

Evaluation of Self-Worth and Its Relation with Parenting Styles, Inter-Parental Conflict and Family Structure among Adolescents in Northern Cyprus

Refika İnce

Submitted to the
Institute of Graduate Studies and Research
in partial fulfillment of the requirements for the degree of

Master of Science
in
General Psychology

Eastern Mediterranean University
February 2022
Gazimağusa, North Cyprus

Approval of the Institute of Graduate Studies and Research

Prof. Dr. Ali Hakan Ulusoy
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Science in General Psychology.

Prof. Dr. Fatih Bayraktar
Chair, Department of Psychology

We certify that we have read this thesis and that in our opinion it is fully adequate in scope and quality as a thesis for the degree of Master of Science in General Psychology.

Asst. Prof. Dr. Deniz Atalar
Co-Supervisor

Prof. Dr. Fatih Bayraktar
Supervisor

Examining Committee

1. Prof. Dr. Fatih Bayraktar

2. Prof. Dr. Biran Mertan

3. Asst. Prof. Dr. Gökçe Yılmaz Akdoğan

ABSTRACT

Self-worth has been highlighted in the literature as an important variable which is related with critical developmental outcomes. The association between self-esteem and its functioning across different domains is the centre in the self-esteem literature, where self-worth is the value that individuals attribute to these different domains. Adolescence is a crucial period for self-esteem. The current study tested the roles of parenting styles, inter-parental conflict, family structures and gender as predictors of self-worth among adolescents in Northern Cyprus. A total of 213 participants aged 15-17 and their parents ($n = 143$) have been recruited for the study. Hierarchical regression analysis indicated that parent reported authoritative parenting style did not predict self-worth, however perceived acceptance and care from mother (which can be counted as an indicator of authoritative parenting style) did. Although, a t -test result showed that the participants who reported lower inter-parental conflict stated higher self-worth, hierarchical regression analysis showed that inter-parental conflict did not predict self-worth of adolescents. Additionally, this study supported that there was not a significant difference among males and females, when their self-worth scores were compared. Furthermore, the results of both univariate and multivariate analysis supported that family structure does not predict self-worth of adolescents. Possible effects of culture, mothers' role in parenting, how parents and children manage their relationships after divorce and limitations of this study are discussed in detail, as important factors influencing the results. In light of this study, it was found necessary to design and implement intervention programmes to improve parental capacities, communication skills, problem solving abilities and self-worth of individuals to contribute to overall welfare of the communities.

Keywords: self-worth, inter-parental conflict, parenting styles, family structure, adolescents

ÖZ

Literatürde önemli bir değişken olarak öne çıkan özdeğer, kritik gelişimsel sonuçlar doğurabilmektedir. Özsaygı literatüründe genellikle özsaygının farklı etki alanları ile ilişkisi odak alınırken, bu etki alanlarına biçilen değer, özdeğer olarak tanımlanabilmektedir. Ergenlik, özsaygı gelişimi için önem arz eden bir dönemdir. Bu çalışma, ebeveynlik stillerinin, ebeveynler arası çatışmanın, farklı aile yapılarının ve cinsiyetin, Kuzey Kıbrıs'taki ergenlerin özdeğeri üzerindeki rollerini ölçmek üzere tasarlanmıştır. 15-17 yaş aralığında olan toplam 213 ergen ve onların ebeveynleri ($n = 143$) bu çalışmaya katılmıştır. Hiyerarşik regresyon analizi sonuçlarına göre ebeveyn tarafından raporlanan demokratik ebeveyn stilinin özdeğeri yordamadığı, ancak anne tarafından algılanan kabul ve ilginin (demokratik ebeveyn stili göstergesi olarak kabul edilebilir) özdeğeri yordadığı bulunmuştur. *t*-test sonuçları düşük ebeveynler arası çatışma raporlayan katılımcıların daha yüksek özdeğere sahip olduklarını vurgulasa da, hiyerarşik regresyon analizi ebeveynler arası çatışmanın ergenlerin özdeğerini yordamadığını göstermiştir. Ayrıca, kızların ve erkeklerin özdeğer skorları karşılaştırıldığı zaman önemli bir farklılık olmadığı bu çalışmanın bulgularıyla desteklenmiştir. Son olarak, aile yapısının ergenlerin özdeğerini yordamadığı hem tek değişkenli hem de çok değişkenli analiz sonuçları ile desteklenmiştir. Kültür, aile içerisinde annenin rolü, boşanma sonrası ebeveynlerin birbirleriyle ve çocuklarıyla olan iletişimleri ve bu çalışmanın kısıtlamaları, sonuçları etkileyebilen önemli faktörler olarak detaylıca tartışılmıştır. Bu çalışma göz önünde bulundurulduğu zaman, ebeveynlerin kapasitesini, iletişim ve problem çözme becerilerini, ve ayrıca bireylerin özdeğerlerini güçlendirecek nitelikte müdahale programlarının dizayn edilmesinin ve

uygulanmasının tüm toplumun refah gelişimine katkıda bulunacağı için gerekli olduğu düşünülmektedir.

Anahtar sözcükler: özdeğer, ebeveynler arası çatışma, ebeveyn stilleri, aile yapısı, ergenler.

ACKNOWLEDGMENT

I would like to express my sincere gratitude to my supervisors Prof. Dr. Fatih Bayraktar and Assist. Prof. Dr. Deniz Atalar for their valuable advice and support during my MS thesis. I am also deeply grateful to my parents; Safiye Denizciođlu İnce, Ertan İnce, Nezire İnce, Gökhan Gavani, my husband Harun Bareke and my son Tan Bareke. Without their tremendous understanding and encouragement in the past few years, it would have been impossible for me to complete my studies.

TABLE OF CONTENTS

ABSTRACT.....	iii
ÖZ.....	v
ACKNOWLEDGMENT.....	vii
LIST OF TABLES.....	x
1 INTRODUCTION.....	1
1.1 Self-Worth and the Associations with Gender, Inter-parental Conflict, Parenting Styles, and Family Structures.....	3
1.1.1 Self-Worth.....	3
1.1.2 Self-Worth and Inter-Parental Conflict.....	4
1.1.3 Self-Worth and Parenting Styles.....	6
1.1.4 Self-Worth and Various Family Structures.....	7
1.1.5 Gender Differences Based on Examined Variables.....	9
1.2 Present Study.....	11
2 METHOD.....	13
3 RESULTS.....	20
4 DISCUSSION.....	30
4.1 Limitations.....	36
4.2 Implications.....	37
4.3 Future Directions.....	38
4.4 Conclusion.....	39
REFERENCES.....	40
APPENDICES.....	50
Appendix A: Demographic Information.....	51

Appendix B: Self Perception Profile for Adolescents.....	54
Appendix C: Child Rearing Styles for Mother.....	60
Appendix D: Child Rearing Styles for Father	62
Appendix E: Parental Authority Questionnaire	65
Appendix F: Children’s Perception of Inter-Parental Conflict Questionnaire	69
Appendix G: The Information Sheet and Consent Form for Caregivers	71
Appendix H: The Information Sheet and Consent Form for Adolescent Offspring.....	72
Appendix I: Debriefing for Caregivers	73
Appendix J: Debriefing for Adolescent Offspring.....	74
Appendix K: Ethical Approval.....	75
Appendix L: The Information Sheet for School Management.....	76
Appendix M: Permission-1 of Ministry of Education.....	77
Appendix N: Permission-2 of Ministry of Education	78

LIST OF TABLES

Table 1: Descriptive Statistics Based On Demographic Information	21
Table 2: Comparison Of Parental Authority Questionnaire (Parent Reported), Children’s Perception Of Interparental Conflict, Child Rearing Styles (Adolescent Reported) And Harter’s Self-Perception Profile For Adolescent Scale Scores Based On The Gender Of Adolescents	22
Table 3: Comparison Of Parental Authority Questionnaire (Parent Reported), Children’s Perception Of Interparental Conflict, Child Rearing Styles (Adolescent Reported) And Harter’s Self-Perception Profile For Adolescent Scale Scores Based On Family Structure.....	23
Table 4: Comparison Of Parental Authority Questionnaire (Parent Reported), Child Rearing Styles (Adolescent Reported) And Harter’s Self-Perception Profile For Adolescent Scale Scores Based On Children’s Perception Of Inter-Parental Conflict Categorization	25
Table 5: Correlation Coefficients Among The Parenting Styles, Perceived Inter-Parental Conflict And Self-Worth.....	27
Table 6: Hierarchical Regression Analysis	29

Chapter 1

INTRODUCTION

The association between self-esteem and its functioning across different domains is at the centre of self-esteem literature (Boden, Fergusson & Horwood, 2008), where self-worth is the value that individuals attribute to these different domains (Luhtanen, Cooper & Bouvrette, 2003). Self-esteem can be counted as a basic human need, as many psychologists claim that the lack of self-esteem is one of the reasons that lie behind negative psychological outcomes (Alami, Khosravan, Moghadam, Pakravan & Hosseni, 2014, Falci, 2011; Nguyen et al., 2019; Laible, Carlo & Roesch, 2004; Boden, Fergusson & Horwood, 2008). Adolescence is a crucial period for self-esteem development (Falci, 2011; Nguyen et al., 2019; Laible, Carlo & Roesch, 2004; Boden, Fergusson & Horwood, 2008), especially because it is the time of transition to adulthood (Boden, Fergusson & Horwood, 2008). This period is described as a time of rapid cognitive, physical and social development, where adolescents' self-esteem is fluctuating (Nguyen et al., 2019).

Multiple study findings have indicated that prominent factors that can be linked with the self-esteem of adolescents are parenting styles and inter-parental conflict (Karela & Petrogiannis, 2018; Alami et al., 2014; Esmaeili & Yacoob, 2012; Kelly, 2000; Pawlak & Klein, 1997; Neighbors, Forehand & McVicar, 1993; Long, 1986). According to the Turkish Republic of Northern Cyprus (TRNC) Courts Annual Report, the number of divorces in 2020 was 841 in Northern Cyprus and 69% of these divorced families had children (Kuzey Kıbrıs Türk Cumhuriyeti Mahkemeler, 2020). In

addition, there are children that are raised in married families who are experiencing high parental conflict, which may result in negative outcomes on children (Neighbors, Forehand & McVicar, 1993).

