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.143a	0.02	0.014	11.85221	0.02	3.126	2	299	0.045
2	.468b	0.219	0.203	10.65748	0.198	18.699	4	295	0.00
3	.481c	0.231	0.213	10.59089	0.012	4.721	1	294	0,031

* $p < .05$; ** $p < .01$; *** $p < .001$, a. Predictors: (Constant), gender, Age, b. Predictors: (Constant), gender, Age, TotalF, TotalPrestige, TotalM, TotalPower, c. Predictors: (Constant), gender, Age, TotalF, TotalPrestige, TotalM, TotalPower, parqM X prestige

As Table 28 shown above, third block is statistically significant in explaining the psychological adjustment of youth [$F(7,301)=12.613$, $p<.05$].

Table 28: ANOVA Results

Model		SS	df	MS	F
1	Regression	878.2	2	439.102	3.126
	Residual	42002	299	140.475	
	Total	42880	301		
2	Regression	9374	6	1562.254	13.754
	Residual	33507	295	113.582	
	Total	42880	301		

3	Regression	9903	7	1414.727	12.613*
	Residual	32977	294	112.167	
	Total	42880	301		

* $p < .05$; ** $p < .01$; *** $p < .001$, a. Predictors: (Constant), gender, Age, b. Predictors: (Constant), gender, Age, TotalF, TotalPrestige, TotalM, TotalPower, c. Predictors: (Constant), gender, Age, TotalF, TotalPrestige, TotalM, TotalPower, parqMXprestige, d. Dependent Variable: totalpaq

Table 29 shows the unique contributions of each variable. Age, gender, perceived paternal rejection, parental prestige, and the interaction terms have a unique contribution to the significance of the block.

Table 29 : Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	t
1	(Constant)	55,414	17,595		3,149
	Age	2,192	1,016	,124	2,158
	gender	1,992	1,376	,083	1,448
2	(Constant)	34,816	16,323		2,133
	Age	2,343	,918	,133	2,552
	gender	3,386	1,282	,141	2,641
	TotalM	,285	,075	,255	3,800
	TotalF	,225	,062	,244	3,620
	TotalPower	,088	,188	,032	,471
	TotalPrestige	-,164	,222	-,052	-,736
3	(Constant)	53,780	18,420		2,920
	Age	2,201	,915	,125	2,406*

gender	3,066	1,283	,128	2,391*
TotalM	-,163	,219	-,147	-,745
TotalF	,228	,062	,247	3,689*
TotalPower	,111	,187	,041	,596
TotalPrestige	-1,244	,544	-,392	-2,286*
parqMXprestige	,028	,013	,568	2,173*

In figure 1, the interaction between perceived maternal rejection and parental prestige is shown according to the groups that attributes high prestige to father or high prestige to mother. Axis X represents the maternal acceptance and rejection, Axis Y represents the psychological adjustment of youth. As understood from the regression lines, when the child attributes prestige to both parent, effect of maternal rejection increases in explaining psychological adjustment. While attribution of prestige to fathers has accounted for 24.6% of the variance in the psychological adjustment of youth. ($R^2 = .246$), attribution of prestige to mothers has accounted for only 4.7% of the variance.

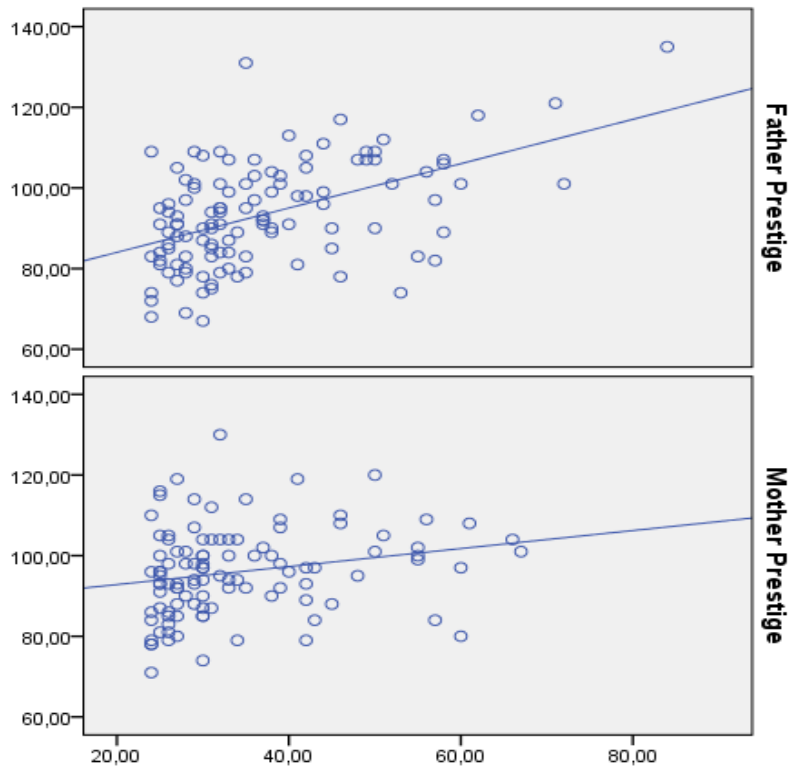


Figure1: Scatterplot of Interaction between Maternal Rejection and Psychological Adjustment

Figure 2, shows the interaction between perceived paternal rejection and parental prestige according to the groups that attributes high prestige to father or high prestige to mother. Axis X represents the paternal acceptance and rejection, Axis Y represents the psychological adjustment of youth. As a result, when the child attributes prestige to both parent, effect of paternal rejection increases in explaining psychological adjustment. While attribution of prestige to fathers has accounted for 24.3% of the variance in the psychological adjustment of youth ($R^2 = .243$), attribution of prestige to mothers has accounted for only 6.7% of the variance ($R^2 = .067$).

