

ADOLESCENTS' SCHOOL-RELATED SELF-ASSESSMENT,
VALUES, AND ASPIRATIONS.

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14

TABLE OF CONTENTS

	Page
I. INTRODUCTION	1
A. REVIEW OF THE LITERATURE	4
Value Transmission Between Parents and Adolescents	6
Parental Influences on Adolescents' Educational and Occupational Plans	9
Adolescents' Self-Concept of Academic Competence and Adolescent-Perceived Evaluations of Parents	12
B. HYPOTHESES	22
II. METHOD	23
A. SUBJECTS	23
B. MEASUREMENT INSTRUMENTS	25
Adolescents' Questionnaire Based on Their Own Evaluations	25
Adolescents' Questionnaire Based on Their Perceptions of Mothers' Evaluations	31
Parents' Questionnaire	31
C. PROCEDURE	33
III. RESULTS	35
Results of the First Hypothesis	35
Results of the Second Hypothesis	39
Results of the Third Hypothesis	44
Analyses Related With Adolescents' Actual Academic Performance	46
Analyses Related With Evaluations of the Adolescents' Academic Competence	51

Analyses Related With Adolescents' Self-Esteem/Self-Concept	58
Analyses Related With Family Interactions and Mothers' Characteristics	62
Analyses Related With Commitment to Schooling and Educational Aspirations and Expectations	67
IV. DISCUSSION	68
V. ABSTRACT	96
VI. REFERENCES	98
VII. APPENDICES	105

LIST OF TABLES

	page
TABLE 1. Ages of the Sampled Mothers	23
TABLE 2. Occupational Status of the Sampled Mothers	24
TABLE 3. Educational Level of the Sampled Mothers	24
TABLE 4. Repeated Measures ANOVAs of Adolescents', Parents', and Adolescent-Perceived Parents' Socialization Values, Educational and Occupational Aspirations and Expectations, and Evaluations of Adolescents' Academic Competence and T-Test Comparisons Between Adolescents' and Parents' and Between Adolescents' and Adolescent-Perceived Parents' Evaluations of Above Mentioned Issues.	36-38
TABLE 5. The Pearson Correlation Coefficients Between Adolescents' and Adolescent-Perceived Parents' , and Between Adolescents' and Parents' Socialization Values, Educational and Occupational Aspirations and Expectations, and Evaluations of the Adolescents' Academic Competence.	41-42
TABLE 6. The Pearson Correlation Coefficients Between Actual Agreement Scores of Socialization Values, Educational and Occupational Aspirations and Expectations, and Evaluations of the Adolescents' Academic Competence and Sum of Scale Scores of Adolescent-Perceived Family Interactions and Mothers' Characteristics.	45

TABLE 7.	Stepwise Multiple Regression Analysis Using Adolescents' Evaluations As Predictors and Adolescents' Current Academic Performance As the Dependent Variable.	49
TABLE 8.	Stepwise Multiple Regression Analysis Using Adolescents' Perceptions of Their Mothers' Evaluations As Predictors and Adolescents' Current Academic Performance As the Dependent Variable.	50
TABLE 9.	Zero-order Correlations Between The Variables Related With Adolescents' Evaluations of Their Academic Competence	52
TABLE 10.	Stepwise Multiple Regression Analysis Using Adolescents' Self- and Perceived-Evaluations of Their Academic Competence As Predictors and Adolescents' Considerations of Themselves As Academically Successful As the Dependent Variable.	57
TABLE 11.	Zero-order Correlations Between the Variables Related With Adolescents' Self-Esteem/Self-Concepts.	58
TABLE 12.	Stepwise Multiple Regression Analysis Using Adolescents' Self-Evaluations As Predictors and Their Self-Confidence As the Dependent Variable.	60
TABLE 13.	Stepwise Multiple Regression Analysis Using Adolescents' Self-Evaluations As Predictors and Adolescents' Self-Satisfaction As the Dependent Variable	62

TABLE 14. Zero-order Correlations Between the Variables
Related With Adolescent-Perceived Family Interactions and
Mothers' Characteristics. 63

TABLE 15. Zero-order Correlations Between the Variables
Related With Parent-Reported Family Interactions. 65

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INTRODUCTION

The first aim of this study is to test some of the possible effects of the smallest yet most influential social unit, the family, on adolescents' development of values and attributions related with schooling, their aspirations and expectations about their educational and occupational status, and evaluations of their academic competence. This is done using adolescents' perceptions of their parents' values and opinions as the determining factor on their own values and opinions on these topics.

The term adolescence denotes a period in which the growing person makes the transition from childhood to adulthood physically and psychologically. In this period dynamic interactional changes occur which involve reciprocal, multidirectional exchanges between the adolescent and his environment (Wolman, 1982). The environment includes both other people and societal institutions. Among them, the family, as the institution most central to primary socialization of children, is generally considered an important context for the development of children's values, self-concept, and future goals. While meeting the child's biological needs, the family, at the same time, guides his development and shapes him into an integrated person. Furthermore, the family provides roles for its members both within itself and in the larger societal system and influences status, motivation and incentives.

However, how adolescents perceive these influences is the central problem of this research. To compare the influences of the parents' own expectations, aspirations, values, and beliefs about their children and the adolescents' perceptions of these evaluations on the adolescents' own evaluations is another aim of this study.

The results of extensive research, some of which will be presented in the next section, have suggested that the measures of perceived parental values, expectations, aspirations, and evaluations show a number of important differences from the self-reports of parents, and that the perceptual measures inflate the importance of the effects of parents.

Interpreting these findings we conclude that two forms of agreement between generations should be differentiated: actual agreement and perceived agreement. The former might be low, but the latter high. On the basis of this separation, the findings suggest that adolescents' self-conceptions and evaluations are more responsive to their own interpretations of family "realities" than to the realities of other family members.

Actual agreement between generations is crucial for value transmission and adolescents' self-attributions. Adolescents' identification with their parents has an

important role in producing this agreement. To the extent that the adolescent identifies with the parent, he or she is more likely to internalize the parent's values, aspirations, expectations, and evaluations. Identification, in turn, depends on the quality of parental behavior toward the child, particularly with regard to parental control, support, and participation. Therefore, another aim of this study is to test the effectiveness of family climate and the adolescent's relations with his family on the actual agreement between generations.

Beyond these main aims, this study also aims to present descriptive analyses using variables such as the value put on education and schooling, autonomy and belief in internal and external locus of control, commitment to schooling, self-esteem / self-concept, and family relationships. The relationships among these variables will further enhance our understanding of adolescents' school-related values, motivations, and behaviors.

Review of the Literature

The study of adolescence since the 1980s has been characterized by a substantial increase in research activity and by a shift in focus from individual development to the social contexts within which adolescent development occurs. Particularly important for this study is the emphasis on the "family" context of adolescence (Gecas and Seff, 1990).

An understanding of the socialization process and the family's role in it requires analysis of the influence that parents have over children. Studies of the degree of parental influence over adolescent children have found that parents have considerable influence over adolescents, especially in transmitting the socialization values related with schooling, setting educational and occupational goals, and developing a self-concept.

Parents act both as models who serve as a basis for emulation and expectancy socializers whose expectations establish what behaviors are appropriate (Cohen, 1987). However, the values, aspirations, expectations, and beliefs of parents are not accurately transmitted to adolescents. The present study explores the nature of agreement between parents and adolescents on the values,

aspirations, expectations, and beliefs, with a stress on a relatively neglected factor, namely, adolescents' perceptions of the parents' position. Perceptions or interpretations are a "theoretically crucial factor...a variable which intervenes between actual parental beliefs and the child's personality" (Scheck and Emmerick, 1976, p.40).

As mentioned above, the present study aims to investigate the effects of the adolescents' perceptions of their parents' values, expectations, aspirations, and evaluations about the adolescents' academic competence on the adolescents' self-evaluations and attributions. In order to provide a theoretical and empirical background for the study, the following areas will be reviewed: Value transmission between parents and adolescents, parental influences on adolescents' educational and occupational plans, and self-concept of academic competence and perceived evaluations of parents.

Value Transmission Between Parents and Adolescents

The family, as the institution most central to the primary socialization of children, is generally considered an important context for the development of children's values. Yet, it has been difficult to demonstrate empirically the influence of parental values on those of their offspring (Whitbeck and Gecas, 1988). Research on value transmission should begin with a clear conception of what is being transmitted. This concept has had a variety of meanings and has been stretched to cover a wide range of phenomena. One of the most developed conceptualizations of values is found in the work of Milton Rokeach. Rokeach defines values and value systems as follows:

"A value is an enduring belief that a specific mode of conduct or end-state of existence is...preferable to an opposite or converse mode of conduct or end-state of existence. A value system is an enduring organization of beliefs concerning preferable modes of conduct or end-states of existence along a continuum of relative importance."

(1973:5)

Although the parents' values have an important influence on the development of children's values, it is increasingly apparent that this influence is mediated, qualified, and otherwise affected by a number of

variables and conditions. (Whitbeck and Gecas, 1988). Among these variables and conditions, the accuracy with which the value is perceived is the central interest of this study.

The correlations between parental values and children's values have tended to be low to modest, according to Thomas et al. (1974). Even some who have found value similarities between parents and their offspring do not attribute this similarity to parental influence, but rather to the circumstances of parents and offspring sharing the same "social location" (Bengston, 1975).

The study of Acock and Bengston (1980) on actual vs. perceived similarity among parents and youth in the socialization and attribution processes a major one in this research area. The findings show that the adolescent's perception of parent's values is an important factor in value transmission, and that the adolescent's attributions to their parents were better predictors of the adolescent's attitudes than were parents' actual attitudes. The conclusion of this study is that parents' values have little direct effects on youth's orientations except as the values are perceived by the youth.

The study of Whitbeck and Gecas (1988), in which the Rokeach terminal and instrumental values are used, also

shows that parents' values are not positively related to adolescents' values, and that adolescents' perceptions of parents' socialization values are more strongly related to adolescents' own values than are parents' actual socialization values.

In an other study on agreement between generations by Cashmore and Goodnow (1985), a number of qualities were rated by parents and adolescents for their importance in defining an "ideal student". The adolescents also rated these qualities as they thought their parents would. From the pattern of correlations, it was found that adolescents' perceptions of their parents' ratings were the best predictors of the adolescents' own ratings and this was confirmed by a series of multiple regression analyses.

On the basis of the above research results, we predict that, there will be significant differences between adolescents' and parents' socialization values but no significant differences between adolescents' and adolescent-perceived parents' socialization values.

Additionally, the adolescents' socialization values will be significantly related with perceived-parents' socialization values, but there will be non-significant relationship between adolescents' and parents' socialization values.

Parental Influences On Adolescents' Educational And

Occupational Plans

First we want to clarify the definitions of the variables used in this part of the research. The number of years of education to which an individual aspires/expects is considered his level of educational aspiration/expectation; the level of occupational prestige to which an individual aspires/expects is considered his level of occupational aspiration/expectation (Woelfel and Heller, 1971).

Even the very early studies (Kandel and Lesser, 1969) reported that 85 percent of the middle-class adolescents and 82 percent of the lower-class adolescents were influenced directly by parents in formulating future goals (in this case concerning educational and occupational plans). Parents are, in general, both models and definers of their children's educational and occupational attainments; they transmit educational and occupational values through both modeling and defining (Cohen, 1987).

Parent's influences are crucial intervening links in causal models of educational and occupational attainments. However, we are interested in what distortions may be introduced into models of status attainment when measures of parental influences are based on perceptions rather than on self-reports.

There are two main studies on that issue. The first one is that of Cashmore and Goodnow (1985)'s, mentioned before. In the study direct and open-ended questions were directed to the respondents about the kind of occupation they wanted to have after finishing school. The questions on occupational choice yielded three sets of responses: mother, the adolescent for their own position, and the adolescent's perception of the parent's position. It was found that the perceived agreement was again higher than actual agreement. Adolescents displayed a high level of perceived agreement (80%) and low level of actual agreement (43%) with their parents' occupational aspirations for them.

In the study of Davies and Kandel (1981) on parental influences on adolescents' educational plans, perceived parental aspirations - that is, the adolescents' perceptions, coded as the highest number of years of schooling parents were seen to desire for the adolescents - were compared to the parents' own educational aspirations. The influence of these two variables on the adolescents' own educational aspirations was then tested. The results showed that the perceptual measures of parental aspirations introduced a number of important differences in the results compared with self-reports:

- a) The perceptual measure increased the amount of

variance explained in adolescents' aspirations by almost 40 percent and,

b) The perceptual measures inflated the size of parental effects by about 50 percent for both sexes.

Therefore, the increased total explained variance as well as increased size of parental effect may result from the fact that adolescents' perception of parental aspirations partly reflect the adolescents' own aspirations for themselves.

On the basis of the main empirical findings that were presented briefly, we predict to find significant differences between parents' and adolescents' educational aspirations and expectations and occupational aspirations, but non-significant differences between adolescent-perceived parents' and adolescents' educational aspirations and expectations, and occupational aspirations.

Additionally, the adolescents' educational aspirations and expectations, and occupational aspirations will be significantly related with perceived-parents' aspirations and expectations than parents' own aspirations and expectations, according to our predictions.

Adolescents' Self-Concept Of Academic Competence And

Adolescent-Perceived Evaluations of Parents

"Competence" is a broad term that refers to a person's capacity to interact effectively with the environment. It includes the acquisition of knowledge and skills relevant to adaptation within the school domain; within that domain, competence is strongly linked with achievement outcomes that are assessed through both standardized tests and classroom grades. Competence also has an internalized aspect that is referred to as the "sense of competence". Through effective and independent action, there is a growth of understanding about who or what controls outcomes and of confidence in oneself to produce success (Grolnick and Ryan, 1989).

As it was discussed in other domains, the role of family beliefs in school achievement is considered to be very important. Family beliefs about children's achievement influence both parent's behavior and children's self-concepts regarding academic competence. Studies of family characteristics and academic attainment show parents' attitudes toward achievement to be related with children's performance (Hess et. al., 1987; Stevenson et.al., 1990; Parsons et.al., 1982). The same body of work established a positive relation between parents' expectations for their children's achievement and children's actual achievement.

