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A MASTER'S THESIS



**THE RELATIONSHIP BETWEEN STUDENTS'
SELF-ESTEEM, PARENTAL ATTITUDES
AND STUDENTS' ACHIEVEMENT IN
FOREIGN LANGUAGE LEARNING**

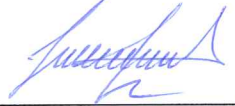


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Title: The Relationship Between Students' Self-Esteem, Parental Attitudes and Students' Achievement in Foreign Language Learning

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ABSTRACT

This study was carried out to investigate the relationship between the students' self-esteem, parental attitudes and students' achievement in foreign language learning with regard to gender and school differences.

The study was conducted in three private and three public primary schools in Edirne. A correlational survey model was used and questionnaire was chosen as a data collection instrument.

The results of the study revealed that there is a significant relationship between students' self-esteem and parental attitudes. Also, it was indicated that parental attitudes and students' achievement in foreign language learning are interrelated to each other. However, there is no significant relationship between pupils' self-esteem and their achievement in foreign language learning.

When the gender of the pupils is considered, the results show that there is no difference between male and female students' self-esteem, parental attitudes and their achievement in foreign language learning.

When the school type of the pupils is considered, the results of this study indicate that there is not any statistically significant difference in students' self-esteem scores in terms of school type. However, when the academic level is examined, the results underline that students in private schools have a higher level of academic achievement in foreign language than the students in public schools. At the same time, when the parental attitudes are analyzed, the results clearly show that there is a

statistically significant difference in parental attitudes between public and private schools.

As a result, this study sheds light on the relationship between the students' self-esteem, parental attitudes and students' achievement in foreign language learning with regard to gender and school differences. Finally, it states implications for further research.

Keywords: Self-esteem, Parental Attitudes, Achievement, Foreign Language Learning

Başlık: Öğrencilerin Benlik Saygısı, Ebeveyn Tutumları ve Yabancı Dil Öğrenimindeki Başarıları Arasındaki İlişki

Yazar: Ayfer AKSÜT

ÖZET

Bu çalışma, öğrencilerin benlik saygısı, ebeveyn tutumları ve öğrencilerin yabancı dil öğrenimindeki başarıları arasında bir ilişki bulunup bulunmadığını belirlemek amacıyla yürütülmüştür.

Çalışma, Edirne’de bulunan üç devlet ve üç özel olmak üzere ilköğretim okullarında gerçekleştirilmiştir. Korelasyonel araştırma yöntemi kullanılmıştır ve veri toplama yöntemi olarak da anket seçilmiştir.

Bu çalışmanın sonuçları öğrencilerin benlik saygıları ile ebeveyn tutumları arasında anlamlı bir ilişki olduğunu ortaya koymuştur. Ayrıca, ebeveyn tutumlarının ve öğrencilerin yabancı dil öğrenimindeki başarılarının da birbiriyle karşılıklı ilişki içinde olduğu görülmüştür. Bununla birlikte, öğrencilerin benlik saygısı ve yabancı dil öğrenimindeki başarıları arasında anlamlı bir ilişki bulunmamıştır.

Öğrencilerin cinsiyetleri düşünüldüğünde, erkek ve kız öğrencilerin benlik saygıları, ebeveyn tutumları ve yabancı dil öğrenimindeki başarıları arasında bir fark bulunmadığı görülmüştür.

Öğrencilerin okullarına bakıldığında, öğrencilerin benlik saygılarında öğrenim gördükleri okullara göre istatistiki olarak anlamlı bir fark bulunmamıştır. Bununla birlikte, sonuçlar akademik açıdan incelendiğinde, özel okulda öğrenim gören öğrencilerin yabancı dil öğrenimindeki başarılarının devlet okulunda öğrenim görenlerden daha yüksek olduğu ortaya çıkmıştır. Aynı şekilde, ebeveyn tutumları analiz edildiğinde, sonuçlar devlet okulları ile özel okullardaki ebeveyn tutumlarında istatistiki olarak anlamlı bir fark olduğunu göstermiştir.

Sonu olarak, bu alıřma, ğrencilerin benlik saygısı, ebeveyn tutumları ve ğrencilerin yabancı dil ğrenimindeki başarıları arasındaki ilişkiye cinsiyet ve okul farklılıklarını da göz önüne alarak ışık tutmaktadır. Son olarak, daha sonraki alıřmalar için öneriler sunmaktadır.

Anahtar Sözcükler:Benlik saygısı, Ebeveyn Tutumları, Başarı, Yabancı Dil Öğrenimi

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CHAPTER 1

THE STUDY

INTRODUCTION

1.0. Presentation

This chapter includes the introduction, problem, hypothesis, aim, importance, assumption, restrictions, definitions and abbreviations.

1.1. Introduction

As the world is getting bigger and more global, the borders between countries and between people are getting narrower and people break down the international barriers by using English as an international language. So the number of foreign language learners is increasing; and the importance of foreign language learning is also improving. In that sense, people need to contact with other cultures and languages more easily. To be able to express yourself in a foreign language seems to be an inevitable necessity of the global world. With this belief, foreign language teaching -especially English- has been popular for years in many countries and English is widely disseminated and used as a common language in international relations.

The importance of learning a foreign language is always emphasized by language teachers, learners, administrators, and parents. On a personal level, learning a foreign language improves personal skills of individuals and gives them opportunity to think in an integrated way via exposing them to the mores and customs of an entirely different group of people. Their view of the world expands into a deeper understanding of how other people think. Also, in terms of community, learning a foreign language also increases understanding, respect and compassion for other cultures and develop intercultural thinking skills of human beings.

There are various factors that affect students' achievement in foreign language learning as learning a language is a complex process that involves cognitive and affective factors, influencing it. As foreign language learning includes different variables in itself, the researchers generally aim to investigate some of these variables including personality / cognitive style factors beliefs, extroversion / introversion, affective states, anxiety, risk-taking, field dependence / independence, age, aptitude, learner strategies, parental attitudes, parenting styles, self-esteem, self-efficacy so as to enhance students' achievements.

In that sense, self-esteem is considered an indispensable concept in the literature of the social sciences (Wells and Marwell 1976). From William James' pioneer work in 1890 up to now, there exist different studies that report the influence of self-esteem on human behaviour. Feelings of inadequacy, a sense of unworthiness, increased anxiety, depression, suicide, child abuse, mental disorders and other negative phenomena have been closely related to lack of self-esteem (Coopersmith 1967; Skager and Kerst 1989). Two main issues have generally been discussed in the research carried out within the field of educational psychology, especially that which has been devoted to studying the relationship between self-esteem and academic achievement:

1. Whether self-esteem is a cause or an outcome of academic achievement.
2. Whether correlations between both are positive, negative or insignificant.

According to the definitions of James (1890), White (1959), Coopersmith (1959) and (1967), Rosenberg (1965) and (1979), Branden (1969) and (1994), and Mruk (2006) cited in Rubio 1997) six major components or dimensions of self-esteem are pointed out:

- Competence and worthiness.
- Cognition and affect.
- Stability and openness.

According to Bandura (1987 cited in Rubio 1997), competence has been studied extensively under different labels (efficacy, success, etc.) and can be a major influence in school settings regarding academic achievement. Developmental psychology places the emergence of competence in middle childhood. On the other hand, worthiness develops in early childhood and comes originally from parental value, for instance, when parents show acceptance and approval after a child does something successfully. Worthiness is making judgment about oneself. Both phenomena exert influence on each other. Furthermore, evaluation is necessarily involved in our sense of worthiness and competence, cognition is then a central factor.

Also, perhaps the third issue the researchers have faced on the conceptualization of self-esteem has been its dynamicity in terms of stability or openness. Is self-esteem open to change? Does change happen rapidly or slowly over time? In White's psychodynamic view, most openness occurs during childhood and then self-esteem becomes relatively stable, but still subject to change to a lesser degree. In that sense, self-esteem can fluctuate more than other stable characteristics like personality and intelligence (Sigelman and Shaffer 1995).

“The disposition to experience oneself as being competent to cope with the basic challenges of life and of being worthy of happiness” (Branden 1994) is one of the definitions of self-esteem. However, as self-esteem is a complex construct that includes various variables in itself, grasping the whole concept and phenomenological process is challenging. Basically, self-esteem is a psychological and social phenomenon in which an individual evaluates his/her competence and own self according to some values, which may result in different emotional states, and which becomes developmentally stable but is still open to variation depending on personal circumstances. (Reasoner, 2004).

In this context, parents are generally considered an important context for the development of a child's self-concept. The family is the place where our initial sense of self is formed through intimate, intensive, and extensive interaction with parents and other family members. Hence, in the family, the reflected appraisals of parents are expected to be particularly significant for children's self-conceptions and self-esteem.

Along with reflected appraisals, our self-conceptions and self-esteem are formed by various self-attributions: that is, we come to know ourselves and to form conceptions of ourselves by observing our behaviour and its consequences. This is an idea developed by Bern (1972) in his self-conception theory, and more articulated by Bandura (1978: 347), who states that "people derive much of their knowledge (about themselves) from direct experience of the effects produced by their actions.

However, personal development and behaviour are influenced by a large number of factors. Thus, parental involvement can be decisive (Coopersmith 1967). For instance, Rosenberg (1965), Coopersmith (1967), and Clark (1994) found a positive correlation between children with lower levels of self-esteem and parents who were indifferent toward their children or absent for short or long periods of time. Parental warmth, expectations, respect, consistency and birth order are other factors affecting the development of self-esteem (Mruk 1999). In addition to the family context, social settings can have an important influence on self-esteem, especially during adolescence.

Recent years have seen the growth of interest in affective factors which influence the process of language learning in many ways. These may be because of investigating a facilitating or inhibiting nature and can often determine the outcome of this process. Learners' self-concept—their perception of themselves, what they see when they look "inside"—and their self-esteem—their evaluation of this self-concept and their affective experience of it—are generally examined to clarify their relation to learning. Hence, exploring how they influence language learning and finding out some implications gains an important role.

As Rodríguez, Plax and Kearney (1996, p.297) explain, “Affect is by definition, an intrinsic motivator. Positive affect sustains involvement and deepens interest in the subject matter”. It can lead to more effective learning and, in fact, may be essential for learning to occur. As individuals are looking for ways and rules for language learning, Stevick’s (1980, p.4) statement about how success in this process depends “less on materials, techniques and linguistic analysis and more on what goes on inside and between the people in the classroom”. This quoted phrase has been used to organize the area of affect in language learning and teaching, where two basic aspects are considered, the “inside”, or internal characteristics which are a part of the learner’s personality, and the “between”, or the relational factors which focus on learners and teachers as participants in an interactional situation (Arnold and Brown, 1999). Among the learner internal factors, central importance is the image we form of ourselves, our self-concept. As human beings, at all times and in all places we inevitably form an image of self. How we evaluate that self—negatively or positively—will determine our self-esteem. In an early approach to the topic Coopersmith (1967, 4-5 cited in Rubio 1997) described self-esteem in this way:

“By self-esteem we refer to the evaluation which the individual makes and customarily maintains with regard to himself; it expresses an attitude of approval or disapproval, and indicates the extent to which the individual believes himself to be capable, significant, successful, and worthy.”

In short, self-esteem is a personal judgment of worthiness that is expressed in the attitudes the individual holds towards himself; it is a subjective experience which the individual conveys to others by verbal reports and other overt expressive behavior. At the same time, the term “healthy” self-esteem is claimed to be one of the crucial elements in education where students have both a positive, accurate belief about themselves and their abilities and also the commitment and responsibility that comes when they see themselves as able to complete worthwhile goals. In this context, work with self-esteem and other affective issues are connected to providing a supportive

atmosphere in which we can better encourage learners to work hard to reach their learning potential unhindered by the negative affect Krashen (1982) referred to the affective filter. Krashen (1985) claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. In other words, when the filter is 'up' it impedes language acquisition. As pointed out in these studies and with the light of these thoughts, for many years, the relationship between affective factors particularly self-esteem and learning has raised great interest of researchers, academicians and educators for improving pupils' effective learning.

In that sense, in this study initially the self, self-concept, self-esteem, parental attitudes, learning process, parents in the language process and academic achievement will be examined. Then, via focusing on examining different factors including gender, private and primary school students and their parental attitudes that come from different socio-economical backgrounds, at the same time whether there is a relationship between the students' self-esteem, parental attitudes and students' achievement in foreign language learning process is investigated. After answering the research questions, the contribution of this study to the field of language teaching will be questioned.

1.2. Statement of the Problem

The problem of this study is focused on investigating whether there is a relationship between students' self-esteem, parental attitudes and students' achievement in foreign language learning or not.

1.3. Hypothesis

It is expected that there is a positive relationship between the students' self-esteem, parental attitudes and students' achievement in foreign language learning.

1.4. Aim of the Study

This study aims to investigate the relationship between the students' self-esteem, parental attitudes and students' achievement in foreign language learning. In order to reach this general aim, the following research questions are examined:

RQ1: "Is there a relationship between the students' self-esteem, parental attitudes and students' achievement in foreign language learning?"

RQ2: "Do the students' self-esteem and parental attitudes predict the students' achievement in foreign language learning?"

RQ3: "Is there a significant difference between male and female students' self-esteem, parental attitudes and students' achievement in foreign language learning?"

RQ4: "Is there a significant difference between the private and public school students' self-esteem, parental attitudes and students' achievement in foreign language learning?"

RQ5: "Is there a significant difference between the achievements in foreign language learning of the students' who have high and low self-esteem?"

RQ6: "Is there a significant difference in students' parental attitudes according to the students' academic achievements in foreign language learning?"

1.5. Importance of the Study

Learning a language is a process that is influenced by the emotions of the learners. Especially in the early stages, learners need to be able to handle the fact that they are not as competent socially in their foreign language as in their first, and cannot present themselves completely or sometimes even adequately in social situations. However, language learners who have high self-esteem are assumed to be able to overcome this problem, for example by focusing on the progress they are making, or by appreciating the humor inherent in the situation. In this context, language learners who have higher self-esteem are considered to be the good language learners. But self-esteem in language learning is a complicated issue as success fosters self-esteem, which in turn fosters success. For this reason, researchers have been trying to sort out the different factors whether there is a significant relationship between language learning and self-esteem. However, much of the previously conducted research focused on merely limited variables for instance the relationship between parental attitudes and self-esteem or self-esteem and achievements of the learners. However, this study focuses on three variables and whether there is a relationship between them. Furthermore, the selection of private and government schools which includes students' from different socio-economical backgrounds and parental attitudes will be distinctive features of the study. Hence, this study plays a significant role in examining the relationship between students' self-esteem, parental attitudes and their achievement in foreign language learning and may provide important contributions for the language learners, parents and instructors of foreign language teaching in terms of effective education.

1.6. Assumptions

1. The self-esteem, parental attitudes and achievement in foreign language learning scales are valid and reliable measures for our sample.
2. The students will answer the items and questions of the survey honestly and sincerely.

1.7. Limitations

The analysis in this study is restricted to the students enrolled in three private and three government schools in Edirne.

1.8. Operational Definitions

Self-esteem: “A favorable or unfavorable attitude toward the self” (Rosenberg, 1965, p. 15).

Attitude: Attitude is a kind of behaviour which is gained via learning, cannot be observed directly but clarified by means of the individuals’ actions. Attitudes are determined and strong views of a person, place, thing, or event (Chaplin 1974: 51).

Parental attitude: Parental attitudes are generally positive or negative views of the father and mother towards their children (Özkan, 1996).

Achievement: Achievement is the competency of pupils’ on some certain skills and knowledge in expected levels (Oguzkan, 1981).

Foreign Language: According to Crystal (1987: 368) “Foreign language is non-native language taught in school that has no status as routine medium of communication in that country.”

Second Language: According to Crystal (1987: 368) “A second language (SL) is a non- native language that is widely used for purposes of communication, usually a medium of education, government or business.”

Learning: According to Woolfolk (1993: 196) learning can occur by means of individual experiences that cause permanent changes in individual’s behavior and knowledge.

English as a Foreign Language: It is a term that refers to the use or study of English by speakers with a different native language.

1.9. Abbreviations

EFL: English as a foreign language

FL: Foreign Language

TL: Target Language

L2: Second language

ANOVA: Analysis of variance

RQ: Research Question

SPSS: Statistical Package for Social Sciences

PARI: Parental Attitude Research Instrument

RSES: Rosenberg Self-Esteem Scale

BSI: Brief Symptom Inventory

PAI: Parental Attitudes Inventory

CHAPTER 2

THE SELF

2.0. Introduction

The variety, depth, and quantity of theory and research about the self makes the concept of self as the metaphenomena of social psychology, which has the power to encompass diverse individual and social phenomena (Baumeister, 1998). In this chapter, first the self will be defined. Then, the cognitive and affective components of the self will be introduced with special emphasis on self-concept.

2.1. Defining the Self

Three consensual features are definitive of the self (Baumeister, 1998). First of all, the self is characterized by a reflexive consciousness. Information-processing faculty of the human mind can become aware of and focus its attention to the self (James, 1890; Mead, 1913, 1934). This makes it possible that individual experiences are organized into a coherent self-schema, which guides and facilitates the processing of self-related information, thus providing predictability across time and situations for the individual (Markus, 1977).

Secondly, the self is an interpersonal being. It develops through a variety of social interactions. Both the self is defined by these interactions with the social world and the social world is constructed by the self (James, 1890; Mead, 1913, 1934). Knowing that others scrutinize their behaviors, individuals experience more self-concept change and try to make their self-conceptions more align with their publicly observable behaviors (Tice, 1992). Social interactions are influential in shaping how individuals evaluate and feel about themselves (Tesser, 1988).

Finally, the self has an executive function. Executive function refers to motivational characteristics of the self in selecting, initiating, and pursuing behaviors.

Individuals choose among alternatives of actions to meet their cognitive standards they set for themselves (Carver & Scheier, 1982) as well as to possess the qualities they ideally wish to or ought to have (Higgins, 1987). Their experiences with the environment are the essential source of personal feelings of mastery and control (Bandura, 1977; White, 1959). As the agent of volition the self has a limited resource and can deplete as it actively involves in behavioral and affective regulation (Baumeister, Bratslavsky, Muraven, & Tice, 1998).

In sum, self is the psychological construction of unity of experience (cf. stream of consciousness; James, 1890). It is reflexive, constructed through social interaction, and has the faculty of making meaning out of experience and determining action.

2.2. Cognitive and Affective Components of the Self

The self has typically been conceived as manifesting in three aspects (Greenwald & Pratkanis, 1984). Cognitive aspect refers to the knowledge component of the self and labeled as the self-concept. Affective component refers to subjective evaluations of or attitudes toward the self and called self-esteem. Finally, cognitive aspect of the self refers to the motivational functions. In this study, cognitive and affective aspects will be briefed.

Capacity limitations of the mind force it toward constructing a manageable representation of the universe as well as the person in it. Individuals strive to achieve and maintain predictability, order, and structure in their physical and psychological world (Webster & Kruglanski, 1994). The cognitive aspect or the knowledge component of the self is generally referred as the self-concept. Self-concept is both the all-organizing function of human mind to bring order and stability to diverse individual experience, and the self-system operates to maintain this stability through a biased construction and reconstruction of social reality (Greenwald, 1980). Self-concept is a theory to amalgamate diverse experiences to account for questions regarding the individual existence in a benign and meaningful world in which others worth relating to

and the self is valuable (Epstein, 1973, 1990). Nevertheless, self-concept is dynamic and open to change (i.e., working self-concept; Markus & Wurf, 1987). It is likely that components of the self can undergo a reconstruction process through integrating the old and the new self-conceptions when an environmental challenge occurs (Markus & Kunda, 1986).

The feeling or evaluative component of the self is the self-esteem. In his seminal work, Rosenberg (1965, p.30) defined self-esteem as “a positive or negative attitude toward ... the self”. According to his conceptualization, high self-esteem is characterized by acceptance of clearly defined personal qualities as well as improving them, whereas low self-esteem with rejection of and dissatisfaction with these qualities. However, recent studies on the nature of self-esteem indicates that low self-esteem is more associated with absence of positive view of the self rather than the presence of clear-cut negative views (Baumeister, 1993). As self-concept is socially defined, so does self-esteem. Self-esteem functions as a *sociometer* which signals individuals whether they are socially included or excluded by others (Leary, Tambor, Terdal, & Downs, 1995). Reciprocally, perceived social exclusion results in lower self-esteem than inclusion. Anxiety is a coproduct of social exclusion and self-esteem has an anxiety-buffering function (Greenberg et al., 1992).

2.3. Self-Concept

Self-concept is the mental image one has of oneself. Self - concept is the total picture a person has of herself/himself. It is a combination of the traits, values, thoughts, and feelings that we have for ourselves (Purkey 1988, p. 214). By self:

"We generally mean the conscious reflection of one's own being or identity, as an object separate from other or from the environment. There are a variety of ways to think about the self. Two of the most widely used terms are self-concept and self-esteem. Self-concept is the cognitive or thinking aspect of self (related to one's self-image) and generally refers to the totality of a complex,

organized, and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence".

As Shavelson, Hubner and Stanton (1976) stated that in the broadest sense, self-concept is the way we perceive ourselves, and they defined seven features they considered as critical to the construct definition: Self is organized, multifaceted, hierarchical, stable, developmental, differentiable, and evaluative. According to Badwick (1975), the self can be defined as a frame of reference, the main organizing principle available dealing with the social and the physical world.