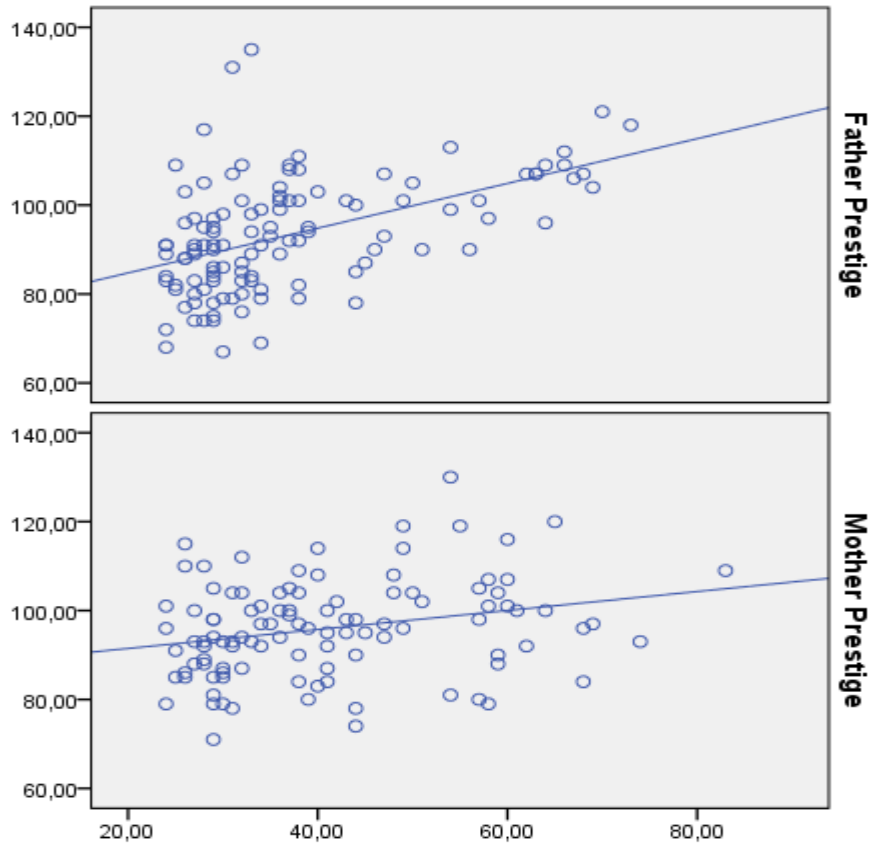


Figure 2: Scatterplot of Interaction between Paternal Rejection and Psychological Adjustment

CHAPTER 6

DISCUSSION

In this part, the results of the statistical analysis of the present study are discussed in the context of current literature.

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

General Discussion

This study aimed to show the relation and association among perceived paternal and maternal acceptance, and children's psychological adjustment in the context of Parental Power and Prestige among 306 high school students in İstanbul.

The results of the current study revealed that the mean scores of the children for perceived maternal and paternal acceptance were in the normal range, which means that youth experience much more maternal and paternal love than rejection in Turkey. The findings are supported by the different parental acceptance rejection studies conducted in Turkey (Çetin, 2005; Erkman&Rohner, 2006; Erkman&Varan, 2004; Yener, 2005). Worldwide studies also supported the same result, that children

experience more maternal and paternal acceptance than rejection in general (Cournoyer et. Al., 2005; Khaleque, et. al., 2006; Kim, 2005; Kim & Rohner,2002; Lila et. al., 2007; Rohner, et. al., 1996; Rohner, et. al., 2005; Veneziano & Rohner, 1998). As Dwairy (2010) supported, parental acceptance was associated with adolescents-family connectedness. Adolescents in more connected families and cultures feel more accepted and less rejected than adolescents who live in less connected families and cultures.

When it comes to comparison of the perceptions of gender for both parents, boys perceived more rejection than girls from both parents. Also, this study showed that boys tend to perceive non-warmth more than the girls from both parents. It is similar according to the results of Greek version of the same study, it is not published yet.

In terms of self-reported psychological adjustment; youth on the average perceived themselves as being psychologically well-adjusted. The findings were consistent with the previous studies conducted on the psychological adjustment of children (Cournoyer, et. al., 2005; Çetin, 2005; Erkman, 2003; Erkman & Rohner, 2006; Erkman & Varan, 2004; Kim, 2005; Lila, et. al., 2007; Rohner, et. al., 1996; Veneziano & Rohner, 1998; Yener, 2005).

In terms of the relation between perceived maternal and paternal acceptance, while perceived rejection from one of the parent increases, perceived rejection from the other parent is also increases.

