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ABSTRACT

THE IMPACT OF FAMILY ENVIRONMENT, SELF-CONCEPT, AND SCHOOL ATTITUDE ON 9th GRADE STUDENTS' ACADEMIC ACHIEVEMENT

by

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The study aims to investigate the predictor role of family environment, self-concept, and school attitude on children's academic achievement. The sample of the study consists of 288 (133 girls/155 boys) students in grade 9 who are enrolled in two public high schools of middle SES level.

Each participant provided self-report data that included general demographic information, as well as the Turkish version of family environment, self-concept, and school attitude measures. For the data analysis, Pearson correlation, multiple regression simultaneously, and one-way ANOVA procedures were utilized.

Findings from the study indicate that among the three independent variables, namely family environment, measured by the Family Environment Questionnaire (FEQ, Fowler, 1980), self-concept, measured by the Piers-Harris Self-concept Scale (WIFAM, Piers-Harris, 1969), and school attitude, measured by the School Attitude Assessment Survey-Revised (SAAS-R, McCoach, 2000), the best predictor of academic achievement is attitude towards school ($r=.22$). The findings suggest that it is possible to improve 9th grade students' academic achievement by helping them to develop a positive attitude towards school.

ÖZET

AİLE ORTAMI, BENLİK ALGISI VE OKUL TUTUMUNUN 9. SINIF ÖĞRENCİLERİNİN AKADEMİK BAŞARISINA ETKİSİ

Beyza Bölükbaşı

Bu çalışma, öğrencilerin okul başarısına, aile ortamı, benlik algısı, ve okul tutumunun etkisini araştırmaktadır. Orta gelir düzeyine sahip iki devlet lisesinden 288 (133 kız/155 erkek) 9. sınıf öğrencisi bu çalışmanın örneklemini oluşturmuştur.

Çalışmaya katılan her bir öğrenci demografik bilgi formuyla beraber aile ortamı, benlik algısı ve okul tutumu ölçeklerinin Türkçe formlarını doldurmuşlardır. Çalışmadan elde edilen veriler, pearson korelasyon yöntemi, çoklu regresyon analizi ve varyans analizi (ANOVA) kullanılarak analiz edilmiştir.

Aile Ortamı Ölçeği , Piers-Harris'in Çocuklarda Kendilik Anlayışı Ölçeği, ve Okul Tutumu Ölçme Anketi kullanılarak yapılan çalışmada, akademik başarının, en çok öğrencilerin okul tutumundan etkilendiği sonucuna ulaşılmıştır ($r=.22$). Araştırmanın sonuçlarına göre 9. sınıf öğrencilerinin akademik başarısını arttırmak, onların okula karşı tutumlarının olumlu hale getirilmesi ile mümkün olabilir.

TABLE OF CONTENTS

ACKNOWLEDGEMENT.....	iii
ABSTRACT.....	iv
ÖZET.....	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES.....	vii
LIST OF ABBREVIATIONS.....	viii
A. INTRODUCTION.....	1
B. SIGNIFICANCE OF THE STUDY.....	2
C. REVIEW OF LITERATURE.....	3
1. Family Environment and Academic Achievement.....	3
2. Self-concept and Academic Achievement.....	12
3. School Attitude and Academic Achievement.....	17
D. RESEARCH QUESTIONS.....	22
E. METHODOLOGY.....	23
1. Sample.....	23
2. Instruments.....	25
3. Design and Procedure.....	27
4. Data analysis.....	28
F. RESULTS.....	29
G. DISCUSSION.....	38
H. LIMITATIONS AND FURTHER SUGGESTIONS.....	45
I. REFERENCES.....	47
J. APPENDICES.....	53

LIST OF TABLES

Table 1	The Characteristics of the Sample
Table 2	<i>M</i> and <i>SD</i> values for independent variables.
Table 3	<i>M</i> and <i>SD</i> values for GPAs
Table 4	The intercorrelational matrix of all independent and dependent variable.
Table 5	Correlation between scores on the family cohesion and family control subscales of FEQ, WIFAM, and SAAS-R and GPA
Table 6	Regression Analysis of all independent variables on GPA
Table 7	Stepwise Regression Analysis of the three Independent Variables, namely family cohesion and control subscales of FEQ, self-concept (WIFAM), and school attitude (SAAS-R) on GPA
Table 8	Stepwise Regression Analysis all of the subscales, namely family cohesion and control subscales of FEQ, self-concept (WIFAM), and school attitude (SAAS-R) on GPA
Table 9	Comparison of low, average, and high achievers in terms of family cohesion, family control, self-concept, and school attitude variables
Table 10	Comparison of low, average, and high achievers in terms of family cohesion, family control, self-concept, and school attitude variables.

LIST OF ABBREVIATIONS

ANOVA	Analysis of variance
GPA	Grade Point Average
FEQ	Family Environment Questionnaire
WIFAM	Piers-Harris Self-concept Scale
SAAS-R	School Attitude Assessment Survey-Revised
SPSS	Statistical Program for Social Sciences

A. INTRODUCTION

It is commonly accepted that graduating from a prestigious high-school and university provides students with the necessary tools for a relatively better occupational status and a higher standard of living than their less educated counterparts.

Academic competency is associated with children's career pursuits and lifestyle choices by influencing their educational plans. As may be expected, indices of academic achievement are associated with various individual and contextual factors (Arbona, 2000; McCoach, 2003).

Although there is an ongoing debate about the direction of causality, the determining role of personality characteristics, classroom environment, teacher behaviors, peer effects, motivational factors, attitude toward school, children's IQ, self-concept, and family dynamics on academic achievement have been documented by numerous researchers (Heaven et al., 2000; Arbona, 2000; Robbins et al., 2004; Neale, Gill, & Tismer, 1970).

Without denying the contribution of all these above mentioned factors on academic competence, the current study focused on examining the influence of family environment, self-concept, and school attitude on academic achievement. These constructs were selected because of their documented effect on students' learning and performance (Heaven et al., 2000; Arbona, 2000; Robbins et al., 2004, Neale, Gill, & Tismer, 1970; Williams, 1970, Ketsetzis, Ryan, & Adams, 1998; Dubois, Eitel, & Felner, 1994; Hickman, Bartholomae, & McKenry, 2000; Gonzalez-Pienda et al., 2002; Hoge, Smit, & Crist, 1997).

B. SIGNIFICANCE OF THE STUDY

Academic achievement is one of the major factors that plays a significant role in determining the quality and level of one's educational attainment. The related literature indicates that academic achievement is influenced by a number of different variables. Students' family environment, self-concept, and attitude toward school are among those factors. However, studies combining these three factors have been scarce. This study differs from previous research, with the exception of one other, in that it simultaneously evaluated the three predictors: family environment, self-concept, and school attitude. Therefore, the contribution of this study is in understanding the influence of these three specific factors on academic achievement.

C. LITERATURE REVIEW

The literature review section includes three parts. The first part puts forward the relationship between the family and students' achievement. The second part highlights the idea of self-concept and its relation to academic achievement. The last part deals with the effect of school attitude on students' academic achievement.

I. Family Environment and Academic Achievement

The family is considered to be one of society's main social institutions as it serves in socializing individuals to be productive members of society. In studying the family, Olson and his colleagues illuminated the concept of family with their development of the Circumplex Model. The Circumplex Model of Marital and Family Systems, which was first developed by Olson, Sprenkle, and Russell (1979) and further elaborated on by Olson (1986), provides a clinically useful typology of families (cited in Maynard & Olson, 1987).

Olson (2000) stated two theoretical concepts -family cohesion and family adaptability- were the major components in any family system. Each of these dimensions has four levels. The two dimensions are curvilinear in that families which are apparently very high or very low on both dimensions seem dysfunctional, whereas families that are balanced seem to function more adequately. Combining the levels and dimensions allows for the identification three types of family systems, balanced, midrange, and extreme. Balanced types are the central ones and are balanced on both dimensions. Midrange types are those that are extreme on one dimension but balanced on the other. Extreme types are extreme on both dimensions.

The terms, 'cohesion' and 'adaptability' have a major role in this model. According to Olson (2000), the family cohesion is defined as the emotional bonding

and degree of individual autonomy that family members experience. There are several elements in this definition: emotional bonding, supportiveness, family boundaries, time and friends, and interest in recreation. The term family adaptability refers to the extent to which the family system is flexible and has the ability to change. It is the ability of a marital or family system to change its power structure, role relationships and relationship rules in response to situational and developmental stress (Olson, 2000). The elements of this dimension are leadership, control, discipline, and roles and rules (Maynard & Olson, 1987).

The psychological composition of the family, its psychodynamics, and interpersonal atmosphere are known as the family environment (Usluer, 1983). The concept 'family environment' was defined by Moos (1974) and Fowler (1980) as "the interpersonal atmosphere in the family structure with respect to its relationships and organizational features" (cited in Usluer, 1983, pg.8). Moos (1974) divided the family environment into three dimensions: a) relationship; b) personal development; c) system maintenance and system change. The latter one is also called organization-control. The first dimension, relationship, is assessed by cohesiveness, expressiveness, and conflict. Usluer (1983) states that concepts like cohesion vs. conflict and organization vs. control explain the relationship and organizational dimensions of family environment. Areas of personal development, the second dimension, include autonomy, achievement-orientation, intellectual-cultural orientation, active-recreation orientation and moral-religious orientation. According to Moos (1974), cohesion refers to the extent to which family members actively participate and show emotional concern for each other, e.g. a sense of belongingness and togetherness. The opposite extreme of this dimension is conflict. It refers to the degree of disagreement among family members. The third dimension includes

organization-control and it shows how clear the family is in setting its expectations, and how much control the family maintains over its members (Usluer, 1983).

In recent years, research has identified possible associations between several family variables and school outcomes (Gonzalez-Pianda, Nunez, Gonzalez-Pumariega, Alvarez, Roces & Garcia, 2002; Heaven, Mak, Barry & Ciarrochi, 2002; Hickman, Bartholomae & McKenry, 2000; Ketsetzis, Ryan & Adams, 1998; DuBois, Eitel, Felner, 1994).

In related literature, family influences are defined in various ways. Parenting styles, parent-child interaction, family environment (cohesion and conflict), parental educational background, family's socioeconomic status (SES), parental involvement (mother and father involvement) are some of the investigated variables due to their influence on school related matters. Different studies from the literature focus on different combinations of these variables.

After examining the data derived from the studies regarding parenting practices and achievement, Hess and Holloway (1984) identified five factors determining the relationship between school achievement and family: a) verbal interaction between mother and child, b) quality of the relationship between parent and children, c) discipline and control strategies, d) parental beliefs and attributions about the child, and e) parents' achievement expectations (cited in Hoge et al., 1997).