In this context, many self-terms appeared in research literature. In his meta-analysis, Hattie (1992) also uncovered 15 unique self-terms within achievement and performance literature. After self-concept, the next most popular terms were self-esteem and self-concept of ability (Hattie, 1992). Hattie (1992) found 62 different measures of self-concept within 128 achievement studies and 93 measures within 91 self-concept change studies.

According to Hattie (1992, p. 97), self-concept was defined as "merely a set of beliefs, and relationships between these beliefs, that we have about ourselves". Accordingly, he characterized self-concept as a polymorphous construct related to cognitive appraisals people make about themselves. A variety of theorists described self-concept as hierarchical, multifaceted, latent, unique for each person, and able to guide behavior (Bong & Skaalvik, 2003; Byrne, 1984; Hattie, 1992).

Self-concept has been conceived as having domain-specific components that are formed from both cognitive and affective perceptions (Bong & Skaalvik; Choi, 2005). For example, the Tennessee Self-Concept Scale identified six components subordinate to the general self-concept measure: physical, moral, personal, family, social, and academic-work (Fitts & Warren, 1996). Researchers reported that the more precisely self-concept or self-efficacy measures focused on the specific task (predictor), the greater their ability to predict performance (Bong & Skaalvik; Choi, 2005).

If, as researchers asserted, self-concept guides behavior (Bong & Skaalvik, 2003; Hattie, 1992), then self-concept could guide an individual's choice to either avoid or participate in training or education. Markus and Nurius (1986, p. 954) further suggested that self-concept included a domain of positive or negative "positive selves" that may "function as incentives for future behavior (i.e., they are selves to be approached or avoided)". This finding suggested that a person having a poor academic self-concept could envision a negative possible self in a training situation, and therefore avoid such situations.

Similarly, Lawrence (2000) described self-concept as an overarching construct that included a current self-image and an ideal self. The discrepancy between a person's current self-image and ideal self was self-esteem. Lawrence then suggested that self-concept formed through experiences, and the formed self-concept then determined future experiences that a person chose to have. Thus, poor prior experiences with education could have reduced a person's academic self-esteem or academic self-concept, and thereby deterred future participation. In research with adult education, Garrison (1988) also conceptualized self-concept as a potential constraint to education participation.

The manual for the Tennessee Self-Concept Scale, Second Edition (TSCS) included a list of nearly 400 studies performed using this scale, and none appeared to address education participation or avoidance (Fitts & Warren, 1996). Self-concept research often addressed academic achievement, but it rarely explored the antecedents to achievement or choosing to participate.

Self-concept is the affective or emotional aspect of self and generally refers to how we feel about or how we value ourselves (one's self-worth). Self-concept can also refer to the general idea we have of ourselves and self-esteem can refer to particular measures about components of self-concept. Some authors even use the two terms interchangeably (Franken, 1994).

Franken (1994, p. 443) states that "there is a great deal of research which shows that the self-concept is, perhaps, the basis for all motivated behavior. It is the self-concept that gives rise to possible selves, and it is possible selves that create the motivation for behavior".

This supports the idea that one's paradigm or world view and one's relationship to that view provide the boundaries and circumstances within which one develops a vision about possibilities. This is one of the major issues facing children and youth today (Huitt, 2004).

2.4. Summary

This chapter started with a general definition of self and general features of it. Then, cognitive and effective components of the self were examined briefly. Finally, the chapter informed about what self-concept is and significant features of self-concept were also clarified.

CHAPTER 3

SELF-ESTEEM

3.0. Introduction

This chapter reviews literature on self-esteem. Firstly, it aims to define the self-esteem and reveals the factors related to self-esteem. The chapter also examines how to develop self-esteem and it discusses the relationship between self-esteem and parental attitudes. Finally, the chapter informs about the studies on parental attitudes and self-esteem in the World and Turkey.

3.1. Self-Esteem

The concept of “self-esteem” is widely used in the area of language and psychology. In this context, Rosenberg (1965, p. 15) cited the most common definition as “a favourable or unfavourable attitude toward the self”.

In his major work, Coopersmith (1967) define the self-esteem construct as a set of self-evaluative attitudes. He described the ultimate goal of each person as the protection or enhancement of self-esteem.

In the study of self-esteem, William James’s (1892) definition also has a unique place. James’ recognition of self-awareness and self-evaluation as distinct ideas was novel (Fleming & Courtney, 1984). According to his definition, what a person thinks of himself depends upon the degree to which his actual success matches the goals and aspirations that he set for himself. Or he formulated it:

$$\text{Self-esteem} = \frac{\text{Success}}{\text{Pretensions}}$$

The important detail to notice is that the person has substantial control over the internal standards in his formulation, both in the selection of which aspects of self the person considers to be important, and in the level of performance the person expects of himself of those aspects (Shaver, 1977).

According to Blascovich & Tomaka (1991, p. 42), the term refers to “an individual's sense of his or her value or worth, or the extent to which a person values, approves of, appreciates, prizes, or likes himself or herself”. In broad sense it is described as “the evaluative component of the self-concept, a broader representation of the self that includes cognitive and behavioural aspects as well as evaluative or affective ones” by Blascovich & Tomaka (1991, p.42).

Brown and Mankowski (1993) define self-esteem as a person's global orientation toward the self and suggest that it plays a central role in psychological life and behavior of the person.

Also, Bogenç (2005, p. 144) describes self-esteem as:

- Individual's being sensitive to his/her own needs, and giving importance to satisfy those needs,
- Recognizing himself/ herself and knowing the borders of his/her competence,
- Refraining from the situation of hurting others' honours while satisfying his needs,
- Giving too much effort to improve himself/herself,
- Evaluating himself/herself positively, being aware of negative sides and having a sense of his or her value or worth despite the negative sides of himself/herself.

Koç and Gün (2007, p. 27) believe that self-esteem is composed of two main attitudes: “feeling of worthiness and efficacy”. According to Koç and Gün (2006), we need both feelings for a meaningful life. If one is missing, we would be unable to reach satisfaction in life.

The first attitude of self-esteem that Koç and Gün (2007, p. 27) have presented is “self-worth”. Self-worth is the extent the individual considers herself/ himself as valuable in general. The items which measure self-worth dimension are like “Even though I might be unsuccessful in some domains, I find myself valuable,” (Boguç, 2005, as cited in Kuzgun & Bacanlı, 2005) and “I feel that I’m a person of worth at least on an equal plane with others,” (Rosenberg, 1963). According to Crocker (2007), “people pursue self-esteem by trying to prove that they have worth and value, and this pursuit affects the satisfaction of the fundamental human needs for learning, relationships, autonomy, self-regulation, and mental and physical health”. Crocker (2007) argues that this pursuit of self-worth affects not only the individual, but everyone around the person as well. Crocker and her colleagues (2001) constructed “Contingencies of Self-Worth Model” which includes five factors affecting the person’s self-worth:

- Virtue
- Support of family
- Academic competence
- Physical attractiveness
- Gaining others' approval

“Virtue” is related to measure how we value ourselves and give priority to our own needs and happiness. When we have a high degree of virtue, we feel more valuable in the society. At this point, our “family’s support” has a significant role on enhancement of our self-worth. In a family, when a child’s feelings are always suppressed and depressed, s/he feels inhibited and worthless. For that reason, these kinds of depressed children try hard to be efficient in terms of success so as to hide their feelings of worthlessness when they grow up. In contrast, children who are always praised in the family feel more valuable no matter how inefficient they are. Thus, these kinds of children try to hide their inefficiency by putting forward their feeling of

worthiness when they grow up. This also shows that “academic competence” also feeds the feeling of self-efficacy.

Also, “physical attractiveness” has a great role on self-worth. According to Davis and Katzma (1998, p.65), “there is a relationship between body-esteem, satisfaction of weight, depression and self-esteem among Chinese males and females in Hong Kong. It is indicated that especially, in females there is a significant relationship between bodyesteem and self-worth”.

Lastly, gaining others' approval is also significant for developing self-worth. Every humanbeing generally expect approval from others. However, in order to be happy in life firstly individuals need to make distinction between good and bad opinion of others. In this concept, we need to learn to approve of ourselves and realize our uniqueness and to feel about us that we are special and capable of doing marvellous things.

The second major dimension “Self-efficacy“ is described as the belief that one is capable of performing in a certain manner or attaining certain goals” (Ormrod, 2006). In other words, self-efficacy is one’s judgment that concerning the events in which s/he takes part, her/his actions will generate the designated and desired consequences. The person with a high degree of self efficacy believes that her/his success is the result of his own endeavor. In addition, in social occasions where a decision is to be taken, s/he is eager to take part in the process of decision making. In other words, s/he believes in his/her capacity to influence the final decision via participation. Some of the items which are used to measure self-efficacy dimension of self-esteem is “My successes are the result of my own skills and efforts,” “When I undertake a job, I completely believe in my capacity to manage it with success,” “When a decision is to be taken in an environment, I notice that my suggestions will be taken into account,” (Bogenç, 2005, p. 152).

“Self-efficacy” corresponds to a feeling of effectiveness and competence in one’s actions (Bandura, 1986). According to psychologist Albert Bandura (1994, p. 71), self-efficacy is defined as “people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave”. He indicates four sources affecting self-efficacy.

First, “Mastery Experience” is the most significant factor affecting a person’s self-efficacy. According to Bandura (1994, p.72), “youngsters who enter adolescence beset by a disabling sense of inefficacy transport their vulnerability to distress and debility to the new environmental demands. The ease with which the transition from childhood to the demands of adulthood is made similarly depends on the strength of personal efficacy built up through prior mastery experiences”.

Second, “Modelling” is the other factor which affects a person’s self-efficacy. In social life, people sometimes make comparisons between others on the basis of their achievements, effectiveness and success; hence, they have the feeling of “If they can do it, I can do it as well.” At this point, modelling has a significant effect on individuals’ seeing their capabilities and monitoring themselves to find ways for how to develop them.

Third, “Social Persuasions” relate to encouragements and/or discouragements. People may be influenced by others’ speech, behaviours, hints, intends in social relations, and this may affect their confidence. When this kind of persuasion influences them positively, it also increases self-efficacy; however, when the influence is negative, it decreases a person’s self-efficacy.

Fourth, “Physiological Factors” have a great impact on self-efficacy. In distressful situations such as inhibition, stress, lack of concentration, fear, tenseness, fatigue, nervousness, and shakes, some people may not control their feelings which may influence their self-efficacy. People who are aware of their physiological responses to

events are not affected by distressful situations which may not affect their self-efficacy negatively. A generalized self-efficacy scale was designed to obtain optimistic selfbeliefs to cope with a variety of difficult demands in life. The scale has been originally developed in German by Matthias Jerusalem and Ralf Schwarzer in 1981 and has been used in many studies with thousands of participants. The content of the scale presented in Table 1 gives an idea of what Bandura indicates regarding factors affecting self-efficacy. It shows that a person who responds “Yes” to all items in the scale has a positive and high self-efficacy.

Table 1.**The General Self-Efficacy Scale (GSE)**

I can always manage to solve difficult problems if I try hard enough.
If someone opposes me, I can find the means and ways to get what I want.
It is easy for me to stick to my aims and accomplish my goals.
I am confident that I could deal efficiently with unexpected events.
Thanks to my resourcefulness, I know how to handle unforeseen situations.
I can solve most problems if I invest the necessary effort.
I can remain calm when facing difficulties because I can rely on my copingabilities.
When I am confronted with a problem, I can usually find several solutions.
If I am in trouble, I can usually think of a solution.
I can usually handle whatever comes my way.

3.2. What is High and Low self-esteem?

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

In this context, for a clear distinction between low and high self-esteem, it would be useful to clarify the term “self-knowledge”. Myers (1996, p.40) states that “even the Greek philosopher Socrates admonished: ‘know thyself’. We readily form beliefs about ourselves, and feel and do as we do. According to Lewis, there is one thing, and only one in the whole universe which we know more about, than we could learn from external observations”. That one thing is [ourselves]. We have inside information and our inner world is the key to external world. Koç and Gün (2007, p.16) give clear explanation of what we mean when we say “we know ourselves”. They indicated “The Window of Life”, and/or in other words “Johari’s Window” which has four areas as follows:

Table 2.

Johari Window

		Known to self	Not known to self
Known to others			
		Arena	Blind Spot
Not Known to Others			
		Façade	Unknown

A Johari window is a cognitive psychological tool created by Joseph Luft and Harry Ingham in 1955 in the United States, used to help people better understand their interpersonal communication and relationships. It is primarily employed in self-help groups and corporate settings as a heuristic exercise.

Each window describes the one person and his/her knowing himself/herself. The "Open Arena" quadrant represents what I know about myself and what others know about me. This is the information we do not hide from others such as names, occupations. Although it shows factual information, sometimes feelings, needs, wants, desires are also included. As we know each other better, the circle is narrowed.

The "Blind Spot" quadrant represents the information I do not know, but the others know. To illustrate, I am very stubborn but I am not aware of this. This is the area that we do not want to accept.

The "hidden", "facade" quadrant represents the information that I know but the others do not know. This contains information we wish to keep private to ourselves, such as dreams or ambitions.

The "unknown" quadrant represents things that neither I know about myself, nor others know about me. It represents the participant's behaviours or motives which were not recognized by anyone participating. This may be because they do not apply, or because there is collective ignorance of the existence of them.

In conclusion, people who have high self-esteem increase the area of Facade and Blind spot and make them open area as much as possible. However, people who have low self-esteem try to hide their feelings, opinions, needs and thus; increase the Facade quadrant as they are concerned about isolation by others. In addition, people who have low self-esteem give a big place to the Blind Spot Area. They always use defence mechanism to explain their behaviours and reject negative criticism.

According to Rosenberg (1968), people who have low self-esteem have less enthusiasm to succeed and experience difficulties in social relations, such people have a neurotic tendency. Bilgin (2001) explains the characteristics of the people who have low self-esteem as: being inharmonious with themselves, having a tendency to blame themselves, seeing themselves worthless, despising the good things they have done,

being resistant to changes, and artificial. However, people who have high self-esteem are in harmony with themselves, open to changes, think realistic about their abilities, use their skills rationally, realize their justice to live, have a basic instinct to go further and make an attempt, and they are affected or disappointed less by social events.

Also, according to Koç and Gün (2007, p.220-221), there is a distinction between the characteristics of people who have high and low self esteem. Table 3 below summarises the differences.

Table 3.

Differences between the characteristics of people who have high and low self esteem

HIGH SELF-ESTEEM	LOW SELF-ESTEEM
<ul style="list-style-type: none"> - trustworthy -happy -in the control of themselves - optimistic - vivacious - feeling themselves valuable - decisive -feeling themselves efficient - sure of themselves - initiative 	<ul style="list-style-type: none"> - untrustworthy -unhappy -dependent on others - pessimistic - dull - has a sense of worthlessness - indecisive - feeling inefficient - unsure of themselves - anxious - full of shame and regrets

Koç and Gün (2007, p.220-221)

In that sense, in order to develop our self-esteem, it would be useful to find out the factors affecting the self-esteem.

3.3. Factors Related to Self-esteem

According to Torucu (1990), identity of individuals is shaped in the very first years of life. Thus, self-esteem affects personality and characteristics of individuals. Also, there are different factors affecting self-esteem which also help shaping personality traits of adolescents. The most important ones are internal locus of control, sense of belongingness and acceptance, and sense of competence.

3.3.1. Internal Locus of Control

Myers (1996, p.47) explains internal locus of control as “the extent to which people perceive their lives as internally controllable by their own efforts and actions or as externally controlled by chance or outside forces”.

The term was developed by Julian Rotter in 1954 as an important aspect of personality. Rotter (1975, p.22) explained that “internality and externality represent two ends of a continuum, not an either/or typology. Internals tend to attribute outcomes of events to their own control. Externals attribute outcomes of events to external circumstances”.

Myers (1996, p.48) points out that “those who see themselves as internally controlled are more likely to do well in school, successfully stop smoking, wear seat belts, practice birth control, deal with marital problems directly, make lots of money, and delay instant gratification in order to achieve long-term goals”. The characteristics of the people who have internal and external locus of control are presented in Table 4 below:

Table 4.**Characteristics of Locus of Control Orientation**

- Internals are more likely to work for achievements, to tolerate delays in rewards and to plan for long-term goals, whereas externals are more likely to lower their goals.
- Internal locus of control is associated with increased ability to delay gratification
- Internals are better able to resist coercion. This relates to higher outer-directedness of externals.
- Internals are better at tolerating ambiguous situations and that internals may be less prone to depression than externals, as well as being less prone to learned helplessness.
- Internals are known to be more guilt-prone than externals.
- Externals are less willing to take risks, to work on selfimprovement and to better themselves through remedial work than internals.
- Internals derive greater benefits from social supports.
- Internals make better mental health recovery in the long-term adjustment to physical disability.
- Internals are more likely to prefer games based on skill, while externals prefer games based on chance or luck.

Rotter (1966, p. 23)

3.3.2. Sense of Belonging and Acceptance

Another factor affecting self-esteem is the sense of belonging and acceptance. As Myers states (1996, p.481),

“We, humans, have an intense need to belong somewhere. Bonding with others in close, and enduring relationships facilitate survival of individuals and groups. Seeking relationships, we spend time and money to make ourselves attractive. Gaining an intimate relationship, we feel joy; losing a soul-mate relationship, we feel pain”.

It is crucial to say that especially young people’s accepting themselves correlates with others’ accepting them as there is a positive correlation between accepting oneself and social acceptance. People who have low- self esteem tend to isolate themselves from the social environment.

3.3.3. Sense of Competence

The last crucial factor affecting self-esteem is the sense of competence. This factor is related to self-efficacy and to how good people are in a task. According to Myers (1996, p.51), “the benefits of self-efficacy come from succeeding in challenging tasks. People who believe in their own competence and effectiveness, and who have an internal locus of control cope better and achieve more than those who have learned helplessness, pessimistic outlook”. People who have a sense of competence do not fear to take risks in life; know that they have special talents; feel strong in achieving hard tasks; are open to positive and negative criticism, and do not always tend to use defence mechanisms.

Arkonaç and her colleagues (2006, p.20) examined some psychological phenomena and variables related to self-esteem. They found that these psychological phenomena have positive and negative relationship with self-esteem. While creative strategies, high motivation and positive emotional state have positive correlation with self-esteem, depression, anxiety, lack of motivation and tendency to commit suicide correlate negatively.

3.3.4. Other Factors affecting self-esteem

According to Coopersmith there are four basic factors in the development of self-esteem: (cited in Bilgin, 2001)

1. The level of the interest, reception and respectful behaviours the individual received by the ones who have a great role in their lives.
2. Individual's achievement, the situation that he is in and the position he has.
3. The individual's response to the evaluation that is made for him by others.
4. Whether the individual achieve the goals which are established by him or by the others.

As it will be indicated later, parents and teachers have a great influence on pupils' self-esteem. Firstly, the parental attitudes and the reactions of the people in children's immediate surroundings also affect pupils' self-esteem positively and negatively permanently. This is the main reason for developing high and low self-esteem of pupils. The parental attitudes depending on value and unconditional love are expected to increase the self-esteem levels of the children and appreciate themselves more. In this concept, Coopersmith (1967), determined that when the parents express their acceptance for the pupils and they indicate the boundaries clearly to them and when they respect the children's ideas, the children are in tendency to have higher self-esteem.

On the other hand, the parental attitudes which depend on the evaluation, control and shape for the children's behaviors and the unhealthy communication between the child and the parents are considered to cause diminishing the child's self-esteem (Dilek, 2007). Thus in literature there are some researches indicating that the parental conflicts have a negative effect on the communication between the parents and in parallel with these, they have a negative impact on the children's self-esteem. (Amato, 1986:406)

When the children meet with the school for the first time not only the parents but also the teachers have a great influence on their self-esteem. Piskin (2003) who touch upon the significance of the effect of student-teacher interaction on children's self-esteem has the following remarkable opinions:

“The pupils are known to be influenced by the individuals who have higher status and build a close relationship with them. In our country, the teachers have a highly regarded place in the eyes of the pupils. However, as it is observed in general it is hard to build that kind of close relationship. Therefore, the teachers who have a significant role in pupils' lives and prestigious place in pupils' eyes need to build up close and sincere relationships with the pupils in order to increase the pupils' self-esteem levels. It shouldn't be forgotten that the development of pupils' self-esteem is directly related to the qualified teacher-student interaction.”

It is expected that the communication and interaction established by teachers depending on the valuation, unconditional love and acceptance have a positive effect upon pupils' self-esteem. However, contrary situation is expected to have a negative influence on self-esteem.

Moreover, there are also some other factors effecting the self-esteem of the individuals rather than parental and teacher attitudes. Views investigating the factors that affect pupils' self-esteem concentrated upon social communications and interactions. (Cevher, 2004)

On the other hand, the achievements of the pupils and their success also have a positive impact upon their self-esteem. There are lots of researches which indicate that the level of the pupils' self-esteem increase according to the increasing academic achievement. For instance, Çankaya (2007) identifies that the level of the High School first and second grade pupils' self-esteem change according to their academic achievement and the pupils who have a high academic achievement also have high self-

esteem scores. According to Çankaya (2007) this finding reveals that the higher the pupils' academic achievement is, the higher their self-esteem is.