Considering that parenting styles and interparental conflict are two significant variables that affect individuals' self-worth development (Karela & Petrogiannis, 2018; Alami et al., 2014; Esmaili & Yacoob, 2012; Kelly, 2000; Pawlak & Klein, 1997; Neighbors, Forehand & McVicar, 1993; Long, 1986), it is also important to base this study on Bronfenbrenner's ecological system theory. The ecological model developed by Bronfenbrenner (1979) explains the ontogenesis within a system starting from the individual and going through the proximal and distal processes so called microsystem, mesosystem, exosystem and macrosystem (Karela & Petrogiannis, 2018). Proximal processes can be explained as latest practises in the life of persons, where distal processes referred to as farther experiences (Martin & Martin, 2002). For example, interaction between children and their caregivers is part of proximal processes where parental divorce or loss of a parent is part of distal processes (Martin & Martin, 2002). Proximal processes have been identified as having a more crucial and direct effect on developmental outcomes (Ashiabi & O'Neal, 2015; Bronfenbrenner & Evans, 2000; Bronfenbrenner & Ceci, 1994).

In light of the above information, this study will be focused on the proximal processes of adolescents by measuring the interaction within parenting styles, interparental conflict, family structure and self-worth of adolescents. All these variables are explained in more detail in the text below.

1.1 Self-Worth and the Associations with Gender, Inter-parental Conflict, Parenting Styles, and Family Structures

1.1.1 Self-Worth

Self-worth can be defined as an awareness of one's own self-concept and appointed to the evaluation of one's own value as a person (Harter 2006, 2012, as cited in Erdvik, Haugen, Ivarsson & Säfvenbom, 2019). Self-worth has been highlighted in the literature as an important variable, as a connection has been made between self-esteem and critical life outcomes (Nguyen et al., 2019). For instance, it was found that individuals with higher self-esteem have a tendency to be more successful at work, establish better social relationships and be more resilient, where individuals with lower self-esteem reported being more depressive, showing antisocial behaviours, higher substance abuse and eating disorder rates, and a higher risk of committing suicide (Nguyen et al., 2019; Mann, Hosman, Schaalma & Vries, 2004). Hence, it is important to understand factors underlying low self-esteem to be able to develop convenient interventions to improve both mental and physical health conditions of communities (Mann et al., 2004).

In Harter's study (1998), it was stated that identifying subgroups of self-worth is important, as this construct serves to improve global self-esteem in general (Harter, Waters & Whitesell, 1998). Although the Rosenberg Self-Esteem Scale (RSE) is a commonly used scale of global self-esteem, its relevance to a multifaceted measure of self-concept has yet to be questioned (Hagborg, 1993). On the other hand, Harter's Self-Perception Profile for Adolescents can be used for holistic assessment which estimate the adolescents' self-concept in nine distinct domains such as scholastic competence, social acceptance, athletic competence, physical appearance, job

competence, romantic appeal, behavioural conduct, close friendship and global self-worth (Hagborg, 1993).

Individuals are inclined to preserve, develop and protect their self-esteem (Luhtanen, Cooper & Bouvrette, 2003). The domains on which individuals connect their self-worth; are supposed to promote to global self-esteem (Luhtanen, Cooper & Bouvrette, 2003). Furthermore, Boden, Fergusson and Horwood (2008) have claimed that self-esteem is better hypothesized in terms of particular domains such as skills self-esteem or relationship self-esteem and academic self-esteem. In line with these, in the scale of Harter's Self-Perception Profile for Adolescents, self-worth is measured within a wide range of skills and relationships to gain better understanding of global self-esteem. For example, in the study of Harrison (2010), the Self-perception Profile for Children (ages between 8-12 years old) and Adolescents (ages between 13 to 17 years old) were used with the aim of measuring self-esteem. In addition, the scale was also used to measure self-esteem of adolescents aged between 12-16 years old, with the aim of understanding characteristics associated with low self-esteem among young adolescents in US (McClure, Tanski, Kingsbury, Gerrard & Sargent, 2010).

1.1.2 Self-Worth and Inter-Parental Conflict

In a marital relationship, conflict can be explained as disagreements on various daily matters (Pawlak & Klein, 1997). Many studies indicated that marital conflict had a negative effect on the psychological well-being of children (Pawlak & Klein, 1997, Amalu, 2017; Lanz, Iafate, Rosnati & Scabini, 1999; Kelly, 2000). For instance, in their research, Pawlak and Klein (1997) mentioned the results of eight different studies and showed that children from married families with high conflict had significantly lower psychological adjustment and self-perception scores than children from married families with low conflict. Additionally, rather than divorce, parental conflict was

found to have a long-lasting negative effect on the self-esteem of children (Pawlak & Klein, 1997; Neighbors, Forehand & McVicar, 1993). In addition, they mentioned that a high level of post-divorce parental conflict, poor quality of the parent-child relationship, maternal distress and economic hardship are important factors that lessen the self-esteem of adolescents. Adolescents in high conflict homes also have a tendency to blame themselves as a source of the conflict, which may lead to lower self-esteem and negative perception of self in general (Pawlak & Klein, 1997; Neighbors, Forehand & McVicar, 1993). Likewise, in a study by Amalu (2017), it was found that adolescents from divorced homes who experience high levels of family conflict tend to have lower self-esteem, and problems with psychological adjustments. Kelly (2000) claimed that compared to pre-divorce or post-divorce conflict, marital conflict is a more significant indicator of child adjustment. For instance, symptoms such as depression, conduct disorders, difficulty with authority figures and peers are observed more often in children of high conflict marriages compared to children of low conflict marriages (Kelly, 2000). In addition, studies with older children and adolescents also showed that children's adjustment is highly affected by the severity of conflict, which result in more internalizing and externalizing problems (Kelly, 2000). In order to protect adolescents of high conflict marriages, efforts to improve their self-esteem and peer support were found to be important to consider (Emery 1999 as cited in Kelly 2000; Neighbors et al., 1993,).

Pawlak and Klein (1997) studied marital conflict in different kinds of forms, as well as its relation to self-esteem in adolescents. They analysed these different forms of conflict such as family conflict, spousal disagreement, marital hostility and parental style discrepancy. They concluded that self-esteem was highly and negatively correlated with parental style discrepancies and perceived inter-parental conflict.

Moreover, they mentioned that the parental styles were the best determinant of self-esteem, meaning that children of parents with compassionate and warm approaches have higher self-esteem (Pawlak & Klein, 1997).

1.1.3 Self-Worth and Parenting Styles

Parenting styles are important factors to assess in the development of children, because they determine the quality of the communication between parents and children (Kuppens & Ceulemans, 2018). Authoritative parenting is defined by responsiveness, high considerate limit setting and high parental warmth which leads to increased self-control and independence. Authoritarian parenting utilizes firm discipline, where parents may remain insensitive to the emotional needs of the child. Lastly, permissive parents may set few boundaries, have low anticipations for child self-control and/or possibly guiding children to poor behavioural self-regulation (Baumrind, 1991; Hubbs-Tait, Kennedy, Page, Topham & Harrist, 2008). Warmth/responsiveness and control/demandingness are two scopes of general parenting styles (Hubbs-Tait et al., 2008). A previous study by Karela and Petrogiannis (2018) showed that there is a positive link between warm parent child communication and self-esteem. Considering the parental styles (i.e. permissive parents, authoritative and authoritarian parents), which they separated based on parental nurturance (i.e., love, warmth, support and concern), Pawlak and Klein (1997) found that the discrepancies in nurturance was a strong predictor of self-esteem. Moreover, how adolescents perceive the conflict was found as another strong predictor of self-esteem (Pawlak & Klein, 1997). Based on their study, this means that adolescents whose families approach is nurturance and perceive lower conflict in marriage, tend to have higher self-esteem. Furthermore, in a study by Esmaili and Yaacob (2012), the strongest predictor of self-esteem among adolescents of divorced families, was found to be the parent-child relationship,

meaning that adolescents who experienced warmth and positive bonds with their mothers have higher self-esteem.

1.1.4 Self-Worth and Various Family Structures

Most previous studies focused on divorced and married parents while comparing different family structures, and the literature consistently indicated that divorce is a process that may cause to alternative family transformation (Bastaitis & Mortelmans, 2017; Clark & Barber, 1994; Long, 1986; Garfield, 2009). That is, children and young people are not always living together with their biological parents, so called traditional/nuclear families, but can also be living in different family structures such as cohabitated, remarried, single parent families, same sex parents, interracial and interfaith families and grandparent-headed families. In addition to these structures, they can also be living at institutions and various alternative care systems, i.e., foster care or adoptive parents. In each family structure, children and young people have unique experiences which may affect their growth and development (Garfield, 2009). Therefore, while collecting information about children and young people, it is also important to consider in which family structures they are living in, to be able to interpret their behaviours and personal traits in a more extensive way. Long (1986) studied the effects of family structure (parents together or separated) and parental discord (low score of happiness in married families) on the self-esteem of female adolescents and found a significant relationship between parental happiness and self-esteem. According to Long's study, she claimed that parental discord results in lower self-esteem of daughters who were in unhappy married families compared to happy married families and separated families. That is, parental discord leads to diminished self-esteem of female adolescents whereas the separation of families did not have the same effect according to the results of this study. Long (1986) mentioned that previous

studies mainly compared children of divorced and married families in a simple context. Thus, in her study, Long examined women at undergraduate college living with single mother families and reconstituted families. In addition, Long (1986) took into account parental discord while studying self-esteem. In the study, Long separated participants into three separate groups; (1) happy together, (2) unhappy together and (3) separated, and found that women living in unhappy reconstituted families have significantly lower self-esteem when compared with the other two groups.

Previous studies also supported that parental discord plays an important role on lower self-esteem, whereas family structure does not (Esmaeili & Yacoob, 2012; Kelly, 2000; Pawlak & Klein, 1997; Neighbors, Forehand & McVicar, 1993). Thus, it can be simply said that being raised in separated (including different context such as single headed family and/or reconstituted family) or married families does not predict self-esteem but, parental discord does.

In addition, parent child relationship and resilience play important role on self-esteem of adolescent (Neighbors, Forehand & McVicar, 1993). Resilience can be defined as patterns of positive adaptation within the framework of important adversity. In other words, a person who can react and overcome important adversity circumstances, can be designated as having resilient pattern or showing the characteristics of resilience (Luthar, 2003). The literature in resiliency, mainly focus on the relationship of children/adolescents with parents as a significant family factor, which can be distinguished between non resilient and resilient children/adolescents (Neighbors, Forehand & McVicar, 1993). However, less information can be found about individual features of adolescents to detect specific resilient groups. On the other hand, some studies showed that self-esteem plays an important role in overcoming with stressful life events. Thus, as Neighbors, Forehand and McVicar (1993)

mentioned in their study, self-esteem can be considered as significant personal factor for identifying resilient adolescents in regard to some sorts of stress. The results showed that self-esteem was the major factor differentiating between the two groups of resilient and non-resilient (Neighbours, Forehand & McVicar, 1993).