Song and Hattie (1984) also divided family factors, which influence the success of students into different categories. These categories are family structure, social status, and family process factors. According to Song and Hattie (1984)'s conceptual framework, family structure deals with variables such as a two-parent versus a one-parent family, the number of children, and birth order of the subject. The social status category includes information about paternal/maternal occupation,

and family income. Lastly, through an extensive review of literature, Song and Hattie (1984) came up with four categories of family process factors. The researchers attempted to describe family process factors as parental expectations, parental interest, parental involvement, and, family and emotional support. Parental expectations about student's general school achievement have crucial importance on students' performance. In addition to general expectations, parental interest in specific courses, providing help with homework also contribute to school achievement. Parental involvement deals with variables such as parents' coming to school for conferences and making contact with teachers. The last category of family process factors consists of family and emotional support, parental styles, and family climate (cited in Hoge et al., 1997).

In addition, a study by Hoge et al. (1997) examined specifically family process factors. In a longitudinal study, they investigated the effect of family process factors on students' achievement in a sample of 322 students. Participants were in the 6th grade at the beginning of the study and at the end of the 7th grade when the study was completed. The researchers focused on math and language achievement scores. Researchers found significant correlations between family process factors as perceived by the students and students' achievement test scores, $R^2=.28$. It is worth mentioning that parental interest in students' courses, in particular helping with homework and providing study help, had the greatest impact (for girls $\beta=.48$ in math and $\beta=.42$ in language; boys $\beta=.47$ in math and $\beta=.43$ in language).

Also, in terms of family factor variables, Martinez-Pons (1996) identified two different family perspectives similar to Song and Hattie (1984). These perspectives included a) the relationship between achievement and familial factors such as parents' expectations as well as economic and cultural characteristics; b) the

relationship between achievement and the learning process, including how the family is involved in this learning process such as specific ways in which parents' behavior influences children's self-regulation, their learning processes, and academic achievement (cited in Gonzalez-Pienda et al., 2002).

According to Arbona (2000), the relation between social economic status (SES) and academic achievement varies widely across studies. The relationship between SES and academic achievement ranged from .10 to .80 in White's meta-analysis of 101 studies (cited in Arbona, 2000). Additionally, Arbona (2000) asserted that as students become older, the strength of these correlations seems to decrease. It is possible that the influence of schooling and other socializing agents may reduce the influence of SES on achievement.

Recently, Olivarez (2004) conducted a study to investigate the role of the following six variables: parental influence, motivation, self-concept, attitude towards school, attitude towards teachers, and goal valuation on the academic achievement of 8th grade students in a sample of 44 Hispanic students. She used the SAAS-R, developed by McCoach (2004) to measure the school attitude variable as the present researcher did. Olivarez (2004) pointed out that of all the stated factors, only the attitude towards school subscale of the SAAS-R appeared to be a predictor of school achievement with an overall accuracy of 79%.

Other than the above mentioned multi-variable studies, some studies deal more specifically with a single variable. It is possible to mention the studies which have focused specifically on the parental involvement concept. For instance, the influence of parental involvement on students' academic aptitudes, self-concept, and causal attributions, as well as the influence of all these on academic achievement were examined in one study. Gonzalez- Pienda et al. (2002) determined six

dimensions underlying parental involvement criteria. The six dimensions are a) parents' expectations about their children's achievement, b) parents' expectations about their children's capacity to achieve important goals, c) parents' behaviors that reveal interest in their children's school-work, d) parents' degree of satisfaction or dissatisfaction with their children's level of school achievement, e) parents' level and type of help provided when their children do homework, and f) parents reinforcement behaviors of their children's achievement. Gonzalez-Pienda et al. (2002) conducted a study to explore the predictors of academic achievement in a sample of 261 adolescents; age range was 12-18 years old. Having analyzed this rich data, Gonzalez-Pienda et al. (2002) reached the conclusion that parental involvement significantly affects children's academic achievement through influencing students' self-concept and their causal-attribution patterns in specific academic success and failure situations.

In another study, Heaven, Mak, Barry, Ciarrochi (2002) focused on the influence of parental situations on adolescents' school attitude and academic achievement. Researchers hypothesized that parental care and encouragement of autonomy, rather than low care and overprotection, are greatly associated with positive attitudes to school and better academic performance. Their sample consisted of 115 students (age range between 14-16). The results imply that positive attitude to school correlates significantly with high self-rated academic performance as much as .48 %. They also deduced a significant relationship between father care and school attitude.

Parenting style is also a variable focused on the literature. The well-known typology of Baumrind (1971) examined parenting styles and children's cognitive and social competence. Baumrind (1971) divided parenting styles into three categories;

authoritative, authoritarian, and permissive. Baumrind (1971) defined the authoritative style as democratic parenting style in that they exchange ideas with their children openly and they are fair. They show warmth, love, and affection toward children. Authoritarian parenting style refers to overdemanding and controlling child-rearing practices. Authoritarian parents were strict, harsh, punitive, and discouraging open communication between parent and child. These parents expect obedience. Finally, permissive parenting refers to child-rearing techniques such as making very few demands for mature behavior, placing no rule on children. (cited in Hickman et al., 2000, Arbona, 2000).

Hickman and his colleagues conducted a study to explore the determining role of the parent-child relationship on college freshmen's achievement. In their comprehensive review of literature, Hickman et al. (2000) argue that authoritarian and permissive parenting styles have been associated with academic performance, college adjustment, and self-esteem. It is claimed that students who get better grades described their parents as approving, trusting, affectionate. On the other hand, underachievers described their parents as very strict and demanding (Hickman et al., 2000). In a sample of 101 college freshmen, Hickman et al. found that authoritative parenting has a positive impact on academic adjustment, $\beta=.22$, $p\leq.01$. Additionally, findings from the research imply that self-esteem is another variable that predict academic achievement. Arbona (2000) asserts an indirect effect of authoritative parents on having their children's better grades than their peers, partly because they have more positive attitude toward school.

The variable of home environment is also mentioned in the literature. Research on the nature of family have suggested that dysfunctional family

environments (i.e., poor parental monitoring and disciplining, lack of or too much psychological control and family cohesion) have a crucial role in the development of emotional problems displayed by college freshmen (Hickman et al. , 2000).

Bronfenbrenner (1979) claims that the home environment is the single most important influence both positively and negatively on how well a child does in school (cited in Wood, Chapin and Hannah, 1988). Wood, Chapin and Hannah (1988) investigated the role of a child's perception of his/her family environment and its relationship with underachievement. Research conducted by Wood and his associates demonstrated that students from a cohesive and 'open to expression' family environment, supported with some cultural and religious values, seem to be more successful. In contrast, students whose families were perceived to be conflicting and emphasizing achievement were assessed to be underachievers.

A comprehensive article reported in Harvard Educational Review (Spring, 2004) presents a study by Early Child Care Research Network (ECCRN). The study investigated that the shaping role of three environmental factors, namely parenting, child-care context and school on students' language and mathematics achievement by utilizing multivariate structural analysis. Also, it examined the effect of two child factors on academic achievement: namely, children's language ability and social skills. Findings from this research indicated that the strongest single predictor of first grade achievement was the child's language skills ($\beta=.42$, $p<0.001$). Neither parenting nor the child-care context yielded significant direct paths to first grade outcomes. However, an indirect path from family context to a child's language skills, the use of at 54 months to first grade achievement, was significant (unstandardized $\beta=4.85$ [.72], $p<0.001$). Also, the indirect path from family context to social skills to first grade reading achievement was significant ($\beta=1.70$ [.51], $p<0.01$). These

findings imply that parents who provide a stimulating, responsive, and organized home environment at an early age (54 months) leads to high first grade achievement through influencing a child's language and social skills.

As the literature has shown various aspects of family environment seem to contribute to students' level of school achievement. Research findings provide support for the importance of family climate and parents' supportiveness. However, on the contrary to the previous studies, some research points to the lack of relationship between family environment and academic achievement. For example, Dubois et al., (1994) did not find a significant relationship between family climate and any of the measures of school adjustment. Surprisingly, none of the family dynamics, neither cohesion nor control, were directly associated with the academic grades, school attendance, and scholastic self-concept in a sample of 159 4th and 6th graders.

Ketsetzis et al. (1998) also did not find any support for a significant, direct relationship between family climate and children's school adjustment. Findings from data derived from 161 4th grade students and 151 7th grade students showed that there was no relationship between children's self-esteem, family environment, and school adjustment. However, Ketsetzis et al. (1998) do argue that an over emphasis on student performance by parents may lead to the development of a child's negative attitudes toward the self, learning and school.

In summary, the literature gives inconsistent results regarding the relationship between family related factors and students' academic achievement. Some of the research findings regarding academic achievement indicate that socioeconomic status of the family, and ability factors are associated with students' academic achievement. However, research has also pointed out that even if students come from the same

socioeconomic background and ability levels, they differ in their academic achievement and their school success (Arbona, 2000). It is becoming clear that parenting practices and motivational factors also have an impact on academic achievement.

2. Self-concept and Academic Achievement

In the current study, another question of interest is the role of self-concept in the academic achievement. The study of self-concept has a long and fruitful history. A number of studies have been conducted on examining the effect of self-evaluation on educational outcomes. Although there is no consensus on the direction of causality, a number of studies indicate that there is a modest but positive relationship between self-concept and educational outcomes such as academic performance, attitude toward school, and career plans (Purkey & Novak, 1996, Guay, Boivin, & Marsh, 2003; House, 2000; Marsh & Yeung, 1997; Juang & Silbereisen, 2002, Hamachek, 1975).

Firstly, the idea of self-concept will be defined and then the relationship between self-concept and academic achievement will be presented. In terms of a definition, Shavelson (1982) defines self-concept as:

“It is organized or structured, in that people categorize the vast amount of information they have about themselves and relate the categories to one another. It is multifaceted and the particular facets reflect the category system adopted by a particular individual and/or shared by a group. It is hierarchical, with perceptions of behavior at the base moving to inferences about self in sub-areas (e.g., academic-English, history), then to inferences about self in academic and nonacademic areas, and then to inferences about self in general.”
(Shavelson, & Bolus, 1982, p. 3)

People’s perceptions of themselves are formed through their experiences with their environment and are influenced especially by environmental reinforcements

and significant others. According to Shavelson, self-concept is an individual's perception of self formed through experience with the environment, interactions with significant others, and attributions of his or her own behavior (cited in Marsh, Relich, & Smith, 1983).

In the literature, the concept self-esteem is also used widely. Self-esteem is defined by Rosenberg (1979) as a positive or negative evaluation of the self. Similarly, James (1983) viewed self-esteem as the ratio of one's success to one's pretensions. To increase self-esteem one must either increase one's successes or lower one's expectations. (Baldwin & Hoffmann, 2001).

There is an ongoing debate whether self-concept, self-esteem, and self-image are synonymous constructs or not. Some theoreticians see important distinctions among the self constructs (e.g., Brown, 1993; Fleming & Courtney, 1984), while others view the distinctions as minimal" (Bracken & Lamprecht, 2003). For the purpose of this study, the present researcher included both kind of studies which used self-concept or self-esteem as a variable.