The reaction the individual give to the evaluation of the others for him is the other factor that affects self-esteem. For example, if the child who place a great reliance to his parents in childhood believes that his parents have a negative opinion about him, he will easily accept and internalize this negative idea and this will directly determine and effect his self-esteem. As a result, the child could have low self-esteem. However, in adolescence period, the individual starts not to accept this negative opinions about him immediately. For instance, when the adolescents criticized by their parents negatively, they overcome this situation via taking the ideas of people in the same age with them and people in their environment. If the ideas vary and conflict from one environment to other for the same situation, they will evaluate these ideas and consider the positive ones as a reflection of them and will be able to guide their self-concept. Achieving or not accomplishing the goals set for the individual by the others or by himself and the appropriateness of these goals to his potential is also another factor which affects self-esteem. When the individual reach a goal appropriate to his potential, the positive feedback he received will directly increase his self-esteem level. However, if this goal is not appropriate for his potential and if the individual can't achieve the goal, this will reason diminishing the self-esteem level. The significant thing is that the individual should be given appropriate tasks in order not to effect his self-esteem negatively and should be encouraged and reinforced to believe in himself and success.

The factors mentioned above effect the lower dimensions of self-esteem which are social self-esteem, personal self-esteem and academic self-esteem.

3.4. How to Develop Self-esteem?

It is very important for teachers and parents to figure out the level of self-esteem that learners or children have. There are lots of tests to measure self-esteem. Also, some kinds of behaviours of children give us clues about their self-esteem. To

illustrate, a child or a teen with high self-esteem tends to act independently, takes responsibility, solves complex problems, takes risks, and handles negative criticism, values himself, and feels successful. On the other hand, a child or a teen with low self-esteem tends to be dependent on others, gives so much importance to others' words, wants to be loved and cared for, always feels unloved and regrets, uses defence mechanism, does not want to confront with her/his mistakes, and does not tolerate negative criticism. These kinds of people always isolate themselves from the social life and try not to communicate with others; and tend to have a feeling of regression, inhibition depression, stress, neurotic, and have sexual problems, eating disorders and communication problems. In order to have a healthy social relationship with the inner and outer world, a child's self-esteem needs to be developed. Both teachers and parents have a significant role on enhancement of self-esteem. First of all, parents will be sensitive about their children. According to Frank (1996, p.47), "when parents behave as if they, themselves, are their one and only child; when parents do not provide a stable, safe, and supportive environment; when parents abuse, neglect, coerce, and criticize; when parents do not serve as role models or offer guidance; when parents and children mismatch, then children can not be children. Instead they became ugly, bad, and unacceptable in their own eyes".

To sum up, in order to develop caring, responsible and strong children, adults need to have a positive view of themselves and serve as role models for their children. Also for teachers, knowing how to foster self-esteem of students is a crucial factor on their psychology and academic career. Collins, Brown and Newman (1989, p.481-482) summarize the roles of the teachers as follows:

-Modelling - involves an expert's carrying out a task so that student can observe and build a conceptual model of the processes that are required to accomplish the task. For example, a teacher might model the reading process by reading aloud in one voice, while verbalizing her thought processes (summarize what she just read, what she thinks might happen next) in another voice.

-Coaching - consists of observing students while they carry out a task and offering hints, feedback, modelling, reminders.

- Articulation - includes any method of getting students to articulate their knowledge, reasoning, or problem-solving processes.

-Reflection - enables students to compare their own problem-solving processes with those of an expert or another student.

-Exploration - involves pushing students into a mode of problem solving on their own. Forcing them to do exploration is critical; if they are to learn how to frame questions or problems that are interesting and that they can solve.

In conclusion, it is indicated that teachers have a great role on the improvement of students' self-esteems. For that reason, it is significant for them to realize the importance of the relationship between the creative activities in teaching process and the feeling of students.

3.5. Self-esteem and Parental attitudes

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

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

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

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

In line with this three-level model of personality formation, Bronfenbrenner & Morris (1998) have proposed a four-level model of psychological development. According to this ecological approach (Bronfenbrenner & Morris, 1998, p.993), human beings have ecologies as do other living beings. This ecology is composed of four forms of systems: "microsystems, mesosystems, exosystems and macrosystem" (Bronfenbrenner & Morris, p.996). Microsystems correspond to Pettigrew's meso level which consists of an individual's immediate environment where s/he engages in face to

face interaction with parents and siblings at home, adults and peers in the neighborhood, and peers and teachers at school. Above those systems, there are mesosystems which are composed of home, school, and neighborhood settings as constituting a more general social context as social institutions. Above the mesosystems, there are exosystems with which the child does not have a direct interaction despite being indirectly influenced, through the channels of the parents, other adults, and peers. These systems include institutions as mass media and local government. Finally, the macrosystem signifies the dominant beliefs and ideologies in the society. In other words, macrosystem stands for cultural characteristics of the society in which one lives. As the model proposes, these four forms of systems are in constant interaction as a result of which individual's personality is shaped. Even at the time when the child does not have a conception of the systems above the micro one, s/he is influenced by them indirectly through the characteristics of the interactions in the microsystems. In other words, adults around the child are influenced from their social contexts in various levels which are reflected in their attitudes and behavior, which in turn determine how the people behave toward the child. Therefore, child's personality is shaped with the active involvement of all forms of systems. In this model, parents play the role of child's window, opening to the broader world. Parents are also crucial in shaping how the child perceives herself/himself considering the role of significant others in the formation of child's self-esteem (Cooley, 1902). In this respect, the way parents treat their daughters and sons is considered as a major factor in explaining one's personality.

How a certain type of parents' attitude reinforces a certain way of behavior has been investigated in Baumrind's research (1966), results of which point to three major types of parents' attitude: "authoritarian" (p. 890), "authoritative" (p. 891), and "permissive" (p. 889). In the model of authoritarian parenting, child's behaviors are controlled according to a set of rules which are put according to a standard coming from tradition. Obedience is favored as a virtue in itself. Rather than letting the child rely on her/his will and coming from her/his needs and interests in decision making, the child is expected to act according to the rules of conduct which are legitimized as coming from

an authority, not as stemming from reason. Moreover, parents refrain from providing an explanation for their decisions to their child. When parents encounter a behavior of which they do not approve, they tend to apply punitive measures without explaining the reason. The outcome of such type of parenting is that the child lacks the social skills to initiate social interaction with others. S/he lacks social competence and self-esteem. When a requirement to make a decision occurs, the child of authoritarian parents feels difficulty in giving independent decisions and needs the help of an outside authority to decide for her/him. Typical personality characteristics of preschool children of authoritarian parents are summarized as other-directed, withdrawn, lacking curiosity and social competence (Baumrind, 1971)

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

The final pattern of parenting is the authoritative parenting, which, according to Baumrind, is the one which brings about the most psychologically healthy children in the sense of having the capability to balance independence and responsibility. Authoritative parenting involves guidance of child's activities on a rational basis. In other words, the child's behavior is controlled according to the specific conditions of the issue at hand. Contrary to the authoritarian parent, who demands obedience from the child for the sake of the legitimacy of the authority, authoritative parent adjusts her/his tendency to direct the child according to the character of the event. That is, according to

authoritative parent, if that issue is perceived as requiring exercise of control, s/he exerts control in an intensity that the condition requires. In that case, the parent explains the rationale behind her controlling behavior. This behavior is part of the parental attitude which gives importance to verbal communication with the child. Authoritative parenting is considered as the only type which maintains a balance between freedom and duties in child's life. As quality of independence is encouraged, duties are not underestimated. Parents have expectations from child at home and at school; however, the standards are set according to child's capabilities and interests. The children of authoritative parents tend to be self-reliant and self-controlled. They tend to be content in general, and they display curiosity about their environments (Baumrind, 1971). Concerning social relations, they have the skills to start and maintain social interaction. Besides, they are eager to assume responsibility and take initiative in social contexts and tend to rely on themselves in decision making.

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

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

is raised by authoritarian parents who exercise strict and unquestionable control over their children.

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

Psychological control refers to the control over the child's individuality. Imposing on the child a certain type of personality is one major characteristic of psychological control. When the child does not think or feel according to the model in the parents' mind, the child is exposed to psychological pressure such as threat to withdraw love, inducing feelings of guilt upon the child, etc. Such parents do not favor that the child disagrees with the parents or criticize their opinions or decisions. This attitude is also called intrusive parenting (Barber Ed., 2002), for an intrusion to child's individuality occurs. Opposite of psychological control, psychological autonomy signifies an acknowledgement on the part of the parents of the child as an individual with peculiar feelings, opinions, hence with a peculiar personality. Knowing that, parents respect the child's ideas and attitudes. Thus, during verbal communication with parents, the child is listened to carefully; furthermore, her/his statements are taken into account.

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

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

child's friends in a similar way. With respect to the communication between the parent and the child, the child feels free to communicate with the parent on any matter. In sum, democratic parenting is the combination of psychological autonomy and acceptance.

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

As far as the outcome variables, social competence is operationalized as adolescent's belief about whether or not "s/he has many friends and s/he can make friends easily" (Maccoby & Martin 1983, p.1054). The other variable, self-reliance is defined as adolescent's capability to make decisions without extreme reliance on others," (Maccoby & Martin 1983, p.1055). The findings have demonstrated that democratic and authoritative parenting styles positively correlate with social competence and self-reliance.

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

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

Erkan, Güçray, and Çam (2002) have investigated if adolescent social anxiety is related to parental attitude. Defined as fear of negative evaluation, social avoidance and distress, social anxiety has been found to be connected to parental attitude such that democratic parenting style correlates negatively with the level of social anxiety whereas protective-demanding and authoritarian parenting styles have been found to be positively related to the level of social anxiety. This study has revealed that while democratic attitude is associated with psychosocial skills (Ari & Şahin Seçer, 2003); undemocratic parenting is associated with psychosocial disorders such as social anxiety.

Second aspect of Erkan, Güçray, and Çam's (2002) study is that, like Arı & Şahin Seçer's study; it has employed Kuzgun & Eldeleklioğlu's scale of parental attitudes; furthermore, the fact that they have found significant differences between different parental attitudes constitutes a support to the validity of Kuzgun & Eldeleklioğlu's model.

Combining several aspects of psychological states and personality qualities, Chirkov & Ryan (2001, p.623) have brought in the construct of psychological well-being in order to look for its relation to parental attitude. Psychological well-being is constituted of four dimensions, which are "self-esteem", the lack of "depression", "selfactualization" and "satisfaction with life". Self-esteem has been measured by using Rosenberg's (1963, p.632) self-esteem scale. As far as depression, a test looking for depression symptoms has been used. Furthermore, self-actualization has been operationalized as one's "orientation toward self-acceptance, self-realization, and intimate relationships". Finally, satisfaction with life has been conceptualized as the extent that the individual feels content with her/his life.

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

Chirkov & Ryan (2001) have searched for the relation between parental autonomy-support and psychological well-being in Russian and American adolescents. The results have revealed that psychological well-being correlates positively with parental autonomy-support for both American and Russian samples without a significant difference between the two in terms of the relation between the two variables. The

results lead to the proposition that the need for autonomy is a universal quality given that it is related to psychological well-being in two different cultures.

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

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

worth, self-efficacy, and general self-esteem which are clarified in the previous pages of the chapter.

3.6. Studies on Parental Attitudes and Self-Esteem in Turkey

Kuzgun (1972) investigates the effect of democratic and authoritative parental attitudes on the level of the students' self-realization and he finds out that while the democratic parental attitudes have a positive impact on creating an appropriate atmosphere for individuals to realize themselves, the authoritative parental attitude affects individuals' self-realization level negatively.

Atalay (1976) indicates that conflict and disagreement issues between parents and children changes according to the region they live in. In villages, the major conflict issues consist of marriage (made selection), choice of profession (interference of choice of profession, wish for finding a job out of the village, wish for work out of the village), and the clothes. Tezcan (1981) finds out that in town settlements, the conflict issues are varied like education and school problems, choosing of professions, political issues, going out at night, forcing to stay at home, choosing of friends, spare time occupation, disregarding the tradition, helping to housework, the relationship between siblings, the friendship of opposite sex.

Gökçe (1984) makes a research related to "The expectations and problems of secondary school teens in Turkey" and states that %17 of students perceive their parents as offensive to them physically and %13,4 of them declare that they are infantilized.

Bilal (1984) does research titled "The effect of authoritarian and democratic perceived parental attitudes on children's adaptation level" by selecting 706 samples from the senior students enrolled at a public school in Ankara and obtains significant results. It is revealed that the democratic parental attitudes create more convenient and effective conditions for children's personal, social and general adaptation level compared to the authoritarian parental attitudes.

Füsun Çetin (1985), applies the Rosenberg Self Esteem Scale to 205 teens in high schools and examines the relationship between high, middle and low level of self-esteem and different variables. The results ensure that there is a significant relationship between self-concept variable and self esteem. The adolescents with high self-esteem are the ones whose self-concepts' show least variety . The more self esteem they have, the more confident they have on people. It is indicated that there is a strong relationship between the adolescents' depression and their self esteem. Most of the teens that haven't got any symptoms of depression have high levels of self- esteem. It is observed that if the symptoms of depression increases, the level of self- esteem decreases (Yörükoglu, 1986).

Abacı (1986) finds a meaningful relationship between the democratic, authoritarian and careless parental attitudes; and the level of constant and instant anxiety level in the reserach she carried out with university students.

Sarı (1988) does a group counseling study by selecting 80 students who are secondary graders in primary school. In this study, the effect of group counseling on students' problems and students' self esteem are examined. In the end, it is discerned that while the level of participant students' problems decreases, their self-esteem level increases.

Güngör (1989) figures out that when parents' income level increase, teens' self-esteem level increase, too. The children whose parents' educational backgrounds are secondary or high have high self-esteem while the children whose parents' educational backgrounds are low have low self esteem.

Can (1990) has similar results in his study titled "The factors that affect high school students' self-design" by selecting 1094 students. These are indicated above;

-The students who perceive parental attitudes and behavior as tolerantly have higher self-esteem comparing to the students who perceive their parents as authoritarian.

-When the level of students' self-design is analyzed regarding the parents' socio-economical and cultural structures, students whose parents' socio-economic and cultural level are middle or high have higher self-design compared to the students whose parents are in low level.

-Students who get on well with their parents build higher self-esteem than the students who don't get along with their parents. The students whose mother and father get along with each other have higher self-esteem than the students whose parents don't get along with each other.

-There is no significant difference in gender variable.

-Students whose parents are satisfied with their children's achievement level, have more self-design than the students who are expected to have maximum achievement which is over their capacity or who aren't criticized even they show success under their capacity.

Düzgün (1990) assesses the relationship between the parental attitudes and psychological symptoms of high school students in his research titled "The relationship between psychological symptoms of students and parental attitudes". The survey is done by selecting 448 students. 255 of them are females and 255 of them are males. Students' psychological symptoms are measured with "Brief Symptom Inventory (BSI)" and parental attitudes are measured with "Parental Attitudes Inventory (PAI)". The research indicates that parental attitudes have a significant impact on students' hostile, somatization, depression, anxiety and negative symptoms of ego. It is deduced that while authoritarian parental attitudes affects students' symptoms in a positive way, democratic parental attitudes affect negatively. Careless parental attitude effect is not found meaningful statistically.

Öztürk (1990) finds results that indicate authoritarian parental attitude affects negative features whereas democratic attitude affects positive features in his research

named “The affect of parental attitudes on university students’ sense of independence, relationship, dominance, self-reproach and aggressiveness level”. The teens that grow up in democratic environments have higher sense of independence, sense of feeling, relationship, dominance; but low sense of aggressiveness and self-reproach when compared to the ones who grow up in authoritarian environments.

Aydın (1991) states in his study that the environment of high under pressure and discipline have an impact on children’s self acceptance.

Maşrapacı (1994) collects 347 samples for his study called “Examining the self-esteem levels of Hacettepe University first grade students regarding to different variables”. At the end of research, it is monitored that having close relationship between father and close friendships between people from opposite sex raise pupils’ self-esteem level.

According to Güven’s survey (1994) called “The effect of perceived parental and teacher attitudes of the students who follow different types of curriculum on self-concept”, it is figured out;

-Regarding students’ parents’ socio-economical backgrounds, emotional mood, body and self image, social relationships and world domination, students with low, middle low and middle socio-economical backgrounds have more positive self-esteem than those who have high and middle high socio-economical backgrounds.

-While the points of self-esteem increase, the points of parental attitudes decrease.

Duru (1995) examines the relationship between self-esteem and parental attitudes in his study. The results indicate that students having high level of self-esteem perceive their parents’ attitudes as democratic while the students having low self-esteem perceive their parents’ attitudes as authoritarian. In other word, there is a meaningful and significant relationship between self-esteem and perceived parental attitudes.

Arıcak (1995) studies the effect of parental attitudes on self-esteem in his survey related to the university students. As a result, adolescents who consider themselves growing up with a democratic parental attitude have higher self-esteem comparing to the students who consider themselves growing up in authoritarian parental attitude. Also gender variable doesn't affect self-esteem.

Hatipoğlu (1996) does a research with 619 secondary school students and finds a meaningful relationship between the attitudes of mum in childcare and adolescents' self-esteem levels. Adolescents who perceive their mother as "concerned and compassionate" and "showing consistent discipline" show positive relationship between their self-concept points and perceived attitudes. However, it is found out that there is an opposite relationship between self-concept points and emotional punishment attitudes. There is not a meaningful relationship between the points obtained from protectiveness, physical punishment and pressure of being successful and the points obtained from self-concept.

Aştı and Bilgin (1997) make a research on adolescents which indicate that adolescents accepted positively by their parents and friends have high self-esteem level. It is also determined that adolescents who spend their spare time actively have higher self esteem.

According to Günalp (1997) who conducted a thesis study which investigates the effect of different parental attitudes to the self-esteem of pre-school children, democratic parental attitude is emphasized to have strong effect on the children's development of self-esteem and the authoritarian, irrelevant, and protective parental attitudes are claimed to have a negative impact on children's self-esteem.

Demirtaş (2007) investigates parental attitudes towards English Language Learning and students' perception of their parents' attitudes. In the light of the findings of the study it is revealed that parental attitudes and students' perceptions of these attitudes are very similar regarding their grade level or place they live in and the general

attitudes of parents towards English and their children's learning English are positive. As Demirtaş (2007) declared in the thesis study, parental attitudes on English Language learners' achievement performances and parental attitudes towards learning English needs to be investigated in a broader context in the further research.

According to the results of the thesis study conducted by Ünüvar (2007) which examined whether there is a relationship between the high school students' self-esteem and perceived parental attitudes, a significant difference was found between the students' school and their parental attitudes (authoritarian, indifferent and protective).

3.7. Studies on Parental Attitudes and Self-Esteem in the world

In Landis' and Stone's (1952) research on high school students who grow up with democratic and authoritarian attitudes reveals that students who grow up in authoritarian family mark more problems than the other students. It is examined that the adolescents who grow up in authoritarian parental attitude have wish to run away, intrinsic and exterior conflict, having blind confidence in authoritarian or assaultive. It is stated that the adolescent who grow up with democratic parental attitude are single-minded, independent, have self-management and successful.

Bronfenbrenner (1960) claims in his survey that if the father has the responsibility in child-care, sons have more responsibility in their life. In mother dominant family, daughters have self-confidence. In this case, in order to grow up in a good way, mothers have an important role on daughters and also fathers have an important role on sons. In those adolescents families neither mothers' dominance nor fathers' dominance can be discussed.

Duncan (1971) asserts that students whose parents grow up them in consistent, well-supported and supervised them have high self-concept. Hence, it means that those children are the individuals who have self-confidence, self determining abilities and they can easily build good relations.

Rosalind (1978) emphasizes in his research about the effect of self-concept on communication with adolescents and the negative relationship of adolescents with their parents cause to adolescents' negative self-concept.

Openshow, Thomas and Rollins (1984) analyzes the effect of parents on adolescents' self-esteem. During the preparation of the samples, self-evaluation information is conducted from 184 families. While selecting the families the following criteria are determined:

- the families with two male adolescents
- families with two female adolescents
- families with the eldest male adolescents
- families with the youngest female adolescents
- families with the eldest female adolescents and
- families with the youngest male adolescents. Scales are applied to 348 adolescents and their parents. At the end, it is monitored that;
- Males' self esteem is the function of reflected appraisal of parents rather than the adolescent model of parents' self esteem.
- Female adolescents are affected by their parents more than the male adolescents.

Harper and Marshall (1991) analyze adolescents' self esteem and their problems. It is revealed that female adolescents state more problems and have less self-esteem than male adolescents.

Nielsen and Metha (1994) figure out the correlation of multiple dimensions of self-esteem in their study with 119 normal and 30 clinical adolescents. They determined the preceding issues:

- 1- Efficiency of social self esteem
- 2- Relative value of self esteem

- 3- Efficiency of social self esteem
- 4- Four dimensions of self esteem

It is ensured in the research that normal group takes higher mark in each dimension of self esteem than the ones who are clinical ones; for efficiency of self esteem, in each group, males take higher marks than females, but also in all dimensions there is no meaningful difference between male and female adolescents.

In Vo's survey (1995), 116 African American and Spanish American adolescents living in health clinic are taken as participants. Adolescents' self esteem are measured by Coopersmith's self-esteem inventory. Gender and racial variables are analyzed and there is not a meaningful difference found for general self-esteem. Females' results are higher in all level of school and general self-esteem. However males' home self-esteem points are higher.

Bologna and his friends (1996) make a research by selecting 214 adolescents from Switzerland whose ages are 12, 13, 14. The results ensure that females have less self-esteem than males.