The youth received the highest scores on the two subscales of Personality Assessment Questionnaire; dependency and negative self-esteem. This might be the

result of the characteristics of the adolescent period. Their moods affects their feelings and could easily change, and their self-esteem tend to be negative (Caissy, 1994). Being independent as an individual, and seperating themselves from their parents has an importance during this period. Girls have higher scores than boys on dependency subscale of the PAQ. It is related with Turkish culture which is still characterized as authoritarian and patriarchal, as a result supports dependence rather than the independence of children (Sunar & Fişek, 2005).

In this study, parental power and parental prestige were assessed. This is the first study in Turkey which used Parental Power and Prestige Questionnaire (3PQ). Since this is the first study, transliteral equivalence of 3PQ was analyzed. Results of analyses showed that transliteral equivalence of Turkish version of Parental Power and Prestige Questionnaire did not reveal any significant difference in related t-test analysis in general, in other words Turkish version of the questionnaire assesses the same concepts.

According to the results there is a positive relationship between Parental Prestige and Parental Power of participants that means while power of one parent increases, the prestige of the same parent is also increases and vice versa. It is shown that boys attribute power to their fathers more than the girls do. It is same for parental prestige, that boys attribute more prestige to their fathers than to their mothers. In general, boys have a tendency to attribute power and prestige to their fathers, than girls do. Wentzel and Feldman (1996) states that power differences in both of the

parent son relationship were more consistently related to boys' adjustment than to girls.

When it comes to relationship between perceived parental acceptance & rejection and psychological adjustment of youth, results of this study supported the positive correlation between these variables. If a child perceives rejection from his/her father, the psychological adjustment of the child decreases. As Lila et. al suggested (2007), children's self-reported psychological adjustment was positively related to the perceived maternal and paternal acceptance. Also in the meta-analysis of 17 PARTheory research showed that remembrances of both maternal and paternal acceptance have a stronger relationship with the psychological adjustment of children (Khaleque & Rohner, 2010).

According to the regression analyses, if a mother rejects her child, this child attributes power and prestige to the father. It shows that, if perception of rejection from father increases, the child sees her mother more prestigious than her father. Additionally, interactions showed that effect of father prestige in the explaining of psychological adjustment became more important by interacting with perceived parental acceptance and rejection.

Research studies that ask the relationship between Parental Acceptance, Psychological Adjustment and the Parental Power Prestige support their hypothesis with the results that children are likely to pay more attention to and also more influenced by whichever parent they perceive to have higher power and/or prestige. It is expected that children's perceptions of parental acceptance will be affected by these perceptions and as a result children's psychological adjustment. These

assumptions are based on the results of the IFARP researches, and proved by the results of this study that, especially boys attributing more power and prestige to their fathers, and father prestige has a significant affect on the psychological adjustment of the youth. Khaleque, Rohner and Shirin (2010) conducted a research with 200 Bangladeshi young adults. They showed that fathers (but not mothers) who were perceived by adult offspring to have most interpersonal power and prestige within the family were also perceived by them to be significantly more accepting than were fathers with less perceived power and prestige. Additionally, fathers who are perceived as high power and prestige parent have crucially more impact on the psychological adjustment of both girls and boys. On the other hand, children's perceptions of maternal power and prestige do not have an impact on the perceptions of maternal acceptance or self-reported psychological adjustment of children. This shows us that children's perceptions of their fathers' love sometimes have more developmental impact than traditionally expected (Rohner & Veneziano, 2001).

Limitations of the Study

First limitation of this study is related with the sample selection. Data was collected from 20 branches of the same private teaching institution in İstanbul. Counselors announce the research to all students and volunteer students filled the questionnaires. The size is not enough to make generalization about to all adolescents in Turkey.

Additionally, because of the participants' age group, this study focused on the adolescents.

Another limitation is the length of the questionnaires. There are 113 questions that have to be answered. It is possible for some adolescents having difficulty on concentrating the all questions.

Recommendations and Suggestions for Further Research

For the generalizability of future studies, reaching a larger sample can be recommended.

Additionally, Parental Power and Prestige is a new concept in Parental Acceptance and Rejection Theory and in different countries researchers started to make reliability and validity studies of Perceived Parental Power and Prestige Questionnaire (3PQ).

This is the first study in Turkey that used this questionnaire. There might be different variables that have affected parental power and prestige; future studies may search different aspects of this new issue.

Gender differences analyzed in this study, but there might be more gender oriented studies about parental power and prestige.