However, the relation of these expectancies to children's expectancies and self-concepts regarding ability for achievement and the exact nature of these expectancy messages themselves have not been adequately explored (Parsons et. al., 1982). Parents may form specific expectancies regarding their child's probable performance in particular courses. However, we are centrally concerned with how parental expectancies for their children might be perceived by the children and how children's perceived-parental beliefs compared with actual parental beliefs affect their own beliefs and self-concepts.

The self is a social product, emerging out of symbolic interaction and the prerequisite cognitive capacity for role-taking, which enables us to see ourselves as (we imagine) others see us (Cooley, 1902). This idea, first popularized by Cooley's (1902) discussion of the "looking-glass self", is currently expressed in terms of "reflected appraisals" (Rosenberg, 1979). In the family we would expect the reflected appraisals of parents to be particularly significant for children's self-conceptions. Clearly, the "reality" of greater consequence for the child's self-concepts is the version perceived by the child (Gecas and Schwalbe, 1986).

In the study of Parsons et.al. (1982), math was chosen

as the domain of the study. Mothers', fathers', adolescents' and adolescents' perceptions of parents' attitudes toward the future expectancies in math, self-concept of math-ability, and the perception of task difficulty were compared. The correlation between adolescents' perceptions of parents' perceptions of their math-ability and their self-concept of math ability was found to be higher ($r=.74$, $p<.01$) than the correlation between parents' actual perceptions of adolescents' math-ability and adolescents self-concept of math-ability ($r=.47$, $p<.01$). Also, the correlation between the adolescents' perception of parents' future expectancies for them and their own future expectancies in math was found to be higher ($r=.62$, $p<.01$) than with the correlation between parents' actual future expectancies for the adolescent and the adolescents' own future expectancies in math ($r=.40$, $p<.01$). Similarly, the adolescents' perceptions of task difficulty correlated higher with their perceptions of parents' perceptions of task difficulty for the adolescent ($r=.57$, $p<.01$) than with the parents' actual perceptions of task difficulty for the adolescents ($r=.35$, $p<.01$). In the same direction of their results, children's self-perceptions, expectancies and perception of task difficulty more strongly related to their perceptions of their parents' beliefs and

expectancies rather than the parents' actual estimates of their children's abilities.

In a study done by Calsyn and Kenny (1977) a high correlation was obtained between the adolescents' self-concepts of academic ability (that is the adolescents' evaluations of their present school ability as compared with other classmates) and perceived parental evaluations that asks the students to estimate how their parents would rate their present school ability and future capacity ($r=.73$, $p<.001$). Moreover, they found that perceived evaluations of parents are causally predominant over self-concept of school ability of adolescents which in turn is causally predominant over academic achievement. The results support the two-stage self-enhancement model of Kinch (1963) that change in perceived evaluations of significant others leads to change in self-concept of school ability for the adolescents which in turn leads to change in their academic achievement.

In the light of related literature, we predict to find a significant differences between parents' and adolescents' evaluations of the adolescents' academic competence, but non-significant differences between the adolescent-perceived parents' and adolescents' evaluations of the adolescents' academic competence.

We additionally predict that, the adolescents'

evaluations of their academic competence will be more strongly related with their perceptions of their parents' evaluations than parents' own evaluations.

After presenting the main empirical evidences, I would like to summarize the general rationale underlying our predictions .

As mentioned above, parents play very important roles in transmitting socialization values, developing a self-concept, and determining the future goals for their children. However, the influences of parents are mediated and qualified by a host of variables. The accuracy with which these influences are perceived by children is of crucial importance. It seems reasonable to think of perceptions as particularly affected by the information features of the parental messages: their salience, ease of verbalization, and redundancy (Cashmore and Goodnow, 1985). These factors are considered to be the most important ones for predicting that there will be incongruences between parents' and adolescents' values, aspirations, expectations, and evaluations since they are not being communicated clearly between parents and their offspring. Moreover, if we consider adolescence as a period of separatedness from the family, it will not be wrong to assume that adolescents do not give their full attention to the messages or advice that their parents are trying to give them .

In addition to the above mentioned prediction, we also predict that adolescents' perceptions of their parents' values, aspirations, expectations, and evaluations will be congruent with their own values, aspirations, expectations, and evaluations.

Here, we are talking about a distortion in perceiving parents and the tendency of adolescents to distort their views of parents to make them consistent with their own beliefs. This is a well known notion that some psychological theories such as Sherif's assimilation/contrast theory (Sherif and Sherif, 1948), Festinger's cognitive dissonance theory (Festinger, 1919), and Heider's balance theory (1958). The adolescents' perceptions of parental beliefs may represent a projection of their own beliefs.

Moreover, the adolescents' beliefs are more responsive to and related to their own interpretations of family "realities" than to the realities of other family members. This is a central tenet of the "looking-glass self" or the reflected appraisals process (Rosenberg, 1979).

Shrauger and Schoeneman's (1979) review of the research on the "looking-glass self" indicates that there is a considerable doubt about the effect of other's actual perceptions of a person on that person's self-perception. They observed that a) people's self-perceptions agree

substantially with the way they "think" others perceive them; but that b) there is little agreement between people's self-perceptions and how they are actually perceived by others. This is the main understanding underlying our suggestion that adolescents' values, aspirations, expectations, and evaluations are more strongly related with their perceptions of their parents' positions than with the actual positions parents take.

Parent's influences on children's beliefs are affected by the extent to which children identify with their parents (Acock and Bengston, 1978). Socialization outcomes are dependent on the quality of parent-child relations, that is, on what goes on between parents and children. To the extent that the child identifies with parent, he or she is more likely to internalize the parents values and beliefs. Identification, in turn, depends on the quality of parental behavior toward the child, particularly with regard to parental control, support, and participation (Whitbeck and Gecas, 1988).

Parental support is one of the strongest variables in the socialization literature, and it refers to children's perceptions that parents approve of them and help them when they need it (Whitbeck and Gecas, 1988). It is positively related to cognitive development, conformity to adult

standards, moral behavior, internal locus of control, self-esteem, instrumental competence, and academic achievement of children and adolescents (Gecas and Seff, 1990). According to Peterson, Rollins, and Thomas (1985), parents are most effective as agents of socialization when they express a high level of support and exercise inductive control. Under these conditions, children are most likely to identify with their parents, internalize values and expectations, and become receptive participants in their own socialization.

Dornbusch et. al. (1987) also provided evidence that adolescents' get lower school grades when their descriptions of family behavior indicated more authoritarian, more permissive, and less authoritative parenting. Therefore, parenting styles have become increasingly important in recent studies.

However, parents and adolescents seem to be differentially motivated in the conclusions that they draw about the nature of parent-child relationships. Parents perceive families as more loving, closer, more understanding, and more adaptive to stress, and less problematic than their adolescent children do. In the study of Noller and Callan (1988), they found that adolescents tended to view the interaction of family members in a more negative light than their parents did.

Another evidence comes from the study of Smetana (1988) which found parent-adolescent differences in conceptions of parental authority. Adolescents at all ages are found to be more likely to reason about the multifaceted and personal issues as personal and sort them as under more personal justification than were parents.

Scott et. al. (1991) in their study of children's personality as a function of family relations within and between cultures, also found that the child's self-esteem and emotional well-being depended on his/her own view of parental nurturance and permissiveness, but not on parents' reports of these family characteristics. Moreover, the child's interpersonal competence was favorably affected by his/her own view of parental nurturance, but parent-reported nurturance had the opposite effect, diminishing interpersonal competence in the child's own eyes.

Lastly, Barnes and Olson (1985) found that, compared to the adolescent reports, both parents reported significantly more openness and fewer problems in communicating with their children.

These findings can be interpreted in terms of the "generation stake" hypothesis (Bengston and Kuypers, 1971) where parents have a stake in maximizing the similarities between themselves and their children because of the effort

and commitment that they have invested in their families and adolescents have a stake in minimizing these similarities in order to strengthen their sense of autonomy and independence. Thus, each generation views family interactions in terms of its own particular bias.

It is clear from the recent empirical studies that adolescents view their intrafamily communication with greater negativism and their personality characteristics are affected more by their perceptions of family interactions than by parent-reported interactions.

Therefore, identification with parents, which is crucial for the congruence between parents' and adolescents' values, aspirations, expectations, and evaluations is more responsive to the "adolescent-perceived" family relationships.

From this perspective, the last prediction can be made as such; the relationship between parents' and adolescents' values, aspirations and expectations, and evaluations will increase under conditions of adolescent-perceived high parental support and close intrafamily relationships.

HYPOTHESES : The specific hypotheses to be tested in the present study can be summarized as follows:

1) There will be significant differences between parents' and adolescents' school-related socialization values, educational and occupational aspirations and expectations, and evaluations of the adolescents' academic competence, whereas there will be non-significant differences between the adolescent-perceived parents' and adolescents' values, aspirations, expectations, and evaluations.

2) There will be significant relationships between adolescent-perceived parents' school-related socialization values, educational and occupational aspirations and expectations, and evaluations of the adolescents' academic competence, whereas there will be no such relationship between parents' and adolescents' values, aspirations, expectations, and evaluations.

3) There will be significant relationships between adolescent-perceived high parental support and close intrafamily interactions and the congruence between parents' and adolescents' school-related socialization values, educational and occupational aspirations and expectations, and evaluations of the adolescents' academic competence.

METHOD

SUBJECTS: The population from which the respondents were selected for this research consisted of boys and girls who were adolescents in the sixth, seventh, eighth, and ninth grades of secondary school in Istanbul. Their ages ranged from 12 to 15. Also, the sample included the mothers of the selected adolescents.

The subjects belonged to the middle socio-economic class and studied in a typical middle-class private high school of Istanbul: Private Ahmet Simsek High School which was chosen due to its convenience and availability.

In the selection of adolescents, stratified random sampling was employed and each age group or grade was considered to be a stratum.

Five classes from each stratum were selected according to the Proportional to Population Size procedure. Overall, there were 10 male and 10 female students in each age group.

The characteristics of the mother sample are presented in Table 1, 2, and 3.

Table 1. Ages Of The Sampled Mothers

		Percentages
A g e G r o u p s	27-32	1.2
	32-37	19.8
	37-42	45.7
	42-47	24.7
	47-52	6.2
	52-57	2.5

Table 2. Occupational Status Of The Sampled Mothers

		Percentages
O c c u p a t i o s	Housewife	42
	Liberal Professions	8.6
	White-Collar	13.6
	Retaired	23.5
	Lawyer	11.1
	Doctor/Nurse	1.2

Table 3. Educational Level Of The Sampled Mothers.

		Percentages
E d u c a t i o n l e v e l	Primary School	11.1
	Middle School	28.4
	High School	40.8
	University	17.6
	Graduate	1.2

INSTRUMENTS: The instruments used for the present study consisted of three separate questionnaires, an adolescents' questionnaire, a parents' questionnaire, and an adolescent-perceived parents' questionnaire.

ADOLESCENTS' QUESTIONNAIRE BASED ON THEIR OWN EVALUATIONS.

The adolescents' questionnaire gathered information on twelve variables. For most of the variables multi-item scales were used for which items were mostly taken from the literature. The following sub-section will give an overview of the variables measured. Sources of items will be reported while exact wordings of items are generally omitted. The reader is referred to the Appendix. Variables will be reported in the order presented and item numbers are given in parentheses.

Value Put On Education And Schooling:

This variable was measured by using ten items (Q1 to Q10) tapping the adolescents' conceptions of the functions of school by asking why they attend school. The first eight items were taken from the study of Stevenson and Lee (1990) on the context of achievement where American, Chinese and Japanese children were compared. The same questions were also used for the Turkish sample in the follow-up study of Kagitcibasi (1992).

The questions were based on three factors, the first

being the reflections of adolescents' interests in learning, the second being the importance of external forces, and the third being the social aspects of school. The last two items were added by the researcher.

For each item, regarding reasons for attending school, a Likert-type response format was used, and the respondents were asked to circle the appropriate answer ranging from 1 (not important at all) to 5 (very important).

In addition, Q11 asked the respondents to indicate the relative importance of experience and schooling for being successful in life. This item was also used in Kagitcibasi (1992). For this item the answers ranged from 1 (experience is much more important) to 5 (schooling is much more important).

The alpha reliability coefficient of the measures used for this variable was .6975.

Lastly, Q12 was added to the questionnaire by the researcher, asking why the adolescents were being educated. There were 9 sentences presented to the respondents and they were asked to rank order only the first and the second most important reason of their being educated.

Autonomy And Belief In Internal And External Control:

There were eight items (Q13 to Q20) to measure this variable and they were taken from the study of Stevenson and

Lee (1990). Most of the items were also used by Kagitcibasi (1992). Here, the adolescents were asked to indicate the importance of various factors influencing school performance on Likert-type scales. The items included factors such as intelligence, working hard, study habits, home environment, parental help, curriculum difficulty, and luck.

The alpha reliability coefficient of this scale was .6552.

Educational And Occupational Aspirations And Expectations:

There were three items (Q21 to Q23) to measure this variable. The items were taken from the study of Dornbusch et.al. (1987). Adolescents were asked to indicate how far they would like to go in school and how far they would expect to go in school. The answers were obtained from a 5-point scale ranging from 1(quit school as soon as possible) to 5 (finish university and take graduate training).

The alpha reliability coefficient of the scale was .6633.

For the occupational aspirations they were directly asked the sort of occupation they wanted to have after finishing the school using open-ended questions.

Adolescents' Evaluations of Their Academic Competence:

From Q24 to Q28. adolescents were asked to evaluate their academic abilities and competence, compared with

others in their class. These questions were the same questions as Kagitcibasi (1992) used for her follow-up study. More specifically, they were asked to compare their intelligence, their academic performance, and industriousness with their class-mates. Moreover, they were asked to evaluate their potential for academic competence by asking whether they thought they could be first in the class if they studied harder. Also, they were asked how well satisfied they were with their academic performance. All the items were based on 7-point scales and the alpha reliability coefficient was .8118.

Commitment To Schooling:

The 4 items (Q21, Q29 to Q31) were taken from Schweinhart et.al. (1980)'s study on the effects of Perry Preschool program and also used by Kagitcibasi (1992). The items aimed to assess how much the adolescents like school, how much importance they give to schooling, grades, and studying at home ; 5-point scales were used for the responses.

The alpha reliability coefficient for this group of items was .6291.

Socialization Values:

The questions number from 32 to 44 aimed to assess the adolescents' socialization values related with schooling. 14 qualities of an "ideal student" were presented on a scale

from 1 (not important at all) to 5 (very important) and the adolescents were asked to rate each quality's importance in defining an ideal student. This measurement was taken from the study of Cashmore and Goodnow (1985) on the agreement between generations.