A study conducted in Italy by Lanz et al., (1999) compared adolescent self-esteem in separated, inter-country adoptive (born in a foreign country but, adopted by an Italian family) and intact non-adoptive families (live together with biological parents). In this study, the researchers also looked at the effects of parent-child communication on adolescent self-esteem, in three different types of families. The results of this study stated that the relationship between the adolescents and their separated families (including both mother and father separately) is more problematic than the families of their peers. In addition, they showed that adoptive children have better communication with their parents compared to those who live together with their family of origin (Lanz et al., 1999). Clark and Barber (1994) made another interesting study focusing on the self-esteem of adolescents in married parents for at least fifteen years long and post-divorced parents in which the mother was not remarried or cohabited. While studying self-esteem, they also studied the interest of fathers in the adolescents and their siblings. According to the results, the self-esteem of adolescents who perceived their fathers as more interested with one of their siblings was lower compared to adolescents who perceived their fathers as being equally interested with their siblings and themselves. No significant difference was found between the adolescents of married and post-divorced families (Clark & Barber, 1994).

1.1.5 Gender Differences Based on Examined Variables

Studies have illustrated that adolescent girls have a higher tendency to report lower self-esteem (Kearney-Cooke, 1999; Boden, Fergusson & Horwood, 2008) and

more negative evaluations of their intellectual skills and physical characteristics when compared with boys (Kearney-Cooke, 1999). However, in their study, Laible Carlo and Roesch (2004) did not find any significant difference among boys and girls considering the level of self-esteem which is also supported by the studies of Nguyen et al., (2019) and Heinonen, Raikkoönen, and Keltikangas-Jarvinen (2005). Besides, Yosuf, Zafar and Kausar (2016) examined the relationship between perceived inter-parental conflict, self-discipline and emotional security in adolescents, and found significant gender differences among these variables. Considering inter-parental conflict, they mentioned that girls reported higher inter-parental conflicts compared to boys (Yosuf et al., 2016). Additionally, Harold and Sellers (2018) suggested that inter-parental conflict has a similar effect on boys and girls in respect to psychopathological outcomes. However, they may interpret the inter-parental conflict in a different way, as such; boys may view inter-parental conflict as a threat to themselves where girls may perceive it as a threat to family integrity (Harold & Sellers, 2018). They also found that girls are more prone to blame themselves as a source of the conflict (Harold & Sellers, 2018). Esmaeili and Yacoob (2012) supported that adolescent girls might be more exposed to their parental distress compared to boys, because they have more complex communication with their mothers and might be more sensitive to the parental problems.

Parents' gender-based approaches towards their children, may also explain the difference between males and females in regards to this topic. Falci (2011) stated that the nature of parent-adolescent relationship may vary based on the gender of adolescents. In the study of Falci (2011), the importance of cultural conjectures of masculinity and femininity was also mentioned, that may lead to different socialization practices from parents for sons and daughters. For instance, it was analysed that

mothers speak to daughters in a more supportive way compared to sons. Whereas, mothers encourage sons to be more independent and autonomous than daughters. Falci (2011) further explained that boys have higher levels of self-esteem in high school but, this difference shows reduction between 9th and 12th grade.

1.2 Present Study

Considering the literature review above, it can be claimed that parental styles, inter-parental conflict, and gender are important factors predicting self-esteem. As Harter (1998) stated, identifying subgroups of self-worth is important to improve global self-esteem in general. Therefore, in this study, self-worth of adolescents will be measured within the scope of close friendship, athletic competence, physical appearance, job competence, romantic appeal and behavioural conduct. As stated above, having higher self-esteem/self-worth, protects individuals from many negative internalizing and externalizing outcomes (Nguyen et al., 2019). Adolescence is also a critical period for studying self-esteem as a rapid cognitive, physical and social development are observed (Nguyen et al., 2019). For this reason, in this study, the focus will be on the self-worth of adolescents.

Many studies also showed that parenting styles and inter-parental conflict are two prominent factors predicting self-worth of children/adolescents (Pawlak & Klein, 1997; Amalu, 2017; Lanz et al., 1999; Kelly, 2000). Due to the fact that the quality of communication between parents and children plays an indicative role on the self-worth of adolescents (Kuppens & Ceulemans, 2018), it is also important to consider parenting styles while studying on this subject. Considering the high rate of divorces in Northern Cyprus, it will be interesting to study the perceived conflict level of parents and most importantly how this will predict self-worth of adolescents. Furthermore, information will be collected about the family structure that children are living in, as

after divorce, they inevitably start to live in a different family environment. The self-worth of adolescents may vary based on the gender, so the role of gender on these variables will also be tested.

To sum up, in the current study the possible predictor roles of parenting styles, inter-parental conflict, family structures and gender as predictors of self-worth among adolescents in Northern Cyprus will be explored. The study hypotheses are listed below:

H1: Authoritative parenting style but not authoritarian parenting style will predict self-worth of adolescents positively.

H2: Perceived inter-parental conflict will predict self-worth negatively.

H3: Family structure will not predict self-worth of adolescents.

H4: Gender will not predict self-worth of adolescents.

Chapter 2

METHOD

Sample:

A total of 213 participants aged 15-17 has been recruited for the study. A power analysis was applied for the regression model based on power level of .80, effect size of .15 and an alpha level of .05 which indicated that data should be collected from a minimum of 131 participants. The data has been collected through high schools in Northern Cyprus by using convenience sampling technique. In addition, as the Covid-19 pandemic started during the data collection phase and all the schools were closed for more than a year, the snowball technique was also used to gather further data.

In the study, only Turkish speaking adolescents were included. Adolescents younger than 15 and older than 17 were excluded and only participants that were in secondary education in Northern Cyprus were considered.

The family structure in this study was categorized based on the marital status of parents, meaning that the parents who are still married categorized as 'Married' ($n = 173$) and the parents who are divorced as 'Others' ($n = 35$). The 'Others' in divorced categorization includes participants from (1) mother and father divorced and still single ($n = 14$), (2) the mother is remarried but father is single ($n = 4$), (3) the father is remarried but mother is single ($n=14$), and (4) both mother and father are remarried ($n = 3$). An analysis of available information for this subject was carried out and the most appropriate information was identified as that provided for the year 2020. In 2020, the total number of marriages was 951 and total number of divorces was 841. When the

number of divorces divided in the number of marriages in 2020, the rate is 88% (Kuzey Kıbrıs Türk Cumhuriyeti Mahkemeler, 2020). Considering this information, in this study the number of participants in “other” categorization is not representative, as the rate of participants in “other” categorization is 20%.

Furthermore, the participants reported that 131 of the mothers completed the education up to high school whereas 77 was above high school. Considering the fathers, 129 completed the education up to high school and 73 above high school. Moreover, the number of participants whose parents earn up to 6k TL was 83 and above 6k TL was 123. Having looked at the gender of the parents who filled out the Parental Authority Questionnaire, the number of mothers was 78 and the number of fathers was 24. More details about the demographics can be found in Table 1.

The number of missing participants can be reported as 3 for gender of adolescents, 110 for gender of parents, 2 for education of mothers, 8 for education of fathers, 4 for monthly income, 4 for perceived income, 2 for family structure and 62 for siblings.

Materials:

In this study, five different scales were used to collect data from adolescents and their parents. These are; demographic information form, Self-perception Profile for Adolescents, Child Rearing Styles Scale, Parental Authority Questionnaire and Children’s Perception of Inter-Parental Conflict Questionnaire. All the scales were presented to adolescents, except the Parental Authority Questionnaire, which was the only scale presented to parents.

Demographic Information

This form includes participants' personal information such as age, gender, education level, socio economic status, number of siblings and family structures that they are living in (See Appendix A).

Self-Perception Profile for Adolescents

To measure the self-worth of adolescents, the Self Perception Profile for Adolescents (Harter, 2012) was used. A structured alternative format was designed by Harter in 1982 to be able to provide participants with a series of response options. In total, there are forty five items in the scale. The scale structure includes nine specific domains such as scholastic competence, social competence, athletic competence, physical appearance, job competence, romantic appeal, behavioural conduct, close friendship and also a separate global self-worth subscale. Each subscale was comprised of five items and evaluated on a four grade scale. Having a high score from the scale means that the adolescent has high self-perception, which may be related to high self-worth. In this study, the global self-worth of adolescent by considering the overall result of the scale was evaluated. One example that is selected from many items is "Some adults like the way they are leading their lives BUT other adults don't like the way they are leading their lives". A structured alternative format was designed with a range of response choices: "Really True for Me" and "Sort of True for Me". The scale was adapted to Turkish by Şekerciöğlü and Güzeller in 2012 and the Cronbach's Alpha level of the Turkish version in total was found to be 0.88. The study of Şekerciöğlü and Güzeller (2012) suggested to exclude nineteen items from the scale due to low factor load. Therefore, in the present study, data analysis was done based on twenty six items and six subscales (close friendship, athletic competence, physical

appearance, job competence, romantic appeal and behavioural conduct). (See Appendix B).

Child Rearing Styles and Parental Authority Questionnaires

The Child Rearing Styles Questionnaire has been used for measuring the parenting styles, by collecting information from adolescents considering both mother and father. The Child Rearing Styles Questionnaire was developed by Sümer and Güngör in 1999 by referencing the works of Maccoby and Martin (1983) and Steinberg and colleagues (1991). A total of 30 items were included with subscales named acceptance/care and tight control. However, as a result of factor analysis, six items were excluded (8, 9, 11, 12, 16, 24). Total of eighteen items that are related with acceptance/care are 1, 2, 3, 10, 13, 14, 15, 17, 18, 19, 20, 21, 22, 23, 27, 28, 29, 30 and total of six items that are related with tight control are 4, 5, 6, 7, 25, 26. The questions that were coded reversely were 18, 19, 20 and 21. The participants answered these questions in a 5-point Likert scale format with the expression of “Not True at All” to “Very True”. One example that is selected from many items in the scale is “My mother/my father speaks to me in a warm and friendly voice”. The Cronbach’s Alpha level for adolescent-reported acceptance/care from both mother and father subscales is 0.94, for adolescent-reported tight control/control from mother subscale is 0.80, and adolescent reported tight control/control from father is 0.70 (See Appendix C&D).

