

A PRELIMINARY FORM OF A SCALE ON MOTHER
ATTITUDES TOWARD HIGHLY COMPETITIVE SCHOOL
ENTRANCE EXAMS FOR FIFTH GRADE STUDENTS

by

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ABSTRACT

The purpose of the present study is to develop a scale that would be used in measuring some parent variables which are assumed to have relationships with attitudes toward highly competitive entrance exams for high schools. Based on earlier research findings and informal observations of the researcher, four parent variables which seem to contribute to stressful exams experienced by children are suggested. These variables are conceptualized as (1) democratic/authoritarian child rearing practices, (2) identification with children, (3) conformity, and (4) social mobility.

To measure the four suggested variables, an instrument composed of four subscales for a mother form and three subscales for a child form was constructed. A questionnaire on sociodemographic family characteristics was also included. The newly constructed instrument and the questionnaire were administered to 75 mothers and their children from the fifth grades of two upper-middle/high SES elementary schools.

The internal consistency and validity of the scale forms were conducted in four stages. In the first stage, item-remainder correlations and alpha coefficients for each mother and child subscale were computed. These initial coefficients were generally at an unacceptable level. In the second stage of the study, the most reliable items obtained from the first analysis were selected and reanalyzed. Using the selected pool of items produced more satisfactory results, though the internal consistency of most subscales were still below the expected level. In the third stage, short forms for the mother and the child scales, composed of the best subscale items, were derived and analyzed. The total 30-item mother form yielded an acceptable ($\alpha = .81$ and median item-remainder $r = .34$) outcome. However, a similar analysis for the child form did not give satisfactory results, there-

fore, this scale was dropped. In the final stage, the 30-item mother form was subjected to factor analysis for validation. A three-factor varimax rotation showed clear evidence for the content validity of one of the subscales (namely, the identification with children subscale). This is the first factor, which accounted for 17 percent of the total variance and converged on the original ÖZDEŞ subscale. Factors two and three, on the other hand, accounted for 9 and 7 percent, respectively, but did not converge on a particular subscale. They included items from the DEMO (democratic/authoritarian child rearing practices), UYMA (conformity), and SOSHAR (social mobility) subscales showing no particular pattern, and therefore, not possible to label conceptually.

There are two major limitations of this study: (1) related to the sample size and characteristics and (2) to the initial number of items. Further experimentation with additional items and cross validation on larger and varying samples may mitigate these limitations. The three-factor short mother form of the scale and the mother ÖZDEŞ subscale are recommended for these trials before they can be used for research purposes.

Ö Z E T

Bu çalışmanın amacı, Anadolu Liseleri ve Özel Türk ve Yabancı Okullara Giriş Sınavları'nın ortaya çıkarttığı yarışma ortamıyla ilişkili olduğu sanılan ebeveyn tutumlarının ölçülmesini sağlayacak bir ölçek geliştirmektir. Araştırma bulgularına ve gözlemlere dayanarak, bu konuyla ilgili ve önemli sayılabilecek dört değişken ele alınmıştır. Sınavlara ilişkin anne-baba tutumlarını temsil eden bu dört değişken, (1) demokratik/otoriter çocuk yetiştirme yöntemleri, (2) çocuklarla özdeşleşme, (3) uyma davranışı ve (4) sosyal hareketlilik şeklinde kavramlaştırılmıştır.

Çalışmada, bu dört değişkeni yansıtan ifadelerin geliştirilmesiyle oluşan bir ebeveyn tutum ölçeği ve paralel çocuk formuyla birlikte ailenin sosyodemografik özellikleriyle ilgili olarak geliştirilen bir anket kullanıldı. Bu bilgi araçları, sosyo-ekonomik düzeyi yüksek olan iki İstanbul ilkokulunun beşinci sınıflarında öğrenim gören 75 öğrenci ile bunların annelerine uygulandı.

Ölçeğe ilişkin güvenilirlik (iç tutarlılık) ve geçerlik çalışmaları dört aşamada tamamlandı. İlk aşamada, ölçeğin anne ve çocuk formlarının madde-bırakma korelasyonları ve alfa katsayıları her bir alt ölçek için ayrı ayrı hesaplandı. Bu katsayıların genellikle beklenen kriter düzeyinin altında olduğu saptandı. İkinci aşamada, iki formun alt ölçeklerinden güvenilirliği yüksek olan maddeler seçilerek bunlar yeniden analize alındı. Bu analizin sonuçlarının daha iyi olmasına karşın, yine de alt ölçeklerin çoğunun iç tutarlılık düzeyleri kabul edilebilir bir aşamaya ulaşmamıştı. Üçüncü aşamada, her bir ölçek formunun en güvenilir maddelerinden oluşan iki kısa form meydana getirilerek bunlar yeniden sınılandı. En iyi sonuç, alfa katsayısı .81 ve ortanca madde-bırakma korelasyon katsayısı .34 olan, 30 maddelik kısa anne formundan alındı. Çocuk formu için yapılan benzer analizler

istenen düzeydeki alfa ve madde analizi değerlerine ulaşamadığından bu ölçeğin kullanılmasından vazgeçildi. Son aşamada, 30 maddelik anne formuna faktör analizi uygulandı. Üç faktörlü varimax rotasyonuyla yapılan analiz, toplam puan varyansının % 17'sini açıklayan birinci faktörün, "çocuklarla özdeşleşme" (ÖZDEŞ) alt ölçeği olduğunu gösterdi. Toplam puan varyansının % 9'unu ve % 7'sini açıklayan öteki iki faktör ise DEMO (demokratik/otoriter çocuk yetiştirme yöntemleri), UYMA (uyuma davranışı) ve SOSHAR (sosyal hareketlilik) alt ölçeklerine ait maddeler içeriyordu. Bu analizden çıkartılan bulgular, ÖZDEŞ alt ölçeğinin kapsam geçerliğinin bulunduğu işaret ettiyse de faktörler arasında tutarlı bir kümelenme göstermeyen diğer alt ölçeklerin kavramsal yönden adlandırılması mümkün olmadı.

Bu çalışmanın sınırlılığını iki önemli noktada belirlendi. Bunlar, (1) örneklemin böyle bir çalışma için küçük tutulmuş olması ve homojenliği ve (2) ölçeğin içerdiği madde sayısının az oluşudur. Elde edilmiş olan üç faktörlü kısa anne formu ve ÖZDEŞ alt ölçeği araştırma amacıyla kullanılabilir nitelikte görünmektedir. Ancak, öncelikle bunların madde sayısının artırılıp daha geniş ve heterojen örneklem gruplarına yeniden uygulanarak sınanması önerilir.

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INTRODUCTION

The new and expanding needs of social systems in contemporary times have made education a central concern of all societies (Tuğrul, 1974). Recent technological advances made high levels of qualification in man a prerequisite. The need of societies for better trained and educated individuals has increased much more today compared to the past.

The role of education in leading to better professions that facilitate the attainment of good living standards and high social status is being emphasized in today's society (Kaymak, 1985). Characteristics in man's psychological outlook in changing social structure are being investigated by social scientists. A study on the modernization process revealed ambition for oneself and one's children to achieve high occupational and educational goals to be characteristic of individuals experiencing social change (Inkeles, 1969, 1974, in Sever, 1985).

In Turkish society, which is undergoing a process of rapid social change, providing every possible opportunity for the best education of their children has become the major goal of the typical middle class, educated, urban parents (Kaymak, 1985). In this process, high demand for placement of students in private and special public high schools with limited educational and/or economic capacities led to selective central exams for entrance. These exams, creating highly competitive circumstances for parents and children, became the concern of several studies.

The effects of entrance exam experience on children's personality traits such as self-esteem, ego strength, anxiety etc. and academic achievement are now being studied by researchers. However, a comprehensive assessment of the effects of a competitive test situation would have to take parents' attitudes into account as well. Therefore, it seems that there is a need for research which focuses on the parental attitudes towards entrance exams and this study is an attempt in this direction.

Background and Main Concepts Used in the Study

The Turkish society has welcomed various western economic, social, and psychological values in a process of rapid social change and modernization. Education, while being instrumental in the import of these foreign values and resultant attitudes, simultaneously became effective in occupational and social betterment of young people in the country (Öner, 1984-1985). The new opportunities for occupational, sociocultural, and psychological improvements through education provided by certain private and special public schools in which the quality of training for personal and academic skills of students exceeds that of the public schools, increased the demand for these educational institutions in the society (Kaymak, 1985).

One consequence of the concern for education in modern societies is the parental emphasis on cognitive development and academic achievement of children at the expense of their affective development. Parents, who perceive and treat young people as "little adults", impose as much adult behavior as they can upon them. Frequently, they do not have a realistic conceptualization of their children's abilities. Neither do they know what is reasonable to expect from them (Lane and Beauchamp, 1964; Foster and Culp, 1973, in Friedman, 1973).

Several negative outcomes of such unreasonable parental expectations have been revealed. Among these, the feeling

aroused in the child that he is valued more for academic accomplishment than for himself as a member of the family and the society deserves particular attention (Fort, Watts, and Lesser, 1974, in İlkaracan, 1988).

Some recent research in Turkey has concentrated on the effects of entrance exam experience on children's personality traits and future academic achievement. One of these studies examined variables related to the self-concept of children who succeeded or failed in the high school entrance examinations (İlkkaracan, 1988). According to the findings of this study, children whose mothers were highly educated and who perceived their mothers to be democratic, scored higher than others in self-concept measures. This study revealed mother's education and child rearing attitudes as important predictors of children's self-concept.

The above findings indicate that differential parental characteristics may culminate in differential psychological traits in children. Thus, in exploring children's responses to a competitive exam situation, an investigation which takes varying parental approaches into account may be suggested.

Observations of the present researcher, implications derived from some findings (i.e. Yavuzer, 1985), and review of literature, suggest four parent variables that are likely to contribute to stressful exams experienced by children.

These variables are conceptualized as democratic/authoritarian child rearing approach (Maccoby, 1980); parents' identification with their children in terms of competence, achievement, etc. (Hoffman and Hoffman, 1973); conformity to social influence (Kelman, 1961); and ambitions for social mobility (Fort, Watts, and Lesser, 1974, in İlkaracan, 1988).

Research review related to parent variables with impact on children's exam experience indicates that the aforementioned dimensions of democratic/authoritarian child

rearing practices, identification with children, conformity, and social mobility are salient contributing factors. Pushing children to work hard; projecting frustrated parental ambitions onto the children; influencing children unduely to be like others; and striving to provide children with opportunities to learn a foreign language are phenomena observed in the Turkish culture. This observation led us to wonder how important parents can be in children's performance in competitive entrance exams.

A recent survey (Yavuzer, 1985), claims for the relationship between some of the cited parent variables and high school entrance examinations. In this survey it was suggested that during a two-year intensive exam preparation of the eleven-year old students, parents' hopes and aspirations created stressful experiences. Eighty-nine percent of the parent sample who had not attended a foreign language teaching/instruction school themselves stated that the main purpose in pushing their children was to provide them with opportunity to learn a foreign language and better education. Seventeen percent of this parent sample stated that in spite of the danger that it may turn into a psychologically destructive experience for their children, they would insist on pushing them to work hard. As fourteen percent of the children sample was not highly successful in their school work, it seemed that some parents did not take the mental capacity and/or achievement level of their children into account in such entrance exams. Moreover, it is suggested by Yavuzer (1985) that some children took part in the exam competition under the influence of their relatives and friends. Teachers also put pressure on students to achieve high in the exams so that they gain or retain a prestigious status among their colleagues.

Rationale and Purpose of the Study

The present study concentrates on the parent (mother)* related variables that enter into a highly competitive test situation. In exploring parents' responses to this situation, first of all, parental factors which lead them to participate in the exam competition have to be clarified. This research aims to contribute to such a clarification by developing a scale to assess parent attitude variables.

Review of psychological scales used in Turkey revealed that there were no appropriate assessment instruments to measure the four parent variables cited. Thus, construction of a scale to assess the relative contribution of these factors seemed imperative. The purpose of this study is therefore to develop a scale that would be used in measuring parent variables which are assumed to have some relationship with children's experience in highly competitive exam situations.

*The study is concerned with both parents' attitudes. However, for practical purposes of data collection, only mothers are included in the study.

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RELATED LITERATURE REVIEW OF THE MAIN CONCEPTS

Parental Child Rearing Practices

Parental democratic (or authoritarian) child rearing practices is one of the four variables assumed to have relationship with parents' attitudes toward competitive entrance exams that their children go through. Research findings indicate that some parents push children to work too hard with no regard for their mental capacity and/or previous achievement in school. Therefore, assessing parental attitudes toward exams, it seems important to take the parent-child interaction style into account.

Child rearing practices refer to interactions between parents and their children, and involve parental practices, expression of attitudes, values, and beliefs (Sears, Maccoby, and Levin, 1957, in Sever, 1985).

Review of literature on parental child rearing attitudes seems to indicate that there's no general agreement on what constitutes the most important elements of child rearing practices (Sever, 1985). Researchers who have focused on different aspects of child rearing, identified and grouped families on bases different from each other. While some attempted to find correlates of single, isolated traits; others focused on the identification of consistent patterns or clusters of behaviors (Maccoby, 1980).

Democratic/Authoritarian Child Rearing Practices

Although there's a variety of opinions, most researchers have identified three broad categories of child rearing: authoritarian, democratic, and permissive. However, Maccoby (1980) points out that these categories are simply dominant patterns that reliably distinguish certain parents from one another. She claims that since both parents and children vary a great deal from time to time, and from one situation to another, no parent fits a given category all the time. It is also emphasized that a causal relationship between parental behavior and children's characteristics can not be claimed (Maccoby, 1980).

Baumrind's Classification of Child Rearing Practices.

Baumrind (1967,1971,1973, in Sever, 1985), who has conducted several direct observational studies of parent-child interaction, identifies three patterns of parenting. These three patterns are defined by the presence of a certain combination of disciplinary practices and attitudes. They are the authoritarian, authoritative (or democratic)*, and permissive patterns.

Authoritarian parents control their children through absolute set of rules rarely providing justifications to them. Such parents prefer power assertion, value obedience, discourage verbal give-and-take, and sometimes tend to reject their children. The children of authoritarian parents are dependent, immature, lack competence, and self-confidence (Baumrind, 1967,1971,1973, in Sever, 1985 and in Maccoby, 1980).

Authoritative parents demand maturity by encouraging independence and decision making, listen to their children's opinions, offer reasons to justify their requests for compliance,

*Authoritative style of parenting: Characteristics of this style of parenting are similar to those described by other researchers as democratic.

and provide discipline in the context of a warm, emotionally supportive home environment. The children of authoritative parents are friendly, happy, independent, self-reliant, self-controlling, and socially responsible (Baumrind, 1967, 1971, 1973, in Sever, 1985 and in Maccoby, 1980).

Permissive parents act in an accepting, positive way toward their children, avoid exercising control, make few demands for household responsibility, use little punishment, and allow their children to be free in regulating their activities. The children of permissive parents lack social responsibility and are more dependent compared to the children of authoritative parents (Baumrind, 1967, 1971, 1973, in Sever, 1985 and in Maccoby, 1980).

Hurlock's Classification of Child Rearing Practices.

Hurlock (1974, in Bovete, 1986) distinguishes three prevalent child rearing methods as authoritarian, democratic, a laissez-faire.

The authoritarian method is characterized by the enforcement of the desired behavior by strict rules and regulations. Authoritarian parents do not provide explanations for these imposed rules (Hurlock, 1974, in Bovete, 1986).

The democratic method emphasizes the need for discussions, explanations, and reasoning to help the young in understanding the reasons for parental expectations in a certain behavior. Democratic parents rarely use punishment and their aim is to control deviant behavior (Hurlock, 1974, in Bovete, 1986).

In the laissez-faire method, where parents are mostly unable to provide guidance for the young, children usually learn by trial and error (Hurlock, 1974, in Bovete, 1986).

Hurlock (1970, in Küçük, 1987) emphasizes the role of democratic approach in leading to good personal and social adjustment. Children reared by democratic parents show

independence in thinking, initiativeness in action, and a friendlier approach in interpersonal relationships. Equality and freedom in the home help parents to have children with better cooperation and self-control, high self-concept, and greater creativity.

Mussen and Conger's Classification of Child Rearing Practices. Mussen and Conger (1956, in Küçük, 1987) identify three broad categories of child rearing. They are authoritarian, permissive, and democratic approaches.

Authoritarian parents who are strict, punitive, and demanding, do not praise or approve the child when he meets the expected standards. Such parents do not encourage children to make decisions regarding their acts. The children of authoritarian parents, deprived of the opportunities for learning to control their own behaviors, become impulsive (Mussen and Conger, 1956, in Küçük, 1987).

Permissive parents who imply little or no discipline and do not employ punishment, can not guide the child to socially approved patterns of behavior (Mussen and Conger, 1956, in Küçük, 1987).

Democratic parents use verbal explanation, discussion, and reasoning to help the child develop inner controls. The children of democratic parents are rewarded, praised, and approved when they behave as expected (Mussen and Conger, 1956, in Küçük, 1987).

Traditional Child Rearing Practices in Turkish Society

Social scientists who dealt with the Turkish society and family, described the Turkish family as traditional, authoritarian, patriarchal, extended, and closely-knit (Tuğrul, 1974). Within its long traditional background; loyalty, obedience, dependence, and respect in regard to the family have become prevalent social norms in Turkey.

The typical Turkish family does not allow for the development of autonomy in children and adolescents. Kâğıtçıbaşı (1980, in Sever, 1985) found that children's dependence rather than independence is preferred due to economic values pervasive in an underdeveloped socioeconomic context. In line with this finding, Şemin (1961, in Dereli, 1967) also suggested that Turkish adolescents resisted to becoming adults. Thus, the Turkish family is described as conservative, inhibitive, obedience-oriented, and dependency-nurturing in their children by researchers (Cansever, 1965; Öztürk, 1969; Geçtan, 1973; Kâğıtçıbaşı, 1977; in Bovete, 1986).

Children who are brought up under strict discipline with authoritarian methods tend to be passive, rely on external sources of control and reinforcement, and lack a sense of autonomy (Kâğıtçıbaşı, 1982, in Küçük, 1987). Such children develop psychological problems including high anxiety, inadequate self-concept, and inefficient social relationships (Yörükoğlu, 1978; Geçtan, 1984; in İlkcaracan, 1988). Authoritarian parental attitudes towards children create rigidity, intolerance, and aggression in youngsters (Kıray, 1976, in Bovete, 1986).

Although the structure of the Turkish family is characterized by some disciplinary and authoritarian features, researchers emphasize that it is generally warm, loving, and protective for the child (Kâğıtçıbaşı, 1972, in Tuğrul, 1974). Thus, the authoritarian Turkish family is different from the authoritarian western family described in the literature where the use of control usually implies insufficiency of love (Kâğıtçıbaşı, 1972; Fişek, 1982; in Küçük, 1987). In the authoritarian Turkish family, the degree of control and affection are independent of each other, and strict discipline does not necessarily mean a lack of sincere love (Kâğıtçıbaşı, 1972, in Küçük, 1987).

Modern Child Rearing Practices in Turkish Society

The Turkish culture has assimilated many foreign values and attitudes in the last half century during a process of rapid social change and modernization. In this process egalitarianism and democracy began to be conceptualized as ideal human interaction styles. These social and psychological changes gradually led the well-educated middle class Turkish family to accept the right of the individual child to verbalize ideas and feelings (Öner, 1984-1985).