The other research done by Wenz (1997) investigates whether there is a relationship between arc level of stress, social support and school anxiety. As a result, it is determined that there is a relationship between the high academic stress and the low emotional support of friends and family and the low level of academic self-esteem. It is observed that the effect of the stress, rules and teachers on school loyalty level of adolescents can be changed with the support of the persons from out of the family.

Chup and his friends (1997) examine whether the self-esteem and locus control in high school years is changing or not and whether there is a gender difference in this variable or not. 174 9th grade students participate the survey in 1989 and survey techniques are applied in every spring during 4 years long. During 4 years, not only self-esteem and control is measured, but also gender variable is investigated. As a result, it is

monitored that for female students' low self esteem points have a meaningful effect on locus control.

Mc Gee, Williams (2000)'s research on adolescents in New Zealand examines the relationship between the global and academic self esteem and the unfit behavior monitored on adolescents. As a result, global self esteem affects the unfit behaviors such as eating habit problem, suicidal, using drug. It is indicated that there is not a relationship between academic self-esteem and using drug and early sexual intercourse.

3.8. Summary

This chapter started with a general definition of self-esteem and general factors related to self-esteem. The ways of developing self-esteem were clarified and the significance of self-esteem for pupils was underlined. Moreover, the relationship between the self-esteem and parental attitudes was discussed. Finally, the chapter informed about the studies on parental attitude and self-esteem in the World and Turkey.

CHAPTER 4

PARENTS IN THE LEARNING PROCESS

4.0. Introduction

This chapter reviews literature on human learning. Firstly, it aims to find out some different answers to the question “what is learning?” and reveals the factors related to learning. The chapter also aims to describe the vital role of parents in their children’s learning process. In addition to this, the issues such as the importance of parental involvement and the role of parental attitudes in language learning process are examined.

4.1. Learning and related factors

Learning and its highly complex nature has been one of the most important matters of research for many centuries. Especially the issue of how learning takes place has been the focus of attention all these years. However, being a highly complex process, learning is not understood even today. Therefore, it is obvious that research and analysis on learning will undoubtedly be continued by many philosophers and psychologists for many centuries more (Pollard, 1997).

It is a well known fact that every organism has to fit its environment in order to survive. On this account, an organism gains this ability by means of learning process, thus it learns what is positive or what is negative to survive. Owing to its vital place in humanity and its complex nature, the definition of learning has been a matter of discussion for many years. Naturally, there are many different learning definitions in literature due to its complex structure. Brubaker (1982) defines learning as changes caused by experiences that are the natural results of an individual’s interaction with oneself, others and his/her environment (Brubaker 1982 cited in Senemoğlu 2001: 94). Woolfolk (1993) also makes a similar definition of learning.

According to Woolfolk (1993: 196) learning can occur by means of individual experiences that cause permanent changes in individual's behavior and knowledge. While many psychologists agree on this definition, some of them emphasize the change in knowledge and others the change in behaviors. At this point, cognitive psychologists focus on changes in knowledge and they believe that learning is an internal mental activity that can not be observed directly. On the other hand, learning does not only contribute to the growth process of an individual but also the changes that occur in a time period in the tendencies and competency of an individual (Gagne 1983 cited in Senemoğlu 2001). Furthermore, all these experiences are the consequences of individual's interaction with his/her environment. In view of the fact that learning does not only indicate a single, abstract process occurring in an individual's mind, learning indicates a process in which many different factors unite (Woolfolk, 1993).

Above all, Brown (2000:7) maintains that the one who searches in the contemporary dictionaries can encounter with the following definition; "learning is acquiring or getting knowledge of a subject or a skill by study, experience or instruction". Brown (2000:7) further explains that breaking down the components of this definition of learning can give us some domains of research and inquiry which are indicated below:

1. Learning is acquisition or "getting."
2. Learning is retention of information or skill.
3. Retention implies storage systems, memory, and cognitive organization.
4. Learning involves active, conscious focus on and acting upon event outside or inside the organism.
5. Learning is relatively permanent but subject to forgetting.
6. Learning involves some form of practice, perhaps reinforced practice.
7. Learning is a change in behavior.

In the light of all these definitions, it becomes more apparent that learning is a change in behaviour, a mental process, and a comprehension process. In order to understand the complex nature of learning process, it is possible to list plenty of variables related to learning in different orders. For instance Ulusoy (2003:143) classifies them under four main categories containing all these variables. These are the variables related to learner, learning method, kind of learning material and learning environment.

It is quite obvious that all these four variables are effective equally. However, considering the fact that learning can not occur in a vacuum, those variables which are related to learner and learning environment gain specific importance since learning is a product of social interactions. As it is stated above, learning necessitates a holistic point of view because it is not a singular phenomenon and at this point interpersonal relations and interactions gain an important role (Plas 1986 cited in Williams and Burden 1997).

Variables that are related to the learner can also be named as personal variables such as readiness, maturation, age, intelligence, motivation, physiological state, former experiences and individual differences. These variables can easily influence each other (see e.g. Brown 2000; Ulusoy 2003). However, individual differences affect learner's learning motivation, learning level, his/her attention and permanence of learning. Ulusoy (2003) further adds that heredity and learning environment has a role on individual differences to come into existence.

However, learning environment easily differs from the other variables when its constituents (interior dynamics) considered. Thereby, it seems to be discussed as a multidimensional factor. For example, Bronfenbrenner (1979) argues that to understand any person's development, their ecology (e.g. the environmental systems surrounding them) should be taken into consideration. At this point, he analyses the learning environment in three different phases. First of these is the 'microsystem' which contains the child's most important relationships with parents, teachers, siblings and peers. Next

comes the ‘mesosystem’ which expresses a broader range of interactions, e.g. home-school relationship and finally, ‘macrosystem’ which involves the whole culture of the society (Bronfenbrenner 1979 cited in Williams and Burden 1997: 189). In this context, learning environment seems to be a dominant variable that will affect learning in a number of possible ways.

It is possible to remark that each individual is an inseparable part of a social system, and on this account learning environment must be viewed as the most important factor that affects learning. Similarly, Williams and Burden (1997) explain that learning occurs as a result of social interactions. Besides, they emphasize the importance of learning environment. Similarly, Pelletier and Brent (2006: 46-47) point out that learning process of a child exists in a social structure. For example, parents transfer their own experiences, life skills, abilities and attitudes to their children as being one of the first and the most important teachers of their children. At this point, Cassity and Harris (2002) points out positive or negative attitudes of parents as being one of the significant factors affect children’s learning process. For instance, parents with positive attitudes towards schooling affect their children in a positive manner yet, parents with negative attitudes do the opposite. On the other hand, parents’ former experiences give shape to parents’ personal features that may also affect their attitudes towards their children’s learning (McNergney and McNergney, 2004).

Likewise, foreign language learning is also affected by a set of different factors. For example, there are many internal and external factors that affect language learning phenomenon. Internal factors can be classified as personality factors within a person that contribute to success of language learning while external factors can be classified as sociocultural factors that refer to the language learner who brings not just two languages into contact but two cultures (see e.g. Brown 2000). Taking these factors related to language learning into account, Gardner and Lambert (1972: 1) start with a simple question “How it is that some people can learn a foreign language quickly and expertly while others give the same opportunities, are utter failures?” As can be inferred, this

significant question stresses one more time the fact that foreign language learning is influenced by certain factors.

Ekmekçi (2003:92) classifies the factors that affect foreign language learning as follows; quality of learner, structure of language, learning environment, and social environment. Considering the fact that learning is a natural result of social interactions, learning environment and social environment factors gain a specific emphasis when compared to the others (Bronfenbrenner 1979 cited in Williams and Burden 1997; Brubaker 1982 cited in Senemoğlu 2001; Woolfolk 1993; Williams and Burden 1997; Pelletier and Brent 2006).

At this point, Ekmekçi (2003) stresses the importance of home in social environment affecting learning. Furthermore, she underlines the greatest role of fathers and mothers in their children's learning period. Parallel to this, many researchers assert the important role of parents in the process of foreign language learning (Gardner and Lambert 1972; Çetin 1990; Williams and Burden 1997; Brown 2000; Cook 2001; Harmer 2001).

According to Ekmekçi (2003) personal interest in learning a foreign language is very important. However, when personal interest seems to be an internal factor, one's interest in learning language is mainly related to social environment because every individual is influenced by the social environment that he/she lives in.

Similarly, Brown (2000) points out the factors related to foreign language learning. He asks a wide range of questions that refer to these factors. First of all, he asks the question of "who?" referring to the personal factors. Furthermore, he underlines some other questions like; who does learning? Where do they come from? What are their levels of education? What are their socioeconomic levels? Who are their parents? Essentially, all these questions are related to social environment that can directly affect learning process.

As it is clearly seen, there are many factors that affect the learning period of a child yet, some of these factors seem to be more important compared to the others. Specifically, learning environment gains a special emphasis because children's learning takes place in a social context (Pelletier and Brent, 2006). In this context, family and especially parents own the greatest role considering the absolute fact that they are the first socializing agents of a child (Gardner, 1985).

To sum up, it is apparent that parents provide their children with a wide range of messages about various issues. In addition to this, considering the learner factor and his/her environment it becomes easier to comprehend the interaction of school, learner, society, and the family. Furthermore, all these components are directly or indirectly effective in the learning process of a child. However, parent factor is the first cornerstone of this chain of interactions due to the fact that they are the closest people to the learner.

4.2. Parental involvement

Contemporary studies have clearly shown that learning is a very natural result of social phenomenon and it cannot be taken in hand as an isolated matter. When children's education process is considered, studying it in the context of family and community becomes important since reciprocal parent-child interaction is a key element of child development (Pelletier and Brent, 2002). In the light of this view, thus, parental involvement in child's learning period appears to be a very significant factor that affects learning process.

As it is known, school, student and parents are the inconvertible components of a trinity in education process. They are stick to each other. However, each of them can show differences in principles during the time. There have been important changes in the partnership of home and school over time in the western world (Epstein, 2001). Parents

and community had a considerable control on the actions of school in the early 19th century, in the late 19th century and early 20th century schools began to distance themselves from home by emphasizing the teachers' special knowledge of subject matter and pedagogy. During the 1980s and 1990s, home-school relations changed one more time as a response to increased demands of both better educated and less educated parents who want a good education for their children and request schools to keep them informed by involving them in their children's education (Epstein, 2001).

The changes in the relations between schools and parents have always been due to the changes in demographics, family structures and policies (Caplan, 1995). In today's world, the school is changing into an organization asked to support the family in child learning from being an institution that is responsible for developing the cognitive skills of children. In this context, school is seen as a partner to the family rather than a substitute for the family. The term 'parental involvement' is maintained as a way to strengthen schools and promote academic achievement (Caplan, 1995). Contemporary educationists draw attention to the issue that parental involvement in schools is one of the most prominent issues in contemporary education, and parents significantly contribute to school effectiveness and students' success (Caplan 1995; Huss-Keeler 1997; Epstein 2001; Fullan 2001; Rosenblatt and Peled 2002; Pelletier and Brent 2002).

4.3. The importance of parents in learning process

Today, many researchers define learning as the result of social interactions (Bronfenbrenner 1979 cited in Williams and Burden 1997; Brubaker 1982 cited in Senemoğlu 2001; Woolfolk 1993; Williams and Burden 1997; Pelletier and Brent 2002). However, each individual is an inseparable part of a social system and sometimes these systems have clearly defined boundaries, e.g. schools, classroom groups, families (Williams and Burden, 1997). Therefore, individual relationships and interactions in learning process gain a more specific emphasis in a social context since they all interact with each other. (Plas 1986 cited in Williams and Burden 1997). Considering all these

facts and the fact that family is the microcosm of the social system, the important role of parents in learning process becomes more apparent because learning is not a single phenomenon and it must be viewed holistically.

Family is the first effective social factor for personality development and educational direction (Çetin, 1990). Moreover, considering the fact that school is not the only institution for education, the student and his/her success could not be regarded as separated from his/her family and environment. Therefore, parent factor with an effective parental involvement naturally becomes a critical component of good education (Bronfenbrenner 1979 cited in Pelletier and Brent 2002). As a result, today parental involvement is not only considered as desirable but essential to effective schooling (Pelletier and Brent 2002).

Huss-Keeler (1997) likewise points out that parents' involvement in their children's education is considered as a cornerstone to children's success at school. On this account, traditional parent involvement such as participating at school and supporting children's learning at home facilitates student success in schooling that includes positive attitudes towards schooling enhances learning abilities. Moreover, parent involvement also has positive effects on parents' abilities on assisting their children's learning (Epstein 1995 cited in Huss-Keeler).

Similarly, Coleman (1998 cited in Fullan 2001) stresses the necessity and benefits of parental involvement moreover he calls "power of three" referring to the parent-student-teacher collaboration. At this point it is necessary to underline the importance of teachers in parent-school relations. For example, according to Pollard (1997) teachers should consider parents as their partners in education process. On the other hand, the results of an Epstein's research on parental involvement reveal the fact that "parents whose children were in classroom of teachers who emphasized parents involvement tended to be more positive about school than other parents" (Epstein 2001: 157). In this context, student commitment in schooling is primarily shaped by parents,

yet this parent involvement is an alterable variable which can be influenced by school and teacher practices. Therefore, it is possible to examine the considerable role of parents in their children's learning process with respect to parents' relations with their children, school and teachers.

In the light of all these discussions, it becomes more apparent that parents are their children's first educators and they have the knowledge of their children that is not available to any one. Consequently, parents provide a basis for their children's learning period so they are one of the indispensable components of parent-school-student trinity. In this context, studies about parents' role in teaching- learning period have increased in number in last three decades. At this point, Fullan (2001:198) stresses that the results of various research studies show that "the closer the parent is to the education of the child, the greater the impact on child development and educational achievement".

It is clearly seen one more time that learning process cannot be viewed as a single act. Therefore, it is impossible to view parents as a unique element of parental involvement in learning process. However, involvement of parents in their children's education has been considered as essential to positive childhood development and school success (Powel 1989 cited in Griffith 2000; US Department of Education 1994 cited in Griffith 2000). In accordance with this, active parental involvement can conduct to improved parental knowledge about child development, parenting skills and can be a reason for the quality of parent-parent, parent-child, parent-teacher relations and interactions (Epstein 1992 cited in Naftchi-Ardebili 1995).

4.4. Parents in the learning process and attitudes

According to Cassity and Harris (2000) one of the factors that affects parental involvement in children's learning period is their positive or negative attitudes. Wheeler (1992 cited in Cassity and Harris 2000) also underlines the importance of attitudes for involvement process. Therefore, negative attitudes towards school and school atmosphere as an obstacle for their involvement. Considering parents' interactions with

their children's school and teacher(s) for taking an active role in their children's learning, attitudes become more important for parent, school, teacher and children relationship. On this account, attitudes can shape individual's behaviours and actions (Gardner 1985; Carlson 1988; Franzoi 1996; Kağıtçıbaşı 1999; Arkonaç 2001; Tavşancıl 2002).

Beside the fact that there is not a certain definition of attitude, several different definitions of attitude exist. For example, Thurstone defines attitude as "positive or negative intensity ranking and gradation related to a psychological object" (1967 cited in Tavşancıl 2002: 65). According to Smith (1968 cited in Arkonaç 2001: 158) attitude is the "tendency of an individual that shapes his/her thoughts and behaviors related to a psychological object". Furthermore, Zana and Rampel (1988 cited in Kağıtçıbaşı 1999: 106) state that "attitudes are the positive or negative evaluations of an object". Therefore, considering all these definitions of attitude and their common points, attitude could be defined as one's positive or negative thoughts and behaviors related to an object.

Pelletier and Brent (2002) state that parents are the children's first teachers and they provide some experiences that promote attitudes to ensure school success. As it is stated above, parental attitudes towards learning field are highly important as well as their attitudes towards their children's school and teachers. Today, several research studies have shown that positive parental attitudes towards child's learning enhance the learning process (Gardner 1985; Çetin 1990; Padilla and Sung 1997; White 2001; Lao 2004). Consequently, it is an obvious fact that positive parental attitudes affect learning in a positive manner in all fields of education.

On this account, considering all these explanations and discussions above, parents' positive or negative attitudes towards FLL or SLL likely affect their children's attitudes. According to Hammer (2001) students are mostly affected by the attitudes of people around them. Similarly, English language learners' motivation is also affected by

the attitudes of many people who share the same environment with them (Hammer 2001). At this point, the attitudes of learners' parents gain a vital significance because naturally parents are the closest people to their children (Hammer 2001).

Today, there are many studies that underline the important role of parents in the field of education (see e.g. Caplan 1995; Huss-Keeler 1997; Pollard 1997; Reed et al 2000; Walker et al 2000; Epstein 2001; Fullan 2001; Rosenblatt and Peled 2002; Pelletier and Brent 2002). However, studies about the role of parental attitudes in education process are much more limited in number considering it is a more specific issue (see e.g. Gardner 1985; Çetin 1990; Padilla and Sung 1997; White 2001; Lao 2004). Furthermore, despite limited number of studies on parental attitudes towards foreign language learning in literature, there are several studies that analyze parental attitudes towards second language learning.

Gardner (1985 cited in Cook 2001) emphasizes that motivation is one of the main factors that is highly effective in language learners' success and he points out that attitude is one of the main constructs for motivation. In addition to this, Cook (2001) maintains that for student success in second language learning, it is not possible to concern only the attitudes of students themselves but also those of their parents or the entire society, in the broader sense.

Gardner (1985: 108) states that "parents are the major determiners of children's attitudes, at least initially". He distinguishes two potential roles of parents in language learning process and identifies them as "active role" and "passive role". He further informs that "parents play an active role when they encourage their children to do well, when they monitor their language learning performance, and when they reinforce any success identified by the school" (Gardner 1985: 108). On the other hand, passive role is considered to be more difficult to analyze because parents may be unaware of it. It is the one which is related to parents' attitudes towards the second language community. He further argues that "to the extent that parents had positive attitudes toward the

community, they would serve to support an integrative motive in student. Parents with negative attitudes, on the other hand, would inhibit the development of such positive attitudes, even in situations where they might actively promote second language achievement” (Gardner 1985: 110).

In addition to all these, Gardner (1985: 122). reports the results of his researches about parental attitudes towards second language acquisition:

“Parents are clearly important socializing agents, but they present their children with a vast array of message about the importance of language study, their expectations concerning performance, their own feelings about the other language community, etc. Parents who feel that the instrumental value of language study is most important tend also to feel that they provide the most encouragement, but it is the parents with favourable attitudes toward the other community and language learning that promote cultural exchanges”.

To sum up, parental attitudes towards learning interact with children’s attitudes as parents are the closest people to their children. Thus, it is inevitable that parents’ positive attitudes towards learning subject and learning process affect children’s in a positive way. However, the studies on parental attitudes in learning process are still in a very limited number in the related literature, yet they emphasize the importance of parents’ positive attitudes in their children’s learning.

4.5. Studies on parental involvement

White (2001) points out that many politicians and educational psychology researchers have presently different opinions about the issues of how to improve educational process and how to raise educational standards. However, they both agree on the central role of parents in the process of education (White, 2001).

According to Fullan (2001) it is observable that the schools are losing their boundaries, they gradually become more transparent that was a result of an inevitable

development. Related with this development some different aspects of the issue came into scene. However, one of the most important of them is that the community, parent, and school collaboration. In this way, parent-school-community collaboration has been the question of many researches and books in last three decades. Many different studies are conducted about different aspects of parent collaboration and participation. In addition to this, most of the research results conclude that parental participation in education process cause a positive effect on the child development and educational success. Even all these research and studies have various results and implications; the common point is same that parental involvement and attitudes are indisputable components of education process.

Similarly, Gümüşeli (2004) states that parent-school cooperation is an indisputable fact on child success. For this reason, in recent years, most of the studies on the field of education or on improving school success question the role of parents in education. In this context, Dweyer and Hecht (1992) primarily point out that parent involvement programs and the needs of school and parents should be overlapped to some extent in order to provide the greatest benefits for parent-school collaboration. They also assert it is questionable that all involvement strategies increase the effectiveness of parental involvement; however that depends on the program planners (Dweyer and Hecht, 1992).

Likewise, Smith (1998) has examined the effects of home-school collaboration and different forms of parental involvement on reading achievement. Smith (1998) explains that some differences came onto the scene when specific parental involvement programmes were examined. She states that there was an eminent relationship between the degree of parent's homework involvement and student achievement despite the negative relationship between the level of parental support and reading achievement.

At this point, Pelletier and Brent (2002:56) points out that “parents are key to the educational process”. They further state that well prepared involvement programs can promote this act referring them as a teacher model. Consequently, children who have the opportunity to live the school environment with all its components may have a greater chance of being ready for further academic achievement (Pelletier and Brent, 2002).

On account of the fact that various studies on parental involvement exist in the world and Turkey, similar studies are observed to be very limited in the field of language teaching. Moreover, most of these studies are related to second language or bilingual education rather than foreign language education.

For example, Huss-Keeler (1997) conducted an ethnographic study in the field of ESL (English as a Second Language). She examined the influence of teacher perception of Pakistani ESL parent involvement and interest in their children’s education. Huss-Keeler (1997) points out that the results of the study revealed that the ESL parents were very interested in their children’s learning. She explains that many of the problems arise because of teachers being unfamiliar with the ESL parents’ culture and language and lack of communication cause prejudice about Pakistani families that have negative consequences for the children’s education. On this account, Huss-Keeler (1997) strongly suggests that teachers should assume from the start that all ESL parents are interested in their children’s learning and they should behave in an appropriate manner for this goal.