Children’s Perception of Inter-Parental Conflict Questionnaire

Children’s Perception of Inter-Parental Conflict Questionnaire was used to measure perceived inter-parental conflict level at home. The original scale was developed by Grych, Seid and Fincham in 1992 for children between the ages of 9-12. Although the scale was developed for children between the ages of 9-12, studies proved that it is also valid to be used with early and late adolescent period (Bayraktar,

2012; Reese-Weber & Hesson-McInnis, 2008; Moura, Santos, Rocha & Matos, 2010; Bickham & Fiese, 1997). It was adapted to Turkish by Ulu and Fıfılođlu (2004). The scale includes 51 items, but in our study, only focus was on inter-parental conflict subscale, which includes 17 items in total. The scale was evaluated over three response options: 1. Correct, 2. Sometimes/ A little bit correct, 3. Wrong. The items that were coded reversely are 1, 2, 6, 9, 10, 11, 13 and 15. One example item that is selected from the scale is “I never see my parents arguing or disagreeing”. The Cronbach’s Alpha of the original scale was 0.96. For the Turkish version of the scale Cronbach’s Alpha was found as 0.84 considering the characteristics of the inter-parental conflict (See Appendix F).

Parental Authority Questionnaire

The Parental Authority Questionnaire was provided to one of the caregivers. The Parental Authority Questionnaire was developed by Reitman, Rhode, Hupp and Altobello in 2002, with an aim to determine parenting styles of caregivers and adapted to Turkish by Sayıl, Kındap, Bayar, Bayraktar, Kurt, Tıđrak and Yaban in 2012. It has three subscales; authoritarian, authoritative and permissive. A 5-point Likert scale format was used including the answers between “Totally Disagree” to “Totally Agree”. It includes thirty items in total, however it is suggested by Sayıl et al., (2012) to use twenty six items due to the effect of factor load (items 10, 13, 14 and 24 have been excluded). The subscales are distributed as; authoritative: 4, 5, 8, 11, 15, 20, 22, 23, 27, 30 (ten items in total), authoritarian: 2, 3, 7, 9, 12, 16, 18, 25, 26, 29 (ten items in total) and permissive: 1, 6, 17, 19, 21, 28 (six items in total). One example that is selected from many items in the questionnaire is “In a well-run home, children should have their way as often as parents do”. The Cronbach’s Alpha level for authoritative was 0.82, for authoritarian 0.81 and for permissive 0.56. (See Appendix E).

Design:

The survey research methodology was used to collect information on self-worth and its correlates among adolescents in various family structures. The independent variables were parenting styles, inter-parental conflict and family structure and the dependent variable was self-worth. An analysis was also carried out on the quasi-independent variable gender.

Procedure:

Besides snowball technique, the convenience sampling technique was also used to collect information from participants between the ages of 15-17 at high schools in both urban and rural areas in Nicosia, Kyrenia, Morphou, Famagusta and Trikomo. Therefore, permissions were taken from the Ethical and High Ethical Committee of Eastern Mediterranean University (Appendix K) the Ministry of Education (MoE) (Appendix M and N), and the administrations of the high schools, where data was collected. For the participants, the consent forms were also collected from their legal guardians as they were underage. After the permissions and consents were received from all the parties, the researcher visited the schools at dates arranged beforehand with the school managers. Due to pandemic restrictions, the researcher was not allowed to enter in the classrooms so, the questionnaires were provided to the nominated teachers, mainly psychological counsellors. The teachers were asked to present all the questionnaires to the adolescents and ensure that consent was obtained from the legal guardians/parents. It was also stressed that one of the parents should fill out the Parental Authority Questionnaire and all the forms should be collected carefully to prevent confusion.

The information sheet and consent form (Appendix G & H) were prepared for both caregivers and adolescents separately, as well as for school management.

(Appendix L) Debriefings were prepared for participants (Appendix J) and legal guardians (Appendix I) separately. The data collection process was carried out between February 2020 and October 2021. All statistical analysis were performed with SPSS® statistics software (Version 26.0 for Mac). The continuous variable; ‘inter-parental conflict’, was categorized by applying commonly used median split method, in order to have two equal group sizes (Butts & Ng, 2009). However, during the analysis of correlations and hierarchical regression, this variable was included in its continuous form.

Data Analysis:

Descriptive statistics was used to provide a summary of the sample. It shows the gender of parents, gender of adolescents, socio-economic status of participants, family structure and siblings. Moreover, independent samples *t*-tests were applied to carry out comparisons of scale scores based on the gender of adolescents, family structure and inter-parental conflict. The correlations between the scales was measured using the Pearson correlation. A hierarchical linear regression was also carried out to identify whether a model including different variables such as age, gender, education, perceived income, perceived inter-parental conflict and parenting styles predicted a statistically significant amount of variance in self-worth.

Chapter 3

RESULTS

This study was conducted to measure the interaction within parenting styles, inter-parental conflict, family structure and self-worth of adolescents. Parenting styles were measured by collecting information from both parents and adolescents. The Parental Authority Questionnaire was provided to parents (in tables mentioned as parent reported authoritative and parent reported authoritarian), where Child Rearing Styles were provided to adolescents (in tables mentioned as adolescent reported acceptance care and adolescent reported tight control). Additionally, the Children's Perception of Inter-Parental Conflict Questionnaire was provided to adolescents to measure inter-parental conflict level from the perspective of adolescents. The Harter's Self-Perception Profile for Adolescents scale was also provided to adolescents to get information about their evaluation of self-worth.

Table 1: Descriptive Statistics Based On Demographic Information

Variables	Gender of Adolescents				
	Total	Female (125)		Male (85)	
	<i>n</i>	<i>n</i>	%	<i>n</i>	%
Gender of the Informant					
Parent					
Mother	78	48	78.7	30	73.2
Father	24	13	21.3	11	26.8
Education of Mothers					
Up to High School	131	86	69.4	45	53.6
Above High School	77	38	30.6	39	46.4
Education of Fathers					
Up to High School	129	84	69.4	45	55.6
Above High School	73	37	30.6	36	44.4
Monthly Income					
Up to 6k TL	83	59	48.0	24	28.9
Above 6k TL	123	64	52.0	59	71.1
Perceived Income					
Up to Middle	144	90	72.6	54	65.9
Above Middle	62	34	27.4	28	34.1
Family Structure					
Married	173	106	85.5	67	79.8
Other	35	18	14.5	17	20.2
Siblings					
No	62	35	28.0	27	31.8
Yes	148	90	72.0	58	68.2

Independent Samples *t*-Test Result Based on the Gender of Adolescents

It was hypothesized that gender will not predict self-worth of adolescents. The data analysis supported that there was not a significant difference on self-worth scores among females ($M = 71.07$, $SD = 11.62$) and males ($M = 71.98$, $SD = 12.49$). ($t(207) = -0.54$, $p = .593$, $r^2 = .00$). However, the result also shows that the female participants ($M = 11.61$, $SD = 8.37$) scored significantly higher on perceived inter-parental conflict than the male participants ($M = 8.89$, $SD = 6.91$). ($t(191) = 2.51$, $p = .013$, $r^2 = .03$). (See Table 2). The other analyses were not significant in this table.

Table 2: Comparison Of Parental Authority Questionnaire (Parent Reported), Children’s Perception Of Interparental Conflict, Child Rearing Styles (Adolescent Reported) And Harter’s Self-Perception Profile For Adolescent Scale Scores Based On The Gender Of Adolescents

Variables	Female		Male		<i>t</i> (df)	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Parent Reported Authoritative	40.56	4.91	40.11	3.79	0.62(159)	.536
Parent Reported Authoritarian	25.41	5.82	25.58	7.04	-0.16(159)	.871
Perceived Inter-Parental Conflict	11.61	8.37	8.89	6.91	2.51(191)	.013*
Adolescent Reported Acceptance /Care From Mother	74.81	13.20	74.18	10.60	0.36(200)	.723
Adolescent Reported Tight Control From Mother	16.83	4.63	17.33	4.32	-0.78(175)	.436
Adolescent Reported Acceptance /Care From Father	67.51	17.81	67.51	15.09	0.00(192)	.998
Adolescent Reported Tight Control From Father	15.13	4.79	15.54	5.14	-0.57(192)	.567
Total Self-Worth Score	71.07	11.62	71.98	12.49	-0.54(207)	.593

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

Independent Samples *t*-Test Result Based on the Family Structure

It was hypothesized that the family structure will not predict self-worth of adolescents. Table 3 shows that parents of adolescents who are married ($M = 39.99$, $SD = 4.45$), have reported significantly lower on authoritative parenting style compared to parents of adolescents who are in other categorization ($M = 42.00$, $SD = 3.99$). ($t(160) = -2.40$, $p = .021$, $r^2 = .03$).

In addition, adolescents whose parents are married ($M = 9.25$, $SD = 7.18$) have significantly lower scores on perceived inter-parental conflict than adolescents whose parents are in other categorization ($M = 17.96$, $SD = 7.84$). ($t(200) = -5.60$, $p < .001$, $r^2 = .14$). Furthermore, adolescents whose parents are married ($M = 69.82$, $SD = 14.90$) have significantly higher score on acceptance/care from father than adolescents whose parents are in other categorization ($M = 53.12$, $SD = 20.80$). ($t(193) = 3.94$, $p < .001$, $r^2 = .07$). Considering the self-worth scores, there was no significant difference between adolescents whose parents are married ($M = 71.61$, $SD = 11.34$) and in other categorization ($M = 70.23$, $SD = 14.46$). ($t(209) = 0.53$, $p = .597$, $r^2 = .00$).

