

THE MEDIATING ROLE OF PSYCHOLOGICAL ADJUSTMENT
ON THE RELATIONS AMONG PERCEIVED PARENTAL
ACCEPTANCE – REJECTION, PERCEIVED PARENTAL
CONTROL AND CROSS – SITUATIONAL COPING STYLES
DURING EARLY ADOLESCENCE

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BOĞAZIÇI UNIVERSITY

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Thesis Abstract

Çisem Gürel, “The Mediating Role of Psychological Adjustment on the Relations among Perceived Parental Acceptance – Rejection, Perceived Parental Control and Cross – Situational Coping Styles during Early Adolescence”

The aim of the present study was to explore the mediating role of psychological adjustment on the relations among perceived parental acceptance-rejection, perceived parental control and early adolescents’ cross-situational coping styles. The relationships among these variables and gender differences were investigated.

The sample consisted of 339 students from two secondary schools in Istanbul. All were from intact families with low SES levels. For data collection, child version of the Parental Acceptance–Rejection/Control Questionnaire - Mother and Father Forms, child version of the Personality Assessment Questionnaire and German Stress and Coping Questionnaire for Children and Adolescents were used.

The findings indicated that adolescents’ perceptions of parental rejection and parental control additively accounted for 42% of the variance in adolescents’ psychological maladjustment. In combination, perceived parental rejection, perceived parental control and psychological maladjustment explained 36% of the variance in adolescents’ cross-situational anger-related emotion regulation. Adolescents who perceive more rejection from their fathers reported poorer psychological adjustment and consequently they reported less use of social support seeking, problem solving, palliative emotion regulation and anger-related emotion regulation as a coping style across two stressful situations (interpersonal and academic stressors).

Tez Özeti

Çisem Gürel, “Erken Ergenlikte Algılanan Ebeveyn Kabul – Reddi, Algılanan Ebeveyn Kontrolü ve Durumlar Arası Başa Çıkma Stilleri Arasındaki İlişkilerde Psikolojik Uyumun Aracı Rolü”

Bu araştırmanın amacı erken ergenlikte algılanan ebeveyn kabul-reddi, algılanan ebeveyn kontrolü ve durumlar arası başa çıkma stilleri arasındaki ilişkilerde psikolojik uyumun aracı rolünü incelemektir. Değişkenler arası ilişkiler ve bu ilişkilerdeki cinsiyet farklılığı da araştırılmıştır.

Örneklem, İstanbul’daki iki ortaokulda okuyan 339 öğrenciden oluşmaktadır. Tüm öğrenciler, ebeveynlerin birlikte yaşadığı ve düşük sosyo-ekonomik duruma sahip ailelerden gelmektedir. Veri toplamak için, Ebeveyn Kabul-Red/Kontrol Ölçeği/Çocuk Kısa Formu, Kişilik Değerlendirme Ölçeği/Çocuk Formu, Çocukluk ve Gençlik Çağındaki Stres ve Bu Stresle Başa Çıkma Yöntemleri Ölçeği kullanılmıştır.

Algılanan ebeveyn reddi ve algılanan ebeveyn kontrolünün, ergenlerin psikolojik uyumsuzluklarındaki değişikliklerin %42’sini açıkladığı görülmüştür. Bir arada olarak, algılanan ebeveyn reddi, algılanan ebeveyn kontrolü ve psikolojik uyumsuzluğun, ergenlerin durumlar arası öfkeyle bağlantılı duygu düzenlemelerindeki değişikliklerin %36’sını açıkladığı belirlenmiştir. Babaları tarafından reddedildiği algısı bulunan ergenlerin psikolojik uyumlarının daha zayıf olduğu ve sonuç olarak kişiler arası ve akademik stres durumlarında sosyal destek arama, problem çözme, yatıştırıcı duygu düzenleme ve öfkeyle bağlantılı duygu düzenleme başa çıkma stillerini daha az kullandıkları tespit edilmiştir.

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CHAPTER I

INTRODUCTION

Major transformations, from childhood to maturity, start at a period generally referred as “Early Adolescence”. Puberty and its effects; development in cognitive ability; a refined sense of identity; and self-worth are some of the major transitions which occur in individuals (Erikson, 1963; O’Malley & Bachman, 1983; Petersen & Hamburg, 1986; Lerner, 1987). These changes occur at an unprecedented pace. Unfortunately, accelerated changes may cause great amount of stress and lately, may have negative effects on adaptation (Hauser & Bowlds, 1990; Seiffge-Krenke, 1995). Some of the adolescents know how to cope well with those changes while some may experience great amount of stress due to not knowing how to cope well properly (Compas et. al., 1988).

An increasing number of studies and theories indicate that close attachment relations of early adolescents and parents facilitate this transitional period (Armsden & Greenberg, 1987; Papini, Roggman, & Anderson, 1991). Parents may change the process by either being warm and loving or rejecting and hostile. This attitude may affect how the child turns out to be in life, since the patterns of parental behavior affects the development of children especially in terms of personality (Hussain & Munaf, 2012). A strong correlation between parental (maternal and paternal) acceptance and adolescent adjustment has been found by a number of studies (Rohner, Khaleque, & Cournoyer, 2005, Rohner & Britner, 2002; Cummings & Davies, 1995, Rothbaum & Weisz, 1994).

Some of the adjustment problems of children are related to parental rejection. Adolescent behavioral and emotional issues have been reported to increase under the conditions where the child has suffered hostility of the parents (Conger, et al., 1994) and a link was reported between parental rejection and passive coping strategies (Meesters & Muris, 2004). Adolescents who perceive their parents as warm and loving regardless of parental control (low firm or firm) reported more frequent use of adaptive coping strategies than those who perceive low parental acceptance and high firm parental control (Dusek & Danko, 1994).

In addition to above mentioned role of parental acceptance-rejection (warmth dimension of parenting), adolescents' coping styles and their own views regarding to their self-worth may have a moderator role in the relationship between adjustment and stressful environments (O'Malley & Bachman, 1983).

The present study aimed to explore the mediating role of psychological adjustment on the relations among perceived parental acceptance-rejection, perceived parental control and adolescents' cross-situational coping styles. Although a large body of research has been conducted on parental acceptance-rejection, behavioral control, psychological adjustment of adolescents and coping styles separately; based on current literature review no single study has been found involving all these variables. Therefore, relationships among perceived parental acceptance, perceived parental control, psychological adjustment and coping styles were explored altogether in this study. Since the coping subtheory is the least well-developed part of PARTheory from both theoretical and empirical aspects (Rohner & Khaleque 2005), this study aimed to contribute empirically to the coping subtheory of PARTheory. Instead of reports of parents, the focus was on adolescents' perceptions of their own experiences.

CHAPTER II

LITERATURE REVIEW

In this section, parental acceptance-rejection, parental control, personality subtheory of parental acceptance-rejection and coping styles are reviewed. The literature review about parental acceptance-rejection, parental control, personality subtheory of parental acceptance-rejection and coping styles is also presented. Finally, the statement of the problem and research questions of the study are stated.

Parental Acceptance-Rejection (PARTheory)

Rohner (1986), the presenter of Parental Acceptance-Rejection (PAR) Theory, was inspired by a feeling that acceptance or rejection of the parents, may be singularly the most crucial and influential experience in children's lives (Khaleque & Rohner, 2002). PARTheory is based upon the perspective of evolutionary developmental psychology in that human beings have evolved to have emotional needs, especially for acceptance by their caregivers (Rohner, 2004).

PARTheory is an evidence-based theory with a global appeal. It deals with life span development with a perspective of socializing skills, and aims to envisage and elucidate causes, consequences, and associate these with the worldwide phenomena of acceptance or rejection. It aims to find answers to five classes of questions which are divided into three subtheories, namely: personality subtheory,

coping subtheory, and sociocultural systems subtheory (Rohner, 1986; Rohner, Khaleque, & Cournoyer, 2011; Rohner & Rohner, 1980).

The main focus of the PARTheory is on the difference between perceived and subjective account of parental acceptance-rejection of a person, known as the “warmth dimension” of parent-child ties (Rohner, Khaleque & Cournoyer, 2003). The perceptions are considered to be the corner stone in the foundation of parenting (Rohner, 1991; Baumrind, 1991). All human beings can be placed on the continuum of “warmth dimension” as everyone has experienced love or rejection of parents or other caretakers in life, especially during childhood (Rohner, 1986).

“Warmth dimension” covers two phenomena: parental acceptance and parental rejection. One end of this dimension is expressed by parental acceptance that refers to verbal and physical signs of the warmth, affection, care, comfort, concern, nurturance and support. On the other hand, the other end of the dimension is expressed by parental rejection that refers to physical and psychological abuse or as simple as absence of the parent (Rohner, 1975, 2004, 2005). Children tend to feel rejected and unloved due to these behaviors of the parents (Rohner, 1999).

Worldwide studies regarding child and adolescent behaviors from different ages, cultures, genders and races have supported PARTheory (Rohner, Khaleque, & Cournoyer, 2005). In the last five decades, there have been more than 500 studies all around the world, besides Antarctica, regarding parental acceptance–rejection phenomena and all these studies put forward four universal classes of acceptance or rejection behavior (Rohner, 2004; Rohner & Cournoyer, 1994). These four universal classes of behaviors are warmth/affection (or their opposite, coldness/lack of affection), hostility/aggression, indifference/neglect, and undifferentiated rejection.

Below, each cluster of behaviors described by Rohner (1986) will be mentioned in detail.

1. Warmth/Affection or Coldness/Lack of Affection

Warmth and affection can be expressed both verbally and physically. Physical display of warmth can be approval or support by hugs, kisses, caress, smiles, pats or cuddles and the like. Verbal expression may include compliments, praises, verbal approval of love like telling stories or public announcements of success and the like.

2. Hostility/Aggression

Anger, enmity, ill will, resentment or meanness is all part of inner psychological issues or emotions of individuals toward children. Aggression refers physical abuse like hitting, pushing or physical punishments. It also refers to hurting psychologically like cursing, belittling or scorns and the like.

3. Indifference/Neglect

Lack of care or concern for children is referred to as indifference. When parents fail to meet the socio-physical, medical or educational needs of children or when they ignore the wishes, interests or needs of children, this aspect is referred to as neglect.

4. Undifferentiated Rejection

Sometimes children tend to feel unloved or uncared for, even though parental behavior might not indicate the same, this is referred to as “Undifferentiated Rejection” (Rohner, 1986).

Rohner (2005) suggests that parental acceptance and rejection can be studied by either subjective or objective perspectives: subjectively by assessing the individuals' experiences or by objective studies of the researchers. Generally, both of these perspectives produce similar results (Clausen, 1972; Hunt & Eichorn, 1972; Schwarz et al., 1985). PARTheory suggests that if subjective or objective approach does not yield the same results, the individuals' perceptions of acceptance and rejection should be given priority (Rohner, Khaleque, & Cournoyer, 2005; Rohner, 2005). So, in the light of the discussion above, this research focused on the perceptions and experiences of the adolescents.

Parental Warmth and Parental Control

PARTheory suggests that parental control is determined by behavioral control of the parent. Permissiveness or strictness is the tool adopted by parents to manage, manipulate and control behavior of their children. Parents can be permissive or restrictive, which will be reflected in child's behavior. "Permissiveness" refers to those parents who exercise least control or direction to the behaviors of adolescents. Sometimes, parents make rules and regulations for behaviors of adolescents which refer to "Strictness". Strictness leaves little room for independence (Rohner, 1991; Rohner & Khaleque, 2005a).

Parental warmth (acceptance and rejection) and parental control (permissiveness and strictness) are two global dimensions of parenting (Rohner & Rohner, 1981). According to factor-analytic studies, parental warmth and parental control does not depend on each other. It cannot be known how controlling the parent will be perceived from knowing how warm the parent is perceived (Becker, 1964). It

has been shown by a study that the adolescents' views of parental behavioral control positively correlate with parental warmth/affection; and there is a negative correlation between parental behavioral control and indifference/neglect (Rohner & Pettengill, 1985). Another study revealed that adolescents who are physically and emotionally abused by their parents are simultaneously under less parental control and have more negative relationship if compared with their peers having good parent-child relationship (İşmen-Gazioğlu, 2007).

Different level of parental control is exercised in different cultures (Rohner, Kean, & Cournoyer; 1991). Families from Turkey traditionally give great importance to good familial relationship and bonding (İmamoğlu, 1987) and characteristically, these families have great emotional ties (Kağıtçıbaşı & Sunar, 2002). Harmony and peace in the family are high priorities so every individual is supposed to be obeying the rules and to be dependent on the family (Mocan-Aydın, 2000) and thus obedience to rules and family values are highly respected (Kağıtçıbaşı, 1996).

Many studies show that control may or may not be related to psychological and emotional maladjustment (Rohner, Kean & Cournoyer, 1991; Rohner et. al., 1996; Erkman & Rohner, 2006). It depends whether control is perceived as rejection or not by the adolescents (Rohner, Kean & Cournoyer, 1991). Physical and corporal punishment (beating or pushing etc.) resulted in poor psychological adjustment or maladjustment and that caused children to perceive their parents as rejecting (Rohner, Bourque, & Elordi, 1996). Another study that was conducted by Erkman and Rohner (2006) reported that perception of parental acceptance mediates the relationship between individual's psychological adjustment and parental punishment. This phenomenon is independent of age or gender (Erkman & Rohner 2006).

Correlation ranging from $-.36$ to $-.77$ (with a mean of $.56$) has been shown between parental acceptance-rejection and parental control. This correlation has been consistent in many cultures all around the world like Asia, Africa, Europe and the USA (Soenens, 2007). It is very of great importance to study the contribution of both parental acceptance-rejection and parental control to psychological maladjustment, as these two phenomena are usually overlapping in most cases (Dwairy, 2010).

PARTheory's Personality Subtheory

There is a large amount of evidence from all around the world about mental health correlates of PARTheory. The evidence comes from cross-cultural, multi-cultural and intra-cultural studies, especially from personality subtheory of PARTheory (Rohner, 1986, 1999, 2011). PARTheory lays its foundation that parental rejection affects childhood and its effects extend into adult life as well (Khaleque & Rohner, 2002). It hypothesizes that when individuals are rejected by their parents or significant others, they have the tendency to acquire a special order of social, emotional and cognitive dispositions, as explained in the personality subtheory (Rohner, 1999).

All human beings, despite of age, gender or cultural differences can be placed along the dimension according to the personality subtheory, which has seven different personality and behavioral dispositions. These dispositions include (1) dependence or defensive independence, depending on the form, frequency, timing, and intensity of rejection; (2) emotional unresponsiveness; (3) hostility, aggression, passive aggression, or problems with the management of hostility and aggression; (4) negative self-esteem; (5) negative self-adequacy; (6) negative worldview; and (7)

emotional instability (Rohner, 1986). Each personality dispositions described by Rohner (1986) will be explained in detail below.

1. Dependence or defensive independence:

It depends on the form, timing, intensity and frequency of rejection. Dependence and independence are on the two opposite ends of the behavioral continuum. Dependence is a concept that defines ones' reliance on others for emotional support like guidance, approval, encouragement, comfort or reassurance. As operationally defined, dependence can be explained by bids of children for positive reaction. Conversely, independent individuals do not depend on others for his/her psycho-emotional needs and generally do not feel the need to make bids for gestures of positive responses.

2. Emotional unresponsiveness:

People who are responsive emotionally are able to express their true feelings openly and freely. On the contrary, people who face difficulty in emotional responsiveness tend to hide their feelings and they are emotionally isolated. Hence, emotionally responsive individuals are open in showing the warmth and love for others while emotionally unresponsive individuals may be defensive in their involvement with others.

3. Hostility, aggression, passive aggression, or problems with the management of hostility and aggression:

Hostility is a hidden or internal emotion. It may be anger, resentment, scorn or enmity. PARTheory's personality subtheory defines aggression as the intention to hurt, or at least having emotions to hurt others or sometimes oneself. Passive

aggression is more like an indirect way of expressing aggression like sulking, cursing, pouting or stubbornness and the like.

4. Negative self-esteem:

Self-evaluation has been given two dimensions in personality theory, namely: self-esteem and self-adequacy. Self-evaluation, which may be positive or negative, includes all the feelings, perceptions or attitudes about the self. Positive self-esteemed people generally tend to like, appreciate, approve, and accept themselves. They are happy and are comfortable with themselves. On the other hand, people with low or negative self-esteem are the ones who are unhappy and uncomfortable with themselves. They often feel inferior to others.

5. Negative self-adequacy:

Self-adequacy is the judgment of oneself about one's competence and expertise. Positive or high self-adequacy means that the person is confident in his/her capabilities to deal appropriately with the problems. On the other hand, negative self-adequacy means that individual considers himself/herself as inadequate to compete and attain the desired needs.

6. Negative worldview:

Worldview is an individuals' overview of life, evaluation of world or universe, the reason of existence, which essentially has negative or positive dimensions. The worldviews of individuals are often non-verbalized phenomena. Person with positive worldview has a perception of life as happy, good, secure, friendly and safe. On the other hand a person having negative world view rejects the above perceptions and considers the world as hostile, unfriendly, bad and insecure.

7. Emotional instability:

Emotional instability is the last dimension of personality subtheory. Emotional stability refers to an individual's ability to cope with failures, setbacks, unpleasant encounters, difficulties and hardships with a steady emotional constancy without becoming overwhelmed emotionally. Emotionally stable people have strength to deal with minor setbacks and stress while emotionally unstable people often display unpredictable and erratic mood swings in the face of minor stressful situations (Rohner, 1986).

E. C. Rohner (1980) found that perception of an individual regarding to parental acceptance and rejection explained 46% of variance in the above mentioned dispositions. There have been many studies providing empirical evidence for the personality subtheory of PART, especially in terms of parent children relations (Khaleque & Rohner, 2002; Rohner & Britner, 2002; Rohner, 2011).

Parental Acceptance-Rejection and Personality Subtheory

Parental acceptance yields positive outcomes in children. It has been associated with the prosocial behaviors in children like kindness, empathy and generosity; effective and positive personal relationships in adolescence and overall psychological wellbeing in adulthood such as a happier, satisfied and more stress free life (Rohner & Britner, 2002). On the other hand, rejected individuals often display distorted mental and social cognitions which consist of “negative worldview, negative self-esteem, and negative self-adequacy” and the like (Rohner, 2004; Rohner et al., 2012).