Secondly, in terms of the relationship between self-concept and academic achievement, a growing body of empirical work examining the contribution of self-concept to various school outcomes has accumulated. This long-standing and actively continuing research effort implies that self-concept has an impact on various school related variables such as school adjustment, academic achievement, school absence, and educational expectations.

Haynes (1990)'s research provides support for the importance of self-concept regarding school adjustment. Haynes proposed that teacher ratings of children on classroom behavior, group participation, and attitude toward authority

correlated most strongly with children's behavior self-concept. Haynes defined behavior self-concept as perception of behavior (Haynes, 1990).

Purkey (1970), in his review of the literature, emphasized a significant relationship between self-concept and academic achievement. Many researchers since Purkey (1970) have examined the relationship between school success and positive self-concept and have reached different conclusions (Bracken & Lamprecht, 2003). For instance, in a comprehensive review of the literature about the role of self-concept on educational achievement, Scheirer and Kraut (1979) found methodological and theoretical problems in the studies regarding self-concept and academic achievement. They especially caution researchers about the assumption that there exists a casual relationship between a person's feelings about himself/herself and academic achievement (Scherier & Kraut, 1979).

Wigfield & Karpathian (1991) have also reviewed the literature on children's self-concept development and how their self-concepts motivate their behavior in achievement situations. These researchers investigated the issue of causality between children's self-concept and their school achievement. Their review reveals that there is an ongoing debate about whether self-concept influences achievement or vice versa. Wigfield & Karpathian (1991) concluded that the relation is so complex and many other variables such as individual differences may have an effect in the relationship.

Consistent with this view, Hamachek (1995), after reviewing 25 years of past research, argued that the debate about which comes first - a positive self-concept or academic achievement- is more academic than practical. He concluded that there is an interactive and reciprocal relationship to the extent that a positive (or negative) change in one leads to a change in another.

The question of causality, relating to which one comes first, academic self-concept or academic achievement has been studied by Guay et al.(2003). Guay and his colleagues investigated the two different theories: the self-enhancement and skill development models, proposed by Calsyn and Kenry (1977). According to the self-enhancement model, self-concept is a determinant of academic achievement, whereas the skill-development model implies that academic self-concept is a result of academic achievement.

There is enough evidence to suggest that prior academic achievement is one determinant of academic self-concept. And the opposite is also possible.

Having analyzed related literature, Guay et al. (2003) looked at the issue from a developmental perspective. According to Guay et al. (2003), there could be a more realistic model to bring together these two opposite sides. Guay et al. (2003) was influenced by Marsh (1997)'s 'Reciprocal –effects' model. The model has been emphasized to explain the casual effect between self-concept and academic achievement. According to the model, prior self-concept affects subsequent achievement and prior achievement affects subsequent self-concept (Marsh & Yeung, 1997).

Guay et al. (2003) conducted a study to examine the relation between self-concept and academic achievement in a sample of 385 elementary school children in grades 2, 3, and 4. Findings from their study suggested that as children grow older, their academic self-concept responses became more reliable, more stable, and more strongly correlated with academic achievement. In addition, they claim that there is a reciprocal relationship between young children's self-concept and academic achievement (Guay et al., 2003).

In addition, other research has examined the relationship between self-concept and academic achievement. After a comprehensive review of the literature Gonzalez-Pienda et al. (2002) asserted that research on the prediction of academic achievement frequently including students' aptitude, self-concept, and motivation variables. According to Gonzalez-Pienda et al. (2002), there is a significant and positive relationship between students' aptitudes and academic achievement (up to .50). In the same vein, Gonzalez-Pienda et al. (2002) revealed that self-concept is at least as important as aptitudes. However, like the other studies mentioned above, the researchers also point to the ongoing debate about the direction of the relationship between self-concept and academic achievement. Therefore, results are inconclusive as to whether the two constructs are unidirectionally or reciprocally related.

The researchers point out the importance of motivational factors in academic achievement. Gonzalez-Pienda et al. (2002) deduce that self-confidence accounts for more than twice as much of the variability in achievement as student capacity.

Furthermore, Juang and Silbereisen (2002) studied the relationship between parenting, adolescents' academic capability beliefs and school grades. Their study had two major aims. The first one was to look at how an individual's beliefs about his or her ability influence his or her school performance. The second one was to see how family variables, more specifically, how parenting practices, beliefs, and expectations, relate to how well the adolescents do in school, for instance as measured by school grades. In a sample of 307 male and 334 female students, they found that adolescent's academic capability beliefs correlated significantly with all the parenting variables. There was a significant, positive relationship between parental warmth, interest/involvement in schooling, discussion of academic/intellectual matters, and school aspirations.

To sum up, the self-concept factors have an effect in determining the students' school performance although there continuous to be the question of causality.

3.School Attitude and Academic Achievement

Although students' attitude toward school and academic achievement are of great concern to educators worldwide, there has been relatively little published research regarding students' attitude (Sa'di, 2001). The review of literature reveals that 'general school attitude' has not received much attention in Turkey. There are a limited number of studies regarding the attitude towards school among the Turkish population. Those studies' area of concern was the attitudes of Turkish students to some specific subject areas such as math and science (Öğretme,2001; Aydın, 1995; Tektaş, 2004; Açıkbaş, 2002). These studies focused primarily on the contribution of various teaching methods and classroom environment to student attitudes of specific subject areas such as science and math.

For the purpose of this study, a general concept of school attitude was used. McCoach (2002) defines 'school attitude' as the students' self-reported interest towards school and classes (McCoach, 2002). She divided school attitude into five categories: academic self-perceptions, attitudes toward teachers, attitudes toward school, goal valuation, and lastly motivation and self-regulation. According to McCoach (2002), academic self-perception involves the description and evaluation of one's perceived academic abilities. It includes one's beliefs of self-worth associated with one's perceived academic competence. After academic self-perception, McCoach (2002) points to the relationship between teachers and academic performance. She claims that there is a positive relationship between

students' attitudes toward teachers and their academic achievement. In terms of attitude towards school, according to McCoach (2002), underachievers exhibit more negative attitudes toward school. She also explains, that goals influence how children approach, engage in, and respond to achievement tasks. When students value a task, they are more likely to engage in, expend more effort on, and do better on the task. She claims that future goals are directly related to academic achievement. Finally, she defines self-regulation as the following: "students' self-generated thoughts, feelings, and actions which are systematically oriented toward the attainment of goals" (McCoach, 2002). She claims self-regulation is a significant predictor of academic achievement.

In examining the relationship between the school attitude and academic achievement, research by Frankel (1965) sheds some light. Frankel (1965) attempted to identify possible factors differentiating the academic achievement of boys having the same high intellectual ability. After examining the relevant literature, Frankel (1965) identified eleven factors that seemed to be associated with academic achievement. These factors were, 1) aptitudes, 2) interests, 3) personal problems, 4) health, 5) home and family background, 6) socioeconomic status, 7) reaction to school subjects, 8) reaction to school, 9) out of school activities, 10) vocational and college planning, and lastly 11) academic performance in junior high school. Frankel (1965) conducted a comparative study on the predictors of achievement in a sample of fifty pairs of achieving and underachieving boys. Findings from the research indicate that underachievers develop negative attitudes toward school, display deviant behaviors, have poorer attendance level, and more involved disciplinary offenses. The researcher asserts that underachievers were more recalcitrant, less

conforming, and less happy at school. On the other hand, achievers obey the school rules, show responsible behaviors, and join in school activities.

In recent years, research efforts have been directed at examining the role of psychosocial and other factors in the explaining college performance. Theoretical and empirical studies on the nature of college achievement reveal that psychosocial and study skill factors tend to be associated with college outcomes.

Robbins et al., (2004) conducted a meta-analysis to bring together the psychological and educational literature. Reviewing 109 empirical and theoretical studies regarding college achievement, Robbins et al., (2004) determined 9 psychosocial and study skill constructs (PSFs): 1) achievement motivation, 2) academic goals, 3) institutional commitment, 4) perceived social support, 5) social involvement, 6) academic self-efficacy, 7) general self-concept, 8) academic related skills, 9) contextual influences. This study aimed to explore the effects of these constructs on academic achievement by examining 476 correlations derived from 109 studies. Findings provide support for the importance of almost all the psychosocial constructs in terms of Grade Point Average (GPA). Academic self-efficacy appeared to be the best predictor of GPA with the mean correlation of 0.49. Achievement motivation was the second most effective predictor with the mean correlation of 0.30. On the other hand, the mean correlation between general self-concept and college achievement was found to be as low as 0.04.

It should be noted that researchers are careful when they give opinions about the results of correlational studies. A reciprocal relationship is possible while conducting correlational studies. For example, it is always possible that an attitude may be influenced by achievement rather than vice versa. Williams (1970) provided research evidence regarding the determining role of personality, ability, and

achievement on students' scholastic attitude. Williams (1970)'s study was an attempt to explore ability, achievement, and personality factors which differentiate students having positive school attitude from those with negative school attitude. The sample consisted of fifty six students who were in the positive attitude group and sixty five students who were in the negative attitude group. Findings from the research suggested that students who had a negative attitude towards school gained significantly lower scores on ability, achievement, and personality variables than the students who had a positive attitude.

Similar to the previous conceptualizations of McCoach (2002), Frankel (1965), and Williams (1970), Bong (2004) also came up with a conceptual model of students' attitudes toward school in terms of motivation. According to Bong's (2004) recent description, student motivation consists of four constructs: academic self-efficacy, task value, achievement goal orientation, and attributional beliefs. Academic self-efficacy is defined as 'subjective convictions that one can successfully carry out given academic tasks at designated levels.' (Schunk, 1991, cited in Bong, 2004, p.288). Task value refers to the encouragement to deal with academic issues, perceived as important, useful, and interesting. Achievement goal orientations can be considered the underlying purposes for engaging in achievement-related behaviors. Bong (2004) conducted a study to explore the relationship between the motivational beliefs toward the school in general and motivational beliefs in three subject areas, English, Korean, and mathematics. In a sample of 389 first graders, Bong (2004) found that each motivational belief was associated with a different degree of generality across domains and contexts.

In another study, student attitudes toward school subjects were looked at more closely than a general school attitude. Neale, Gill, and Tismer (1970)

investigated the correlation between attitudes toward school subjects and measures of school achievement. In a sample of 105 boys and 110 girls in 6th grade they found that boys had more positive attitudes toward social studies than girls. And girls' attitude and achievement were significantly correlated only for reading. Neale, Gill, and Tismer (1970) concluded that attitudes toward specific subjects are more related to school achievement than a general attitude toward school is.

In summary, the literature shows a significant relationship between academic achievement and attitude of students toward school.

D. RESEARCH QUESTIONS

The aim of the study was to find out the effect of the 9th grade students' family environment, self-concept, and school attitude on their academic achievement. Based on this aim the following specific research questions were investigated.

1. Is there a relationship between 9th grade students' family environment, measured by the Family Environment Questionnaire (FEQ) and their academic achievement, measured by their GPAs?