A cross-generational comparison (Sever, 1985) indicates important developments in the perception of child rearing practices. According to this, there is decreasing emphasis on traditional child rearing practices, values, and beliefs; but increasing emphasis on aspects accepted as indication of modern attitudinal tendencies.

The findings of the above study indicates that in child rearing practices, emphasis is placed on warm and loving relationships. There is more encouragement and liberation towards open expression of troubles, thoughts, feelings, etc. and some relaxation in the traditional control of children. Adults find it interesting and flourishing to be with children, appreciate the child for trying or accomplishing, and they do not blame him/her if others asked for trouble. Parents do not avoid child's sex-related questions, rarely use supernatural explanations, and they do not often place their own wishes ahead of the children's (Sever, 1985).

The process of social change and development changes values attached to children as well as practices of child rearing. An upgrading in the socioeconomic level of families changes their value orientations toward children from economic to psychological. Thus, utilitarian values such as old-age security and material benefits are replaced by psychological benefits such as companionship and sense of accomplishment provided by having children (Kâğıtçıbaşı, 1982).

Recent research on parental attitudes of Turkish families show that education, as a background variable, is an effective discriminator of parental child rearing attitudes (Öner, 1984-1985 and 1986). Based on her findings, Öner describes the educated urban Turkish parents' child rearing attitudes as non-possesive, non-punitive, encouraging autonomy, favoring tolerance, verbalization, and equality in the child; and as being less discipline-oriented. The under-educated parents, on the other hand, favor punitive discipline, and lack confidence in their children.

Inconsistent Child Rearing Practices. It is observed, however, that although the educated parents seem to favor democratic child rearing attitudes, there are apparent inconsistencies in the child rearing practices of many. In the following paragraphs such inconsistencies will be presented with possible explanations offered.

Sever (1985), who compared the perceptions of parental child rearing practices of three generations, concluded that when a decision is held, although parents seem to be willing to take their children's wishes into account, the decision always rests with adults in the final analysis. For parents, children's opinions apparently constitute informational data which contribute to their decisions. However, parents do not conceptualize their children as separate and distinct decision makers.

In a study Bovete (1986) examined the changes that occurred in mother attitudes following a group program in parent effectiveness training. The results revealed that the gains made during this program were not sustained, once the mothers were on their own. Although some mothers became more democratic and egalitarian, and less discipline and control-oriented during the training process, these desired changes did not continue after the program was ended.

A descriptive analysis on the relationship between

parents' level of education and their child rearing attitudes, revealed a positive but weak relationship between parental background variables (education and SES) and egalitarian attitudes (Öner, 1984-1985). This weak relationship is interpreted by Öner as an indication of a conflict between parents' aspirations for egalitarian, democratic interactions with their children and their own traditional upbringing.

Fişek (1986) takes a systems approach to parent-child interactions. According to her suggestion, a relatively high proximity or interpersonal closeness, and a relatively weak hierarchy or acceptance of the child's equal status are expected in a democratic family. However, an analysis of the Turkish family (Fişek, 1982, in Fişek, 1986) revealed the family to be high in proximity, but strong in hierarchy.

In a close study of the Turkish family, Fişek (1986) suggested a possible explanation for the inconsistencies reflected in the attitudes of parent samples of the previously cited research. Fişek indicated that it is easier for the parents to become willing to allow for emotional openness and increased communication, thus facilitating proximity. But they experience difficulty in getting undifferentiated with regard to normatively prescribed roles and behaviors, thus representing inability in diffusing hierarchy.

This rationale suggests that although Turkish parents are friendly and sharing towards their children, they do not seem to have internalized equality as deeply as they ideally wish (Öner, 1984-1985).

Review of child rearing practices shows a categorization of democratic, authoritarian, and permissive (*laissez-faire*) methods in the western culture. Parents who rely on these methods as well as children reared by these methods differ from each other in terms of disciplinary practices and attitudes, emotional and cognitive traits, and interpersonal skills.

Examination of studies conducted in the Turkish society portrays the family as a disciplinary but warm social unit. In this sociocultural context, families representing the well-educated section of the social structure are distinguished from the rest of the society with their expressed permission for emotional openness and increased communication.

Identification with Children

The second variable of the study is related to parents' social-psychological expectations from their children in terms of achievement, competence, career choice, and social status. Studies on high school entrance exams suggest that parents tend to project their unfulfilled aspirations and frustrated ambitions onto their children. If we assume that parents' identify with their children's life accomplishments this characteristic can be taken into account in the evaluation of pressures these children feel in taking the entrance exams.

Freudian identification is defined as a process whereby a child takes on the characteristics of another, usually a parent, in order to relieve his or her own anxieties and reduce internal conflicts (Hjelle and Ziegler, 1981).

Literature on parent-child interactions mostly emphasizes children's identification with their parents. Specifically, studies focus on preschoolers' sex role identifications or adolescents' solutions to identity crises. They stress the importance of parents' presenting healthy adult roles to their children. This pattern of identification is considered crucial for future social and psychological well-being of children.

The area of child rearing patterns, which is a favorite topic for researchers, has been studied by observing, interviewing, or administering questionnaires to parents and investigating children's perceptions of parents' attitude on

the subject. This kind of research is described as traditional and has an underlying assumption of a unidirectional causality. According to this assumption, parental attitudes or practices influence the child's behavior or personality (Damon, 1983, in Fişek, 1986). Such an approach is criticized for appearing incomplete and restricting by researchers who look at the issue of parent-child relationships in a systemic context (Fişek, 1986).

Researchers who employ a systems approach claim that the assumption of one-way causality overlooks the child's share in the parent-child relationships. Thus, assumptions which conceptualize parent-child interactions in terms of parental influence on the child are being abandoned by developmental psychologists (Bell, 1968; Svejda et al., 1982; Damon, 1983; Wynne, 1984; in Fişek, 1986). Instead, an investigation of a transactional process of mutual influence between parent and child is favored in studies of child rearing. With this approach, rather than focusing on single dimensions of behaviors, particular recurrent types of interaction between parents and children are being explored (Fişek, 1986).

Findings on psychological determinants of fertility, and influences of children on marital interaction and parental satisfactions or dissatisfactions seem to provide theoretical and empirical evidence for child's share in the parent-child relationship. Although providing information about the children's side of the issue, the findings present a framework for children's influences in terms of parents' values, perceptions, and attitudes. However, the cited studies use a multidimensional conceptualization that investigate the values attributed to children in a social and cultural context. This conceptualization appears to be in line with the systems approach which sees the issue of parent-child relationship from a cross-cultural perspective.

A cross-cultural study (East-West Population Center,

VOC, 1975, in Kâğıtçıbaşı, 1982) with a social psychological orientation attempted to understand the underlying motivations for child bearing. The theoretical model of the study employed a conceptualization which viewed benefits and costs of having children as complex variables with psychological, social, and economic dimensions. Here, couples stated the advantages and disadvantages of having children, in terms of economic/utilitarian, psychological, or social/normative values they attached to their children.

Among these dimensions, psychological and social or normative value of children are of particular interest for the present research. The findings of the Value of Children Study (VOC, 1975) indicate that children bring the spouses closer together, and strengthen their marital bond. They provide companionships, love, joy, and liveliness to their parents. Adults who live through their children, obtain a sense of power and status in the society. Children who continue the family name, help parents to expand their selves (Kâğıtçıbaşı, 1982).

These positive general values attached to bearing children is called "identification with children" in the study on value of children. Hoffman and Hoffman (1973) developed a related theoretical schema which described the psychological and social satisfactions children provided for their parents. The value schema includes categories such as adult status and social identity; primary ties and affection; expansion of the self; stimulation, novelty, fun; and accomplishment, competence, creativity. These categories will be described in the following sections.

Adult Status and Social Identity

Parenthood establishes a person as a truly mature, stable, and acceptable member of the community and provides him/her access to other institutions of adult society. This is especially true for women, for whom motherhood is also

defined as their major role in life. According to this role definition, motherhood is the normal culmination of the socialization process for girls (Hoffman and Hoffman, 1973).

Parents see parenthood as an important sign of adulthood which is more crucial than finishing school, going to work, or even getting married. Having children help them feel more like adults; they become mature and stable, and gain social acceptance. Most parents believe that they really grow up when they have children (Hoffman and Hoffman, 1973; Hoffman and Manis, 1979). In the Turkish VOC study, 34.3 percent of the parent sample stated this dimension as an advantage for having children (Kâğıtçıbaşı, 1977).

Primary Group Ties and Affection

The affiliative value of children has been considered important in the context of modern society threatened by impersonalization. Sociological and psychological studies stress the significance of the nuclear family as a bulwark against this threat. The increase in geographical mobility, the increased size and bureaucratization of various community institutions, and places of employment emphasize the importance of the family as a permanent primary group (Hoffman and Hoffman, 1973).

Parents who feel needed and useful by having children, avoid loneliness with their presence. Moreover, children may increase marital satisfaction, and some parents believe that it is necessary to have children in order to ensure a happy marriage. This is especially true for women, who feel that children create a common interest with their husbands. Such women, receiving less affection from their husbands than they expect, see their children as a major source of affection and affiliation (Hoffman and Hoffman, 1973; Hoffman and Manis, 1979). Primary group ties, affection, and love category was indicated by 87.4 percent of the Turkish parent sample as an advantage for having children (Kâğıtçıbaşı, 1977).

Expansion of the Self

Children supply self-enrichment and development for parents with the ties they form to the past and the future. Becoming a parent may provide an individual with the opportunity to pass on much that s/he received from his/her own parents. At the same time, s/he attains a kind of immortality by having his/her characteristics reflected in another one who will live longer. Immortality, or having some part of the self live on after one is dead, is symbolized by concerns for carrying on the family name or line, and traditions (Hoffman and Hoffman, 1973; Hoffman and Manis, 1979).

The experience of having and rearing children, help expand the parents' self-conception. Parents feel that they have ties to the larger society; their needs to be part of larger entities are satisfied by having a family (Hoffman and Hoffman, 1973).

Children who provide a learning experience for their parents create a meaning or purpose in their lives. Parents thus obtain a completeness as a person, fulfill their selves, and see their existence as essential. When they perceive their own values, preferences, traits, and even physical features in their children, they live their childhood through them (Hoffman and Hoffman, 1973; Hoffman and Manis, 1979). In the Turkish parent sample 35.6 percent expressed this factor as an advantage for having children (Kâğıtçıbaşı, 1977).

Stimulation, Novelty, Fun

Children introduce major changes in individuals' lives. Parents find that they add elements of unpredictability and excitement to the home, creating new experiences. The novel experience of observing them grow, develop, and change colors the occasionally dull and routine lives of parents (Hoffmann and Hoffman, 1973).

The emotional exchange between parents and children and the pleasure obtained from watching their growth and development leads to a widespread feeling that children are a source of happiness. Aside from bringing liveliness to their parents, children are capable of distracting parents from worries with their spontaneity and lack of awareness of adult problems (Hoffman and Hoffman, 1973). Joy and stimulation value of children factor was expressed by 54.3 percent of the Turkish parent sample as an advantage for having children (Kâğıtçıbaşı, 1977).

Accomplishment, Competence, Creativity

It is suggested that rearing children may provide an outlet for individuals' needs of creativity, accomplishment, and achievement. Although child rearing is anxiety-producing, it has gained recognition as a significant and challenging role in the society. Meeting the challenges and crises that inevitably occur as part of the rearing process gives parents the opportunity for self-actualization (Hoffman and Hoffman, 1973). Parents are motivated by a need-for-achievement in the sense of doing a job well, which is satisfied by the quality of their children. The goal of rearing a child with the qualities they esteem provides parents with a sense of achievement. These qualities vary from country to country and for various sociocultural groups. For the educated parents, "doing well in school" is one of the most emphasized qualities. Other desired qualities, or "virtues" include expectations for "an honest person," "someone, kind, and loving," "one who respects others," etc. (Hoffman and Manis, 1979).

Pride in children's accomplishments provide a feeling of competence as a parent for the adults. Some parents believe that a person who has been a good parent can feel completely satisfied with his or her achievements in life. This belief sometimes leads parents to feel that it is their fault if their children are not successful. Gaining a sense of

accomplishment from rearing children makes parents sensitive to children's responses to their efforts (Hoffman and Hoffman, 1973; Hoffman and Manis, 1979). In the Turkish parent sample, 16.5 percent stated this factor as an advantage for having children (Kâğıtçıbaşı, 1977).

Hoffman and Manis (1979) evaluate the cross-cultural study of the Value of Children as a rare example of studies which examine the effects of child on parents' attitude toward the child. The findings of this study indicate that just as children are affected by their parents in terms of their future modes of behaving, so are parents influenced by children in their habits, values, and life styles.

Conformity

Conforming to others by taking part in the exam competition is another variable this study aims to assess. Since there is assumed pressure on parents and teachers for children to take part in this competition, effects of conformity are in order to explore.

A behavior, a behavioral tendency, or an attitude which takes its norms, standards, etc. from a reference group has been defined as conformity (Encyclopedia of Psychology, 1972).

Conceptualization of conformity as a kind of response to social influence, investigates the relationship between individual motivation and agents of reward or punishment. Social influence, which is perceived as either normative or informational by individuals, explains nonconformist behavior as well as conformist behavior.

Conformity, as a concept having different connotations for people, has been the focus of many experimental studies. Research on conformity has shed light on social psychological phenomena such as group pressure, obedience, and deviance.

Research findings suggest some variables which contribute to increase or decrease in conformity. These variables consist of situational and personal factors that interact with each other in order to elicit or cancel conformist behavior.

Human beings live in a state of tension between values associated with individuality and values associated with conformity. These conflicting values affect people's opinions about conformist and nonconformist behaviors. On the one hand, conformists are seen as collaborating people and nonconformists as deviants; while on the other, conformists are seen as inadequate people and nonconformists as independents (Aronson, 1972).

In order to evaluate whether conformist or nonconformist behavior is adaptive, the situational context in which such behavior takes place has to be taken into consideration (Aronson, 1972). According to Hollander (1976), conformity and nonconformity are not opposites, but rather they are part of the same process of making choice between alternatives.

Social Influence and Conformity

When a change in a person's behavior or opinion occurs as a result of real or imagined pressure from a person or a group, this shift is attributed to conformity (Aronson, 1972). Aronson suggests two possible reasons as answer to the question of why people might conform. These are needs of the individuals (1) to know reality, and (2) to avoid punishment (such as rejection or ridicule) or to gain a reward (such as love or acceptance) from the group.

Festinger (1954, in Aronson, 1972) claims that when physical reality becomes increasingly uncertain, people rely more on social reality. This reliance on social reality increases the likelihood of conforming to what other people are doing. This expectation has been confirmed empirically. In an experiment conducted by Sherif (1935a, 1935b, 1936,

in Hollander, 1976), an ambiguous stimulus, the autokinetic effect was used. The aim of the researchers was to increase the subjects' need for social reality through reliance on others. The experiment made use of the fact that eyes of people are never completely still, but they make small and continuous shifts. Thus a spot of light projected in a totally darkened room was seen to move by the subjects. When placed in the experimental room individually, the subjects had developed personal judgments. But after groups of two or three individuals were brought in together, the individual judgments tended to converge toward a group judgment. Eventually, this experiment revealed a shift of response to a socially prescribed standard from an individual's preferred judgement (Hollander, 1976).

The other suggested reason, or speculation that "people's tendency to conform might arise from fear of punishment or a hope of gaining reward from group" has also found support from research. In an experiment conducted by Asch (1951, in Aronson 1972), unambiguous stimuli were used to create independence from group judgment. A group of four people who saw a line on a screen before them were told to match the size of the line with one of three other lines of unequal varying sizes. The task of the subjects was to judge which of the three lines was closest in length to the line on the screen. However, except the real subject, the rest of the group had been told to give uniformly wrong judgments on certain trials. When the subjects were asked to give their responses aloud, most of them were found to comply with the group's inaccurate estimates. In this experiment only one-fourth of the subjects remained completely independent. When the experiment was repeated without requiring the subjects to make their judgments in the presence of the others, there was a decline in the conforming behavior. This experiment suggests that people with a fear of being rejected by the group may comply to majority opinion, even when it is clearly inaccurate (Hollander, 1976).

Kelman's Conceptualization of Conformity. Kelman (1961, in Aronson, 1972) conceptualizes conformity as three kinds of responses to social influence: Compliance, identification, and internalization. Aronson (1972) suggests that any specific action of conformity may be due to one of these processes.

Compliance best describes the mode of behavior of a person who is motivated by a desire to gain reward or to avoid punishment. In this process, the important component is power. This is the power of the influencer to distribute the reward for compliance and the punishment for noncompliance. Typically, this behavior is only as long-lived as is the promise of reward or the threat of punishment (Aronson, 1972).

Identification is a response to social influence brought about by an individual's desire to be like the influencer. The crucial component of identification is attractiveness. If an individual finds a person or a group attractive or appealing in some way, he will be inclined to accept influence from that person or group and adopt similar values and attitudes. Like compliance, identification is not very permanent. A more important identification may supersede a previous one (Aronson, 1972).

Internalization is the most permanent and the most deeply rooted response to social influence. In this process, the reward for the internalization of a particular belief is intrinsic. The permanence of internalization does not depend upon constant surveillance in the form of agents of reward or punishment, as does compliance; or on the person's continued esteem for another person or group, as does identification (Aronson, 1972).

The internalization of a value or belief is created by the motivation of the individual to be right. The credibility of the information is an important component of internalization. Due to a desire to be correct, people tend to be influenced by highly credible, that is, expert and truthful persons (Aronson, 1972).

Responses to social influence differ from each other in regard to behavioral flexibility. A more flexible behavior pattern is expected in internalization, whereas more rigid patterns are anticipated in compliance and identification (Aronson, 1972).

Deutsch and Gerard's Conceptualization of Conformity.

Deutsch and Gerard (1955, in Kâğıtçıbaşı, 1976) conceptualize conformity as a kind of response to perceived social influence. According to this conceptualization, the differential perceptions of individuals determine the type of the social influence.

When the individual conforms to social influence in order to gain reward or avoid punishment, or to be like the influencer, social influence is perceived as normative. However, if the individual conforms to social influence in order to know the truth, then social influence is perceived as informational. According to this, compliance and identification are responses to normative social influence whereas internalization is a response to informational social influence (Kâğıtçıbaşı, 1976).

It is possible to evaluate the nonconformist behavior within the same context. If the nonconformist behavior is due to perceived normative social influence, it is called anticonformity; if it is due to perceived informational social influence, it is called independence. Although an anticonformist does not conform to social influence, he is still considered dependent since his behavior is affected by norms. An independent individual, on the other hand, is not limited by norms since his nonconformist behavior is motivated by a desire to be right (Kâğıtçıbaşı, 1976).

Factors Governing Conformity

Conformity or independence of the individual under group pressure depends upon the nature of the situation and

the characteristics of the individual (Krech et al., 1962). Krech et al. claim that personality factors play a major role in determining conformity. However, the influence of these factors may be substantially modulated by variations in specific situations where the conforming behavior is elicited. Thus, a comprehensive analysis of conforming behavior includes an interaction of personality characteristics with situational factors (Kâğıtçıbaşı, 1976).

Situational Factors and Conformity. The amount and kind of conformity induced by group pressure depends upon the nature of situation the behavior takes place in (Krech et al., 1962). Such situational factors which affect conformity may be summarized as follows.