Parental rejection and dependence are reported to have a curvilinear and complex relationship. Generally, the children who are accepted by their parents show dependence to a moderate degree. The increase in rejection by parent, and child's bid for positive parental response are positively correlated up to a point, which makes the child become gradually more dependent. Unfortunately, after sometime, comes an undefined point in facing the rejection that the child makes lesser bids for parental positive attitude and gradually becomes "defensive independent". These seriously rejected children become defensive independent to save themselves from getting hurt any further and being rejected. PARTheory's personality subtheory suggests that when parental rejection eventually becomes hostile or aggressive, rejected children are more probable to become hostile and active or passive aggressive. Furthermore, rejected children are prone to be emotionally unstable, aggressive, and sometimes even unresponsive emotionally. These children who face excessive rejection have an altered view of life, low self-esteem, a sense of negative self-adequacy and overall negative worldview (Rohner, 1986).

A meta-analysis concluded that interpersonal rejection consistently had negative effects on the adjustment (psychological and behavioral) of individuals during childhood and adulthood (Khaleque & Rohner, 2002, Rohner, Khaleque, & Cournoyer, 2005; Erkman 1992, 2007). Khaleque (2007) suggested that the relationship between psychological adjustment and parental rejection is universal "across all ethnic groups, races, cultures, languages, gender, and geographic boundaries of the world...No population has yet been found where the theoretically expected relations fail to emerge" (p. 3).

The relationship between psychological adjustment and parental acceptance-rejection was found to be stronger during the phase of adolescence since it is a phase that parental love may still have great influence on them (Khaleque & Rohner, 2002). Parenting has been a major focus of studies which try to identify factors that creates a risk for the development of low self-esteem and parenting itself has been a risk factor for the development of low self-esteem of children (Rohner, 1986).

Coping Styles

Coping refers to methods (behavioral and cognitive) of individuals to deal with stress emotionally and instrumentally (Folkman & Lazarus, 1984; Costa & McCrae, 1990). Coping and perceived stress have been known to have a positive correlation (Krypel & Henderson-King, 2010). When individuals' perceived stress level increases their coping efforts also increases (Shields, 2001). Problem solving, support seeking, avoidance, distraction, and emotion regulation are major dimensions of coping, presented in both theories and studies. Problem solving includes strategies both approaching and focusing on the problem. Support seeking involves instrumental and emotional support from significant others. Avoidance includes efforts to move away from the cause of the stress. Distraction involves trying to find peace in substitute satisfying activities. Emotional regulation includes sustaining the viewpoint of optimism (Compas et al., 2001; Skinner et al., 2003; Skinner & Wellborn, 1994).

Many studies have concluded that there is a variety of stressors which children and adolescents have to deal with (Fields & Prinz, 1997). The most frequently reported stressors are about school-related issues. They are followed by interpersonal familial stressors that include conflicts on home grounds (parents and

siblings) and friends or peers (de Anda et al., 1997, 2000; Spirito et al., 1991; Donaldson et al., 2000). Studies have revealed that stress on daily basis is a root cause for many significant psychological indicators (Seiffge-Krenke, 2000; Compas et al., 1993). Stressors in a cumulative mode may be a cause of psychological maladjustment (Fields and Prinz, 1997; Compas et al., 2001; Seiffge-Krenke, 2000).

The impact stress has on health and adjustment has been linked to the individual's method of dealing with stress (Lazarus & Folkman, 1984). Some coping techniques may be protective in nature and help in regulation of negative impacts of stress. These protective techniques create substitute solutions to reduce impact of stressors, but many others may aggravate the stressors and become an active risk factor themselves (Seiffge-Krenke, 2000). Children and adolescents have a major psychological risk of adopting maladaptive coping style (Seiffge-Krenke, 1995; Compas et al., 2001; Wolchik and Sandler, 1997).

According to a variety of studies, coping strategies are shown to differ in males and females (Eschenbeck, Hübner, Deiß, Kohlmann, & Hermanns, 2007; Eschenbeck, Kohlmann, & Lohaus, 2007; Kohlmann, Eschenbeck, Meier, & Gross, 2010). In general, boys more frequently use avoidant coping strategies whereas girls frequently use social support seeking and problem solving strategies (Eschenbeck et al., 2012). Similarly, many studies have shown that females tend to use predominantly social support for coping with stressors (Seiffge-Krenke, 1993; Causey & Dubow, 1992) and unlike boys; girls also tend to use more emotion-focused coping (Donaldson et. al., 2000 & de Anda et. al., 2000).

Emotion-focused coping is positively and problem-focused coping (prominent in children of 10-14 years) is negatively correlated to psychological

symptoms in children and adolescents (Compas et al., 1988). Likewise, problem-focused coping is related to a better “adaptive functioning”. Emotion-focused coping is associated with behavioral, emotional and social malfunction as a mirror of emotional deregulation (Windle & Windle, 1996; Hoffman et al., 1992).

According to the results of a study that was conducted by Eschenbeck and her colleagues in 2011, physical symptoms, emotional symptoms and prosocial behavior are positively correlated with the use of social support (Eschenbeck et al., 2012). Joy and prosocial behavior have been positively associated with problem solving while hyperactivity and misconduct are negatively associated with it. Both anger-related emotional regulation and media use were positively associated with physical indicators like anxiety, anger, conduct problems and hyperactivity and negatively associated with prosocial behavior (Eschenbeck et al., 2012).

Parental Acceptance-Rejection, Psychological Adjustment and Coping

Psychological resources, like positive self-esteem, can be achieved by a positive parental relationship that provides social support thus help adolescents cope with stressful situations and unwanted events more aptly (Baumrind, 1991; Cohen & Wills 1985). Warm and affectionate relationship between mothers and children protect them from becoming negatively affected by stress (Wagner et al., 1990). Children suffering parental negligence or avoidance have a greater tendency to develop psychological and emotional maladaptation (Baumrind, 1991; Lamborn et al., 1991). Children facing parental rejection, neglect or over protection tend to have low self-esteem. This is also associated with individuals having difficulty in using adaptive strategies while coping with stressors (Jorgensen & Dusek, 1990).

According to the results of a study that was conducted by Dusek and Danko in 1994, adolescents who perceive their parents as neglectful tended to use less problem-focused and more cognitive and emotional-focused coping strategies, while children who perceive their parents as authoritative showed contrasting results. On the other hand, loving, affectionate and warm behavior of parents has a link to high self-esteem (Rice, 1990; Haque, 1988). Parental support, warmth, nurture and approval increases self-worth in adolescents (Gecas, 1972). In adolescence, self-worth of individuals tends to increase (O'Malley & Bachman, 1983), so increase in self-worth may act as a protective element during adolescence (Ohannessian et al., 1994).

Global studies confirm the assumptions of PARTheory. Almost 80 percent of children and adults globally face and get affected by parental rejection. This phenomenon is global with no geo-cultural bounds (Rohner, 1986). Rest (20 percent) is termed as “copers”, who face major parental rejection in childhood but somehow adjust psychologically. As explained in PAR Theory, copers are of two types: “affective copers” and “instrumental copers”. Despite having faced some serious parental rejection “affective copers” are emotionally sound and overall mentally healthy, which allow them to “work well, play well and love well” as Rohner stated (Rohner, 1986, p. 129). Contrast to those, “instrumental copers” are rejected persons with good school and job records but their emotional and mental health is affected negatively (Rohner, 1986).

Identity and understanding one's own identity is a blessing which comes with the period of adolescence. This may help adolescents deal with negative effects of interpersonal rejection (Conger, 1977; Erikson, 1968). One would be able to handle any kind of mental or emotional rejection with the help of these acquired social-

cognitive capabilities (Rohner, 1986). Moreover, like self-worth, individuals tend to develop different coping abilities in adolescence. Since adolescents start to develop advanced coping techniques during this developmental period, they may rely more on them as a shield from stressful and hurtful effects of the environment (Ohannessian et al., 1994).

Statement of the Problem

This study aimed to explore the mediating role of psychological adjustment on the relations among perceived parental acceptance-rejection, perceived parental control and early adolescents' cross-situational coping styles. The relationships among perceived parental acceptance, perceived parental control, psychological adjustment and coping styles were also investigated. The further aim of this study was to identify gender differences in perceived parental acceptance, perceived parental control, psychological adjustment and cross-situational coping (social and academic stress).

The research questions of the study are;

1. Is there a mediating role of psychological adjustment on the relations among perceived parental acceptance-rejection, perceived parental control and early adolescents' cross-situational coping styles?
2. Are there relationships among male and female early adolescents' perceived parental (maternal and paternal) acceptance-rejection, perceived parental (maternal and paternal) control, psychological adjustment and cross-situational coping styles?
3. Do females and males differ in their cross-situational coping styles?

CHAPTER III

METHOD

In this chapter methodological procedures are presented. The major topics are participants, instruments, procedure; design and data analyses, respectively. The participants section deals with the selection procedures and the demographic characteristics of the sample. The instrument section explains the scales that were used in the collection of data. The section concerning the procedure deals with the way in which the scales were administered. Finally, design and data analyses section presents the design of the study and the statistical techniques that were used in the present study.

Participants

Participants for the study were recruited from a total population of students from two secondary schools in Istanbul, Turkey. One of the schools was the workplace of the researcher and it was a public secondary school with low socioeconomic status. The other school was also chosen according to the same socioeconomic criterion, so the socioeconomic levels of the participants that might have different effects on variables could be controlled. The socioeconomic levels of the schools were identified based on the location of the schools and the information that was obtained from the school principals.

The selection of these schools was based on convenience in terms of willingness to cooperate with the researcher and to participate in this study.

Inclusion criteria were based on those early adolescents who had both biological parents alive and living together due to potential differences in the dynamics of divorced families or single-parent families.

Questionnaires were administered to 406 students. Based on the information on the demographic data forms, students whose parents were not living together (2 students), students from step-parents (4 students), students from single-parent (8 students) and students from divorced families (21 students) were identified and excluded from the study during data analysis process. Also, students who did not complete the questionnaires (32 students) were excluded from the study. So, the final sample consisted of 339 students (174 females and 165 males) coming from intact families with low socioeconomic status levels. The age range was between 12 and 14, with a mean age of 12.55. Table 1 presents the distribution of the early adolescents' characteristics in terms of their gender, age and grade level.

Table 1. Demographic Characteristics of Participants

Characteristics	<i>N</i>	%
Gender		
Female	174	51.3
Male	165	48.7
Total	339	100
Age		
12	165	48.7
13	161	47.5
14	13	3.8
Total	339	100
Grade Level		
6 th grade	167	49.3
7 th grade	172	50.7
Total	339	100

Instruments

The following instruments were used in this study: (a) the Demographic Information Form, (b) child version of the Parental Acceptance-Rejection/Control Questionnaire for Mothers (Child PARQ/Control: Mother- Turkish version; Rohner, 2005) short form, (c) child version of the Parental Acceptance-Rejection/Control Questionnaire for Fathers (Child PARQ/Control: Father- Turkish version; Rohner, 2005) short form, (d) child version of the Personality Assessment Questionnaire (Child PAQ- Turkish version; Rohner & Khaleque, 2005), and (e) German Stress and Coping Questionnaire for Children and Adolescents (SSKJ 3-8- Turkish version; Eschenbeck, Heim-Dreger, Tasdaban, Lohaus & Kohlmann, 2012).

Demographic Information Form

The Demographic Information Form was developed by the researcher. The participants were asked about their school, grade level, age, gender, their family structure (biological/step), parental marital status (intact/divorced/separated) and experience of parental loss.

Parental Acceptance Rejection Questionnaire-Control (PARQ/C) – Child, Turkish

Short Form

The mother and father versions of the Child PARQ/C are self-report measures which are designed to assess children's perception of maternal and paternal acceptance and behavior control, respectively. The two versions are identical except for reference to

“mother’s” behavior versus “father’s” behavior. Both versions ask respondents to reflect on their mothers’ or fathers’ (or other significant caregivers’, if any) behavior toward them. Child PARQ/C has both long form and short form. The long form contains 73 items; the short form contains 29 items. Both the long and short forms have five subscales; (1) warmth/affection, (2) hostility/aggression, (3) indifference/neglect, (4) undifferentiated rejection, and the Control Scale. All versions of the scales are nearly identical except for verb tense (present or past tense) and referent (mother or father version). Sample items of the mother version of the Child PARQ/Control include the following: “My mother is really interested in what I do” (perceived warmth/affection), “My mother frightens or threatens me when I do something wrong” (perceived hostility/aggression), “My mother forgets important things I think she should remember” (perceived indifference/neglect), “My mother makes me feel unloved if I misbehave” (perceived undifferentiated rejection) and “My mother wants to control whatever I do” (perceived control). PARQ score is obtained by summing the scores on 4 subscales excluding the Control Scale items. Out of 29 items, 24 items encompassed the four different dimensions of Parental Acceptance-Rejection Questionnaire and the remaining 5 items represented the Control scale. In the present study the child short form (Child PARQ/C short form) was used to prevent boredom of the young respondents with long questionnaires. Participants respond to all items on a 4-point Likert-type scale ranging from 4 (almost always true) to 1 (almost never true). Scores on the warmth/affection subscale spread from a low of 8 (maximum acceptance) to a high of 32. Scores on the hostility/aggression subscale spread from a low of 6 (maximum acceptance) to a high of 24. Scores on the indifference/neglect subscale this subscale spread from a low of 6 (maximum acceptance) to a high of 24. Scores on the undifferentiated

rejection subscale spread from a low of 4 (maximum acceptance) to a high of 16. Scores on the control scale spread from a low of 5 (maximum leniency) to a high of 20. Scores on the four acceptance-rejection scales are summed after reverse scoring the warmth/affection scale in order to create a measure of perceived coldness and lack of affection.

Reliability and validity studies of parental acceptance–rejection (PARQ) part of the PARQ/C revealed that the instrument is valid and reliable cross-culturally. For instance, a meta-analysis of cross-cultural studies based on 7,152 respondents revealed that the mean weighted effect size of coefficient alpha as .89 (Khaleque & Rohner, 2002a).

Polat (1988) carried out the translation study of Parental Acceptance Rejection Questionnaire (Ebeveyn Kabul-Red Ölçeği, EKRÖ) in Turkey. The alpha coefficients of the subscales of PARQ ranged from .76 to .89. The Cronbach alpha coefficient of the total scale was .80 (Polat, 1988). Erdem and Erkman (1990) studied the construct validity of the Turkish PARQ child form. Factor analysis was used and it yielded two factors (warmth and rejection) as in the original study of Rohner (1980). Also, according to the study that was conducted by Erdem and Erkman (1990), the Cronbach alpha coefficients of the subscales ranged between .78 to .90. Subscale total correlations were found to range between .85 to .90. The concerning studies supported the validity and reliability of the instrument for Turkish society.

In the present study, the results showed that the Cronbach alpha values for the warmth/affection, hostility/aggression, indifference/neglect and the undifferentiated rejection subscales of the mother version were .89, .71, .81, and .77, respectively. The item total correlations for PARQ Child Short Form Mother Version ranged

between .50 (item 5) and .82 (item 29) with a mean value of .62 and the Cronbach alpha coefficient was .94. The item total correlations for Control scale Child Short Form Mother Version ranged between .03 (item 20) and .27 (item 14) with a mean value of .21 and the Cronbach alpha coefficient was .40.

The Cronbach Alpha values for the warmth/affection, hostility/aggression, indifference/neglect and the undifferentiated rejection subscales of the father version were .90, .78, .80, and .83, respectively. Also, the range of item total correlations of the Child PARQ Short Form Father Version was from .51 (item 24) to .82 (item 6) with a mean value of .65 and the Cronbach alpha coefficient of the scale was .95. The item total correlations for Control scale Child Short Form Father Version ranged between -.01 (item 20) and .43 (item 7) with a mean value of .29 and the Cronbach alpha coefficient was .51.

Additionally, the Pearson Product Moment correlation was calculated to examine the correlation between Child PARQ Short Form Mother Version and Father Version. The results indicated that there was a significant correlation between these two forms ($r = .68, p < .01$). Moreover, the correlation between PARQ Control scale Child Short Form Mother and Father Version was found to be significantly correlated ($r = .46, p < .01$).

Personality Assessment Questionnaire (PAQ): Child – Turkish Version

PAQ measures children's, between the ages seven and thirteen, perceptions of their own personality/behavioral dispositions. The PAQ has seven scales which measure seven personality and behavioral dispositions (Rohner 1975). The Child PAQ

contains 42 items that assess the seven personality dispositions most central to PARTheory's personality subtheory (Rohner, 2004). Those are (1) hostility and aggression, including physical aggression, verbal aggression, passive aggression, and problems with the management of hostility and aggression, (2) dependency, (3) self-esteem, (4) self-adequacy, (5) emotional responsiveness, (6) emotional stability, and (7) worldview. Together, the seven PAQ scales reveal a measure of adolescents' overall psychological adjustment. Sample items include the following: "I get so angry I throw or break things" (hostility/aggression); "I like my parents to give me a lot of attention" (dependence); "I like myself" (positive self-esteem); "I can compete successfully for the things I want" (positive self-adequacy); "It is easy for me to show my family that I love them" (emotional responsiveness); "I am in a bad mood and grumpy without any good reason" (emotional instability); and "I feel life is nice" (positive worldview).

Adolescents respond to Child PAQ statements such as these on a 4-point Likert-type scale from 4 (almost always true) to 1 (almost never true). A profile of adolescents' overall self-reported psychological adjustment is achieved by summing the seven subscale scores after reverse-scoring appropriate items. Composite scores on the Child PAQ can range from a low of 42, indicating excellent psychological adjustment, to a possible high of 168, indicating serious psychological maladjustment. Nine international studies' mean weighted alpha coefficient of the PAQ was reported as .83 (Khaleque & Rohner, 2002a; Rohner & Khaleque, 2005). Additional evidence about the reliability and validity of the PAQ can be found in Rohner and Khaleque (2005).

Turkish adaptation of PAQ was carried out by Varan (2000). 1,821 respondents, aged between 10 and 19 years, participated in the reliability study of PAQ conducted by Erkman in 2003. For the validity of PAQ, the results of perceived maternal and perceived paternal rejection were correlated. Correlation coefficient of perceived maternal rejection was $r = .33$ and correlation coefficient of perceived paternal rejection was $r = .33$. Rohner and Khaleque (2005) reported that the Child PAQ is a robust instrument cross-culturally, including Turkey (Varan, 2001).