APPENDIX A

Consent Form

Bilgilendirilmiş Onam Formu

KATILIMCI BİLGİ ve OLUR FORMU

Bu araştırma Boğaziçi Üniversitesi Yüksek Lisans öğrencisi Pınar Keskiner ve Boğaziçi Üniversitesi Eğitim Fakültesi Eğitim Bilimleri Bölümü Öğretim Görevlisi Doç. Dr. Fatoş Erkman'ın danışmanlığında yürütülen yüksek lisans tez çalışmasıdır. Çalışmanın ana amacı anne baba kabulü ile çocuğun psikolojik uyumunun anne-babaya atfedilen güç ve prestij bağlamında incelenmesidir. Yapılan çalışmalar anne baba kabulü ile psikolojik uyumun güçlü ilişkisini doğrulamaktadır. Dünyanın farklı ülkelerinde son iki yıldır çalışılmaya başlanan güç ve prestijin katkısı ile Türkiye'deki durumun anlaşılması amaçlanmaktadır. Bu çalışma için doldurmanızı istediğimiz bir ön bilgi formu, ve 4 anket var. Bunlar; anne ve babanız için ayrı ayrı doldurmanızı istediğimiz Ebeveyn Kabul-Red Ölçeği - Çocuk/Ergen EKRÖ/Kısa form, Ebeveyn Güç ve Prestij Ölçeği, Kişilik Değerlendirme Ölçeği'dir. Yaklaşık 30 dakikada tamamlanabilecek bu form ve anketlere kimlik bilgisi yazılmayacağından kimliğiniz gizli kalacaktır. Anketi doldurmayı istediğiniz zaman bırakabilirsiniz, ancak hepsini dikkatli ve sonuna kadar doldurmanız tez çalışmamızın sonuçlarının sağlıklı olması açısından yararlı olacaktır. Bu çalışmaya dolduracağınız anketlerle katkı sağlamak istiyorsanız, aşağıda bulunan "Bu formu okudum ve araştırmaya katılmayı kabul ediyorum" yazısının altını imzalayın. Ayırdığınız zaman ve katkınız için teşekkür ederiz. Bana anlatılanları ve yukarıda yazılanları anladım. Çalışmaya katılmayı kabul ediyorum.

İmza

APPENDIX B

Personal Data Sheet

Kişisel Bilgi Formu

ÖN BİLGİ FORMU				
	Anket no			
1	Okul			
2	Sınıf			
3	Doğum yılı			
4	Cinsiyet	Kız ()	Erkek ()	
5	Anneniz hayatta mı?	Evet ()	Hayır ()	
6	Babanız hayatta mı?	Evet ()	Hayır ()	
7	Anne –Babanız	Birbiriyle evli ()	Boşanmış ()	Diğer.....
8	Anneniz	Öz ()	Üvey ()	
9	Babanız	Öz ()	Üvey ()	
10	Kardeşiniz var mı?	Evet ()	Hayır ()	
11	Kaç kardeşiniz var?			
Annenizin eğitim düzeyi?		Babanızın eğitim düzeyi?		
Okur-yazar değil ()		Okur-yazar değil ()		
Okur-yazar (ilkokul mezunu değil) ()		Okur-yazar (ilkokul mezunu değil) ()		
İlkokul mezunu ()		İlkokul mezunu ()		
Ortaokul mezunu ()		Ortaokul mezunu ()		
Lise mezunu ()		Lise mezunu ()		
Yüksekokul mezunu ()		Yüksekokul mezunu ()		
Üniversite mezunu ()		Üniversite mezunu ()		
Yüksek lisans mezunu ()		Yüksek lisans mezunu ()		
Doktora mezunu ()		Doktora mezunu ()		
Bilmiyorum ()		Bilmiyorum ()		

APPENDIX C

Parental Acceptance and Rejection Questionnaire (Child PARQ-Short Turkish Form)

Ebeveyn Kabul Red Ölçeđi Kısa Formu (Baba için)

Ebeveyn Kabul Red Ölçeđi Kısa Formu (Anne için)

Çocuk/Ergen EKRÖ (Kısa Form)

Baba için

Yönerge: Bu sayfada baba-çocuk ilişkisini içeren ifadeler bulunmaktadır. Bu ifadelerin babanızın size olan davranışlarına uygun olup olmadığını düşünün.

Her ifadeyi okuduktan sonra o ifade babanızın size karşı davranışları konusunda ne kadar doğruysa, “Hemen hemen her zaman doğru“, “Bazen doğru“, “Nadiren doğru“ veya “Hiçbir zaman doğru değil“ şeklinde işaretleyiniz.

Örneğin:

		BABAM İÇİN DOĞRU		BABAM İÇİN DOĞRU DEĞİL	
		Hemen hemen her zaman doğru	Bazen doğru	Nadiren Doğru	Hemen hemen hiçbir zaman doğru değil
1	Babam ben hiç yokmuşum gibi davranır		X		

	BABAM	BABAM İÇİN DOĞRU		BABAM İÇİN DOĞRU DEĞİL	
		Hemen hemen her zaman doğru	Bazen doğru	Nadiren Doğru	Hemen hemen hiçbir zaman doğru değil
1	Benim hakkımda güzel şeyler söyler				
2	Bana hiç ilgi göstermez				
3	Benim için önemli olan şeyleri anlatabilmemi kolaylaştırır				
4	Hak etmediğim zaman bile bana vurur				
5	Beni büyük bir baş belası olarak görür				
6	Kızdığı zaman beni cezalandırır				
7	Sorularımı cevaplayamayacak kadar meşguldür				
8	Benden hoşlanmıyor gibi				
9	Yaptığım şeylerle gerçekten ilgilenir				
10	Bana bir sürü kırıcı şey söyler				
11	Ondan yardım istediğimde beni duymazlıktan gelir				
12	Bana istenilen ve ihtiyaç duyulan biri olduğumu hissettirir				
13	Bana çok ilgi gösterir				