The alpha reliability coefficient of this measurement was .7535.

Self-Esteem/Self-Concept:

There were 9 (Q45 to Q53) characteristics presented to assess the adolescents' self-esteem / self-concept and the adolescents were asked to evaluate their personal characteristics by rating each item on a scale 1 (very much like me) to 5 (not like me at all). These items were taken from Kagitcibasi (1992) and the alpha reliability coefficient was .7112.

Family Relationships as Reported By The Adolescents and Their

Evaluations of Their Mothers' Characteristics:

The total of 11 items (Q54 to Q64) were used to measure this variable. The first 7 items were taken from the study of Boehnke (1991) on the relationship of family climate and school behavior in a cross-cultural perspective. They were also used by Kagitcibasi (1992).

The items consisted of questions such as how the adolescents feel about the things they and their families do

together, how they feel about the harmony within their families or whether they perceive the members of their families as close or distant to each other. Respondents rated their evaluations on 5-point scales. They were also asked with an open-ended question whom they first ask for help when they have some problems.

There were four more questions about the adolescents' perceptions of their mothers. These questions were taken from the study of Whitbeck and Gecas (1988) on value attribution and value transmission between parents and children. These questions aimed to assess how supportive the mothers are in the eyes of the adolescents. Some of the questions were as follows: "If I have any kind of problem, I can count on my mother to help me out", "mother says nice thing to me ", or "mother teaches me things I want to know" ...etc. Response categories for these items were based on the adolescents' perceived frequencies of the behaviors: all of the time, most of the time, occasionally, rarely, never.

The overall alpha reliability of the scales was .7355.

Adolescents' Actual Academic Performance:

For this variable, adolescents' most recent school grades were calculated based on their English, Mathematics, Science, Geography, History, Turkish, and Computer mid-term grades. Each grade was multiplied by the course weight and

then the mean of all the courses was obtained as the representative for their academic performance.

ADOLESCENTS' QUESTIONNAIRE BASED ON THEIR PERCEPTIONS OF MOTHERS' EVALUATIONS

In this questionnaire adolescents were asked to predict their mothers' evaluations of their school work and their opinions on some socialization values. The variables used for this questionnaire were adolescents' perceptions of their mothers' educational and occupational aspirations and expectations, evaluations of their academic competence, and socialization values. The questions under the name of these variables were the same as the ones used for adolescents' questionnaire based on their own evaluations, except the wording, because this time they were not asked their own evaluations but mothers' evaluations as perceived by them (see Appendix 1).

The alpha reliability of the scales used for educational aspirations and expectations was .7068, evaluations of adolescents' academic competence was .7565, and socialization values was .7861.

PARENTS' QUESTIONNAIRE:

In this questionnaire mothers were asked to evaluate their children's academic competence. They were also asked about their socialization values regarding schooling and

educational and occupational aspirations and expectations for their children.

This questionnaire consisted of the same questions as in the adolescents' questionnaire in order to allow comparisons between adolescents', adolescent-perceived parents', and parents' socialization values, educational and occupational expectations and aspirations, and beliefs about the adolescents' academic competence. Naturally, wording was manipulated and adapted for mothers (see Appendix 1).

The alpha reliability of the scales used for mothers' educational and occupational aspirations and expectations was .5805, evaluations of their childrens' academic competence was .7284, and socialization values was .7320.

Additionally, mother's age, educational level and occupation were asked by open-ended questions.

Moreover, mothers were asked to evaluate family relationships using three questions, which were the same as Q56, Q57, Q58 of the Adolescents' Questionnaire based on their own evaluations, in order to allow comparisons between adolescent- and mother-reported family interactions.

The alpha reliability for this measure was .7333.

PROCEDURE:

Appointments were made with the counselors of Ozel Ahmet Simsek High School. Questionnaires were administered during the counselling hours of two consecutive weeks.

In the first administration the Adolescents' Questionnaire based on their own evaluations (Form A) was given to 50% of the students and the Adolescents' Questionnaire based on their perceptions of their mothers' evaluations (Form B) was given to the other 50% of the students.

In the second administration, which was one week later, the first group who answered Form A in the first week, was given Form B in the second week and the second group who had Form B was given Form A.

Therefore, the effects of the order of presentation were controlled by counter balancing the questionnaires.

The questionnaires were self administered and Form A took approximately 40 minutes whereas Form B took approximately 15 minutes.

At the end of the second administration, the adolescents were asked to write their phone numbers on their forms and they were given a letter for the mothers explaining the research briefly and requested their participation.

After a short period of time, appointments were made

with the mothers by phone and they were visited at their homes. Only one mother had to reject meeting because of illness, and the questionnaire was posted to her.

All the visits were highly welcomed by the mothers and each mother was personally interviewed by the researcher herself. The interviews took more than one hour.

As above mentioned, only the mothers were interviewed and the adolescents, in turn, were asked to predict the evaluations of their mothers because in the Turkish family mothers are much more involved in their children's school related issues than fathers.

RESULTS

This chapter will give an extensive overview of the results of data analyses carried in the present study. The analyses presented in this chapter were done by SPSS-PC statistics program. They start out by testing the first hypothesis stating that there are significant mean differences between adolescents' and parents' responses on socialization values, educational and occupational aspirations and expectations, and beliefs about adolescents' academic competence, whereas there are no significant mean differences between adolescent-perceived parents' and adolescents' responses on above mentioned issues.

In order to test the first hypothesis, Repeated-Measures ANOVAs were conducted. For each variable we have three scores. The first is the adolescents' own evaluations (C); the second is the adolescents perceptions of their parents' evaluations (CP); and the third is the parents' own evaluations (P).

As mentioned above, the three scores for each variable were compared via Repeated-Measures ANOVA. After the comparisons of these three sets of data, the data obtained from adolescents' own evaluations were compared both with adolescents' perceptions of their parents' evaluations and parents' own evaluations respectively via t-test contrasts.*

*The following formula was applied for t-test comparisons:

$$t = \frac{X1 - X2}{\text{Resid. } \frac{2}{N}} \quad t \text{ critical} = 2 \cdot \sqrt{F_{2,80}}$$

The following table summarizes the results:

Table 4. Repeated-Measures ANOVAs of Adolescents', Parents', and Adolescent-Perceived Parents' Socialization Values, Educational and Occupational Aspirations and Expectations, and Evaluations of The Adolescents' Academic Competence and T-Test Comparisons Between Adolescents' and Parents', and Between Adolescents' and Adolescent-Perceived Parents' Evaluations of Above-Mentioned Issues.

	F Values	t-test Values Between C and CP	t-test Values Between C and P
Adolescent's Academic Competence			

Adolescent's Intelligence	6.909**	1.25	4.96**
Adolescent's Academic Success	1.973	0.165	1.94
Adolescent's Potential Academic Success	6.886**	1.99	3.79**
Adolescent's Industriousness	1.011	0.563	1.40
Adolescent's Satisfaction With Their Academic Perf.	0.476	0.92	1.035
Educational aspirations and expectations			

Educational Aspirations	4.276*	1.12	2.67*
Educational Expectations	4.129*	2.11	2.95*

	F Values	t-test Values Between C and CP	t-test Values Between C and P
Socialization Values -----			
The Importance of School	2.594	0.84	1.68
The Importance Of Grades	8.525*	1.18	2.70*
The Importance of Studying at Home	23.493**	2.47	6.86**
The Qualities of an " Ideal Student"			
Tries Hard	3.215*	0.633	2.509*
Concantrates Well	13.652**	0.80	4.487**
Takes Pride In Doing a Good Job	24.838**	2.07	7.902**
Speaks Correctly	11.154**	1.168	4.615**
Is Obedient	11.885**	0.90	3.79**
Is Neat	2.255*	0.38	2.65*
Has a Good Memory	16.136**	0.949	5.59**
Is Interested in How and Why Things Happen	4.784*	0.09	2.92*
Has a Good Sense of Humor	5.006*	0.844	3.20**
Is Able To Work Out Unusual Problems	4.225*	0.58	2.616*
Has A Good Imagination	0.749	1.012	1.265

	F Values	t-test Values Between C and CP	t-test Values Between C and P
Can Work Quickly	5.984*	0.87	2.573*
Asks Questions	15.194**	1.17	6.435**

* p<.05

**p<.01

As it is seen in Table 4, the F values showed significant differences between adolescents', adolescent-perceived parents', and parents' socialization values except for the importance of school and having a good imagination for an ideal student. Moreover, t-test comparisons showed significant differences between parents' and adolescents' socialization values (the same exceptions being valid) whereas, no significant differences were found between adolescents' and adolescent-perceived parents' socialization values.

The same pattern was also found for education aspirations and expectations.

For evaluations of the adolescents' academic competence, the expected pattern was seen for the evaluations of the adolescents' potential academic success and intelligence. Other than these variables, there are no

significant differences between adolescents', parents', and adolescent -perceived parents' evaluations of the adolescents' academic success, the satisfaction with their academic performance, and the evaluations about their industriousness.

Although the first hypothesis found partial support for the variables related to the evaluations of the adolescents' academic competence, we can still say that the second hypothesis was supported in general terms since we obtained 18 expected results over 23.

The significance of the t-test results are also confirmed by the Bonferroni Method which deals with the fact that when several significance tests are performed there may be a high probability that one or more of the tests will be significant just by chance (Darlington and Carlson, 1987). According to the results of the Bonferroni analyses, none of the t-test are significant when applied to compare adolescents and adolescent-perceived parents' evaluations. On the other hand, 18 t-test results over 23 are significant when applied to compare adolescents' and parents' evaluations.

The second hypothesis put emphasis on the effectiveness of adolescents' perceptions of their parents' socialization values, educational and occupational aspirations and

expectations, and beliefs about adolescents' academic competence rather than parents' actual evaluations on adolescents' own evaluations of mentioned issues.

More specifically, the second part of this study aims to show that adolescents' socialization values, educational and occupational aspirations and expectations, and beliefs about adolescents' academic competence will be more strongly related to their perceptions of their parents' evaluations than to parents' own evaluations.

In order to test this hypothesis, Pearson correlation coefficients were calculated based on adolescents' own evaluations (C), adolescents' perceived parents' evaluations (CP), and parents' own evaluations (P).

The results are shown in Table 5.

Table 5. The Pearson Correlation Coefficients Between Adolescents' and Adolescent-Perceived Parents', and Between Adolescents' and Parents' Socialization Values, Educational and Occupational Aspirations and Expectations, and Evaluations of the Adolescents' Academic Competence.

	r between	r between
	C-CP	C-P
Adolescent's Academic Competence		

Adolescent's Intelligence	.3677***	.1969
Adolescent's Academic Success	.5236***	.4716***
Adolescent's Hard Working	.5365***	.0876
Adolescent's Potential Academic Competence	.4970***	.1860
Adolescent's Satisfaction With Their Academic Perf.	.4584***	.5147***
Educational aspirations and expectations		

Educational Aspirations	.2554**	.0181
Educational Expectations	.3692***	.0736
Socialization Values		

The Importance of School	.5606***	.4044***
The Importance Of Grades	.2631**	.1283
The Importance of Studying at Home	.2753**	.1950
The Qualities of an " Ideal Student"		
Tries Hard	.2981**	.1112

	r between C-CP	r between C-P
Concetrates Well	.2743**	.0214
Takes Pride In Doing a Good Job	.4346***	.0682
Speaks Correctly	.4828***	.0340
Is Obedient	.3408***	.2043
Is Neat	.2777**	.2069
Is Interested in How and Why Things Happen	.3636***	.1026
Has a Good Memory	.3258**	.1236
Has a Good Sense of Humor	.5275***	.1166
Has A Good Imagination	.4792***	.2458*
Is Able To Work Out Unusual Problems	.4661***	.1040
Can Work Quickly	.3879***	.0617
Asks Questions	.2664**	.2201

*p<.05 **p<.01 ***p<.001

As Table 5 shows, all the correlations between adolescents' and adolescent-perceived parents' socialization values showed significant relationships, whereas, the correlations between adolescents' and parents' socialization values showed insignificant relationships except for two items. These were the importance of schooling and the importance of having a good imagination for an ideal student. For these two items we also obtained significant correlations between parents and adolescents.

The same pattern is also observed for educational aspirations and expectations.

Results come from the answers to open-ended questions about the kind of job aspired for. Congruence between these pairs was coded on a 4-point scale. A score of 4 was given for complete congruence on a specified occupation (e.g. both parties say "carpenter"); a score of 3 was given for a match on the same type of occupation (e.g. both "professional" or both "trade"); or for agreement on an open response (e.g. both say "it's his [her/my] choice"). Scores of 2 and 1 were given for lower degrees of matching. For actual agreement, a score of 2 was given when one party was nonspecific (e.g. "clean job") and the other party specified a different type of occupation (e.g. "trade"), and a score of 1 was given when there was disagreement on specified

occupations or type of occupation. For perceived agreement, a score of 2 was given when the child gave a specific occupation and declined to name any parents' choice on the grounds that the choice was the child's, and a score of 1 when the child gave a specific choice and added "not what my parents want". The results showed that the adolescents displayed high level of perceived agreement (72%) but lower level of actual agreement (31%).

In the analyses of the beliefs about adolescents' academic competence, we observe the same strong relationships between adolescents' and adolescent-perceived parents' evaluations, except the evaluations of their academic success and how satisfied they are with it. For these two items we found significant correlations also between parents' and adolescents' responses.

We see from the results that the second hypothesis was supported except for four variables out of 24. These deviations will be discussed in detail in the next section. The reliability of the results are confirmed also by Bonferroni Method.

The third hypothesis, which is related with the first one, states that the difference between adolescents' and parents' socialization values, educational aspirations and expectations, and the beliefs about adolescents' academic competence is less in the context of warm and supportive

family interactions.

To test this hypothesis, first the difference scores between adolescents' and parents' responses were calculated for each item of the three variables, namely, school-related socialization values, educational and occupational aspirations and expectations, and evaluations of the adolescents' academic competence. Then these difference scores were added up to create three separate scores for these variables. These new created scores were correlated with the sum of family interactions and mother's characteristics measurements.