Similarly, Cassity and Harris (2000) surveyed possible motivators and inhibitors to parental involvement in an ESL summer program. First of all, they underline that their research indicates that parental involvement profits the whole school community. Consequently, the result of the survey revealed that the opportunity to ask about their child’s behavior was the most significant factor in motivating parental involvement. Other factors were reported to be parents’ desire to demonstrate their

commitment to their children's education, to learn course information, and to meet teachers. Depending on the results, they further maintain that school principles should identify factors that prevent parental involvement and try to overcome them by preparing programs that contain some features in order to motivate parents and provide a productive involvement process.

The implications of Lao's (2004) survey are also important in terms of stressing parent factor in the field of bilingual education. The study was conducted with the parents who registered their children in a Chinese-English bilingual preschool in San Francisco. In this very recent study, Lao (2004: 99) points out the implications of the study that "schools need to work in concert with parents to establish more effective home-school partnership to meet different language needs and expectations of the parents and students and to provide students with the necessary language and literacy experiences in a meaningful way".

A significant, well-rounded study on less commonly thought languages was conducted by Padilla and Sung (1997) in California. Fourteen related projects were lasted four years to be fulfilled and funded by California Department of Education. Even if the study was highly diverse in terms of its objectives the main aim was teaching students the four language skills (listening, speaking, reading, and writing) in the target language as well as cultural knowledge (Padilla and Sung, 1997). The results of study indicate that parents' attitudes towards foreign language learning were significantly higher among parents elementary and middle school language programs than parents of high school students. Furthermore, parents' involvement in their child's' language study was found to be significantly related with school level and middle school parents showed the higher involvement (Padilla and Sung, 1997). Beside, in terms of gender differences mothers were reported to have more positive attitudes towards foreign language learning rather than fathers. Finally, Padilla and Sung (1997) conclude that the variable of parental involvement to child's foreign language learning was found to be

highly effective in learning process in comparison with the other variables such as, motivation, class, gender, ethnicity and outside classroom language practice.

On the other hand, in Turkey, studies on parents' role in education process or parental involvement also emphasize the importance of parents. Despite the fact that these studies are in a very limited number, Çetin (1990) provides a unique survey on parental involvement in Turkey. She investigated parental attitudes towards foreign language learning and the reflections of these attitudes on student success in EFL (English as a Foreign Language) in her study. Beside the many other findings and implications of the study, Çetin (1990) insists on this noticeable finding that parents' general attitudes towards foreign language education are highly effective on their children's motive for learning foreign language and their academic success.

According to Utku (1999) the issue of parental involvement has become important in recent years in Turkey. Utku (1999) that sheds a light on the effects of a parental involvement program on the academic and social development of 6th grade children and their parents. She also points out that the results did not show any significant difference between the experimental and control groups, however it is observed that program positively effects children's social skills development and improvement of self esteem (Utku 1999).

Today, it is observable that Turkish Ministry of Education also emphasizes the significant place of parents in all fields of education. A significant space is provided to inform ELT teachers about the necessities of parental cooperation in the English Language Curriculum for Primary Education. It is suggested for all ELT teachers that parental support would solve many problems that many teachers face during teaching process (English Language Curriculum for Primary Education 2006).

Research studies all over that world, it becomes more apparent that students can not be examined as a single component of learning period. Learning does not exist in an isolated atmosphere and on the contrary, it occurs as a result of all social interactions. Due to the fact that social interaction period of a child primarily starts at home and this affects child's leaning period in direct or indirect ways, parents gain a special importance because of this cause and effect relationship. Consequently, as a matter of fact, more diverse data about the important role of parents in education process must be obtained and analyzed.

4.6. Summary

This chapter started with a general description of learning and tried to define some related factors. Then, parental involvement and features were explained. The importance of parents was underlined. Moreover, attitudes of parents were clarified in brief. Finally, the chapter informed about the studies on parental involvement in the World and Turkey.

CHAPTER 5

ACADEMIC ACHIEVEMENT

5.0. Introduction

This chapter reviews literature on academic achievement and informs about the studies about the subject matter.

5.1. Academic achievement

The school and academic institutions are determined to have a significant and effective place different from the parents but not independent from them for forming the personality. The school is influential in terms of developing psychological power, realizing the reality, having a control over the symbolic aptitudes and communicating with the environment.

In contemporary education, the school is an important institution for providing information equipment and socializing process. It is significant to have the pupils gain study and living together habits. While preparing the teenagers for adult life, an opportunity to gain self-governance skills, positive behaviors, creative and realistic thinking skills and acquiring areas of interest should be given.

The teachers play an important role for not only the pupils' being happy , loving their lessons, gaining study habits but also internalizing value judgments, habits and attitudes.

The teacher is effective and guiding in terms of realizing the teenagers' themselves, identifying the competent and inadequate areas and improving oneself in an individual and group work. The teacher needs to identify the pupils according to their individual differences and features in terms of personality development and academic achievement.

The factors affect the pupils' achievement, benefiting from the school or preventing their success depend on the teachers, pupils and also environment.

In broadest sense, achievement means living incoherent and satisfied way. For the individuals, it is to accomplish the meaningful objectives gradually by means of daily schedules. Baltaş (1998) claims that the successful people have the following features:

- Self knowledge
- Time management
- Objective evaluation
- Listening and observation
- Asking for help
- Setting an objective
- Remaining silent

The successful individuals focus on how to solve the problems instead of complaining the conditions and regretting them. They try to find out the reasons intrinsically not extrinsically and they try to canalize alternative ways to solve the problems that they cannot change the results.

The school environment is completely significant for adolescents. Academic achievement is not just a result of mental competence but is considered to be effected by the motivation the school created and the individual features the adolescent has. There are researches which indicate that the pupils' perceptions about learning at school and their attitudes toward the school subjects are effective on academic self-concept. (Origia and Ouillon, 1987).

It is considered that there is a relationship between the perception of pupils' about their competence in lessons and their emotional features on learning. The achievements or failures become the main factors that influence the feelings the pupils

have towards the school and learning and determine the willingness of the pupils' future learning experiences at school, university and adulthood periods (Bloom, 1982).

The reasons and the effects of failure are incredibly complex. However, it is generally believed that pupils could reach success easily via being aware of their skills and accepting their abilities. On contrary, the pupils who found themselves incompetent are supposed to be distant to have high grades (Purkey, 1970)

Pupils' challenge of finding identity and the self concern creating changes and interactions they come across in this period can disorder their school life. The pupils' perception of their own competence of learning play an important role both for monitoring themselves as students and observing themselves as individuals in general. The experiences related to the achievements and failures of the pupils are expected to have a positive or negative impact on pupils' self-esteem and self- concern. In this study, the pupils' previous year English subject scores in their reports and SBS scores are taken as indicators of their academic achievements. Thus, arithmetic means of them are taken into consideration.

5.2. Studies on academic achievement

When the studies of Wylie (1979) examined, it is indicated that there is not a meaningful relationship between pupils' age and self-esteem in adolescence period. However, when the long term studies are scanned, it is seen obviously that the children's self-esteem levels show a meaningful increase in from early adolescence period to late adolescence period (O'Malley and Bachman, 1993).

Since 1940s, there have been over 2000 studies about the self-concept and also the relationship between the pupils' self-esteem and achievement (Purkey, 1970). Purkey concludes that there is a strong interrelation between them and the higher the self-esteem is, the higher the academic performance becomes.

Also, Purkey argues that the self-esteem acquired in early ages have an impact on development of self-esteem and academic achievement. Moreover, he points out that the desired self image has a positive effect upon acquiring the skills and future achievement expectations. He claims that as a result of this, the individuals could reach the desired scores and expectations in both the ability and achievement scales.

The direction of the causality between the achievement and self-esteem is investigated and little evidence is found which indicates that self-esteem effects achievement (Maruyama, 1977). It is emphasized that academic skills and success directly affect self-esteem (Bachman and O'Malley, 1977). Also inadequacy of casual relationship is found out between self-esteem and academic achievement. The observed relationship is claimed to be the reason of uncontrolled and unknown third variable (Pottebaum, Keith, Ehly, 1986; Maruyama et. al, 1981).

In addition to these, the significance of the environment is emphasized in the statements of the theories which indicate the development and maintenance of self-esteem. Moreover, the relationship between the self-esteem and academic achievement is well understood by means of the social environment and standing in which the individual is.

Rogers, Smith and Coleman (1978), find out that the relationship between the academic achievement and self-concept appears strongly in social comparison group or school environment.

As Wylie (1979) indicates that particularly educators consider that there is a strong relationship between the academic achievement and self-esteem. This result is coherent with Purkey's studies. Self-esteem is significant for the researchers and educator. Because it satisfies the pupils and facilitates individual development.

Furthermore, Hansford and Hattie (1982) make a research about the relationship between self-concept, its critical aspect (self-esteem) and achievement and

they find out a slight however positive correlation between two concepts. What's more, there are many researches which find out that self-esteem is strongly affected by the scores of certain disciplines (Maths, Language, Social Sciences, Physical Education), but more general self-esteem is effected by the weighted grade point average (Hoge, Smith, Hanson, 1990).

Rosenberg, Schooler and Schaenbach (1989) show that the relationship between the adolescent males' self-esteem and school performance initially depends on the effect of school performance on self-esteem.

In the meantime, Rosenberg (1965) studies with many adolescents in New York and found out that the pupils having the highest self-esteem tend to be better students at school and the ones who have low self-esteem have minor objectives and low expectations for achievement. In addition to these, it is monitored in significant researches that the pupils who are more successful are the ones evaluating their self-esteem more positively (Show and Mc Ewan, 1960; Battle 1976).

According to Çankaya (1997), there is a high possibility for pupils who have high self-esteem to be successful. Because the school is a place where the pupils can develop their skills and competences and at the same time, it is the place where the pupils identify their self and what they can do and accomplish. In short, the achievement in academic learning may have a significant positive effect on the development of high self-esteem. In this context, any circumstance which has a high possibility to endanger achievement at school will have a negative effect on pupils' self-esteem directly and return back to pupils as a lower self-esteem.

The esteem for the school achievement and the concern felt during the academic evaluations could be one of these conditions (Çankaya, 1997).

Both self-esteem and academic achievement are indicated to have an interaction between concern in literature. Performance-success anxiety is a factor which damages

pupils' achievement during the examinations. As a result of this, the pupils may have failure and incompetency and this may directly create low self-esteem.

If high anxiety damages self-esteem and the teachers can't distinguish the pupils who have high anxiety level and don't pace for developing positive self-concept, it is not possible for the child to develop positive self-concept. However, many psychologists emphasize this as an obligatory aim for successful personal development during childhood and adolescence period.

Rosenberg (1965) indicates that everyone tries to protect sense of value and self-esteem and claims that everyone strongly interacts when the self-esteem is in danger. Self-esteem plays an important role in the lives of the individuals in terms of personal, social and educational aspects.

There are some researches emphasizing the sex differences on self-esteem. For instance, Skaalvig (1986) used Rosenberg Self-esteem Scale and found out that the males have slightly more self-esteem compared to the females. Also Simmons and Rosenberg (1973) indicate that the females have more difficulties than males in terms of protecting their self-esteem (cited in Çankaya, 1997).

Marsh (1986) concludes that sex differences are counterbalancing in many areas of self-esteem. For example, Meece, Parsons, Kaczala, Goff and Futterman (1986) investigate the role of gender differences on achievement in Maths and self-concept and they report that not only male but also female students enrolled at primary school show slight and less differences in both self-concept and achievement. However, female students tend to have lower self-concept and achievement (Soner, 1995).

Groebel and Schwarzer (1982) find out that the reference group having high academic standards in competition environment cause high anxiety. They conclude that how to acquire the self-esteem is a significant factor which effects self-esteem and anxiety level. They also emphasize that school anxiety is related to how the pupil

acquires positive and negative relationship with himself. They indicate that teachers should pay attention to the emotional impacts of the competitions in the classroom.

Newbegin and Owens (1996) reach a conclusion that adolescents' academic self-esteem has a positive relationship with Maths and English achievements of the pupils. They also emphasized that academic self-esteem is related to the whole sides and types of anxiety.

Chubb, Fertman and Ross (1997) investigate whether there is a change in self-esteem in adolescence period according to the gender differences. In conclusion, self-esteem levels of females are seen to decrease gradually year after year.

According to the study of Coopersmith (1960), it is observed that 5th and 6th grade pupils who have high self-esteem accept their failures more easily and the ones having low self-esteem reject their low performances and suppress them.

Rosenberg (1965) claims that people who have low self-esteem generally show personality traits evaluated as neurotic trends, have hostility and difficulty in social relations and also have low expectations towards being successful.

5.3. Summary

This chapter started with information about academic achievement and examined the studies about the subject matter.

CHAPTER 6

METHODOLOGY

6.0. Introduction

This chapter gives detailed information about the research and how the research was conducted by presenting the methodology applied in the study in the light of the research questions. Firstly, the rationale for the study is discussed and the research design is drawn in detail. Then, the objectives and the research questions are stated. This chapter continues with a detailed description of the methodology. It also includes information about participants, settings, instrumentation, and how the data was collected and the methods used to analyze the data.

6.1. Rationale for the study

This study has been designed as a correlational survey model. Therefore, it is a descriptive study. The participants of the study consist of two groups, namely parents and students as the aim is to describe parental attitudes and students' self-esteem and their achievement in foreign language learning.

First of all, it is necessary to state that survey is the most commonly used descriptive method in educational research. The purpose of a survey is to obtain information that can be analysed and a comparison made between the extracted patterns (Bell, 1993). Nunan (1992: 140) explains that surveys aim to obtain a snapshot of conditions, attitudes or events at a single point in time. On this account, it is possible to emphasize that the research design of this study corresponds to the main objective which is to find out parental attitudes and students' self esteem.

In addition to this, it is necessary to point out that educational research has adopted two approaches named as quantitative and qualitative. While quantitative research is obtrusive, controlled, objective, generalisable, and outcome oriented (Nunan,

1992). Quantitative researchers collect facts and study the relationships between these facts Bell (1993). Furthermore, these researchers use scientific techniques and produce quantitative, if possible, generalisable conclusions. On the other hand, qualitative research assumes that all knowledge is relative and there is a subjective element in all knowledge or research. Thus, qualitative studies are holistic, subjective and ungeneralisable. Qualitative researchers are more concerned to understand individuals' perceptions of the world so they have an insider perspective. To conclude, qualitative researchers seek insight while quantitative researchers seek statistical analysis.

However, these two different approaches have naturally different data collection methods, yet no approach depends on merely on one method because it is labelled 'quantitative' or 'qualitative'. Notwithstanding, some approaches heavily depend on some data collecting method but not entirely. For example, it can be assumed that a study making use of a questionnaire is inevitably quantitative, but it may also have some qualitative features. Besides, even if the case studies are generally assumed to be qualitative studies which use qualitative data collecting methods, they may also use a wide range of methods including quantitative techniques (Bell, 1993). Consequently, different methods can be selected which correspond to the aim of the research and the data required for the research.

On the other hand, in surveys, data is obtained from a representative selection of the population. However, at this point the researcher should be sure about their sample is a representative of population. In survey studies data are collected through questionnaires, interviews or observations and the findings of the study are presented as being representative of the whole population. Moreover, participants of a survey study are asked the same questions in the same circumstances, yet question wording is very important and a careful piloting is necessary in order to ensure that all questions mean the same to all participants (Bell, 1993).

In this context, ‘questionnaire’ is used as a data collecting method that is appropriate both for the aim and survey design of this descriptive study. On the other hand, McMillan and Schumacher (1993) points out the fact that questionnaires are the most widely used data collecting technique because of their advantages. For instance, questionnaires collect certain types of data quickly and cheaply compared to the other techniques. Moreover, it should be emphasized that questionnaires can be administrated simultaneously to large groups and they make the questions to reach the participants more efficiently than it is possible with any other technique. Additionally, questionnaires are commonly used to investigate individual differences such as attitudes, motivation, learner strategies and so on (Oppenheim 1992 cited in Demir 2005).

Finally, on these grounds, the most suitable research design is survey and the most suitable data collecting technique is by no means questionnaire for this study. Thus, researcher aims to reach a larger sample group. In this context, questionnaires are the only way to reach a number of sampling that is large enough to allow statistically analysis of the results and obtain the reliability of these results.

In this context, in order to carry out the study, three government primary (Yüksel Yeşil Primary School, Efkân Yıldırım Primary School, 75. Yıl Primary School) and three private primary schools (Serhat Private Primary School, Edirne Private Primary School and Edirne Beykent Private Primary School) in Edirne were chosen as research places. Beside this, 8th grade students of these schools were identified as sample of the research.

Quantitative research model was used as a model of this research. Furthermore, Demographic Information Form, Rosenberg Self-Esteem Scale (RSES) and Parental Attitude Research Instrument (PARI) were used as a data collection instrument of these research. Furthermore, arithmetic mean of English scores of pupils’ in previous years’ indicated in their preceding reports and SBS Exam English scores in the previous years

were taken into consideration as a descriptor of their achievement in foreign language learning.

6.2. Objectives and research questions of the study

The objective of this study is to find out the relationship between the students' self-esteem, parental attitudes and students' achievement in foreign language learning.

Therefore, with this aim in mind, this study tries to find answers to the following research questions:

RQ1: "Is there a relationship between the students' self-esteem, parental attitudes and students' achievement in foreign language learning?"

RQ2: "Do the students' self-esteem and parental attitudes predict the students' achievement in foreign language learning?"

RQ3: "Is there a significant difference between male and female students' self-esteem, parental attitudes and students' achievement in foreign language learning?"

RQ4: "Is there a significant difference between the private and public school students' self-esteem, parental attitudes and students' achievement in foreign language learning?"

RQ5: "Is there a significant difference between the achievements in foreign language learning of the students' who have high and low self-esteem?"

RQ6: "Is there a significant difference in students' parental attitudes according to the students' academic achievements in foreign language learning?"

6.3. Methodology of the study

6.3.1. Setting

The study was conducted in three government primary schools (Yüksel Yeşil Primary School, Efkan Yıldırım Primary School, 75. Yıl Primary School) and three private primary schools (Serhat Private Primary School, Edirne Private Primary School and Edirne Beykent Private Primary School) in Edirne. Each of these schools were located in the city centre of Edirne.

The reason of selecting both private and government schools in Edirne is to investigate whether there is a significant difference between primary schools and government schools towards the students' self-esteem, parental attitudes and students' achievement in foreign language learning. On these grounds, as a government school, Yüksel Yeşil Primary School, Efkan Yıldırım Primary School and 75. Yıl Primary School seemed to be the most suitable primary schools in terms of the number of students and the similar academic and socio-economical backgrounds of the students and similar socio-economic status and education levels of the parents.

The study was carried out over three weeks during the last month of 2009. In each school, the teachers of the classes were present during the application of the study; they introduced the researcher and assisted her in a helpful manner. Furthermore, it was observed by the researcher that in each school the school managers and the class teachers helped the researcher motivate the participants and they were really helpful in the process of taking parent questionnaires back.

6.3.2. Participants

The participants in this study were students enrolled in three government (Yüksel Yeşil Primary School, Efkan Yıldırım Primary School, 75. Yıl Primary School) and three private schools (Serhat Private Primary School, Edirne Private Primary School and Edirne Beykent Private Primary School) in Edirne during

2009-2010 academic years and these students' parents. The study was carried out with 270 student and 270 parent participants in total. The data was collected through Demographic Information Form, Rosenberg Self-Esteem Scale (RSES) and Parental Attitude Research Instrument (PARI) and arithmetic mean of English scores of pupils' in the previous years SBS exam (6th and 7th grade scores) and in their reports were calculated and taken into account for examining pupils' achievement in foreign language learning. The students were limited with one week for bringing the questionnaires back. However, all questionnaires did not come back, yet the final number of the returned questionnaires was sufficient. In addition, the reason of selecting both private and three government schools in Edirne is to investigate whether there is a difference between primary schools and government schools towards the students' self-esteem, parental attitudes and students' achievement in foreign language learning.

Table 5. The distribution of the total number of 8th grader participants according to schools they enrolled and their parents are shown in the following table

	SCHOOLS	8th GRADERS	PARENTS
GOVERNMENT SCHOOLS	Yüksel Yeşil Primary School	57	57
	Efkan Yıldırım Primary School	39	39
	75. Yıl Primary School	88	88
PRIVATE SCHOOLS	Serhat Private Primary School	26	26
	Edirne Private Primary School	30	30
	Edirne Beykent Private Primary School	30	30

6.3.3. Instrumentation

In this study, demographic information form and two types of instruments were used to collect data which are Rosenberg Self-Esteem Scale (Çuhadaroğlu, 1985), and Parental Attitude Research Instrument (Kulaksızoglu 1985).

6.3.3.1. Rosenberg Self-Esteem Scale (RSES)

The Rosenberg Self-Esteem Scale (RSES) (*see* Appendix C) is a 10 item unidimensional measure of global self-esteem and was originally developed by Rosenberg (1965). The instrument was designed and originally used as Guttman-type scale with four response options ranging from strongly agree to strongly disagree. The instrument contains five positively scored and five negatively scored items. RSES include such statements as the following: “I do not have much to be proud of”, “I am proud of myself”, and “I take a positive attitude toward myself”. Reverse items are 3, 5, 8, 9, 10. For the purpose of this study, the RSES were summed.

Rosenberg (1979; as cited in Chubb, Fertman, & Ross, 1997, p. 120) studied the scale's reliability and validity on two small college samples and had two week test-retest reliability coefficients of $r = .85$ and $.88$.