Table 3: Comparison Of Parental Authority Questionnaire (Parent Reported), Children’s Perception Of Interparental Conflict, Child Rearing Styles (Adolescent Reported) And Harter’s Self-Perception Profile For Adolescent Scale Scores Based On Family Structure

Variables	Married		Other		$t(df)$	p
	M	SD	M	SD		
Parent Reported Authoritative	39.99	4.46	42.00	3.99	-2.40(160)	.021*
Parent Reported Authoritarian	25.28	6.37	26.52	6.16	-0.98(160)	.335
Perceived Inter-Parental Conflict	9.25	7.18	17.97	7.84	-5.60(200)	<.001***
Adolescent Reported Acceptance /Care from Mother	74.54	11.99	74.53	13.69	0.00(201)	.997
Adolescent Reported Tight Control from Mother	16.91	4.46	17.18	4.80	-0.32(201)	.750
Adolescent Reported Acceptance /Care from Father	69.82	14.90	53.12	20.80	3.94(193)	<.001**
Adolescent Reported Tight Control from Father	15.49	4.69	13.81	6.29	1.31(193)	.201
Total Self-Worth Score	71.61	11.34	70.23	14.46	0.53(209)	.597

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

Independent Samples *t*-Test Result Based on Children's Perception of Inter-Parental Conflict

It was hypothesized that perceived inter-parental conflict will predict self-worth negatively. Table 4 shows that adolescents that reported lower inter-parental conflict ($M = 77.54, SD = 10.34$) scored higher on acceptance/care from mother than those who reported higher inter-parental conflict ($M = 71.49, SD = 13.16$). ($t(189) = 3.60, p < .001, r^2 = .06$). Additionally, adolescents that reported lower inter-parental conflict ($M = 74.68, SD = 12.61$) reported higher acceptance/care from father than those who reported higher inter-parental conflict ($M = 60.60, SD = 17.14$). ($t(176) = 6.52, p < .001, r^2 = .20$). Furthermore, adolescents that reported lower inter-parental conflict ($M = 73.19, SD = 11.26$) reported higher self-worth than those who reported higher inter-parental conflict ($M = 69.64, SD = 12.61$). ($t(198) = 2.11, p = .036, r^2 = .02$).

Table 4: Comparison Of Parental Authority Questionnaire (Parent Reported), Child Rearing Styles (Adolescent Reported) And Harter's Self-Perception Profile For Adolescent Scale Scores Based On Children's Perception Of Inter-Parental Conflict Categorization

Variables	Below 8.5		Above 8.5		<i>t</i> (df)	<i>p</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>		
Parent Reported Authoritative	40.04	4.48	40.79	4.34	-1.05(152)	.295
Parent Reported Authoritarian	25.18	6.74	25.53	5.92	-0.34(153)	.733
Adolescent Reported Acceptance /Care from Mother	77.54	10.34	71.50	13.16	3.61(189)	<.001***
Adolescent Reported Tight Control from Mother	16.78	4.17	17.19	4.83	-0.64(197)	.520
Adolescent Reported Acceptance /Care from Father	74.68	12.61	60.61	17.15	6.52(176)	<.001***
Adolescent Reported Tight Control from Father	15.14	4.92	15.50	5.00	-0.50(193)	.621
Total Self-Worth Score	73.20	11.26	69.64	12.62	2.12(198)	.036*

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

Correlation Coefficients Result Based on the Variables: Parenting Styles, Perceived Inter-Parental Conflict and Self-Worth

Table 5 shows that there is a positive correlation between adolescent reported mother acceptance/care and self-worth of adolescents ($r(202) = .31, p < .001$), where the adolescent reported mother tight control is negatively correlated with self-worth of adolescents ($r(202) = -.19, p = .01$). Moreover, a positive correlation is observed between adolescent reported acceptance/care from mother and parent reported authoritative parenting style ($r(154) = .20, p = .01$). On the other hand, there is a negative correlation between adolescent reported acceptance/care from mother and perceived inter-parental conflict ($r(197) = -.32, p < .001$). Similarly, there is also a

negative correlation between adolescent reported acceptance/care from father and perceived inter-parental conflict ($r(193) = -.59, p < .001$).

Table 5: Correlation Coefficients Among The Parenting Styles, Perceived Inter-Parental Conflict And Self-Worth

	1	2	3	4	5	6	7	8
1.Parent Reported Authoritative Parenting	-							
2.Parent Reported Authoritarian Parenting	-0.12	-						
3.Perceived Inter-Parental Conflict	0.17*	0.04	-					
4.Adolescent Reported Acceptance /Care from Mother	0.20*	0.19*	0.32**	-				
5. Adolescent Reported Tight Control from Mother	0.00	0.22**	0.13	-0.44**	-			
6. Adolescent Reported Acceptance /Care from Father	-0.02	-0.11	0.59**	0.43**	0.21**	-		
7. Adolescent Reported Tight Control from Father	-0.08	0.04	0.04	0.27**	0.52**	-0.07	-	
8.Total Self-Worth	0.14	-0.03	-0.12	0.31**	0.19**	0.13	-0.12	-

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

Hierarchical Regression Analysis Result

In step 1 of the hierarchical regression, the impact of age, gender of adolescents, education of mothers and fathers, perceived income and family structure on global self-worth of adolescents were examined. The result of the first step of the hierarchical linear regression analysis revealed that the model was not statistically significant. In step 2, in addition to the factors in step 1, perceived inter-parental conflict, adolescent reported acceptance/care and tight control for both from mothers and fathers were also included. Finally, in step 3, in addition to the factors in step 2, the parent reported disciplinary styles (authoritative and authoritarian) were included. The results of the second and third step hierarchical linear regression analysis revealed models 2 and 3 to be statistically significant. In both models it was observed that only adolescent reported acceptance/care from mother predicted the self-worth of adolescents (See Table 6).

Table 6: Hierarchical Regression Analysis

Step	Independent Variables	R^2	ADJ- R^2	Change in R^2	F	df	β
1.	Age	.04	-0.01	0.04	0.81	6,131	0.11
	Gender of Adolescents (1 = female, 2 = male)						0.01
	Education of Mother						-0.10
	Education of Father						0.09
	Perceived Income						0.11
	Family Structure						0.07
2.	Age	0.18	0.11	0.15	2.57*	11,126	0.11
	Gender of Adolescents (1 = female, 2 = male)						0.04
	Education of Mother						-0.14
	Education of Father						0.09
	Perceived Income						0.10
	Family Structure						0.07
	Perceived Inter-parental Conflict						0.02
	Adolescent Reported Acceptance/Care from Mother						0.36*
	Adolescent Reported Tight Control from Mother						-0.08
	Adolescent Reported Acceptance/Care from Father						-0.00
	Adolescent Reported Tight Control from Father						0.02
3.	Age	.20	0.11	0.02	2.36*	13,12	0.12
	Gender of Adolescent (1 = female, 2 = male)						0.03
	Education of Mother						-0.13
	Education of Father						0.10
	Perceived Income						0.10
	Family Structure						0.05
	Perceived Inter-parental Conflict						0.00
	Adolescent Reported Acceptance/Care from Mother						0.33*
	Adolescent Reported Tight Control from Mother						-0.12
	Adolescent Reported Acceptance/Care from Father						-0.01
	Adolescent Reported Tight Control from Father						0.04
	Parent Reported Authoritative						0.12
	Parent Reported Authoritarian						0.08

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

Chapter 4

DISCUSSION

Association between Parenting Styles and Self-Worth

The purpose of this study was to gain a better understanding of the relationships between inter-parental conflict, parenting styles, family structure and self-worth of adolescents. First, it was hypothesized that authoritative parenting style but not authoritarian parenting style would predict self-worth of adolescents positively. The results showed that there was no correlation between the parent-reported authoritative parenting style and self-worth. In addition to this, the hierarchical regression also demonstrated that parent reported authoritative parenting style did not predict self-worth of adolescents. Therefore, the result of this study did not support this hypothesis. However, a positive correlation was found between parent reported authoritative parenting style and adolescent reported acceptance/care from mother; also there was a significant positive correlation between adolescent reported acceptance/care from mother and self-worth of adolescents. Many studies supported that mother nurturance plays an important role on the self-worth of children/adolescents (Esmaeili & Yacoob, 2012; Falci, 2011; Laible, Carlo & Roesch, 2004; Pawlak & Klein, 1997). Previous studies linked authoritative parenting style with responsiveness, which refers to the parent's warmth, sensitivity and acceptance (Garcia & De Guzman, 2017; Hubbs-Tait et al., 2008). Whereas authoritarian parenting style was related with demandingness to pertain to parent's standards, assertion of rules and expectations from child behaviours (Garcia & De Guzman, 2017; Hubbs-Tait et al., 2008). Parenting style determines the

quality of communication between parents and adolescents (Kuppens & Ceulemans, 2018) and, authoritative and authoritarian parenting styles specifically are frequently linked with responsiveness and demandingness, respectively. Based on these facts, it can be deduced that adolescents who reported acceptance/care from mother also perceive their parents as authoritative. Therefore, although no direct link between authoritative parenting style and self-worth of adolescents was found, it can be considered that there is an indirect link considering the positive correlation between adolescent-reported acceptance/care from mother and self-worth of adolescents. Although, Pawlak and Klein (1997) found that parental style discrepancies in nurturance and in authoritarianism were significantly and negatively related to self-esteem, they also stressed the importance of warmth, supportive parents, as they were more likely to have children with higher self-esteem. Other reasons for not finding a direct significant relationship between authoritative parenting style and self-worth in this study could be due to the limitations of the collected data, as a smaller number of parents than we expected ($n = 143$) was reached. Despite this, measuring parenting styles from the perspective of both parents and adolescents is one of the strengths of this study, as it decreases the risk of subjectivity. A study by Fan and Zhang (2014) supported the importance of assessing perceived parenting styles, as individuals' perception of the environment plays a crucial role in the development of individuals rather than the objective environment itself.

In this study, it was concentrated on the proximal processes, however culture within the scope of Bronfenbrenner's distal processes, also shapes individuals' lives. Moreover, in the revision of Bronfenbrenner's Bioecological Theory, culture is defined as a dynamic system comprised of the daily practices of societies (Vélez-Agosto, Soto-Crespo, Vizcarrondo-Opppenheimer, Vega-Molina, & Coll, 2017).

According to Markus and Kitayama (1991), culture may alter self-construal that may also affect general behaviour of oneself. Considering the positive correlation between adolescent reported acceptance/care from mother and self-worth, the underlying reasons might be the perception of mother as a primary attachment figure (Keizer, Helmerhost & Gelderen, 2019), as well as mothers' tendency to feel more responsible in child rearing (Small, 1988). This may lead mothers to get involved more actively in child rearing when compared with fathers (Small, 1988). In a study that examined adolescents' perceived parenting styles and substance use, the effect of cultural differences during early adolescence in respect to parenting styles and adolescent alcohol use was also questioned, as they did not find significant difference between parenting styles and substance use (Adalbjarnardottir & Hafsteinsson, 2001). Additionally, Fan and Zhang (2014) also underlined the importance of cultural differences in the context of the authoritarian parenting styles on individual development, because individuals within collectivist culture that rationalize authority, may perceive authoritarian style as a parental involvement and care. Although in this study a positive correlation has been found between adolescent reported acceptance/care from mother and parent reported authoritative style, further investigation considering the culture and its influence on self-perception is needed to better explain the relationship between parenting style and self-worth.