2. Is there any relationship between 9th grade students' self-concept, measured by the Piers-Harris Children's Self-concept Scale (WIFAM) and their academic achievement, measured by their GPAs?

3. Is there any relationship between 9th grade students' school attitude, measured by the School Attitude Assessment Survey-Revised (SAAS-R) and their academic achievement, measured by their GPAs?

4. How much does each factor; family environment, measured by Family Environment Questionnaire (FEQ), self-concept, measured by the Piers-Harris Children's Self-concept Scale (WIFAM), and school attitude, measured by School Attitude Assessment Survey-Revised (SAAS-R), contribute to the 9th grade students' academic achievement, measured by their GPAs?

5. Do the family environment, measured by the Family Environment Questionnaire (FEQ), self-concept, measured by the Piers-Harris Children's Self-concept Scale (WIFAM), and school attitude, measured by the School Attitude Assessment Survey-Revised (SAAS-R), change according to the levels of achievement, namely low, average, and high?

E. METHODOLOGY

1. Sample

Convenient sampling method was used while determining participants. Participants of the research were selected from the 9th graders of two public high schools in Bakırköy in the academic school year of 2004-2005. Approximately 330 students were asked to fill out the questionnaires. However, only 288 out of the 330 participants completed all the answers in the questionnaires, therefore, data from these 288 students (155 boys and 133 girls) were analyzed. The age range was between 14-17 years of age; 91 percent of the sample was 15 years old.

A complete demographic profile of the participants is presented in Table 1. According to the table, this group of 133 female and 155 male students mostly were 15 or 16 years old, 71% and 20%, respectively. The number of participants from each school was almost the same; 142 from school 1 and 146 from school 2. 44% of the participants had only one sibling. In terms of mothers' educational status, mothers who were elementary school graduates and those who were lycee graduates were nearly the same number, 99 and 98, respectively. In terms of fathers' educational level, it can be seen that 40% of the fathers graduated from at least lycee. Most of the mothers were housewives, $n= 226$. In terms of paternal job, the informal sector (serbest meslek) which includes fathers having their own job, had a magnitude of 38%.

Table 1
The Characteristics of the Sample

Characteristics	N	Frequency (%)
GENDER		
Female	133	46.2
Male	155	53.8
SCHOOL		
School 1	142	49.3
School 2	146	50.7
AGE		
14	21	7.4
15	203	71.2
16	57	20.0
17	4	1.4
Missing	3	-
NUMBER OF SIBLINGS		
None	23	8.2
1	124	44.3
2	70	25
3	41	14.6
4+	22	6.9
Missing	8	-
MOTHER EDUCATION		
Illiterate	1	0.4
Elem.school	99	36.4
J.High school	50	18.4
Lycee	98	36.0
2-years university	5	1.8
4-years university	16	5.9
Graduate	3	1.1
Missing	16	-
FATHER EDUCATION		

	Illiterate	1	0.4
	Elem.school	50	18.1
	J.High school	59	21.4
	Lycee	112	40.6
	2-years university	12	4.3
	4-years university	36	13.0
	Graduate	6	2.2
	Missing	12	-
	MOTHER OCCUPATION		
	Professional	2	0.72
	White color	24	8.69
	Informal sec.	10	3.62
	Blue color	9	3.26
	Housewife	226	81.88
	Retired	3	1.08
	Died	2	0.72
	Missing	12	-
	FATHER OCCUPATION		
	Professional	10	3.6
	White color	89	32.2
	Informal sec.	106	38.40
	Blue color	23	8.3
	Driver	17	6.2
	Retired	13	4.7
	Jobless	14	5.1
	Died	4	1.4
	Missing	12	-

2.Instruments

For the study three standard questionnaires were used: the Family Environment Questionnaire (FEQ), the Piers-Harris Self-concept Scale (Wifam), and the School Attitude Assessment Survey-Revised (SAAS-R). These scales were selected because they all have validity and reliability for the Turkish population. In addition to these three questionnaires one demographic data form and the participants' GPAs were used for this research. The following section provides information about the scales.

a. Demographic Data Form

A demographic information form was developed by the researcher (Appendix A). This form included questions on gender, birthday of the subject,

whether the parents were alive or dead, or resided with their children or not, level of education and employment of the parents.

b. Family Environment Questionnaire (FEQ)

The instrument was first conceptualized by Moos in 1974, based on his Social Climate Theory. Moos (1974) developed his Family Environment Scale to assess “Relationship”, “Personal Development”, and “System Maintenance and System Change”. The Family Environment Questionnaire (FEQ) (Fowler, 1980) is a shortened 30-item version of the 90 item Family Environment Scale (FES) originally developed by Moos (1974, 1986) (Appendix B). The FEQ assesses family structure on two dimensions, interpersonal relationship (cohesion vs. conflict) and organization-control. Each one of the two dimensions has 15 items. The interpersonal relationship dimension measures the degree of commitment, openness and disagreement among family members. The organization-control subscale measures the family rules, the rigidity of the family order and the overall plan of organization within the family structure.

The validity and reliability studies of the Turkish version of the Family Environment Questionnaire were established by Usluer using 535 high school and university students (Usluer, 1983). During item-analysis of the two 15 –item subscales items 6, 10, 27, and 30 had low item –total correlations . Therefore, it was decided to delete these items in order to increase the alphas. Thus the final version of the Turkish FEQ obtained had a total of 26 items, 13 in each subscale (Appendix C). Also, individual item scores ranged between 1 and 4 (instead of 1 and 5 as in the original form), the minimum and maximum total subscale scores varied from 13 to 52. (Usluer, 1983). An individual can get a maximum score of 64 from the cohesion subscale and 40 from the control subscale.

c. Piers-Harris Self-Concept Scale (WIFAM)

The Piers-Harris Self-Concept Scale or The Way I Feel About Myself (WIFAM) was developed by Piers-Harris in 1969 (Appendix D). It was translated into Turkish by Öner and Çataklı (1987) (Appendix E). It measures the individuals' perceptions related to views of him/herself. The instrument is a self-report test and designed approximately for students aged from 9 to 16 years old. It contains 80 items which are answered in terms of 'yes' or 'no'. A total score or several cluster scores can be obtained. The total score yields a composite self-concept score that may range from 0-80. Items are scored in the direction of high (adequate) self-concept. The higher the score, the more positive (adequate) the self-concept is. A scoring key is supplied by the authors of the instrument. The cluster scores represent the six factors of the scale. They are: I. Behavior, II. Intellectual and School Status, III. Physical Appearance and Attributes, IV. Anxiety, V. Popularity, VI. Happiness and Satisfaction (Çataklı, 1985)

d. School Attitude Assessment Survey -Revised (SAAS-R)

The School Attitude assessment Survey-Revised (SAAS-R) was developed by McCoach (McCoach, 2000) (Appendix F). The instrument has 43 items and five dimensions. The dimensions are academic self-perceptions, attitudes toward teachers, attitudes toward school, goal valuation, and motivation/self-regulation. The survey employed a 7-point Likert type agreement scale ranging from 1 to 7 where 1 represented "strongly disagree" and 7 represented "strongly agree".

Concerning reliability and validity of the instrument the researcher reported the following reliability coefficients for each factor; academic self-perceptions 0.82; attitudes toward teachers 0.85; attitudes toward school 0.88; goal valuation 0.92; motivation/self-regulation 0.94. The validity and reliability studies of the Turkish

version of the School Attitude Assessment Survey-R were established by Başlantı (2002) in a sample of 91 university students (Appendix G).

e. Grade Point Average (GPA): School achievement was measured by the students' GPAs of the fall semester of the 2004-2005 academic year. Students' GPAs were obtained from the schools' administration. The GPA range is from 1-5.

3. Design and Procedure

The design of the study can be identified as a descriptive correlational design. The necessary permission was obtained from the Ministry of Education. 288 students filled the questionnaires completely. Each participant provided self-report data that included general demographic information, as well as measures of their family environment, self-concept, and their school attitude. Three questionnaires were filled by the participants in approximately 35 minutes. (10 min. for the FEQ, 10 min. for the SAAS, 15 min. for the Wifam) under the supervision of the researcher during the lesson time. In addition to these instruments a demographic data sheet was filled out by the participants and an information letter was included to explain the purpose of the study. Students' fall semester GPAs were obtained from the schools' administrations.

4. Data Analysis

Resulting data was analyzed using the Statistical Packages for Social Sciences (SPSS-version 11.01). The significance level was set at .05. Descriptive data on all measures of outcomes are presented as means and standard deviations or frequencies and percentages.

Research questions 1, 2, and 3 were analyzed using the Pearson Product Moment Correlation. For research question 4, a simultaneous multiple regression

analysis was conducted. Lastly, for research question 5, a one-way ANOVA was used.

F-RESULTS

In this chapter, the results of the statistical analyses will be presented. First, the results of the descriptive statistics of the data will be shown. After preliminary analyses, the results of individual research questions will be presented one by one.

Descriptive Analyses

Table 2 shows the mean and standard deviation of the three independent variables, namely FEQ (including the subscales of family cohesion and family

control), WIFAM, and SAAS-R. The mean value for family cohesion was 47.46, with a standard deviation of ± 6.58 . The family control subscale had a mean value of 27.79, and a standard deviation of ± 4.58 . The mean value for self-concept was calculated to be 57.38, with a standard deviation of ± 9.29 . The mean score for school attitude was 5.13, with a standard deviation value of ± 0.94 .

Table 2

M and *SD* values for independent variables.

Gender	Fam.Coh. ¹ (n=288)		Fam.Cont. ² (n=288)		Self-concept ³ (n=288)		School Att. ⁴ (n=288)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Male	46.89	7.04	27.97	4.75	57.58	9.84	5.00	1.06
Female	48.12	5.96	27.59	4.39	57.15	8.65	5.29	0.75
Total	47.46	6.58	27.79	4.58	57.38	9.29	5.13	0.94

Note:¹ Fam.Coh. (Family cohesion subscale of FEQ); ² Fam.Cont. (Family control subscale of FEQ)
³ WIFAM (Piers-Harris Self-concept Scale); ⁴ School Att. (SAAS-R, School Attitude Assessment Survey-Revised).

Table 3 gives the mean and standard deviation values of the selected sample in terms of GPAs. The students' GPAs range is 1-5.

Table 3

M and *SD* values for the GPA

Gender	School 1 (n=142)		School 2 (n=146)		Total (n=288)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Male	2.19	0.81	2.51	1.06	2.34	0.94
Female	2.46	0.77	2.84	0.79	2.67	0.80
Total	2.31	0.80	2.67	0.80	2.49	0.89

Table 4 indicates the intercorrelation of all independent and dependent variables. According to Table 4, the academic self-perception subscale had the highest correlation ratio to GPA, among the independent variables as indicated by the 0.53 correlation r which was the correlation between academic self-perception and students' academic achievement.