Rosenberg's Self Esteem Scale was adapted to Turkish adolescents by Çuhadaroğlu (1985). Çuhadaroğlu (1985) found that the correlation coefficient between psychiatric interview scores and scores of RSES was $.71$. Also, Çankaya (1997) reported significant correlation between RSES and Self-Concept Inventory ($.26$ for the whole group, $p < .001$; $.26$ boys and girls $p < .05$).

6.3.3.2. The Parental Attitude Research Instrument (PARI)

The Parental Attitude Research Instrument (PARI) (*see* Appendix D) is an attitude measure specifically designed by Schaefer and Bell in U.S.A. to evaluate parental attitudes in research settings (Öner 1994: 539).

The original instrument which contained 23 subscales with 115 Likert-Type multiple choice items in total was English and modified to Turkish in 1978 (Güney Le Compte, Ayhan Le Compte and Serap Özer cited in Kulaksızoglu 1985: 65).

While it was being modified to Turkish, firstly it was translated into Turkish and clarity of the items was identified. Later, items were translated into English again by the independent judges in order to get rid of semantic loss.

The items which can cause meaning loss when translated into Turkish were eliminated and the total items were determined as 60. The incoherent parts of the scale which were experimented on the parents were made more understandable (Kozacıoglu 1982: 50).

Küçükturan (1987), did a research so as to identify the construct validity of the 2nd 3rd and 4th dimensions of PARI. 160 first grade students enrolled at “Küçükyalı 50.Yıl High School” were selected by Random Sample Method for the research. “The Parental Attitude Research Instrument” was sent to parents via students. 152 mothers and 138 fathers attended the research. As a result of the study, the attitude of the mother which indicates rejecting the housewife role(3rd factor) and mother’s and father’s perception of this attitude and parents’ attitudes about domestic conflict (4th factor) were effective for predicting the pupils’ lots of examined characteristics. Democratic attitude (2nd factor) of the fathers effects the pupils’ features more than the attitudes of the mothers. Four subscales were composed according to the factor analysis of the whole samples. These are: over protectiveness, democratic attitude, husband and wife conflict and discipline (Küçükturan 2987: cited in Özcan 1996: 47).

The items of the instrument weren’t in question form. The items were composed of positive and negative statements. The experimental subjects were required to indicate statements whether they agreed strongly (4points), or agreed quitely (3points), or agreed mildly (2points), or disagreed strongly (1point), and circle the most appropriate statement for themselves (Kozacıoglu, 1982: 51).

The factors (scales) of parental attitudes which are composed as a consequence of PARI were indicated in the following: (Kulaksızoglu 1985).

1st factor: Over protectiveness

This factor includes the mother's over-monitoring, intrusiveness, altruist, and their expectations of the child for being hardworking and dependent. Also, this factor requires the child to be aware of the extremely altruistic feature of the mother.

The items measured by the sixteen items of this factor are:

Items: 1, 3, 4, 7, 11, 12, 14, 26, 27, 28, 32, 34, 36, 46, 51, 57.

2nd Factor: Democratic Attitude

This factor involves issues such as providing equal rights to the child, encourage the child to express his/her opinions clearly, keeping company with the child and share lots of the things in life. This factor consists of 9 items.

Items: 2, 13, 18, 22, 29, 37, 44, 45, 59.

3rd Factor: Husband and wife conflict

The role of husband and wife conflict upon raising a child involves thoughtlessness of the husband and not helping his wife. This factor is measured by 6 items.

Items: 8, 19, 33, 40, 48, 54.

4th Factor: Discipline

Some of the items which don't indicate a significant correlation with other dimensions and show correlation in itself combined and a point was obtained from them. This dimension which indicates negative child rearing attitudes consist of 16 items

covering issues such as stifle aggression and sexual behavior, believing in discipline, forcing the child, believing the parents' autarchy.

Items: 5, 10, 15, 20, 24, 25, 30, 35, 39, 43, 47, 50, 53, 56, 58, 60.

Actually PARI includes five dimensions. However, in this study four dimensions of PARI including 47 items were used as the research questions examine and fulfill them. As indicated above, items covering four different dimensions are distributed mixed in 47 items scale. Thus it is impossible for the ones evaluating the scale to make a prediction about the different factors (Kulaksızoglu 1985: 67).

6.3.3.2.1. Implementation of PARI and evaluation

PARI (Parental Attitude Research Instrument) form (Appendix D) was distributed to the students in the research experiment group and they were informed that their parents were expected to fill in the form parallel with the instructions given by the researcher.

The forms filled by the parents were graded as follows:

4 points for "strongly agree", 3 points for "quietly agree", 2 points for "mildly agree", and 1 point for "strongly disagree" were given. However, the responses given to 2, 29, 44 items were graded vice versa. In this context, 1 point response became 4, 2 point response became 3, 3 point response became 2, 4 point response became 1 point. A different total score was attained for each dimension (Kulaksızoglu 1985).

While evaluating the PARI scale, the scores of the pupils' for each factor were summed and as the factors were composed of different number of items, the arithmetic mean of each factor was calculated so as to provide opportunity for making comparison between the factors. Therefore 4 different points which indicate four different arithmetic mean were obtained (Kulaksızoglu 1985: 68).

6.3.3.2. The Reliability of the PARI and RSES for the Sample of the Present Study

The reliability analysis for the sample of the present study was also made by the researcher and the findings of these reliability analyses of the scales and the items included in the scales are indicated below.

For the present study, the RSES 10-items and 47 items of PARI were used. The Cronbach alpha coefficient was found as .90 for items of PARI, and .62 for the RSES. These results indicated a satisfactory reliability evidence for the PARI and RSES which presented in Table 6.

Table 6. The Reliability of the PARI and RSES

Scales	Items	A
PARI	47	.90
RSES	10	.62

6.3.3.3. Demographic Information Form

In this study, the demographic information form (*see* Appendix B) constructed by the researcher was used to collect information about the background of the students involved in the experiment. It provided information about the students' gender, age, mother' and father's occupations, residence, number of members in the family as it was thought that there may be a significant relationship between family situations and self-esteem. It was delivered to the pupils at the beginning of the self-esteem and parental attitude scales to find out personal information about the sample group.

6.3.4. Procedures for data collection

This study is conducted by basing on Rosenberg Self-Esteem Scale and Parental Attitude Research Instrument. The Turkish versions of these inventories were used as data collection instruments.

In order to conduct the study, 270 students enrolled at three government (Yüksel Yeşil Primary School, Efkan Yıldırım Primary School, 75. Yıl Primary School) and three private schools (Serhat Private Primary School, Edirne Private Primary School and Edirne Beykent Private Primary School) in Edirne during 2009-2010 Academic Years and their parents (270 parents in total) were selected randomly. However, the schools were non-random samples as whether there is a significant difference between pupils and parents in government schools and private schools coming from different socio-economical backgrounds in terms of self-esteem of pupils, parental attitudes and pupils' achievement in foreign language learning was also investigated.

In this context, as the data were collected with the questionnaire as the data collecting instrument, firstly legal permissions were taken from The Provincial Directorate of National Education of Edirne and directors of the six primary schools which the practice of study was done. Then, before meeting the students, the school managers and English teachers were both briefly informed about the content, objectives, and procedures of the study. Furthermore, they were informed about the data collecting instruments before meeting the participants.

Similarly, the participants were informed by the researcher about the study. After giving "Demographic Information Form" and "Rosenberg Self-Esteem Scale" to the students, they were given some instructions about how they would fill in the questionnaires. Especially, they were told to be honest and sincere in filling in the questionnaires by reminding them that their names weren't expected to be written and the data obtained from the questionnaire would be kept secret, and they would not be used for assessment by their teachers.

Finally, each student was given one “Parental Attitude Research Instrument” (PARI) to be given their parents. In addition to this, all the students were informed about how they would help their parents in case of need and the researcher asked the students to bring the parent questionnaires back in a week. At the end of the application, all the 8th grade students were thanked by the researcher for their patience and interest.

Futhermore, arithmetic mean of English scores of pupils’ in previous years’ (6th grade and 7th grade results) indicated in their preceding reports and SBS Exam English scores in the previous years (6th grade and 7th grade points) were taken into consideration as a descriptor of their achievement in foreign language learning.

6.3.5. Procedures for data analysis

After data collection process, the data was conducted from the 8th grade students' and their parents' questionnaires. All the necessary information about the students and all the items were written with a computer program of Microsoft Office Excel for safeguarding the work on computer and to make them ready for the detail analysis on Statistical Package for the Social Sciences (SPSS).

In that sense, in the light of the research questions, the data was analysed by using various procedures for analysis. Frequencies, percentages, and means were calculated. Also, One-Sample Kolmogorov-Smirnov Test, Levene’s Test, One-Way Anova, Scheffé Test, Logistic Regression Analysis, A Mann-Whitney U Test, Independent Samples T-Test, Kruskal Wallis Test, Likelihood Ratio Tests, A Multinomial Logistic Regression Analysis with Multi-Variable Statistical Techniques were carried out by using the SPSS to analyze the data set. All the statistical measurements are displayed in the part of Data Analysis and Interpretation in Chapter 7.

6.4. Summary

This chapter presented the methodology applied in this study. First, the rationale for the study was explained in detail. Then, the objectives and the research questions of the study were presented and explained. Finally, the methodology of the study was presented in detail.

The next chapter will concern with analyses of the data obtained from the study.

CHAPTER 7

FINDINGS AND DISCUSSIONS

7.0. Introduction

This chapter deals with the findings of the statistical analysis of the study in detail and the research questions are explained with reference to the findings. In addition to this, the findings are discussed in this chapter.

7.1. Findings of the study and results of the instruments

The aim of this study is to find out whether there is a relationship between students' self-esteem, parental attitudes and their achievement in foreign language learning or not.

The data were analyzed by using various procedures for analysis. Frequencies, percentages, and means were calculated. Also, One-Sample Kolmogorov-Smirnov Test, Levene's Test, One-Way Anova, Scheffé Test, Logistic Regression Analysis, a Mann-Whitney U Test, Independent Samples T-Test, Kruskal Wallis Test, Likelihood Ratio Tests, a Multinomial Logistic Regression Analysis with Multi-Variable Statistical Techniques were carried out via SPSS (Statistical Package for the Social Sciences for Windows) program.

“Before conducting the analysis, in order to test normality, One-Sample Kolmogorov-Smirnov Test was conducted for variables.

Table 7. Descriptive statistics and normality test results of dependent variables

Variables	N	\bar{X}	SD	KSZ	P
Self-esteem	270	1,37	.53	6,76	.00*
Academic Achievement	270	4,72	.52	7,46	.00*
Over Protectiveness	270	46,60	8,17	.79	.56**
Democratic Attitude	270	26,16	3,87	1,48	.03*
Husband and wife conflict	270	13,49	3,96	1,55	.02*
Discipline	270	38,73	8,16	1,01	.26*

**p>.05, *p<.05

As indicated in Table 7, results of these statistics demonstrated that Self-esteem, husband and wife conflict were not compatible with the normal distribution ($p<.05$). Due to this, Spearman Correlations were chosen instead of Pearson Correlation to examine relationships between the students' self-esteem, parental attitudes and students' achievement in foreign language learning.

On the other hand, Levene Test was conducted based on gender and school type to check variance homogeneity of over-protectiveness and discipline scores which were compatible with the normal distribution in order to determine gender and school type differences with parametric statistical methods.

Table 8. Levene's Test of equality of variance based on gender and school type

Levene's test of equality of variance based on gender.				
	Levene Statistic	df1	df2	p.
Over Protectiveness	,00	1	268	,99*
Discipline	,01	1	268	,92*
Levene's test of equality of variance based on school type.				
	Levene Statistic	df1	df2	p.
Over Protectiveness	,72	5	264	,61*
Discipline	1,33	5	264	,25*

*p>.05

According to result of the Levene Test, it is clear that variances of dependent variables were homogeneous. Because of this reason, Independent Sample T- test was used to examine gender and school type differences in over-protectiveness and discipline dimensions.

Similarly, in order to examine a significant difference in the discipline and over-protectiveness factors of parental attitudes by the students' achievements in foreign language learning, variance homogeneity of these two factors based on students' academic achievements in foreign language were checked with Levene Test. The results of the Levene Test were presented in Table 9.

Table 9. Levene's Test of equality of variance based on students' achievements in foreign language learning

	Levene Statistic	df1	df2	p.
Over Protectiveness	1.60	2	266	.92*
Discipline	.09	2	266	.20*

* $p > .05$

As it is clearly seen in Table 9, homogeneity of variance of over-protectiveness and discipline scores were homogeneous ($p > .05$). Due to this, One-Way Anova was chosen to examine significant difference in the discipline and over-protectiveness factors of parental attitudes by the students' achievements in foreign language learning.

Regards to examine significant difference in democratic attitude, husband and wife conflict by the students' achievements in foreign language learning, a significant difference between the achievements in foreign language learning of the students' who have high and low self-esteem and students' self-esteem and parental attitudes predict the students' achievement in foreign language learning, Kruskal Wallis, Multinomial Logistic Regression were used owing to the dependent variables were not distributed normally and their variances were not homogeneous.

7.1.1. RQ1: "Is there a relationship between the students' self-esteem, parental attitudes and students' achievement in foreign language learning?"

Correlation Matrix was calculated to see the relations between the variables of self-esteem, academic achievement, over-protectiveness, democratic attitude, husband and wife conflict and discipline. Table 10 shows the correlation values.

Table 10. Correlation Values

Variables	1	2	3	4	5	6
1.Self-Esteem	-					
2.Academic achievement						
3.Over Protectiveness	.19*	-.26*	-			
4.Democratic Attitude			.42*			
5.Husband and wife conflict	.16*	-.13*	.40*	.40*	-	
6.Discipline	.24*	-.20*	.75*	.35*	.50*	

* Correlation is significant at the 0.05 level (2-tailed).

According to the findings, the correlations among variables ranged from -.26 to .75. The findings of the correlation clearly indicate that self-esteem scores were significantly and low level positively correlated with over protectiveness ($r=.19$, $p<.05$), husband and wife conflict ($r=.16$, $p<.05$), and discipline ($r=.24$, $p<.05$).

Academic achievement was significantly and low level negatively correlated with over protectiveness ($r=-.26$, $p<.05$), husband and wife conflict ($r=-.13$, $p<.05$) and discipline ($r=-.20$, $p<.05$).

Over-protectiveness was significantly and medium level positively correlated with democratic attitude ($r=.42$, $p<.05$), husband and wife conflict ($r=.40$, $p<.05$) and high level positively correlated with discipline ($r=.75$, $p<.05$).

Democratic Attitude was significantly and medium level positively correlated with husband and wife conflict ($r=.40$, $p<.05$) and discipline ($r=.35$, $p<.05$).

Discipline was significantly and low level positively correlated with self-esteem ($r=.24$, $p<.05$), low level negatively correlated with academic achievement ($r=-.20$, $p<.05$), high level positively correlated with over-protectiveness ($r=.75$, $p<.05$) and

husband and wife conflict ($r=.50$, $p<.05$), medium level positively correlated with democratic attitude ($r=.35$, $p<.05$).

As it is indicated above, the results of this study indicate that parents play an important role for pupils' self-esteem and academic achievement. There is also a significant relationship between parental attitudes and students' self-esteem. For instance, it is clear that discipline dimension of parental attitude is positively correlated with self-esteem, over-protectiveness and husband-wife conflict and negatively correlated with academic achievement. According to Cooley (1902), parents are crucial in shaping how the child perceives herself/himself and parents are vital for the formation of child's self-esteem. In this respect, the way parents treat their daughters and sons is considered as a major factor in explaining one's personality. The ideas of Cooley also support the results of this study as both of them emphasize the role of parents in developing pupils' self-esteem.

Findings of the correlations also indicate that self-esteem scores were significantly and positively correlated with over-protectiveness, husband and wife conflict and discipline. These results supports the statements of Aydın (1991) who points out in his study that the environment of high under pressure and discipline have an impact on children's self acceptance. However, according to Dilek (2007), the parental attitudes which depend on the evaluation, control and shape for the children's behaviors and the unhealthy communication between the child and the parents are considered to cause diminishing the child's self-esteem. Thus, in literature there are some researches indicating that the parental conflicts have a negative effect on the communication between the parents and in parallel with these, they have a negative impact on the children's self-esteem. (Amato, 1986:406)

According to Günalp (1997) who conducted a thesis study which investigates the effect of different parental attitudes to the self-esteem of pre-school children, democratic parental attitude is emphasized to have strong effect on the children's

development of self-esteem and the authoritarian, irrelevant, and protective parental attitudes are claimed to have a negative impact on children's self-esteem. However, in this study self-esteem was significantly and positively correlated with over-protectiveness. This difference between the results of two studies may be because of the different age group of the pupils. Because in this study, the population includes adolescents at the age of 13-14 years old students while the population of the Günalp's study consists of pre-school children at the age of 4-5. This difference between the two studies may also be interpreted that the children who are over-protected by their parents at the early ages in their lives may depend on their family and don't build self-esteem as their parents protect them from everything negative. This may implicitly or explicitly hinder the children's self-esteem, self-confidence, self-awareness and self-concept development negatively in the early ages. However, when the children grow up, the protection of the parents' may affect the adolescents' self-esteem positively as the pupils may acquire their parents' protection as an encouragement and support. Therefore, the protection of the parents may be perceived as a reason of trust by the adolescents. This idea is partially supported by Aştı and Bilgin (1997) who make a research on adolescents and emphasize that adolescents that spend their spare time with their parents actively have higher self esteem. This may be inferred that as the over-protective parents prefer spending more time with the adolescents and find themselves in charge of the protection of the adolescents, the adolescents may perceive this protection as a confidence and relaxing factor everywhere and everytime. Hence, the self-esteem of the adolescents may also be impacted positively.

Duncan (1971) asserts that students whose parents grow up them in consistent, well-supported and supervised them have high self-concept. Hence, it means that those children are the individuals who have self-confidence, self determining abilities and they can easily build good relations. As it is indicated, Duncan points out the impact of parental attitudes on children's self-concept and these ideas are parallel with the findings of this study which clearly show that self-esteem scores were significantly and low level positively correlated with over-protectiveness and discipline.

When pupils' academic achievement and parental attitudes are considered, the results clearly indicated that there is a significant relationship between them. The results of this study is supported by the precious statements and studies. For instance, Ekmekçi (2003:92) classifies the factors that affect foreign language learning as follows; quality of learner, structure of language, learning environment, and social environment. Considering the fact that learning is a natural result of social interactions, learning environment and social environment factors gain a specific emphasis when compared to the others (Bronfenbrenner 1979 cited in Williams and Burden 1997; Brubaker 1982 cited in Senemoğlu 2001; Woolfolk 1993; Williams and Burden 1997; Pelletier and Brent 2006).

At this point, Ekmekçi (2003) stresses the importance of house in social environment affecting learning. Furthermore, she underlines the greatest role of fathers and mothers in their children's learning period.

Similarly, Brown (2000) points out the factors related to foreign language learning and achievement. He asks a wide range of questions that refer to these factors. First of all, he asks the question of "who?" referring to the personal factors. Furthermore, he underlines some other questions like; who does learning? Where do they come from? What are their levels of education? What are their socioeconomic levels? Who are their parents? Essentially, all these questions are related to social environment that can directly affect learning process.

7.1.2.RQ2: "Do the students' self-esteem and parental attitudes predict the students' achievement in foreign language learning?"

A Multinomial Logistic Regression Analysis was conducted for determining the impact of independent variables on dependent variables. For this purpose, The Logistic Regression Analysis (A Multi-Variable Statistical Technique) was performed to examine the relationships between the dependent and independent variables. Logistic Regression Analysis was preferred instead of other similar methods such as Regression Analysis

and Discriminant Analysis because of its less stringent assumptions. As it's known, in a Logistic Regression Analysis, Double Logistic Regression And Multi-Nominal Logistic Regression Methods are used as the two main methods. First one is used when dependent variables have only two categories and the second one is used if dependent variables have more than two categories. In this study, Multi-Nominal Logistic Regression Analysis was preferred because of dependent variables having three categories.

Table 11. Model Fitting Information

Model	Model Fitting Criteria		Likelihood Ratio Tests			Pseudo R ²	
	-2 Log Likelihood	Log Likelihood	Chi-Square	Df	Sig.	Cox and Snell	Nagelkerke
Intercept Only	349,838		30,896	10	,001	,108	,149
Final	318,943					McFadden	,088

In The Logistic Regression Analysis which was constituted for determining the effect of students' academic achievements in Foreign Language Learning predictor variables on parental attitudes, -2 Log Likelihood Statistics (LL) was 318,943 and significant level (p) was 0, 001 ($p < ,05$) with 10 degrees of freedom. The Cox and Snell R² was found to be 10.8% and this statistics indicated that there was an approximately 10.8% relationship between students' academic achievements in foreign language learning and parental attitudes. Also, Nagelkerke R² indicated that there was a 14.9% relationship between the above-mentioned variables, which are shown in table 11.

To measure the meaningfulness of independent variables in Logistic Regression Model, Likelihood Ratio Tests were applied. When table 12 is examined, it is seen that over-protectiveness and democratic attitudes are statistically meaningful.