Unanimity of Group Consensus. A situational factor that increases conformity is the unanimity of the majority opinion (Aronson, 1972). Research findings indicate that when a subject is presented with only one ally, his tendency to conform to an erroneous judgment by the majority is reduced sharply (Asch, 1951, in Aronson, 1972).

The Size of the Group. Group size is another factor that increases conformity (Krech et al., 1962). It is suggested that group pressure is more intense, the larger the majority opposing the individual. However, in laboratory experiments it is shown that tendency for someone to conform to group pressure is about as great when the unanimous majority consists of only three other people as it is when this majority is sixteen (Aronson, 1972). According to Krech et al., in some "real life" situations larger groups can produce additional conformity. This suggestion implies that the threat of reprisal to the deviant individual can be made stronger, the larger the group is in such situations.

Group Composition. Who constitutes the group is important in eliciting conformity (Aronson, 1972). A group is more effective at inducing conformity if (1) it consists of experts, (2) the

members are important to the individual (like important potential friends), or (3) the members are comparable to the individual in some way (like fellow school friends).

Face to Face Interaction. This kind of interaction between people has been shown to increase conformity (Kâğıtçıbaşı, 1976). Studies conducted to investigate the extent to which people would obey authority provided empirical evidence (Milgram, 1965, in Aronson, 1972). These studies showed that the physical absence of the authority figure reduced the extent of obedience. Thus, it is suggested that social influence is intensified when there is a face to face interaction between individuals.

Taking a Public or Private Stand. Taking a stand while making judgments is a situational factor that affects conformity (Hollander, 1976). Argyle (1957, in Hollander, 1976) found that under public conditions individuals conform significantly more to other people's opinions than in private conditions. On the other hand, in private conditions, yielding to group pressure diminishes considerably.

Personality Factors and Conformity. Experimental studies indicate that there is great variance among subjects in their response to group pressure (Kâğıtçıbaşı, 1976). This differential attitude of individuals has led researchers to investigate the relationship between personality and conformity.

Krech, Crutchfield, and Ballachey (1962), summarize the findings of the studies conducted on diverse samples (i.e. military officers, medical school applicants, engineers, research scientists, creative writers, architects) using intensive personality assessment techniques. The differences are apparent in the following areas.

Cognitive Functioning. The conformists come out significantly less intelligent than the independent (nonconformist) persons. They show greater tendency toward rigidity in cognitive

porcesses and poverty of ideas, as contrasted with independent subjects who display greater capacity for cognitive restructuring and novel ideas.

Motivational and Emotional Functioning. The conformists are clearly lower than the independent subjects in ego strength and in ability to cope under stress. They tend to exhibit emotional constriction, lack of spontaneity, repression of impulse, and indirect expression of hostility. They also tend to be more anxious.

Self-conception. The conformists are inclined toward pronounced feelings of personal inferiority and inadequacy. They lack self-confidence, and they tend to be less insightful and less realistic in their self-perceptions than the independent subjects.

Interpersonal Relations. The conformists exhibit intense preoccupation with other people, as contrasted with the more self-contained, autonomous attitudes of the independent individuals. In their interpersonal relationships, the conformists show far more passivity, suggestibility, and dependence upon others, but at the same time display basically disturbed and distrustful attitudes toward them.

Personal Attitudes and Values. The conformists express attitudes and values of a far more conventional and moralistic nature than do the independent subjects. This is often coupled with a low tolerance for ambiguity, and a rigid, dogmatic, authoritarian outlook (Krech et al., 1962, p. 526).

Based on the preceding findings, Krech et al. (1962), suggest the improperness of simply classifying people as "conformists" or "independents." They propose that one must speak of a conformist or an independent person in the context of a specified situation. Kâğıtçıbaşı (1976) also suggests the possibility of observing the same individual as conforming in one situation whereas staying independent in another.

Interaction between Situational and Personality Factors.

Kâğıtçıbaşı (1976) conceptualizes two types of interaction which elicit behavior. According to this conceptualization, for a behavior to be observed by others, first certain personality variables must interact with each other. This interaction is followed by a second one which combines the personal and situational variables.

The above suggestion has been confirmed by research. Kogan and Wallach (1964, in Kâğıtçıbaşı, 1976) and Wrightsman (1972, in Kâğıtçıbaşı, 1976) have shown that the authoritarian type of personality is inclined to conform more when he is feeling anxious. This indicates an interaction between two personality variables, namely authoritarianism and anxiety.

Kâğıtçıbaşı (1976) assumes that authoritarian attitudes may be reflected in behaviors when there is a relationship with an authority figure as a situational variable. However, when there's a friendly atmosphere such behavior may not be seen. Therefore, the interaction of personality characteristics with situational factors may be considered important.

Studies on Authoritarianism in Turkey

Obedience, as a form of compliance (conforming behavior elicited by a desire to gain reward or avoid punishment), reveals the extent to which people obey authority (Aronson, 1972). In Turkey, obedience has been investigated in the context of authoritarian attitudes of youth and strict discipline-orientation within the family. These studies revealed respect for authority and disciplinary parental practices as social norms in Turkey (Tuğrul, 1974).

Kâğıtçıbaşı (1970, in Kâğıtçıbaşı, 1976) compared Turkish and American adolescents on social norms and authoritarianism. Her cross-cultural comparison of two groups of adolescents from relatively similar urban backgrounds showed that respect for authority is more characteristic of

the Turkish group than the American.

A similar study by Le Compte and Le Compte (1973, in Kâğıtçıbaşı, 1976) comparing Turkish and American students on respect for authority revealed the Turkish youth to be more obedient and less valuing of independence than the American youth.

A review of four studies using the Turkish form of the Parent Attitude Research Instrument (Le Compte et al., 1978, in Öner, 1984-1985) revealed that the under-educated Turkish parents favor extreme discipline in child rearing. The educated urban Turkish parents, on the other hand, do not favor strict discipline in child rearing attitudes. The comparison of parent samples from different educational backgrounds suggested that authoritarianism in Turkey is losing its ground among the highly educated parents (Öner, 1984-1985).

Respect for authority, a socially required value in Turkey, must be distinguished from authoritarian personality conceptualized in psychoanalytic theory as a phenomenon of repressed hostility. These two variables, respect for authority and authoritarianism, are negatively related in the Turkish samples (Kâğıtçıbaşı, 1976).

A study on youth in modernization process revealed respect for elders and authority as a value based on historical tradition (Tuğrul, 1974). Tuğrul suggests that obedience and respect for authority are elements of a basic code of decency and traditional morality in the Turkish culture. However, she cites examples of student riots and involvement in politics in the late history of the country when youth has perceived the authority as unjustified or detrimental to the nation. Thus, she concludes that obedience has never been a blind and complete submission to authority in Turkey.

Individual's yielding to social pressure under the

influence of internal or external mechanisms of control has been the focus of many social psychological studies. These studies have revealed the contribution of personal and situational factors in eliciting conforming behavior. Research about these variables indicates that a certain combination of these factors seems to be responsible for facilitating or weakening conformity.

Studies conducted in Turkey on authoritarianism indicate that unquestioning group loyalties symbolized by respect for the community and its elders culminate in a general respect for authority. Such loyalties result from respect for the father and individuals in positions of power and status in family and community. These group loyalties in turn generalize to respect for other authority figures, including centralized state authority (Kâğıtçıbaşı, 1977).

Although Turkish youth appears to be obedient and respectful of authority, it is emphasized that this kind of obedience is a social norm which has to be distinguished from blind submission to authority. Cross-cultural research has shown that Turkish youth is respectful of and loyal to a state authority which is perceived as just (Kâğıtçıbaşı, 1970).

Social Mobility

The fourth variable of the study is concerned with parents' aspirations for better social position and status of their offsprings. To achieve this requires social mobility. Parents desiring social betterment for their children strive to provide them with educational opportunities that include learning a foreign language by attending schools which are known to offer good education. For this reason, parental ambitions for social mobility can be included in a study on the pressures of competitive entrance exams their children experience.

Social mobility is defined as an individual or a group shift from one social position to another, or from one category of social positions to another (Matras, 1975).

Researchers have suggested different types of social mobility depending on a variety of criteria. Professional, economic, or political criteria such as occupation, income, and power, as well as social psychological criteria like perceptions, aspirations, norms, and values have been used to assess mobility.

Relationships between education, industrialization, human psychology, and social mobility have drawn the interest of researchers. Studies conducted with samples from different countries, social classes, age levels, and occupational groups shed light on these issues.

Social mobility is concerned with significant movement in an individual's or stratum's economic, social, and political position (Miller, 1956, in Coxon and Jones eds., 1975). A shift in occupation, income, political influence, or command of resources comprises mobility.

Matras (1975) emphasizes that mobility does not necessarily entail improvement of social position. For this reason, there is a need to distinguish between upward mobility and downward mobility. Thus, a differentiation between movements to a better social position or lower social position is made.

Types of Social Mobility

Sorokin (1959) suggests two principal types of social mobility; horizontal and vertical. The transition of an individual or social object from one social group to another situated on the same level is called horizontal mobility. In horizontal mobility, shifting may take place without any noticeable change of the social position of an individual or

social object in the vertical direction.

Vertical mobility is composed of the relations involved in the transition of an individual or a social object from one social stratum to another. According to the direction of the transition, vertical mobility takes an ascending or a descending form. When individuals are vertically mobile, infiltrations between higher and lower strata are seen. However, when the groups are vertically mobile, a new group is created or an existing group is disintegrated (Sorokin, 1959).

Another aspect of mobility is considering the individual's own initial social position or his family's social position as a reference point (Matras, 1975). These reference points are called intragenerational and intergenerational mobility.

In intrageneration mobility, an individual is compared with himself at another point of his career. In intergenerational mobility, the individual's position is compared with that of his father and/or possibly his grandfather (Miller, 1956, in Coxon and Jones, eds., 1975). Both intragenerational and intergenerational social mobility are characterized by recurrent patterns of movement among social positions or categories of positions (Matras, 1975).

Geographic mobility is a more pronounced and widespread mobility. If an individual moves from rural to urban or vice versa; from one part of a city to another; from one part of a country to another; or from one country to another, he is geographically mobile. Residential shift is not only sociologically important, it also has implications for social mobility. Its effects on social mobility are more prevalent when the movement is from rural to urban (Miller, 1956, in Coxon and Jones, eds., 1975).

Assessment of Mobility

Analysis of volume and direction of movements among social positions or among categories of social positions form the basis of mobility measurements. Rate of openness or closedness (the total rate of vertical mobility in a society), equality of opportunity, and amount of mobility in a society are assessed by means of this analysis (Matras, 1975).

Criteria such as relationships between prestige dimension of occupations and other factors of social rank (education, income, deference, or autonomy) are used in the measurement of mobility. Since these criteria are difficult to quantify, methodological shortcomings appear in mobility studies. Furthermore, it is pointed out that an assessment which is based only on objective criteria such as income, education, occupation, and residential area is inadequate (Mayer and Müller, 1971, in Coxon and Jones eds., 1975).

Researchers suggest that subjective aspects of movements such as mobility experiences and cognitions, aspirations, status satisfactions; and social norms and values about mobility such as people's perceptions of structure should be taken into consideration in measuring mobility (Mayer and Müller, 1971, in Coxon and Jones eds., 1975).

Social Mobility and Industrialization

Review of comparative studies on mobility in modern western industrial societies indicates that the increasing demand for more professional, technical, and managerial workers lead to a widespread mobility in these societies (Krech, Crutchfield, and Ballachey, 1962). Krech et al. (1962) suggest that there is more or less equal social mobility in all western countries. However, in the pre-industrial societies which have little need for trained professional and technical workers, a large amount of social mobility does not occur.

Technological advances in industrial societies increase the demand for trained workers. The inability of the upper strata to meet this increasing demand from within their ranks alone results in a change in the structure of the labor force. The newly formed labor force includes positions recruited from the lower strata. In this process, middle class and skilled worker individuals of talent and effort show upward mobility. Persons born into upper strata, on the other hand, gravitate downward if they lack the motivation and the abilities to succeed in professional, technical, and managerial jobs (Boocock, 1980; Krech et al., 1962).

Krech et al. (1962) point out that increased productivity in a technologically developed society creates a "functional need" for social mobility. In researchers' opinion, this need becomes effective only when status and achievement strivings can be inculcated among the members of various strata.

Social Mobility and Education

A study conducted in the United States, Brazil, Great Britain, and Australia determined the relationship between social mobility and education in societies undergoing industrialization and urbanization (Boocock, 1980). The findings of the study suggest that education tends to foster mobility; and different countries make different uses of education in relation to social mobility.

A functional type of education (education which is used directly to accomplish a purpose rather than as a status symbol) serves both to promote individual upward mobility and group upward mobility under certain conditions. The most common way in which education has fostered individual mobility is by training lower-status youth to take positions in the tertiary occupations and thus to enter the "new middle class." Government's use of functional education on the other hand, provides opportunity to upward mobility for the working class as a group (Boocock, 1980).

Education is an effective factor in controlling the degree of upward mobility in a society. One of the main functions of education is to train people to supply the manpower need of the improved technology. Other important education related functions are motivating children with potential talent to develop their abilities, changing consumption habits of lower class people, and teaching them middle class values. Emphasis on the different aspects of education changes across countries according to the level of industrialization and urbanization of that society (Boocock, 1980).

Researchers make predictions about the course of future social mobility in relation to education. It is assumed that in a modern industrial society, talents and ambitions of people will determine the distribution of opportunities. In such a society, individuals striving to get the education they need for better positions and to achieve these positions will tend to be upwardly mobile. On the other hand, people with less talent and ambition will tend to be downwardly mobile (Boocock, 1980).

Social Mobility and Psychological Variables

Although it seems apparent that individuals living in a modern society benefit from social mobility to a great extent, there is abundant evidence to imply that social and psychic cost is high in social mobility (Lipset and Bendix, 1959, in Krech et al., 1962). Stouffer et al. (1949, in Krech et al., 1962) point out that a high rate of mobility leads to high hopes of promotion. The result is that individuals are more likely to feel frustrated in their present positions and to be critical of their chances for promotion. This frustration is described as a kind of "psychological price" paid for social mobility (Krech et al., 1962).

In a study by Hollingshead and Redlich (1958, in Krech et al., 1962) on the relationship between social class and

mental illness, differences were found between men born into the class of skilled workers and those who moved into this class. A significantly large number of new upper class families exhibited insecurity and family instability. They had greater expectancies from the future compared to stable persons who were content with things as they were. The strivings of this group led them to feel dissatisfied with their accomplishments and roles in the community.

Sorokin (1959), who studied the effects of mobility on human behavior, revealed the negative consequences of social mobility. The study suggests that mobility tends to increase mental strain and mental diseases. Mobile people tend to become more superficial and the sensitivity of their nervous system decreases. Mobility which diminishes intimacy, results in a psychosocial isolation and loneliness in individuals. In a mobile group, disintegration of morals facilitates a high rate of criminality.

Krech et al. (1962) claim that not all upwardly mobile people suffer from combativeness, restlessness, and frustration. An investigation of psychodynamics of social mobility indicates that the upwardly mobile individual may be self-accepting, self-confident, and psychologically healthy.

Douvan and Adelson (1958, in Krech et al., 1962) studied psychological accompaniments of upward and downward mobility strivings in adolescent boys. Each boy was classified as upwardly mobile, stable, or downwardly mobile. Classification was made by determining whether the boy's occupational aspiration was higher than, equivalent to, or lower than his father's occupation. Interviews conducted with the upwardly and downwardly aspiring boys revealed sharp differences in a number of motivational and personality characteristics.

In this study, the typical upwardly aspiring boy was found to be unusually lively and energetic. He stressed

interest in judging the attractiveness of a job. This upwardly oriented boy displayed a long-term time perspective, had internalized personal controls, and showed a greater independence from the family. He had high self-acceptance and social confidence (Douvan and Adelson, 1958, in Krech et al., 1962).

The typical downwardly aspiring boy was found to be inactive and apathetic. He emphasized job security in judging the attractiveness of a job. The downward aspirer displayed a short-term time perspective. The externalized personal controls of the downwardly oriented boy led him to rebel against external standards. He showed a greater dependence on the family, more ambivalence toward himself, and more uncertainty in social situations (Douvan and Adelson, 1958, in Krech et al., 1962).

Sorokin (1959) summarizes the positive consequences of social mobility as he reports the effects of mobility on human behavior and psychology. He suggests that the behavior of mobile people becomes more plastic, more versatile, and less narrow-minded. Mobility which facilitates an increase in intellectual life, inventions, and discoveries also favors skepticism.

Social Mobility in Turkey

Research conducted on mobility in Turkey revealed that rural to urban mobility has been pervasive in the last four decades of this century (Kâğıtçıbaşı, 1977). Kâğıtçıbaşı claims geographic mobility to be a major instigator of social change in Turkey. Findings of studies conducted on migrants who have moved from the villages into the cities, and especially the three metropolitan cities of Istanbul, Ankara, and İzmir confirm this claim.

Studies on the rural to urban mobility indicate value changes accompanying or following migration (Levine, 1973 a and b; Kâğıtçıbaşı, 1973; Baymur, 1961; Meeker, 1976; Karpas,

1976; Yasa, 1970; in Kâğıtçıbaşı, 1977). Value modification finds its expression in various aspects of the city life of these migrants. It may be seen in concrete form such as change in dress; or in attitudes towards intra-familial roles and greater permissiveness in the family. The observed satisfaction with the city life of the majority of squatters, such as women enjoying greater freedom of action, forms another expression of value modification (Yasa, 1970; Kâğıtçıbaşı, 1973; Karpat, 1976; in Kâğıtçıbaşı, 1977).

According to Kâğıtçıbaşı (1977), value orientations and behavior of the squatter populations show variations and multiplicity. There may be confusion rather than healthy development in values; and this confusion may be attributed to a gap between the abandonment of the old values and a subsequent adoption of the new ones to replace them. Lack of stable jobs and feelings of alienation and insecurity may lead some migrants to react to change by clinging to the old ways and identities. However, it is concluded that although modernization is a complex process, it is inevitable for traditional values in Turkey to fade in time (Kâğıtçıbaşı, 1977, in Ener, 1979).

A study on the psychological dimensions of social change revealed a causal relationship between social mobility and individual's acceptance of social change and modernization (Kâğıtçıbaşı, 1972). In this study on youth, social-structural variables were found to be related to individual modernity variables through the mediating role of the family.

The findings of the above study also showed that rural to urban or upward mobility was associated with modern outlook. Rural residence and/or lack of mobility, on the other hand, was associated with traditional outlook. The modern and traditional outlooks were characterized by conflicting values and attitudes (Kâğıtçıbaşı, 1972). The modern outlook was characterized by affection-orientation within the family, belief in internal control of reinforcement, patriotism,

optimism about personal future, and achievement values. The traditional outlook, on the other hand, was characterized by a strict discipline-orientation within the family, anomia (a psychological state of normlessness or alienation), (Srole, 1956, in Kâğıtçıbaşı, 1977), religiosity, pessimism about personal future, and authoritarianism (Kâğıtçıbaşı, 1977).