In this study, the item total correlations for Child PAQ Form ranged between .01 (item 9) and .69 (item 25) with a mean value of .42 and the Cronbach alpha coefficient was .91.

German Stress and Coping Questionnaire for Children and Adolescents – Turkish Version

Coping styles of adolescents was measured by a self-report version of German Stress and Coping Questionnaire for Children and Adolescents (Fragebogen zur Erhebung von Stress und Stressbewältigung im Kindes- und Jugendalter, SSKJ 3–8) -Turkish Form. German Stress and Coping Questionnaire for Children and Adolescents was developed by Lohaus, Eschenbeck, Kohlmann, & Klein-Heßling in 2006. The inventory assesses coping in 3rd through 8th grade children (age range: 8–14 years). On this scale, coping is operationalized by five dimensions found to provide a good fit (CFIs from .94 to .96; Eschenbeck, Kohlmann, Lohaus, & Klein-Heßling, 2006), specifically: (1) seeking social support (e.g., “I tell someone in my family what happened”); (2) problem solving (e.g., “I start to tackle the problem”); (3) avoidant coping (e.g., “I stop thinking about it”); (4) palliative emotion regulation (related to

relaxation and distraction; e.g., “I allow myself to take a break”) and (5) anger-related emotion regulation (related to externalizing feelings of anger and fury; e.g., “I get very furious”). Currently, the authors of the scale added another coping strategy which is namely, media use (e.g., “I go online”; Eschenbeck, Kohlmann, & Meier, 2010). The six factor solution showed an adequate fit (CFI = .93). These coping strategy dimensions are assessed across two stressful situations: a social stressor (arguing with a friend) and an academic stressor (trouble completing homework). The German version of the SSKJ 3–8 coping scales has been found to demonstrate good internal consistency and test-retest reliability (Eschenbeck et al., 2006, 2010). Cronbach’s α reliability coefficients for the 5-item scales (before adding coping strategy of media use) ranged from .79 (avoidant coping) to .88 (problem solving) for the cross-situational coping scales (Eschenbeck et al., 2006). Cronbach’s α reliability coefficients for the 6-item scales (after adding coping strategy of media use) ranged from .71 (media use) to .83 (problem solving) for the cross-situational coping scales. Test-retest reliability was found to be .73 for the cross-situational coping scales (Eschenbeck et al., 2010).

On a 5-point rating scale ranging from 1 (never) to 5 (almost always), participants indicated how often they use a variety of coping strategies in response to the following two common stressful situations: (1) the social stressor of having an argument with a friend and (2) the academic stressor of having problems completing homework. For each stressful situation, 36 coping items are provided which represent six dimensions of coping. The coping dimensions on the SSKJ 3–8 are seeking social support, problem solving, avoidant coping, palliative emotion regulation, anger-related emotion regulation, and media use. Cross-situational coping

scores across the two stressful situations (mean of both stressors) can be computed as well as situation-specific coping scores for the social stressor and the academic stressor, respectively.

The Turkish adaptation of German Stress and Coping Questionnaire for Children and Adolescents was carried out by Eschenbeck, Heim-Dreger, Tasdaban, Lohaus, & Kohlmann in 2011. The Turkish translation of the SSKJ 3–8 was carried out by three independent translators using a back-translation procedure. A total of 473 children and adolescents (220 girls and 253 boys) were recruited from two schools in İstanbul, Turkey. The grade levels of participants were 4 to 8 (grade 4: $n = 101$, grades 5/6: $n = 238$, grades 7/8: $n = 134$). The mean age of participants was 11.50 years ($SD = 1.43$, range 9-15 years).

Reliability coefficients for the Turkish adaptation of the emotional symptoms scales are as follows: anger ($\alpha = .85$); sadness ($\alpha = .73$); anxiety ($\alpha = .66$), and joy ($\alpha = .79$). Cronbach's α reliability coefficients for the six-item subscales ranged from .76 (avoidant coping) to .85 (anger-related emotion regulation and media use) for the cross-situational coping scales and from .68 (avoidant coping– social) to .84 (media use – academic) for the situation specific coping scales (Eschenbeck et al., 2012). With respect to reliability, internal consistency coefficients of the six cross-situational coping scales were good and were comparable to those obtained using the original German version (Eschenbeck et al., 2006; Lohaus et al., 2006).

In this study, Cronbach's α reliability coefficients for the six item scales ranged from .76 (avoidant coping) to .87 (problem solving) for the cross-situational coping scales and from .62 (avoidant coping) to .87 (media use) for the situation-specific coping scales (see Table 2).

Table 2. Means (M), Standard deviations (SD) and Reliabilities (Cronbach's α) of the Subscales of German Stress and Coping Questionnaire for Children and Adolescents

Coping strategies – stressor	<i>M</i>	<i>SD</i>	Range $r_{i(t-i)}$	α
Seeking social support – aggregated	17.86	5.00	.43 – .69	.81
Seeking social support – Social	17.96	5.35	.30 – .58	.72
Seeking social support – Academic	17.77	5.61	.15 – .40	.77
Problem solving – Aggregated	21.12	5.21	.57 – .73	.87
Problem solving – Social	20.95	5.58	.42 – .65	.79
Problem solving – Academic	21.30	5.77	.29 – .47	.82
Avoidant coping – Aggregated	15.09	4.26	.42 – .61	.76
Avoidant coping – Social	15.28	4.42	.28 – .45	.62
Avoidant coping – Academic	14.91	5.29	.40 – .60	.75
Palliative emotion regulation – Aggregated	18.27	5.00	.59 – .68	.85
Palliative emotion regulation – Social	19.24	5.56	.50 – .60	.80
Palliative emotion regulation – academic	17.30	5.79	.49 – .59	.80
Anger-related emotion regulation – aggregated	14.64	5.15	.45 – .73	.84
Anger-related emotion regulation – social	15.47	5.60	.33 – .66	.78
Anger-related emotion regulation – academic	13.81	5.84	.39 – .69	.82
Media use – aggregated	15.36	5.71	.57 – .73	.86
Media use – Social	16.52	5.98	.45 – .61	.79
Media use – Academic	14.20	6.73	.61 – .75	.87

Note. N = 339. Social stressor = argument with a friend; academic stressor = problems completing homework; aggregated stressor = coping score across the two stressful situations (mean of both stressors).

Intercorrelations of the six cross-situational coping subscales are reported in Table 3. Seeking social support was correlated positively with problem solving, avoidant coping, palliative emotion regulation and media use. Problem solving was correlated positively with palliative emotion regulation and correlated negatively with anger-related emotion regulation. Avoidant coping was correlated positively with palliative emotion regulation and media use. Media use was positively correlated with seeking social support, avoidant coping, palliative emotion regulation and anger-related emotion regulation.

Table 3. Intercorrelations of the Coping Strategies

	1	2	3	4	5
1. Seeking social support					
2. Problem solving	.57**				
3. Avoidant coping	.20**	.08			
4. Palliative emotion regulation	.39**	.27**	.61**		
5. Anger-related emotion regulation	-.03	-.16**	.05	-.01	
6. Media use	.18**	-.06	.45**	.61**	.29**

Note. N = 339. *p < .01, **p < .001 (two-tailed).
German Stress and Coping Questionnaire for Children and Adolescents

As Table 4 presented, each of the corresponding coping strategies was positively correlated with itself across the two stressful situations. Problem solving ($r = .69$) and seeking social support ($r = .67$) had the highest correlations across the situations. The lowest transsituational correlations were shown for avoidant coping ($r = .53$) and palliative emotion regulation ($r = .56$).

Table 4. Intercorrelations of the Coping Strategies Across the Two Stressful Situations

Academic stressor (problems completing homework)	Social stressor (argument with a friend)					
	1	2	3	4	5	6
1. Seeking social support	.67**	.50**	.15**	.29**	-.09	.17**
2. Problem solving	.44**	.69**	.11*	.27**	-.18**	.00
3. Avoidant coping	.17**	.00	.53**	.44**	.07	.36**
4. Palliative emotion regulation	.28**	.17**	.39**	.56**	-.02	.40**
5. Anger-related emotion regulation	.00	-.11*	.02	.03	.62**	.27**
6. Media use	.11*	-.07	.24**	.35**	.16**	.62**

Note. N = 339. *p < .01, **p < .001 (two-tailed). Transsituational correlations are printed in **bold**. German Stress and Coping Questionnaire for Children and Adolescents

Results of the correlation between the cross-situational coping subscales and stress symptoms are displayed in Table 5. Seeking social support was positively correlated with joy and was negatively correlated with anger and sadness. Problem solving correlated positively with joy and correlated negatively with anger and sadness. No correlation was found between avoidant coping, physical symptoms and stress symptoms. Palliative emotion regulation was positively correlated with joy and was negatively correlated with sadness. Anger-related emotion regulation was positively correlated with physical symptoms, anger, sadness and anxiety and was negatively correlated with joy. Media use correlated positively with anger and anxiety.

Table 5. Correlations of the Coping Strategies with Stress Symptoms

	<i>M</i> (<i>SD</i>)	Seeking social support	Problem solving	Avoidant coping	Palliative emotion regulation	Anger- related emotion regulation	Media use
SSKJ 3–8							
Physical symptoms	9.77 (3.17)	.02	-.01	.03	.00	.27**	.10
Anger	7.57 (2.43)	-.12*	-.18**	.03	-.04	.59**	.13*
Sadness	7.15 (2.28)	-.12*	-.11*	-.03	-.15**	.45**	.03
Anxiety	7.54 (2.07)	-.01	.00	-.02	-.03	.41**	.13*
Joy	9.55 (1.74)	.11*	.29**	.03	.11*	-.16**	-.06

Note. *N*=339, SSKJ 3–8 = Stress and Coping Questionnaire for Children and Adolescents.
p* < .01, *p* < .001 (two-tailed).

Procedure

After applying for and being granted the permission from the University Ethics Committee, permission was obtained from the Ministry of Education and the school principals. Five hundred fifteen letters were sent home to parents via the early adolescents to obtain parental consent for participation in the study. Consent forms were sent to homes three times and collecting consent forms took one and a half month. Then, with the help of school principals, students from the sixth and seventh grades who obtained parental consent (406 students) were asked to participate in the study during the counseling hours in their regular classrooms. In order to avoid order effects, questionnaires were administered to half of the participants in the following order: the Demographic Information Form, child version of the Parental Acceptance–Rejection Questionnaire/Control for Mothers (Child PARQ/Control: Mother)- Short

Turkish form, child version of the Parental Acceptance–Rejection Questionnaire/Control for Fathers (Child PARQ/Control: Father)- Short Turkish form, child version of the Personality Assessment Questionnaire (Child PAQ)- Turkish form, and German Stress and Coping Questionnaire for Children and Adolescents-Turkish form while the questionnaires were administered to the other half in the following order: The Demographic Information Form, German Stress and Coping Questionnaire for Children and Adolescents-Turkish form, child version of the Personality Assessment Questionnaire (Child PAQ)-Turkish form, child version of the Parental Acceptance–Rejection Questionnaire/Control for Fathers (Child PARQ/Control: Father)- Short Turkish form and child version of the Parental Acceptance–Rejection Questionnaire/Control for Mothers (Child PARQ/Control: Mother)- Short Turkish form. On the first page of each instrument, instructions of the instruments about how they were to be answered were written.

The data was collected by the researcher. The administration was completed in one class hour. The participants were given standard instructions on how to fill the instruments. The participants were guaranteed anonymity and they were also assured about the confidentiality of their responses.

Design and Data Analyses

Data analysis was carried out by using Statistics Packages of Social Sciences (SPSS) computer program for Windows 17.0 software. For the reliability studies of the child version of the Parental Acceptance–Rejection Questionnaire/Control for Mothers (Child PARQ/Control: Mother)- Short Turkish form, child version of the Parental Acceptance–Rejection Questionnaire/Control for Fathers (Child PARQ/Control: Father)- Short Turkish form, child version of the Personality Assessment Questionnaire (Child PAQ)-Turkish form, and German Stress and Coping Questionnaire for Children and Adolescents-Turkish form, the Cronbach alpha values were computed. Demographic characteristics of the participants were presented as percentages. They consisted of descriptive statistics such as mean, standard deviation, maximum and minimum scores of the measures. Additional analyses regarding the research questions were conducted to examine the relations among the selected variables. Depending on the levels of measurement, appropriate methods of analyses were applied (Pearson Product-Moment correlation, t-test, multiple-regression and Sobel test). An α level of .05 was used for all statistical tests.

Mediational analyses were used to investigate mediating role of psychological adjustment on the relations among perceived parental acceptance-rejection, perceived parental control and adolescents' coping styles. Mediation models of psychological processes have been widely used since they help researchers to find interesting associations and they are useful in revealing possible (but not definite) causal mechanisms (Shrout & Bolger, 2002).

Figure 1 demonstrates the path model representing a causal process in which X (independent variable), affects Y (dependent variable); with c representing the relation of independent variable to dependent variable which is called the total effect of X on Y. Figure 2 represents a simple mediation path model. In this path model, a represents the relation of independent variable to mediator, b representing the relation of mediator to dependent variable adjusted for independent variable, and c' the relation of independent variable to dependent variable adjusted for mediator. Figure 3 represents the mediation path model of the current study.

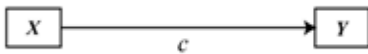


Figure 1
Path Model Showing the Total Effect

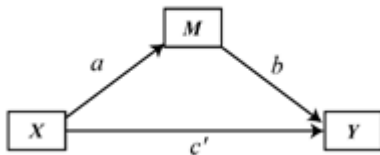


Figure 2
Path Model Showing the Mediation

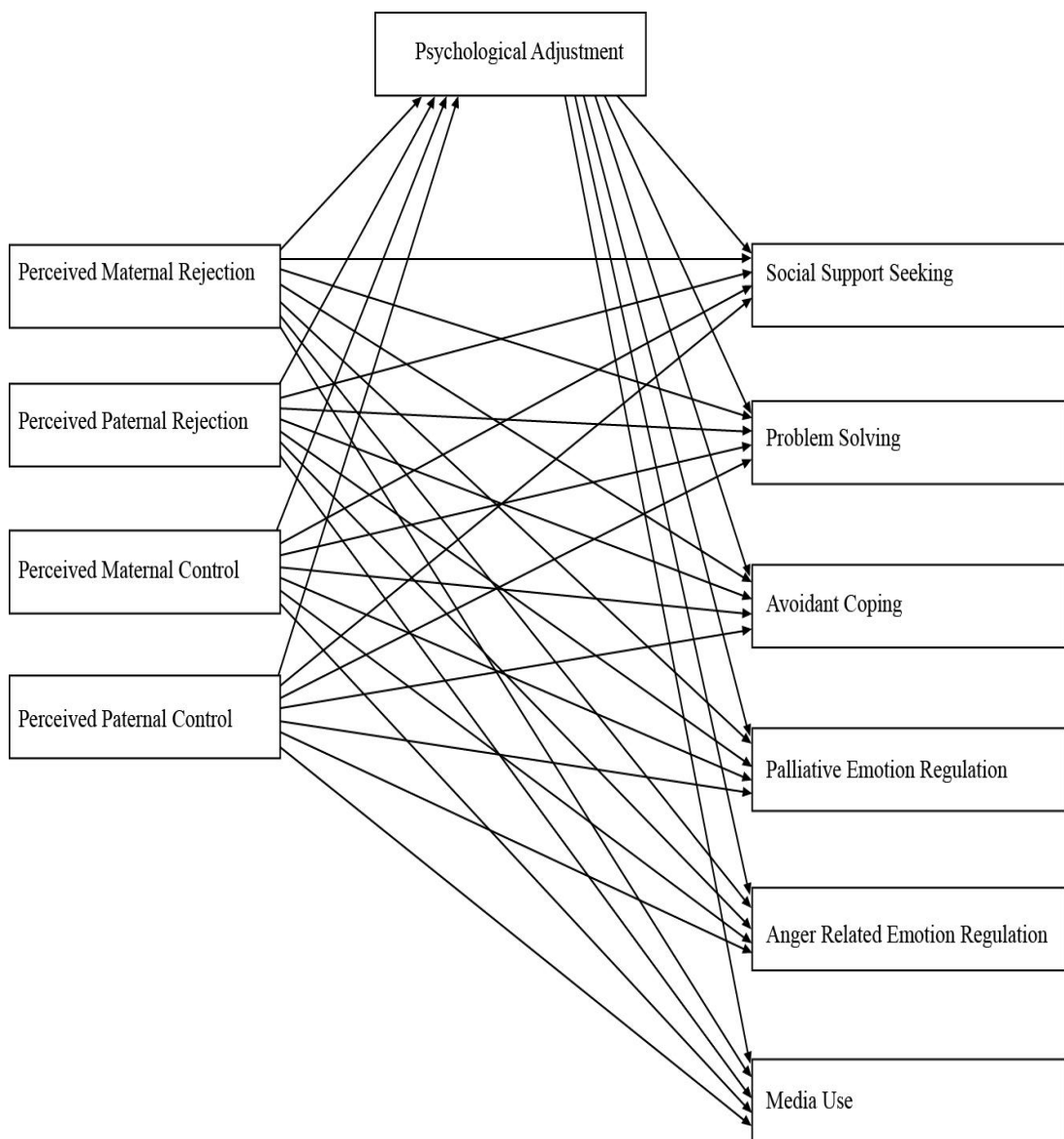


Figure 3
Mediation Model of the Study

Note. Each mediational model analysis was conducted separately.

Baron and Kenny (1986) and Judd and Kenny (1981) described four steps that should be taken into account while establishing mediation. In the first step, a significant relation of the independent variable (X) to the dependent variable (Y) is required. In the second step, a significant relation of the independent variable (X) to the mediator (M) is required. In the third step, the mediator (M) must be significantly related to the dependent variable (Y) when both the independent variable (X) and mediator (M) are used as predictors. In the fourth step, after controlling for the mediator (M), the independent variable (X) no longer significantly predicts the dependent variable (Y).

On the other hand, some contemporary analysts have questioned whether the overall association effect (total $X \rightarrow Y$) must be present before assessing mediation and they have mentioned Step 2 and Step 3 as the most essential steps and Step 1 as not essential in establishing mediation (Collins et al., 1998; MacKinnon, 2000, Rucker et al., 2011). Many researchers have presented examples regarding to existence of mediation even though an overall X to Y relation may not be significant statistically (Paulhus et al. 2004, Sheets & Braver 1999).