	BABAM	BABAM İÇİN DOĞRU		BABAM İÇİN DOĞRU DEĞİL	
		Hemen hemen her zaman doğru	Bazen doğru	Nadiren Doğru	Hemen hemen hiçbir zaman doğru değil
14	Beni kırmak için elinden geleni yapar				
15	Hatırlaması gerekir diye düşündüğüm önemli şeyleri unuttur				
16	Eğer kötü davranırsam benden hoşlanmadığımı hissettirir				
17	Bana yaptığım şeylerin önemli olduğunu hissettirir				
18	Yanlış bir şey yaptığımda beni korkutur veya tehdit eder				
19	Benim ne düşündüğüme önem verir ve düşündüklerim hakkında konuşmamdan hoşlanır				
20	Ne yaparsam yapayım, diğer çocukların benden daha iyi olduğunu hisseder				
21	Bana istenmediğimi belli eder				
22	Beni sevdiğini belli eder				
23	Onu rahatsız etmediğim sürece benimle ilgilenmez				
24	Bana karşı yumuşak ve iyi kalplidir				

Çocuk/Ergen EKRÖ (Kısa Form)

Anne için

Yönerge: Bu sayfada anne-çocuk ilişkisini içeren ifadeler bulunmaktadır. Bu ifadelerin annenizin size olan davranışlarına uygun olup olmadığını düşünün.

Her ifadeyi okuduktan sonra o ifade annenizin size karşı davranışları konusunda ne kadar doğruysa, “Hemen hemen her zaman doğru“, “Bazen doğru“, “Nadiren doğru“ veya “Hiçbir zaman doğru değil“ şeklinde işaretleyiniz.

Örneğin:

		ANNEM İÇİN DOĞRU		ANNEM İÇİN DOĞRU DEĞİL	
		Hemen hemen her zaman doğru	Bazen doğru	Nadiren Doğru	Hemen hemen hiçbir zaman doğru değil
1	Annem ben hiç yokmuşum gibi davranır		X		

		ANNEM İÇİN DOĞRU		ANNEM İÇİN DOĞRU DEĞİL	
		Hemen hemen her zaman doğru	Bazen doğru	Nadiren Doğru	Hemen hemen hiçbir zaman doğru değil
1	Benim hakkımda güzel şeyler söyler				
2	Bana hiç ilgi göstermez				
3	Benim için önemli olan şeyleri anlatabilmemi kolaylaştırır				
4	Hak etmediğim zaman bile bana vurur				
5	Beni büyük bir baş belası olarak görür				
6	Kızdığı zaman beni cezalandırır				
7	Sorularımı cevaplayamayacak kadar meşguldür				
8	Benden hoşlanmıyor gibi				
9	Yaptığım şeylerle gerçekten ilgilenir				
10	Bana bir sürü kırıcı şey söyler				
11	Ondan yardım istediğimde beni duymazlıktan gelir				
12	Bana istenilen ve ihtiyaç duyulan biri olduğumu hissettirir				
13	Bana çok ilgi gösterir				

	ANNEM	ANNEM İÇİN DOĞRU		ANNEM İÇİN DOĞRU DEĞİL	
		Hemen hemen her zaman doğru	Bazen doğru	Nadiren Doğru	Hemen hemen hiçbir zaman doğru değil
14	Beni kırmak için elinden geleni yapar				
15	Hatırlaması gerekir diye düşündüğüm önemli şeyleri unuttur				
16	Eğer kötü davranırsam benden hoşlanmadığını hissettirir				
17	Bana yaptığım şeylerin önemli olduğunu hissettirir				
18	Yanlış bir şey yaptığımda beni korkutur veya tehdit eder				
19	Benim ne düşündüğüme önem verir ve düşündüklerim hakkında konuşmamdan hoşlanır				
20	Ne yaparsam yapayım, diğer çocukların benden daha iyi olduğunu hisseder				
21	Bana istenmediğimi belli eder				
22	Beni sevdiğini belli eder				
23	Onu rahatsız etmediğim sürece benimle ilgilenmez				
24	Bana karşı yumuşak ve iyi kalplidir				

APPENDIX D

Personality Assessment Questionnaire (PAQ- Turkish Form)

Kişisel Değerlendirme Ölçeği (KİDO)

Çocuk/Ergen KİDÖ

Kod no: _____

Tarih: _____

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

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

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

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

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

BENİM İÇİN DOĞRU		BENİM İÇİN DOĞRU DEĞİL	
Hemen hemen her zaman doğru	Bazen doğru	Nadiren doğru	Hemen hemen hiçbir zaman doğru değil

-Kendim hakkında iyi duygular beslerim



Şimdi sayfayı çevir ve başla.

Unutma, doğru veya yanlış yanıt yok, her ifadeyi gerçekten hissettiğin gibi yanıtla.

© Ronald P. Rohner, 1989,1997

Çeviri: Azmi Varan, 2000

Yönerge değişikliği: Fatoş Erkman, 2001

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

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

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

APPENDIX E

Parental Power and Prestige Questionnaire (3PQ- Turkish Form)

Ebeveyn Güç ve Prestij Anketi (Türkçe Formu)

Ebeveyn Güç ve Prestij Ölçeği (3PQ): Genç Formu

İsim (ID)

Tarih

Aşağıda gençlerin anne ve babaları ile ilgili olarak hissettiklerine dair sorular yer almaktadır. Lütfen soruları gerçekten nasıl hissettiğinizi düşünerek cevaplayınız, nasıl hissetmeniz gerektiğini düşünmeyiniz. Soruların doğru ya da yanlış cevabı olmadığını unutmayınız. Önemli olan tek şey dürüst olarak siz nasıl hissetmiş iseniz öyle yanıtlamanızdır.