This 3x2 correlation matrix is presented in Table 6:

Table 6. The Pearson Correlation Coefficients Between Actual Agreement Scores of Socialization Values, Educational and Occupational Aspirations and Expectations, and Evaluations of The Adolescents' Academic Competence and The Sum of Scale Scores of Adolescent-Perceived Family Interactions and Mothers' Characteristics Variables.

	Family Interactions As Perceived By Adolescents	Mothers' Characteristics
Socialization Values	-.4005**	-.3586**
Educational and Occupational Aspirations and Expectations	-.1667	-.2619*
Evaluations Of The Adolescents' Academic Competence	-.2428*	-.1719

The negative correlations indicate that as the family relationships and mothers' characteristics are perceived as warmer and more supportive, the the incongruence between the evaluations of adolescents and parents decreases.

As seen from Table 6, we obtained four significant correlations out of six, therefore we can conclude that the third hypothesis also found support on the basis of results.

Beyond the main analyses done to test the hypotheses, additional analyses were conducted using variables related with value put on education and schooling, autonomy and beliefs in internal and external locus of control, commitment to schooling, self-esteem / self-concept, and family relationships.

A-ANALYSES RELATED WITH ADOLESCENTS' ACTUAL ACADEMIC PERFORMANCE (SCHOOL GRADES)

a) Actual Academic Performance and Value Put On Education and Schooling

Pearson correlation coefficients were calculated to test the relationships between adolescents' school grades and measurements of value put on education and schooling.

Grades show significant relationships with only two variables of value put on education and schooling. One of these is the importance of the things their teachers are trying to teach them ($r=.3739$, $p<.001$), and the other

one is the belief in the importance of schooling for the improvement of society ($r=.2602$, $p<.05$).

b) Actual Academic Performance and Educational Expectations and Aspirations

There is a significant correlation between grades and the degree of schooling which the adolescents want to reach ($r=.3173$, $p<.001$). Also, the degree of schooling which the adolescents expect to reach shows significant relationships with grades ($r=.2980$, $p<.05$).

c) Actual Academic Performance and Adolescents' Evaluations of Their Academic Competence

Grades have significant correlations with adolescents' evaluations of their academic success ($r=.3459$, $p<.001$), with adolescents' evaluations of their industriousness ($r=.3459$, $p<.001$), and with their satisfaction with their academic success ($r=.3459$, $p<.001$).

d) Actual Academic Performance and Commitment to School

The only correlation found between grades and commitment to school measurements was the importance given to studying at home ($r=.3106$, $p<.01$).

e) Actual Academic Performance and Adolescents' Self-Esteem/Self-Concept

The only correlation found between grades and self-esteem/self-concept measurements was how successful the

adolescents consider themselves in life($r=.2911$, $p<.05$).

f) Actual Academic Performance and Family Relationships as Reported by The Adolescents

There are significant correlations between grades and some of the measurements of adolescent-perceived family interactions and mothers' characteristics. The adolescents who perceive the family members as being very close to each other, who get along good with their families, and who report that their mothers teach them the things they want to know have higher grades. The correlations of these variables with grades were $r=.2780$ ($p<.01$), $r=.2736$ ($p<.01$), and $r=.3357$ ($p<.001$) respectively.

g) Actual Academic Performance and Adolescent Perceived Parents' Evaluations of Their Academic Competence

Grades have significant correlations with how the adolescents perceive their mothers' evaluations of their academic success ($r=.5831$, $p<.001$), their industriousness ($r=.5980$, $p<.001$), their potential academic competence ($r=.2967$, $p<.01$), their mothers' satisfaction with their academic success($r=.5548$, $p<.001$), and their mothers' giving importance to their grades($r=.2604$, $p<.01$).

In order to arrive at something like a test of the relative importance of the various variables mentioned above for the adolescents' actual academic performance

(grades), these variables were entered successively into regression analyses using the STEPWISE method.

In the first place, all the adolescents' evaluations were included as predictors in the regression analyses with their actual academic performance as the dependent variable. The results of the regression analysis are presented in Table 7:

Table 7. Stepwise Multiple Regression Analyses Using Adolescents' Evaluations As Predictors and Adolescents' Current Academic Performance As The Dependent Variable

Predictor	Adjusted R ²	F
1) Adolescents' Satisfaction With Their Academic Performance	.17	17.82***
2) Level Of Schooling Which The Adolescents Want To Reach	.26	14.93**
3) The Importance Given To Studying At Home	.29	12.83***
4) Adolescents' Self-Confidence	.33	10.92***

The β -weights of the variables entered to the regression equation are; 1) .43*** 2) .30*** 3) .22* 4) .21*

- * p<.05
- ** p<.01
- *** p<.001

In the second place all the adolescents' perceptions of their mothers' evaluations were included as predictors in the regression analyses with adolescents' actual academic performance as the dependent variable. The analyses are presented in Table 8:

Table 8. Stepwise Regression Analysis Using Adolescents' Perceptions of Their Mothers' Evaluations As Predictors and Adolescents' Current Academic Performance As The Dependent Variable.

Predictor	Adjusted R^2	F
1) Adolescents' Perceptions of Their Mothers' Evaluations of Their Industriousness	.34	43.98***
2) Adolescents' Perceptions of Their Mothers' Evaluations of Their Potential Academic Success	.40	27.39***
3) Adolescents' Perceptions of Their Mothers' Satisfaction With Their Academic Performance	.44	21.29***

The β -weights of the variables entered to the regression equation are; 1) .59*** 2) .23** 3) .26**

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

As we compare the perceptual measures presented in Table 8 with the self-reports (Table 7), we can see the

explanatory power of perceptual measures over self-reports. The adolescents' perceptions of their mothers' evaluations of their academic competence explained the variance in the actual academic performance by 44% whereas, adolescents' self satisfaction with their academic performance (which is the only variable related with the adolescents' evaluations of their academic competence) explained the variance only by 17%.

B- ANALYSES RELATED WITH EVALUATIONS OF THE ADOLESCENTS' ACADEMIC COMPETENCE

a) The Relations of the Variables Related With The Adolescents' Evaluations of Their Academic Competence With Each Other

Zero-order correlations of the variables related with the adolescents' evaluations of their academic competence are shown in Table 9.

Table 9. Zero-order Correlations Between The Variables Related With Adolescents' Evaluations of Their Academic Competence.

	Intelligence	Academic Success	Hard Working	Potential Academic Success	Satisfaction With Academic Performance
Intelligence	1.000	.4311**	.4075**	.3676**	.2828*
Academic Success		1.000	.7076**	.4719**	.6349**
Hard Working			1.000	.3878**	.5199**
Potential Academic Success				1.000	.4301**
Satisfaction with Academic Performance					1.000

*p<.01 **p<.001

As seen from the table all the measurements of adolescents' evaluations of their academic competence related with each other significantly.

b) Adolescents' Evaluations of Their Academic Competence With Self-Esteem/Self-Concept

Adolescents' self-confidence significantly related with their perceptions of themselves as having the potent for academic success (r=.2820, p<.01), and satisfaction with their academic competence (r=.3138, p<.01). The correlation

between adolescents' reports of themselves as obedient and their perceptions of themselves as industrious was .3872 ($p < .001$). The adolescents' satisfaction with themselves showed significant correlation with their satisfaction with their academic competence ($r = .3252$, $p < .01$). The adolescents' perceptions of themselves as successful in life showed significant correlations with their evaluations of themselves as academically successful ($r = .3524$, $p < .001$). The same variable correlates with adolescents' satisfaction with their academic performance ($r = .3957$, $p < .001$).

c) Adolescents' Evaluations of Their Academic Competence with Commitment to School

The only variable related with adolescents' evaluations of their academic competence that showed significant relationship with the variables of commitment to schooling was the adolescents' perceptions of themselves as having the potent for academic success. The adolescents who perceive themselves as having the potential for academic success give importance to schooling ($r = .2600$, $p < .05$), and studying at home for a better academic outcome ($r = .4052$, $p < .001$).

d) Adolescents' Evaluations of Their Academic Competence with Family Relationships

There were two significant relationships found between these variables. The correlation between the

adolescents' perceptions of themselves as successful in school work and their perceptions of the family members as very close to each other was $r=.2677$ ($p<.01$). The perception of closeness of the family members to each other also correlated with the adolescents' perceptions of themselves as having the potential for academic success ($r=.3350$, $p<.01$).

e) Adolescents' Perceptions of Their Parents' Evaluations of Their Academic Competence With Family Relationships

The correlations between the adolescents' perceptions of their mothers' evaluations of their hard working and how the adolescents get along with their families was $.2869$ ($p<.01$). The correlation between the adolescent-perceived parents' evaluations of the adolescents' intelligence and how they perceive the relations within the family was $.2840$ ($p<.01$). The same variable correlated with how the adolescents feel about the things they and their families do together was $.2791$ ($p<.01$). The correlation between the adolescents' perceptions of their parents' satisfactions with their academic performance and their perceptions of their mothers as saying nice things to them was $.2775$ ($p<.01$). How close the adolescents perceive the family members to be to each other correlated with adolescent -perceived parents' evaluations of their academic

success ($r=.3001$, $p<.01$) and with adolescent perceived parents' evaluations of their industriousness ($r=.2613$, $p<.01$). Lastly, the adolescents' perceptions of their mothers as teaching agents correlated with adolescent perceived parents' evaluations of their industriousness ($r=.2975$, $p<.01$) and with adolescent-perceived parents' satisfaction with their academic performance ($r=.2881$, $p<.01$).

f) Adolescents Evaluations of Their Academic Competence With Their Autonomy and Beliefs in Internal and External Control

The correlation between adolescents' evaluations of intelligence as an important factor for academic success and adolescents' evaluations of themselves as intelligent was $.2829$ ($p<.01$). The same variable correlated with adolescents' evaluations of themselves as hard working ($r=.2676$, $p<.05$). The importance of luck as a cause for academic success negatively correlated with the adolescents' evaluations of themselves as hard working ($r=-.2615$, $p<.05$).

g) Adolescents' Evaluations of Their Academic Competence with Their Educational Aspirations and Expectations

The correlations between how much the adolescents like school and how successful they consider themselves as was $r=.3620$ ($p<.001$). The same variable correlated with how industrious they consider themselves ($r=.3752$, $p<.001$). The level of education they expect to reach correlated with

their evaluations of their potential academic competence ($r=.2612$, $p<.01$).

In the previous sections, we tried to determine the predictors of adolescents' actual academic performance by regression analyses, using their grades as the dependent variable. In this section, we will test the relative importance of the various variables categorized above for the adolescents' evaluations of their academic performance. More specifically, the dependent variable will be adolescents' reports of their academic performance (how successful they perceive themselves to be in school work) rather than their actual academic performance.

The adolescents' and adolescent-perceived parents' evaluations of the adolescents' academic competence were included as predictors in the regression analysis with the adolescents' perceptions of how successful they are in their school work as the dependent variable.

The results are presented in Table 10:

Table 10. Stepwise Regression Analyses Using Adolescents' Self- and Perceived- Evaluations of Their Academic Competence As Predictors and Adolescents' Considerations of Themselves As Academically Successful As The Dependent Variable.

Predictor	Adjusted R ²	F
1) Adolescents' Perceptions of Their Mothers' Evaluations of Their Industriousness	.49	78.90***
2) Adolescents' Perceptions of Their Mothers' Satisfaction With Their Academic Performance	.58	57.93***
3) Adolescents' Own Satisfaction With Their School Performance	.62	45.50***

The β -weights of the variables entered in the regression equation are; 1) .70*** 2) .36*** 3) .20**

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

As we can see from the table, again, perceptual measures were more powerful in explaining the variance in the adolescents' evaluations of how successful they were in schoolwork. Their perceptions of mothers' evaluations of their industriousness and mothers' satisfaction with their current school performance were more important than either their own evaluations or mothers' actual evaluations.

C- ANALYSES RELATED TO ADOLESCENTS' SELF-ESTEEM /
 SELF-CONCEPT

a) The Relationships of Adolescents' Self-Esteem/Self-
 Concept Variables With Each Other.

The zero-order correlations are presented in Table 11:

Table 11. Zero-order Correlations Between The
 Variables Related With Adolescents' Self-Esteem/Self-
 Concepts

	Güven	Sosyal	Yarat	Ita	Gecim	Hosnut	Rka	Hbas	Basac
Güven	1.000	.3607**	.2731*	.0758	.2882*	.2028	.4771**	.3051*	.4295**
Sosyal		1.000	.2528*	.1538	.3770**	.2793*	.2530*	.3573**	.1152
Yarat			1.000	.0964	.0809	.2891*	.1964	.1130	.0836
Ita				1.000	.3776**	.1573	.0289	.4163**	.0573
Gecim					1.000	.0964	.2938*	.2821*	.2849
Hosnut						1.000	.1766	.2241*	.0884
Rka							1.000	.1492	.3011
Hbas								1.000	.2571
Basac									1.000

*p<.05 **p<.01

Guyen=Self-esteem
Sosyal=Sociable
Yarat=Creative
Ita=Obedient
Gecim=Good relations with people
Hosnut=Happy with oneself
Rka=Easily make friends
Hbas=Successful in life
Basac=Overcome difficulties in life

As seen from the table nearly all the indicators of self-concept/self-esteem significantly correlated with each other.

b) Self-Esteem/Self-Concept With Family Relationships

There was a significant correlation between the adolescents' perceptions of themselves as obedient and their having good relations with their families ($r=.4848$, $p<.001$). The correlation of the same variable with the adolescents' perceptions of the degree of harmony in their family relations as was $.5056$ ($p<.001$). The adolescents' self-esteem correlated with how close they perceived the family members to each other ($r=.3961$, $p<.01$). How they feel about the things they and their families do together correlated with their evaluations of themselves as obedient ($r=.3205$, $p<.01$). Their perceptions of mother as a helping agent whenever they are in trouble correlated with their self-esteem ($r=.2653$, $p<.01$). Also, their evaluations of themselves as successful in life correlated their perceptions of the mother as an helping agent ($r=.2731$, $p<.01$).

c) Self-Esteem/Self-Concept with Value Put on Education and Schooling

Adolescents' perceptions of themselves as obedient correlated both with their perceptions of schooling as useful and important for their future ($r=.3414$, $p<.001$) and for improving the society ($r=.3800$, $p<.001$).

The correlation between their satisfaction with themselves and going to school since everybody does so was $.2793$ ($p<.01$).

In order to test the relative importance of some variables for the adolescents' self-esteem, these variables were entered successively into the regression analyses.