Table 4
The intercorrelational matrix regarding all independent and dependent variables

	1	1a	1b	1c	1d	1e	2	2a	2b	2c	2d	2e	2f	3a	3b	4
1. School Attitude(Total)	-	.77**	.86**	.77**	.73**	.87**	.38**	.28**	.10	.15*	.44**	.18**	.37**	.39**	.28**	.43**
1a.Academic Self-Perceptions		-	.58**	.41**	.54**	.63**	.40**	.31**	.23**	.07	.34**	.20**	.37**	.35**	.22**	.53**
1b.Attitudes Toward Teachers			-	.66**	.57**	.66**	.37**	.27**	.11	.17**	.43**	.19**	.33*	.36**	.29**	.33**
1c.Attitudes Toward Schools				-	.53**	.51**	.22**	.22**	.03	.16**	.28**	.10	.21**	.24**	.17**	.19**
1d.Goal Valuation					-	.56**	.11**	.05	-.08	-.00	.31**	-.05	.18**	.24**	.13*	.38**
1e.Motivation/Self-Regulation						-	.36**	.21**	.06	.16*	.42**	.21**	.37**	.38**	.29**	.34**
2.Self-concept (Total)							-	.80**	.66**	.62**	.62**	.58**	.47**	.35**	.18**	.20**
2a.Happiness and Satisfaction								-	.62**	.42**	.43**	.41**	.24**	.34**	.08	.16**
2b.Anxiety									-	.22**	.38**	.19**	.25**	.17**	.03	.13*
2c.Popularity										-	.17**	.39**	.30**	.17**	.09	-.04
2d.Behavior											-	.07	.18*	.18**	.11	.29**
2e.Physical Appearance and Attributes												-	.29**	.24**	.16**	-.14*
2f.Intellectual and School Status													-	.34**	.25**	.18**
3a. Family Cohesion														-	.61**	.10
3b. Family Control															-	-.04
4.Academic Achievement																-

*p<.05; **p<.01

Results According to Research Questions

Research Question 1: “Is there a relationship between 9th grade students’ family environment, measured by the Family Environment Questionnaire (FEQ) and their academic achievement, measured by students’ GPAs?”

Research Question 2: “Is there any relationship between 9th grade students’ self-concept, measured by the Piers-Harris Children’s Self-concept Scale (WIFAM) and their academic achievement, measured by students’ GPAs?”

Research Question 3: “ Is there any relationship between 9th grade students’ school attitude, measured by the School Attitude Assessment Survey-Revised (SAAS-R) and their academic achievement, measured by students’ GPAs?”

To answer the research questions 1, 2, and 3, the Pearson product moment correlation was used. The results are presented in Table 5.

As it is seen from Table 5, while there was no significant relationship between the subscales of FEQ and GPA, there was a significant relationship between self-concept, as measured by WIFAM and GPA, with a significant r value of .20 ($p < 0.001$).

According to Table 5, there was a significant relationship between school attitude, as measured by SAAS-R, and the academic achievement of the 9th grade students sample with a correlation value of .43 ($p < 0.001$).

Table 5

Correlation between scores on the family cohesion and family control subscales of FEQ, WIFAM, and SAAS-R and GPA

Measures	GPA
Family Cohesion ¹ (n=288)	.10
Family Control ² (n=288)	-.04
Self-concept ³ (n=288)	.20*
School Attitude ⁴ (n=288)	.43*

Note:¹ Subscale of FEQ (Family Environment Questionnaire); ²Subscale of FEQ (Family Environment Questionnaire); ³WIFAM (Piers-Harris Self-concept Scale); ⁴SAAS-R (School Attitude Assessment Survey-Revised).

*p<.001

Research Question 4: How much does each factor; family environment, measured by Family Environment Questionnaire (FEQ), self-concept, measured by Piers-Harris Children's Self-concept Scale (WIFAM), and school attitude, measured by School Attitude Assessment Survey-Revised (SAAS-R) contribute to the 9th grade students' academic achievement, measured by their GPAs?

Table 6 summarizes the multiple regression analysis of the relationship between study variables, namely family environment, self-concept and school attitude, and GPA. As it is seen in Table 6, school attitude and family control variables have significant β values ($\beta=.46$; $\beta= -.17$, respectively). The other two variables, namely family cohesion and self-concept did not have any contribution effect on GPA.

The R-squared value was found to be 0.22. Briefly, this value indicates that 22% of academic achievement as measured by GPA, can be accounted for by its relationship to the predictor variables of school attitude, family control, family cohesion, and self-concept.

Table 6

Regression Analysis of all independent variables on GPA

R ²	ΔR^2	β
----------------	--------------	---------

	0.22	0.22
School Attitude		0.46**
Family Control		-0.17*
Family Cohesion		0.01
Self-concept		0.05

*p<.01, **p<.001

The results of the multiple regression analysis of all the independent variables shown in Table 6 were further stepwise analyzed to see the R-squared change of each factor. School attitude by itself only explains approximately 19% of the variance in GPA, whereas family control explains 2% of the variance in GPA. Approximately 78% of the variance in GPA is still unexplained.

Table 7

Stepwise Regression Analysis of the three Independent Variables, namely family cohesion and control subscales of FEQ, self-concept (WIFAM), and school attitude (SAAS-R) on GPA

	R ²	ΔR ²	β
School Attitude	0.19	0.19	0.43**
Family Control	0.21	0.02	-0.16*

*p<.001

After analyzing the total scores of FEQ, WIFAM, and SAAS-R by multiple regression, the next step was to analyze the sub-scale scores of each measure in the study by multiple regression. Results in Table 8 show that the academic self-perception subscale of the SAAS-R is the best predictor of GPA ($\beta=.52$, $p<.01$; $R^2=.27$).

Table 8

Stepwise Regression Analysis of all the subscales of family environment (FEQ), self-concept (WIFAM), and school attitude (SAAS-R) on GPA

	R ²	ΔR ²	β
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Academic Self-Perceptions ¹	0.27	0.27	0.52**
Physical Appearance ²	0.35	0.35	-0.29**
Family Control ³	0.37	0.36	-0.13*
Behavior ⁴	0.39	0.37	0.12*

Note:¹ Subscale of SAAS-R (School Attitude Assessment Survey-R); ² Subscale of WIFAM (Piers-Harris Self-concept Scale); ³Subscale of FEQ (Family Environment Questionnaire); ⁴Subscale of WIFAM (Piers-Harris Self-concept Scale).

*p<.05; **p<.01

Research Question 5: Do the family environment, measured by Family Environment Questionnaire (FEQ), self-concept, measured by Piers-Harris Children's Self-concept Scale (WIFAM), and school attitude, measured by School Attitude Assessment Survey-Revised (SAAS-R) change according to the levels of achievement, namely low, average, high?

To answer question 5, the data was analyzed using one-way ANOVA to look at the differences between low, average, and high achievers in terms of all total scores of the study variables.

According to Table 9, ANOVA results indicated that the three levels of achiever groups were significantly different in their general self-concept scores [F (2,287) =5.27, p<0.01].

As also can be seen from Table 9, the ANOVA results revealed that the three levels of achieving groups were significantly different in their school attitude scores [$F(2,281)=17.65, p<0.001$].

Additionally, the Sheffe' test was used as a post-hoc analysis. According to the post-hoc analysis, low achievers are significantly different from the middle achievers but not from high achievers in terms of total self-concept scores. The mean self-concept score was 55.75 for low achievers with a standard deviation of ± 10.30 . On the other hand, no significant difference was found between middle and high achievers' self-concept scores according to Sheffe results, $M=59.26, SD=7.16$ and $M=59.27, SD=8.51$, respectively. It is worth noting that there was not a significant difference between low achievers' scores and high achievers' ones in terms of self-concept.

Regarding school attitude, low achievers were significantly different from middle and high achievers. The mean attitude score was 4.8 for low achievers with a standard deviation of ± 1.01 . On the other hand, there was not found to be a significant difference between middle and high achievers' attitude scores according to Sheffe results ($M=5.39, SD=.72$ and $M=5.6, SD=.72$, respectively).

Table 9

Comparison of low, average, and high achievers in terms of family cohesion, family control, self-concept, and school attitude.

Test	Low=1 (n=154)	Average=2 (n=90)	High=3 (n=44)	F,p	P<0.05 (Sheffe)
Family Cohesion	47.11 \pm 6.96	47.55 \pm 6.41	48.50 \pm 5.51	F=.766 P=.466	
Family Control	27.91 \pm 4.68	27.82 \pm 4.54	27.35 \pm 4.40	F=.255 P=.775	
Self-concept	55.75 \pm 10.30	59.26 \pm 7.16	59.27 \pm 8.51	F=5.272 P=.006	(1,2)

School Attitude	4.84 ± 1.01	5.39± 0.72	5.60± 0.72	F=17.657 P=.000	(1,2); (1,3)
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Note: Scores are mean and standard deviations of scaled scores for the three achievement level, namely low, average, and high, F scores representing significance between these three achievement groups.

In addition, another ANOVA was carried out to see the differences among low, middle, and high achievers in terms of subscales of the SAAS-R. According to Table 10 the mean differences among low, middle, and high achievers were

Test	Low=1 (n=154)	Average=2 (n=90)	High=3 (n=44)	F,p	P<0.05 (Scheffe)
Academic self-perceptions	4.30±1.03	5.01± 0.87	5.59± 0.76	F=37.478 p=0.000	(1, 2); (1,3) (2, 3)
Attitude toward teachers	4.68±1.31	5.19±1.09	5.45± 0.94	F=9.342 p=0.000	(1, 2); (1,3)
Attitude toward school	4.77±1.57	5.13±1.29	5.16± 1.31	F=2.265 p=0.106	
Goal Valuation	5.94±1.10	6.40± 0.63	6.53± 0.68	F=10.815 p=0.000	(1, 2); (1,3)
Motivation/self-regulation	4.76±1.14	5.29± 0.99	5.44± 1.14	F=9.838 p=0.000	(1, 2); (1,3)

significant for the academic self-perceptions subscale, attitude toward teachers subscale, goal valuation subscale, and motivation / self-regulation subscale [F(2,282)=37.47, p<0.001; F(2,282)=9.342, p<0.000; F(2,283)=10.815, p<0.000; F(2,283)=9.838, p<0.000].

Table 10

Comparison of low, average, and high achievers in terms of family cohesion, family control, self-concept, and school attitude variables.

Note: Scores are mean and standard deviations of scaled scores for the three achievement level, namely low, average, and high, F scores representing significance between these three achievement groups.

H. DISCUSSION

The purpose of the present study was to investigate the predictors of academic achievement in a sample of ninth grade Turkish students. More specifically, the effect of family environment, self-concept, and school attitude on academic achievement of ninth grade students was investigated.

The following instruments were utilized to collect data : family environment, measured by the Family Environment Questionnaire (FEQ, Fowler, 1980), self-concept, measured by the Piers-Harris Self-concept Scale (WIFAM, Piers-Harris, 1969), and school attitude, measured by the School Attitude Assessment Survey-Revised (SAAS-R, McCoach, 2000).