Her soru için aşağıdaki sayılardan sizin düşüncenize en iyi yansıtan sayıyı seçiniz. .

1. Çoğunlukla annem
2. Babamdan çok annem
3. Annem ve Babam eşit düzeyde
4. Annemden çok babam
5. Çoğunlukla babam

Örneğin, ailenizdeki önemli etkinlikleri çoğunlukla babanızın başlattığını düşünüyorsanız aşağıdaki maddeyi şu şekilde işaretleyin.

	1	2	3	4	5
Ailenizde önemli etkinlikleri genelde kim başlatır?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

		1	2	3	4	5
1.	Sizi en çok etkileyen fikirlerin sahibi kimdir?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Siz kime daha çok hayransınız?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Problemlerin çözümünde en iyi fikirler genellikle kimden gelir?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Sizin en çok saygı duyduğunuz kimdir?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Aile ile ilgili kararlarda en iyi fikirlerin sahibi kimdir?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Kime daha çok itibar edersiniz?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Gündelik etkinlikler hakkında yapılan konuşmaları idare etmekte kim daha başarılıdır?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Siz kimin daha çok prestiji olduğunu hissedersiniz?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Önemli kararlar vermekte genellikle kime daha çok güvenirsiniz?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Kime daha çok kıymet verirsiniz?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX F

Ethical Committee Permission

Etik Kurul İzni

T.C.

BOĞAZIÇI ÜNİVERSİTESİ

İnsan Araştırmaları Kurumsal Değerlendirme Kurulu Toplantı Tutanağı

2011/2

Toplantı Tarihi: 27.05 2011

Katılanlar:

Doç. Dr. Hale Bolak, İstanbul Bilgi Üniversitesi, Psikoloji Bölümü

Prof. Dr. Şemsa Özar, B.Ü., İktisadi ve İdari Bilimler Fakültesi, Ekonomi Bölümü

Doç. Dr. Yeşim Atamer, İstanbul Bilgi Üniversitesi, Hukuk Fakültesi

Prof. Dr. Hande Çağlayan, B.Ü. Moleküler Biyoloji ve Genetik Bölümü

Katılmayanlar:

Prof. Dr. Yekta Ülgen, B.Ü., Biyomedikal Mühendisliği Enstitüsü Müdürü
(Yurtdışında görevli)

İnsan Araştırmaları Kurumsal Değerlendirme Kurulu toplantısında başvurular üzerinde yapılan değerlendirmeler sonucunda, aşağıdaki projeler önerilen değişikliklerin yapılması koşuluyla, kurul tarafından oy birliğiyle uygun bulunmuştur.

İNAREK Kayıt No.: 2011/09

Projenin Adı: Muhafazakarlığın Psikolojik Temelleri

Destek için Başvurulan Kurum: Boğaziçi Üniversitesi (BAP)

Başvuruyu yapan Proje Yöneticisi/Araştırmacının adı ve kurumsal bilgileri:

Yard. Doç. Dr. Selahattin Adil Sarıbay, Boğaziçi Üniversitesi Psikoloji Bölümü,
İstanbul

Proje Ekibi:

Irmak Olcaysoy, Boğaziçi Üniversitesi Psikolojik Bilimler Yüksek Lisans öğrencisi

İletişim Bilgileri:

Adres: S. Adil Sarıbay, Boğaziçi Üniversitesi, Psikoloji Bölümü, Bebek, 34342, İstanbul

Tel: 0212 359 6584

e-posta: adil.saribay@boun.edu.tr

Başvuru ile ilgili istenilen düzeltmeler:

1. Projeden çekilme halinde ders kredisi alınıp alınmayacağı belirtilmeli.
2. Katılımcıların yaşı 18 altında olabileceği için onam formuna "Varsa Veli veya Vasinin ad, soyad, imzası" ibaresi eklenmeli.

İNAREK Kayıt No.: 2011/10

Projenin Adı: Gruplararası Temas (Contact Theory) ve Kollektif Hareket:

Gruplararası İlişkilerde Sosyal Kimlik olarak Başörtüsü

Destek için Başvurulan Kurum: Boğaziçi Üniversitesi (BAP)

Başvuruyu yapan Proje Yöneticisi/Araştırmacının adı ve kurumsal bilgileri:

Bilge Ataca, Boğaziçi Üniversitesi Psikoloji Bölümü, İstanbul

Proje Ekibi:

Hüseyin Çakal, Deneysel Psikoloji Bölümü Oxford Üniversitesi, South Parks Road, Oxford, OX1 3UD, İngiltere

Miles Hewstone, Deneysel Psikoloji Bölümü Oxford Üniversitesi, South Parks Road, Oxford, OX1 3UD, İngiltere

Müjde Peker, Boğaziçi Üniversitesi Psikoloji Bölümü, İstanbul

İletişim Bilgileri:

Adres: Bilge Ataca, Boğaziçi Üniversitesi, Psikoloji Bölümü, Bebek, 34342, İstanbul

Telefon: 0212 359 7062

e-posta: ataca@boun.edu.tr

Başvuru ile ilgili istenilen düzeltmeler:

1. Onam formuna "Varsa Veli veya Vasinin ad, soyad, imzası" ibaresi eklenmeli

İNAREK Kayıt No.: 2011/11

Projenin Adı: Engelli mi Engellenen mi?: Türkiye’de Engellilerin Karşılaştıkları Ayrımcı Tavrı ve Davranışlar.