Association between Perceived Interparental Conflict, Gender and Self-Worth

It was hypothesized that perceived inter-parental conflict would predict self-worth negatively. When the mean scores of adolescents were compared, the participants who reported lower inter-parental conflict stated higher self-worth than those who reported higher inter-parental conflict. On the other hand, the multivariate hierarchical regression analysis showed that when multiple variables were included,

inter-parental conflict did not predict self-worth of adolescents. A possible reason for this was the median split method that was used to categorize this continuous variable as low and high. In addition, the interaction between multiple variables is another reason for not finding a significant relationship with regards to self-worth.

Many studies stated the importance of studying inter-parental conflict, as it plays a determining role on the self-esteem of children and adolescents (Long, 1986; Pawlak & Klein, 1997; Amalu, 2017; Lanz et al., 1999; Kelly, 2000; Neighbors et al., 1993; Harold & Sellers, 2018). Children who are exposed to inter-parental conflict may face several problems including sleep issues, externalizing and internalizing problems (Harold & Sellers, 2018; Kelly, 2000). Low self-esteem is one of the outcomes of internalizing problem, when children and adolescents are faced with continuous conflict between parents (Harold & Sellers, 2018). The independent *t*-test result of this study supports that adolescents who reported higher inter-parental conflict tends to have lower self-worth. This finding was consistent with the previous literature (Long, 1986; Pawlak & Klein, 1997; Amalu, 2017; Lanz et al., 1999; Kelly, 2000; Neighbors et al., 1993; Harold & Sellers, 2018). However, considering the result of multivariate hierarchical regression that inter-parental conflict did not predict self-worth of adolescents, this could be because of self-reporting bias, as adolescents might avoid to report the conflict between their parents. Moreover, the participants that have high resilience are likely less influenced by their parents' conflict. Neighbors et al. (1993) supported that resilient adolescents have better communication with their mothers and have higher self-esteem when compared with non-resilient adolescents.

In this study, it was also found that adolescents who reported higher inter-parental conflict perceived their parents with less acceptance/care. Due to high conflict situation within parents, they may approach in a less sensitive way towards their

children and this may affect perception of parental acceptance/care of adolescents in a negative way (Smith-Etxeberria & Eceiza, 2021).

Additionally, in line with the literature (Yosuf, Zafar & Kausar, 2016), it was found that girls tend to perceive inter-parental conflict higher than boys. It was also stated that compared to boys, adolescent girls may be more sensitive to inter-parental conflict due to the fact that they are more concerned about the preservation of relationships, while being more aware of the influence of conflict on the family integration (Dansova, Bousa, Lacinova, Macek, Cigler & Tomaskova, 2019; Harold & Sellers, 2018). Considering the total self-worth score of adolescents, as predicted no significant difference among boys and girls was found which was supported by a number of similar studies (Laible, Carlo & Roesch, 2004; Nguyen et al., 2019; Heinonen, Raikkoönen & Keltikangas-Jarvinen, 2005). However it was also claimed that girls may also be more prone to associate their self-esteem with the quality of relationships (Dansova et al., 2019; Kearney-Cooke, 1999). It is also important to mention that in this study, the subscales of Harter's Self Perception Profile for Adolescents were not taken into account, but the total score. Thus, an analysis of the subscales could have identified difference among gender, as this was outside of the scope of this study. Considering the literature review, it can be said that further investigation can be carried out with regards to the relationship between gender and perceived self worth.

Association between Family Structure and Self-Worth

It was hypothesized that family structure will not predict self-worth of adolescents. The findings of this study supported this hypothesis, as there was not any significant difference between adolescents whose parents are married and in other

categorization. The hierarchical regression analysis also showed that family structure did not predict self-worth of adolescents.

In many studies, it was found that family structure does not play a crucial role on the self-esteem of children and adolescents (Long, 1986; Esmaeili & Yacoob, 2012; Kelly, 2000; Pawlak & Klein, 1997; Neighbors et al., 1993; Clark & Barber, 1994). On the other hand, Lanz et al. (1999) found that positive self-esteem is related with positive communication with parents only in intact and non-adoptive families but not with divorced families and adoptive families. Considering children of separated families, the importance of how parents and children manage their relationships after separation was also mentioned (Lanz et al., 1999). Moreover, difficulties in their relationship with their biological father after separation was also stressed as part of the lack of communication. Lack of communication between parents, also leads to insufficient communication with adolescents, which may result in lack of social skills (i.e. having less ability to cope with difficulties and deal with interpersonal situations) (Lanz et al., 1999). This information leads us to focus more on the communication between mother-father, as well as parents-children instead of focusing on the family type. Furthermore, Clark and Barber (1994) underlined the importance of communication regardless of family structure, as they found that father's interest play important role on developing self-esteem. They further explained that the main reasons behind the lack of communication between adolescents and their separated families may be the less time spent with one of the parents, because of custody issues. Additionally, due to high conflict between mothers and fathers, one of the parents may avoid having regular communication to arrange visits to see their children (Clark & Barber, 1994). As mothers also need to head the family alone, they may work longer at full time jobs and this may also lead to less time spending with their children (Long,

1986). In this study, it was also found that perceived acceptance/care from mother but not father predicted self-worth of adolescents. The findings which have not been reported in the results section showed that almost all adolescents whose mother and father are divorced stay only with their mother. Considering this, communication with father after divorce, as well as mothers' attitudes should be examined in future studies.

Taken together, our findings indicate that adolescent reported (i.e. perceived) acceptance/care from mother plays a significant role in the self-worth of adolescents, where no significant relationship has been found between parents reported authoritative parenting style and self-worth. As expected, adolescents who reported higher inter-parental conflict had lower scores in self-worth and family structure did not predict self-worth of adolescents.

4.1 Limitations

Certain limitations of this study could be addressed. First, in this study only quantitative research methods were used to collect information from participants. This method does not allow participants to provide more detailed answers, and if combined with qualitative data may allow a more thorough investigation of the variables.

Due to the Covid-19 Pandemic, the researcher did not directly collect data from the participants. This resulted in data loss which affected the sample size and generalizability of the findings. Moreover, considering the family structure for the group size in the 'other' categorization, the number of participants recruited were less compared with the married categorization. A larger number of participants would improve sample representativeness. However, it should also be considered that schools in both rural and urban areas in Northern Cyprus were reached for data collection which resulted in recruiting a heterogeneous sample. Furthermore, as part of the disadvantage of quantitative research method, self-report bias might have occurred.

However, considering this possibility, parenting styles data was collected from both parents and adolescents to reduce this probability. On the other hand, because of the Covid-19 Pandemic, communication with students were not allowed by the school managements. As a result of this, collecting parental authority questionnaire, which measures parent reported parenting styles became difficult. Therefore, the number of participants who completed parental authority questionnaire was less than expected ($n = 143$). This was the case for other scales as well, that not all the participants completed all the scales.

Despite these limitations, the present study has enhanced our understanding of the relationship between the perceived inter-parental conflict, parenting styles, gender, family structure and self-worth of adolescents. We hope that the current research will stimulate further investigation of this important area.

4.2 Implications

Self-worth is a critical construct to be studied, particularly in relation to adolescents, as having higher self-worth helps protecting one's self to be harmed by many risks (Nguyen et al., 2019; Mann et al., 2004). It was also found that there is a positive correlation between life satisfaction and self-esteem (Boden, Fergusson & Horwood, 2008). Therefore, it is important to understand factors affecting self-worth and study on relevant intervention techniques to help individuals developing positive self-worth. Considering the negative influence of inter-parental conflict regardless of family structure, policy makers should draw more attention on the programmes improving communication within family, as children are directly affected by this proximal processes. There are plenty of intervention programmes that can be referenced for improving parenting skills and self-worth of adolescents. For example, Harold and Sellers (2018) stated the effective parenting programmes to reduce inter-

parental conflict, including; (1) training on impact of parenting and inter-parental conflict, (2) building incentive to improve the quality of parenting and always including the other parent in child rearing processes and (3) skill building on role play and modelling. Besides, it is also important to focus on gender roles, as based on the result of this study, perceived acceptance/care from mother seems to have a more predictive role on the self-worth of adolescents when compared with perceived acceptance/care from father.

Eventually, intervention programmes that focus on improving parental capacities, gender balance and self-worth of individuals are necessary to improve welfare of the whole community.

4.3 Future Directions

As discussed in the limitations of this study, the future researchers may consider to apply both quantitative and qualitative methods to collect information from participants on this subject. This will not only serve to collect more detailed information for better interpretation of results, but will also reduce the risk of self-report bias and enhance sample representativeness. Moreover, each individual is unique and there might be too many factors influencing their self-worth. Neighbours, Forehand and McVicar (1993) found that resilient adolescents have better relationships with their mothers and show higher self-esteem compared to non-resilient adolescents.

Kartika (2017) stressed that children of divorced families or children who face traumatic events, such as losing a parent, may seek resilience to be able to continue their lives in a more positive way. Therefore, while studying self-worth and its correlates, it is also important to consider the resiliency of participants to be able to identify the underlying factors of higher or lower self-worth scores. Additionally, as

broadly mentioned above, besides proximal factors, distal influences such as culture, should also be taken into account.

4.4 Conclusion

Self-worth that promotes global self-esteem (Luhtanen, Cooper & Bouvrette, 2003) is important, as it determines the direction of physical and mental health of individuals (Mann et al., 2004). Considering also the unique characteristics of adolescence period, this study serves to gain insight about the roles of inter-parental conflict, parenting styles, family structure and gender on the self-worth of adolescents in Northern Cyprus. The research results showed that inter-parental conflict and perceived acceptance/care from mother play important role on the self-worth of adolescents, where family structure does not. In the light of this information, it is necessary to design and implement intervention programmes to improve parental capacities, communication skills, problem solving abilities and self-worth of individuals to contribute to overall welfare of the communities.

REFERENCES

- Adalbjarnardottir, S., & Hafsteinsson, L. G. (2001). Adolescents' perceived parenting styles and their substance use: concurrent and longitudinal analyses. *Journal of Research on Adolescence*, 11(4), 401–423. <https://doi.org/10.1111/1532-7795.00018>.
- Alami, A., Khosravan, S., Moghadam, L., S., Pakravan, F., & Hosseni, F. (2014). Adolescents' self-esteem in single and two-parent families. *International Journal of Community Based Nursing & Midwifery*, 2(2), 69-76.
- Amalu, M., N. (2017). Family environment and self-esteem as predictors of psychological adjustment of secondary school students from divorced homes in Cross River State, Nigeria. *Journal of Research & Method in Education*, 7(6), 09-16.
- Ashiabi, G., S., & O'Neal, K., K. (2015). Child social development in context: An examination of some propositions in Bronfenbrenner's bioecological theory. *Sage Open*, 1-14. <https://doi.org/10.1177/2158244015590840>
- Bastaitis, K., & Mortelmans, D. (2017). Parenting and family structure after divorce: Are they related? *Journal of Divorce & Remarriage*, 58(7), 542-558. <https://doi.org/10.1080/10502556.2017.1345200>.
- Baumrind, D. (1991). The influence of parenting style on adolescent competence and substance use. *Journal of Early Adolescence*, 11(1), 56-95.