While following the steps, one may encounter with the models in which at least one of the mediated effects has a different sign compared to other mediated effects which are called inconsistent mediation models (MacKinnon et al. 2000). In this kind of models, mediating variables and suppressor variables should not be confused with each other (Pandey & Elliott, 2010). When the indirect effect (axb) has the opposite sign of the direct effect (c) suppression occurs. In other words, while expecting direct effect to be zero, one may find the empirical estimate of direct effect as negative and significantly different from zero. Suppressor variables correlate with independent variables and enhance the overall predictive power of the model

(Pandey & Elliott, 2010) and this is the reason for some researchers to call the suppressor as an “enhancer” (McFatter, 1979). Since suppression models are similar to mediational models, they can be analyzed using the same steps (Shrout & Bolger, 2002). Thompson & Levine (1997) mentioned that they rarely encountered studies that include and report clear suppression effects. Yet, an underestimation of the relationship between predictors and outcomes and altered results may result from an omission of the suppressor variable from the model (Pandey & Elliott, 2010). Being able to understand suppression variables and their relations adds to theory building (Tzelgov & Henik, 1991) and gives researchers an opportunity for interpreting results with the frame of meaningful theoretical perspective in light of new information (MacNeill et. al., 2000; Pandey & Elliott, 2010).

In line with these information, Baron and Kenny’s (1986) steps was used in the current study. However, other researchers’ (Collins et. al., 1998; MacKinnon, 2000; Rucker et al., 2011) views regarding the most essential steps to establish mediation (Step 2 and Step 3) were also taken into account. Sobel’s test (1982) is highly recommended to assess significance of the mediation effect (Baron & Kenny, 1986; MacKinnon et al., 2002). Therefore, the Sobel’s test (1982) was used to determine whether the relationship between independent variables and dependent variables has been significantly reduced after controlling the mediating variable.

CHAPTER IV

RESULTS

In this chapter results of the study are presented. The major topics are descriptive statistics of the study variables and results of the research questions. Descriptive statistics deals with demographic characteristics of the participants, mean, standard deviation, maximum and minimum scores of the measures. Results of the research questions section deals with analysis such as t-tests, Pearson Product-Moment correlations, mediational model analyses and Sobel tests.

Descriptive Statistics of the Study Variables

The sample consisted of 174 females (51.3 %) and 165 males (48.7 %) comprising a total of 339 adolescents between the ages of 12-14 (with a mean of 12.55). There were sixth grade (167) and seventh grade (172) students in the sample (see Table 1).

Table 6 shows the means, standard deviations, observed ranges, and minimum and maximum scores for the PARQ/Control Child Short Form Mother Version and Father Version; total scores of the PAQ, situational, cross-situational scores and symptoms scores of the German Stress and Coping Questionnaire for Children and Adolescents, separately for females and males.

Table 6. Descriptive Statistics of the Study Variables

Measures	Female(<i>n</i> =174)				Male(<i>n</i> =165)			
	Min	Max	<i>M</i>	<i>SD</i>	Min	Max	<i>M</i>	<i>SD</i>
PARQ Mother	24.00	78.00	39.57	14.52	24.00	82.00	38.26	14.79
PARQ Father	24.00	82.00	38.22	14.89	24.00	84.00	38.46	15.62
Control Mother	7.00	20.00	15.55	2.45	6.00	20.00	15.25	2.25
Control Father	6.00	20.00	14.32	3.03	8.00	20.00	14.73	2.45
PAQ	58.00	150.00	94.89	20.39	58.00	143.00	91.59	19.54
German Stress and Coping Questionnaire								
Seeking social support – aggregated	8.00	30.00	18.09	5.20	6.00	29.50	17.62	4.80
Seeking social support – social	6.00	30.00	18.48	5.51	6.00	29.00	17.41	5.13
Seeking social support – academic	7.00	30.00	17.71	5.77	6.00	30.00	17.84	5.44
Problem solving – aggregated	6.00	30.00	21.38	5.32	7.50	30.00	20.85	5.10
Problem solving – social	6.00	30.00	21.19	5.72	7.00	30.00	20.69	5.43
Problem solving – academic	6.00	30.00	21.57	5.70	6.00	30.00	21.01	5.85
Avoidant coping – aggregated	6.00	25.00	14.37	3.94	7.00	30.00	15.86	4.45
Avoidant coping – social	6.00	26.00	14.68	4.02	6.00	30.00	15.91	4.75
Avoidant coping – academic	6.00	26.00	14.05	5.09	6.00	30.00	15.81	5.09

Note. PARQ (Parental Acceptance Rejection Questionnaire-Short Form), Control (Parental Acceptance Rejection Questionnaire Control Scale-Short Form), SSKJ 3-8 (German Stress and Coping Questionnaire).

Table 6. continued.

Measures	Female(<i>n</i> =174)				Male(<i>n</i> =165)			
	Min	Max	<i>M</i>	<i>SD</i>	Min	Max	<i>M</i>	<i>SD</i>
German Stress and Coping Questionnaire								
Palliative emotion regulation – aggregated	6.50	29.00	17.66	4.92	7.00	30.00	18.92	5.02
Palliative emotion regulation – social	6.00	30.00	18.48	5.51	6.00	29.00	17.41	5.13
Palliative emotion regulation – academic	6.00	30.00	16.61	5.76	6.00	30.00	18.03	5.74
Anger-related emotion regulation – aggregated	6.00	30.00	15.20	5.22	6.00	28.00	14.06	5.87
Anger-related emotion regulation – social	6.00	30.00	16.22	5.57	6.00	28.00	14.68	5.54
Anger-related emotion regulation – academic	6.00	30.00	14.17	5.95	6.00	30.00	13.43	5.72
Media use – aggregated	6.00	27.00	14.88	5.54	6.00	29.00	15.86	5.87
Media use – social	6.00	29.00	16.38	5.82	6.00	30.00	16.66	6.16
Media use – academic	6.00	29.00	13.39	6.58	6.00	30.00	15.06	6.79
SSKJ 3-8								
Physical symptoms	6.00	17.00	10.12	2.51	6.00	18.00	9.23	2.78
Anger	4.00	12.00	7.81	2.50	4.00	12.00	7.32	2.34
Sadness	4.00	12.00	7.56	2.26	4.00	12.00	6.71	2.21
Anxiety	4.00	12.00	7.77	2.18	4.00	12.00	7.30	1.92
Joy	4.00	12.00	9.40	1.84	4.00	12.00	9.71	1.63

Note. PARQ (Parental Acceptance Rejection Questionnaire-Short Form), Control (Parental Acceptance Rejection Questionnaire Control Scale-Short Form), SSKJ 3-8 (German Stress and Coping Questionnaire).

According to the results, the mean scores of perceived maternal rejection and paternal rejection for females were 39.57 and 38.22 respectively (higher score is the sign of more rejection). The minimum and maximum scores of the females for the PARQ Mother were 24 and 78 while the minimum and maximum scores of the females' PARQ Father were 24 and 82. The mean scores of the males for the perceived maternal rejection and paternal rejection were 38.26 and 38.46, respectively. The minimum and maximum scores of males for the PARQ Mother were 24 and 82. Their minimum and maximum scores of PARQ Father were 24 and 84. The mean scores of perceived maternal control and paternal control for females were 15.55 and 14.32, respectively. The minimum and maximum scores of the females for the Control scale Mother were 7 and 20 while the minimum and maximum scores of the females' Control scale Father were 6 and 20. The mean scores of the males for the perceived maternal control and paternal control were 15.25 and 14.73, respectively. The minimum and maximum scores of males for the Control scale Mother were 6 and 20 whereas their minimum and maximum scores of Control scale Father were 8 and 20 (see Table 6).

The total mean score of PAQ for the female adolescents was 94.89 and for the male adolescents' was 91.59 (higher score indicates serious psychological maladjustment). The minimum score for total PAQ was 58 and the maximum score was 150 for females while the minimum score for total PAQ was 58 and the maximum score was 143 for males (see Table 6).

For German Stress and Coping Questionnaire, in each stressful situation, six dimensions of coping were presented. For the social stressor of having an argument with a friend, the mean scores of seeking social support for females and males were

18.48 and 17.41, respectively (see Table 6). The minimum score for the dimension of seeking social support was 6 and the maximum score was 30 for females while the minimum score for seeking social support was 6 and the maximum score was 29 for males. The mean scores of problem solving for females and males were 21.19 and 20.69, respectively. The minimum score for the dimension of problem solving was 6 and the maximum score was 30 for females while the minimum score for problem solving was 7 and the maximum score was 30 for males. The mean scores of avoidant coping for females and males were 14.68 and 15.91, respectively. For avoidant coping, the minimum score was 6 and the maximum score was 26 for females while the minimum score for avoidant coping was 6 and the maximum score was 30 for males. The mean scores of palliative emotion regulation for females and males were 18.48 and 17.41, respectively. For palliative emotion regulation, the minimum score was 6 and the maximum score was 30 for females while the minimum score for palliative emotion regulation was 6 and the maximum score was 29 for males. The mean scores of anger-related emotion regulation for females and males were 16.22 and 14.68, respectively. For anger-related emotion regulation, the minimum score was 6 and the maximum score was 30 for females while the minimum score for anger-related emotion regulation was 6 and the maximum score was 28 for males. The mean scores of media use for females and males were 16.38 and 16.66, respectively. For media use, the minimum score was 6 and the maximum score was 29 for females while the minimum score for media use was 6 and the maximum score was 30 for males (see Table 6).

As can be seen in Table 6, for the academic stressor of having problems completing homework, the mean scores of seeking social support for females and

males were 17.71 and 17.84, respectively. The minimum score for the dimension of seeking social support was 7 and the maximum score was 30 for females while the minimum score for seeking social support was 6 and the maximum score was 30 for males. The mean scores of problem solving for females and males were 21.57 and 21.01, respectively. The minimum score for the dimension of problem solving was 6 and the maximum score was 30 for both females and males. The mean scores of avoidant coping for females and males were 14.05 and 15.81, respectively. For avoidant coping, the minimum score was 6 and the maximum score was 26 for females while the minimum score for avoidant coping was 6 and the maximum score was 30 for males. The mean scores of palliative emotion regulation for females and males were 16.61 and 18.03, respectively. For palliative emotion regulation, the minimum score was 6 and the maximum score was 30 for both females and males. The mean scores of anger-related coping for females and males were 14.17 and 13.43, respectively. For anger-related emotion regulation, the minimum score was 6 and the maximum score was 30 for both females and males. The mean scores of media use for females and males were 13.39 and 15.06, respectively. For media use, the minimum score was 6 and the maximum score was 29 for females while the minimum score for media use was 6 and the maximum score was 30 for males.

For cross-situational coping scores across the two stressful situations (mean of both stressors), the mean scores of seeking social support for females and males were 18.09 and 17.62, respectively. The minimum score for the dimension of seeking social support was 8 and the maximum score was 30 for females while the minimum score for seeking social support was 6 and the maximum score was 29.5 for males. The mean scores of problem solving for females and males were 21.38 and 20.85,

respectively. The minimum score for the dimension of problem solving was 6 and the maximum score was 30 for females while the minimum score for problem solving was 7.5 and the maximum score was 30 for males. The mean scores of avoidant coping for females and males were 14.37 and 15.86, respectively. For avoidant coping, the minimum score was 6 and the maximum score was 25 for females while the minimum score for avoidant coping was 7 and the maximum score was 30 for males. The mean scores of palliative emotion regulation for females and males were 17.66 and 18.92, respectively. For palliative emotion regulation, the minimum score was 6.5 and the maximum score was 29 for females while the minimum score for palliative emotion regulation was 7 and the maximum score was 30 for males. The mean scores of anger-related emotion regulation for females and males were 15.20 and 14.06, respectively. For anger-related emotion regulation, the minimum score was 6 and the maximum score was 30 for females while the minimum score for anger-related emotion regulation was 6 and the maximum score was 28 for males. The mean scores of media use for females and males were 14.88 and 15.86, respectively. For media use, the minimum score was 6 and the maximum score was 27 for females while the minimum score for media use was 6 and the maximum score was 29 for males (see Table 6).

The mean scores of physical symptoms for females and males were 10.12 and 9.23, respectively. The minimum score for physical symptoms was 6 and the maximum score was 17 for females while the minimum score for physical symptoms was 6 and the maximum score was 18 for males. For the dimensions of emotional symptoms; the mean scores of anxiety for females and males were 7.77 and 7.30, respectively. The minimum score for anxiety was 4 and the maximum score was 12

for both females and males. The mean scores of anger for females and males were 7.81 and 7.32, respectively. The minimum score for the anger was 4 and the maximum score was 12 for both females and males. The mean scores of sadness for females and males were 7.56 and 6.71, respectively. The minimum score for the sadness was 4 and the maximum score was 12 for both females and males. The mean scores of joy for females and males were 9.40 and 9.71, respectively. The minimum score for the joy was 4 and the maximum score was 12 for both females and males (see Table 6).

Results of the Research Questions

Before analyses were conducted for each research question, independent sample *t*-test statistics were applied to examine whether there were differences between female and male adolescents in terms of their perceptions of maternal and paternal acceptance-rejection, maternal and paternal control, psychological adjustment, physical symptoms and emotional symptoms.

The results indicated no significant differences between females and males in terms of perceived maternal and paternal acceptance, maternal and paternal control, psychological adjustment, anger and joy (see Table 7). A significant difference was found between females and males in terms of the physical symptoms ($t = -3.10$, $df = 337$, $p < .05$). Females' physical symptoms ($n = 174$, $M = 10.12$, $sd = 2.51$) were higher than males' ($n = 165$, $M = 9.23$, $sd = 2.78$) physical symptoms. Another significant difference was found between females and males in terms of the anxiety ($t = -2.09$, $df = 337$, $p < .05$). Females' anxiety ($n = 174$, $M = 7.77$, $sd = 2.18$) was higher than males' ($n = 165$, $M = 7.30$, $sd = 1.92$) anxiety. Furthermore, a significant

difference was found between females and males in terms of sadness ($t = -3.51$, $df = 337$, $p < .05$). Females' sadness ($n = 174$, $M = 7.56$, $sd = 2.26$) was higher than males' ($n = 165$, $M = 6.71$, $sd = 2.21$) sadness.

Table 7. T- Test Results for PARQ Mother, PARQ Father, Control Mother, Control Father, and SSKJ 3-8 by Gender

	<i>M(SD)</i>	<i>Df</i>	<i>T</i>
PARQ Mother		337	-.83
Female ($n = 174$)	39.57 (14.52)		
Male ($n = 165$)	38.26 (14.79)		
PARQ Father		337	.15
Female ($n = 174$)	38.22 (14.89)		
Male ($n = 165$)	38.46 (15.62)		
Control Mother		337	-1.17
Female ($n = 174$)	15.55 (2.45)		
Male ($n = 165$)	15.25 (2.25)		
Control Father		337	1.40
Female ($n = 174$)	14.32 (3.03)		
Male ($n = 165$)	14.73 (2.45)		
PAQ		337	-1.52
Female ($n = 174$)	94.89 (20.39)		
Male ($n = 165$)	91.59 (19.54)		
SSKJ 3-8			
Physical symptoms		337	-3.10*
Female ($n = 174$)	10.12 (2.51)		
Male ($n = 165$)	9.23 (2.78)		
Anger		337	-1.88
Female ($n = 174$)	7.81 (2.50)		
Male ($n = 165$)	7.32 (2.34)		
Sadness		337	-3.51*
Female ($n = 174$)	7.56 (2.26)		
Male ($n = 165$)	6.71 (2.21)		
Anxiety		337	-2.09*
Female ($n = 174$)	7.77 (2.18)		
Male ($n = 165$)	7.30 (1.92)		
Joy		337	1.62
Female ($n = 174$)	9.40 (1.84)		
Male ($n = 165$)	9.71 (1.63)		

Note. PARQ (Parental Acceptance Rejection Questionnaire-Short Form), Control (Parental Acceptance Rejection Questionnaire Control Scale-Short Form), SSKJ 3-8 (German Stress and Coping Questionnaire).

* $p < .05$

The Mediating Role of Psychological Adjustment on the Relations among Perceived Parental Acceptance-Rejection, Perceived Parental Control and Adolescents' Coping Styles

The aim of the first research question was to investigate the mediating role of psychological adjustment on the relations among perceived parental (maternal and paternal) acceptance-rejection, perceived parental (maternal and paternal) control and adolescents' cross-situational coping styles. As prerequisites to testing a mediational model, the mediator (i.e., psychological adjustment) must be associated significantly with the outcomes of interest (Criterion 1), independent variables (i.e., perceived parental acceptance-rejection, perceived parental control) must be associated significantly with the mediator (Criterion 2), and the independent variables must be associated significantly with the criterion variables which are coping styles' six dimensions in this study (Criterion 3) (Baron & Kenny, 1986). In line with studies of Baron and Kenny (1986) and Judd and Kenny (1981), four steps below were used in establishing mediation:

Step 1: Show that the mediator affects the criterion variable.

Step 2: Show that the independent variables are correlated with the mediator.

Step 3: Show that the independent variables are correlated with the criterion variable.

Step 4: Evaluate a statistical model of mediation.

In order to test mediational models, a series of regression analyses was used. Each mediational model is demonstrated below.

Mediational Model 1

Step 1: Psychological maladjustment as predictor of cross-situational social support seeking. Adolescents' psychological maladjustment made a significant contribution to the prediction (5% adjusted R^2) of adolescents' cross-situational social support seeking, $\beta = -.06$, $F(1, 337) = 18.65$, $p < .001$ (see Table 8, Criterion 1).

Step 2: Perceived parental acceptance-rejection and perceived parental control as predictors of adolescents' psychological maladjustment. When combined, adolescents' perception of maternal rejection, paternal rejection, maternal control and paternal control accounted for 42% (adjusted R^2) of the variance in adolescents' psychological maladjustment, $F(4, 334) = 63.02$, $p < .001$ (see Table 8, Criterion 2). Adolescents' perceptions of maternal rejection and paternal rejection were significantly associated with adolescents' psychological maladjustment ($\beta = .44$, $p < .001$; $\beta = .51$, $p < .001$, respectively).