The results of the study will be discussed mainly into three sections. Firstly, the total and subscale scores of the School Attitude Assessment Survey-Revised (SAAS-R) will be examined. Then, the differences of the scores of general self-concept, measured by Piers-Harris Self-concept Scale (WIFAM) and academic self-perceptions, measured by the School Attitude Assessment Survey-Revised (SAAS-R) will be presented. Lastly, the contribution of family related factors to academic achievement will be based on the results of the present study.

Discussion of results in terms of total and subscale scores of the School Attitude Assessment Survey-Revised (SAAS-R)

Findings from the present study suggest that students' attitude toward school was the best predictor of their academic achievement ($\beta = .46, p < .01$). In the present study, the school attitude variable was defined by five sub-scales. They were academic self-perceptions, attitudes toward teachers, attitudes toward school, goal valuation, and motivation/self-regulation. When the role of each of these five sub-scales was analyzed separately, it was clearly seen that the best predicting factor was the academic self-perceptions sub-subscale ($\beta = .52, p < .001; R^2 = .27$) (see Table 8).

After finding the best predictor which was the academic self-perception subscale, it was necessary to look at the effect of the best predictor in terms of the three achiever groups, related to the research question 5. Therefore, an ANOVA was carried out to determine if there was a mean difference between these three achiever groups, namely low, middle, and high, in terms of the five subscales of the SAAS-R. (see Table 10). The results of the ANOVA show that the attitude towards teachers subscale, goal valuation subscale, and motivation/self-regulation subscale of the SAAS-R made a significant difference between low and high-achievers at nearly the same level [$F(2,282) = 9.342, p < 0.001$; $F(2, 283) = 10.815, p < 0.001$; $F(2, 283) = 9.838, p < 0.001$, respectively]. However, among the five subscales, the academic self-perceptions subscale appeared to be the most explanatory factor of the mean difference between the three achiever groups. In terms of the academic self-perceptions subscale, all three achiever groups were shown to have different mean values ($F = 37.478, p < 0.000$).

Similarly, Olivarez (2004) investigated the role of parental influence, motivation, self-concept, attitude towards school, attitude toward teachers, and goal valuation on students' achievement level. In terms of total scale scores, the findings from the present study are supported by Olivarez (2004) as she indicated that of all the stated variables, namely family, self-concept, and school attitude, the best predictor of academic achievement was school attitude. However, Olivarez (2004) found that the best predictor factor was the attitude towards school subscale when the role of each of the five subscales was analyzed separately. As opposed to Olivarez's (2004) claim, the attitude towards school subscale of the SAAS-R was not significantly effective on students' achievement in the current study. In addition to this, the findings of the present study is also inconsistent with McCoach and Siegle's findings (2001) which found that the relationship between academic self-perceptions and self-reported GPA is moderate and positive for the general population and higher achievement students. According to McCoach and Siegle (2003a, 2003b), the academic self-perceptions subscale of the SAAS-R did not significantly discriminate high achievers from low achievers even though there were large mean differences between the two group. McCoach and Siegle (2003b) suggested further longitudinal research to see whether school programs that attempt to increase academic self-perceptions in low achievers can effectively develop better academic self-perceptions.

In addition, Başlantı's (2002) study may give an idea regarding Turkish university students' attitude towards school. In his study, Başlantı (2002) investigated the mean difference between gifted underachievers and a regular group of students in terms of five sub-scales of the SAAS-R. He found similar results when compared to McCoach and Siegle's (2003a) study, finding the largest differences

between the underachiever and high achiever groups in terms of motivation/self-regulation and the goal valuation subscales of the SAAS-R (Başlantı, 2002). Even though there was a significant difference between each of the achiever groups regarding goal valuation, attitude towards teachers, academic self-perceptions and attitude towards school, these subscales did not have an F value as high as the motivation/self-regulation subscale of the SAAS-R ($F=75.213$, $p<0.001$). So, contrary to the previous research of McCoach and Siegle (2003a, 2003b), Olvarez (2004), and Başlantı (2002), the present study suggests that the academic self-perception subscale of the SAAS-R is the best predictor of academic achievement.

General self-concept and academic self-perceptions

The findings of the current study did not show any predictor effect of a general self-concept on students' achievement. However, the present study provides a contribution to the research area, in discussing the different effect of the global self-concept and academic self-concept on students' school achievement. It is possible to consider the present study's correlation values between the academic self-perception subscale of the SAAS-R and a general self-concept in terms of academic achievement as a valuable finding to show different effects of these two variables' on academic achievement. In the present study, values of correlation were obtained for both the relationship between a general self-concept and academic achievement, and the relationship between the academic self-perceptions sub-scale of the SAAS-R and academic achievement (see Table 4, $r=.20$, $p<.01$; $r=.53$, $p<.01$ respectively).

In addition, it is worth mentioning that when the data was analyzed by using a multiple regression method, the correlational effect of the general self-

concept disappeared (see Table 6 and Table 7). On the other hand, it was also seen that the academic self-perception subscales of the SAAS-R mostly predicted academic achievement when compared with the other variables' contribution to academic achievement ($\beta=.527$, $p=0.000$). Rosenberg et al. (1995) stated similar results, suggesting that academic self-esteem was a better construct than a general one when attempting to demonstrate the predictor factors of academic achievement. Results of their study showed that global and specific self-esteem had different correlates in terms of academic achievement. In a sample of 1,886 tenth grade boys they found the correlations as .25 and .45 for general self-concept and academic self-perceptions, respectively. They concluded that even though there was a relationship between general self-concept and achievement, it was very low when compared to the contribution of academic self-esteem (Rosenberg et al., 1995) ($\beta=.09$, $\beta=0.45$, $p<0.001$, respectively).

In addition, it is worth noting that Robbins et al. (2004) found very similar results to the present study. Robbins et al. (2004) provided research evidence regarding the association between academic achievement and psychosocial factors, including general self-concept. Their study also revealed a very low correlation between general self-concept and GPA. After a comprehensive meta-analysis, they demonstrated that the best predictor of GPA was academic self-efficacy.

So, the findings suggest that although a general self-concept is not associated with achievement, academic self-concept appears to be the most significant factor in explaining academic achievement. Maybe it is because a general self-concept is too broad a construct in terms of academic achievement. Robbins et al. (2004) argue that because a general self-concept includes people's overall evaluation of themselves, it is more suitable for determining broad criteria such as life satisfaction. In addition,

because academic self-perception is narrower than a general self-concept, it is a better predictor of achievement (Robbins et al., 2004).

Family Related Factors and School Achievement

The family control subscale of the FEQ also had a significant relationship to academic performance ($\beta = -.17, p < .01$), but in comparison to school attitude, the predictor role of this subscale is very low. The other variable of the family cohesion subscale of the FEQ did not have any significant relationship. Therefore, like a general self-concept, family environment is also a broad construct. So, this could explain why in the present study family environment has such a low predictor role, if any. However, it is possible to argue that when the parent-child relationship is looked at in more detail and from a narrower perspective; it is possible to find a significant association between family related factors and students' achievement.

Juang and Silbereisen (2002) categorized parents' contribution to academic achievement into four dimensions including parental academic expectations for adolescent, parental warmth, discussion with parents about films, books, school performance and parental involvement/interest in school. Results of their research suggest that more parental warmth, school involvement, academic discussions, and higher school aspirations were all significantly related to higher academic achievement. They also demonstrated that different levels of ability were influenced by parental school involvement differently. Findings of Juang and Silbereisen (2002) show that high ability students received the best school grades when their parents were involved in school related issues such as coming to the school to join the

activities. However, parental involvement of low ability students was linked to the worst school performance.

In addition, some researchers argue that although there is not a direct relationship between family dynamics and academic achievement; family related factors may indirectly effect the achievement. Accordingly, after examining the aspects of the family and home environment, Dubois, Eitel, and Felner (1994) concluded that even though there is not a direct relationship, different aspects of family environment seem to contribute to students' level of school adjustment.

Conclusion

Results of the present study showed that 22% of academic achievement can be accounted for by its relationship to the predictor variables of school attitude and family control ($\Delta R^2=.193$ for the school attitude and $\Delta R^2=.025$ for family control).

Research conducted by Neale, Gill, and Tismer (1970) found different results to the present study's findings. Neale et al. (1970)'s research was an attempt to investigate the predictive role of attitudes to school achievement. They found little or no contribution of attitudes toward school on educational achievement. Accordingly, they suggest that attitudes toward specific school subjects are more related to school achievement than a general attitude toward school is.

According to McCoach, even though ability is the best predictor of academic achievement, it explains less than fifty percent of the variance in GPA. So, it seems that the role of psychosocial and other factors have become the main interest of recent studies.

In light of the consistent relationship demonstrated between school attitude factors and academic performance, identifying the antecedents of school attitude seems important for the development of interventions attempting to increase

students' positive attitude. The findings from this research imply that counselors and educators should help students to develop a positive attitude toward school, which in turn, could improve their academic achievements.

LIMITATIONS

and

SUGGESTIONS FOR FURTHER RESEARCH

The main limitation comes from the selection of the sample. For the purpose of generalizability, a larger and more heterogeneous sample could be selected. The present data was derived from only moderate family SES level, maybe lower or higher family SES levels could be included. Socioeconomic factors in this study were analyzed only as a control. Next time, it would be a good idea to consider these factors as unique predictor variables. For example, gender, age, educational status of the mother and father may possibly be related to academic achievement. The present study revealed that family environment has no contribution to the academic achievement. One explanation for this could be the age of the students. It is argued that small children may be influenced by their parents more than older children. So, an older sample group could give different results about the relationship between home environment and school achievement.

In addition to family related factors, school related variables could be included in a further study as it would be interesting to see which (family or school) was the stronger predictor of achievement .

The present study used the Family Environment Questionnaire to predict family members' cohesion and conflict toward each other. As a result, it showed no significant relationship between the cohesion subscale of the FEQ scores and GPA. Although it seems the control subscale of FEQ has an effect on achievement, it is as low as 2% in this study. So, further studies could try to look at the impact of family dynamics on GPA by using different questionnaires. For instance, looking at the parenting styles separately could give a much better idea about the influence of the family on GPA. It is a well-known phenomenon that different types of measures may influence the findings differently.

The same thing may be relevant for the self-concept variable. Self-concept is a multidimensional variable and the different aspects of self-concept may influence GPA differently. It should be investigated by using academic self-concept questionnaires. Although, the present researcher tried to understand academic self-concept by using the academic self-perception subscale of SAAS-R, the study could have provided a better idea if an individual academic self-concept scale had been used.

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APPENDIX A

**DEMOGRAPHIC DATA FORM
(DEMOGRAFİK BİLGİ FORMU)**

Okul numaranız:.....

Sevgili Gençler,

Lise dönemindeki öğrencileri daha iyi tanıyabilmek amacıyla bir çalışma yürütüyoruz. İlişkide sizin düşüncelerinizi daha iyi anlayabilmek için hazırlanmış sorular bulacaksınız. Sorulara içtenlikle cevap veriniz. Verdiğiniz cevaplar sadece bu araştırma için kullanılacak ve kimseye gösterilmeyecektir. Araştırmaya olan katkılarınız için teşekkür ederiz.