Destek için Başvurulan Kurum: TÜBİTAK Doktora Sonrası Geri Dönüş Burs Programı

Başvuruyu yapan Proje Yöneticisi/Araştırmacının adı ve kurumsal bilgileri:
Dr. Deniz Canel-Çınarbaş, Boğaziçi Üniversitesi Eğitim Bilimleri Bölümü, İstanbul

Proje Ekibi:

Doç. Dr. Deniz Albayrak-Kaymak

Yrd. Doç. Dr. Hande Sart

İletişim Bilgileri:

Adres: Koruyolu Caddesi 4/3 Emirgan, Sarıyer, İstanbul.

Telefon: (530) 242 9994

e-posta: deniz@ballstate.bsu.edu

Başvuru ile ilgili istenilen düzeltmeler:

1. Engelliler ile ilgili bir araştırma olduğu için 18 yaş üstü olmalarına rağmen bir ihtimal vasileri olabilir. Bu sebeple onam formuna "Varsa Veli veya Vasinin ad, soyad, imzası" ibaresi eklenmeli

İNAREK Kayıt No.: 2011/12

Projenin Adı: Baskılama ve engelleme mekanizmalarının hatırlama yollu unutma etkisindeki rolleri

Destek için Başvurulan Kurum: Boğaziçi Üniversitesi (BAP)

Başvuruyu yapan Araştırmacının adı ve kurumsal bilgileri:

Yard. Doç. Dr. Esra Mungan, Boğaziçi Üniversitesi Psikoloji Bölümü, İstanbul

Proje Ekibi:

Şirin Ezgi Eraltan, Boğaziçi Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul (Proje Yürütücüsü)

İletişim Bilgileri:

Adres: Boğaziçi Üniversitesi, Psikoloji Bölümü, İstanbul

Telefon: 0212 359 7059

e-posta: mungan@boun.edu.tr, şirinezgi@gmail.com

Başvuru ile ilgili istenilen düzeltmeler:

1. Projeye "İstedğim zaman çekilebilirim" ifadesi eklenmeli.
2. Projeden çekilme halinde ders kredisi alınıp alınmayacağı belirtilmeli.
3. Onam formuna "Varsa Veli veya Vasinin ad, soyad, imzası" ibaresi eklenmeli

İNAREK Kayıt No.: 2011/13

Projenin Adı: Özel öğrenme güçlüğü olan çocukların algılanan yaşam kalitesi
(Perceived quality of life of children with learning disabilities)

Destek için Başvurulan Kurum: Boğaziçi Üniversitesi (BAP)

Başvuruyu yapan Proje Yöneticisi/Araştırmacının adı ve kurumsal bilgileri:

Halis Sakız, Boğaziçi Üniversitesi Eğitim Bilimleri Bölümü Rehberlik ve Psikolojik Danışmanlık Anabilim Dalı, İstanbul

Proje Ekibi:

Tez Komitesi: Yard. Doç. Dr. Zeynep Hande SART (Tez Danışmanı)

Prof. Dr. Barış KORKMAZ

Yard. Doç. Dr. Nalan BABÜR

Dr. Ayşe CANER

Dr. Bengü BORKAN

İletişim Bilgileri:

Adres: Esenyurt Rehberlik ve Araştırma Merkezi-Fatih Mah. 19 Mayıs Bulvarı No:57
Esenyurt/İSTANBUL

Telefon: 0541 295 3845, 0212 620 1517

E-posta: halis.sakiz@boun.edu.tr

Başvuru ile ilgili istenilen düzeltmeler:

1. Onam formunda "Katılımcı, Adı, soyadı:, İmza" ibaresi yerine "Katılımcı: adı, soyadı, Velisi: adı, soyadı, imza " ibaresi eklenerek ebeveyn onayı alınmalı.

İNAREK Kayıt No.: 2011/14

Projenin Adı: Collaborative Research Project-Genetics of Rare Epilepsy Syndromes (CRP-RES) (Nadir Epilepsi Sendromlarının Genetiği)

IP-10: Genome-wide linkage scan for new susceptibility loci in a large kindred with GEFS+ phenotype (GEFS+ fenotipi görülen büyük bir ailede yeni yatkınlık bölgeleri için genom bazında bağlantı taraması)

Destek için Başvurulan Kurum: ESF/TUBITAK, EuroEPINOMICS

Başvuruyu yapan Proje Yöneticisi/Araştırmacının adı ve kurumsal bilgileri:

Prof. Dr. S. Hande Çağlayan, Moleküler Biyoloji ve Genetik Bölümü, Boğaziçi Üniversitesi, İstanbul

Proje Ekibi:

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Başvuru ile ilgili istenilen düzeltmeler:

1. Onay formu 1 ve 2’de “Katılımcı imzası” ibaresinin “katılımcı/veli veya Vasinin ad, soyad, imzası” olarak değiştirilmesi
2. Onay formu 3’de “Katılımcıların imzası/ebeveynlerin imzası/vasi imzası” ibaresinin “Katılımcıların veya varsa vasilerin ad, soyad, imzası” ibaresi olarak değiştirilmesi

İNAREK Kayıt No.: 2011/15

Projenin Adı: Sistemik Karmaşıklık ve Katılımlı Benzetimin Öğrenmede Rolü

Destek için Başvurulan Kurum: Boğaziçi Üniversitesi (BAP)