Table 12. Likelihood Ratio Tests

Effect	Model Fitting Criteria	Likelihood Ratio Tests		
	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept	334,956	16,013	2	,00
Self-esteem	319,580	,637	2	,73
Over protectiveness	330,410	11,467	2	,00
Democratic attitude	327,841	8,899	2	,01
Husband and wife conflict	322,524	3,581	2	,17
Discipline	320,401	1,458	2	,48

After examining the general statistics of model, in table 13, “B” column shows the coefficients (called Beta Coefficients) associated with each predictor, “sig.” column shows the significant levels and “Exp (B)” column shows the odds ratios. According to sig. value, only over protectiveness and democratic attitude were significant.

Table 13. Results of Logistic Regression Analysis for academic achievement

Academic achievement	B	S. E	Wald	Df	Sig	Exp(B)	95,0% C.I. for EXP (B)	
							ower	pper
Intercept	-3,972	3,18	1,558	1	,21			
Self-esteem	,551	,737	,559	1	,46	1,734	409	,351
Over protectiveness	,194	,092	4,423	1	,04	1,214	,013	,454
1 Democratic attitude	-,378	,144	6,855	1	,01	,685	516	909
Husband and wife conflict	,234	,124	3,543	1	,06	1,264	990	,612
Discipline	-,087	,076	1,319	1	,25	,916	,790	,064
Intercept	-4,641	1,25	13,735	1	,00			
Self-esteem	,112	,281	,161	1	,69	1,119	646	,940
Over protectiveness	,083	,031	7,078	1	,01	1,086	,022	,155
2 Democratic attitude	-,046	,046	,989	1	,32	,955	872	,046
Husband and wife conflict	,014	,046	,096	1	,76	1,014	927	,111
Discipline	,008	,030	,078	1	,78	1,008	951	,069
Nagelkerke R ² =,149		Cox and Snell=,108						
(1)=The students who have low academic achievement								
(2)=The students who have medium academic achievement								

A Multinomial Logistic Regression was utilized to examine the main effects. This model was significant in accounting for between 10,8% and 14,9% of variance in academic achievement. It is clearly seen that the students who have low academic achievement in Foreign Language Learning compared to the students having high academic achievement has shown that they were positively affected in terms of the over-protectiveness and negatively affected in terms of the democratic attitude. According to these results in table 13, over-protectiveness level of the students who have low academic achievement in foreign language learning is 1,214 times higher than the ones having high academic achievement and democratic attitude level of the students who have low academic achievement in foreign language is 685 times lower than the ones having high academic achievement.

On the other hand, over-protectiveness level of the students who have medium academic achievement in foreign language learning is 1,086 times higher than the ones having high academic achievement.

The results of Landis' and Stone's (1952) research on high school students also indicates that the adolescents who grow up with democratic parental attitude are single-minded, independent, have self-management and successful. The same result is clearly seen in this study that democratic attitude level of the students who have low academic achievement in foreign language is 685 times lower than the ones having high academic achievement. Therefore, the results of this study support the previous studies in terms of the effect of democratic attitude on pupils' success and academic achievement.

At this point, Ekmekçi (2003) stresses the importance of house in social environment affecting learning. Furthermore, she underlines the greatest role of fathers and mothers in their children's learning period. Parallel to this, many researchers assert the important role of parents in the process of foreign language learning (Gardner and Lambert 1972; Çetin 1990; Williams and Burden 1997; Brown 2000; Cook 2001; Harmer 2001).

According to Ekmekçi (2003) personal interest in learning a foreign language is very important. However, when personal interest seems to be an internal factor, one's interest in learning language is mainly related to social environment because every individual is influenced by the social environment that he/she lives in.

Specifically, learning environment gains a special emphasis because children's learning takes place in a social context (Pelletier and Brent 2006). In this context, family and especially parents own the greatest role considering the absolute fact that they are the first socializing agents of a child (Gardner 1985).

Gardner (1985 cited in Cook 2001) emphasizes that motivation is one of the main factors that is highly effective in language learners' success and he points out that attitude is one of the main constructs for motivation. In addition to this, Cook (2001) maintains that for student success in second language learning, it is not possible to concern only the attitudes of students themselves but also those of their parents or the entire society, in the broader sense. As these studies above mentioned the role of parental attitudes on pupils' achievement, this study also similarly indicated that there was an approximately 10.8% relationship between students' academic achievements in foreign language learning and parental attitudes.

On this account, according to Hammer (2001) students are mostly affected by the attitudes of people around them. Similarly, English language learners' motivation is also affected by the attitudes of many people who share the same environment with them (Hammer 2001). At this point, the attitudes of learners' parents gain a vital significance because naturally parents are the closest people to their children (Hammer 2001). The statements of Hammer (2001) also supports the results of this study which focuses on the effect of parental attitudes on the students' achievement.

What's more, Pelletier and Brent (2002) state that parents are the children's first teachers and they provide some experiences that promote attitudes to ensure school success. Therefore, parental attitudes towards learning field are highly important as well

as their attitudes towards their children's school and teachers. Today, several research studies have shown that positive parental attitudes towards child's learning enhance the learning process (Gardner 1985; Çetin 1990; Padilla and Sung 1997; White 2001; Lao 2004). Consequently, it is an obvious fact that positive parental attitudes affect learning in a positive manner in all fields of education. This study supports these previously examined studies in terms of the results found out. For instance, while democratic parental attitude predicts higher academic achievement, over-protective parental attitude predicts low academic achievement in foreign language learning.

7.1.3.RQ3: “Is there a significant difference between male and female students' self-esteem, parental attitudes and students' achievement in foreign language learning?”

A Mann-Whitney U Test was conducted to evaluate gender differences in scores of self-esteem, academic achievements in foreign language, democratic attitude, husband and wife conflict of the participants.

Table 14. Results of the Mann-Whitney Utest for self-esteem, academic achievement in foreign language, democratic attitude, husband and wife conflict in terms of gender

Self-Esteem					
Sex	N	Mean Rank	Sum of Runk	U	P
Female	153	139,81	21391,50	8290,50	.21*
Male	117	129,86	15193,50		
Academic Achievement in Foreign Language					
Sex	N	Mean Rank	Sum of Runk	U	P
Female	153	139,84	21395,50	8286,50	.17*
Male	117	129,82	15189,50		
Democratic Attitude					
Sex	N	Mean Rank	Sum of Runk	U	P
Female	153	142,92	21866,00	7816,00	.07*
Male	117	125,80	14719,00		
Husband and wife conflict					
Sex	N	Mean Rank	Sum of Runk	U	P
Female	153	137,08	20974,00	8708,00	.70*
Male	117	133,43	15611,00		

* $p > .05$

The Mann Whitney U-test results of the male and female students' academic achievement scores and self-esteem, democratic attitude, husband and wife conflict scores are shown in table 14. Table 14 shows that gender differences were not found in self-esteem, academic achievement in foreign language, democratic attitude, husband and wife conflict scores ($U = 8290,50 - 8286,50 - 7816,00 - 8708,00$; $p > .05$).

There are also a number of studies which investigate the gender role in self-esteem or parental attitudes or pupils' achievement. In this context, there are some previous studies which find out that there is not a significant difference between gender and self-esteem levels of the pupils and these studies indicate the same result with this study.

For instance, similarly, Can (1990) has same results in his study titled "The factors that affect high school students' self-design" by selecting 1094 students. He finds out that there is no significant difference in gender variable.

Also, Nielsa and Metha (1994) figure out the correlation of multiple dimensions of self-esteem in their study with 119 normal and 30 clinical adolescents. They determined that in all dimensions of self-esteem, there is no meaningful difference between male and female adolescents.

Arıcak (1995) studies the effect of parental attitudes on self-esteem in his survey related to the university students. As a result, he finds out that gender variable doesn't affect self-esteem.

In Vo's survey (1995), 116 African American and Spanish American adolescents living in health clinic are taken as participants. Adolescents' self-esteem are measured by Coopersmith's self-esteem inventory. Gender and racial variables are analyzed and there is not a meaningful difference found for general self-esteem.

On the other hand, when the literature is examined, there exist some researches emphasizing the sex differences on self-esteem and these studies indicate that females have lower self-esteem compared to the males.

For instance, Skaalvig (1986) used Rosenberg Self-esteem Scale and found out that the males have slightly more self-esteem compared to the females. Also Simmons and Rosenberg (1973) indicates that the females have more difficulties than males in terms of protecting their self-esteem (Cited in Çankaya, 1997).

Marsh (1986) concludes that sex differences are counterbalancing in many areas of self-esteem. For example, Meece, Parsons, Kaczala, Goff and Futterman (1986) investigate the role of gender differences on achievement in Maths and self-concept and they report that not only male but also female students enrolled at primary school show slight and less differences in both self-concept and achievement. However, female students tend to have lower self-concept and achievement (Soner, 1995).

Moreover, Harper and Marshall (1991) analyze adolescents' self esteem and their problems. It is revealed that female adolescents state more problems and have less self-esteem than male adolescents.

Bologna and his friends (1996) make a research by selecting 214 adolescents from Switzerland whose ages are 12, 13, 14. These results also ensure that females have less self-esteem than males.

Another study that points out the gender differences indicate that self-esteem and parental attitude change according to the sex differences. Bronfenbrenner (1960) claims in his survey that if the father has the responsibility in child-care, sons have more responsibility in their life. In mother dominant family, daughters have self-confidence. In this case, in order to grow up in a good way, mothers have an important role on daughters and also fathers have an important role on sons. In those adolescents families neither mothers' dominance nor fathers' dominance can be discussed.

As it is examined above, the significance of gender variable shows difference according to the research group the scales applied. This may be the result of different student and parent profiles according to their socio-aconomical backgrounds, the social environment, the context they live, their educational background and age levels of them. For instance, in this study the 8th grade adolescents's self-esteem, parental attitudes and their achievement in foreign language learning don't differ according to their gender.

Independent Samples T-Test was done to find out the differences among gender with respect to over-protectiveness and discipline scores. The results of the analysis were presented in Table 15.

Table 15. Results of Independent Samples T-Test for over protectiveness and discipline in terms of gender

Over Protectiveness						
Gender	N	\bar{X} 1	S	Df	t	p
Female	153	47.26	8.07	268	1.52	.13*
Male	117	45.74	8.27			
Discipline						
Gender	N	\bar{X} 2	S	Df	t	p
Female	153	39.25	8.05	288	1.21	.23*
Male	117	38.02	8.30			

* $p > .05$

In Table 15, it is clear that means of female (\bar{X} 1=47.26, \bar{X} 2= 39.25) and male (\bar{X} 1=45.74, \bar{X} 2= 38.02) students' scores are not different. Based on the T-Test results, it is detected that there was not a statistically significant difference between means of female and male students' over-protectiveness and discipline scores [$t(1.52, 1.21) = 268, p > .05$].

As it is clearly indicated in the previous tables (Table 14 and 15), there is not a significant difference between male and female students' self-esteem, parental attitudes and students' achievement in foreign language learning. Also, it is clear that none of the dimensions of parental attitudes (over-protectiveness, democratic attitude, discipline and wife-husband conflict) show difference according to the male and female students' scores.

7.1.4. RQ4: “Is there a significant difference between the private and public school students’ self-esteem, parental attitudes and students’ achievement in foreign language learning?”

In order to test if there is a significant difference in mean scores of their self-esteem, academic achievement in foreign language, democratic attitude, husband and wife conflict by school type, the data were analyzed with the Mann-Whitney Utest. The result of this test is given in Table 16.

Table 16. Results of the Mann-Whitney Utest for self-esteem, academic achievement in foreign language, democratic attitude, husband and wife conflict in terms of school type

Self-Esteem					
School type	N	Mean Rank	Sum of Runk	U	P
Public school	184	139,58	25682,00	7162,00	.13**
Private school	86	126,78	10903,00		
Academic Achievement in Foreign Language					
School type	N	Mean Rank	Sum of Runk	U	P
Public school	184	122,47	22534,00	5514,00	.00*
Private school	86	163,38	14051,50		
Democratic Attitude					
School type	N	Mean Rank	Sum of Runk	U	P
Public school	184	146,43	26944,00	5900,00	.00*
Private school	86	112,10	9641,00		
Husband and wife conflict					
School type	N	Mean Rank	Sum of Runk	U	P
Public school	184	152,30	28023,50	4820,50	.00*
Private school	86	99,55	8561,50		

****p>.05; * p<.05**

As Table 16 illustrates, there is not any statistically significant difference in students' self-esteem scores in terms of school type ($U=5514,00$, $p>.05$). However, results of A Mann Whitney U-test showed that students in private school had a higher level of academic achievement in foreign language than students in public schools. So, the significant difference that found in the academic achievement in foreign language learning are in favor of the students in private schools who have higher level of mean scores in this factor ($U=5514,00$, $p<.05$).

According to Origia and Ouillon (1987), the school environment is completely significant for adolescents. Academic achievement is not just a result of mental competence but is considered to be effected by the motivation the school created and the individual features the adolescent has. There are researches which indicate that the pupils' perceptions about learning at school and their attitudes toward the school subjects are effective on academic achievement and self-concept. In that sense, the results of this study may be interpreted that adolescents in primary schools are more motivated to learn English as a foreign language and more positively effected by the school environment than the pupils in public schools. Thus, the private school students' academic achievement in English is higher compared to the pupils enrolled at public schools.

Moreover, Purkey (1970) points out that the reasons and the effects of failure are incredibly complex. However, he emphasizes that it is generally believed that pupils could reach success easily via being aware of their skills and accepting their abilities. On contrary, the pupils who found themselves incompetent are supposed to be distant to have high grades. This statement may also be inferred that adolescents in private schools may be aware of their skills and improve their foreign language learning abilities more easily and effectively compared to the adolescents in public schools. Because the pupils in private schools have an intensive English learning programme. As a result, they are

exposed to English more than the pupils in public schools. Thus, they have a chance to explore their skills and deal with language more than the public school students.

In addition to these, the significance of the environment is also emphasized in the statements of Rogers, Smith and Coleman (1978) whose studies indicate the development and maintenance of self-esteem and achievement. Moreover, the difference in academic achievement is well understood by means of the social environment in which the individual is standing. Therefore, as this study figures out, the social environment of the adolescents in public and private schools are different from each other and this may be interpreted as the reason of the difference in the pupils' achievement levels.

In this context, the school is a place where the pupils can develop their skills and competencies and at the same time it is a place where the pupils identify what they can do and accomplish. So, it plays an important role for determining the pupils' academic levels and their success as the results of this study indicated. In short, the academic achievement may be positively and negatively effected by the school environment and any circumstance which has a high possibility to endanger or support achievement at school. Therefore, the difference between the public and private school students' academic achievements is meaningful as pointed out in this study.

Similarly, there's a significant difference found in the mean scores of students' democratic attitude and husband and wife conflict by means of school type. According to the results, the students (146,43) in public school have higher democratic attitude mean rank scores than students (112,10) in private schools ($U=5900,00$, $p<.05$). However, the students in public school have higher mean rank (152,30) in the factor of husband and wife conflict than students in private schools (99,55). So it can be said that the students in public schools have more husband and wife conflict than students in private schools ($U=4820,50$, $p<.05$).

Independent Samples T-Test was done to find out the differences among school type with respect to over protectiveness and discipline scores. The results of the analysis were presented in Table 17.

Table 17. Results of Independent Samples T-Test for over protectiveness and discipline in terms of school type

Discipline						
School Type	N	\bar{X}_1	S	Df	t	p
Public	184	39.62	7.92	268	2.65	.01*
Private	86	36.83	8.40			
Over Protectiveness						
School Type	N	\bar{X}_2	S	Df	t	p
Public	184	47.34	7.94	268	2.20	.03*
Private	86	45.01	8.47			

* p < .05

In Table 17, it is clear that means of the students in public school ($\bar{X}_1=39.62$, $\bar{X}_2= 47.34$) and the students in private school ($\bar{X}_1=36.83$, $\bar{X}_2= 45.01$) are different. Based on the T-Test results, it is detected that there was a statistically significant difference between over protectiveness, discipline parental attitude means of the students in public and private schools [$t(2.65, 2.20)= 268$, $p<.05$].

According to the results of the thesis study conducted by Ünüvar (2007) which examined whether there is a relationship between the high school students' self-esteem and perceived parental attitudes, a significant difference was found between the students' school and their parental attitudes (authoritarian, indifferent and protective). This result is similar to the results of this study as it is indicated above that there was a statistically significant difference in over-protectiveness, discipline, husband-wife

conflict and democratic parental attitude means of the students in public and private schools.

7.1.5. RQ5: “Is there a significant difference between the achievements in foreign language learning of the students’ who have high and low self-esteem?”

In order to test if there is a significant difference in students’ mean scores of academic achievement in foreign language with respect to their self-esteem level, the data were analyzed with the Kruskal Wallis Test. The result of this test is given in Table 18.

Table 18. Kruskal Wallis Test Results of Students’ Academic Achievements in Foreign Language Learning Levels with Respect to Students’ Self-Esteem Level

Self-esteem Levels	N	Mean Rank	df	X ²	P
High self-esteem	177	139,21			
Medium self-esteem	86	129,67	2	2,55	.28*
Low self-esteem	7	113,14			
Toplam	270				

* $p > .05$

As presented in Table 18, although mean ranks (139,21; 129,67; 113,14) of the students who have different self-esteem were seen different, according to significant value, the students who have different self-esteem levels did not have meaningfully different academic achievements ($X^2 = 2,55$, $p > .05$). Thus, it is clear that there is not a significant difference between the achievements of the students in foreign language learning who have high and low self-esteem.

Since 1940s, there have been over 2000 studies about the self-concept and also the relationship between the pupils’ self-esteem and achievement (Purkey, 1970).

The direction of the causality between the achievement and self-esteem is investigated and little evidence is found which indicates that self-esteem affects achievement (Maruyama, 1977). However, it is emphasized that academic skills and success directly affect self-esteem (Bachman and O'Malley, 1977) which is a different result with this study. Also, inadequacy of casual relationship is found out between self-esteem and academic achievement. The observed relationship is claimed to be the reason of uncontrolled and unknown third variable (Pottebaum, Keith, Ehly, 1986; Maruyama et. al, 1981).

However, there are some researches which figures out the interrelation between self-esteem and academic achievement. For instance, Rosenberg (1965) studies with many adolescents in New York and found out that the pupils having the highest self-esteem tend to be better students at school and the ones who have low self-esteem have minor objectives and low expectations for achievement. In addition to these, it is monitored that the pupils who are more successful are the ones evaluating their self-esteem more positively (Show and Mc Ewan, 1960; Battle 1976).

In the meantime, Purkey (1970) concludes that there is a strong relationship between them and the higher the self-esteem is, the higher the academic performance becomes.

As Wylie (1979) indicates that particularly educators consider that there is a strong relationship between the academic achievement and self-esteem. This result is coherent with Purkey's studies. Self-esteem is significant for the researchers and educators. Because it satisfies the pupils and facilitates individual development.

Furthermore, Hansford and Hattie (1982) make a research about the relationship between self-concept, its critical aspect (self-esteem) and achievement and they find out a slight however positive correlation between two concepts. What's more, there are also researches which find out that self-esteem is strongly affected by the scores of certain disciplines (Maths, Language, Social Sciences, Physical Education),

but more general self-esteem is effected by the weighted grade point average (Hoge, Smith, Hanson, 1990).

Rosenberg, Schooler and Schaenbach (1989) show that the relationship between the adolescent males' self-esteem and school performance initially depends on the effect of school performance on self-esteem.

Newbegin and Owens (1996) reach a conclusion that adolescents' academic self-esteem has a positive relationship with Maths and English achievements of the pupils.

In addition to these, the significance of the environment is emphasized in the statements of the theories which indicate the development and maintenance of self-esteem. Moreover, the relationship between the self-esteem and academic achievement is well understood by means of the social environment in which the individual is standing. Therefore, different results of the previously explained studies which indicate that there is a significant relationship between pupils' self-esteem and academic achievement with this study which emphasizes that there is not a significant relationship between pupils' self-esteem and academic achievement can be interpreted as the result of the different social environments in which the individuals are standing and representing. Because the population in this study includes the pupils living in Edirne, in Turkey and the society, culture and environment they represent is obviously different from the populations of the other studies carried out in foreign countries. This may also be interpreted as the reason of different results of this study and the previously explained studies.

7.1.6. RQ6: "Is there a significant difference in students' parental attitudes according to the students' academic achievements in foreign language learning?"

In order to examine if there is a significant difference in students' parental attitudes by their academic achievements in foreign language learning, the data were

analyzed with the Kruskal Wallis Test and One-way Anova. The result of this test is given in Table 19.

Table 19. Kruskal Wallis Test Results of Students' Democratic Attitudes and Husband and Wife Scores with Respect to Students' Academic Achievement Levels in Foreign Language Learning

Democratic Attitude					
Academic Achievement Levels	N	Mean Rank	df	X²	P
Low level	7	80,70			
Medium level	61	145,41	2	4,58	.10*
High level	202	134,43			
Total	270				
Husband and wife conflict					
Academic Achievement Levels	N	Mean Rank	df	X²	P
Low level	7	163,57			
Medium level	61	151,22	2	4,49	.11*
High level	202	129,78			
Total	270				

* p > .05

As seen in Table 19, the significant differences that found neither in the mean scores of students' democratic attitude nor mean scores of Husband and wife conflict by students' academic achievement levels in foreign language learning ($X^2=4,58 - 4,49$; $p>.05$).

In order to examine whether the points of Over Protectiveness and Disciplineparental attitudes for the students differ according to their academic achievement levels, One-Way Anova and Scheffé Test were used for analysis and the results are shown in Table 20.