These findings seem parallel to Inkeles' (1964,1974, in Sever, 1985) findings on changes in man's psychological outlook in the process of modernization. Inkeles found that openness to new experience; increasing independence from authority figures like parents, teachers, etc.; belief in science; and a general abandonment of passivity and fatalism characterized individuals who underwent a process of modernization. Thus, it seems apparent that in societies where process of social change takes place, individuals acquire new attitudes and values that are compatible with a modern psychologic outlook.

Review of literature suggests a close relationship between education and social mobility, particularly in the developing countries. It's no different in a rapidly changing country like Turkey. Social scientists and historians studying the course of social change in Turkey have emphasized the significant role of education in promoting individuals' social status (Tuğrul, 1974).

In the Turkish society, education has been highly valued throughout the centuries. Since the Ottoman Empire, education has been an important factor for social advancement. Within the Ottoman society, even the humble peasants, and rank and file soldiers had opportunities to raise themselves to the highest government positions (Karpas, 1959, in Tuğrul, 1974). Historians note that with the establishment of the Republic, the important and dynamic role of education in providing opportunities for social mobility became more crucial than ever (Tuğrul, 1974).

The Turkish society has an open class structure which is characterized by upward and downward mobility on all levels of class strata (Oğuzkan, 1955, in Tuğrul, 1974). In such a society, education is considered as one of the most important single factors in determining social placement (Kazamias, 1966, in Tuğrul, 1974). Becoming the hallmark of elite (Frey, 1965, in Tuğrul, 1974) through social change, education fulfills its role as an effective means for upward movement.

Social mobility, which includes shifts between social positions, indicates a change in occupational, economic, or political status of individuals and groups. The effects of these shifts on human psychology may be either positive or negative. While some individuals suffer from feelings of frustration, dissatisfaction, and insecurity, others behave in a fashion that shows them to be more flexible, less narrow-minded, and enjoying active intellectual life.

Mobility studies in Turkey point to a drastic change of values, especially when the shift is from rural to urban. A complex process of modernization creating value conflicts is experienced in the country. The traditional values are inevitably fading and modern values such as efficacy, punctuality, openness to change, mobility and planning, and independence of parental authority, etc. are replacing them (Ener, 1979).

METHOD

Sample

The sample of the study consisted of 10-12 year old elementary school students and their mothers. The students attended the 5th grades of Hasan Ali Yücel İlkokulu and Şişli Terakki Lisesi İlkokulu in Istanbul. The selection of these schools and fifth grade students was based on practical purposes in data collection and the expectation that they would be representatives of the population this research aimed to study.

The total sample included 150 subjects. Forty girls and 35 boys (75 students) together with their mothers (N=75) participated in the study. The average age of students was 11, ranging between 10 and 12 years old; and mothers' average age was 39.8, ranging between 32 and 50 years old. The mothers (most of them being graduates of senior high school and university) were predominantly housewives. The average number of children in the mother sample was 2.08. For a more detailed description please refer to the Results section and Appendix D.

Instruments

Three different instruments are used in this study: A scale constructed to measure several assumed parental characteristics, the children's version of this scale, and a sociodemographic questionnaire.

Development of the Instruments. The parent scale, the major subject of this research consists of four subscales covering parental attitudes related to competitive behaviors in high school entrance exams. These are democratic/authoritarian child rearing practices; identification with children; conformity; and social mobility.

The children's version of the scale is developed to validate the first three subscales of the parent scale. This aims to assess the perceived parental characteristics which are expected to show relationship to actual parent attitudes.

The questionnaire aimed to tap sociodemographic family characteristics is developed to validate the social mobility subscale of the parent scale.

Construction of the Items. Items of the parent and child scales, and the sociodemographic questionnaire are either directly taken, adapted from, or originally developed by the researcher after studying various inventories listed below:

1. The shortened Turkish adaptation of the MCI-Minnesota Counseling Inventory (Akdağ, 1979; Özdemir, 1985).
2. Kendini Gerçekleştirme Engellerini Tarama Envanteri (Akkoyunlu, 1988).
3. The Child Rearing Practices Report (Block, 1965).
4. The Turkish adaptation of the CPI-California Psychological Inventory (Demirtürk, 1987).
5. The Value of Children Survey (Fawcett, 1973).
6. Sosyal Değişmenin Psikolojik Boyutları Surveyi (Kâğıtçıbaşı, 1972).
7. Çocuğun Değeri Surveyi (Kâğıtçıbaşı, 1974).
8. Ana-Baba Tutum Ölçeği (Kuzgun, 1972; Bilal, 1984).
9. The Turkish adaptation of EPPS-Edwards Personal Preference Schedule (Kuzgun, 1985).

10. The shortened Turkish adaptation of the PARI-Parental Attitude Research Instrument (Le Compte, Le Compte, and Özer, 1978).
11. The Turkish adaptation of the Guilford Personality Test (Özbaydar, 1968).
12. Cumhuriyet Gazetesi Okur Anketi (1987).

The selection of the items of the parent scale is based on theoretical definitions provided by review of literature with regard to the assumed variables of democratic /authoritarian child rearing practices, identification with children, conformity, and social mobility. These items are improved by the researcher after they were checked in terms of their wording and meaning by a group of faculty members, research assistants, and graduate students at Boğaziçi and Marmara universities.

The children's version of the scale is obtained by wording the items in a different way so as to get at the children's perception of parental characteristics. This version includes corresponding items to those of the original subscales of democratic/authoritarian child rearing practices, identification with children, and conformity.

The questionnaire used to provide sociodemographic data about the family includes objective and subjective indicators of mother's status and mobility. Objective indicators are taken to be the level of education, type of occupation, income (indirectly determined by getting information about the ownership of a house and modern conveniences), residential area, intergenerational mobility, and geographic mobility of the mothers. Subjective indicators are accepted to be the perceptions and aspirations of mothers about their place in the social hierarchy.

The items of the children's version and the socio-demographic questionnaire are revised by the researcher under

the supervision of her thesis advisor who is a school psychologist and a faculty member.

Classification of the Items. In order to classify the items under one of four categories as democratic/authoritarian child rearing practices, identification with children, conformity, and social mobility, the parent scale was subjected to the opinions of 23 judges. These judges were faculty members in the departments of education and psychology, research assistants in social sciences, and counselors in schools and counseling centers.

The items were intermixed randomly in the scale to prevent a possible bias in the determination of the categories. The theoretical definitions of the four categories of parental attitudes were presented along with the items to help with the classification process. The judges stated whether the item represented one of the given categories or not by making use of these definitions. Then they classified the items that seemed meaningful under one of four categories of parental attitudes.

In the final form, an item was placed under a particular category if it was indicated as such by ten or more judges. After canceling the ambiguous items, a scale of 88 items was obtained consisting of 26 items in the democratic/authoritarian child rearing practices subscale; 19 items in the identification with children subscale; 21 items in the conformity, and 22 items in the social mobility subscales.

Procedure

The three subscales, democratic/authoritarian child rearing practices, identification with children, and conformity were administered to both mothers (N=75) and their children, the students (N=75). The subscales administered to the students consisted of items adapted to reveal their perceived images of mothers' attitudes. The expectation was

that, parental attitudes are reflected in parents' behavior toward children, and this in turn, is perceived by children, revealing a significant relationship between the expressed and perceived characteristics (Küçük, 1987).

The social mobility subscale and the sociodemographic questionnaire were administered to mothers (N=75), only. Data from children on this dimension were not solicited, because the items were considered inappropriate for elementary school children. The purpose in using psychological and sociodemographic data together was to search for a significant relationship between the individuals' psychological characteristics and social-structural background (Kâğıtçıbaşı, 1972).

* Items of the parent scale are scored on a four-point continuum with a score of 4 for a response of "I completely agree" to a score of 1 for a response marked "I disagree." In order to avoid response bias irrespective of item content, 29 statements were keyed in the opposite direction. These reversal items are 3,5,6,10,15,22,25,26,29,30,35,37,38,41,45, 49,50,54,56,60,62,65,71,73,78,81,83,85, and 88. They are reversely scored, thus the scoring ranging between 4 to 1 on positively worded items, and 1 to 4 on negatively worded items.

In the children's version of the scale, a "Yes/No" type of response is used, because it was thought that a four-point continuum would be difficult to fill out for children. 21 items of this scale were keyed in the opposite direction and scored reversely. They are 3,5,13,19,21,22,24,25,28,30, 36,37,41,45,46,49,55,60,62,63, and 66; and correspond to the reverse items in the parent scale.

The researcher administered the instrument to children herself and data from the mother sample was collected through their children. A letter briefly describing the scope of the research, and asking for their participation in the study was

sent to mothers. The students took the forms to their mothers in an envelope, and returned the filled out inventories to their teachers within ten days to be collected by the researcher.

Statistical Analysis

The analyses are based on computations for the internal consistency and validity of the instrument. The internal consistency is tested by item-total correlations and alpha coefficients; the validity is tested by factor analysis.

The computations of internal consistency are carried out first for the subscales of democratic/authoritarian child rearing practices, identification with children, conformity, and social mobility; then for the total scale composed of the most reliable items of the subscales. These analyses are conducted for the mother forms and the child forms, separately.

Validation procedures for the mother and child subscales of democratic/authoritarian child rearing practices, identification with children, and conformity; and the mother subscale of social mobility and sociodemographic questionnaire could not be carried out because of unsatisfactory internal consistency of the subscales resulting from initial reliability analyses. Instead, the short mother form consisting of the most salient reliable items was factor analyzed. However, this procedure was not followed for the short child form that also turned out to have low internal consistency coefficients.

RESULTS

In this chapter data are presented under three headings. In the first section, findings related to the sociodemographic characteristics of the sample are reported, then the internal consistency of the parent and child scales, and finally the data on the validity of the short form of the parent scale are presented.

The Sociodemographic Characteristics of the Sample

A sociodemographic questionnaire was developed in order to help validate the social mobility subscale of the parent attitude scale. The expectation was that there would be a significant relationship between the sample's psychological characteristics and social-structural background. But this expectation could not be tested as the social mobility subscale proved to have unsatisfactory reliability (to be discussed under section two of this chapter, p.71). Thus, data obtained from the questionnaire were not used for validation. Instead, the same data helped to delineate the mother sample sociodemographically which will be presented here for an overall picture. More detailed data on the sample characteristics are included in Appendix D.

This questionnaire included the objective and subjective indicators of the sample's status and mobility. To tap the social mobility of the families, questions were concentrated on the education level, occupational status, SES of residential districts, residential shifts, experienced

economic changes, and mothers' perceptions about and aspirations for the socioeconomic status of the family. The answers to these questions provided cues for the sample's social and economic level, degree of intergenerational progress, pre- and post-marriage upward mobility of the mother, geographic moves, and mothers' perceptions of and aspirations for the family's position in the social hierarchy.

The sociodemographic data on the mother sample show that her average age is 39.8 years, and the average number of children is 2.08. The following Tables (1 through 6) present educational, occupational, and economic findings derived from the questionnaire.

The education of mothers and their families (the grandparents' and the husbands') are as shown in Table 1. The median level of mother's education is senior high school, while that of her mother's (grandmother) is junior high, her father's (grandfather) is senior high, like herself; and that of her husband's is university. It is seen that the education level of the mother has exceeded that of her mother, and reached the same level of her father, though it is still behind that of her husband.

Additional findings related to the education variable (presented in Table 2 Appendix D) include the number of foreign languages acquired by the mothers and their families. These data indicate that more than one-third of the sample speak, at least one foreign language.

As to the occupation of mothers and grandmothers, it is found (Table 2) that they are predominantly housewives. The proportion of working mothers is relatively low (29.4%). While employment in professional, administrative, and big business-managerial positions is rare or nonexistent for grandmothers, quite a few (18.7%) mothers are employed as such. A comparison of mothers' and grandfathers' occupation indicates that daughters show a slight increase in administrative positions, but they fall far behind their fathers in other occupations.

Table 1: The Education of the Mother, Her Parents, and Her Husband

Education	Mother		Grand-mother		Grand-father		Husband	
	N	(%)	N	(%)	N	(%)	N	(%)
Not Attended School	1	1.3	4	5.3	1	1.3	-	-
Literate	-	-	1	1.3	2	2.7	-	-
Elementary School	3	4.0	19	25.3	10	13.3	3	4.0
Junior High School	8	10.7	22	29.3	14	18.7	3	4.0
Senior High School	32	42.7	25	33.3	25	33.3	17	22.7
University	24	32.0	4	5.3	18	24.0	33	44.0
Graduate School	7	9.3	-	-	5	6.7	18	24.0
No Response	-	-	-	-	-	-	1	1.3
TOTAL	75	100.0	75	100.0	75	100.0	75	100.0

Table 2: The Occupation of the Mother and Her Parents

Occupation	Mother		Grandmother		Grandfather	
	N	%	N	%	N	%
Housewife	52	69.3	64	85.3	-	-
Semi and Unskilled Worker	-	-	-	-	2	2.7
Tradesman-Technician-Bureaucrat	8	10.7	6	8.0	47	62.7
Professional	8	10.7	1	1.3	13	17.3
Administrator	5	6.7	-	-	1	1.3
Big Businessman-Manager	1	1.3	-	-	6	8.0
No Response	1	1.3	4	5.3	6	8.0
TOTAL	75	100.0	75	100.0	75	100.0

The majority of the mother sample (86.7%) is an established Istanbul resident living in the metropolitan city since 16 years or longer (see Table 3 in Appendix D). The SES level of the districts of Istanbul mothers come from show that more than half live in the high SES residential areas.

Except for a small minority living in a lower middle SES district, the remaining are found in the better developed neighborhoods of Istanbul (Table 3). Eighty-one percent of these mothers have shown no mobility in residence, as can be seen in Table 4. They have neither moved into a new house within the same SES district, nor changed districts. Only 18.6% have moved into new districts and/or houses most of which symbolize high SES levels.

Table 3: SES Distribution of the Residential Districts Mothers Live in

SES of Districts	N	%
Lower Middle	2	2.7
Middle	8	10.7
Uper Middle	3	4.0
Lower High	3	4.0
Middle High	5	6.7
High	52	69.3
No Response	2	2.7
TOTAL	75	100.0

Table 4: Change in the SES of the Residential District within the Last Five Years

Change in the SES of the District	N	%
No change	61	81.3
Change to a Middle SES District	3	4.0
Change to a Lower High SES District	1	1.3
Change to a Middle High SES District	4	5.3
Change to a High SES District	6	8.0
TOTAL	75	100.0

In looking at the mothers' economic advance within the last ten years, it was found that about 60% have experienced upward mobility as indicated in Table 5 (under categories of varying degrees of advance). Economic decline is experienced by 5%, showing that downward mobility is low in this group.

Table 5: Economic Change the Family Experienced within the Last Ten Years

Economic Change	N	%
Considerable Decline	1	1.3
Little Decline	3	4.0
No Change	22	29.3
Little Advance	32	42.7
Considerable Advance	15	20.0
No Response	2	2.7
TOTAL	75	100.0

Mothers' perceptions of existing and aspired SES levels are also obtained as indicators of social mobility. These data are presented in Table 6. Approximately half of the mothers perceive themselves to be in the upper middle SES group, but indicate aspirations toward high SES level.

Table 6: Mothers' Subjective SES Placement

SES Level	Perceived SES N (%)	Aspired SES N (%)
High	20.0	49.3
Upper Middle	48.0	40.0
Middle	26.7	1.3
Lower Middle	1.3	-
Low	-	-
No Response	4.0	9.3
TOTAL	100.0	100.0

Additional indicators of socioeconomic status are presented in Tables 4 through 7 in Appendix D. These data revealed that about three-fourths of mothers own their houses in which they have a good variety of modern conveniences. They take vacations and have traveled abroad for education or holidays.

In summary, findings on demographic, socioeconomic, and education variables can be evaluated to indicate that this is an upwardly mobile sample which has above average educational and socioeconomic status characteristics.

Internal Consistency of the Parent Attitude Scale

The main purpose of this study was to test the internal consistency of the scale constructed to measure some assumed parental characteristics. The internal consistency of the instrument was determined by two different techniques; namely, the alpha coefficients as computed by the Kuder-Richardson formula 20, and the item-total correlations; uncorrected, Product Moment formula and corrected, item-remainder¹ formula.

The analyses were first carried out for each subscale; democratic/authoritarian child rearing practices (DEMO)², identification with children (ÖZDEŞ), conformity (UYMA), and social mobility (SOSHAR), separately. Both the mother and the child forms were analyzed in this same fashion.

¹The correction procedure is known as item-remainder correlation and will be used throughout this study in place of the term "corrected item-total correlation."

²For purposes of simplicity and economy, the subscales will be referred to here as indicated in the parantheses.

Initial Analyses. The subscales of DEMO, ÖZDEŞ, UYMA, and SOSHAR were analyzed by computing Product Moment correlations (uncorrected) and item-remainder correlations. For subsequent item analysis using items that are considered to have acceptable reliability, there were two options for selection: drawing those with a minimum criterion level of $r=.25$ obtained using Product Moment formula, or $r=.15$ obtained using the item-remainder formula. Since sample size was small ($N=75$), to prevent bias in evaluation, selection based on item-remainder correlations was considered to be more appropriate. Item-remainder correlations were computed by using the following formula (Nunnally, 1967, p.281):

$$r_{1(y-1)} = \frac{r_{y1}\sigma_y - \sigma_1}{\sqrt{\sigma_1^2 + \sigma_y^2 - 2\sigma_1\sigma_y r_{y1}}}$$

where r_{y1} = correlation of item 1 with total scores y

σ_y = standard deviation of total scores

σ_1 = standard deviation of item 1

$r_{1(y-1)}$ = correlation of item 1 with sum of scores on all items exclusive of item 1

The uncorrected Product Moment correlations and the item-remainder correlations obtained for the subscales of DEMO ($n=26$), ÖZDEŞ ($n=19$), UYMA ($n=21$), and SOSHAR ($n=22$) are reported in Tables 7 through 14 for the mother and the child forms*.

*The items are numbered from 1 to 26 for the DEMO, 27 to 45 for the ÖZDEŞ, 46 to 66 for the UYMA, and 67 to 88 for the SOSHAR subscales throughout this section. The item numbers as appeared in the original form are presented in Appendix B Table 1.

Table 7: Uncorrected Significant* Item-Total Correlation Coefficients Obtained from (75) Mother and (75) Child Forms of the DEMO Subscale

Item No	Uncorrected Item-Total Correlations	
	Mother Form (n=22)	Child Form (n=20)
1	.3820	.3926
2	.3320	.4640
3	.2897	
4	.4389	.2627
5	.2940	.4546
6	.4166	.2880
7	.4307	
8	.2257	.4325
9	.2704	
10		
11		.2805
12	.4561	.3480
13	.4024	.4149
14	.4007	.5824
15		
16		.2185
17	.2202	.4386
18	.3980	.2176
19	.1969	.4644
20	.2552	.4231
21	.4527	.3169
22	.2986	.4715
23	.2493	
24	.2378	.3164
25	.2059	.4194
26	.1966	.4221

*p < .05

As can be seen from Table 7, for the mother form, there are 15 items out of 26 (items 1,2,3,4,5,6,7,9,12,13,14,18,20, 21,22) which have significant PM correlations higher than the cutoff point ($r=.25$). The PM correlations range from .1966 to .4561. In the child form there are 18 significant item-total correlations (items 1,2,4,5,6,8,11,12,13,14,17,19,20,21,22, 24,25,26) with values higher than cutoff point. The item-total correlations range from .2176 to .5824.