Step 3: Parental acceptance-rejection and parental control as predictors of cross-situational social support seeking. When combined perceived maternal rejection, paternal rejection, maternal control and paternal control accounted for 6% (adjusted R^2) of variance in cross-situational social support seeking, $F(4, 334) = 6.33$, $p < .001$ (see Table 8, Criterion 3). Perceived paternal rejection and perceived maternal control made a significant contribution to this prediction ($\beta = -.05$, $p < .05$; $\beta = .33$, $p < .05$, respectively).

Prerequisite associations needed to test a mediational model have been demonstrated: (a) Psychological adjustment was associated significantly with cross-situational social support seeking (see Table 8, Criterion 1), (b) Perceived parental acceptance-rejection and perceived parental control were related significantly with

psychological adjustment (see Table 8, Criterion 2), and (c) Perceived parental acceptance-rejection and perceived parental control were significantly related with cross-situational social support seeking (see Table 8, Criterion 3).

Step 4: Mediation Model: Adolescents' psychological adjustment as mediator between perceived parental acceptance-rejection and cross-situational social support seeking. A regression analysis was used to evaluate whether psychological adjustment mediated the relationship between perceived parental acceptance-rejection, parental control and cross-situational social support seeking. In combination, perceived parental rejection, parental control and psychological maladjustment explained 7% (adjusted R^2) of variance in adolescents' cross-situational social support seeking, $F(5, 333) = 6.02, p = .001$ (see Table 8, Mediation Model). Perceived maternal control ($\beta = .33, p < .05$) and psychological maladjustment ($\beta = -.04, p < .05$) were related significantly to adolescents' cross-situational social support seeking. The association between perceived paternal rejection and cross-situational social support seeking was mediated when adolescents' psychological maladjustment was added to the regression model ($\beta = -.04, p < .05$). Sobel test indicated that psychological maladjustment significantly mediated the association between perceived paternal rejection and cross-situational social support seeking ($z = -3.70, p < .001$). The prediction of adolescents' cross-situational social support seeking was enhanced with the addition of adolescents' psychological maladjustment by 1%, $F_{inc}(1, 333) = 4.52, p < .05$, beyond that explained by perceived parental rejection and parental control.

Table 8. Standardized Regression Coefficients for Predicting Cross-Situational Social Support Seeking from Maternal Rejection, Paternal Rejection, Maternal Control, Paternal Control, and Psychological Adjustment

	Criterion 1 Social support seeking	Criterion 2 PAQ	Criterion 3 Social support seeking	Mediational Model Social support seeking
PARQ Mother		.44***	-.03	-.01
PARQ Father		.51***	-.05*	-.04
Control Mother		.14	.33*	.33*
Control Father		.17	-.11	-.10
PAQ	-.06***			-.04*
Model adjusted R ²	.05***	.42***	.06***	.07***
R ² Δ				.01*

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

Note. Dashes indicate variables were not included in the analysis.

Mediational Model 2

Step 1: Psychological adjustment as predictor of cross-situational problem solving.

Adolescents' psychological maladjustment made a significant contribution to the prediction (10% adjusted R^2) of adolescents' cross-situational problem solving, $\beta = -.08$, $F(1, 337) = 36.56$, $p < .001$ (see Table 9, Criterion 1).

Step 2: Perceived parental acceptance-rejection and perceived parental control as

predictors of adolescents' psychological adjustment. When combined, perceived

maternal rejection, paternal rejection, maternal control and paternal control

accounted for 42% (adjusted R^2) of the variance in adolescents' psychological

maladjustment, $F(4, 334) = 63.02$, $p < .001$ (see Table 9, Criterion 2). Adolescents'

perceptions of maternal rejection and paternal rejection were significantly associated

with adolescents' psychological maladjustment ($\beta = .44$, $p < .001$; $\beta = .51$, $p < .001$, respectively).

Step 3: *Perceived parental acceptance-rejection and parental control as predictors of cross-situational problem solving.* When combined, perceived maternal rejection, paternal rejection, maternal control and paternal control accounted for 7% (adjusted R^2) of variance in cross-situational problem solving, $F(4,334) = 7.72, p < .001$ (see Table 9, Criterion 3). Paternal rejection made a significant contribution to this prediction ($\beta = -.07, p < .01$).

Prerequisite associations needed to test a mediational model have been demonstrated: (a) Psychological adjustment was associated significantly with cross-situational problem solving (see Table 9, Criterion 1), (b) Perceived parental acceptance-rejection and parental control were related significantly with psychological adjustment (see Table 9, Criterion 2), and (c) Perceived parental acceptance-rejection and parental control were significantly related with cross-situational problem solving (see Table 9, Criterion 3).

Step 4: *Mediational Model: Adolescents' psychological adjustment as mediator between perceived parental acceptance-rejection and cross-situational problem solving.* A regression analysis was used to evaluate whether psychological adjustment mediated the relationship between perceived parental acceptance-rejection, parental control and cross-situational problem solving. In combination, perceived parental rejection, parental control and psychological maladjustment explained 10% (adjusted R^2) of variance in adolescents' cross-situational problem solving, $F(5, 333) = 8.52, p < .001$ (see Table 9, Mediational Model). Psychological maladjustment ($\beta = -.06, p < .01$) were related significantly to adolescents' cross-situational problem solving. The association between perceived paternal rejection and cross-situational problem solving was mediated when adolescents' psychological

maladjustment was added to the regression model ($\beta = -.06, p < .01$). Sobel test indicated that psychological maladjustment significantly mediated the association between perceived paternal rejection and cross-situational problem solving ($z = -.461, p < .001$). The prediction of adolescents' cross-situational problem solving was enhanced with the addition of adolescents' psychological maladjustment by 3%, $F_{inc}(1, 333) = 10.80, p < .001$, beyond that explained by parental rejection and parental control.

Table 9. Standardized Regression Coefficients for Predicting Cross-Situational Problem Solving from Maternal Rejection, Paternal Rejection, Maternal Control, Paternal Control, and Psychological Adjustment

	Criterion 1 Problem solving	Criterion 2 PAQ	Criterion 3 Problem solving	Mediational Model Problem solving
PARQ Mother		.44***	-.04	-.02
PARQ Father		.51***	-.07**	-.04
Control Mother		.14	.09	.10
Control Father		.17	.04	.05
PAQ	-.08***			-.06**
Model adjusted R^2	.10***	.42***	.07***	.10***
$R^2 \Delta$.03***

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

Note. Dashes indicate variables were not included in the analysis.

Mediational Model 3

Step 1: Psychological adjustment as predictor of cross-situational avoidant coping.

Adolescents' psychological maladjustment made no significant contribution to the prediction of adolescents' cross-situational avoidant coping, $\beta = .01$, $F(1,337) = .30$, $p > .05$ (see Table 10, Criterion 1).

Step 2: Perceived parental acceptance-rejection and perceived parental control as

predictors of adolescents' psychological adjustment. When combined, maternal rejection, paternal rejection, maternal control and paternal control accounted for 42% (adjusted R^2) of the variance in adolescents' psychological maladjustment, $F(4, 334) = 63.02$, $p < .001$ (see Table 10, Criterion 2). Adolescents' perceptions of maternal rejection and paternal rejection were significantly associated with adolescents' psychological maladjustment ($\beta = .44$, $p < .001$; $\beta = .51$, $p < .001$, respectively).

Step 3: Perceived parental acceptance-rejection and parental control as predictors

of cross-situational avoidant coping. When combined perceived maternal rejection, paternal rejection, maternal control and paternal control made no significant contribution to the prediction of adolescents' cross-situational avoidant coping, $F(4,334) = 1.40$, $p > .05$ (see Table 10, Criterion 3).

Prerequisite associations needed to test a mediational model have not been maintained: (a) Psychological adjustment was not associated significantly with cross-situational avoidant coping (see Table 10, Criterion 1), (b) Perceived parental acceptance-rejection and parental control were related significantly with psychological adjustment (see Table 10, Criterion 2), and (c) Perceived parental acceptance-rejection and parental control were not significantly related with cross-situational avoidant coping (see Table 10, Criterion 3). Since neither independent

variables nor mediator was associated significantly with dependent variable, mediational model was not studied.

Table 10. Standardized Regression Coefficients for Predicting Cross-Situational Avoidant Coping from Maternal Rejection, Paternal Rejection, Maternal Control, Paternal Control, and Psychological Adjustment

	Criterion 1 Avoidant coping	Criterion 2 PAQ	Criterion 3 Avoidant coping
PARQ Mother		.44***	.02
PARQ Father		.51***	.00
Control Mother		.14	-.01
Control Father		.17	.18
PAQ	.01		
Model adjusted R^2	.00	.42***	.00

*** $p < .001$

Note. Dashes indicate variables were not included in the analysis.

Mediational Model 4

Step 1: Psychological adjustment as predictor of cross-situational palliative emotion regulation. Adolescents' psychological maladjustment made a significant contribution to the prediction (2% adjusted R^2) of adolescents' cross-situational palliative emotion regulation, $\beta = -.04$, $F(1, 337) = 8.73$, $p < .01$ (see Table 11, Criterion 1).

Step 2: Perceived parental acceptance-rejection and perceived parental control as predictors of adolescents' psychological adjustment. When combined, perceived maternal rejection, paternal rejection, maternal control and paternal control accounted for 42% (adjusted R^2) of the variance in adolescents' psychological maladjustment, $F(4, 334) = 63.02$, $p < .001$ (see Table 11, Criterion 2). Adolescents' perceptions of maternal rejection and paternal rejection were significantly associated

with adolescents' psychological maladjustment ($\beta = .44, p < .001$; $\beta = .51, p < .001$, respectively).

Step 3: Perceived parental acceptance-rejection and parental control as predictors of cross-situational palliative emotion regulation. When combined perceived maternal rejection, paternal rejection, maternal control and paternal control made no significant contribution to the prediction of adolescents' cross-situational palliative emotion regulation, $F(4,334) = 1.71, p > .05$ (see Table 11, Criterion 3).

Prerequisite associations needed to test a mediational model have been demonstrated: (a) Psychological adjustment was associated significantly with cross-situational palliative emotion regulation (see Table 11, Criterion 1), (b) Perceived parental acceptance-rejection and parental control were related significantly with psychological adjustment (see Table 11, Criterion 2), and (c) Perceived parental acceptance-rejection and parental control were not significantly related with cross-situational palliative emotion regulation (see Table 11, Criterion 3).

Step 4: Mediational Model: Adolescents' psychological adjustment as mediator between perceived parental acceptance-rejection and cross-situational palliative emotion regulation. A regression analysis was used to evaluate whether psychological adjustment mediated the relationship between perceived parental acceptance-rejection, parental control and cross-situational palliative emotion regulation. In combination, perceived parental rejection, parental control and psychological maladjustment explained 2% (adjusted R^2) of variance in adolescents' cross-situational palliative emotion regulation, $F(5, 333) = 2.33, p < .05$ (see Table 11, Mediational Model). Psychological maladjustment ($\beta = -.04, p < .05$) were related significantly to adolescents' cross-situational palliative emotion regulation.

The association between perceived paternal rejection and cross-situational palliative emotion regulation was mediated when adolescents' psychological maladjustment was added to the regression model ($\beta = -.04, p < .05$). Sobel test indicated that psychological maladjustment significantly mediated the association between perceived paternal rejection and cross-situational palliative emotion regulation ($z = -.2.80, p < .01$). The prediction of adolescents' cross-situational palliative emotion regulation was enhanced with the addition of adolescents' psychological maladjustment by 1%, $F_{inc}(1, 333) = 4.72, p < .05$, beyond that explained by parental rejection and parental control.

Table 11. Standardized Regression Coefficients for Predicting Cross-Situational Palliative Emotion Regulation from Maternal Rejection, Paternal Rejection, Maternal Control, Paternal Control, and Psychological Adjustment

	Criterion 1 Palliative emotion regulation	Criterion 2 PAQ	Criterion 3 Palliative emotion regulation	Mediational Model Palliative emotion regulation
PARQ Mother		.44***	.02	.03
PARQ Father		.51***	-.05*	-.04
Control Mother		.14	.04	.04
Control Father		.17	.03	.04
PAQ	-.04**			-.04*
Model adjusted R^2	.02*	.42***	.01	.02*
$R^2 \Delta$.01*

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

Note. Dashes indicate variables were not included in the analysis.

Mediational Model 5

Step 1: Psychological adjustment as predictor of cross-situational anger-related emotion regulation. Adolescents' perceived psychological maladjustment made a significant contribution to the prediction (36% adjusted R^2) of adolescents' cross-situational anger-related emotion regulation, $\beta = .16$, $F(1, 337) = 191.04$, $p < .001$ (see Table 12, Criterion 1).

Step 2: Perceived parental acceptance-rejection and perceived parental control as predictors of adolescents' psychological adjustment. When combined, maternal rejection, paternal rejection, maternal control and paternal control accounted for 42% (adjusted R^2) of the variance in adolescents' psychological maladjustment, $F(4, 334) = 63.02$, $p < .001$ (see Table 12, Criterion 2). Adolescents' perceptions of maternal rejection and paternal rejection were significantly associated with adolescents' psychological maladjustment ($\beta = .44$, $p < .001$; $\beta = .51$, $p < .001$, respectively).

Step 3: Perceived parental acceptance-rejection and parental control as predictors of cross-situational anger-related emotion regulation. When combined perceived maternal rejection, paternal rejection, maternal control and paternal control accounted for 12% (adjusted R^2) of variance in cross-situational anger-related emotion regulation, $F(4, 334) = 12.92$, $p < .001$ (see Table 12, Criterion 3). Maternal rejection made a significant contribution to this prediction ($\beta = .11$, $p < .001$).

Prerequisite associations needed to test a mediational model have been demonstrated: (a) Psychological adjustment was associated significantly with cross-situational anger-related emotion regulation (see Table 12, Criterion 1), (b) Perceived parental acceptance-rejection and parental control were related significantly with psychological adjustment (see Table 12, Criterion 2), and (c) Perceived parental

acceptance-rejection and parental control were significantly related with cross-situational anger-related emotion regulation (see Table 12, Criterion 3).

Step 4: Mediation Model: Adolescents' psychological adjustment as mediator between perceived parental acceptance-rejection and cross-situational anger-related emotion regulation. A regression analysis was used to evaluate whether psychological adjustment mediated the relationship between perceived parental acceptance-rejection, parental control and cross-situational anger-related emotion regulation. In combination, perceived parental rejection, parental control and psychological maladjustment explained 37% (adjusted R^2) of variance in adolescents' cross-situational anger-related emotion regulation, $F(5, 333) = 41.01, p < .001$ (see Table 12, Mediation Model). Paternal rejection ($\beta = -.06, p < .01$) and psychological maladjustment ($\beta = .17, p < .001$) were related significantly to adolescents' cross-situational anger-related emotion regulation. The association between perceived maternal rejection and cross-situational anger-related emotion regulation was mediated when adolescents' psychological maladjustment was added to the regression model ($\beta = .03, p > .05$). A Sobel test was conducted and found that the association between perceived maternal rejection and cross-situational anger-related emotion regulation is not significantly mediated by psychological maladjustment ($z = 5.28, p > .05$). Adolescents' psychological maladjustment acted as a suppressor variable in the association between perceived paternal rejection and cross-situational anger-related emotion regulation ($\beta = -.06, p < .01$). The prediction of adolescents' cross-situational anger-related emotion regulation was enhanced with the addition of adolescents' psychological maladjustment by 25%, $F_{inc}(1, 333) = 132.95, p < .001$, beyond that explained by parental rejection and parental control.

Table 12. Standardized Regression Coefficients for Predicting Cross-Situational Anger-Related Emotion Regulation from Maternal Rejection, Paternal Rejection, Maternal Control, Paternal Control, and Psychological Adjustment

	Criterion 1 Anger-related emotion regulation	Criterion 2 PAQ	Criterion 3 Anger-related emotion regulation	Mediational Model Anger-related emotion regulation
PARQ Mother		.44***	.11***	.03
PARQ Father		.51***	.02	-.06**
Control Mother		.14	.14	.11
Control Father		.17	-.01	-.04
PAQ	.16***			.17***
Model adjusted R^2	.36***	.42***	.12***	.37***
$R^2 \Delta$.25***

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

Note. Dashes indicate variables were not included in the analysis.

Mediational Model 6

Step 1: Psychological adjustment as predictor of cross-situational media use.

Adolescents' psychological maladjustment made a significant contribution to the prediction (1% adjusted R^2) of adolescents' cross-situational media use, $\beta = .04$, $F(1, 337) = 5.937$, $p < .05$ (see Table 13, Criterion 1).

Step 2: Perceived parental acceptance-rejection and perceived parental control as

predictors of adolescents' psychological adjustment. When combined, maternal rejection, paternal rejection, maternal control and paternal control accounted for 42% (adjusted R^2) of the variance in adolescents' psychological maladjustment, $F(4, 334) = 63.02$, $p < .001$ (see Table 13, Criterion 2). Adolescents' perceptions of maternal rejection and paternal rejection were significantly associated with adolescents' psychological maladjustment ($\beta = .44$, $p < .001$; $\beta = .51$, $p < .001$, respectively).

Step 3: Perceived parental acceptance-rejection and parental control as predictors of cross-situational media use. When combined perceived maternal rejection, paternal rejection, maternal control and paternal control made no significant contribution to the prediction of adolescents' cross-situational media use, $F(4,334) = 1.06, p > .05$ (see Table 13, Criterion 3).

Prerequisite associations needed to test a mediational model have been demonstrated: (a) Psychological adjustment was associated significantly with cross-situational media use (see Table 13, Criterion 1), (b) Perceived parental acceptance-rejection and parental control were related significantly with psychological adjustment (see Table 13, Criterion 2), and (c) Perceived parental acceptance-rejection and parental control were not significantly related with cross-situational media use (see Table 13, Criterion 3).

Step 4: Mediational Model: Adolescents' psychological adjustment as mediator between perceived parental acceptance-rejection and cross-situational media use. A regression analysis was used to evaluate whether psychological adjustment mediated the relationship between perceived parental acceptance-rejection, parental control and cross-situational media use. In combination perceived parental rejection, perceived control and psychological maladjustment made no significant contribution to the prediction of adolescents' cross-situational media use, $F(5,333) = 1.47, p > .05$.