The evaluations of the adolescents' were included as the predictors in the regression analyses with the self-esteem scores as the dependent variable.

The results of the analyses are presented in Table 12:

Table 12. Stepwise Regression Analyses Using Adolescents' Self-Evaluations As Predictors and Their Self-Confidence As The Dependent Variable

Predictor	Adjusted R ²	F
1) Their Being Able To Make Friend Easily	.22	22.90***
2) Their Being Able To Overcome The Problems They Encountered In Their Lives	.30	17.95***

Predictor	Adjusted R ²	F
3) Their Being Social and Extravert	.34	15.14***
4) Their Perceptions of The Family Members As Close To Each Other	.44	13.91***

The β -weights of the variables entered in the regression equation are; 1) .47*** 2) .31*** 3) .24** 4). 23**

* p<.05
 ** p<.01
 *** p<.001

As seen from the results, adolescents' self-esteem more depends on the social interactions they had than on their academic performance or the evaluations of their academic competence. Interestingly enough, easily making friends was found to be the most important determinant of the adolescents' self-esteem which was followed by the ability they had to overcome the problems they encountered in life, and being a social person.

Moreover, adolescents' perceptions of the family members as close to each other increased the explained variance in their self-esteem by 10%.

At this point, we will test the relative importance of some variables for the adolescents' self satisfaction by using regression analyses.

The results of this regression analyses are presented in Table 13:

Table 13. Stepwise Regression Analyses Using Adolescents' Self-Evaluations As Predictors and Adolescents' Self-Satisfaction As The Dependent Variable.

Predictor	Adjusted R ²	F
1) Adolescents' Satisfaction With Their Academic Performance	.10	9.34**
2) Adolescents' Evaluations of Themselves As Intelligent	.17	8.73***
3) Adolescents' Actual Academic Performance	.29	10.08***

The β -weights of the variables entered in the regression equation are; 1) .32*** 2) .27** 3) .33***

- * p<.05
- ** p<.01
- *** p<.001

Contrary to the predictors of the adolescents' self-esteem, here we see that adolescents' self-satisfaction was predicted by their evaluations of their academic performance. Adolescents' satisfaction with their current academic performance, their perceptions of themselves as intelligent, and their actual academic performance explained variance in self-satisfaction by 29%.

D- ANALYSES RELATED WITH FAMILY RELATIONSHIPS AND MOTHERS' CHARACTERISTICS

a) The Analyses of The Variables of Adolescent Reported Family relationships and Mothers' Characteristics.

The zero-order correlations are presented in Table 14 :

Table 14. Zero-order Correlations Between The Variables Related With Adolescent-Perceived Family Interactions and Mothers' Characteristics.

	Anlas (X1)	Ilis (X2)	Yakin (X3)	Mutlu (X4)	Hisset (X5)	Anyar (X6)	Guv (X7)	Hos (X8)	Anog (X9)	Iht (X10)
X1	1.000	.6750 (***)	.3257 (**)	.3100 (**)	.5380 (***)	n.s.	.4878 (***)	.3227 (**)	.5340 (***)	.4939 (***)
X2		1.000	.4772 (***)	.5018 (***)	.5203 (***)	n.s.	.3970 (**)	.3175 (**)	.5297 (***)	n.s.
X3			1.000	.4993 (***)	.4481 (***)	.3031 (**)	.3911 (**)	n.s.	.4585 (***)	n.s.
X4				1.000	.3437 (**)	n.s.	n.s.	.3310 (**)	.3013 (**)	.2643 (*)
X5					1.000	n.s.	.6672 (***)	.3110 (**)	.5183 (***)	.3837 (**)
X6						1.000	n.s.	.2480 (*)	n.s.	n.s.
X7							1.000	n.s.	.5211 (***)	.4528 (***)
X8								1.000	.3464 (**)	n.s.
X9									1.000	.3020 (**)
X10										1.000

*p<.05 **p<.01 ***p<.001

Anlas=Adolescents' relationships with their families

Ilis=The harmony within the family

Yakin=The relationships of the family members to each other as close or distant

Mutlu= How happy the family is.

Hisset=How the adolescents felt themselves when they and their families do something together

Anyar=Whether the adolescents ask help first from the mother when needed

Guv=Whether the adolescents count on their mothers to help them out when needed

Hos=Whether the mothers tell nice things to the adolescents.

Anog= Whether the mothers teach things that the adolescents want to know

Iht=Whether the mothers make the adolescents felt that they are there whenever needed

The upper-left part of the correlation table shows that all the measurements of adolescent-reported family relationships are significantly correlated with each other. That is, the adolescents who reported that they got along good with their families, also perceived their families as harmonious, happy, their family members as close to each other, and they reported that they felt good when they and their families did something together.

As we look at the lower-right part of the table, we see that there was a positive correlation between the adolescents' perceptions of their mothers as telling nice things to them and their asking help from the mother whenever needed. Adolescents who reported that they counted on their mothers to help them out when needed, also reported that their mothers taught things they wanted to know and their mothers made them feel that they were there when needed.

When we look at the upper-right part of the table which presents the correlations between adolescent-perceived family interactions and mothers' characteristics, we see that there are positive correlations between the adolescents' getting good with their families and their reports of mothers as loving and supportive. There were also found positive correlations between the other measures of adolescent-perceived family interactions and the

adolescents' reports of their mothers as teaching and helping agents.

b) The Relationships of The Variables Related With Mother-Reported Family Relationships with Each Other

The zero-order correlations are shown in Table 15.

Table 15. Zero-order Correlations Between The Variables Related With Parent-Reported Family Interactions.

	Ail	Ayak	Amut
Ail	1.000	.3954(**)	.6206(**)
Ayak		1.000	.4454(**)
Amut			1.000

*p<.01 **p<.001

Ail= The harmony within the family

Ayak=The relationships of the family members to each other as close or distant

Amut=How happy the family is

As we see from the results, all the measures of mother-reported family relationships correlated significantly with each other. Although, the parent- and adolescent- reported family interactions were significantly correlated within themselves, there are discrepancies between parent- and adolescent-reported family interactions as they will be presented below.

c) Adolescent- and Mother- Reported Family Relationships

The correlations between adolescent- and mother-

reported family relationships were found to be insignificant. The correlation between adolescents' and parents' perceptions of the harmony within the family was .1714 (n.s.). The correlation between adolescents' and parents' perceptions of the happiness of the family was .1350(n.s.). The correlation between the adolescents' and the parents' perceptions of the relationships of the family members to each other as close or distant was negative but insignificant. ($r = -.0054$, n.s.).

d) Family Relationships As Reported by The Adolescents With The Adolescents' Perceptions of the Family Support and Enviroment As An Important Factor For The Academic Success.

Adolescents' conceptions of family support and enviroment as an important factor for their academic achievement correlated with their perceptions of the close relationships of the family members with each other ($r = .2722$, $p < .01$), adolescents' good relationships with their parents ($r = .3200$, $p < .01$), the happiness of the family in their eyes ($r = .2879$, $p < .01$), their feeling good when they do things with their families ($r = .2894$, $p < .01$), their perceptions of their mothers as helping agents ($r = .2915$, $p < .01$), their counting on their mothers to help them out when needed ($r = .3037$, $p < .01$), and their perceptions of their mothers as teaching agents ($r = .3557$, $p < .001$).

E- ANALYSES RELATED WITH COMMITMENT TO SCHOOLING AND EDUCATIONAL ASPIRATIONS AND EXPECTATIONS

a) Commitment to Schooling With Educational Aspirations and Expectations

How far the adolescents want go in school correlated with the importance they give to schooling ($r=.4346$, $p<.001$), and with their grades ($r=.3554$, $p<.001$). How far the adolescents expect to study also correlated with the importance they give to schooling ($r=.3696$, $p<.001$).

b) Educational Aspirations and Expectations With Value Put On Education and Schooling

How much the adolescents like school correlated with how useful they perceive education to be for their lives ($r=.4419$, $p<.001$), how important they think the things their teachers try to teach them are ($r=.3375$, $p<.01$), and how important they think their education is for the improvement of the society ($r=.5014$, $p<.001$).

Also there was a correlation between the degree of schooling the adolescents want to reach and the importance they give to the courses at school ($r=.3128$, $p<.01$).

DISCUSSION

The main aim of this study is to test the possible effects of families on the adolescents' development of socialization values and attributions related with schooling, aspirations and expectations about their educational and occupational status, and evaluations of their academic competence. However, in this study we are not talking about the direct influences of parents on their adolescent children but rather about the indirect influences of parents which are mediated, qualified, and otherwise affected by the accuracy with which the values, aspirations, expectations, and evaluations are "perceived" by the adolescents. More specifically, what we aim to test is the influences of adolescents' perceptions of their parents' positions about the values, aspirations, expectations, and evaluations, rather than the actual positions parents take on the adolescents' own positions. The starting point of this study is the belief in the importance of perceptual measures rather than self-reports in analyzing parent-adolescent interactions.

As Scheck and Emerick (1976) put it, perceptions or interpretations are a theoretically crucial factor and a variable which intervenes between actual parental behavior and the child's personality.

According to the theory of Baldwin (1967) on the development of self- and other-understanding, what one learns about the self is, by the process of ejection, and addition to what one knows about others, and what one knows about others becomes meaningful for understanding the self.

This theory gains importance especially within the family context where our initial sense of self is formed through intimate, intensive, and extensive interaction with parents and other family members. As Cooley (1902) emphasized, the self is a social product, emerging out of symbolic interaction and the prerequisite cognitive capacity for role-taking, which enables us to see ourselves as (we imagine) others see us.

Cooley (1902) first popularized this idea in his discussion of "looking-glass self", and it is currently expressed in terms of "reflected appraisals" by Rosenberg (1979). We would expect the reflected appraisals of parents to be particularly significant for children's self-conceptions, values, and belief systems. However, as it was mentioned in the introduction, Shrauger and Schoeneman's (1979) review of the research on the "looking-glass self" indicates that there is considerable doubt about the effect of others' actual perceptions of a person on that person's self-concept. They observed that people's self-perceptions agree

substantially with the way they "think" others perceive them but there is very little agreement between people's self-perceptions and how they are actually viewed by others.

As we adapt these findings to our study, we come to the conclusion that perceived agreement between generations (the match between the responses adolescents give for themselves and for their parents) will be higher than the actual agreement (the match between responses by adolescents and by parents for their own positions).

We have three different but interrelated domains in this study, namely;

- 1- School-related socialization values,
- 2- Educational and occupational aspirations and expectations, and
- 3- Evaluations of the adolescents' academic competence.

For each domain, we expected to find no significant actual agreement but significant perceived agreement between parents and adolescents.

More specifically, in our first hypothesis, we predicted that there would be significant differences between the adolescents' and parents' but non-significant differences between the adolescents' and adolescent-perceived parents' positions for school-related socialization values, educational and occupational aspirations and expectations, and evaluations of the adolescents' academic competence.

Beyond the difference between adolescents' and parents' positions for the above-mentioned domains, adolescents' positions are both related with and responsive to their perceptions of their parents' positions rather than the actual positions the parents take. Therefore, our second hypothesis stated that adolescents' positions in the above-mentioned domains would be significantly related with their perceptions of their parents' positions rather than the actual positions taken by parents.

The results for each domain will be discussed separately. The first domain of study is the school-related socialization values. In order to test this variable, the total of sixteen questions were directed to the respondents. The first three items were put with the aim at assessing how much importance the respondents gave to schooling, grades, and studying at home. In the remaining items, thirteen qualities of an "ideal student" were presented and the respondents were asked to rate each quality's importance in defining an ideal student. The responses yielded three sets of answers; adolescents' and parents' answers for their own positions, and adolescents' answers for their mothers' positions.

The results showed that the socialization values of adolescents significantly differed from those of parents,

whereas no significant differences were found between adolescents' and adolescent-perceived parents' socialization values, as it was predicted in the first hypothesis.

As we look at the results of the second hypothesis for this particular domain, we also see that the adolescents' socialization values significantly correlated with their perceptions of the parents' values, but no such relationship was found between adolescents' and parents' socialization values. However, among the sixteen items to test this variable, there were two exceptional results which contradict both of the hypotheses. The first one is the importance of school and the second one is the importance of having a good imagination for an ideal student. For these items, mean differences were not significant. Additionally, there were significant correlations between the responses of parents and adolescents.

As we interpret these results, we can see that adolescents and parents share the same viewpoints on these particular issues, therefore actual agreement between generations is obtained.

It is clear that, the more parents and adolescents share the values, aspirations, expectations, and evaluations, the more we obtain actual agreement between generations on measures of these values and expectations. The information features of the parental messages are particularly important

in the sharing of ideas and beliefs. According to Jennings and Niemi (1968), the salience, the ease of verbalization, and the redundancy of the parental messages increase the accuracy of perception. This has been suggested in the argument of the same writers that parents seem likely to provide more cues to indicate their attitudes in areas they consider important than for those considered less important.

This perspective enables us to interpret the responses of parents and adolescents on the importance of school since the importance of schooling is an undoubtedly a value on which parents and adolescents have high consensus. Parents provide more cues to indicate their attitudes about the importance of schooling both by being fully engaged in the process of making their children prepared for the highly competitive high school entrance exams and by frequently emphasizing the importance of school to have a better future, which is reflected in the responses of 87.7% of the adolescents when they were asked to state the most important reason for their education.

As mentioned above, parents and adolescents also have high consensus on the importance of having a good imagination for an ideal student. The frequencies of the adolescents', parents', and adolescent-perceived parents' responses showed a concentration on the "neutral" or

"undecided " alternatives. This response pattern may have been a result of wording of the item. The translation of the term "imagination" into Turkish requires use of a word which has two meanings: "creativity", and "day dreaming". Most of the mothers mentioned that they would like their children to have creative characteristics where they could use their imagination, but on the other hand, they didn't want them to have unrealistic images which led them into have a kind of dreaming. Therefore, they chose the middle point of the continuum between "very important" and "not important at all". The same kind of dilemma may have been experienced by the adolescents which also led them to circle the mid-point, showing an undecided position. In order to prevent this misunderstanding, the translation could have included an additional explanation, but the researcher preferred not to follow this path, because the additional explanation could influence the respondents. If this answers given to this item reflects the indecision of the respondents which is caused by the ambiguity of the translation, then we may regard it as a limitation of this study.