Table 8: Item-Remainder Correlation Coefficients and Alpha Coefficients Obtained from (75) Mother and (75) Child Forms of the DEMO Subscale

Item No	Item-Remainder Correlations	
	Mother Form (n=26)	Child Form (n=26)
1	.2717	.2876
2	.2007	.3429
3	.1200	.0190
4	.3140	.1840
5	.1871	.3549
6	.3530	.2383
7	.2775	.0782
8	.0913	.3695
9	.1275	.0709
10	.0993	.0128
11	.0182	.1643
12	.3715	.2258
13	.2706	.3310
14	.2536	.4573
15	.0117	.0158
16	.0689	.0552
17	.1396	.3687
18	.2309	.0949
19	.0321	.3366
20	.1295	.3004
21	.3872	.2214
22	.1627	.4110
23	.1445	.0452
24	.0863	.2021
25	.0795	.2888
26	.0643	.2841
Median	.1420	.2320
Alpha Coefficient	.5159	.6408

Table 8 indicates that 13 items (items 1,2,4,5,6,7,12, 13,14,18,21,22,23) in the mother form have item-remainder correlations higher than the cutoff point of .1450¹. The mother form correlations range between .0117 and .3872, with a median of .1420. In the child form there are 18 items (items 1,2,4,5,6,8,11,12,13,14,17,19,20,21,22,24,25,26) with item-remainder correlations above cutoff point. The item-remainder correlations range between .0128 and .4573, with a median of .2320.

Table 9: Uncorrected Significant* Item-Total Correlation Coefficients Obtained from (75) Mother and (75) Child Forms of the ÖZDEŞ Subscale

Item No	Uncorrected Item-Total Correlations	
	Mother Form (n=18)	Child Form (n=14)
27	.4212	.2383
28	.4883	.3423
29	.5937	.2031
30	.5034	
31	.5152	
32	.4587	.4435
33	.4759	
34	.3928	.4611
35		.3045
36	.2012	
37	.6040	.4801
38	.3895	.4736
39	.2868	.4287
40	.3117	
41	.3331	.4012
42	.4085	.4529
43	.3950	.3774
44	.5316	.2259
45	.5243	.3833

*p < .05

¹Although .1500 is recommended in Nunnally (1967, p.285), $\geq .1450$ was accepted here for selection in order not to lose more items.

It is seen from Table 9 that 17 items (items 27,28,29, 30,31,32,33,34,37,38,39,40,41,42,43,44,45) of the mother form have significant PM correlations higher than cutoff point. The item-total correlations range between .2012 and .6040. In the child form there are 11 items (items 28,32,34,35,37, 38,39,41,42,43,45) with significant PM correlations above cutoff point. The PM correlations range from .2031 to .4801

Table 10: Item-Remainder Correlation Coefficients and Alpha Coefficients Obtained from (75) Mother and (75) Child Forms of the ÖZDEŞ Subscale

Item No	Item-Remainder Correlations	
	Mother Form (n=19)	Child Form (n=18)
27	.3068	.0413
28	.3796	.1463
29	.4949	.0501
30	.4048	.0528
31	.4162	.0365
32	.3598	.2915
33	.3798	
34	.2899	.3271
35	.0363	.1662
36	.0802	.1038
37	.5302	.3186
38	.2702	.2941
39	.1423	.2419
40	.1947	.0771
41	.2300	.2561
42	.3032	.2709
43	.2686	.2115
44	.4205	.0273
45	.4253	.2122
Median	.3068	.1888
Alpha Coefficient	.7363	.4874

In Table 10, for the mother form, there are 16 items (items 27,28,29,30,31,32,33,34,37,38,40,41,42,43,44,45) which have item-remainder correlations higher than cutoff point. The item-remainder correlations range between .0363 and .5302, with a median of .3068. There are 11 items (items 28,32,34,35,37,38,39,41,42,43,45) in the child form with item-remainder correlations above cutoff point. The child form correlations range from .0273 to .3271, with a median of .1888. Item 33 with a mean of 1 and a standard deviation of 0 could not be included in the analysis.

Table 11: Uncorrected Significant* Item-Total Correlation Coefficients Obtained from (75) Mother and (75) Child Forms of the UYMA Subscale

Item No	Uncorrected Item-Total Correlations	
	Mother Form (n=15)	Child Form (n=12)
46	.3076	
47	.3669	
48	.2814	
49	.4861	.4345
50		.3069
51		.2540
52	.2292	
53	.4843	.2912
54	.3214	.3448
55	.4587	.3185
56	.5720	
57	.4838	.3968
58	.1909	.4409
59	.5128	.3186
60		
61	.3201	
62	.3072	.2442
63	.2188	
64		.4038
65		
66		.3932

*p < .05

Table 11 shows that 12 items (items 46,47,48,49,53,54, 55,56,57,59,61,62) of the mother form have significant PM correlations higher than cutoff point. The PM correlations range between .1909 and .5720. It is also seen from this table that for the child form there are 11 items (items 49, 50,51,53,54,55,57,58,59,64,66) with significant PM correlations above cutoff point. The item-total correlations range from .2442 to .4409.

Table 12: Item-Remainder Correlation Coefficients and Alpha Coefficients Obtained from (75) Mother and (75) Child Forms of the UYMA Subscale

Item No	Item-Remainder Correlations	
	Mother Form (n=21)	Child Form (n=21)
46	.1224	.1705
47	.2742	.0959
48	.0718	.0378
49	.3379	.2856
50	.0384	.0425
51	.0500	.0536
52	.0724	.0311
53	.3356	.1009
54	.1355	.1428
55	.3229	.1220
56	.4351	.0460
57	.3267	.2670
58	.0246	.1785
59	.4138	.2580
60	.1366	.0014
61	.1485	.1262
62	.1502	.1043
63	.0998	.0813
64	.1558	.1456
65	.0792	.0438
66	.0406	.1166
Median	.1366	.1043
Alpha Coefficient	.4321	.2346

As it is seen from Table 12, for the mother form, there are 10 items (items 47,49,53,55,56,57,59,61,62,64) which have item-remainder correlations above cutoff point. The correlations range from .0246 to .4351, with a median of .1366. The table indicates that for the child form, there are 6 items (items 46,49,57,58,59,64) with item-remainder correlations higher than cutoff point and item 54 with an item-remainder correlation of .1428 is also included. The child form item-remainder correlations range between .0014 and .2856, with a median of .1043.

11 items (items 68,69,70,71,73,75,77,78,80,87,88) of the SOSHAR subscale have significant PM correlations above cutoff point. The PM correlations range between .2029 and .5523 (Table 13).

Table 14 indicates that 6 items out of 22 (items 69, 70,73,75,77,78) have item-remainder correlations higher than cutoff point. The correlations range between .0073 and .4120, with a median of .0787.

Table 13: Uncorrected Significant* Item-Total Correlation Coefficients Obtained from (75) Mother Forms of the SOSHAR Subscale

<u>Uncorrected Item-Total Correlations</u>	
Item No	Mother Form (n=16)
67	.2223
68	.3207
69	.3144
70	.3015
71	.2730
72	
73	.3532
74	.2126
75	.4065
76	.2463
77	.5523
78	.3833
79	.2101
80	.2733
81	
82	
83	
84	
85	
86	.2029
87	.2802
88	.2698

*p < .05

Table 14: Item-Remainder Correlation Coefficients and Alpha Coefficient Obtained from (75) Mother Forms of the SOSHAR Subscale

Item No	Item-Remainder Correlations	
	Mother Form (n=22)	
67		.0221
68		.1151
69		.1711
70		.1761
71		.0954
72		.0264
73		.2013
74		.0252
75		.2483
76		.0513
77		.4120
78		.1773
79		.0570
80		.0800
81		.1006
82		.0452
83		.0459
84		.0097
85		.0073
86		.0275
87		.0871
88		.0774
Median		.0787
Alpha Coefficient		.3121

Second Analyses. The initial item analyses based on the corrected values revealed a wide range of item-remainder correlation coefficients for both mother and child forms on various subscales. In order to improve these subscales, items below the minimum cutoff value (with the exception of item 54 in the UYMA subscale of the child form which had an r of .1428) were removed from the DEMO, ÖZDEŞ, and UYMA subscales of mother and child forms. The remaining items were considered for reanalysis.

The SOSHAR Subscale had an initial alpha coefficient of .31 and, therefore, proved to be the least homogeneous of the four subscales developed. The improvement of this subscale was realised by successively correlating its items in the newly derived item subpool to obtain a higher item reliability and alpha coefficient (Nunnally, 1967, p.285).

Tables 15 through 25 show the analyses of the new versions of the subscales derived by selecting those items above the minimum cutoff point. These are called the selected items. The new mother form of the DEMO subscale was composed of 13 such items; the ÖZDEŞ subscale of 16 items; the UYMA subscale of 10 items; and the SOSHAR subscale of 6 items. The new child form, on the other hand, included 18 DEMO items, 11 ÖZDEŞ items, and 7 UYMA items.

The new mother and child forms of the DEMO subscale are shown in Tables 15 and 16. It is seen that the item-remainder correlations range between .1445 and .4406 for the mother form; and .1568 and .4423 for the child form. Table 17 shows the increase in median item-remainder and alpha values for the mother and child forms.

Table 15: Item-Remainder Correlations and Alpha Coefficient of A Selected 13-Item Pool Obtained from the Mother DEMO Subscale

Item No	Item-Remainder Correlations
1	.3006
2	.2756
4	.3014
5	.1445
6	.3263
7	.4406
12	.3480
13	.2338
14	.3478
18	.3681
21	.3419
22	.2981
23	.1517
Median	.3014
Alpha Coefficient	.6636

Table 16: Item-Remainder Correlations and Alpha Coefficient of A Selected 18-Item Pool Obtained from the Child DEMO Subscale

Item No	Item-Remainder Correlations
1	.3021
2	.3133
4	.2153
5	.3799
6	.2492
8	.3425
11	.1568
12	.2292
13	.3343
14	.4423
17	.3849
19	.3599
20	.3074
21	.2570
22	.4136
24	.2437
25	.2689
26	.2877
Median	.3047
Alpha Coefficient	.7148

Table 17: Median Item-Remainder and Alpha Coefficients Obtained from the First and Second Analyses of the Mother and Child Forms of the DEMO Subscale

	MOTHER FORM		CHILD FORM	
DEMO Subscale Coefficients	First Analysis	Second Analysis	First Analysis	Second Analysis
Median Item-Remainder	.1420	.3014	.2320	.3047
Alpha	.5159	.6636	.6408	.7148

For the ÖZDEŞ subscale second analyses shown in Tables 18 and 19 reveal that the item-remainder correlations range from .1937 to .4971 for the mother form; and .1330 to .3638 for the child form. The increase in median item-remainder and alpha values for both forms are indicated in Table 20.

Table 18: Item-Remainder Correlations and Alpha Coefficient of A Selected 16-Item Pool Obtained from the Mother ÖZDEŞ Subscale

Item No	Item-Remainder Correlations
27	.2629
28	.3771
29	.4954
30	.4373
31	.4195
32	.4069
33	.4159
34	.3079
37	.4971
38	.3081
40	.1937
41	.1957
42	.3600
43	.3153
44	.4115
45	.4034
Median	.9302
Alpha Coefficient	.7686

Table 19: Item-Remainder Correlations and Alpha Coefficient of A Selected 11-Item Pool Obtained from the Child ÖZDEŞ Subscale

Item No	Item-Remainder Correlations
28	.1330
32	.2714
34	.3246
35	.2036
37	.3638
38	.3478
39	.2864
41	.2841
42	.3394
43	.2531
45	.1736
Median	.2841
Alpha Coefficient	.6072

Table 20: Median Item-Remainder and Alpha Coefficients Obtained from the First and Second Analyses of the Mother and Child Forms of the ÖZDEŞ Subscale

ÖZDEŞ Subscale Coefficients	MOTHERS CHILD		CHILD FORM	
	First Analysis	Second Analysis	First Analysis	Second Analysis
Median Item-Remainder	.3068	.3902	.1888	.2841
Alpha	.7363	.7686	.4874	.6072

Tables 21 and 22 show the item-remainder correlations obtained from the new mother and child forms of the UYMA subscale. They range between .1086 and .4459 for the mother form; and .0651 and .2235 for the child form. The increase in median item-remainder and alpha values for the mother and child forms are shown in Table 23.

Table 21: Item-Remainder Correlations and Alpha Coefficient of A Selected 10-Item Pool Obtained from the Mother UYMA Subscale

Item No	Item-Remainder Correlations
47	.3389
49	.4038
53	.3000
55	.2321
56	.4459
57	.4074
59	.4421
61	.1850
62	.1934
64	.1086
Median	.3194
Alpha Coefficient	.5818

Table 22: Item-Remainder Correlations and Alpha Coefficient of A Selected 7-Item Pool Obtained from the Child UYMA Subscale

Item No	Item-Remainder Correlations
46	.1520
49	.2235
54	.1397
57	.1724
58	.0651
59	.1820
64	.1052
Median	.1724
Alpha Coefficient	.2581

Table 23: Median Item-Remainder and Alpha Coefficients Obtained from the First and Second Analyses of the Mother and Child Forms of the UYMA Subscale

UYMA Subscale Coefficients	CHILD FORM			
	First Analysis	Second Analysis	First Analysis	Second Analysis
Median Item-Remainder	.1366	.3194	.1043	.1724
Alpha	.4321	.5818	.2346	.2581

The second analysis for the mother SOSHAR subscale is indicated in Table 24. The item-remainder correlations for this mother subscale range between .1780 and .5543. The increase in median item-remainder and alpha values are shown in Table 25.

Table 24: Item-Remainder Correlations and Alpha Coefficients of A Selected 6-Item Pool Obtained from the Mother SOSHAR Subscale

Item No	Item-Remainder Correlations
70	.2058
73	.3325
75	.1780
77	.5543
86	.1882
88	.4585
Median	.2681
Alpha Coefficient	.5784

Table 25: Median Item-Remainder and Alpha Coefficients Obtained from the First and Second Analyses of the SOSHAR Subscale

SOSHAR Subscale Coefficients	First Analysis	Second Analysis
Median Item-Remainder	.0787	.2681
Alpha	.3121	.5784

Final Analysis. The second analyses that were carried out for both the mother and the child forms of the DEMO, ÖZDEŞ, UYMA subscales and the mother SOSHAR subscale produced more satisfactory median item-remainder and alpha coefficients. But the obtained coefficients for most of these subscales were still below acceptable levels for reliability. Since both the number of items had decreased due to the selection procedure and the item-remainder correlations as well as alpha coefficients were generally low (except in both DEMO subscales and the mother ÖZDEŞ subscale), it was decided to develop short total forms. This was done by selecting the most salient items of the four mother subscales and the three child subscales for two short forms, respectively. The result was a 45-item mother form and a 36-item child form which were then subjected to further item analysis.

Tables 26 and 27 show the new versions of the mother and child forms composed of selected subscale items that formed the basis for the final item analysis.

Table 26: Item-Remainder Correlations of Selected Item Pools from the Mother Form (n=45)

Item No	Subscale	Item-Remainder Correlations
1	DEMO	.3006
2	DEMO	.2756
4	DEMO	.3014
5	DEMO	.1445
6	DEMO	.3263
7	DEMO	.4406
12	DEMO	.3480
13	DEMO	.2338
14	DEMO	.3478
18	DEMO	.3681
21	DEMO	.3419
22	DEMO	.2981
23	DEMO	.1517
27	ÖZDEŞ	.2629
28	ÖZDEŞ	.3771
29	ÖZDEŞ	.4954
30	ÖZDEŞ	.4373
31	ÖZDEŞ	.4195
32	ÖZDEŞ	.4069
33	ÖZDEŞ	.4159
34	ÖZDEŞ	.3079
37	ÖZDEŞ	.4971
38	ÖZDEŞ	.3081
40	ÖZDEŞ	.1937
41	ÖZDEŞ	.1957
42	ÖZDEŞ	.3600
43	ÖZDEŞ	.3153
44	ÖZDEŞ	.4115
45	ÖZDEŞ	.4034
47	UYMA	.3389
49	UYMA	.4038
53	UYMA	.3000
55	UYMA	.2321

Table 26: Item-Remainder Correlations of Selected Item Pools from the Mother Form (n=45) (Cont.)

Item No	Subscale	Item-Remainder Correlations
56	UYMA	.4459
57	UYMA	.4074
59	UYMA	.4421
61	UYMA	.1850
62	UYMA	.1934
64	UYMA	.1086
70	SOS HAR	.2058
73	SOS HAR	.3325
75	SOS HAR	.1780
77	SOS HAR	.5543
86	SOS HAR	.1882
88	SOS HAR	.4585

Table 27: Item-Remainder Correlations of Selected Item Pools from the Child Form (n=36)

Item No	Subscale	Item-Remainder Correlations
1	DEMO	.3021
2	DEMO	.3133
4	DEMO	.2153
5	DEMO	.3799
6	DEMO	.2492
8	DEMO	.3425
11	DEMO	.1568
12	DEMO	.2292
13	DEMO	.3343
14	DEMO	.4423
17	DEMO	.3849
19	DEMO	.3599
20	DEMO	.3074
21	DEMO	.2570
22	DEMO	.4136
24	DEMO	.2437
25	DEMO	.2689
26	DEMO	.2877
28	ÖZDEŞ	.1330
32	ÖZDEŞ	.2714
34	ÖZDEŞ	.3246
35	ÖZDEŞ	.2036
37	ÖZDEŞ	.3638
38	ÖZDEŞ	.3478
39	ÖZDEŞ	.2864
41	ÖZDEŞ	.2841
42	ÖZDEŞ	.3394
43	ÖZDEŞ	.2531
45	ÖZDEŞ	.1736
46	UYMA	.1520
49	UYMA	.2235
54	UYMA	.1397
57	UYMA	.1724
58	UYMA	.0651
59	UYMA	.1820
64	UYMA	.1952

The forty-five items that were selected following the second item analyses of the mother form were arranged from highest to lowest. This set was subjected to successive analyses to see which would yield the highest item-remainder correlations and alpha coefficient. Combinations of 40,35, and 30 items were analyzed, using the step by step, successive approximation procedure, and removing items with low item-remainder correlations. The median item-remainder correlations and alpha coefficients obtained from this step by step procedure are shown in Table 28.

Table 28: Median Item-Remainder Correlations and Alpha Coefficients Obtained from the 40-Item, 35-Item, and 30-Item Short Forms

Short Forms	Median Item-Remainder Correlations	Alpha Coefficients
40-Item	.2455	.7220
35-Item	.2896	.7705
30-Item	.441	.8192

As can be seen from this table, the 30-item form yielded the highest median item-remainder correlation and alpha coefficient. Therefore, this was accepted to be the most satisfactory short form. Item-remainder correlations, arranged from highest (.5368) to lowest (.1406) for this short form are shown in Table 29. It has a median of .3441 and an alpha coefficient of .8192. The composition of this new short version consists of 16 ÖZDEŞ items (27,28,29,30,31,32,33,34, 37,38,40,41,42,43,44,45); 7 UYMA items (49,53,55,56,57,59,62); 4 DEMO items (5,6,21,23); and 3 SOSHAR items (73,75,77).