Başvuruyu yapan Proje Yöneticisi/Araştırmacının adı ve kurumsal bilgileri:

Prof. Dr. Yaman Barlas, Boğaziçi Üniversitesi Endüstri Mühendisliği Bölümü,
İstanbul

Proje Ekibi:

Onur Özgün, Doktora öğrencisi

Prof. Dr. Yaman Barlas, Tez danışmanı

İletişim Bilgileri:

Adres: Boğaziçi Üniversitesi Endüstri Mühendisliği Bölümü, Bebek 34342 İstanbul

Telefon: (212) 3597073

e-posta: ybarlas@boun.edu.tr

Başvuru ile ilgili istenilen düzeltmeler:

1. Onam formunda “Varsa Veli veya Vasinin ad, soyad, imzası” ibaresinin eklenmesi.

2. Katılımcının projeden istediği zaman çekildiği durumda ödül alıp almayacağını belirtmesi.

İNAREK Kayıt No.: 2011/16

Projenin Adı: Ebeveyn Kabulü ile Çocuğun Psikolojik Uyumunun Ebeveyn Güç ve Prestiji Bağlamında İncelenmesi (Relation between Perceived Parental Acceptance and Children's Psychological Adjustment in the Context of Parental Power and Prestige)

Destek için Başvurulan Kurum: Boğaziçi Üniversitesi (BAP)

Başvuruyu yapan Proje Yöneticisi/Araştırmacının adı ve kurumsal bilgileri:

Pınar Keskiner, Boğaziçi Üniversitesi Eğitim Bilimleri Bölümü Rehberlik ve Psikolojik Danışmanlık, İstanbul

Proje Ekibi:

Pınar Keskiner, Boğaziçi Üniversitesi Eğitim Bilimleri Bölümü Rehberlik ve Psikolojik Danışmanlık

Tez Komitesi: Doç. Dr. Fatoş Erkman (Tez Danışmanı)

Dr. Bengü Börkan

Dr. Nevin Dölek

İletişim Bilgileri:

Adres: Boğaziçi Üniversitesi Eğitim Fakültesi Eğitim Bilimleri Bölümü Oda No:209

Telefon: 0212 359 64 74 – 0535 333 51 33

e-posta: pkeskiner@gmail.com

Başvuru ile ilgili istenilen düzeltmeler:

1. Onam formuna "Katılımcı: adı, soyadı, Velisi: adı, soyadı, imza " ibaresi eklenerek ebeveyn onayı alınmalı.

İNAREK Kayıt No.: 2011/17

Projenin Adı: Eylemlilik hissini örtük ölçęęi olarak zaman algısı: Bir eylemin kendisini ve yarattığı etkiyi temsil eden uyarıcıların alt algısal düzeyde verilmesinin eylemlilik hissini örtük ölçüsü olarak zaman algısına etkisi.

Destek için Başvurulan Kurum: Boğaziçi Üniversitesi (BAP)

Başvuruyu yapan Proje Yöneticisi/Araştırmacının adı ve kurumsal bilgileri:

Zeynep Barlas – Boğaziçi Üniversitesi, Bilişsel Bilim Yüksek Lisans Öğrencisi

Proje Ekibi:

Tez Komitesi: Yrd. Doç. Dr. Esra Mungan

Dr. Hasan Bahçekapılı (Doğuş Üniversitesi)

Prof. Stephen Voss

İletişim Bilgileri:

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Telefon: 0534 279 1248

e-posta: zeynep.barlas@boun.edu.tr

Başvuru ile ilgili istenilen düzeltmeler:

1. Projeden çekilme halinde ders kredisi alınıp alınmayacağı belirtilmeli.
 2. Onam formuna "Varsa Veli veya Vasinin ad, soyad, imzası" ibaresi eklenmeli
- İNAREK Kayıt No.: 2011/18

Projenin Adı: Yetişkin Genç İlişkileri Ölçeğinin Kısa Formunu Geliştirme (Short Form Development of Perception of Psychological Maltreatment Inventory for Adolescents (POPMIFA))

Destek için Başvurulan Kurum: Boğaziçi Üniversitesi (BAP)

Başvuruyu yapan Proje Yöneticisi/Araştırmacının adı ve kurumsal bilgileri:

Esra Görkem Yılmaz, Boğaziçi Üniversitesi Eğitim Bilimleri Bölümü Rehberlik ve Psikolojik Danışmanlık, İstanbul

Proje Ekibi:

Esra Görkem Yılmaz, Boğaziçi Üniversitesi Eğitim Bilimleri Bölümü Rehberlik ve Psikolojik Danışmanlık

Tez Komitesi: Doç. Dr. Fatoş Erkman (Tez Danışmanı)

Doç. Dr. Esra İşmen Gazioğlu

Dr. Bengü Börkan

İletişim Bilgileri:

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Telefon: 0554 849 97 00

e-posta: pdresra@yahoo.com

Başvuru ile ilgili istenilen düzeltmeler:

1. Onam formuna "Varsa Veli veya Vasinin ad, soyad, imzası" ibaresi eklenmeli.
İmzalar:

Prof. Dr. Hande Çağlayan

Doç. Dr. Hale Bolak

Prof. Dr. Şemsa Özar

Doç. Dr. Yeşim Atamer

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