Table 13. Standardized Regression Coefficients for Predicting Cross-Situational Media Use from Maternal Rejection, Paternal Rejection, Maternal Control, Paternal Control, and Psychological Adjustment

	Criterion 1	Criterion 2	Criterion 3	Mediational Model
	Media use	PAQ	Media use	Media use
PARQ Mother		.44***	.03	.01
PARQ Father		.51***	.02	.00
Control Mother		.14	.00	-.01
Control Father		.17	-.12	-.13
PAQ	.04*			.04
Model adjusted R^2	.01*	.42***	.00	.01

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

Note. Dashes indicate variables were not included in the analysis.

The Relationships among Adolescents' Perceived Parental Acceptance-Rejection, Perceived Parental Control, Psychological Adjustment and Cross-Situational Coping Styles

The second research question examined whether there were relationships among female and male adolescents' perceived maternal and paternal acceptance-rejection, perceived maternal and paternal control, psychological adjustment and cross-situational coping styles. The relationships among these variables are described below separately.

Relationship between Adolescents' Perception of Parental Acceptance-Rejection and Their Psychological Adjustment

Pearson Product Moment correlations were computed for females and males in order to examine the associations between perceived maternal-paternal rejection and psychological adjustment. As seen in Table 14, there was a significant positive relationship between perception of maternal acceptance-rejection and psychological adjustment, both for female ($r = .67, p < .001$) and male ($r = .50, p < .001$) adolescents. Also, there was a significant positive relationship between perception of paternal acceptance-rejection and psychological adjustment, both for female ($r = .69, p < .001$) and male ($r = .53, p < .001$) adolescents.

Table 14. Intercorrelations of PARQ Mother, PARQ Father, and PAQ by Gender

Measure	1	2	3
PARQ Mother	—	.69**	.67**
PARQ Father	.66**	—	.69**
PAQ	.50**	.53**	—

Note. Intercorrelations for female participants ($n = 174$) are presented above the diagonal, and intercorrelations for male participants ($n = 165$) are presented below the diagonal.

* $p < .01$, ** $p < .001$ (two-tailed).

The Relationship between Adolescents' Perception of Parental Control and Their Psychological Adjustment

Pearson Product Moment correlations were computed to examine the relationship between female and males' perceived maternal-paternal control and psychological adjustment. As seen in Table 15, there was no significant relationship between males' perceptions of maternal and paternal control and their psychological adjustment ($r = .00, p > .05$; $r = .05, p > .05$, respectively). Similarly, no significant relationship was found between females' perceptions of maternal and paternal control and their psychological adjustment ($r = .14, p > .05$; $r = .11, p > .05$, respectively).

Table 15. Intercorrelations of Control Mother, Control Father, and PAQ by Gender

Measure	1	2	3
Control Mother	—	.45**	.14
Control Father	.48**	—	.11
PAQ	.00	.05	—

Note. Intercorrelations for female participants ($n = 174$) are presented above the diagonal, and intercorrelations for male participants ($n = 165$) are presented below the diagonal.

* $p < .05$, ** $p < .001$ (two-tailed).

The Relationship between Adolescents' Perception of Parental Acceptance-Rejection and Their Perception of Parental Control

In order to investigate the relationship between female and male adolescents' perception of maternal and paternal acceptance-rejection and their perception of maternal and paternal control, Pearson Product-Moment correlations among these variables were calculated for females and males separately. Table 16 demonstrated that there was a positive correlation between females' perceived maternal rejection and maternal control ($r = .34, p < .01$). On the other hand, no significant relationship between males' perceived maternal rejection and maternal control ($r = -.04, p > .05$). Also, no significant relationship was found between males and females adolescents' paternal rejection and paternal control ($r = -.05, p > .05; r = .10, p > .05$, respectively).

Table 16. Intercorrelations of PARQ Mother, PARQ Father, Control Mother, and Control Father by Gender

Measure	1	2	3	4
1. PARQ Mother	—	.69**	.34**	.23**
2. PARQ Father	.66**	—	.14	.10
3. Control Mother	-.04	-.11	—	.48**
4. Control Father	-.05	-.05	.45**	—

Note. Intercorrelations for female participants (n = 174) are presented above the diagonal, and intercorrelations for male participants (n = 165) are presented below the diagonal.

* $p < .05$, ** $p < .01$ (two-tailed).

The Relationship between Adolescents' Perception of Parental Acceptance-Rejection and Their Coping Styles

Pearson Product Moment correlations were computed for females and males in order to examine the associations between perceived maternal and paternal rejection and cross-situational coping styles. Table 17 demonstrates a negative correlation between males' perceived maternal and paternal rejection and cross-situational social support seeking ($r = -.29, p < .001$; $r = -.32, p < .001$, respectively). On the other hand, no significant relationship between perception of maternal and paternal rejection and females' cross-situational social support seeking was found ($r = -.10, p > .05$; $r = -.14, p > .05$, respectively). There was a significant negative relationship between males' perception of maternal and paternal rejection and cross-situational problem solving ($r = -.33, p < .001$; $r = -.36, p < .001$, respectively). Similarly, there was a significant negative relationship between females' perception of maternal and paternal rejection and cross-situational problem solving ($r = -.17, p < .01$; $r = -.20, p < .001$, respectively). Also, when males' perception of maternal and paternal rejection and cross-situational avoidant coping were examined, no significant relationship was found ($r = .06, p > .05$; $r = -.01, p > .05$, respectively). Similarly, no significant relationship was found between females' perception of maternal and paternal rejection and cross-situational avoidant coping ($r = .07, p > .05$; $r = .07, p > .05$, respectively). No significant relationship was found between males' perception of maternal and paternal rejection and cross-situational palliative emotion regulation ($r = -.01, p > .05$; $r = -.15, p > .05$, respectively). Also, no significant relationship was found between females' perception of maternal and paternal rejection and cross-situational palliative emotion regulation ($r = -.10, p > .05$; $r = -.12, p > .05$,

respectively). Male adolescents' perception of both maternal and paternal rejection were positively associated with cross-situational anger-related coping ($r = .33, p < .001$; $r = .27, p < .001$, respectively). Similarly, there was a significant positive relationship between females' perception of maternal and paternal rejection and cross-situational anger-related coping ($r = .38, p < .001$; $r = .29, p < .001$, respectively). When males' perception of maternal and paternal rejection and cross-situational media use were examined, no significant relationship was found ($r = .11, p > .05$; $r = .05, p > .05$, respectively). Similarly, no significant relationship was found between females' perception of maternal and paternal rejection and cross-situational media use ($r = .08, p > .05$; $r = .12, p > .05$, respectively).

Table 17. Intercorrelations of PARQ Mother, PARQ Father, and the Coping Strategies by Gender

Measure	1	2	3	4	5	6	7	8
1. PARQ Mother	—	.69**	-.10	-.17*	.07	-.10	.38**	.08
2. PARQ Father	.66**	—	-.14	-.20**	.07	-.12	.29**	.12
3. Seeking social support	-.29**	-.32**	—	.56**	.22**	.46**	-.02	.25**
4. Problem solving	-.33**	-.36**	.57**	—	.15*	.34**	-.15*	.00
5. Avoidant coping	.06	-.01	.20**	.03	—	.58**	.00	.47**
6. Palliative emotion regulation	-.01	-.15	.33**	.21**	.62**	—	.01	.61**
7. Anger-related emotion regulation	.33**	.27**	-.05	-.17*	.14	.00	—	.27**
8. Media use	.11	.05	.12	-.11	.42**	.60**	.33**	—

Note. Intercorrelations for female participants ($n = 174$) are presented above the diagonal, and intercorrelations for male participants ($n = 165$) are presented below the diagonal.

* $p < .01$, ** $p < .001$ (two-tailed).

The Relationship between Adolescents' Perception of Parental Control and Their Coping Styles

In order to examine the relationship between female and male adolescents' perceived maternal and paternal control and coping styles, Pearson Product Moment was computed. When females' perceived maternal control and cross-situational anger-related coping were examined, a positive correlation was found ($r = .19, p < .05$).

Table 18 demonstrated that other results indicated no significant differences between females' and males' perceived maternal and paternal control and coping styles.

Table 18. Intercorrelations of Control Mother, Control Father, and the Coping Strategies by Gender

Measure	1	2	3	4	5	6	7	8
1. Control Mother	—	.48**	.13	.02	.08	.05	.19*	-.03
2. Control Father	.45**	—	.05	.05	.13	.01	.09	-.14
3. Seeking social support	.07	-.07	—	.56**	.22**	.46**	-.02	.25**
4. Problem solving	.02	-.01	.57**	—	.15*	.34**	-.15*	.00
5. Avoidant coping	.06	.09	.20**	.15*	—	.58**	.00	.47**
6. Palliative emotion regulation	.02	.02	.33**	.34**	.58**	—	.01	.61**
7. Anger-related emotion regulation	.00	.03	-.05	-.15*	.00	.01	—	.27**
8. Media use	.01	.03	.12	.00	.47**	.61**	.32**	—

Note. Intercorrelations for female participants ($n = 174$) are presented above the diagonal, and intercorrelations for male participants ($n = 165$) are presented below the diagonal.

* $p < .05$, ** $p < .01$ (two-tailed).

The Relationship between Adolescents' Psychological Adjustment and Their Coping Styles

Pearson Product Moment correlations were computed in order to examine the associations between psychological adjustment and coping styles. The correlations were calculated separately for female and male participants.

Table 19 demonstrated that a negative correlation was found between both males' and females' psychological adjustment and cross-situational social support seeking ($r = -.28, p < .01$; $r = -.19, p < .05$, respectively). Similarly, a negative correlation was found between both males' and females' psychological adjustment and cross-situational problem solving ($r = -.40, p < .01$; $r = -.25, p < .01$, respectively). No significant relationship was found between males' and females' psychological adjustment and cross-situational avoidant coping ($r = .09, p > .05$; $r = -.00, p > .05$, respectively). No significant relationship was found between males' psychological adjustment and cross-situational palliative emotion regulation ($r = -.12, p > .05$). On the other hand, it was observed that there was a significant negative relationship between females' psychological adjustment and cross-situational palliative emotion regulation ($r = -.18, p < .05$). When males' and females' psychological adjustment and cross-situational anger-related coping were examined, a positive correlation was found ($r = .58, p < .01$; $r = .62, p < .01$, respectively). No significant relationship was found between males' and females' psychological adjustment and cross-situational media use ($r = .14, p > .05$; $r = .14, p > .05$, respectively).

Table 19. Intercorrelations of PAQ and the Coping Strategies by Gender

Measure	1	2	3	4	5	6	7
1. PAQ	—	-.19*	-.25**	-.00	-.18*	.62**	.14
2. Seeking social support	-.28**	—	.56**	.22**	.47**	-.02	.25**
3. Problem solving	-.40**	.57**	—	.15*	.34**	-.15*	.00
4. Avoidant coping	.09	.20**	.03	—	.58**	.00	.47**
5. Palliative emotion regulation	-.12	.33**	.21**	.62**	—	.01	.61**
6. Anger-related emotion regulation	.58**	-.05	-.17*	.14	.00	—	.27**
7. Media use	.14	.12	-.11	.42**	.60**	.33**	—

Note. Intercorrelations for female participants ($n = 174$) are presented above the diagonal, and intercorrelations for male participants ($n = 165$) are presented below the diagonal.

* $p < .05$, ** $p < .01$ (two-tailed).

Differences between Females and Males in terms of Their Cross-Situational Coping

Styles

The aim of the third research question was to investigate whether there were differences between female and male adolescents in terms of their cross-situational coping styles. Independent sample t-test statistics were calculated to examine whether there were differences between females and males in terms of their coping styles. The results indicated no significant differences between females and males in terms of their cross-situational social support seeking, cross-situational problem solving, cross-situational media use. On the other hand, a significant difference was found between females and males in terms of the cross-situational avoidant coping ($t = 3.27$, $df = 337$, $p < .05$). Males' using of cross-situational avoidant coping ($n = 165$, $M = 15.86$, $sd = 4.45$) were higher than females' ($n = 174$, $M = 14.37$, $sd = 3.94$) cross-situational avoidant coping. A significant difference was found between

females and males in terms of the cross-situational palliative emotion regulation ($t = 2.34, df = 337, p < .05$). Males' using of cross-situational palliative emotion regulation ($n = 165, M = 18.92, sd = 5.02$) were higher than females' ($n = 174, M = 17.66, sd = 4.92$) cross-situational palliative emotion regulation. A significant difference was found between females and males in terms of the cross-situational anger-related emotion regulation ($t = -2.04, df = 337, p < .05$). Females' using of cross-situational anger-related emotion regulation ($n = 174, M = 15.20, sd = 5.22$) were higher than males' ($n = 165, M = 14.06, sd = 5.04$) cross-situational anger-related emotion regulation (see Table 20).

Table 20. T-test Results for the Coping Strategies by Gender

	<i>M(SD)</i>	<i>Df</i>	<i>t</i>
Seeking social support		337	-.87
Female (n = 174)	18.09 (5.20)		
Male (n = 165)	17.62 (4.80)		
Problem solving		337	-.93
Female (n = 174)	21.38 (5.32)		
Male (n = 165)	20.85 (5.10)		
Avoidant coping		337	3.27*
Female (n = 174)	14.37 (3.94)		
Male (n = 165)	15.86 (4.45)		
Palliative emotion regulation		337	2.34*
Female (n = 174)	17.66 (4.92)		
Male (n = 165)	18.92 (5.02)		
Anger-related emotion regulation		337	-2.04*
Female (n = 174)	15.20 (5.22)		
Male (n = 165)	14.06 (5.04)		
Media use		337	1.58
Female (n = 174)	14.88 (5.54)		
Male (n = 165)	15.86 (5.87)		

* $p < .05$

CHAPTER V

DISCUSSION

In this chapter the significance and implications of the results that have been presented will be discussed. Results will be discussed in the same order in which they were presented in the previous section. The major topics are the purpose of the study, discussion in relation to research questions, implications of the study, limitations of the study and the recommendations for future research.

The Purpose of the Study

The aim of the current study was to investigate the mediating role of psychological adjustment on the relations among perceived parental acceptance-rejection, perceived parental control and adolescents' cross-situational coping styles. The proposed study also aimed to explore the relationships among perceived parental acceptance-rejection, perceived parental control, psychological adjustment and cross-situational coping styles during early adolescence. Additionally, gender differences in terms of these relations were investigated.

Discussion in Relation to Research Questions

The Mediating Influence of Psychological Adjustment on the Relation between Perceived Parental Acceptance-Rejection, Perceived Parental Control and Adolescents' Coping Styles

The aim of the first research question was to investigate the mediating role of psychological adjustment on the relations among perceived parental acceptance-rejection, perceived parental control and adolescents' cross-situational coping styles. Since coping styles had six dimensions, six separate mediational models were prepared to explore the mediating role of psychological adjustment on the relation between independent variables (perceived maternal acceptance-rejection, perceived paternal acceptance-rejection, perceived maternal control, perceived paternal control) and dependent variables (cross-situational social support seeking, cross-situational problem solving, cross-situational avoidant coping, cross-situational palliative emotion regulation, cross-situational anger-related emotion regulation and cross-situational media use). The common result of these six models showed that, when combined, adolescents' perceptions of maternal rejection, paternal rejection, maternal control and paternal control accounted for 42% of the variance in adolescents' psychological maladjustment. Adolescents' perceptions of maternal rejection and paternal rejection were significantly associated with adolescents' psychological maladjustment. This is consistent with previous studies. A meta-analysis of 43 studies drawn from 7,563 respondents in 15 countries (Khaleque & Rohner, 2002); approximately 26% of the variance in children's psychological adjustment is explained by parental acceptance (Rohner, 2004). E. C. Rohner (1980)

found that perceived parental acceptance and rejection explained 46% of the variance in psychological adjustment. Similarly, Kim and colleagues (2006) reported that parental rejection accounted for approximately 27-46% of the variance in adolescents' psychological adjustment. Furthermore, the finding supports PARTheory's expectation that the relationship between perceived acceptance-rejection and psychological adjustment is likely to be stronger among youth since they are influenced by their mothers' and fathers' love or lack of love every day (Khaleque & Rohner, 2002). Before explaining the mediation analysis results, it should be noted that no firm conclusions about causal direction can be made due to nature of the study (e.g. cross-sectional study).

The first mediational model explored the mediating role of psychological adjustment on the relation between perceived parental acceptance-rejection and cross-situational social support seeking. Adolescents' psychological maladjustment accounted for 5% of the variance in adolescents' cross-situational social support seeking. When combined perceived maternal and paternal rejection, perceived maternal and paternal control accounted for 6% of variance in cross-situational social support seeking. Perceived parental rejection, perceived parental control and psychological maladjustment additively explained 7% of variance in adolescents' cross-situational social support seeking. The prediction of adolescents' cross-situational social support seeking was enhanced with the addition of adolescents' psychological maladjustment by 1% beyond that explained by perceived parental rejection and parental control. Perceived maternal control and psychological maladjustment were related significantly to adolescents' cross-situational social support seeking. The negative association between perceived paternal rejection and

cross-situational social support seeking was significantly mediated by adolescents' psychological maladjustment which in turn seems to have had a negative effect on cross-situational support seeking. Adolescents who perceive more rejection from their fathers reported poorer psychological adjustment and consequently they reported less use of social support seeking as a coping style. This finding supports the view of rejected persons are likely to have greater interpersonal relationship problems (Levy, 1943) and may become unable to form warm relations with other people easily and this may cause them to use less social support in the face of stress (Rohner, 1986). Alternatively, adolescents who perceive less warmth in their parental relationship may think that they have less social support during challenging and stressful experiences (Seiffge-Krenke, 1995).

The mediation analysis revealed that the maternal rejection and paternal control were unrelated to cross-situational social support seeking. The reason for this might be the strong correlation between the variables. In the current study, a strong correlation was found between maternal rejection and paternal rejection ($r = .68, p < .01$). Also, a moderately strong correlation was found between maternal control and paternal control ($r = .46, p < .01$). Cramer (2002) suggested that in the regression analysis, when two factors are highly correlated, one of these factors with relatively less unique contribution to the model could be eliminated. This finding is supportive to the idea that paternal love explains a unique and independent portion of the variance in specific child outcomes over and above the portion explained by maternal love (Rohner & Veneziano, 2001; cited in Rohner, Khaleque & Cournoyer, 2005; Veneziano, 2003).