Table 29: Item-Remainder Correlations (arranged from highest to lowest) and Alpha Coefficient of the Short Mother Form* (n=30)

Item No	Item-Remainder Correlations
49	.5368
37	.5066
34	.4591
32	.4397
44	.4319
29	.4203
57	.4188
73	.3924
45	.3890
33	.3837
42	.3786
31	.3780
28	.3694
43	.3636
77	.3593
5	.3289
30	.2970
62	.2891
56	.2880
59	.2658
38	.2524
27	.2416
55	.2354
40	.2243
53	.2193
6	.2173
41	.1929
75	.1735
23	.1656
21	.1406
Median	.3441
Alpha Coefficient	.8192

*The items of this short form are presented in Appendix C.

The thirty-six items that were selected following the second item analyses of the child form were reanalyzed by arranging them from highest to lowest. The analysis yielded in a 22-item child form with a median item-remainder correlation of .2135 and an alpha coefficient of .5334 (Table 30). The new form was composed of 15 DEMO items (1,2,4,5,6,8, 11,13,14,17,19,20,22,24,26); 4 ÖZDEŞ items (37,39,41,45); and 3 UYMA items (54,58,59). Since the values obtained for internal consistency were below the minimum expected level of acceptance, no more analyses were deemed necessary on this child form. Thus, it was decided to be dropped from use altogether.

Table 30: Item-Remainder Correlations (arranged from highest to lowest) and Alpha Coefficient of the Short Child Form (n=22)

Item No	Item-Remainder Correlations
22	.4863
17	.4083
59	.4072
14	.3681
19	.3358
2	.3335
54	.2906
8	.2822
11	.2747
5	.2697
58	.2241
4	.2029
26	.2024
20	.1840
13	.1838
1	.1725
6	.1413
24	.1038
37	.0403
39	-.1215
45	-.1460
41	-.3359
Median	.2135
Alpha Coefficient	.5334

Validity of the Short Form of the Parent Attitude Scale

The validation procedure was originally planned to be carried out by computing correlations between (1) the mother and child subscales of DEMO, ÖZDEŞ, and UYMA; and (2) the SOSHAR subscale and the sociodemographic questionnaire developed by the researcher for this purpose. However, because the child subscales (and the final short form) as well as the mother SOSHAR subscale proved short of reliability and internal consistency, these analyses could not be realized.

The short mother form, which proved to be the most satisfactory scale developed, was assessed in terms of its factorial validity using the SPSS-X principal factors method with the varimax rotation. Confirmatory factor analysis was employed testing (the hypothesis of) the existence of three and four factors, separately. This procedure was employed to see if the assumed dimensions represented under the subscales also constituted factors of approximately similar composition.

Tables 31 and 32 show the salient factor loadings ($\geq .35$) for the short mother form for four and three factors.

Table 31: Salient Factor Loadings* for A Four-Factor Confirmatory Analysis (Varimax Rotation) on the Short Mother Form

Item	Item No	Subscale	Factor I	Factor II	Factor III	Factor IV
1	5	DEMO		.42331		
2	6	DEMO				
3	21	DEMO				
4	23	DEMO	.35319			
5	27	ÖZDEŞ	.39797			
6	28	ÖZDEŞ		.76466		
7	29	ÖZDEŞ	.49707			
8	30	ÖZDEŞ				.76882
9	31	ÖZDEŞ		.39795		
10	32	ÖZDEŞ	.44367			
11	33	ÖZDEŞ				.42474
12	34	ÖZDEŞ			.48482	
13	37	ÖZDEŞ		.56407		
14	38	ÖZDEŞ				.44680
15	40	ÖZDEŞ	.47453			
16	41	ÖZDEŞ				
17	42	ÖZDEŞ				.39489
18	43	ÖZDEŞ		.78586		
19	44	ÖZDEŞ			.41802	
20	45	ÖZDEŞ	.48431			
21	49	UYMA			.61420	
22	53	UYMA			.54753	
23	55	UYMA	.35231			
24	56	UYMA			.63832	
25	57	UYMA			.62071	
26	59	UYMA			.59351	
27	62	UYMA		.68839		
28	73	SOS HAR	.58370			
29	75	SOS HAR				
30	77	SOS HAR	.67285			
Eigenvalues			5.07924	2.68342	2.15081	1.90560
Unrotated Variance			16.9%	8.9%	7.2%	6.4%

* $r \geq .35$

Table 32: Salient Factor Loadings* for A Three-Factor Confirmatory Analysis (Varimax Rotation) on the Short Mother Form

Item	Item No	Subscale	Factor I	Factor II	Factor III
1	5	DEMO			
2	6	DEMO			.50937
3	21	DEMO			.68167
4	23	DEMO			.58303
5	27	ÖZDEŞ			
6	28	ÖZDEŞ		.69675	
7	29	ÖZDEŞ	.50436		
8	30	ÖZDEŞ	.64830		
9	31	ÖZDEŞ			
10	32	ÖZDEŞ	.41492		
11	33	ÖZDEŞ	.51758		
12	34	ÖZDEŞ			.38019
13	37	ÖZDEŞ		.55591	
14	38	ÖZDEŞ	.48758		
15	40	ÖZDEŞ			
16	41	ÖZDEŞ	.39537		
17	42	ÖZDEŞ	.58532		
18	43	ÖZDEŞ		.77184	
19	44	ÖZDEŞ	.57134		
20	45	ÖZDEŞ	.43678		
21	49	UYMA	.48552		
22	53	UYMA			
23	55	UYMA			.48740
24	56	UYMA		.44900	
25	57	UYMA	.37055		
26	59	UYMA			.54509
27	62	UYMA		.74720	
28	73	SOS HAR			.48011
29	75	SOS HAR			
30	77	SOS HAR			.39180
Eigenvalues			5.07924	2.68342	2.15081
Unrotated Variance			16.9%	8.9%	7.2%

* $r \geq .35$

As seen in Tables 31 and 32 the salient loadings are 26 and 24 for the four-factor and the three-factor confirmatory analyses, respectively. The items are widely distributed in the four-factor statistics but more orderly condensed on the latter three-factor statistics. Thus, the three-factor analysis seems more appropriate in categorizing or grouping the scale items.

Table 32 shows that the unrotated variance for the first through the third factors are 16.9 percent, 8.9 percent, and 7.2 percent, respectively. Factor I consists of 11 items with factor loadings $>.35$. It is seen that 9 items out of 11 belong to the ÖZDEŞ subscale and the remaining two fall under the UYMA subscale. In factor II there are 5 items with salient factor loadings. Three of these items belong to the ÖZDEŞ subscale and the other two to the UYMA subscale. Factor III includes 8 items having factor loadings greater than $.35$. Three of these belong to the DEMO subscale and others are covered by the ÖZDEŞ (n=1), UYMA (n=2), and SOSHAR (n=2) subscales.

DISCUSSION AND CONCLUSIONS

The major aim of this study was to take the initial steps in developing a reliable parent instrument that could be used in research with young students taking highly competitive high school entrance examinations.

The items of the scale which would assess parental attitudes toward entrance examinations were developed by studying various inventories. The resulting 88-item form included items that were originally developed by this researcher and those that were directly taken or adapted from previous inventories. The final form of the scale, which was revised following an evaluation by a group of judges, consisted of four subscales named after the variables assumed to have relationship with parental attitudes. They are, democratic/authoritarian child rearing practices, identification with children, conformity, and social mobility. After the mother form was completed, a parallel child form was developed to validate the former. The child form was derived by using the same items, but modifying the statements in such a way so as to get the children's perception of parental attitudes reflected in the mother form.

The internal consistency of the scale was tested (1) for mother and child forms, (2) for each individual subscale, and (3) the short forms, separately. The assessments were based on the computations of item-remainder correlations and Kuder-Richardson 20 alpha coefficients.

The initial analyses for individual subscales did not produce satisfactory results for either the mother form or the child form. Thus, according to a procedure described by Nunnally (1967), pools of items with item-remainder correlations approximately at .15 or above were drawn from DEMO, ÖZDEŞ, and UYMA subscales of both forms and reanalyzed. Thirteen items out of 26 for DEMO; 16 items out of 19 for ÖZDEŞ; and 10 items out of 21 for UYMA subscales of the mother form were considered for a second analysis. This analysis raised the alpha coefficients from .51 to .66 for DEMO; from .73 to .76 for ÖZDEŞ; and from .43 to .58 for UYMA mother subscales. For the child form, 18 items out of 26 for DEMO; 11 items out of 19 for ÖZDEŞ; and 7 items out of 21 for UYMA subscales were reanalyzed. The increase in alpha values for these subscales were from .64 to .71; .48 to .60; and .23 to .25 for three of these dimensions, respectively.

The SOSHAR subscale which appeared to be quite heterogeneous, was reanalyzed by successively correlating its items with the newly derived item subpool in order to achieve improvement (Nunnally, 1967). This procedure raised the alpha coefficient of the subscale from .31 to .57, still considered unsatisfactory.

As a result of these analyses, the mother form of the ÖZDEŞ subscale came out to be a relatively homogeneous measure with an alpha coefficient of .76. The improvements were less pronounced, however, for the remaining three subscales. An examination of the DEMO items which were included in the second analysis indicated that 13 items found in the new form were mainly those that pertain to parents' acceptance of children's opinions. By deleting those items with low item-remainder correlations that tapped encouraging of independence in the child, emotional give-and-take between parent and child, and respect for the privacy of the child, a more homogeneous composition ($\alpha=.66$) was achieved.

Removing items pertaining to nonconformist behaviors

from the UYMA subscale; and those related to sociability, originality, and self-confidence from the SOSHAR subscale led to a higher homogeneity in these subscales also. When items reflecting respect for conventional values and authority; orderliness; and suggestibility in interpersonal relationships were reanalyzed, the alpha value of the UYMA subscale increased ($\alpha=.58$). Similarly, analysis of items on educational and occupational progress increased the alpha value of the SOSHAR subscale to .57.

Revising the child form by deleting poor items brought about the most salient improvement in the DEMO subscale ($\alpha=.71$). When the items included in the second analysis for the DEMO subscale were examined, it was seen that they corresponded to those which had increased the homogeneity of the mother DEMO subscale, also. Additionally, this new child subscale covered items that were related to emotional give-and-take, encouragement of independence, respect to privacy, and physical punishment in child training. The improvement after the second analysis was moderate for the ÖZDEŞ subscale ($\alpha=.60$). However, the UYMA subscale continued to lack homogeneity ($\alpha=.25$) even after the reanalysis. Therefore, children's perception of parental characteristics were meaningful for the DEMO subscale items, but not so for the other two subscales.

The second analysis that was carried out for the subscales of both mother and child forms produced better internal consistency. However, they were still below the acceptable alpha coefficient of .80. Therefore, it was decided to develop two short total forms by selecting the most salient items of the four mother and the three child subscales. Forty-five such items from the mother and thirty-six from the child forms were so obtained and arranged from the highest to the lowest according to item-remainder correlations. These were subjected to analysis in order to achieve higher internal consistency (Nunnally, 1967).

From the 45 selected items of the mother form, combinations of 40, 35, and 30 items were analyzed to obtain a short form with items having acceptable item-remainder correlations and alpha coefficient. The obtained alpha coefficients were .72, .77, and .81 for the 40, 35, and 30 item combinations, respectively. The 30-item form which had an alpha value of .81 appeared to be the most homogeneous of the three tested, and thus was accepted as the short mother form.

This 30-item mother form was factor analyzed to see whether the assumed four dimensions, namely, democratic/authoritarian child rearing practices, identification with children, conformity, and social mobility would come out as factors also. A confirmatory factor analysis, using varimax rotation tested the existence of four and three factors. Items with salient loadings ($r=.35$ and above) provided clear support for the ÖZDEŞ dimension on the three-factor analysis. This subscale which had already proven to demonstrate the highest internal consistency ($\alpha=.76$) among the other subscales, also appeared to be the most prevalent factor. Other factors were difficult to interpret or to correspond to our assumed subscales which also had lower alpha values.

The ÖZDEŞ subscale emerged as a salient dimension in the first factor explaining 17 percent of the total variance. The items constituting this dimension are related to positive values (acquiring adult status and identity, and providing a sense of accomplishment) parents attach to bearing children. That parenthood establishes a person as a truly mature, stable, and acceptable member of the community; and it provides him/her an outlet for creativity, accomplishment, and achievement needs has been demonstrated in a cross-cultural study (Kâğıtçıbaşı, 1982). It is reported in this study that such needs for feeling more like adults and rearing a child with the esteemed qualities are the basic underlying motivations for child bearing. The study was conducted in nine countries including Turkey; and about 50

percent of the Turkish parent sample considered such needs as important advantages for having children. Thus, it seems that an identification pattern between parents and children exists in the Turkish culture and this is approved by the clear existence of the dimension in the factor analysis findings.

DEMO items are clustered in the third factor, accounting for 7 percent of the total variance. However, this factor also includes items from the ÖZDEŞ, UYMA, and SOSHAR subscales. That the DEMO subscale does not emerge as a distinct dimension in the factor analysis may be explained by ideas suggested in the review of literature on parental child rearing practices in Turkey. The structure of the Turkish family is characterized by some disciplinary and authoritarian features, although it is generally warm, loving, and protective for the child. But rapid social change and modernization in the last half century has decreased the emphasis on traditional child rearing practices, values, and beliefs. This rapid change, experienced recently, is leading to inconsistent practices, especially for the educated parents. They seem in a conflict with their aspirations for egalitarian, democratic interactions with their children and their own traditional upbringing. They easily become willing to allow for emotional openness and increased communication, but they experience difficulty in getting undifferentiated with regard to normatively prescribed roles and behaviors (Öner, 1984-1985; Fişek, 1986). It is observed that there's an incongruity in terms of democratic/authoritarian child rearing practices in our culture, and therefore, this might have been reflected in the conceptual complexity of this dimension.

UYMA items are distributed under the three factors. That this dimension is not homogeneous was also borne out in the internal consistency analyses. There seems to be a correspondence between the UYMA and DEMO; and UYMA and SOSHAR subscales, which is suggested by the review of literature. In Turkish culture, loyalty, obedience, dependence, and

respect for authority in regard to the family and state are prevalent social norms. These characteristics are elements of a basic code of decency and traditional morality in the culture (Tuğrul, 1974; Kâğıtçıbaşı, 1977). It is seen that such norms are related to both authoritarian child rearing practices and conformity to social influence of a respected group, composed of individuals in power and status positions. On the other hand, a correspondence is observed in a number of personality variables of independent people and upwardly mobile individuals; and conformists and downwardly mobile persons. These similarities are apparent in areas such as cognitive functioning, self-conception, and interpersonal relations (Krech et al., 1962). Since UYMA dimension appears to be similar with DEMO and SOSHAR dimensions, lack of a conceptual clarification observed in the factor analysis would seem reasonable.

Items of the SOSHAR subscale appear in the third factor along with items from other subscales. As indicated earlier, there is a conceptual overlap between the SOSHAR subscale and the UYMA subscale. Also, studies conducted on social mobility in Turkey indicate a drastic change of values accompanying a process of rapid social change and modernization. This process sometimes leads to a confusion rather than healthy development of values. Thus, a gap occurs between the abandonment of old values and a subsequent adoption of the new ones to replace them (Kâğıtçıbaşı, 1977). It is observed that a complex process of modernization creates value conflicts in the country and this makes it difficult to conceptualize social mobility with clear-cut behavioral and attitudinal indicators.

Item analyses for the child scale to obtain an improved short form did not yield satisfactory outcome. The 22-item form drawn from an initial pool of 36 items resulted in an alpha coefficient of .53. Therefore, this form was decided to be dropped altogether.

In summary, tests of internal consistency conducted for the mother and child subscales and the short forms revealed that the mother ÖZDEŞ subscale and the 30-item mother form are the most reliable instruments that could be used in further research. Factor analysis findings, on the other hand, showed three-factor validity for the short mother form, with one factor being clearly identifiable as and corresponding to the ÖZDEŞ dimension.

Limitations and Recommendations

The main limitations of the study are the sample size and the initial number of items developed to be tested. It is recommended by Nunnally (1967, pp.278-279) that there be at least five times as many persons as items in conducting unbiased item analysis; and two or three times as many items in the initial pool in order to retain half or one-third of those items after the elimination of unsatisfactory items. For a scale of 50 items for instance, it is recommended to use 250 subjects and to start with 100 to 150 items. However, due to practical reasons, 75 mothers (and 75 children) were used as subjects in this study, and the item number was limited to 88.

Another limitation of the study came from the homogeneity of the sample. The subjects were mostly upper-middle SES mothers who represented little variance in terms of socio-demographic characteristics. Lack of adequate variance may be expected to be observed in their social and sociopsychological aspects also. This homogeneity is likely to reduce the test reliability. Thus, administering the instrument to samples with varying socioeconomic backgrounds and to parents from both sexes seems necessary for the generalisability of the findings as well as unbiased test statistics.

These limitations would refrain the researcher from further employment of the scale. However, the mother ÖZDEŞ subscale and the short mother form seem promising at this

stage of scale development. After testing the stability, internal consistency, and validity in larger samples, these instruments may be used in research with parents. Also, the item pool may be extended or a cross validation of the short form may be conducted. This, in fact is planned in an ongoing research (Öner, 1989) where data on a revised 90-item form of this parent attitude scale are already collected, and the data analyses are in order.

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APPENDIX

- A. (1) THE PARENT ATTITUDE SCALE
(2) THE CHILDREN FORM
- B. ITEMS OF THE MOTHER FORM AND THE CHILD FORM SUBSCALES
- C. THE SHORT FORM OF THE PARENT ATTITUDE SCALE
- D. SOCIODEMOGRAPHIC CHARACTERISTICS OF THE SAMPLE

APPENDIX A

- (1) THE PARENT ATTITUDE SCALE
- (2) THE CHILDREN FORM

CEVAP KAĞIDI
Anketi Doldurann

Adı, Soyadı :
Yaşı :
Çocuk Sayısı :
Eğitim Derecesi :
Mesleği :

Sayın anne,

Elinizdeki bu form yapılmakta olan bir araştırmada kullanılmak amacıyla hazırlanmıştır. Formda yer alan ifadelere vereceğiniz cevaplarla çeşitli konulara ilişkin duygu ve düşüncelerinizin öğrenilmesini sağlamış olacaksınız. Hiçbir ifadenin doğru veya yanlış cevabı yoktur. Önemli olan cevabın içtenlikle ve düşünülerek verilmesidir. Araştırma için bütün soruların cevaplandırılması çok önemlidir. Bazı ifadeler birbirlerine benzer gibi görünse de her birini cevaplandırmanızı rica ederiz.

Soru formunu nasıl cevaplandıracağınız aşağıda belirtilmiştir:

Formdaki ifadeleri okuyup görüşünüzü,

Tamamen katıldığınız ifadeler için (4) - Tamamen katılıyorum
Oldukça katıldığınız ifadeler için (3) - Oldukça katılıyorum
Biraz katıldığınız ifadeler için (2) - Biraz katılıyorum
Hiç katılmadığınız ifadeler için (1) - Hiç katılmıyorum

seçeneklerinden birini daire içine alarak belirtiniz.

Bu formu cevaplandırmaktan hoşlanacağınızı umar, ilgi ve yardımlarınız için şimdiden teşekkür ederiz.