Before leaving the domain of school-related socialization values, we also would like to give some descriptive results. Among the sixteen socialization values, parents most frequently emphasized the importance of studying at home (78%), followed by the importance of taking pride

in doing a good job (73%), and being neat (62%), for an ideal student. Adolescents, on the other hand, most frequently emphasized the importance of being able to work out unusual problems (68%) followed by being able to work quickly (54%).

The second domain is educational and occupational aspirations and expectations. About educational aspirations and expectations and occupational aspirations, we found an expected pattern, that is, there are significant differences between parents' and adolescents' aspirations and expectations, and non-significant differences between adolescent-perceived parents' and adolescents' aspirations and expectations for the future educational and occupational status. On the other hand, the adolescents' future status aspirations and expectations were found to be more strongly related to their perceptions of their parents' positions than to the actual positions parents took.

For the educational aspirations and expectations, the respondents were asked to indicate the level of education they aspired to and expected to reach, and the reasons for their aspirations and expectations. They were presented five levels of education ranging from 1 (quit school as soon as possible) to 5 (continue to graduate education). It was observed that nearly all the parents (96%) aspired to the highest level of education for their children but, their

expected level was found to be rather lower than the aspired educational level. Reasons for this discrepancy mentioned by the parents include the difficulty and competition experienced in the university entrance exams. According to the parents, no matter how intelligent and industrious the children are, the examination system strengthens the chance factor over industriousness.

The same pessimism, in general, was also valid for the adolescents, based on the same reason, but they perceive their chances of entering a university, although not the particular faculty they desire, as higher than the students of public schools.

As we look at the adolescents' aspired educational level, we see that, unlike their parents, only 16% of the adolescents aspired to reach the highest level of education, which was the graduate level. The remaining respondents aspired to finish the university education and enter business life as soon as possible in order to reach a better living standard.

Another striking result is that, adolescents perceive their mothers as expecting a lower educational level than they actually expected. Here, we observe an underestimation of the adolescents when predicting their parents' educational expectations for them. This may be due to the messages parents give to their children on their doubts and worries about the

success their children may gain in the university entrance exams, in this way, parents may aim to urge their children to study harder. Hence, this negativism of the parents may lead to the adolescents' negativism in predicting their parents' educational expectations. It should also be mentioned that the adolescents who had higher grades and who gave importance to school for their future both aspired and expected to reach a higher level of education. Those who expected to reach a higher level of education also evaluated themselves as having the potential for academic success.

In the domain of occupational aspirations, the results showed that the perceived agreement was higher than the actual agreement between generations as had been hypothesized. When we talk about the agreement, we mean the congruence between the answer pairs of the adolescents and parents, and the answer pairs of adolescents and adolescent-perceived parents to open-ended questions about the kind of job aspired for. As mentioned in the results section, congruence between these pairs of answers was coded on a 4-point scale. For actual and perceived agreement, a score of four was given for complete congruence on a specified occupation; a score of three was given for a match on the same type of occupation (e.g. both "professional" or both "trade") or for agreement on an open response (e.g. both say "it's his /

her/ my choice"); and scores of two and one were given for lower degrees of matching.

The results confirmed that the adolescents displayed a high level of perceived (72%) and a low level of actual (31%) agreement with their parents.

Leaving these total percentages aside, the results also showed that for the actual agreement, the most frequently obtained score was two, which was given when the adolescents specified a type of occupation (e.g. "trade") and parents were non-specific ("clean job"). For the perceived agreement the most frequently obtained score was three, which was given for a match on the same type of occupation.

The first response of the majority of parents (84%), was that it was their children's choice to decide on the kind of occupation they would have and only later, at the request of the reseacher, did they specify the type of job they aspired for their children.

When the adolescents were asked about the kind of job they wished to have after finishing school, 34% stated that they wished to be self - employed in general terms, and particularly, they mentioned that, they would prefer to engage in trade or practice a profession. Engineering was the second most preferred occupation (29%), which was followed by administrative sciences (12%) and tourism (8%).

The last domain of this study is the evaluations of the adolescents' academic competence. To test this variable, adolescents' intelligence, academic success, industriousness, and potential academic success were evaluated both by parents and adolescents. Additionally, both parties' satisfaction with the adolescents' current academic performance was rated. As in the other domains, adolescents were also asked to predict their parents' evaluations of the above-mentioned issues.

The results indicate that, the adolescents' and parents' evaluations of the adolescents' intelligence and potential academic success differ significantly, but there no such difference was found between adolescents' and adolescent-parents' evaluations of the adolescents' intelligence and potential academic success as predicted in the first hypothesis.

However, unpredicted results were obtained for the evaluations of the adolescents' academic success, industriousness, and the satisfaction with the adolescents' current academic performance. The result showed non-significant differences between parents' and adolescents' actual evaluations. In other words, not only perceived agreement, but actual agreement between generations on the above-mentioned evaluations was obtained.

The results of the second hypothesis were again, to some degree, counter to prediction. There were significant correlations between the evaluations of the adolescents and parents on the adolescents' academic success and satisfaction with their academic performance, despite the fact that the results of the other evaluations confirmed the second hypothesis.

Although these findings are inconsistent with our hypotheses, they can be interpreted as follows: First of all, the main criteria of the adolescents' academic success is their grades. The grades mainly reflect how good the adolescents are at their school work and this objective criterion does not allow any more interpretation. The sampled adolescents receive reports showing their current grades every two months, therefore, both adolescents and parents are able to evaluate the adolescents' school performance via these feedbacks. Grades, moreover, reflect, maybe indirectly, how industrious much the adolescents are. Clearly, adolescents' and parents' satisfaction with the adolescents' school performance depends on how successful the adolescents actually are. Therefore, as a whole, we can say that evaluations of the adolescents' academic success and industriousness, and satisfaction with the academic performance are interrelated variables. As mentioned above,

these evaluations are mainly based on the grades which were seen by all the members of the family, so, it is not surprising to find a consensus between parents and adolescents on their evaluations of the adolescents' academic success, industriousness, and satisfaction with their academic performance. Moreover, according to the parents, they are the hottest topics most frequently discussed within the family context that enable adolescents to have clear ideas about their parents' positions. In contrast, evaluations of the adolescents' intelligence and potential for academic success reflect the innate abilities of the adolescents and are only indirectly discussed within the family, so, these evaluations are prone to different interpretations by parents and adolescents.

In order to arrive at something like a test of relative importance of the adolescents' and adolescent-perceived parents' evaluations if the adolescents' academic competence on the actual academic performance and adolescents' self-evaluations, a series of regression analyses were conducted. When adolescents' perceptions of their mothers' evaluations of their industriousness, potential academic success, and satisfactions with their academic performance were entered in the regression analysis, it was found that a total of 44% of the variance of the adolescents' actual academic

performance was predicted. The inclusion of the adolescents' own satisfaction with their academic performance increased the total variance by only 17%.

When the adolescents' evaluations of themselves as academically successful was taken as the dependent variable rather than the actual academic performance, it was again found that adolescents' perceptions of their mothers' evaluations of their industriousness and satisfaction with their academic performance explained a total of 58% of the variance of the adolescents' own evaluations of their academic success, and the adolescents' own satisfaction with their academic performance explained only 4% of the variance.

Parents' own evaluations did not even enter the equations. We can see from the results that, perceptual measures were more powerful than either the adolescents' own evaluations or the parents' actual evaluations in explaining the variance both in the adolescents' actual academic performance and their self-conceptions as successful in their school work.

Before passing to the discussion of the third hypothesis, other descriptive analyses related to the evaluations of the adolescents' academic competence will be presented.

Adolescents who positively evaluated their academic

competence had higher grades and reported higher self-satisfaction. Adolescents' self-confidence seems to have a positive relation with their evaluations of themselves as having the potential for academic success and with satisfaction with their academic performance. Adolescents who perceive themselves as successful in their school work also perceive themselves as successful in life. Lastly, adolescents who evaluate themselves as academically successful and industrious also perceive themselves as obedient. Boehnke (1991) found similar findings in his study. According to his results obedience is one of the best predictor of academic performance. These results indicate that the adolescents who show conformity and obedience to the norms their educators set for them have better academic outcomes and more positive self-evaluations. Another finding of our study also confirmed this interpretation which shows that the adolescents in our sample who evaluated themselves as obedient perceive themselves as successful in life. Overall, we see that the more the adolescents report obedience, the more they consider themselves as successful in school work and in life. Therefore, it is worth to think the possible consequences of the efforts for creating non-conformist and independent individuals.

As we see from these results, adolescents' self-esteem / self-concepts have relations both with their actual and

evaluated academic performance. As pointed out in the introduction, adolescents' identification with their parents is an important factor in congruence in their values, aspirations, expectations, and evaluations.

From this perspective, the last hypothesis stated that the actual agreement between parents and adolescents on the socialization values, educational and occupational aspirations and expectations, and evaluations of the adolescents' academic performance would increase under conditions of harmonious and close interfamily relationships, as perceived by adolescents.

Our results showed that, as the adolescents perceive family relationships as harmonious and happy and mothers as supportive, loving and involved, the actual agreement between generations on the above mentioned domains increased. Moreover, it was found that the correlations between adolescent- and mother-reported family relationships were insignificant. There were non-significant relationships between the adolescents' and parents' perceptions of harmony and happiness within the family and the closeness of the family members to each other in line with previous research (Callan and Noller, 1988; Smetana, 1988; Scott et.al., 1991; Barnes and Olson, 1985).

The comparisons between adolescents' and parents' family interaction reports also showed there was a significant mean

difference between them in their perceptions of family harmony ($t = -4.93, p < .001$) and the closeness of the family members to each other ($t = -2.04, p < .001$). Adolescents evaluate their interfamily relations more negatively than their parents do.

These findings can be interpreted in terms of the "generational stake" hypothesis of Bengtson and Kuypers (1971), according to which parents have a stake in maximizing the similarities between themselves and their children because of the effort and commitment they have invested in their families, and adolescents have a stake in minimizing these similarities in order to strengthen their sense of autonomy and independence. Thus, each generation views family interactions in terms of their own particular bias. Whereas parents possibly overestimate the positivity of interactions and relationships in their families, their adolescents tend to overestimate negative characteristics. Adolescents want change within their families, the effects of these demands being shown in low levels of marital and family satisfaction and high levels of stress in the families with adolescents (Cooper and Ayers-Lopez, 1985). Adolescents' strivings for autonomy may result in less involvement and less interest in family affairs as their focus moves outside the family, they may objectify the family and adopt an outsider's view (Noller and Callan, 1988).

The negativism that the adolescents show in their perceptions of intrafamily relations can also be interpreted as such: Children in families more frequently experience and witness the quarrels between parents than the resolutions which mostly take place when children do not exist in the environment. Therefore, children mostly perceive and experience the negative aspects of intrafamily relations which in turn, lead to their overestimation of the stress within the family (personal commitment by Kagitcibasi).

Additionally, we see from the results that adolescents' and parents' evaluations of all the indicators of family interactions were positively correlated with one another, and all the adolescents' evaluations of their mothers as supportive and loving also correlated with each other. Other than that, the adolescents who perceived their mother as loving and supportive also reported their relationships with their families as close and harmonious.

As we look at the effects of adolescent-perceived family interactions on the evaluations of academic competence, we see that the adolescents who get along well with their families, who evaluate their intrafamily relations as close and harmonious, and who perceive their mothers as supportive and loving perceive their parents' evaluations of their academic competence and evaluate their own academic

competence in a more positive way. Additionally, the adolescents who reported that their relations with their families were good, who perceived their family members as close to each other and who considered their mothers as teaching agents had higher grades.

Therefore, we can conclude that adolescent-perceived family interactions and mothers' characteristics have effects on the adolescents' actual academic performance, their perceived-parents' evaluations, and self-evaluations of their academic competence.

These findings are consistent with the recent study of Dornbusch et.al. (1987) which explored the relation between child-reported parental styles, using Baumrind's typology, and the adolescent achievement. Findings of this study indicated that lower grades were associated with reports of more authoritarian, more permissive, and less authoritative parenting. Although this study used students' reports of parental behavior and objective indices of school performance only, it underscored the importance of parental styles to school-related competence. These findings are also consistent with the findings of Estrata, Arsenio, Hess, and Holloway (1987), who found that the affective quality of the mother-child relationship when child was 4 years of age was significantly correlated with mental

ability at age 4, school readiness at ages 5-6, IQ at age 6, and school achievement at age 12.

In our study, the adolescents who reported that they had close relationships with their families, that they felt good when they do things with their families and who perceived the family members as happy and close to each other also considered family support and environment as an important factor for academic success. The same adolescents who considered family support and environment as an important factor for academic success also perceived their mothers as helping them out whenever needed and teaching them the things they wanted to know.

Adolescent-perceived family relationships also correlate positively with the adolescents' self-esteem/self-concept. The adolescents who evaluate themselves as obedient also report that their relationships with their families are close and that they feel good when they and their families do something together. The ones who report high self-esteem and high interpersonal competence perceive their family members as close to each other and their mothers as helping agents whenever they have any trouble. These findings are in the same line as the findings obtained in Scott et.al. (1991)'s study where it was found that the child's self-esteem and emotional well-being were generally associated

with its own family satisfaction and its own views of parental nurturance and permissiveness, and the first two family characteristics were associated positively with self-reported interpersonal competence and negatively with self-reported hostility. Gecas and Schwalbe (1986) also found that child's self-evaluations were much more strongly related to their perception of parental behavior than to parents' self-reported behavior and in general, perceptions of parental behavior were consequential for adolescent self-esteem.

To sum up the correlates of adolescent-perceived intrafamily relationships and mothers' characteristics correlates, we may say that adolescents' and parents' perceptions of intrafamily relations are differentially motivated and adolescents tend to view them from a more negative perspective than their parents do. However, adolescents' perceptions of family interactions as happy, close, and harmonious and mothers as supportive, loving and involved positively correlated with adolescents' actual academic performance, evaluations of their own academic competence, perceptions of their parents' evaluations of their competence, considerations of the family environment as one of the main factors in academic success, and self-esteem/self-concept variables. Maybe more importantly, adolescents' positive evaluations of their family

interactions and mothers' characteristics increase the actual agreement between generations on values, aspirations, expectations, and evaluations, as the third hypothesis stated.

In order to enhance our understanding of the adolescents' school-related motivations, beliefs, and behaviors, the relationships of the variables related to the value put on education and schooling, commitment to school, autonomy and belief in internal/external control, and self-esteem/self-concept should be discussed.