The second mediational model explored the mediating role of psychological adjustment on the relation between perceived parental acceptance-rejection and cross-situational problem solving. Adolescents' psychological maladjustment accounted for 10% of the variance in adolescents' cross-situational problem solving. When combined, perceived maternal rejection, paternal rejection, maternal control and paternal control accounted for 7% of the variance in adolescents' cross-situational problem solving. In combination, perceived parental rejection, parental control and psychological maladjustment explained 10% of the variance in adolescents' cross-situational problem solving. Psychological maladjustment was related significantly to adolescents' cross-situational problem solving. The prediction of adolescents' cross-situational problem solving was enhanced with the addition of adolescents' psychological maladjustment by 3% beyond that explained by parental rejection and parental control. The negative association between perceived paternal rejection and cross-situational problem solving was significantly mediated by adolescents' psychological maladjustment which in turn seems to have had a negative effect on cross-situational problem solving. Adolescents who perceive more rejection from their fathers reported poorer psychological adjustment and consequently they reported less use of problem solving as a coping style. This finding is consistent with McIntyre and Dusek's study (1995) which reported parental responsiveness may affect children's problem focused coping in an indirect way by increasing children's sense of competence and their sense of control. Similarly, McKernon and colleagues (2001) suggested the importance of parental responsiveness in children's acquisition of active coping styles such as problem solving. Moreover, previous studies suggested that supportive and responsive

relationships between child and parent tend to empower coping styles which are associated with better well-being (Seiffge-Krenke, 2000; Horwitz et al., 2011)

The third mediational model explored the mediating role of psychological adjustment on the relation between perceived parental acceptance-rejection and cross-situational avoidant coping. The results indicated that adolescents' psychological maladjustment made no significant contribution to the prediction of adolescents' cross-situational avoidant coping. When combined perceived maternal rejection, paternal rejection, maternal control and paternal control made no significant contribution to the prediction of adolescents' cross-situational avoidant coping. Since neither independent variables (perceived maternal acceptance-rejection, perceived paternal acceptance-rejection, perceived maternal control and perceived paternal control) nor mediator (psychological adjustment) was associated significantly with dependent variable, mediational model was not studied. As noted earlier, perhaps rejected individuals are less likely to try to avoid problems they faced at home and less likely to use passive coping strategies (Zimmer-Gembeck & Locke, 2007).

The fourth mediational model explored the mediating role of psychological adjustment on the relation between perceived parental acceptance-rejection and cross-situational palliative emotion regulation. Adolescents' psychological maladjustment accounted for 2% of the variance in adolescents' cross-situational palliative emotion regulation. When combined perceived maternal rejection, paternal rejection, maternal control and paternal control made no significant contribution to the prediction of adolescents' cross-situational palliative emotion regulation. In combination, perceived parental rejection, parental control and psychological

maladjustment explained 2% of variance in adolescents' cross-situational palliative emotion regulation. The prediction of adolescents' cross-situational palliative emotion regulation was enhanced with the addition of adolescents' psychological maladjustment by 1% beyond that explained by parental rejection and parental control. The negative association between perceived paternal rejection and cross-situational palliative emotion regulation was significantly mediated by adolescents' psychological maladjustment which consequently seems to have had a negative effect on cross-situational palliative emotion regulation. Adolescents who perceive more rejection from their fathers reported poorer psychological adjustment and consequently they reported less use of palliative emotion regulation as a coping style. This finding is in the same line with the study of Clark and colleagues (2002) which reported parental involvement was associated positively with seeking out diversions (e.g., distraction coping). Adolescents' perceptions of parental warmth related to an increase in adolescents' comforting thoughts (Meesters & Muris, 2004) which is a method used in palliative emotion regulation.

The fifth mediational model explored the mediating role of psychological adjustment on the relation between perceived parental acceptance-rejection and cross-situational anger-related emotion regulation. Adolescents' psychological maladjustment accounted for 36% of the variance in adolescents' cross-situational anger-related emotion regulation. When combined perceived maternal rejection, paternal rejection, maternal control and paternal control accounted for 12% of variance in cross-situational anger-related emotion regulation. In combination, perceived parental rejection, parental control and psychological maladjustment explained 37% of variance in adolescents' cross-situational anger-related emotion

regulation. Paternal rejection and psychological maladjustment were related significantly to adolescents' cross-situational anger-related emotion regulation. The prediction of adolescents' cross-situational anger-related emotion regulation was enhanced with the addition of adolescents' psychological maladjustment by 25% beyond that explained by parental rejection and parental control. The association between perceived maternal rejection and cross-situational anger-related emotion regulation was mediated when adolescents' psychological maladjustment was added to the regression model but the Sobel test indicated mediation is not a significant one. Adolescents' psychological maladjustment acted as a suppressor variable in the association between perceived paternal rejection and cross-situational anger-related emotion regulation. The positive association between perceived paternal rejection and cross-situational anger-related emotion regulation was significantly suppressed by adolescents' psychological maladjustment which consequently seems to have had a negative effect on anger-related emotion regulation. It was found that adolescents who perceive more rejection from their fathers reported poorer psychological adjustment and consequently they reported less use of anger-related emotion regulation as a coping style.

Previous studies have found contradictory findings in that parental support, responsiveness involvement was generally associated with lowered levels of expression of anger (Clark et al., 2002). Cavanaugh (2012) reported that lower levels of anger using when the relationship between parents and adolescents was supportive and responsive. After all, adolescence is a period in which youths' such maladaptive coping patterns (i.e. anger-related coping) tend to increase (Compas et. al., 1988; Larson and Ham, 1993).

On the contrary, the current finding revealed that adolescents who perceive more rejection from their fathers reported poorer psychological adjustment and consequently they reported less use of anger-related emotion regulation as a coping style. The reason for this might be defensive independence. As noted in the literature review, according to PARTheory's personality subtheory, parental rejection leads to personality outcomes such as psychological problems with emotional unresponsiveness and defensive independence. Rejected children tend to be angry at their parents. They increase their bids for warmth and affection but in an undefined point in facing the rejection those children make lesser bids with an aim to protect themselves from the further rejection. As a result, many rejected persons withdraw emotionally and become less emotionally responsive. Additionally, some of the rejected persons become defensively independent. Those individuals often deny their need for warmth and affection due to negative emotions such as anger, distrust produced by chronic rejection. Defensive independence may lead to a process of counter rejection. In this process, rejected persons reject the person or persons who reject them (Rohner, 1986). Alternatively, some parents do not let their children to express their anger freely (Rohner, 1986) and anger suppression is associated with psychological costs and maladjustment (Cheung & Park, 2010). Suppressed anger is often expressed in disguised forms such as aggressive fantasies or dreams (Rohner, 1986). As Bowlby (1973, 1998) noted, adolescents who are scared of abandonment may be terrified of expressing their anger at the parent who threatens their security and this may lead to anxiety and rage. "Children who never seem angry or aggressive may be in psychological trouble to the same degree as but in a different way from hyperaggressive children" (Rohner, 1986, p. 84).

The sixth mediational model explored the mediating role of psychological adjustment on the relation between perceived parental acceptance-rejection and cross-situational media use. Adolescents' psychological maladjustment accounted for 1% of the variance in adolescents' cross-situational media use. When combined perceived maternal rejection, paternal rejection, maternal control and paternal control made no significant contribution to the prediction of adolescents' cross-situational media use. In combination perceived parental rejection, perceived control and psychological maladjustment made no significant contribution to the prediction of adolescents' cross-situational media use. Eschenbeck et. al., (2012) reported that media use related to poorer psychological adjustment. Another study reported that adolescents with less supportive and more hostile parents are less likely to try to avoid problems (Zimmer-Gembeck & Locke, 2007) but no empirical study was found about the mediating role of psychological adjustment on the relationship between parental acceptance-rejection, parental control and media use coping. Future studies may want to examine the pathways between parental warmth, parental control, psychological adjustment and media use across genders.

Overall, the findings of this preliminary study supported the general body of parenting and coping literature in that perceptions of parental rejection, high parental control and psychological maladjustment can be risk factors in adolescents' adaptive coping styles. Additionally, results showed that there were unique and differential effects of the perceptions of parental rejection, parental control and psychological adjustment on adolescents' coping. Finding indicated the importance of the young adolescents' perceived paternal rejection in their psychological maladjustment and

coping styles; thus the current results added to the growing literature that exhibited the importance of including fathers in research designs (Phares & Compas, 1992).

Relationship between Adolescents' Perception of Parental Acceptance-Rejection and Their Psychological Adjustment

The results indicated that there was a significant positive relationship between perception of maternal acceptance-rejection and psychological adjustment, both for female ($r = .67, p < .001$) and male ($r = .50, p < .001$) adolescents. Also, there was a significant positive relationship between perceived paternal acceptance-rejection and psychological adjustment, both for female ($r = .69, p < .001$) and male ($r = .53, p < .001$) adolescents. This finding is consistent with a number of studies which reported a strong correlation between parental (maternal and paternal) acceptance and psychological adjustment regardless of ethnicity, social class, race and gender (Rohner, Khaleque, & Cournoyer, 2005; Erkman, 2003; Rohner & Britner, 2002; Cummings & Davis, 1995; Rothbaum & Weisz, 1994). For example, Johnson, Shulman, and Collins (1991) found that parental warmth was positively correlated with psychological adjustment. Among a number of worldwide studies regarding to PARTheory, not a single one has yet been reported that the relationship between parental acceptance-rejection and psychological adjustment has not emerged (Khaleque & Rohner, 2002).

The Relationship between Adolescents' Perception of Parental Control and Their Psychological Adjustment

The results showed that there was no significant relationship between males' perceptions of maternal and paternal control and their psychological adjustment ($r = .00, p > .05; r = .05, p > .05$, respectively). Similarly, no significant relationship was found between females' perceptions of maternal and paternal control and their psychological adjustment ($r = .14, p > .05; r = .11, p > .05$, respectively). As stated in the literature review, the results regarding association between parental control and psychological adjustment were mixed. Several studies show that control may or may not be related to psychological and emotional maladjustment (Rohner et. al., 1991; Rohner et. al., 1996; Erkman & Rohner, 2006). Findings of the study is inconsistent with some previous studies which reported physical and corporal punishment resulting in poor psychological adjustment or maladjustment (Rohner, Bourque, & Elordi, 1996) and rejecting discipline including control and punishment being associated with poorer psychological adjustment (Johnson et. al, 1991). The current study found no significant relationship between perceived parental control and psychological adjustment regardless of gender differences. One reason for this finding may be the association between parental control and psychological adjustment depending on whether control is perceived as rejection or not by the adolescents (Rohner, Kean & Cournoyer, 1991). It is consistent with the study of Erkman and Rohner (2006) which reported that maternal punishment and paternal punishment (when combined) made no significant contributions to variations in youths' adjustment when the influence of parental (maternal and paternal) acceptance was controlled. Another reason might be that due to cultural differences.

Different level of parental control is exercised by different cultures and thus perceived as normal (Rohner, Kean, & Cournoyer; 1991). Turkish family relations can be characterized as authoritarian and patriarchal (Sunar & Fişek, 2005) and some amount of control is regarded as normal in the authoritarian societies and has no negative connotations (Kağıtçıbaşı, 2007; Dwairy, 2006). The result is also consistent with a previous study that found minor or no significant association between authoritarian parenting and children's mental health (Dwairy et. al., 2006). Overall, the results of this study supported the view that compared to parental control; parental rejection is a very dangerous element which affects individuals' mental health universally (Khaleque, 2007).

The Relationship between Adolescents' Perception of Parental Acceptance-Rejection and Their Perception of Parental Control

The results indicated that there was a positive correlation between females' perceived maternal rejection and maternal control ($r = .34, p < .01$). On the other hand, no significant relationship was found between males' perceived maternal rejection and maternal control ($r = -.04, p > .05$). Also, no significant relationship was found between males and females adolescents' paternal rejection and paternal control ($r = -.05, p > .05; r = .10, p > .05$, respectively).

While no significant relationship was found between males' perceived maternal acceptance-rejection and maternal control, a positive relationship was found between females' perceived maternal rejection and maternal control. Several studies reported that as children get into adolescence, girls are granted less independence,

are more closely monitored than boys, and are expected to stay closer to home (Huston and Alvarez, 1990; Kavanagh and Hops, 1994; Whiting et al., 1988). Additionally, during the period of adolescence, conflict around issues of curfew and choice of friends is more intense in families with daughters than in those with sons (Papini and Sebbi, 1988). These reasons may cause individuals to perceive maternal strictness (i.e. control) as a kind of maternal rejection (Kagan and Moss 1962).

When the relationship between paternal acceptance-rejection and paternal control was examined, no significant relationship was found regardless of gender differences. It supported the view that it cannot be predicted how controlling the parent will be perceived from knowing how warm the parent is perceived (Becker, 1964). Rohner and Veneziaro (2001) stated that the influence of parental behaviors might be different from one culture to another. This finding might be related to Turkish family structure. As Fişek (1995) reported mothers are involved with their children more actively compared to fathers. Therefore, mothers may exercise more control over their children compared to fathers. The finding of the study supported the importance of considering the influence of maternal and paternal behavior separately whenever possible (Veneziaro, 2000).

The Relationship between Adolescents' Perception of Parental Acceptance-Rejection and Their Coping Styles

The results of the study showed that there was a negative correlation between males' perceived maternal and paternal rejection and cross-situational social support seeking ($r = -.29, p < .001$; $r = -.32, p < .001$, respectively). Although no empirical study was

found about the relationship between parental acceptance-rejection and coping styles, this result might be explained by PARTheory (Rohner, 1986) which stated that rejected persons are inclined to have greater problems about peer relations (Levy, 1943) and consequently these interpersonal problems cause them to seek for less social support in the face of stress. Another reason might be that adolescents with less positive parental relationships may feel they have fewer social resources during challenging and stressful experiences (Seiffge-Krenke, 1995). On the other hand, no significant relationship between perception of maternal and paternal rejection and females' cross-situational social support seeking was found ($r = -.10, p > .05$; $r = -.14, p > .05$, respectively). One reason for this might be that girls seek social support from their peers regardless of their relationship with their mothers since they perceive more stress than boys (Seiffge-Krenke, 2011).

The results showed that there was a significant negative relationship between males' perception of maternal and paternal rejection and cross-situational problem solving ($r = -.33, p < .001$; $r = -.36, p < .001$, respectively). Similarly, there was a significant negative relationship between females' perception of maternal and paternal rejection and cross-situational problem solving ($r = -.17, p < .01$; $r = -.20, p < .001$, respectively). This result is parallel with the study of Dusek and Danko (1994) which found that problem-solving coping strategies were less likely being used among adolescents who perceived their parents as less warm and supportive. This result was also supportive of the study that was conducted by Zimmer-Gembeck and Locke (2007). According to the study, adolescents living in warm and less hostile environment with caregivers who support adolescent's choices and allow

their decision-making process were found to deal with problems or challenges they experienced at home directly by using active coping styles such as problem solving.

When males' perception of maternal and paternal rejection and cross-situational avoidant coping were examined, no significant relationship was found ($r = .06, p > .05; r = -.01, p > .05$, respectively). Similarly, no significant relationship was found between females' perception of maternal and paternal rejection and cross-situational avoidant coping ($r = .07, p > .05; r = .07, p > .05$, respectively). These results are not consistent with other studies which found that adolescents who perceived less support from parents more likely to engage in avoidance coping (Caples & Barrera, 2006; Ebata & Moos, 1994; Zimmer-Gembeck & Locke, 2007). A previous study reported that higher quality family relationships were associated with early adolescents' more frequent use of active coping strategies (Kliewer et al., 1996). In other words, adolescents who live in a family environment with less supportive and more hostile parents are less likely to avoid challenges and problems they experienced at home as a coping strategy (Zimmer-Gembeck & Locke, 2007). Since no empirical study was found about the relationship between perceived parental warmth (parental acceptance-rejection) and avoidant coping, future studies should examine the relationship regarding to parental warmth and avoidance coping across gender and cultures.

No significant relationship was found between males' perception of maternal and paternal rejection and cross-situational palliative emotion regulation ($r = -.01, p > .05; r = -.15, p > .05$, respectively). Also, no significant relationship was found between females' perception of maternal and paternal rejection and cross-situational palliative emotion regulation ($r = -.10, p > .05; r = -.12, p > .05$, respectively). Before

discussing the results, it would be noteworthy to mention that palliative emotion regulation is related to relaxation and distraction in this study's context. When the relationship between parental acceptance-rejection and palliative emotion regulation was considered, limited research was found. Clark and colleagues (2002) reported parental involvement was associated positively with seeking out diversions (e.g., distraction coping). Furthermore, Dusek and Danko (1994) reported a positive relationship between adolescents' perception of parental support and their use problem-focused strategies (e.g. distraction coping). Again, no empirical study was found about the relation of perceived parental acceptance-rejection and palliative emotion regulation and additional research is needed that specifically examines the relationship between parental warmth and palliative emotion regulation across gender and cultures.

Male adolescents' perception of both maternal and paternal rejection were positively associated with cross-situational anger-related coping ($r = .33, p < .001$; $r = .27, p < .001$, respectively). Similarly, there was a significant positive relationship between females' perception of maternal and paternal rejection and cross-situational anger-related coping ($r = .38, p < .001$; $r = .29, p < .001$, respectively). These findings are consistent with a previous study which reported lower levels of anger using when the relationship between parents and adolescents was supportive and responsive (Cavanaugh, 2012). One reason might be the characteristics of the developmental period that adolescents are going through. Adolescence was reported as a period in which youths' stress levels and maladaptive coping (i.e. anger-related coping) tend to increase (Compas et. al., 1988; Larson & Ham, 1993).

When males' perception of maternal and paternal rejection and cross-situational media use were examined, no significant relationship was found ($r = .11$, $p > .05$; $r = -.05$, $p > .05$, respectively). Similarly, no significant relationship was found between females' perception of maternal and paternal rejection and cross-situational media use ($r = .08$, $p > .05$; $r = .12$, $p > .05$, respectively).

Collectively, these findings suggested that additional research is needed to understand the relationship between parental acceptance-rejection and coping styles during early adolescence.