Haziran 1988

Araştırmacı: Alev Torun
Boğaziçi Üniversitesi
Eğitim Bilimleri Bölümü
Yüksek Lisans Öğrencisi

	<u>Tamamen</u> <u>Katılıyorum</u>	<u>Oldukça</u> <u>Katılıyorum</u>	<u>Biraz</u> <u>Katılıyorum</u>	<u>Katılmıyorum</u>
1.	(4)	(3)	(2)	(1)
2.	(4)	(3)	(2)	(1)
3.	(4)	(3)	(2)	(1)
4.	(4)	(3)	(2)	(1)
5.	(4)	(3)	(2)	(1)
6.	(4)	(3)	(2)	(1)
7.	(4)	(3)	(2)	(1)
8.	(4)	(3)	(2)	(1)
9.	(4)	(3)	(2)	(1)
10.	(4)	(3)	(2)	(1)
11.	(4)	(3)	(2)	(1)
12.	(4)	(3)	(2)	(1)
13.	(4)	(3)	(2)	(1)
14.	(4)	(3)	(2)	(1)
15.	(4)	(3)	(2)	(1)
16.	(4)	(3)	(2)	(1)
17.	(4)	(3)	(2)	(1)
18.	(4)	(3)	(2)	(1)
19.	(4)	(3)	(2)	(1)
20.	(4)	(3)	(2)	(1)
21.	(4)	(3)	(2)	(1)
22.	(4)	(3)	(2)	(1)
23.	(4)	(3)	(2)	(1)
24.	(4)	(3)	(2)	(1)
25.	(4)	(3)	(2)	(1)
26.	(4)	(3)	(2)	(1)
27.	(4)	(3)	(2)	(1)
28.	(4)	(3)	(2)	(1)
29.	(4)	(3)	(2)	(1)
30.	(4)	(3)	(2)	(1)
31.	(4)	(3)	(2)	(1)
32.	(4)	(3)	(2)	(1)
33.	(4)	(3)	(2)	(1)
34.	(4)	(3)	(2)	(1)
35.	(4)	(3)	(2)	(1)
36.	(4)	(3)	(2)	(1)
37.	(4)	(3)	(2)	(1)
38.	(4)	(3)	(2)	(1)
39.	(4)	(3)	(2)	(1)
40.	(4)	(3)	(2)	(1)
41.	(4)	(3)	(2)	(1)
42.	(4)	(3)	(2)	(1)
43.	(4)	(3)	(2)	(1)
44.	(4)	(3)	(2)	(1)
45.	(4)	(3)	(2)	(1)
46.	(4)	(3)	(2)	(1)
47.	(4)	(3)	(2)	(1)
48.	(4)	(3)	(2)	(1)
49.	(4)	(3)	(2)	(1)
50.	(4)	(3)	(2)	(1)
51.	(4)	(3)	(2)	(1)
52.	(4)	(3)	(2)	(1)

	<u>Tamamen</u> <u>Katılıyorum</u>	<u>Oldukça</u> <u>Katılıyorum</u>	<u>Biraz</u> <u>Katılıyorum</u>	<u>Katılmıyorum</u>
53.	(4)	(3)	(2)	(1)
54.	(4)	(3)	(2)	(1)
55.	(4)	(3)	(2)	(1)
56.	(4)	(3)	(2)	(1)
57.	(4)	(3)	(2)	(1)
58.	(4)	(3)	(2)	(1)
59.	(4)	(3)	(2)	(1)
60.	(4)	(3)	(2)	(1)
61.	(4)	(3)	(2)	(1)
62.	(4)	(3)	(2)	(1)
63.	(4)	(3)	(2)	(1)
64.	(4)	(3)	(2)	(1)
65.	(4)	(3)	(2)	(1)
66.	(4)	(3)	(2)	(1)
67.	(4)	(3)	(2)	(1)
68.	(4)	(3)	(2)	(1)
69.	(4)	(3)	(2)	(1)
70.	(4)	(3)	(2)	(1)
71.	(4)	(3)	(2)	(1)
72.	(4)	(3)	(2)	(1)
73.	(4)	(3)	(2)	(1)
74.	(4)	(3)	(2)	(1)
75.	(4)	(3)	(2)	(1)
76.	(4)	(3)	(2)	(1)
77.	(4)	(3)	(2)	(1)
78.	(4)	(3)	(2)	(1)
79.	(4)	(3)	(2)	(1)
80.	(4)	(3)	(2)	(1)
81.	(4)	(3)	(2)	(1)
82.	(4)	(3)	(2)	(1)
83.	(4)	(3)	(2)	(1)
84.	(4)	(3)	(2)	(1)
85.	(4)	(3)	(2)	(1)
86.	(4)	(3)	(2)	(1)
87.	(4)	(3)	(2)	(1)
88.	(4)	(3)	(2)	(1)

TUTUM ENVANTERİ

1. Çocuklar her zaman duygularına hakim olmaya teşvik edilmelidir.
2. Anne-babalık görevini iyi biçimde yerine getirememiş ebeveynler başarisız sayılırlar.
3. Azar, etkili bir çocuk eğitim yöntemiştir.
4. Çoğu zaman kendimi çocuklarımda görür gibi olurum.
5. Çocuklar, anne-babalarına sorgusuz sualsiz sadık kalmayı öğrenmelidir.
6. Sokakta, otobüs ve dükkanlarda bana bakan insanlardan rahatsız olurum.
7. Çocuklar, anne-babalarına her konuda bağımlı olmamak gerektiğini öğrenmelidirler.
8. Becerikli ve yeterli bir yetişkin sayılabilmenin önemli bir şartı, çocuk yetiştirmede başarılı olmaktır.
9. Çocuğumun başkaları üzerinde iyi izlenim uyandırması bana büyük zevk verir.
10. Çocuk iyi tanıdığım kimselerle birlikte olmadıkça fazla konuşmaktan hoşlanmam.
11. Hayatımda bana en çok doyum sağlayan şeylerin başında annelik görevi gelir.
12. Çocuğum başarısızlığa uğradığında hayatın çekilmez olduğunu düşünmüşümdür.
13. Yapmam gereken görevleri zamanında tamamlarım.
14. Çocuğum için pek çok fedakârlığa katlandığımı düşünüyorum.
15. Çocukların sorunlarına eğilirseniz, sizin bu ilginizi istismar edebilirler.
16. Çocuklar her şeyi en iyi şekilde yapmaya teşvik edilmelidir.
17. Nadiren özürsüz gecikmeler, devamsızlıklar yaparım.
18. Aile ile ilgili planlar yapılırken çocukların tercihleri de göz önünde tutulmalıdır.
19. Çocukların görüşlerine saygı gösterilmeli ve bu görüşlerin rahatlıkla ifade edilmesine imkan verilmelidir.

- Bu envanter, Boğaziçi Üniversitesi Eğitim Bilimleri Bölümü'nde Prof. Dr.Necla Öner'in danışmanlığı ile Alev Torun'un master tezi kapsamında hazırlanmıştır. Envanter bu şekliyle yalnızca araştırma amacıyla kullanılabilir (Mayıs-Haziran 1988).

20. Adetlere uyarım; saygın kişilerin geleneklere aykırı bulduğu şeyleri yapmaktan kaçınırım.
21. Fırsat buldukça başkalarının hareketlerini yöneltmek ve kontrol etmekten hoşlanırım.
22. Çocukların, anne babalarına kızgınlıklarını göstermelerine izin verilmemelidir.
23. Benim için işimde yükselmek (örneğin, yönetici olmak) arkadaş kazanmaktan daha önemlidir.
24. Büyükler çocukların şakalarına güler, onlar da bu şakalara karşılık verirlerse, aralarında daha güzel bir ilişki kurulur.
25. Çocuklardan, anne-babalarının kendileri için yaptıkları fedakârlıklara karşılık vermeleri beklenmemelidir.
26. Eğer çocukların dertlerini söylemelerine izin verilirse, büsbütün şikayetçi olurlar.
27. Toplantılarda ilgiyi üzerimde toplamaktan hoşlanırım.
28. Kendimden üstün saydığım insanların yanında çekingenlik duyarım.
29. Otorite durumunda olan kimseleri eleştirmekten hoşlanırım.
30. Çocukların anne-babalarından gizli sırları olmamalıdır.
31. İşlediğim bir kusuru veya suçu tekrarlamamaya çalışırım.
32. Aile bireyleriyle çok az kavga ederim.
33. Devamlı olarak aynı işi yapıp durmaktansa, yeni ve farklı işleri denemek isterim.
34. Üst düzeyde bir eğitim görmüş olmaya her zaman önem veririm.
35. Çocuğum için ideal bir anne olduğumu sanmıyorum.
36. Çocuğumun üstünlüklerinin başkalarınca fark edilmesi çok hoşuma gider.
37. Başarılarım hakkında konuşmaktan hoşlanmam.
38. Alışılmamış şeyler yapmaktan hoşlanırım.
39. Çocuklara başlarına gelenlerden kendilerinin sorumlu olduğu öğretilmelidir.
40. İstedğim birşeyin yapılması için başkalarını ikna etmekten çekinmem.
41. Gelecek, bir insanın ciddi planlar yapamayacağı kadar belirsizdir.
42. Eğer çocuklar ailedeki kuralları uygun bulmuyorlarsa, bunu anne ve babalarına söyleyebilmelidirler.

43. Bir işte, meslekte ya da uzmanlık alanında tanınmış bir kimse olmak benim için önemlidir.
44. Yanlış olduğunu bildiğim bir işi yapınca suçluluk duyarım.
45. Hiç bir konuda iddialı olduğum söylenemez.
46. Yeterli param ve boş zamanım olsaydı, kimsesiz çocuklar için bir vakıf kurmaktansa, kendime ait bir iş kurardım.
47. Çocuğum başarısızlığa uğradığında bunun çevredekiler tarafından öğrenilmesi beni utandırır.
48. Çocuklar birçok konuda kendi kararlarını vermekte serbest bırakılmadırlar.
49. Çocuğumun diğer çocuklardan üstün olması önemli değildir.
50. Çocuklar göz önünde, fakat sessiz durmalıdır.
51. Çevredekiler geçimli bir insan olduğumu söylerler.
52. Yemeklerimi düzenli zaman ve ortamlarda yemek isterim.
53. Bir çocuğun hayatta başarıya ulaşamaması, genelde anne-babasının kusurudur.
54. Yapmayı arzu ettiğim bir şeye karar vermede bağımsız olmak isterim.
55. Çocukların sosyal hayatını (eğlence, arkadaşlık v.b.) düzenlemede yardımcı olan anne-babalar, onların daha iyi yetişmesini sağlar.
56. Okuldayken, sınıfın karşısında konuşmak, bana güç gelirdi.
57. Çocukların başı sıkıştığında sorunlarını kendi kendine çözmeleri beklenmelidir.
58. Hayallerimin bazen gerçekleşmesi imkansız şeyler üzerine olduğunu farkederim, ancak bu beni hiç yıldırmaz.
59. Kurallara uyulması gereken yerlerde, söz konusu kuralları yakından izler ve benden bekleneni en iyi biçimde yerine getirmeye çalışırım.
60. Dayak etkili terbiye yöntemlerinden biridir.
61. Bir insan, eğer kendi çıkarlarını gözetiyorsa, kendini güvencede sayabilir.
62. Çocukların öğretmenlerinden şikayet etmelerine izin verilmemelidir.
63. Çocuğuyla ilgili kararlar söz konusu olduğunda, anne-babanın değerlerinden çok çocuğun istekleri ön planda gelir.
64. Anne ve babalar, her zaman çocuklarının kendilerine uymasını beklememeli, biraz da kendileri çocuklarına uymalıdırlar.

65. Başkaları tarafından ağır bir şekilde eleştirildiğimde ya da suçlandığımda kendi görüşümü savunmaktan çekinmem.
66. Anne ve babalar çocuklarına, dertlerini anlatmalarını sağlayacak bir ortam hazırlamalıdır.
67. Çocuğumdan çok şey beklerim.
68. Üyesi olduğum bir grupta ne yapılacağına karar vermede bir başkasının önderliğini kabul edebilirim.
69. Çocuğumun kötü davranışları, ondan utanç duymama ve düş kırıklığına uğramama yol açar.
70. Bazen çocuğuma bakarak, geçmişi onunla yeniden yaşadığımı düşündüğüm olur.
71. Anne ve babalar çocukları için katı kurallar koymalıdır.
72. Birşey planlarken, görüşlerine saygı duyulan kişilerin fikirlerini alma gereği duyarım.
73. İşler böyle gittiği sürece, bir yerlere ulaşmak umudunu yitirmemek elde değil.
74. Çocuklarından, kendilerinin ulaşamadığı amaçlara ulaşmasını beklemek anne-babaların en doğal hakkı sayılmalıdır.
75. Sık sık beş yıl sonra ne yapacağımı düşünür, hayal ederim.
76. Sorumluluk ve yükümlülükten kaçınmam.
77. Sürekli olarak özel yeteneklerimi geliştirme imkanlarını ararım.
78. Çok resmi havası olan bir işte yüksek mevkide olmaktansa; arkadaşlık havası olan bir işte, fakat daha düşük mevkide olmayı tercih ederim.
79. Bir çocuğun başarı durumu, anne-babasının ona verdiklerinin en iyi göstergesidir.
80. Çocuklara evde görev ve sorumluluklar verilmelidir.
81. Düşündüklerimi ifade etmekten kaçınmam.
82. Anne ve babalar, çocuklarının düşüncelerini ve dertlerini gizleme hakkına sahip olduklarını kabul etmelidirler.
83. Başımdan geçen garip olayları ve maceraları başkalarına anlatmaktan hoşlanırım.
84. Rahat ve itibarlı bir yaşam sürdürebilmek için epey çaba harcarım.
85. Çocuklar kontrol edilmezse kötü davranışlar kazanabilir.
86. Çocuklar karşı cinsten arkadaşlarıyla aralarında geçenleri annelerine rahatça anlatabilmelidir.

87. Sık sık yanlış ve kötü bir şey yaptığım hissine kapılıyorum.

88. Davranışlarım başkaları tarafından kolaylıkla yanlış anlaşılabilir.

Şimdi, aşağıda yer alan aileniz, kendiniz ve eviniz hakkındaki soruları durumunuza uygun biçimde cevaplandırınız.

1. İstanbul kenti içinde kaç yıldır oturuyorsunuz?

- a) 1 yıldan az bir süredir.
- b) 1-5 yıldır.
- c) 6-10 yıldır.
- d) 11-15 yıldır.
- e) 16-20 yıldır.
- f) 21-25 yıldır.
- g) 25 yıldan çok bir süredir.

2. Halen İstanbul kenti içinde oturduğunuz evin bulunduğu semtin adını yazınız:

3. Son beş yıl içinde (1983-88) ev değiştirdiyseniz, halen oturduğunuz evden bir önceki eviniz neredeydi?

- a) Son beş yıldır şimdiki evimizde oturuyoruz.
- b) Bundan önceki evimiz şimdiki evimizle aynı semtteydi.
- c) Bundan önceki evimiz İstanbul içinde, başka bir semtteydi.
Semin : _____
- d) Bundan önceki evimiz başka kentteydi.
Kentin adı: _____

4. Kendinizin, annenizin ve babanızın, eşinizin öğrenim durumunu aşağıdakilerden uygun olanı işaretlemek suretiyle belirtiniz.

	Sizin Öğrenim Durumunuz	Annenizin Öğrenim Durumu	Babanızın Öğrenim Durumu	Eşinizin Öğrenim Durumu
Okula devam etmemiş				
Okur-yazar				
İlkokul mezunu				
Ortaokul veya dengi mezunu				
Lise veya dengi mezunu				
Üniversite/Yüksek Okul mezunu				
Lisans üstü öğrenimli (Master, Doktora, İhtisas)				

5. a) Anneniz ne iş yapardı?
b) Babanız ne iş yapardı?
c) Hangi meslek dalında eğitildiniz/yetiştirildiniz?
d) Şimdiki işiniz nedir? (Tarif ediniz)

6. Kendinizin, anne ve babanızın, eşinizin konuşabilecek kadar bildiği yabancı dil(ler) varsa aşağıdaki çizelge üzerinde işaretleyiniz.

Yabancı Dil Sayısı	Sizin	Annenizin	Babanızın	Eşinizin
0				
1				
2				
3				

7. a) Aile büyüklerinizden tatil ya da eğitim amacıyla yurt dışına çıkan oldu mu?

() Evet

() Hayır

b) Siz tatil ya da eğitim amacıyla yurt dışına çıktınız mı?

() Evet

() Hayır

c) Eşiniz tatil ya da eğitim amacıyla yurt dışına çıktı mı?

() Evet

() Hayır

8. a) Evlenmeden önce aileniz ya da arkadaşlarınızla yılda belirli bir süre tatil yapma alışkanlığınız var mıydı?

() Evet

() Hayır

b) Evlendiğinizden bu yana ailenizle birlikte yılda belirli bir süre tatil yapma alışkanlığınız var mıdır?

() Evet

() Hayır

9. a) Evlenmeden önce oturduğunuz konuttaki durumunuz neydi?

() Ev sahibi

() Kiracı

b) Beş yıl önce oturduğunuz konuttaki durumunuz neydi?

() Ev sahibi

() Kiracı

c) Şimdiki oturduğunuz konuttaki durumunuz nedir?

() Ev sahibi

() Kiracı

10. Aşağıda sayılan araçlardan evinizde bulunanları lütfen işaretleyiniz:

	Beş yıl önce bulunanlar	Şimdi bulunanlar
Siyah-Beyaz TV		
Renkli TV		
Video		
Radyo		
Pikap		
Teyp		
Müzik Seti		
Çamaşır Makinesi		
Otomatik Çamaşır Makinesi		
Buzdolabı		
Fırın		
Yıkama Makinesi		
Telefon		
Bilgisayar		
Otomobil		

11. Sizce aileniz son on yıl içinde ekonomik bakımdan bir değişme geçirmiş midir?

- Ekonomik bakımdan çok ilerlemiştir.
- Ekonomik bakımdan biraz ilerlemiştir.
- Ekonomik bakımdan değişmemiştir.
- Ekonomik bakımdan biraz gerilemiştir.
- Ekonomik bakımdan çok gerilemiştir.

12. Sosyal yapımız içinde değişik sosyo-ekonomik gruplandırmaların bulunduğunu varsayarsak ve aileleri bu gruplara göre düşünecek olursak, size göre aileniz:

1. Hangi sosyo-ekonomik gruplandırmaya girer?

- Sosyal ve ekonomik imkanları üst düzeyde bulunan grup
- Sosyal ve ekonomik imkanları orta düzeyin üzerinde bulunan grup
- Sosyal ve ekonomik imkanları orta düzeyde bulunan grup
- Sosyal ve ekonomik imkanları orta düzeyin altında bulunan grup
- Sosyal ve ekonomik imkanları düşük düzeyde bulunan grup

2. Ailenizin bu gruplandırmalardan hangisine dahil olmasını isterdiniz?

- a) Sosyal ve ekonomik imkanları üst düzeyde bulunan grup
- b) Sosyal ve ekonomik imkanları orta düzeyin üzerinde bulunan grup
- c) Sosyal ve ekonomik imkanları orta düzeyde bulunan grup
- d) Sosyal ve ekonomik imkanları orta düzeyin altında bulunan grup
- e) Sosyal ve ekonomik imkanları düşük düzeyde bulunan grup

CEVAP KAĞIDI

Anketi Dolduramın

Adı, Soyadı :
Yaşı :
Cinsiyeti :
Sınıf ve Şubesi :

Sevgili öğrenci,

Elinizdeki bu form, yapılmakta olan bir araştırmada kullanılmak amacıyla hazırlanmıştır. Formda yer alan cümlelere vereceğiniz cevaplarla çeşitli konulara ilişkin duygu ve düşüncelerinizin öğrenilmesini sağlamış olacaksınız. Hiçbir cümlenin doğru veya yanlış cevabı yoktur; önemli olan cevabın içtenlikle ve düşünülerek verilmesidir. Araştırma için, bütün soruların cevaplandırılması çok önemlidir. Bazı cümleler birbirlerine benzer gibi görünse de her birini cevaplandırmanızı rica ederiz.