The adolescents who have higher grades put importance on the things their teachers are trying to teach them and on schooling for the improvement of the society. These adolescents also like school more than those with lower grades. Although these findings are significant for the educators, we are not able to give any causal interpretations. However, it seems likely that there is a reciprocal linking between the school performance and commitment to school, and value put on education.

Theories of education embody ethical positions on what the larger purposes of education should be. When the adolescents in our sample were asked the general purpose of education, the first and second most frequently given answers were to have a good occupational career and a high living standard, and not to be isolated from the

society as ignorant individuals. When they were asked their own reasons for attending school, similarly, the majority (87%) mentioned that they attended to school for their future career. Improving society was the second most frequently mentioned aim of their attending school (63%) which was followed by having friends (54.3%) and learning useful things (52%).

These results are striking since they show that for these middle-class adolescents, the main purpose of education is to enhance one's chances of gaining wealth and status rather than grow up as responsible and knowledgeable members of society.

These results contradict the results obtained by Nicholls et. al. (1985) in which adolescents of a small American city where academic and professional workers predominated were sampled. The adolescents' views were that school should prepare students to be socially responsible and useful. The discrepancy between these findings may due to the sample characteristics. In our sample most of the fathers of our sampled adolescents were either merchants or professionals. Therefore, they act as both models and definers in the sense that they provide more cues for their attitudes about their expectations from their children to gain a better living standard.

Another finding of the above-mentioned study of Nicholls

et.al. , was that the views of the adolescents associated with beliefs that academic success follows from interest, effort, attempts to understand, and collaborative learning. This particular association was also found in our analyses. The adolescents in our sample who reported that they attend school since they learn useful things, showed effort as the most important factor for a better academic outcome, and luck as the least important factor. These findings are consistent with Nichols et.al.'s findings which shows that personal commitment to understanding and mastery and the views that school should foster knowledge, responsibility, and motivation to master were associated with beliefs that success results from interest, effort, and attempts to understand rather than luck.

A body of research has found that self-attributions of children (e.g. attributing academic outcomes to such causes as ability and effort rather than lack or task difficulty) are correlated with school performance (Stipek and Weisz, 1981) and with academic affect and self-concept (Marsh et.al., 1984).

In the same line, our findings showed that the adolescents who regarded intelligence as an important factor in academic success evaluated themselves as intelligent and industrious. The adolescents who evaluate themselves as industrious considered luck as the least important factor

for academic success. However, no correlation between the belief in internal/external control and actual academic performance was found.

Additionally, adolescents most frequently mentioned the importance of hard work for academic success (85.2%), which was followed by the importance of family support and encouragement (79%) and happy family environment (74%) for a better academic outcome. This again emphasizes the importance of family context for the adolescents' reasoning for a good academic outcome. Other than that, only 8.6% of the adolescents mentioned luck as a cause for a good academic outcome.

Lastly, we would like to present some correlates of self-esteem/self-concept of the adolescents.

Analyzing some of the predictors of the adolescents' self-esteem, we saw that being able to make friends easily, being able to overcome the problems they encountered in their lives, and being a social person predicted 34% of the variance in adolescents' self-esteem. On the other hand, adolescents' satisfaction with their academic performance, their evaluations of themselves as intelligent, and their actual academic performance predicted 29% of the variance in adolescents' self-satisfaction.

These results show that adolescents' relations with their social environment, especially with regard to peer groups,

have considerable effects on adolescents' self-esteem, whereas, adolescents' evaluations of their academic competence and their actual academic performance have important effects on their self-satisfaction.

Coopersmith defines self-esteem as follows:

" By self-esteem we refer to the evaluation which the individual makes and customarily maintains with regard to himself; it expresses an attitude of approval or disapproval, and indicates the extent to which the individual believes himself to be capable, significant and worthy" (1967: 4).

For the adolescents, being approved by the peer groups may be considered to be an important determinant of the self-esteem according to the above-mentioned definition. Making friends easily and being social can be considered as the main indicators of approval by the peer groups which in turn, lead to higher self-esteem of the adolescents.

Self-satisfaction, on the other hand, may indicate the gratitude the adolescents have for accomplishing their duties by showing high academic performance.

All in all, what this study aimed to show is the importance of considering perceptual measures when investigating parent-adolescent interactions and possible outcomes. Beyond this aim, we also tried to investigate the relationships between some variables such as value put on education and schooling, commitment to school, self-esteem/self-concept, family relationships, and autonomy and

belief in internal/external locus of control in order to enhance our understanding of adolescents' school-related behaviors, motivations, aims, and beliefs.

The aim of future research projects should be further enhancement of this understanding and study of the causal factors and underlying mechanisms of the perceptual distortions with larger and more heterogeneous samples.

ABSTRACT

The first aim of this study is to test some of the possible effects of family on adolescents' development of values and attributions related with schooling, their aspirations and expectations about their educational and occupational status, and evaluations of their academic competence. This is done using adolescents' perceptions of their parents' values and opinions as the determining factor on their own values and opinions on these topics. It was predicted that, there would be significant differences between parents' and adolescents' values, aspirations, expectations, and evaluations, but there would be no such differences between adolescents' and adolescent-perceived parents' values and opinions on these topics. It was also predicted that adolescents' positions with regard to these topics would be more significantly related with their perceptions of parents' positions rather than the actual positions parents took. Lastly, we predicted to find higher actual agreement between generations on these topics under the conditions of warm and supportive intrafamily relations.

The sampled population was composed of 40 middle-class boys and girls who were adolescents in the sixth, seventh, eighth, and ninth grades of secondary school in Istanbul. The sample also consisted of the mothers of the selected adolescents. The measuring instruments consisted of three separate questionnaires; an adolescents', a parents', and an adolescent-perceived parents' questionnaire.

The results which were based on the comparisons among the data gathered from these three questionnaires, generally confirmed our hypotheses. However, for some measurements of values and evaluations, we found non-significant differences between adolescents and parents, and significant relationships between two generations which were unexpected. Finding these deviations were considered not to be surprising since they were the mostly discussed and shared topics within the family context. Additionally, it was found that actual agreement between generations increased as the adolescents perceived their families as happy, family interactions as close and harmonious, an mothers as loving and supportive.

Beyond These main results based on the hypotheses, additional results were obtained showing the relations among the variables related to value put on education and schooling, commitment to schooling, self-esteem/self-concept, and belief in internal and external control, all of which helped to enhance our understanding of adolescent school-related beliefs, behaviors, and motives.

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ID NUMARASI:

GENÇ ANKETİ
(FORM A)

Doğum Tarihi:

Cinsiyeti :

Merhaba,

Bu çalışma gençlerin okulla ilgili düşünce ve tutumlarını ve bunlar üzerinde ailelerin etkisini araştırmaktadır. Cevaplarınızın içtenliği ve ciddiyeti araştırmanın sağlığı açısından çok önemlidir. Elde edilecek bilgilerin gizli tutulacağı konusunda şüphe duymaksızın vereceğiniz içtenlikli cevaplar bizim için değerlidir.

Teşekkürler.

Şimdi sana okulla ilgili bazı sorular sormak istiyorum. Bunların hiçbirinin doğru veya yanlış cevabı yoktur; senin kendi fikrin bizim için önemlidir.

Senin yaşındaki bazı çocuklar okuyor, bazıları okumuyor. Şimdi niçin okula gittiğini düşün. Aşağıda okula gitmen için akla gelebilecek bazı sebepler yazılı. Bunlardan herbirinin senin için ne kadar önemli veya doğru olduğunu belirtir misin? En önemsiz 1, en önemliye 5 diyecek olsak, sence her sebep ne kadar önemli? (Her cümle için derecelerden birini yuvarlak içine al.)

OKULA GİDİYORUM ;

	1	2	3	4	5
1) Çünkü annem-babam okula gitmemi istiyor.	önemsiz	pek değil	orta derecede önemli	biraz önemli	çok önemli
2) Çünkü okulda birçok yararlı şey öğrenilir.	önemsiz	pek değil	orta derecede önemli	biraz önemli	çok önemli
3) Çünkü okuldaki ders dışı faaliyetleri severim. (spor, eğitsel kol vb.)	önemsiz	pek değil	orta derecede önemli	biraz önemli	çok önemli
4) Çünkü okul geleceğim için önemli	önemsiz	pek değil	orta derecede önemli	biraz önemli	çok önemli
5) Çünkü derslerimi severim.	önemsiz	pek değil	orta derecede önemli	biraz önemli	çok önemli
5) Çünkü okuldaki arkadaşlarımı severim.	önemsiz	pek değil	orta derecede önemli	biraz önemli	çok önemli

- 7) Çünkü çevremde benim yasımdaki herkes okula gidiyor.
- | | | | | | |
|--|---------|-----------|----------------------|--------------|------------|
| | 1 | 2 | 3 | 4 | 5 |
| | önemsiz | pek değil | orta derecede önemli | biraz önemli | çok önemli |
- 8) Çünkü yapacak daha iyi birseyim yok.
- | | | | | | |
|--|---------|-----------|----------------------|--------------|------------|
| | 1 | 2 | 3 | 4 | 5 |
| | önemsiz | pek değil | orta derecede önemli | biraz önemli | çok önemli |
- 9) Çünkü okuyarak aileme katkıda bulunabilirim.
- | | | | | | |
|--|---------|-----------|----------------------|--------------|------------|
| | 1 | 2 | 3 | 4 | 5 |
| | önemsiz | pek değil | orta derecede önemli | biraz önemli | çok önemli |
- 10) Çünkü okuyarak topluma katkıda bulunabilirim.
- | | | | | | |
|--|---------|-----------|----------------------|--------------|------------|
| | 1 | 2 | 3 | 4 | 5 |
| | önemsiz | pek değil | orta derecede önemli | biraz önemli | çok önemli |

11) Sence okul mu tecrübe mi hayattaki başarı için daha önemli?
(uygun olan seçeneği yuvarlak içine al.)

1	2	3	4	5
Tecrübe çok daha önemli	Tecrübe biraz daha önemli	ikisi aynı	Okul biraz daha önemli	Okul çok daha önemli

12) Aşağıda eğitim görmen için belirtilen sebeplerden senin için en önemlisini yanına 1, ikinci önemliyi de yanına 2 koyarak belirt.

EĞİTİM GÖRÜYORUM ÇÜNKÜ;

--- Ailemin benim için yaptıklarını onlara geri ödemek için.

--- Cahil ve kültürsüz bir kişi olarak toplumdan dışlanmamak için.

--- Gelecekte iyi bir meslek ve rahat bir hayata kavuşmak için.

--- Kimseye muhtaç olmamak için.

--- ideallerime ulaşmak için.

--- Gelecek nesillere yararlı olabilmek için.

--- Mecbur olduğum için.

--- İş bulma şansımı arttırmak için.

--- Ailem istediği için.

Sence genel olarak öğrencilerin okul başarısı için aşağıdaki etkenlerden herbiri ne kadar önemli? (Her şık için derecelerden birini yuvarlak içine al.)

13) zeka	1 önemsiz	2 pek	3 orta	4 biraz	5 çok
14) çalışma	1 önemsiz	2 pek	3 orta	4 biraz	5 çok
15) şans	1 önemsiz	2 pek	3 orta	4 biraz	5 çok
16) öğretmenin iyiliği, tavri.	1 önemsiz	2 pek	3 orta	4 biraz	5 çok
17) ailenin desteği	1 önemsiz	2 pek	3 orta	4 biraz	5 çok
18) ev ortamı	1 önemsiz	2 pek	3 orta	4 biraz	5 çok
19) çalışma alışkanlıkları	1 önemsiz	2 pek	3 orta	4 biraz	5 çok
20) dersin içeriği	1 önemsiz	2 pek	3 orta	4 biraz	5 çok

21) Okula ne kadar devam etmek istersin? (Uygun olan cümlelerin yanına çarpı işareti koy.)

--- Okulu mümkün olduğu kadar çabuk terketmek isterim.

--- Liseyi bitirmek isterim.

--- Üniversiteye veya yüksek okula girmek isterim.

--- Üniversiteyi bitirmek isterim.

--- Üniversite sonrası yüksek eğitime devam etmek isterim.

22) Biliyorsun, her zaman istediklerimiz gerçekleşmeyebilir.

Okumaya ne kadar devam edebileceğini umuyorsun? (Uygun olan

cümlelerin yanına çarpı işareti koy.)

--- Okulu mümkün olduğu kadar çabuk terketmeyi umuyorum.

--- Liseyi bitirmeyi umuyorum.

--- Üniversiteye veya yüksek okula girmeyi umuyorum.

--- Üniversiteyi bitirmeyi umuyorum.

--- Üniversite sonrası yüksek eğitime devam etmeyi umuyorum.

Neden?-----

23) Okulu bitirdikten sonra ne tür bir işe sahip olmak istersin?

24) Sınıfındaki öğrencileri en akıllıdan en az akıllıya sıralayaca olsan, kendini nereye koyardın? (Aşağıdaki derecelerin birini yuvarlak içine al.)

1	2	3	4	5	6	7
en az						en
akıllı						akıllı

25) Sınıfındaki öğrencilerin okul başarısını en başarılıdan en başarısızla sıralayacak olsan, kendini nereye koyardın?

(Aşağıdaki derecelerin birini yuvarlak içine al.)

1	2	3	4	5	6	7
en						en
başarısız						başarılı

26) Sınıfındaki öğrencileri en çalışkandan en az çalışkana sıralayacak olsan kendini nereye koyardın?(Aşağıdaki derecelerin birini yuvarlak içine al.)

1	2	3	4	5	6	7
en az çalışkan						en çalışkan

27) Elinden geldiği kadar çok çalışsan sınıfının en iyi öğrencilerinden biri olabilir misin? (Uygun seçeneği yuvarlak içine al.)

1	2	3	4	5
hayır, imkansız	az ihtimal	belki	büyük ihtimal	evet, mutlaka

28) Sen kendi okul başarından memnun musun?(Uygun seçeneği yuvarlak içine al)

1	2	3	4	5
hiç memnun değilim	pek değilim	orta	oldukca memnunum	çok memnunum

29) Genellikle okulu seviyor musun? (Uygun seçeneği yuvarlak içine al.)