1. Yaşınız: 13 , 14 , 15 , 16 , 17 2. Cinsiyetiniz: Kız: Erkek: 3. Kaç kardeşiniz var?..... 4. Anneniz hayatta mı? Evet Hayır 5. Babanız hayatta mı? Evet Hayır

6. Şu an oturduğunuz evde sizden başka kimler yaşıyor?

Anne	<input type="checkbox"/>	Baba	<input type="checkbox"/>
Üvey anne	<input type="checkbox"/>	Üvey baba	<input type="checkbox"/>
Büyükbaba	<input type="checkbox"/>	Büyükanne	<input type="checkbox"/>
Kardeş(ler)	<input type="checkbox"/>	Diğer akraba(lar)	<input type="checkbox"/>
Diğer (lütfen belirtiniz).....			

7. Anne ve babanızın en son bitirdiği okulu işaretleyiniz.

ANNE

BABA

İlkokul	<input type="checkbox"/>	<input type="checkbox"/>
Ortaokul	<input type="checkbox"/>	<input type="checkbox"/>
Lise	<input type="checkbox"/>	<input type="checkbox"/>
2-yıllık Yüksek Okul	<input type="checkbox"/>	<input type="checkbox"/>
Üniversite (4 yıllık)	<input type="checkbox"/>	<input type="checkbox"/>
Yüksek lisans ve üstü	<input type="checkbox"/>	<input type="checkbox"/>

8. Anneniz çalışıyor mu? Evet Hayır

(Evet ise) Annenizin işi nedir?.....

9. Babanız çalışıyor mu? Evet Hayır
(Evet ise) Babanızın işi nedir?.....

APPENDIX B

FAMILY ENVIRONMENT QUESTIONNAIRE ENGLISH FORM

FAMILY QUESTIONNAIRE¹

Instructions

There are 30 statements about families on the following pages. You are asked to circle the word which best describes your family. You may feel that some statements are more difficult to answer than others. If so, please try to give your best overall impression and answer accordingly. Remember, we would like to know what your family seems like to you. Do not try to figure out how other members would answer the question, but try to give your general impression.

¹ Adapted from Moos, 1974. Family Environment Scale (Form R).
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FAMILY QUESTIONNAIRE

- | | | | | | | |
|-----|---|-------|--------|-----------|-------|--------|
| 1. | Activities in our family are pretty carefully planned. | Never | Rarely | Sometimes | Often | Always |
| 2. | Family members keep their feelings to themselves. | Never | Rarely | Sometimes | Often | Always |
| 3. | There is a strong emphasis on following rules in our family. | Never | Rarely | Sometimes | Often | Always |
| 4. | Everyone has an equal say in family decisions. | Never | Rarely | Sometimes | Often | Always |
| 5. | We think things out for ourselves in our family. | Never | Rarely | Sometimes | Often | Always |
| 6. | It's hard to 'blow off steam' at home without upsetting somebody. | Never | Rarely | Sometimes | Often | Always |
| 7. | There are set ways of doing things at home. | Never | Rarely | Sometimes | Often | Always |
| 8. | We tell each other about our personal problems. | Never | Rarely | Sometimes | Often | Always |
| 9. | Family members have strict ideas about what is right and wrong. | Never | Rarely | Sometimes | Often | Always |
| 10. | Someone gets upset if you complain in our family. | Never | Rarely | Sometimes | Often | Always |
| 11. | Family members really back each other up. | Never | Rarely | Sometimes | Often | Always |
| 12. | We are careful about what we say to each other | Never | Rarely | Sometimes | Often | Always |
| 13. | There is plenty of time and attention for everyone in our family. | Never | Rarely | Sometimes | Often | Always |
| 14. | We can do whatever we want to in our family. | Never | Rarely | Sometimes | Often | Always |
| 15. | There is a feeling of togetherness in our family. | Never | Rarely | Sometimes | Often | Always |
| 16. | There are rules to follow in our family. | Never | Rarely | Sometimes | Often | Always |
| 17. | Being on time is very important to our family. | Never | Rarely | Sometimes | Often | Always |
| 18. | Rules are pretty inflexible in our household. | Never | Rarely | Sometimes | Often | Always |
| 19. | People feel free to change their minds in our family. | Never | Rarely | Sometimes | Often | Always |
| 20. | Family members become openly angry. | Never | Rarely | Sometimes | Often | Always |
| 21. | We are very neat and orderly . | | | | | |

	Never	Rarely	Sometimes	Often	Always
22.	In our family, we are strongly encouraged to be independent.				
	Never	Rarely	Sometimes	Often	Always
23.	In our family, we believe you don't get anywhere by raising your voice.				
	Never	Rarely	Sometimes	Often	Always
24.	Each person's duties are clearly defined in our family.				
	Never	Rarely	Sometimes	Often	Always
25.	If there's a disagreement in our family, we try hard to smooth things over and keep the peace.				
	Never	Rarely	Sometimes	Often	Always
26.	We really get on well with each other.				
	Never	Rarely	Sometimes	Often	Always
27.	There is one family member who makes most of the decisions.				
	Never	Rarely	Sometimes	Often	Always
28.	It's hard to find things when you need them in our household.				
	Never	Rarely	Sometimes	Often	Always
29.	Family members rely on themselves when a problem comes up.				
	Never	Rarely	Sometimes	Often	Always
30.	You can't get away with much in our family.				
	Never	Rarely	Sometimes	Often	Always

APPENDIX C

AİLE ORTAMI ÖLÇEĞİ TÜRKÇE FORM

Okul Numaranız:.....

AİLE ORTAMI ÖLÇEĞİ

	Hiç katıl- mıyorum	Biraz katı- lıyorum	Katı- lıyorum	Kuvvetle katılı yorum
1. Ailemizde faaliyetler oldukça dikkatli planlanır.	(1)	(2)	(3)	(4)
2. Aile üyeleri duygularını açıkca ifade ederler.	(1)	(2)	(3)	(4)
3. Ailemizde kurallara uymaya çok önem verilir.	(1)	(2)	(3)	(4)
4. Ailemizle ilgili kararlar, daha çok büyükler tarafından verilir.	(1)	(2)	(3)	(4)
5. Bizim ailede bireyler, kendi meselelerini kendileri halleder.	(1)	(2)	(3)	(4)
6. Bizim evde işler belirli bir düzene göre yapılır.	(1)	(2)	(3)	(4)
7. Evde birbirimize kişisel sorunlarımızı anlatırız.	(1)	(2)	(3)	(4)
8. Aile üyelerinin 'doğru ve yanlışlar' hakkında kesin düşünceleri var.	(1)	(2)	(3)	(4)
9. Aile üyeleri gerçekten birbirlerine destek olur.	(1)	(2)	(3)	(4)
10. Birbirimizle konuşurken ne dediğimize dikkat ederiz.	(1)	(2)	(3)	(4)
11. Bizim ailede herkese verilecek bol zaman ve ilgi vardır.	(1)	(2)	(3)	(4)
12. Bizim ailede canımız ne isterse yapabiliriz.	(1)	(2)	(3)	(4)
13. Ailemizde birlik, beraberlik duygusu vardır.	(1)	(2)	(3)	(4)
14. Ailemizde uyulması gereken kurallar vardır.	(1)	(2)	(3)	(4)
15. Ailemizde kararlaştırılan birşeyin tam zamanında yapılması (dakiklik) çok önemlidir.	(1)	(2)	(3)	(4)
16. Bizim evde kurallar oldukça katıdır.	(1)	(2)	(3)	(4)
17. Ailemizde üyelerin, sormadan karar değiştirmesi olumsuz karşılanır.	(1)	(2)	(3)	(4)
18. Aile üyeleri kızgınlıklarını açıkca gösterir.	(1)	(2)	(3)	(4)
19. Ailece temiz ve düzenli insanlarız.	(1)	(2)	(3)	(4)
20. Ailemiz bizi kendi kendimize yeterli olmaya teşvik eder.	(1)	(2)	(3)	(4)
21. Ailemizde sesimizi yükselterek bir şey	(1)	(2)	(3)	(4)

- | | | | | |
|--|-----|-----|-----|-----|
| elde edemeyeceğimize inanırız. | (1) | (2) | (3) | (4) |
| 22. Ailemizde her bireyin görevi açıkca belirlenmiştir. | (1) | (2) | (3) | (4) |
| 23. Ailemizde bir anlaşmazlık olduğunda, bunu çözümlmek ve huzuru sağlamak için çaba sarfederiz. | (1) | (2) | (3) | (4) |
| 24. Birbirimizle gerçekten iyi geçiniriz. | (1) | (2) | (3) | (4) |
| 25. Bizim evde aradığımız bir şeyi yerinde bulmak zordur. | (1) | (2) | (3) | (4) |
| 26. Aile üyeleri, karşılaştıkları sorunları kendi kendilerine hallederler. | (1) | (2) | (3) | (4) |

APPENDIX D

THE PIERS-HARRIS CHILDREN'S SELF-CONCEPT SCALE

ENGLISH FORM

THE WAY I FEEL ABOUT MYSELF

Here are a set of statements. Some of them are true of you and so you will blacken the yes circle pertaining to these items on the answer sheet. Some are not true of you and so you will blacken the no circles. Answer every question even if some are hard to decide, but do not blacken both the yes and the no circles. Remember, blacken the yes if the statement is

generally like you, or blacken the no circle if the statement is generally not like you. Only, you can tell us how you feel about yourself, so we hope you will mark the way you really feel inside.

1. I can draw well.
2. I am slow in finishing my school work.
3. I am good at making things with my hands.
4. I am good in my school work.
5. I am an important member of my family.
6. My classmates make fun of me.
7. I am happy person.
8. I am often sad.
9. I am smart.
10. I get nervous when the teacher calls on me.
11. My looks bother me.
12. I am shy.
13. It is hard for me to make friends.
14. When I grow up, I will be an important person.
15. I cause trouble to my family.
16. I am strong.
17. I get worried when we have tests in school.
18. I am well-behaved in school.
19. I am unpopular.
20. I have good ideas.
21. I usually want my own way.
22. I give up easily.
23. I am good in music.
24. I do many bad things.
25. I behave badly at home.
26. I am an important member of my class.
27. I am nervous.
28. I have pretty eyes.
29. I can give a good report in front of the class.
30. In school, I am a dreamer.
31. I pick on my brother(s) and sister(s).
32. My friends like my ideas.
33. I often get into trouble.
34. I am obedient at home.
35. I worry a lot.
36. My parents expect too much of me.
37. I like being the way I am.
38. I feel left out of things.
39. I have nice hair.
40. I often volunteer in school.
41. I wish I were different.
42. I sleep well at night.
43. I hate school.
44. I am among the last to be chosen for games.
45. I am sick a lot.
46. I am often mean to other people.
47. My classmates in school think I have good ideas.
48. I am unhappy.
49. I have many friends.
50. I am cheerful.
51. I am dumb about most things.