The Relationship between Adolescents' Perception of Parental Control and Their Coping Styles

The results indicated that there was no significant differences between females' and males' perceived maternal and paternal control and coping styles (see Table 18). Only one relationship emerged. A positive correlation was found between females' perceived maternal control and cross-situational anger-related coping ($r = .19$, $p < .05$). This result is inconsistent with a previous finding of parents who are more authoritarian try to exercise absolute control over their children may hinder their children's ability to express emotions (i.e. anger) (Thurber and Weisz, 1997). This difference might be explained by Turkish family structure which was reported as authoritarian and patriarchal (Sunar & Fişek, 2005) and in this kind of structure, mothers involve in day-to-day activities with their children more actively than fathers (Toth & Xu, 1999; Fişek, 1995). The finding is also parallel with the studies which reported girls are allowed less independence during their transition from childhood to adolescence (Huston & Alvarez, 1990; Kavanagh and Hops, 1994; Whiting et al.,

1988) and while children whose parents are more democratic in their disciplinary practices were associated negatively with anger-out expression (directed feelings of anger toward others or objects) (Clark et. al., 2002).

The Relationship between Adolescents' Psychological Adjustment and Their Coping Styles

The results showed that there was a negative correlation between both males' and females' psychological adjustment and cross-situational social support seeking ($r = -.28, p < .01$; $r = -.19, p < .05$, respectively). Similarly, a negative correlation was found between both males' and females' psychological adjustment and cross-situational problem solving ($r = -.40, p < .01$; $r = -.25, p < .01$, respectively). No significant relationship was found between males' and females' psychological adjustment and cross-situational avoidant coping ($r = .09, p > .05$; $r = -.00, p > .05$, respectively). Furthermore, no significant relationship was found between males' psychological adjustment and cross-situational palliative emotion regulation ($r = -.12, p > .05$). On the other hand, it was observed that there was a significant negative relationship between females' psychological adjustment and cross-situational palliative emotion regulation ($r = -.18, p < .05$). When males' and females' psychological adjustment and cross-situational anger-related coping were examined, a positive correlation was found ($r = .58, p < .01$; $r = .62, p < .01$, respectively). Lastly, no significant relationship was found between males' and females' psychological adjustment and cross-situational media use ($r = .14, p > .05$; $r = .14, p > .05$, respectively).

Related literature suggested that coping styles were closely related to psychological adjustment. While adaptive coping strategies were associated with better psychological well-being, maladaptive coping strategies were associated with psychological maladjustment (Compas et. al., 2001; Seiffge-Krenke, 2000; Herman-Stahl and et. al., 1995; Connor-Smith & Compas; 2002).

The present finding showed that there was a negative correlation between both males' and females' psychological maladjustment and cross-situational social support seeking. In the face of stress, social support seeking has been found to be an adaptive coping (Knibb & Horton, 2008). Previous studies found that a positive parental relationship provides a form of social support for adolescents and through this social support, their psychological resources such as self-esteem enhance and in turn enable them to cope with stressful life events (Cohen & Wills 1985; Baumrind, 1991). Consistent with the current finding, Creasey and Hesson-McInnis (2001) reported that secure adolescents use adaptive coping styles (e.g. seeking support support) more actively.

The finding of the current study indicated a negative correlation between psychological maladjustment and cross-situational problem solving regardless of gender differences. On the other hand, a positive correlation was found between psychological adjustment and cross-situational anger-related coping regardless of adolescents' gender. These findings are consistent with the literature which reported problem-focused coping styles was associated with less adjustment problems (Compas et al., 1988). For instance, Eschenbeck and her colleagues (2012) conducted a research in a Turkish sample of 473 children and adolescents and found a positive relationship between psychological adjustment and problem solving. In the

same study, anger-related emotion regulation was reported to be associated with poorer psychological adjustment which was a replication of their previous studies involving German children and adolescents (Eschenbeck et al., 2006, 2010).

Current study showed that there was no significant relationship between psychological adjustment and cross-situational avoidant coping regardless of gender. Similarly, no significant relationship was found between males' and females' psychological adjustment and cross-situational media use. The reason for these findings might be that higher parental rejection (e.g. less support and more hostility) related to poor psychological adjustment (Hussain & Munaf, 2012), and as mentioned earlier rejected adolescents are less likely to try to avoid problems experienced at home and less likely to use passive coping strategies (Zimmer-Gembeck & Locke, 2007).

According to finding of the study, no significant relationship was found between males' psychological adjustment and cross-situational palliative emotion regulation. On the other hand, a negative relationship was found between females' psychological maladjustment and palliative emotion regulation. According to PARTheory, all human beings, despite of age, gender or cultural differences can be placed along the dimension according to the personality subtheory, which has seven different personality and behavioral dispositions. One of these dispositions is negative worldview. Individuals having negative world view consider the world as threatening while individuals with positive worldview have a perception of life as safe (Rohner, 1986). Those individuals who have fears, worries and a negative views tend to appraise a stressful situation as negative and threatening and undervalue their ability to deal with the stressor and eventually this leads them to choose a more

passive coping styles instead of active ones (Ball & Shekhar, 2002). On the other hand, individuals with high levels of optimism tend to use adaptive coping style such as emotion-focused coping (Carver et. al., 1989) and consequently experience decreased distress (Mosher et al., 2006). The current study showed gender differences in the relationship of psychological adjustment and cross-situational palliative emotion regulation. In terms of the relationship between psychological maladjustment and palliative emotion, no significant relationship was found for males while a negative relationship was found for females. The reason for this finding might be the decreased use of adaptive coping strategies (e.g. palliative emotion regulation) among early adolescent girls (Hampel & Petermann, 2005). Although no empirical study was found about the relationship between psychological adjustment and palliative emotion regulation, findings of above mentioned studies are in the same line with the findings of the current study.

Differences between Females and Males in terms of Their Cross-Situational Coping Styles

Third research question explored whether there were differences between female and male adolescents in terms of their cross-situational coping styles. The results indicated no significant difference between females and males in terms of their cross-situational social support seeking, cross-situational problem solving, cross-situational media use. On the other hand, a significant difference was found between females and males in terms of the cross-situational avoidant coping ($t = 3.27$, $df = 337$, $p < .05$). Males' using of cross-situational avoidant coping ($n = 165$, $M = 15.86$, $sd = 4.45$) were higher than females' ($n = 174$, $M = 14.37$, $sd = 3.94$) cross-situational avoidant

coping. A significant difference was found between females and males in terms of the cross-situational palliative emotion regulation ($t = 2.34, df = 337, p < .05$). Males' using of cross-situational palliative emotion regulation ($n = 165, M = 18.92, sd = 5.02$) were higher than females' ($n = 174, M = 17.66, sd = 4.92$) cross-situational palliative emotion regulation. A significant difference was found between females and males in terms of the cross-situational anger-related emotion regulation ($t = -2.04, df = 337, p < .05$). Females' using of cross-situational anger-related emotion regulation ($n = 174, M = 15.20, sd = 5.22$) were higher than males' ($n = 165, M = 14.06, sd = 5.04$) cross-situational anger-related emotion regulation.

Several studies have shown gender differences in coping styles (Eschenbeck et al., 2007; Eschenbeck, et. al., 2007; Eschenbeck, et al., 2010; Liu et. al., 2011; Frydenberg & Lewis, 1993). Gender differences in coping strategies among adolescents were observed in three out of the six coping strategies. The findings of the current study indicated that boys reported higher avoidant coping than girls which is consistent with a variety of studies (Eschenbeck et. al., 2007, 2012; Meier et al., 2010). Additionally, Öngen (2006) examined gender differences in coping among Turkish adolescents and reported higher levels of avoidant coping for males. Moreover, consistent with the studies of Eschenbeck and colleagues (2012), Hampel and Petermann (2005) and Meier and colleagues (2010), boys reported higher palliative emotion regulation coping compared to girls in this study. Inconsistent with previous study (Eschenbeck, 2012) which reported no difference in anger-related emotion regulation, the findings of the study indicated that girls reported higher anger-related coping than boys. Again, this might be due to parental rejection (Kagan and Moss, 1962) and parental control issues (Huston and Alvarez, 1990;

Kavanagh and Hops, 1994; Whiting et al., 1988) which were associated with anger-out expression (Clark et. al., 2002).

Implications of the Study

The current study was a preliminary study. Therefore, it was an important first attempt to understand the relationships among early adolescents' perceived parental acceptance-rejection, perceived parental control, psychological adjustment and cross-situational coping styles other than exploring the mediating role of psychological adjustment on the relations among perceived parental acceptance-rejection, perceived parental control and adolescents' coping styles among Turkish adolescents. The study results showed that the perception of parental rejection, perception of parental control and psychological adjustment additively had contribution to some of the coping styles. Despite some mixed results, it can be said that adolescents who are rejected by their fathers have a major risk of using less adaptive coping styles and it is mediated by psychological maladjustment.

This study has also several strengths that should be noted. Previous studies have suggested that gender may play a role in explaining associations between parenting and adolescent outcomes (Dumka et al., 2009; Russell & Saebel, 1997) and this suggestion is taken into account while exploring the relationship between adolescents' perception of parental acceptance-rejection, parental control, psychological adjustment and coping styles. Furthermore, this study provided valuable information about the mediating influence of psychological adjustment on the relation between perceived parental acceptance-rejection, perceived parental control and adolescents' coping styles. Although mediational models cannot estimate

definite causal links, the focus on a period in which coping has great salience and relevance to future development and adjustment (Compas et al., 1987, 2001; Skinner & Zimmer-Gembeck, 2007; Seiffge-Krenke, 2000) makes some discussion possible. Moreover, it would still provide evidence about the plausibility of mediation patterns and reveal valuable information for the future experimental studies of causal processes (MacKinnon et. al., 2002). Furthermore, instead of investigating one domain of stressors, this study focused on cross-situational coping styles across two stressful situations (social stressor and academic stressor) which was suggested by a previous study (Compas, 1987).

Within the field of counseling, this study has many potential applications for understanding both perceptions of parental acceptance-rejection, parental control, psychological adjustment and coping styles throughout early adolescence period. The study may be beneficial in designing counseling programs for parents in order to inform them about the importance of parental acceptance and about the negative outcomes of parental rejection. Development of such informative programs might be useful for preventing adolescents from negative effects of such parental rejection issues. Screening procedure is crucial in risk factor assessment (Kashdan & Helbert, 2001) so the results of the present study may help in the screening procedure. Thus, the early detection of children and adolescents who face parental rejection can be targeted before it affects children in more chronic and profound ways.

A number of studies have mentioned that the study of coping is critical to understanding how stress affects short and long-term individual well-being; therefore, coping is important for positive adolescent adjustment (Compas et al., 2001; Skinner et al., 2003; 2007; Seiffge-Krenke, 1995; 2000). Therefore, this study

may be useful in designing counseling programs for adolescents' to improve their coping strategies and their psychological adjustment. McKernon et al., (2001) have mentioned the importance of parents' roles in the acquirement of coping styles. In the line with that, informative programs about adaptive coping styles can be also designed for parents.

Limitations of the Study and Recommendations for Future Research

When interpreting the results of the current study, it is important to consider its limitations. One limitation of this study is the cross-sectional design which limits the generalizability of the findings. While cross-sectional designs allow for the examination of associations between variables, directionality of such relationships cannot be elucidated. Longitudinal studies is needed to examine whether an effect is stable across time and whether there is evidence for temporal precedence (MacKinnon et. al., 2007, Cole & Maxwell 2003, Collins et al, 1998).

Previous studies have suggested that gender may play a role in explaining associations between parenting and adolescent outcomes (Dumka et al., 2009; Russell & Saebel, 1997) and this suggestion is taken into account while exploring the relationship between adolescents' perception of parental acceptance-rejection, parental control, psychological adjustment and coping styles. Future research may also examine mediating effect of psychological adjustment on the relation between adolescents' perception of parental acceptance-rejection, parental control and coping styles in terms of gender.

The selection of the participants in the present research was based on a convenience sampling as noted earlier. So, the results may not be generalized to all early adolescents in Turkey. Thus, further research is recommended to cover more schools from different regions in order to increase the generalizability of the results. It should also be acknowledged that the sample for the current study only included adolescents between the ages of 12 and 14. Hence the results of the current study may not be generalized to other age groups.

The participants of the study were from low socioeconomic levels. Since different socioeconomic levels may yield different results, studies with different socioeconomic status groups may be beneficial. Additionally, participants from divorced, separated and single-parent families were not included in this study. Future research may be conducted with adolescents' from divorced, separated and single-parent families in order to compare and see the possible effects of these factors on adolescents' coping styles.

Furthermore, it is important to consider cultural differences in evaluating the findings of the current study. Turkish family is often described as patriarchal, authoritarian and coercive in which submissive and dependent behaviors are rewarded, whereas independence and curiosity are punished. Also, Turkish family often fosters passive and dependent behaviors (Fişek, 1982; Kağtçıbaşı, 1970). Therefore, it may be important to explore cultural differences in the relationship between parental rejection, parental control, psychological adjustment and coping styles.

All data collected for this study were based on self-report measures, which allowed for participants to respond inaccurately. This can be due to; lack of concern, lack of understanding or response bias. Also, this form of data may lead to overreporting or underreporting (Hart & Tomazic, 1999). Adolescents may have underreported parental rejection because of the fear that their parents would learn their responses, despite being informed regarding the anonymity of the data collection. Although a previous study suggested that children are at times more accurate than parents (Gonzales, Cauce, & Mason, 1996) and the subjective experience of the parent–adolescent relationship is mentioned to be the driving force of adolescent behavior (Fletcher et al., 2004; Steinberg, 2000), incorporating measures from parental reports could provide additional perspectives into the processes contributing to these dynamic concepts.

CHAPTER VI

CONCLUSION

The aim of the present study was to examine the mediating role of psychological adjustment on the relations among perceived parental acceptance-rejection, perceived parental control and adolescents' cross-situational coping styles in a sample of 339 secondary school students between the ages of 12-14 coming from intact families with low socioeconomic levels. Additionally, the relationships among psychological adjustment, perceived parental acceptance-rejection, perceived parental control and adolescents' coping styles were explored. Gender differences in these relationships were also investigated.

The study findings indicated that adolescents' perceptions of maternal rejection, paternal rejection, maternal control and paternal control additively accounted for 42% of the variance in adolescents' psychological maladjustment. Adolescents' perceptions of maternal rejection and paternal rejection were significantly associated with adolescents' psychological maladjustment. This result supported PARTheory which reported that perceived parental acceptance and rejection accounted for 46% variance in psychological adjustment (Rohner, 1980). Furthermore, the result supported PARTheory's expectation that the relationship between perceived acceptance-rejection and psychological adjustment is likely to be stronger among youth since they are influenced by their mothers' and fathers' love or lack of love every day (Khaleque & Rohner, 2002).

Gender differences in coping strategies among adolescents were observed in three out of the six coping strategies. Boys reported higher avoidant coping and palliative emotion regulation than girls while girls reported higher anger-related coping than boys. The results supported several studies which have shown gender differences in coping styles (Eschenbeck et al., 2007; Kohlmann et. al., 2007; Eschenbeck, et al., 2010; Liu et. al., 2011; Frydenberg & Lewis, 1993).

The findings indicated that perceived maternal control and psychological maladjustment negatively associated with adolescents' cross-situational social support seeking. This finding supports the view of rejected persons is likely to have greater interpersonal relationship problems (Levy, 1943) and may become unable to form warm relations with other people easily and this may cause them to use less social support in the face of stress (Rohner, 1986). Alternatively, adolescents who perceive less warmth in their parental relationship may think that they have fewer social supports during challenging and stressful experiences (Seiffge-Krenke, 1995). The positive association between perceived paternal rejection and cross-situational anger-related emotion regulation was significantly suppressed by adolescents' psychological maladjustment which consequently seems to have had a negative effect anger-related emotion regulation. This finding supports the personality subtheory of PARTheory in that rejected persons reject the person(s) who reject them (Rohner, 1986). Alternatively, some parents do not let their children express their anger freely (Rohner, 1986) and anger suppression is associated with psychological costs and maladjustment (Cheung & Park, 2010). "Children who never seem angry or aggressive may be in psychological trouble to the same degree as but in a different way from hyperaggressive children" (Rohner, 1986, p. 84).

In combination, perceived parental rejection, perceived parental control and psychological maladjustment explained 7% of the variance in adolescents' cross-situational social support seeking, 10% of the variance in adolescents' cross-situational problem solving, 2% of variance in adolescents' cross-situational palliative emotion regulation, 36% of the variance in adolescents' cross-situational anger-related emotion regulation and 1% of the variance adolescents' cross-situational media use coping. Adolescents who perceive more rejection from their fathers reported poorer psychological adjustment and consequently they reported less use of social support seeking, problem solving, palliative emotion regulation and anger-related emotion regulation as a coping style across two stressful situations (interpersonal and academic stressors). These results supported the idea that less quality in child-parent relationships associated with early adolescents' less frequent use of active coping strategies (Kliewer et al., 1996) and adaptive coping strategies (Dusek & Jorgensen, 1990). Additionally, the results of the present study are supportive of the idea that paternal love is proved to be a significant contributor to the wellbeing of adolescents (Rohner, 1998) and explain unique portion of variance in child outcomes over and above the portion explained by maternal love (Rohner & Veneziano, 2001; cited in Rohner, Khaleque & Cournoyer, 2005; Veneziano, 2003). Finding indicated the importance of the adolescents' perceived paternal rejection in their psychological maladjustment and coping styles; thus the current results add to the growing literature that exhibits the importance of including fathers in research designs (Phares & Compas, 1992).

The current study can be considered as a pioneer in terms of illuminating the complex relationships among perceived parental acceptance-rejection, perceived parental control, psychological adjustment and early adolescents' coping styles. This study also makes contributions to professionals in the empirical field since the information that is generated may facilitate more effective prevention and intervention efforts, specifically those aiming to prevent adolescents' perceived parental rejection, psychological maladjustment and eventually their maladaptive coping styles. Preventions and interventions should aim to include both mothers and fathers and to enhance their effectiveness to be properly responsive to their children's needs. Moreover, this study demonstrates the importance of including fathers in such programs. Preventive counseling programs may encourage parents to teach their children how to cope with a variety of stressors in a more adaptive ways. It is important that both psychological counselors and parents should recognize the crucial roles of parents in adolescents' psychological adjustment and their coping styles across the stressful situations. As a result, despite its limitations, the current study provides valuable information and implications. Further research is recommended in order to provide more insights in understanding the processes more fully and to increase contributions to this area.

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