- Bayraktar, F. (2012). Bullying among adolescents in North Cyprus and Turkey: Testing a multifactor model. *Journal of Interpersonal Violence, 27*(6), 1040–1065. <https://doi.org/10.1177/0886260511424502>
- Bickham, N. L. & Fiese, B. H. (1997). Extension of the children's perceptions of interparental conflict scale for use with late adolescents. *Journal of Family Psychology, 11*, 246-250.
- Boden, J., M., Fergusson, D., M., Horwood, J. L. (2008). Does adolescent self-esteem predict later life outcomes? A test of the causal role of self-esteem. *Development and Psychopathology, 20*(1), 319-39. <https://doi.org/10.1017/S0954579408000151>.
- Bronfenbrenner, U., & Ceci, S. J. (1994). Nature-nuture reconceptualized in developmental perspective: A bioecological model. *Psychological Review, 101*(4), 568–586. <https://doi.org/10.1037/0033-295X.101.4.568>
- Bronfenbrenner, U., & Evans, G. W. (2000). Developmental science in the 21st century: Emerging questions, theoretical models, research designs and empirical findings. *Social Development, 9*(1), 115–125. <https://doi.org/10.1111/1467-9507.00114>
- Butts, M. M., & Ng, T. W. H. (2009). Chopped liver? OK. Chopped data? Not OK. In C. E. Lance & R. J. Vandenberg (Eds.), *Statistical and methodological myths and urban legends: Doctrine, verity and fable in the organizational and social sciences* (pp. 361–386). Routledge/Taylor & Francis Group.

- Clark, J., & Barber, B., L. (1994). Adolescents in postdivorce and always-married families: Self-esteem and perceptions of fathers' interest. *Journal of Marriage and Family*, 56(3), 608-614. <https://doi.org/10.2307/352871>.
- Crocker, J., & Luhtanen, R., K., Cooper, M., L., & Bouvrette, A. (2003). Contingencies of self-worth in college students: theory and measurement. *Journal of Personality and Social Psychology*, 85(5), 894-908. <https://doi.org/10.1037/0022-3514.85.5.894>.
- Dansova, P., Bousa, O., Lacinova, L., Macek, P., Tomaskova, Z., & Cigler, H. (2019). Subjective health complaints in fifteen-year-old Czech adolescents: The role of self-esteem, interparental conflict, and gender. *Studia Psychologica*, 61(4), 258-270. <https://doi.org/10.21909/sp.2019.04.787>.
- Erdvik, I., B., Haugen, T., Ivarsson, A., & Säfvenbom, R. (2019). Global self-worth among adolescents: The role of basic psychological need satisfaction in physical education. *Scandinavian Journal of Educational Research*, 1-14. <https://doi.org/10.1080/00313831.2019.1600578>.
- Esmaeili, N. S., & Yaacob, S. N. (2012). Correlates of self-esteem among adolescents of divorced families. *Archives Des Sciences*, 65(8), 52-59.
- Falci, C. D. (2011) Self-esteem and mastery trajectories in high school by social class and gender. *Social Science Research*, 40(2), 586-601. <https://doi.org/10.1016/j.ssresearch.2010.12.013>.

- Fan, J., & Zhang, L. (2014). The role of perceived parenting styles in thinking styles. *Learning and Individual Differences, 32*, 204–211. <https://doi.org/10.1016/j.lindif.2014.03.004>.
- Garcia, A. & De Guzman, M. (2017). Parenting styles, gender differences in. In K. L. Nadal (Ed.), *The SAGE encyclopedia of psychology and gender* (pp.1276-1278). SAGE Publications, Inc. <http://dx.doi.org/10.4135/9781483384269.n>
- Garfield, C. (2009). Variations in family composition. *Developmental-Behavioral Pediatrics, 94*–102. <https://doi.org/10.1016/b978-1-4160-3370-7.00009-2>.
- Greef, A., P., Vansteenwegen, A., & DeMot, L. (2006). Resiliency in divorced families. *Social Work in Mental Health, 4*(4), 67-81. https://doi.org/10.1300/J200v04n04_05.
- Grych, J. H., Seid, M., & Fincham, F.D. (1992). Assessing marital conflict from the child's perspective: The children's perception of interparental conflict scale. *Child Development, 63*, 558-572.
- Hagborg, W. J. (1993). Gender differences on Harter's self-perception profile for adolescents. *Journal of Social Behavior & Personality, 8*(1), 141–148.
- Harold, G. T., & Sellers, R. (2018). Annual research review: Interparental conflict and youth psychopathology: An evidence review and practice focused update. *Journal of Child Psychology and Psychiatry, 59*(4), 374–402. <https://doi.org/10.1111/jcpp.12893>

- Harrison, M. (1997). Parental training for incarcerated fathers: Effects on attitudes, self-esteem, and children's self-perceptions. *The Journal of Social Psychology, 137*(5), 588-593. <https://doi.org/10.1080/00224549709595480>
- Harter, S., Waters, P., & Whitesell, N. R. (1998). Relational self-worth: Differences in perceived worth as a person across interpersonal contexts among adolescents. *Child Development, 69*(3), 756–766. <https://pubmed.ncbi.nlm.nih.gov/9680683/#:~:text=Approximately%20three%2Dfourths%20of%20the>
- Harter, S. (2012). Self-perception profile for adolescents: Manual and questionnaires. *Denver, CO: Univeristy of Denver, Department of Psychology.*
- Hubbs-Tait, L., Kennedy, T., S., Page, M., C., Topham, G., L., & Harrist, A., W. (2008). Parental feeding practices predict authoritative, authoritarian, and permissive parenting styles. *J Am Diet Assoc., 108*(7), 1154-1161. <https://doi.org/10.1016/j.jada.2008.04.008>.
- Heinonen, K., Räikkönen, K., & Keltikangas-Järvinen, L. (2005). Self-esteem in early and late adolescence predicts dispositional optimism–pessimism in adulthood: A 21-year longitudinal study. *Personality and Individual Differences, 39*(3), 511–521. <https://doi.org/10.1016/j.paid.2005.01.026>
- Karela, C., & Petrogiannis, K. (2018). Risk and resilience factors of divorce and young children's emotional well-being in Greece: A correlational study. *Journal of*

Educational and Developmental Psychology, 8(2), 68-81.
<https://doi.org/10.5539/jedp.v8n2p68>.

Kartika, Y. (2017). Resilience: Phenomenological study on the child of parental divorce and the death of parents. Paper presented at the 3rd International Conference on Advances in Education and Social Sciences, İstanbul, Turkey. Retrieved from http://www.ocerint.org/adved17_e-publication/papers/186.pdf.

Kearney-Cooke, A. (1999). Gender differences and self-esteem. *The Journal of Gender Specific Medicine*, 2(3), 46-52.

Keizer, R., Helmerhorst, K., O., W., & Gelderen, L., R. (2019). Perceived quality of the mother–adolescent and father–adolescent attachment relationship and adolescents’ self-esteem. *Journal of Youth and Adolescence*, 48(6), 1203–1217. <https://doi.org/10.1007/s10964-019-01007-0>.

Kelly, J. B. (2000). Children’s adjustment in conflicted marriage and divorce: A decade review of research. *Journal of the American Academy of Child & Adolescent Psychiatry*, 39(8), 963–973. <https://doi.org/10.1097/00004583-200008000-00007>

Kuppens, S., & Ceulemans, E. (2018). Parenting styles: A closer look at a well-known concept. *Journal of Child and Family Studies*, 1-14.
<https://doi.org/10.1007/s10826-018-1242-x>

- Kuzey Kıbrıs Türk Cumhuriyeti Mahkemeler. (2020). Faaliyet Raporu 2020.
<https://www.mahkemeler.net/cgi-bin/faaliyet/2020.pdf>
- Laible D., J., Carlo G., & Roesch S., C. (2004). Pathways to self-esteem in late adolescence: The role of parent and peer attachment, empathy, and social behaviours. *Journal of Adolescence*, 27(6), 703-16.
<https://doi.org/10.1016/j.adolescence>.
- Lanz, M., Iafrate, R., Rosnati, R., & Scabini, E. (1999). Parent-child communication and adolescent self-esteem in separated, intercountry adoptive and intact non-adoptive families. *Journal of Adolescence*, 22, 785-794.
- Long, B., H. (1986). Parental discord vs family structure: Effects of divorce on the self-esteem of daughters. *Journal of Youth and Adolescence*, 15(1), 19-27.
- Mann, M., Hosman, C., M., H., Schaalma, H., P., & Vries, N., K. (2004). Self-esteem in a broad-spectrum approach for mental health promotion. *Health Education Research*, 19(4), 357-372. <https://doi.org/10.1093/her/cyg041>
- Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review*, 98(2), 224-253.
<https://doi.org/10.1037/0033-295X.98.2.224>.
- Martin, P., & Martin, M. (2002). Proximal and distal influences on development: The model of developmental adaptation. *Developmental Review*, 22(1), 78-96.
<https://doi.org/10.1006/drev.2001.0538>

- Matsumoto, D. (1999). Culture and self: An empirical assessment of Markus and Kitayama's theory of independent and interdependent self-construals. *Asian Journal of Social Psychology*, 2, 289–310. <https://doi.org/10.1111/1467-839X.00042>.
- McClure, A., Tanski, S., E., Kingsbury, J., Gerrard, M., & Sargent, J., D. (2010). Characteristics associated with low self-esteem among US adolescents. *Academic Pediatrics*, 10(4), 238-244. <https://doi.org/10.1016/j.acap.2010.03.007>.
- Moura, O., Santos, R. A., Rocha, M., & Matos, P. M. (2010). Children's Perception of Interparental Conflict Scale (CPIC): Factor structure and invariance across adolescents and emerging adults. *International Journal of Testing*, 10, 364-382.
- Neighbors, B., Forehand, R., & McVicar, D. (1993). Resilient adolescents and interparental conflict. *American Journal of Orthopsychiatry*. 63(3), 462-471. <https://doi.org/10.1037/h0079442>.
- Nguyen, D., T, Wright, E., P., Dedding, C., Pham, T., T., & Bunders, J. (2019). Low self-esteem and its association with anxiety, depression, and suicidal ideation in Vietnamese secondary school students: A cross-sectional study. *Front Psychiatry*. 10(698). <https://doi.org/10.3389/fpsy.2019.00698>.