52. I am good-looking.
53. I have lots of pep.
54. I get into a lot of fights.
55. I am popular with boys.
56. People pick on me.
57. My family is disappointed in me.
58. I have a pleasant face.
59. I am picked on at me.
60. I am a leader in games and sports.
61. When I try to make something, verything seems to go wrond.
62. I am clumsy.
63. In games nd sports, I wacth instead of play.
64. I forget what I learn.
65. I am easy to get along with.
66. I lose my temper easily.
67. I am popular with girls.
68. I am a good leader.
69. I wolud rather work alone than with a group.
70. I like my brother (sister).
71. I have a good figure.
72. I am often afraid.
73. I am always dropping or braeking things.
74. I can be trusted.
75. I am different from other people.
76. I think bad thoughts.
77. I cry easily.
78. I am a good person.
79. It is usually my fault when something goes wrong.
80. I am lucky.

APPENDIX E

**THE TURKISH FORM OF THE PIERS-HARRIS SELF-
CONCEPT SCALE
(KENDİM HAKKINDA DÜŞÜNCELERİM)**

KENDİM HAKKINDA DÜŞÜNCELERİM

AÇIKLAMA:Aşağıda 80 cümle var. Bunlardan sizi tanımlayanları evet, tanımlamayanları ise hayır ile cevaplandırın. Bazı cümlelerde karar vermek zor olabilir. Ama lütfen bütün cümleleri işaretleyin. Aynı cümleyi hem evet hem hayır diye işaretlemeyin. Unutmayın, cümledeki ifade genellikle sizi anlatıyorsa evet, genellikle sizi anlatmıyorsa hayır şeklinde işaretleyeceksiniz. Cümlenin size uygun olup olmadığını en iyi siz bilebilirsiniz. Bunun için kendinizi gerçekten nasıl görüyorsanız öyle cevaplayın. Cevaplarınızı cevap kagıdına işaretlerken, cümle numarası ile cevap kagıdındaki numaranın aynı olmasına dikkat ediniz.

1. İyi resim çizerim
2. Okul ödevlerimi bitirmem uzun sürer.
3. Ellerimi kullanmada becerikliyimdir.
4. Okulda başarılı bir öğrenciyim.
5. Aile içinde önemli bir yerim vardır.
6. Sınıf arkadaşlarım benimle alay ediyorlar.
7. Mutluyum.
8. Çoğunlukla neşesizim.
9. Akıllıyım
10. Öğretmenler derse kaldırıncaya heyecanlanırım.
11. Dış (fiziki) görünüşüm beni rahatsız ediyor.
12. Genellikle çekingenim.
13. Arkadaş edinmekte güçlük çekiyorum.

14. Büyüdüğümde önemli bir kimse olacağım.
15. Aileme sorun yaratırım.
16. Kuvvetli sayılırım.
17. Sınavlardan önce heyecanlanırım.
18. Okulda terbiyeli, uyumlu davranırım.
19. Herkes tarafından pek sevilen bir insan değilim
20. Parlak, güzel fikirlerim vardır.
21. Genellikle kendi dediklerimin olmasını isterim.
22. İstedğim birşeyden kolayca vazgeçerim.
23. Müzikte iyiyim.
24. Hep kötü şeyler yaparım.
25. Evde çoğu zaman huysuzluk yaparım.
26. Sınıfta arkadaşlarım beni sayarlar.
27. Sinirli biriyim.
28. Gözlerim güzeldir.
29. Derse kalktığımda bildiklerimi sıkılmadan anlatırım.
30. Derslerde sık sık hayal kurarım.
31. Kardeşlerime sataşırım.
32. Arkadaşlarım fikirlerimi beğenir.
33. Başım sık sık belaya girer.
34. Evde büyüklerimin sözünü dinlerim.
35. Sık sık üzülür, meraklanırım
36. Ailem benden çok şey bekliyor.
37. Halimden memnunum.
38. Evde ve okulda pek çok şeyin dışında bırakıldığım hissine kapılırım.
39. Saçlarım güzeldir.
40. Çoğu zaman okul faaliyetlerine gönüllü olarak katılırım.
41. Şimdiki halimden daha başka olmayı istedim.
42. Geceleri rahat uyurum.
43. Okuldan hiç hoşlanmıyorum.
44. Arkadaşlar arasında oyunlara katılmak için bir seçim yapılırken, en son seçilenlerden biriyim.
45. Sık sık hasta olurum.
46. Başkalarına karşı iyi davranmam.
47. Okul arkadaşım güzel fikirlerimin olduğunu söyler.
48. Mutsuzum.
49. Çok arkadaşım var.
50. Neşeliyim.
51. Pek çok şeye aklım ermez.
52. Yakışıklıyım/güzelim
53. Hayat dolu bir insanım.
54. Sık sık kavgaya karışırım.
55. Erkek arkadaşlarım arasında sevilirim.
56. Arkadaşlarım bana sık sık sataşırlar.
57. Ailemi düş kırıklığına uğrattım.
58. Hoş bir yüzüm var.
59. Evde hep benle uğraşırlar.
60. Oyunlarda ve sporda başı hep ben çekerim.
61. Ne zaman bir şey yapmaya kalksam hep ters gider.
62. Hareketlerimde hantal ve beceriksizim.

63. Oyunlarda ve sporda oynamak yerine seyrederim.
64. Öğrendiklerimi çabuk unuturum.
65. Herkesle iyi geçinirim.
66. Çabuk kızarım.
67. Kız arkadaşlarım arasında sevilirim.
68. Çok okurum.
69. Bir grupla birlikte çalışmaktansa tek başıma çalışmaktan hoşlanırım.
70. Kardeşlerimi severim.
71. Vücutça güzel sayılırım.
72. Sık sık korkuya kapılırım.
73. Her zaman bir şeyler düşürür ve kırarım.
74. Güvenilir bir kimseyim.
75. Başkalarından farklıyım.
76. Kötü şeyler düşünürüm.
77. Kolay ağlarım.
78. İyi bir insanım.
79. İşler hep benim yüzümden ters gider.
80. Şanslı bir kimseyim.

APPENDIX F

SCHOOL ATTITUDE ASSESSMENT SURVEY-R

ENGLISH FORM

Instructions: This survey should take approximately 10 minutes to complete. Please rate how strongly you agree or disagree with the following statements. In answering each question, use a range from 1 to 7 where 1 stands for strongly disagree and 7 stands for strongly agree. Place circle one response choice per question.

Okul Numaranız:.....

OKUL TUTUMU ÖLÇME ANKETİ

Bu anket yaklaşık olarak 10 dakikanızı alacaktır.

Lütfen aşağıdaki sorulara ne derecede katılıp katılmadığınızı belirtiniz. Her bir sorunun yanında bulunan ve 1 den 7 ye kadar derecelendirilmiş olan seçenekleri daire içine almak suretiyle işaretleyiniz.

SORULAR		Hiç katılmıyorum	Katılmıyorum	Tam katılmıyorum	Ne katılmıyorum ne de katılmıyorum	Biraz katılmıyorum	Katılıyorum	Tamamen katılmıyorum
1	Derslerim ilgi çekicidir	1	2	3	4	5	6	7
2	Ben zekiyim	1	2	3	4	5	6	7
3	Okulda yeni bilgileri çabuk öğrenebilirim	1	2	3	4	5	6	7
4	Sınavlarda başarılı olabiliyorum	1	2	3	4	5	6	7
5	Akademik yeteneklerime güveniyorum	1	2	3	4	5	6	7
6	Bu okula geldiğime memnunum	1	2	3	4	5	6	7
7	Burası iyi bir okul	1	2	3	4	5	6	7
8	Okulda çok çalışırım	1	2	3	4	5	6	7
9	Öğretmenlerimle iyi geçinirim	1	2	3	4	5	6	7
10	Okul çalışmalarımı yapma konusunda motivasyonum iyidir	1	2	3	4	5	6	7
11	Bu okul benim en iyi taraflarımı ortaya çıkarıyor	1	2	3	4	5	6	7
12	Bu okul tam bana göre bir okul	1	2	3	4	5	6	7
13	Okul bana kolay geliyor	1	2	3	4	5	6	7
14	Öğretmenlerimi seviyorum	1	2	3	4	5	6	7
15	Bu okul benim için önemlidir.	1	2	3	4	5	6	7

16	Öğretmenlerim öğrenmeyi ilginç hale getirir.	1	2	3	4	5	6	7
17	Öğretmenlerim bana değer verir.	1	2	3	4	5	6	7
18	Okulda başarılı olmak mesleki kariyerim için önemlidir.	1	2	3	4	5	6	7
19	Bu okulu seviyorum.	1	2	3	4	5	6	7
20	Okulda karmaşık konuları öğrenebiliyorum.	1	2	3	4	5	6	7
21	Okulda başarılı olmak amaçlarımdan biridir.	1	2	3	4	5	6	7
22	Derslerimi tamamlama konusunda disiplinliyimdir.	1	2	3	4	5	6	7
23	Kendime akademik hedefler belirlerim.	1	2	3	4	5	6	7
24	Derslerimi düzenli olarak yaparım.	1	2	3	4	5	6	7
25	Okulda iyi notlar almak önemlidir.	1	2	3	4	5	6	7
26	Okul çalışmalarımı planlı bir şekilde yaparım.	1	2	3	4	5	6	7
27	Yeni bir konuyu öğrenirken farklı metodlar kullanırım.	1	2	3	4	5	6	7
28	Okulda elimden gelenin en iyisini yapmak istiyorum.	1	2	3	4	5	6	7
29	Okulda başarılı olmak benim için önemlidir.	1	2	3	4	5	6	7
30	Okul çalışmalarım benim için önemlidir.	1	2	3	4	5	6	7
31	Bu okuldaki öğretmenlerin çoğu iyi öğretmendir.	1	2	3	4	5	6	7
32	Ben sorumluluk sahibi bir öğrenciyim.	1	2	3	4	5	6	7
33	Derslerime çok çalışırım.	1	2	3	4	5	6	7
34	Derslerimi seviyorum.	1	2	3	4	5	6	7
35	Derslerime yoğunlaşabiliyorum.	1	2	3	4	5	6	7
36	Ödevlerimi teslim etmeden önce iyice kontrol ederim.	1	2	3	4	5	6	7
37	Kolaylıkla 'A' notu alabilirim.	1	2	3	4	5	6	7
38	Okulda iyi notlar almak istiyorum.	1	2	3	4	5	6	7
39	Öğretmenleirmin beni sevdiğini düşünüyorum.	1	2	3	4	5	6	7

40	Okulda yeni şeyler öğrenme konusunda başarılıyım.	1	2	3	4	5	6	7
41	Okuldaki zeki öğrencilerden biriyim.	1	2	3	4	5	6	7
42	Bu okul ile gurur duyuyorum.	1	2	3	4	5	6	7
43	Burası benim için iyi bir okul.	1	2	3	4	5	6	7