Table 20. The results of variance analysis between academic achievement levels with respect to the test scores

Over Protectiveness					
Source	Sum of Squares	df	Mean Square	F	P
Between Groups	1250.46	2	625.23	9.98	.00*
Within Groups	16722,34	267	62.63		
Total	17972,80	269			
Discipline					
Source	Sum of Squares	df	Mean Square	F	P
Between Groups	823.40	2	411.70	6.43	.00*
Within Groups	17105.86	267	64.07		
Total	17929.26	269			

* $p < .05$

When Table 20 is examined, it can be seen that there are significant differences between the means of over-protectiveness, discipline by students' academic achievement in foreign language learning [$F(2-267) = 9.98 - 6.43$; $p < .05$]. In order to assess the reason of this difference, Scheffé Test was done. Table 21 gives the results of this post-hoc test.

Table 21. The Results of Scheffé Test according to the academic achievements

Dependent Variable	Academic Achievement level	Mean Difference	Std. Error	P	
Over Protectiveness	Low	medium	-,19	3,16	,10
		High	4,79	3,04	,29
	Medium	Low	,19	3,16	,10
		High	4,98(*)	1,16	,00
Discipline	High	Low	-4,79	3,04	,29
		medium	-4,98(*)	1,16	,00
	Low	medium	-1,28	3,19	,92
		High	2,85	3,08	,65
	Medium	Low	1,28	3,19	,92
		High	4,13(*)	1,17	,00
High	Low	-2,85	3,08	,65	
	medium	-4,13(*)	1,17	,00	

* p < .05

As the findings in Table 21 point out that there is a significant difference between the students who have medium level academic achievement and the students who have high academic achievement level with respect to over-protectiveness scores (p=00). In addition, there is a significant difference between the students who have medium level academic achievement and the students who have high academic achievement level with respect to discipline scores (p=00).

In Landis' and Stone's (1952) research on high school students, it is examined that the adolescents who are single-minded, independent, successful and have self-management are grown up with democratic parental attitude. As it is seen, different dimensions of parental attitudes may have a positive or negative impact upon pupils'

achievement. For instance, while Landis' and Stone's (1952) research emphasizes the positive effect of "democratic parental attitude" on success, in this study, it is found out that there is a significant difference between the students who have medium academic achievement level and the students who have high academic achievement level with respect to "discipline" dimensions and it is also pointed out that there is a significant difference between the students who have medium level academic achievement and the students who have high academic achievement level with respect to "over-protectiveness" dimension of parental attitudes.

7.2. Summary

This chapter presented the statistical analysis of the data obtained from the study. Then, in the light of the findings, the research questions were discussed in detail.

CHAPTER 8

CONCLUSION

8.0. Introduction

This chapter aims to draw the conclusions of the study and finally, suggestions for further research are presented.

8.1. Conclusions

The main objective of this study was to find out whether there is a relationship between the students' self-esteem, parental attitudes and students' achievement in foreign language learning or not. In addition, this study also examined the gender and school differences in terms of students' self-esteem, parental attitudes and students' foreign language learning achievement. In this context, the study addressed six research questions indicated below and investigated the answers to them:

RQ1: "Is there a relationship between the students' self-esteem, parental attitudes and students' achievement in foreign language learning?"

RQ2: "Do the students' self-esteem and parental attitudes predict the students' achievement in foreign language learning?"

RQ3: "Is there a significant difference between male and female students' self-esteem, parental attitudes and students' achievement in foreign language learning?"

RQ4: "Is there a significant difference between the private and public school students' self-esteem, parental attitudes and students' achievement in foreign language learning?"

RQ5: "Is there a significant difference between the achievements in foreign language learning of the students' who have high and low self-esteem?"

RQ6: “Is there a significant difference in students’ parental attitudes according to the students’ academic achievements in foreign language learning?”

The participants in this study were students enrolled in three government (Yüksel Yeşil Primary School, Efkan Yıldırım Primary School, 75. Yıl Primary School) and three private schools (Serhat Private Primary School, Edirne Private Primary School and Edirne Beykent Private Primary School) in Edirne during 2009-2010 Academic Years and these students’ parents. The study was carried out with 270 student and 270 parent participants in total.

The data was collected through Demographic Information Form, Parental Attitude Research Instrument (PARI) and Rosenberg Self-esteem Scale (RSES). These questionnaires designed for parents and students were analyzed by means of certain statistical techniques via Statistical Package for the Social Sciences (SPSS) in relation with the aims of this study. The validity and reliability of the items the scales include which were tested in the previous studies were also analyzed again for this study. In addition, arithmetic means of English scores of pupils’ in previous years’ (6th grade and 7th grade results) indicated in their preceding reports and SBS Exam English scores in the previous years (6th grade and 7th grade points) were calculated and taken into consideration as a descriptor of their achievement in foreign language learning.

First of all, the findings of the study revealed that there is a significant relationship between students’ self-esteem and parental attitudes. Also, parental attitudes and students’ achievement in foreign language learning is interrelated to each other. However, there is no significant relationship between pupils’ self-esteem and their achievement in foreign language learning.

In this context, the study initially tried to find out whether there is a relationship between the students’ self-esteem, parental attitudes and students’ achievement in foreign language learning or not. In the light of the findings, it is pointed out that self-

esteem scores were significantly and low level positively correlated with over protectiveness, husband and wife conflict and discipline. However, academic achievement was significantly and low level negatively correlated with over protectiveness, husband and wife conflict and discipline. When the other dimension over-protectiveness is analyzed, it is found that it was significantly and medium level positively correlated with democratic attitude, husband and wife conflict and high level positively correlated with discipline. Also, democratic attitude was significantly and medium level positively correlated with husband and wife conflict and discipline. When discipline dimension of parental attitude was examined, it was found out to be significantly and low level positively correlated with self-esteem, low level negatively correlated with academic achievement, high level positively correlated with over protectiveness and husband and wife conflict, medium level positively correlated with democratic attitude.

When whether the students' self-esteem and parental attitudes predict the students' achievement in foreign language learning is investigated, it is clearly seen that the students who have low academic achievement in Foreign Language Learning compared to the students having high academic achievement have shown that they were positively affected in terms of the over-protectiveness and negatively affected in terms of the democratic attitude. According to the results, over-protectiveness level of the students who have low academic achievement in foreign language learning is 1,214 times higher than the ones having high academic achievement and democratic attitude level of the students who have low academic achievement in foreign language is 685 times lower than the ones having high academic achievement. On the other hand, over-protectiveness level of the students who have medium academic achievement in foreign language learning is 1,086 times higher than the ones having high academic achievement.

The study also tried to find out whether there is a significant difference between male and female students' self-esteem, parental attitudes and students' achievement in

foreign language learning. According to the results, no difference is recorded between female and male students' self-esteem, parental attitudes and their achievement in foreign language learning.

On the other hand, whether there is a significant difference between the private and public school students' self-esteem, parental attitudes and students' achievement in foreign language learning was analyzed. The results of this study revealed that there is not any statistically significant difference in students' self-esteem scores in terms of school type. However, when the academic level was examined, the results indicated that students in private schools had a higher level of academic achievement in foreign language than the students in public schools. Therefore, the significant difference that found in the academic achievement in foreign language learning is in favor of the students in private schools. Similarly, there's a significant difference found in the democratic parental attitude and husband and wife conflict by means of school type. According to the results, the public schools have higher democratic parental attitudes than private schools. However, public schools have higher husband and wife conflict than private schools. In this context, the results clearly showed that there was a statistically significant difference between over protectiveness and discipline parental attitude means of the students in public and private schools.

When whether there is a significant difference between the achievements in foreign language learning of the students' who have high and low self-esteem is investigated, it is found out that there is not a significant difference between the achievements of the students in foreign language learning who have high and low self-esteem.

The study finally tried to find out whether there is a significant difference in students' parental attitudes according to the students' academic achievements in foreign language learning and it was indicated that no significant differences found in democratic attitude and husband and wife conflict according to their achievement levels

in foreign language learning. However, it was clearly seen that there are significant differences between the means of over protectiveness and discipline by students' academic achievement in foreign language learning. For example, it was found that there is a significant difference between the students who have medium level academic achievement and the students who have high academic achievement level with respect to over-protectiveness scores. In addition, there is a significant difference found between the students who have medium level academic achievement and the students who have high academic achievement level with respect to discipline scores.

Consequently, this study revealed significant results in terms of the relationship between students' self-esteem, parental attitudes and students' achievement in foreign language learning.

8.2.Suggestions for Further Research

This study examined whether there is a relationship between students' self-esteem, parental attitudes and students' achievement in foreign language learning or not. Moreover, the study also investigated the gender and school differences (public and private schools) in terms of students' self-esteem, parental attitudes and students' foreign language learning achievement and underlined the results according to these issues. Further research may deal with different aspects of parental role in different areas of language learning. For example, a further study may investigate different parental involvement programs. Also, a further research may examine the effects of perceived parental attitudes on pupils' self-concept.

In addition to this, a further research may investigate the effects of parental attitudes on English language learners' achievement performances with a longitudinal study and for the population, different age group of learners may be selected.

Also, a further research may investigate the issue of general parental attitudes towards English Language Learning in a broader context. Additionally, the effects of

parental involvement on students' academic achievement or the contribution of parental involvement to the pupils' foreign language learning process may be examined in a further research.

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APPENDICES

Appendix A: Permission Letter of The Provincial Directorate of National Education of Edirne

20 KAS 2009

T.C.
EDİRNE VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : B.08.4.MEM.4.22.00.04.510/(1561)- 26361
Konu: Anket çalışması.

VALİLİK MAKAMINA

Trakya Üniversitesi, Sosyal Bilimler Enstitüsü, Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalı öğrencisi Ayfer TANIŞ'ın 2009-2010 öğretim yılı birinci yarıyıl döneminde 31.12.2009 tarihine kadar İlimiz Merkez İlçedeki Yüksel Yeşil İ.Ö.O., Şehit Üsteğmen Efkan Yıldırım İ.Ö.O., 75.Yıl İ.Ö.O., Özel Serhat İ.Ö.O., Özel Edirne İ.Ö.O. ve Özel Edirne Beykent İlköğretim Okulunda öğrenim gören 8'inci sınıf öğrencilerine yönelik "Öğrencilerin Benlik Saygısı, Algılanan Ebeveyn Tutumları ve Yabancı Dil Öğrenimindeki Başarıları Arasındaki İlişki" konulu anket çalışmasını uygulama isteği ile ilgili 10.11.2009 tarih ve 1871 sayılı yazışı ve ekleri ilişikte sunulmuştur.

İlimiz Merkez İlçedeki yukarıda adı geçen İlköğretim Okullarında öğrenim gören 8'inci sınıf öğrencilerine yönelik ekte sunulan anket formlarına göre eğitim ve öğretimi aksatmadan Okul **Müdürlerinin sorumluluğunda** söz konusu anket çalışmasının yapılabilmesi için gerekli iznin verilmesini Olurlarınıza arz ederim.


S. Demirci
Şerafettin DEMİRCİ
Millî Eğitim Müdür V.




EKLER:
Ek-1) Kişisel Bilgi Formu (2 Sayfa)
2) Anket Formları (5 Sayfa)

OLUR
20/11/2009
Ayhan ÖZKAN
Dr. Ayhan ÖZKAN
Vali a.
Vali Yardımcısı

19/11/2009 Şef : B.TUĞLALIKLI
19/11/2009 Şb Md : F.MERTER

20.11.2009
ASLİGİBİDİR
Fikret MERTER
Şube Müdürü

 Edirne İl Millî Eğitim Müdürlüğü
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Bilgi için: Eğitim-Öğretim Bölümü
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Faks : (0 284) 225 49 08
E-posta: edirnemem@meb.gov.tr
Elektronik Ağ: http://edirne.meb.gov.tr

Appendix B: Demographic Information Form**Kişisel Bilgi Formu**

Aşağıdaki bilgileri kendinize uygun şekilde doldurunuz.

Cinsiyetiniz: () kız () erkek

Yaşınız :

Okulunuzun Adı - Sınıfınız:

İngilizce SBS puanınız-Netiniz:

İngilizce Dersi Son Dönem Karne Notunuz:

Annenizin öğrenim durumu: () ilkokul () Ortaokul () Lise () Üniversite

Babanızın öğrenim durumu: () ilkokul () Ortaokul () Lise () Üniversite

Annenizin mesleği:

Babanızın mesleği:

Aşağıda belirtilen seçeneklerde ailenizde/evinizde olanları işaretleyiniz.

()TV () internet ()DVD () play-station

()VCD ()kablolu TV () İngilizce kaynaklar () otomobil

Appendix C: Rosenberg Self-Esteem Scale (RSES)

Rosenberg Benlik Saygısı Ölçeği (RBSÖ)

Aşağıda verilen her bir soru için (a), (b), (c), (d) şıklarından kendi görüşünüzü en iyi ifade eden bir seçeneği daire içine alarak işaretleyiniz. Bu ifadelerde doğru veya yanlış yoktur. Sadece kendi görüşünüzü işaretlemeniz ve bütün soruların cevaplandırılması gerekmektedir.

1-Kendimi en az diğer insanlar kadar değerli bulurum.

- a) Çok doğru
- b) Doğru
- c) Yanlış
- d) Çok yanlış

2-Bazı olumlu özelliklerim olduğunu düşünüyorum.

- a) Çok doğru
- b) Doğru
- c) Yanlış
- d) Çok yanlış

3-Genelde kendimi başarısız bir kişi olarak görme eğilimindeyim.

- a) Çok doğru
- b) Doğru
- c) Yanlış
- d) Çok yanlış

4-Ben de diğer insanların pek çoğunun yapabileceği kadar bir şeyler yapabilirim.

- a) Çok doğru
- b) Doğru
- c) Yanlış
- d) Çok yanlış

5-Kendimde gurur duyacak fazla bir şey bulamıyorum.

- a) Çok doğru
- b) Doğru
- c) Yanlış
- d) Çok yanlış

6-Kendime karşı olumlu bir tutum içindeyim.

- a) Çok doğru
- b) Doğru
- c) Yanlış
- d) Çok yanlış

7-Genel olarak kendimden memnunum.

- a) Çok doğru
- b) Doğru
- c) Yanlış
- d) Çok yanlış

8-Kendime karşı daha fazla saygı duyabilmeyi isterdim.

- a) Çok doğru
- b) Doğru
- c) Yanlış
- d) Çok yanlış

9-Bazen kesinlikle kendimin bir işe yaramadığımı düşünüyorum.

- a) Çok doğru
- b) Doğru
- c) Yanlış
- d) Çok yanlış

10-Bazen hiç de iyi bir insan olmadığımı düşünüyorum.

- a) Çok doğru
- b) Doğru
- c) Yanlış
- d) Çok yanlış

Appendix D: The Parental Attitude Research Instrument (PARI)

Aile Hayatı ve Çocuk Yetiştirme Tutum Ölçeği

Aşağıda verilen ifadeleri okuyup şu şekilde değerlendiriniz.

4	3	2	1
çok uygun	oldukça uygun	biraz uygun	hiç uygun
buluyorum	buluyorum	buluyorum	bulmuyorum

Görüşünüzü bu sayılardan birini daire içine alarak bildiriniz. Bu ifadelerde doğru veya yanlış yoktur. Sadece kendi görüşünüzü işaretlemeniz gerekir. Bütün soruların cevaplandırılması gerekmektedir, bu yüzden bazı İfadeler birbirine benzer dahi olsa cevaplandırmanızı rica ederiz.

1-Çocuk yorucu veya zor işlerden korunmalıdır.	4 3 2 1
2-Anne ve babalar çocuklarını dertlerini anlatmaya teşvik ederler.Fakat bazen bunların onlara açılmamasını anlayamazlar.	4 3 2 1
3-Çocuk boşa geçen dakikaların bir daha hiç geri gelmeyeceğini ne kadar çabuk öğrenirse o kadar iyi olur.	4 3 2 1
4-Bir anne çocuğunun düş kırıklığına uğramaması için elinden geleni yapmalıdır.	4 3 2 1
5-Çocuk ne kadar erken yürümeyi öğrenirse o kadar iyi terbiye edilebilir	4 3 2 1
6-Çocuğun hayatta öğrenmesi gereken o kadar çok şey vardır ki zamanını boşa geçirmesi affedilemez.	4 3 2 1
7-Babalar, biraz daha şefkatli olsalar anneler çocuklarının daha iyi yönetebilirler	4 3 2 1
8- Sıkı kurallarla yetiştirilen çocuklardan en iyi yetişkinler çıkar.	4 3 2 1
9-Bir anne çocuğunun mutluluğu için kendi mutluluğunu feda etmesini bilmelidir.	4 3 2 1

10-Daima koşuşturan, hareketli bir çocuk büyük bir olasılıkla mutlu bir kişi olacaktır.	4	3	2	1
11-Büyükler çocukların şakalarına güler, onlara eğlendirici öyküler anlatsa evdeki düzen daha düzgün, daha akıcı olur.	4	3	2	1
12-Çocuğun en gizli düşüncelerini kesinlikle bilmek bir annenin görevidir.	4	3	2	1
13-Anne babalar çocuklarına sorgusuz sualsiz kendilerine sadık kalmalarını öğretmelidirler.	4	3	2	1
14-Anne ve babalar her zaman çocuklarının kendilerine uymasını beklememeli, biraz da kendileri çocuklarına uymalıdır.	4	3	2	1
15-Eğer anneler dileklerinin kabul edileceğini bilselerdi babalarının daha anlayışlı olmalarını dilerlerdi.	4	3	2	1
16-Bir çocuğa ne olursa olsun dövüşmekten kaçınması öğretilmelidir.	4	3	2	1
17-Eğer çocuklar ailedeki kuralları uygun bulmuyorlarsa, bunu anne babalarına söylemeleri hoş karşılanmalıdır.	4	3	2	1
18-Çocuğu sıkı terbiye ederseniz sonra size teşekkür eder.	4	3	2	1
19-Küçük bir çocuk cinsiyet konusundan sakınmalıdır.	4	3	2	1
20-Bir annenin çocuğunun hayatı hakkında her şeyi bilmesi hakkıdır. Çünkü çocuğu onun bir parçasıdır.	4	3	2	1
21-Uyanık bir anne baba çocuğunun bütün düşüncelerini öğrenmelidir.	4	3	2	1
22-Çocuklar anne babalarının kendileri için neler feda ettiklerini düşünmelidirler.	4	3	2	1
23-Eğer çocukların dertlerini söylemelerine izin verilirse büsbütün şikayetçi olurlar.	4	3	2	1
24-Sert terbiye sağlam ve iyi karakter geliştirir.	4	3	2	1
25-Anneler çocukları için hemen hemen bütün eğlencelerini feda ederler.	4	3	2	1
26-Babalar daha az bencil olsalar kendilerine düşen görevleri yerine getirirler.	4	3	2	1
27-İyi bir anne çocuğunu ufak tefek güçlüklerden korumalıdır.	4	3	2	1
28-Bir çocuğa anne ve babasını herkesten üstün görmesi öğretilmelidir.	4	3	2	1
29-Çocuk hiçbir zaman ailesinden sır saklamamalıdır.	4	3	2	1

30-Çocuklardan sık sık ödün vermeleri anne babaya uymalarını istemek doğru değildir.	4	3	2	1
31-Bir çocuğa başı derde girdiğinde dövüşmek yerine büyüklere başvurması öğretilmelidir.	4	3	2	1
32-Anne baba arasındaki tartışmalar hafif bir şekilde geçirilemez.	4	3	2	1
33-Oğlan ve kız çocuklarının giyinirken birbirlerini görmemeleri gerekir.	4	3	2	1
34-Çocukların sorunlarına eğilerseniz sizi oyalamak için bir çok masal uydururlar.	4	3	2	1
35-Eğer anne babalar çocuklarıyla daha çok ilgilenirler sakalaşırlarsa çocukların öğütlerini daha çok dinlerler.	4	3	2	1
36-Anneleri kendileri yüzünden zorluk çektiği için çocuklar, onlara karşı daha anlayışlı olmalıdırlar.	4	3	2	1
37-Bir çocuk eninde sonunda anne babasının sahip olduğundan daha fazla akla sahip olamayacağını anlar.	4	3	2	1
38- Eğer bir anne çocuklarını iyi yetiştirmiyorsa belki de bu babanın evde kendine düşen görevi iyi yapmamasından ileri geliyordur.	4	3	2	1
39-Bir çocuğun diğer bir çocuğa vurması hiçbir şekilde hoş karşılanamaz.	4	3	2	1
40 -Aileler çocuklarına hayatta ilerleyebilmeleri için hep bir şeyler yapmaları ve boşa zaman geçirmemelerini öğretmelidirler.	4	3	2	1
41-Evde olup biteni sadece anne bildiği için ev hayatını o planlamalıdır.	4	3	2	1
42-Kendi haklarına sahip olabilmesi için bazen bir kadının kocasını terslemesi gerekebilir.	4	3	2	1
43-Eğer anne bütün sorumluluğu üzerine alırsa aile rahatlar.	4	3	2	1
44-Anne babalar çocuklarını güç İşlerden sakınmalıdırlar.	4	3	2	1
45-Çocuklar aslında sıkı disiplin içinde mutlu olurlar.	4	3	2	1
46-Çocuklarının toplantılarıyla, kız-erkek arkadaşlıklarıyla ve eğlenceleriyle ilgilenen anne-babalar onların iyi yetişmelerini sağlarlar.	4	3	2	1
47-Anne babaya sadakat her şeyden önce gelir.	4	3	2	1