Soru formundaki cümleleri okuyup cevabınızı

Cümleye genellikle katılıyorsanız Evet
Cümleye genellikle katılmıyorsanız Hayır

seçeneklerinden birinin altına gelen boşluğu karalayarak belirtiniz.

Bu formu cevaplandırmaktan hoşlanacağınızı umar, ilgi ve yardımlarınız için şimdiden teşekkür ederim.

Haziran 1988

Araştırmacı: Alev TORUN
Boğaziçi Üniversitesi
Eğitim Bilimleri Bölümü
Yüksek Lisans Öğrencisi

	<u>Evete</u>	<u>Hayır</u>		<u>Evete</u>	<u>Hayır</u>		<u>Evete</u>	<u>Hayır</u>
1.	()	()	23.	()	()	45.	()	()
2.	()	()	24.	()	()	46.	()	()
3.	()	()	25.	()	()	47.	()	()
4.	()	()	26.	()	()	48.	()	()
5.	()	()	27.	()	()	49.	()	()
6.	()	()	28.	()	()	50.	()	()
7.	()	()	29.	()	()	51.	()	()
8.	()	()	30.	()	()	52.	()	()
9.	()	()	31.	()	()	53.	()	()
10.	()	()	32.	()	()	54.	()	()
11.	()	()	33.	()	()	55.	()	()
12.	()	()	34.	()	()	56.	()	()
13.	()	()	35.	()	()	57.	()	()
14.	()	()	36.	()	()	58.	()	()
15.	()	()	37.	()	()	59.	()	()
16.	()	()	38.	()	()	60.	()	()
17.	()	()	39.	()	()	61.	()	()
18.	()	()	40.	()	()	62.	()	()
19.	()	()	41.	()	()	63.	()	()
20.	()	()	42.	()	()	64.	()	()
21.	()	()	43.	()	()	65.	()	()
22.	()	()	44.	()	()	66.	()	()

TUTUM ENVANTERİ

1. Annem, benim duygularımı kontrol etmemi ister.
2. Annem, anne-babalık görevini iyi biçimde yerine getirememiş olanları başarısız sayar.
3. Annem, azarın çocuklar için yararlı olduğuna inanır.
4. Çoğu zaman, annemin kendisini bende görür gibi olduğunu sanırım.
5. Annem ve babam, sorgusuz sualsiz onlara sadık kalmamı beklerler.
6. Annem, beni kendisine bağımlı olmamaya teşvik eder.
7. Annem, becerikli ve yeterli anne-baba olmanın önemli şartı, iyi çocuk yetiştirmiş olmaktır, diye düşünür.
8. Başkaları üzerinde iyi bir izlenim uyandırmam, annemi çok memnun eder.
9. Sanırım, annemin yaptığı şeyler arasında en çok hoşlandığı annelik görevidir.
10. Başarısızlığa uğ 'duğumda annem çok üzülür.
11. Annem, yapılması gerekenlerin zamanında tamamlanmasını ister.
12. Annem, benim için çeşitli fedakârlıklara katlanır.
13. Annem, eğer benim sorunlarıma eğilirse, onun ilgisini kötüye kullanacağı zanneder.
14. Annem, her şeyi en iyi şekilde yapmam için beni teşvik eder.
15. Annemin, herhangi bir işinde önemli bir neden olmadan devamsızlık veya gecikme göstermesi seyrek karşılaşılan bir durumdur.
16. Aile ile ilgili planlar yapılırken benim tercihlerim de göz önünde tutulur.
17. Annem, görüşlerime saygı gösterir ve bu görüşlerimi rahatlıkla ifade etmeme izin verir.
18. Annem, adetlere uyar; saygı duyduğu kişilerin geleneklere aykırı bulduğu şeyleri yapmaktan kaçınır.
19. Annem, benim kendisine kızmamdan hoşlanmaz.

- Bu envanter, Boğaziçi Üniversitesi Eğitim Bilimleri Bölümü'nde Prof.Dr. Necla Öner'in danışmanlığı ile Alev Torun'un master tezi kapsamında hazırlanmıştır. Envanter bu şekliyle yalnızca araştırma amacıyla kullanılabilir (Mayıs-Haziran 1988).

20. Annem, benim şakalarım güler ve bazen o da bana şakayla karşılık verir.
21. Annem, benim için yaptığı fedakârlıklara karşılık vermeme beklemez.
22. Annem, dertlerimi anlatmama izin verirse sonra büsbütün şikayetçi olacağımı zanneder.
23. Annem, kendisinden üstün saydığı insanların yanında çekingen davranır.
24. Annem, kendisinden üstün durumda bulunan kimseleri eleştirmekten hoşlanmaz.
25. Annem, çocukların anne-babalarından gizli sırları olmaması gerektiğine inanır.
26. Annem, yaptığı bir hatayı veya suçu pek tekrarlamaz.
27. Annem, ailenin diğer üyeleriyle çok az kavga eder.
28. Annemi ideal bir anne olarak görmüyorum.
29. Annem, üstünlüklerimin başkaları tarafından fark edilmesinden çok hoşlanır.
30. Annem, alışılmamış şeyler yapmaktan hoşlanır.
31. Annem, bana başıma gelenlerden kendimin sorumlu olduğunu öğretmiştir.
32. Ailedeki kuralları uygun bulmadığım zaman bunu anneme ve babama söyleyebilirim.
33. Annem, yanlış olduğunu bildiği bir şeyi yaptığı zaman suçluluk duyar.
34. Herhangi bir başarısızlığımın başkaları tarafından duyulması annemi utandırır.
35. Annem, beni birçok konuda kendi kararlarımı vermekte serbest bırakır.
36. Benim diğer çocuklardan üstün olmamı annem pek önemsemez.
37. Annem, çocukların göz önünde fakat sessiz durmaları gerektiğine inanır.
38. Annem, herkesle iyi geçinir.
39. Annem, yemeklerini düzenli zaman ve ortamlarda yemek ister.
40. Annem, bir çocuğun hayatta başarısız olmasından anne-babasının sorumlu olduğuna inanır.
41. Annem, yapmak istediği birşey hakkındaki kararı kendi başına vermek ister.
42. Annem, arkadaşlarımla ilişkilerimi kurmamda, geliştirmemde veya sosyal faaliyetlerimi düzenlememde bana yardımcı olur.

43. Başım sıkıştığında, annem sorunlarımı kendi kendime çözmemi ister.
44. Annem, kurallara uyulması gereken yerlerde, kuralları yakından izler ve kendisinden bekleneni en iyi biçimde yerine getirmeye çalışır.
45. Annem, dayağın etkili bir terbiye yöntemi olduğuna inanır.
46. Annem, öğretmenlerimden şikayet etmemi hoş karşılamaz.
47. Benimle ilgili kararlar söz konusu olduğunda, annemin isteklerinden çok benimkiler ön planda gelir.
48. Annem ve babam, her zaman benim onlara uymamı beklemez, bazen de kendileri bana uyar.
49. Annem, başkaları tarafından ağır bir şekilde eleştirildiğinde ya da suçlandığında kendi görüşünü savunmaktan çekinmez.
50. Evde, annem ve babama dertlerimi rahatlıkla anlatabilirim.
51. Annem, benden çok şey bekler.
52. Annem, ait olduğu bir grupta ne yapılacağına karar verilirken bir başkasının önderliğini kabul edebilir.
53. Kötü davranışlarım, annemin benden utanmasına ve düş kırıklığına uğramasına yol açar.
54. Bazen annemin bana bakarak çocukluğunu benimle yeniden yaşadığını sanırım.
55. Annem ve babam, benim için katı kurallar koymuştur.
56. Annem, bir şey planlarken, görüşlerine saygı duyulan kişilerin fikirlerini alır.
57. Annem, benden kendisinin ulaşamadığı amaçlara ulaşmamı bekler.
58. Annem, benim başarılarımda kendisinin de büyük payı olduğuna inanır.
59. Annem, bana evde görev ve sorumluluklar verir.
60. Annem, düşündüklerini ifade etmekten kaçınmaz.
61. Annem, ona açmak istemediğim dertlerimi veya düşüncelerimi anlatmam için ısrar etmez.
62. Annem, başından geçen garip olayları ve maceraları başkalarına anlatmaktan hoşlanır.
63. Annem, çocukların kötü davranışlar kazanmamaları için kontrol altında tutulmalarının gerektiğine inanır.
64. Karşı cinsten arkadaşlarımla ilişkilerimden anneme rahatlıkla söz edebilirim.

65. Annemin, sık sık yanlış ve kötü bir şey yaptığı duygusuna kapıldığını görürüm.
66. Annemin davranışları başkaları tarafından yanlış anlaşılabilir.

APPENDIX B

ITEMS OF THE MOTHER FORM AND THE CHILD FORM SUBSCALES

Table 1

Items of the Mother Form and the Child Form Subscales

SUBSCALE	MOTHER FORM	CHILD FORM
DEMO	3(1)*,5(2),7(3),15(4),18(5),19(6), 22(7),24(8),26(9),30(10),39(11), 42(12),48(13),50(14),55(15),57(16), 60(17),62(18),63(19),64(20),66(21), 71(22),80(23),82(24),85(25),86(26) (n=26)	3(1),5(2),6(3),13(4),16(5),17(6),19(7), 20(8),22(9),25(10),31(11),32(12),35(13), 37(14),42(15),43(16),45(17),46(18), 47(19),48(20),50(21),55(22),59(23), 61(24),63(25),64(26) (n=26)
ÜZDEŞ	2(27),4(28),8(29),9(30),11(31), 12(32),14(33),16(34),25(35),35(36), 36(37),47(38),49(39),53(40),67(41), 69(42),70(43),74(44),79(45) (n=19)	2(27),4(28),7(29),8(30),9(31),10(32), 12(33),14(34),21(35),28(36),29(37), 34(38),36(39),40(40),51(41),53(42), 54(43),57(44),58(45) (n=19)
UYMA	1(46),13(47),17(48),20(49),28(50), 29(51),31(52),32(53),38(54),44(55), 51(56),52(57),54(58),59(59),65(60), 68(61),72(62),81(63),83(64),87(65), 88(66) (n=21)	1(46),11(47),15(48),18(49),23(50), 24(51),26(52),27(53),30(54),33(55), 38(56),39(57),41(58),44(59),49(60), 52(61),56(62),60(63),62(64),65(65), 66(66) (n=21)
SOS HAR	6(67),10(68),21(69),23(70),27(71), 33(72),34(73),37(74),40(75),41(76), 43(77),45(78),46(79),56(80),58(81), 61(82),73(83),75(84),76(85),77(86), 78(87),84(88) (n=22)	—

*Numbers in parantheses indicate the item number as appeared in the results section.

APPENDIX C

THE SHORT FORM OF THE PARENT ATTITUDE SCALE

THE SHORT FORM OF THE PARENT ATTITUDE SCALE

<u>Item No</u>	<u>I t e m</u>	<u>Item-Remainder Correlations</u>
1	Adetlere uyarım; saygın kişilerin geleneklere aykırı bulduğu şeyleri yapmaktan kaçınırım. (20)*	.5368
2	Çocuğumun üstünlüklerinin başkalarınca fark edilmesi çok hoşuma gider. (36)	.5068
3	Çocuklar, herşeyi en iyi şekilde yapmaya teşvik edilmelidir. (16)	.4591
4	Çocuğum başarısızlığa uğradığında hayatın çekilmez olduğunu düşünmüşümdür. (12)	.4397
5	Çocuklardan, kendilerinin ulaşamadığı amaçlara ulaşmasını beklemek anne-babaların en doğal hakkı sayılmalıdır. (74)	.4319
6	Becerikli ve yetenekli bir yetişkin sayılabilmenin önemli bir şartı, çocuk yetiştirmede başarılı olmaktır. (8)	.4203
7	Yemeklerimi düzenli zaman ve ortamlarda yemek isterim. (52)	.4188
8	Üst düzeyde bir eğitim görmüş olmaya her zaman önem veririm. (34)	.3924
9	Bir çocuğın başarı durumu, anne-babasının ona verdiklerinin en iyi göstergesidir. (79)	.3890
10	Çocuğum için pek çok fedakârlığa katlandığımı düşünüyorum. (14)	.3837
11	Çocuğumun kötü davranışları, ondan utanç duymama ve düş kırıklığına uğramama yol açar. (69)	.3786
12	Hayatımda bana en çok doyum sağlayan şeylerin başında annelik görevi gelir. (11)	.3780
13	Çoğru zaman kendimi çocuklarımda görür gibi olurum. (4)	.3694
14	Bazen çocuğuma bakarak geçmişı onunla yeniden yaşadığımı düşündüğüm olur. (70)	.3636
15	Bir işte, meslekte ya da uzmanlık alanında tanınmış bir kimse olmak benim için önemlidir. (43)	.3593
16	Aile ile ilgili planlar yapılırken çocukların tercihleri de gözönünde tutulmalıdır. (18)	.3289
17	Çocuğumun başkaları üzerinde iyi izlenim uyandırması bana büyük zevk verir. (9)	.2970
18	Birşey planlarken görüşlerine saygı duyulan kişilerin fikirlerini alma gereği duyarım. (72)	.2891

*Numbers in parantheses indicate the item number as appeared in the original form.

THE SHORT FORM OF THE PARENT ATTITUDE SCALE
(cont.)

Item No	Item	Item-Remainder Correlations
19	Çevremdekiler geçimli bir insan olduğumu söylerler. (51)	.2880
20	Kurallara uyulması gereken yerlerde, söz konusu kuralları yakından izler ve benden bekleneni en iyi biçimde yerine getirmeye çalışırım.(59)	.2658
21	Çocuğum başarısızlığa uğradığında, bunun çevredekiler tarafından öğrenilmesi beni utandırır. (47)	.2524
22	Anne-babalık görevini iyi biçimde yerine getirememiş ebeveynler başarısız sayılırlar. (2)	.2416
23	Yanlış olduğunu bildiğim bir işi yapınca suçluluk duyarım. (44)	.2354
24	Bir çocuğun hayatta başarıya ulaşamaması, genelde anne-babasının kusurudur. (53)	.2243
25	Aile bireyleriyle çok az kavga ederim. (32)	.2193
26	Çocukların görüşlerine saygı gösterilmeli ve bu görüşlerin rahatlıkla ifade edilmesine imkan verilmelidir. (19)	.2173
27	Çocuğumdan çok şey beklerim. (67)	.1929
28	İstediğim bir şeyin yapılması için başkalarını ikna etmekten çekinmem. (40)	.1735
29	Çocuklara evde görev ve sorumluluklar verilmelidir. (80)	.1656
30	Anne ve babalar çocuklarına dertlerini anlatmalarını sağlayacak bir ortam hazırlamalıdır. (66)	.1406

Alpha .8192

Items 16,26,29, and 30 come from the DEMO subscale

Items 2,3,4,5,6,9,10,11,12,13,14,17,21,22,24, and 27 from the ÜZDEŞ subscale

Items 1,7,18,19,20,23, and 25 from the UYMA subscale

Items 8,15, and 28 from the SOSHAR subscale.

APPENDIX D
SOCIODEMOGRAPHIC CHARACTERISTICS OF THE SAMPLE

Table 2

Foreign Languages Known by the Mother, Her Parents, and Her Husband

Foreign Language	Mother		Grand-mother		Grand-father		Husband	
	N	%	N	%	N	%	N	%
One	29	38.7	18	24.0	16	21.3	27	36.0
Two	18	24.0	3	4.0	11	14.7	23	30.7
Three	6	8.0	6	8.0	6	8.0	9	12.0
None	17	22.7	44	58.7	38	50.7	12	16.0
No Response	5	6.7	4	5.3	4	5.3	4	5.3
TOTAL	75	100.0	75	100.0	75	100.0	75	100.0

Table 3

Mothers' Years of Residence in Istanbul

Years of Residence	N	%
16 or more years	65	86.7
11-15 Years	5	6.7
6-10 Years	2	2.7
1-5 Years	2	2.7
No Response	1	1.3
TOTAL	75	100.0

Table 4

Mothers' Ownership of a House

Ownership of a House	Before Marriage		Five Years Ago		Now	
	N	%	N	%	N	%
Tenant	16	21.3	22	29.3	18	24.0
Renter	57	76.0	50	66.7	54	72.0
No Response	2	2.7	3	4.0	3	4.0
TOTAL	75	100.0	75	100.0	75	100.0

Family's Ownership of Modern Conveniences

	Black and White TV		Coloured TV		Video		Radio		Phonograph		Tape Recorder		Hi-Fi Set		Washing Machine	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Not Exist	24	32.0	-	-	11	14.7	2	2.7	14	18.7	2	2.7	13	17.3	16	21.3
Not Exist Five Years Ago	23	30.7	-	-	1	1.3	1	1.3	1	1.3	1	1.3	1	1.3	12	16.0
Not Exist Now	-	-	25	33.3	18	24	-	-	1	1.3	1	1.3	14	18.7	1	1.3
Not Exist within the Last Five Years	27	36	49	65.3	44	58.7	71	94.7	58	77.3	70	93.3	46	61.3	45	60.0
Response	1	1.3	1	1.3	1	1.3	1	1.3	1	1.3	1	1.3	1	1.3	1	1.3
Total	75	100.0	75	100.0	75	100.0	75	100.0	75	100.0	75	100.0	75	100.0	75	100.0

	Automatic Washing Machine		Refrigerator		Oven		Dishwasher		Telephone		Computer		Automobile	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Not Exist	4	5.3	-	-	1	1.3	26	34.7	1	1.3	40	53.3	4	5.3
Not Exist Five Years Ago	-	-	-	-	-	-	-	-	1	1.3	-	-	2	2.7
Not Exist Now	21	28.0	-	-	-	-	21	28.0	4	5.3	27	36.0	2	2.7
Not Exist within the Last Five Years	49	65.3	74	98.7	73	97.3	27	36.0	68	90.7	7	9.3	66	88.0
Response	1	1.3	1	1.3	1	1.3	1	1.3	1	1.3	1	1.3	1	1.3
Total	75	100.0	75	100.0	75	100.0	75	100.0	75	100.0	75	100.0	75	100.0

Table 6

Mothers' Opportunities in/Occasions for Taking Vacations

Vacation Opportunity/ Occasion	Before Marriage		After Marriage	
	N	%	N	%
Yes	56	74.7	68	90.7
No	17	22.7	5	6.7
No Response	2	2.7	2	2.7
TOTAL	75	100.0	75	100.0

Table 7

Educational and/or Recreational Experiences of the Mother,
Her Parents, and Her Husband Abroad

Experience Abroad	Mother		Mother's Family		Husband	
	N	%	N	%	N	%
Some Experience	58	77.3	55	73.3	63	84.0
No Experience	15	20.0	18	24.0	10	13.3
No Response	2	2.7	2	2.7	2	2.7
TOTAL	75	100.0	75	100.0	75	100.0