1	2	3	4	5
hayır hiç sevmiyorum	çoğu zaman sevmiyorum	bazen seviyorum	çoğu zaman seviyorum	evet çok seviyorum

30) Okuman senin için ne kadar önemli? (Uygun seçeneği yuvarlak içine al)

1	2	3	4	5
hiç önemli değil	önemli	orta derecede	oldukca önemli	çok önemli

31) A_Notların senin için ne kadar önemli? (Uygun seçeneği yuvarlak içine al)

1	2	3	4	5
hiç önemli değil	önemli	orta derecede	oldukça önemli	çok önemli

B_ Evde ders çalışman senin için ne kadar önemli? (Uygun seçeneği yuvarlak içine al)

1	2	3	4	5
hiç önemli değil	önemli	orta derecede	oldukça önemli	çok önemli

Aşağıda gördüğün her bir özellik sence "ideal bir öğrenci" olmak için ne kadar önemli? (Her özellik için derecelerden birini yuvarlak içine al)

	çok önemli	önemli	orta	önemsiz	çok önemsiz
	1	2	3	4	5
32) Çalışkan	1	2	3	4	5
33) iyi konsantre olabilen	1	2	3	4	5
34) Yaptığı iyi bir işten gurur duyan	1	2	3	4	5
35) Düzgün konuşan	1	2	3	4	5
36) Söylenileni yapan	1	2	3	4	5
37) Düzenli	1	2	3	4	5
38) iyi bir hafızaya sahip	1	2	3	4	5
39) Olayların nasıl ve neden olduğuna ilgi duyan	1	2	3	4	5

40)	iyi bir mizah anlayışı olan	1	2	3	4	5
41)	Alışılmamış problemler üzerinde uğraşan	1	2	3	4	5
42)	Kuvvetli bir hayal gücüne sahip	1	2	3	4	5
43)	Hızlı çalışabilen	1	2	3	4	5
44)	Soru soran	1	2	3	4	5

Şimdi de aşağıda verilen her bir özelliğin sana ne kadar uygun olup olmadığını belirtmeni istiyorum. (Her bir özellik için derecelerden birini yuvarlak içine al)

	Bana çok uygun	Bana uygun	Emin değilim	Bana uygun değil	Bana hiç uygun değil
45) Kendine güvenli	1	2	3	4	5
46) Sosyal	1	2	3	4	5
47) Yaratıcı	1	2	3	4	5
48) Söz dinleyen	1	2	3	4	5
49) Başkalarıyla geçimli	1	2	3	4	5
50) Genelde kendinden hoşnut		2	3	4	5
51) Kolay arkadaş edinebilen	1	2	3	4	5
52) Hayatta başarılı	1	2	3	4	5

53) Hayatta karşılaştığı problemlerle başa çıkabilen 1 2 3 4 5

Bu bölümde ailenle ilişkilerin hakkında bazı sorular sormak istiyorum.

(Her soru için uygun derecelendirmeyi yuvarlak içine al.)

54) Genellikle ailenle anlaşabiliyor musun?

1 2 3 4 5
Hiç anlaşamıyorum Çok iyi anlaşıyorum

55) Ailendeki fertlerin birbirleriyle ilişkileri nasıldır?

1 2 3 4 5
Çok kötüdür hiç geçinemezler Çok iyidir çok iyi geçinirler

56) Sence ailenin fertleri birbirlerine ne kadar yakındırlar?

1 2 3 4 5
Hiç yakın değildirler Çok yakındırlar

57) Sence, senin ailen ne kadar mutlu bir aile?

1 2 3 4 5
Hiç mutlu değil Çok mutlu

58) Günlük beraberlikler dışında, ailenle ortak birşeyler yapmak için ne sıklıkta beraber olursunuz? (Uygun şıkkın yanına çarpı işareti koy)

--- Haftada ikiden çok

--- Hafta sonları

--- Ayda birkaç kez

--- Ayda bir

--- Ayda birden az (Ne kadar olduğunu belirt-----)

-----)

59) Ailenle birlikte olduğunuz ve birşeyler yaptığınız zaman kendini nasıl hissedersin? (Derecelerden birini yuvarlak içine al)

1	2	3	4	5
Berbat hissederim				Fevkalade hissederim

60) Bir şeye veya bir yardıma ihtiyacın olduğunda kime veya kimlere başvurursun?

Aşağıdaki cümlelerin senin için ne kadar doğru olduğunu

belirt:

61) Bir problemim olduğunda, yardım etmesi için anneme güvенеbilirim.

1	2	3	4	5
Hayır çok yanlış				Evet çok doğru

62) Annem bana hoş şeyler söyler

1	2	3	4	5
Hayır çok yanlış				Evet çok doğru

63) Annem bana öğrenmek istediğim şeyleri öğretir

1	2	3	4	5
Hayır çok yanlış				Evet çok doğru

64) Annem bana ihtiyacım olduğu zaman, yanımda olduğunu

hissettirir.

1	2	3	4	5
Hayır çok yanlış				Evet çok doğru

ID NUMARASI:

GENÇ ANKETİ

(FORM B)

Doğum Tarihi:

Cinsiyeti :

Merhaba,

Bu çalışma gençlerin okulla ilgili düşünce ve tutumlarını ve bunlar üzerinde ailelerin etkisini araştırmaktadır. Cevaplarınızın içtenliği ve ciddiyeti araştırmanın sağlığı açısından çok önemlidir. Elde edilecek bilgilerin gizli tutulacağı konusunda şüphe duymaksızın vereceğiniz içtenlikli cevaplar bizim için değerlidir.

Teşekkürler.

Bu arařtırmanın amacı sizlerin ailelerinizin grř ve deęerlendirmelerini ne řekilde algıladıęınızı ęrenebilmektir.

Senden istedięim, kendini bir an iin annenin yerine koyarak ařaęıdaki soruları, annenin olabileceęini tahmin ettięin grřlerine gore cevaplamam.

1) Sence annen okula ne kadar devam etmeni ister?(Uygun cmlenin yanına arpı iřareti koy)

- Okulu mmkn olduęu kadar abuk terketmemi istiyor.
- Liseyi bitirmemi istiyor.
- niversiteye veya yksek okula girmemi istiyor.
- niversiteyi bitirmemi istiyor.
- niversite sonrası yksek eęitime devam etmemi istiyor.

2) Biliyorsun, her zaman istenenler gerekleřemeyebilir.

Sence annen okumaya ne kadar devam edebileceęini umuyor?

(Uygun cmlenin yanına arpı iřareti koy)

- Okulu mmkn olduęu kadar abuk terketmemi umuyor.
- Liseyi bitirebileceęimi umuyor.
- niversiteye veya yksek okula girebileceęimi umuyor.
- niversiteyi bitirebileceęimi umuyor.
- niversite sonrası yksek eęitime devam edebileceęimi umuyor.

Neden ?-----

3)Ailenin, okulunu bitirince ne olmanı istediklerini dřnyorsun?

4) Sence annen seni ne kadar akıllı buluyor? (Aşağıdaki derecelerin birini yuvarlak içine al)

1	2	3	4	5	6	7
az						çok
akıllı						akıllı

5) Sence annen seni ne kadar başarılı buluyor? (Aşağıdaki derecelerin birini yuvarlak içine al.)

1	2	3	4	5	6	7
az						çok
başarılı						başarılı

6) Sence annen seni ne kadar çalışkan buluyor? (Aşağıdaki derecelerin birini yuvarlak içine al.)

1	2	3	4	5	6	7
az						çok
çalışkan						çalışkan

7) Sence annen elinden geldiği kadar çok çalışsan sınıfının en iyi öğrencilerinden biri olabileceğine inanıyor mu?

(Uygun seçeneği yuvarlak içine al.)

1	2	3	4	5
hayır,	az	belki	büyük	evet,
imkansız	ihtimal		ihtimal	mutlak
görüyor	veriyor		veriyor	gözülle
				bakıyor

8) Sence annen okul başarından memnun mu?(Uygun seçeneği yuvarlak içine al)

1	2	3	4	5
hiç memnun	pek	orta	oldukça	çok
değil	değil		memnun	memnun

9) Sence okuman annen için ne kadar önemli? (Uygun seçeneği yuvarlak içine al)

1	2	3	4	5
hiç önemli	önemsiz	orta	oldukça	çok
değil		derecede	önemli	önemli

10) Sence notların annen için ne kadar önemli? (Uygun seçeneği yuvarlak içine al)

1	2	3	4	5
hiç önemli değil	önemsiz	orta derecede	oldukça önemli	çok önemli

11) Sence evde ders çalışman annen için ne kadar önemli? (Uygun seçeneği yuvarlak içine al)

1	2	3	4	5
hiç önemli değil	önemsiz	orta derecede	oldukça önemli	çok önemli

Aşağıda "ideal bir öğrenci" için sıralanan her bir özellik sence annen için ne kadar önemli? (Her özellik için derecelerden birini yuvarlak içine al)

	çok önemli	önemli	orta	önemsiz	çok önemsiz
	1	2	3	4	5
12) Çalışkan	1	2	3	4	5
13) iyi konsantre olabileni		2	3	4	5
14) Yaptığı iyi bir işten gurur duyan	1	2	3	4	5
15) Düzgün konuşan	1	2	3	4	5
16) Söylenileni yapan	1	2	3	4	5
17) Düzenli	1	2	3	4	5
18) iyi bir hafızaya sahip	1	2	3	4	5
19) Olayların nasıl ve neden olduğuna ilgi duyan	1	2	3	4	5
20) iyi bir mizah anlayışı olan	1	2	3	4	5

21) Alışılmamış problemler üzerinde uğraşan	1	2	3	4	5
22) Kuvvetli bir hayal gücüne sahip	1	2	3	4	5
23) Hızlı çalışabilen	1	2	3	4	5
24) Soru soran	1	2	3	4	5

APPENDIX 3

ID NUMARASI: 2

ANNE ANKETİ

Doğum Tarihi :

En son bitirdiği okul :

Mesleği :

Merhaba,

Ben Boğaziçi Üniversitesinden geliyorum. Yaptığım bu araştırmanın amacı, gençlerin okulla ilgili düşünce ve tutumlarını öğrenebilmek ve bunlar üzerinde ailelerin görüşlerinin etkisi olup olmadığını incelemek.

Geçtiğimiz haftalarda çocuğunuzla yaptığımız mülakattan bazı soruları size de sormak istiyorum.

1) Çocuğunuzun okula ne kadar devam etmesini istiyorsunuz?

--- Okulu mümkün olduğu kadar çabuk terketmesini istiyorum.

--- Liseyi bitirmesini istiyorum.

--- Üniversiteye veya yüksek okula girmesini istiyorum.

--- Üniversiteyi bitirmesini istiyorum.

--- Üniversite sonrası yüksek eğitime devam etmesini istiyorum.

2) Biliyorsunuz, her zaman istenenler gerçekleşemeyebilir. Çocuğunuzun okumaya ne kadar devam edebileceğini umuyorsunuz?

--- Okulu mümkün olduğu kadar çabuk terketmesini umuyorum.

--- Liseyi bitirebileceğini umuyorum.

--- Üniversiteye veya yüksek okula girebileceğini umuyorum.

--- Üniversiteyi bitirebileceğini umuyorum.

--- Üniversite sonrası yüksek eğitime devam edebileceğini umuyorum.

Neden? -----

3) Çocuğunuzun okulunu bitirince ne olmasını istersiniz?

4) Çocuğunuzu ne kadar akıllı buluyorsunuz?

1	2	3	4	5	6	7
az						çok
akıllı						akıllı

5) Çocuğunuzu ne kadar başarılı buluyorsunuz?

1	2	3	4	5	6	7
az						çok
başarılı						başarılı

6) Çocuğunuzu ne kadar çalışkan buluyorsunuz?

1	2	3	4	5	6	7
az						çok
çalışkan						çalışkan

7) Sizce çocuğunuz elinden geldiği kadar çok çalışsa sınıfının en iyi öğrencilerinden biri olabilir mi?

1	2	3	4	5
hayır,	az	belki	büyük	evet,
imkansız	ihtimal		ihtimal	mutlaka

8) Çocuğunuzun okul başarısından memnun musunuz?

1	2	3	4	5
hiç memnun	pek	orta	oldukça	çok
değilim	değilim		memnunum	memnunum

9) Çocuğunuzun okuması sizin için ne kadar önemli?

1	2	3	4	5
hiç önemli	önemsiz	orta	oldukça	çok
değil		derecede	önemli	önemli

10) Çocuğunuzun notluru sizin için ne kadar önemli?

1	2	3	4	5
hiç önemli	önemsiz	orta	oldukça	çok
değil		derecede	önemli	önemli

11) Çocuğunuzun evde ders çalışması sizin için ne kadar önemli?

1 hiç önemli değil 2 önemsiz 3 orta derecede 4 oldukça önemli 5 çok önemli

12) Aşağıda "ideal bir öğrenci" için sıralanan her bir özellik sizce ne kadar önemli?

	çok önemli	önemli	orta	önemsiz	çok önemsiz
	1	2	3	4	5
13) Çalışkan	1	2	3	4	5
14) iyi konsantre olabilen	1	2	3	4	5
15) Yaptığı iyi bir işten gurur duyan	1	2	3	4	5
16) Düzgün konuşan	1	2	3	4	5
17) Söylenilene yapan	1	2	3	4	5
18) Düzenli	1	2	3	4	5
19) iyi bir hafızaya sahip	1	2	3	4	5
20) Olayların nasıl ve nedeni olduğuna ilgi duyan		2	3	4	5
21) iyi bir mizah anlayışı olan	1	2	3	4	5
22) Alışılmamış problemler üzerinde uğraşan	1	2	3	4	5
23) Kuvvetli bir hayal gücüne sahip	1	2	3	4	5
24) Hızlı çalışabilen	1	2	3	4	5
25) Soru soran	1	2	3	4	5

26) Sizce aile fertlerinin birbirleriyle iliskileri nasildir?

1 2 3 4 5
cok kotudur 2 3 4 5
hic gecinemeyiz. 2 3 4 5
cok iyidir
cok iyi geciniriz

27) Sizce ailenin fertlerinin birbirlerine ne kadar yakindirilar?

1 2 3 4 5
Hic yakin 2 3 4 5
degildirler 2 3 4 5
cok yakindirilar

28) Sizce, sizin aileniz ne kadar mutlu bir aile?

1 2 3 4 5
Hic mutlu 2 3 4 5
degil 2 3 4 5
cok mutlu