- Pawlak, J. L., & Klein, H. A. (1997). Parental conflict and self-esteem: The rest of the story. *The Journal of Genetic Psychology*, 158(3), 303-313. <https://doi.org/10.1080/00221329709596670>.
- Reese-Weber, M., & Hesson-McInnis, M. (2008). The children's perception of interparental conflict scale: Comparing factor structures between developmental periods. *Educational and Psychological Measurement*, 68(6), 1008-1023.
- Reitman, D., Rhode, P. C., Hupp, S. D. A., & Altobello, C. (2002). Development and validation of the parental authority questionnaire - revised. *Journal of Psychopathology and Behavioral Assessment*, 24(2), 119–127. <https://doi.org/10.1023/A:1015344909518>
- Sayıl, M., Kindap, Y., Bayar, Y., Bayraktar, F., Kurt, D., Tığrak, A., & Yaban, H.E. (2012). *Ergenlik Döneminde Ebeveynlik ve Ergenin Psikososyal Uyumunu*, Hacettepe Üniversitesi Yayınları.
- Small, S., A. (1988). Parental self-esteem and its relationship to childrearing practices, parent-adolescent interaction, and adolescent behavior. *Journal of Marriage and Family*, 50(4), 1063-1072.
- Smith-Etxeberria, K., & Eceiza, A. (2021). Mother-child and father-child relationships in emerging adults from divorced and non-divorced families. *Social Sciences*, 10(10). <https://doi.org/10.3390/socsci10100382>.

Sümer, N., & Güngör, D. (1999). Yetişkin bağlanma stilleri ölçeklerinin Türk örnekleme üzerinde psikometrik değerlendirmesi ve kültürlerarası bir karşılaştırma. *Türk Psikoloji Dergisi*, 14(43), 71-106.

Şekercioğlu, G., & Güzeller, C. O. (2012). Ergenler için benlik algısı profili'nin faktör yapısının yeniden değerlendirilmesi. *Bilgi Dergisi*, 60, 215-236.

Ulu, P. İ., & Fıfıloğlu, H. (2004). Çocukların evlilik çatışmasını algılaması ölçeği'nin geçerlik ve güvenirlik çalışması. *Türk Psikoloji Yazıları*, 7(14), 61-75.

Vélez-Agosto N., M., Soto-Crespo, J., G., Vizcarrondo-Oppenheimer M., Vega-Molina S., & García, C., C. (2017). Bronfenbrenner's bioecological theory revision: Moving culture from the macro into the micro. *Perspectives on Psychological Science*, 12(5), 900-910.
<https://doi.org/10.1177/1745691617704397>

Yosuf, I., Zafar, N., & Kausar, R. (2016). Perceived inter-parental conflicts, emotional security and self-discipline in adolescents. *Journal of Behavioural Sciences*, 26(1).

APPENDICES

Appendix A: Demographic Information

Değerli katılımcı, Doğu Akdeniz Üniversitesi Genel Psikoloji yüksek lisans tezi araştırması kapsamında bugün birtakım soruları yanıtlayacaksınız. Öncelikle araştırmaya katılımınız ve katkılarınızdan dolayı teşekkür ederim.

Amacım, farklı aile yapılarında yetişen gençlerin özdeğer düzeylerini ölçebilmektir. Toplanacak olan veriler, araştırmada genelleme yapabilmek adına kullanılacağından ötürü yanıtlayacağınız her soruda kişisel bilgileriniz Doğu Akdeniz Üniversitesi Etik Kurul prosedürlerine uygun olarak gizli tutulacak ve kimseyle paylaşılmayacaktır. Soruları yanıtlarken doğru veya yanlış cevap olmadığını dikkatinize getirir, size en uygun olan cevabı samimiyetle sağlamanızı rica ederim. Araştırmaya katkılarınızdan ötürü çok teşekkür ederim.

Psikolog Refika İnce

1. Doğum Tarihiniz (AY/YIL): ____ / ____

2. Cinsiyetiniz: Kadın _____ Erkek _____ Diğer
(Belirtiniz) _____

3. Annenizin Eğitim Durumu nedir?

Okur-Yazar Değil: _____

İlkokul Mezunu: _____

Ortaokul Mezunu: _____

Lise Mezunu: _____

Yüksekokul Mezunu (2 yıllık): _____

Üniversite Mezunu (4 yıllık): _____

Yüksek Lisans: _____

Doktora: _____

4. Babanızın Eğitim Durumu nedir?

Okur-Yazar Değil: _____

İlkokul Mezunu: _____

Ortaokul Mezunu: _____

Lise Mezunu: _____
Yüksekokul Mezunu (2 yıllık): _____
Üniversite Mezunu (4 yıllık): _____
Yüksek Lisans: _____
Doktora: _____

5. Aylık olarak evinize giren toplam para miktarı tahmininize göre aşağıdakilerden hangisidir?

Ayda 1500 TL ve altı _____
Ayda 1500-2958 TL _____
Ayda 2958-4000 TL _____
Ayda 4000-6000 TL _____
Ayda 6000-8000 TL _____
Ayda 8000 TL ve üzeri _____

6. Aşağıdaki ölçekte kendinizi hangi gelir grubuna ait görüyorsunuz. Size uygun rakamı daire içine alınız.

1 2 3 4 5
Alt Gelir Ortanın Altı Orta Gelir Ortanın Üstü Üst Gelir

7. Aşağıdaki aile yapılarından hangisi sizin içinde yaşadığınız aile yapısını en iyi tanımlıyorsa lütfen birini işaretleyiniz.

Anne – Baba Evli _____

Anne- Baba Boşanmış ve yalnız yaşamaktadırlar _____

Annem boşandıktan sonra evlendi, babam bekar _____

Babam boşandıktan sonra evlendi, annem bekar _____

Annem ve babam boşandıktan sonra evlendi ve halen evlidirler _____

****Koruyucu Aile_____**

**** Biyolojik anne ve baba yanında deęil, Sosyal Hizmetler Dairesi tarafından belirlenen koruyucu anne, baba veya anne-baba yanında yařayan kiřiler**

*****Geniř Aile _____**

*****Anne ve Baba haricindeki geniř aile üyeleri, nene, dede, teyze, hala, amca, dayı, vb sıralanabilir**

Kardeř Sayısı (eđer varsa):_____

8. ve 9. Soruyu yalnızca anne ve babası boşanmış katılımcılar yanıtlayacaktır.

8. Anne ve Babanız ne zaman boşandı? (AY/ YIL) _____/_____

9. Haftanın kaç günü kiminle yaşadığınızı lütfen hem anne hem de babanız için belirtiniz.

Anne_____

Baba_____

Appendix B: Self Perception Profile for Adolescents

Lütfen aşağıdaki soruları dikkatli bir şekilde okuyup, size en uygun olanı işaretleyiniz. Bu işlemi hem OYSA'dan önceki cümle hem de OYSA'dan sonraki cümle için tekrar ediniz. Vereceğiniz cevapların **sizinle birebir bağlantılı** olması önemlidir. **Doğru veya yanlış cevap yoktur.** Zamanınız ve katkınız için teşekkür ederim.

Bana Tamamen Uyuyor	Bana Kısmen Uyuyor					Bana Kısmen Uyuyor	Bana Tamamen Uyuyor
		1.	Bazı ergenler kendilerini yaşıtları kadar akıllı hissederler.	OYSA	diğer ergenler bundan bu kadar emin değillerdir ve akıllı olup olmadıkları konusunda kuşku duyarlar.		
		2.	Bazı ergenler genellikle doğru şeyleri yaparlar.	OYSA	diğer ergenler sıklıkla doğru bildiklerini yapmazlar.		
		3.	Bazı ergenler sıklıkla kendileri ile ilgili hayal kırıklığı yaşar.	OYSA	diğer ergenler kendilerinden oldukça hoşnuturlar.		
Bana Tamamen Uyuyor	Bana Kısmen Uyuyor					Bana Kısmen Uyuyor	Bana Tamamen Uyuyor
		4.	Bazı ergenler bir işi iyi yapabilecek yeterli becerilere sahip olmadıklarını düşünürler.	OYSA	diğer ergenler bir işi iyi yapabilecek beceriye sahip olduklarını düşünürler.		
		5.	Bazı ergenler gerçekten çekici buldukları kişiler ile çıkmazlar.	OYSA	diğer ergenler çekici buldukları kişilerle çıkarlar.		

		6.	Bazı ergenler sınıf çalışmalarında çok iyidirler.	OYSA	diğer ergenler sınıf çalışmalarında o kadar iyi değildirler.		
		7.	Bazı ergenler para karşılığında çalıştıkları bir işi daha iyi yapabileceklerini düşünürler.	OYSA	diğer ergenler para karşılığında yapmakta oldukları bir işi gerçekten iyi yaptıklarını düşünürler.		
		8.	Bazı ergenler sosyal olarak kabul edildiklerini düşünürler.	OYSA	diğer ergenler yaşlılarından daha çok kişinin kendilerini kabul etmelerini dilerler.		
		9.	Bazı ergenler yaşlıları arasında popülerdir.	OYSA	diğer ergenler pek de popüler değildir.		
Bana Tamamen Uyuyor	Bana Kısmen Uyuyor					Bana Kısmen Uyuyor	Bana Tamamen Uyuyor
		10.	Bazı ergenler okul ödevlerini bitirmekte oldukça yavaştlar.	OYSA	diğer ergenler okul ödevlerini daha çabuk yapabilirler.		
		11.	Bazı ergenler sürdürmekte oldukları yaşam biçimlerinden hoşnut değillerdir.	OYSA	diğer ergenler sürdürmekte oldukları yaşam biçimlerinden hoşnutlardır.		
		12.	Bazı ergenler çoğu zaman kendilerinden hoşnutlardır.	OYSA	diğer ergenler çoğunlukla kendilerinden hoşnut değillerdir.		
		13.	Bazı ergenlerin okulda soruların yanıtını bulmakta sorunları vardır.	OYSA	diğer ergenler sorulara hemen hemen her zaman yanıt bulabilirler.		
		14.	Bazı ergenler güzel / yakışıklı gördüklerini düşünürler.	OYSA	diğer ergenler güzel / yakışıklı görünmediklerini düşünürler.		
		15.	Bazı ergenler kendileri gibi kimselerden hoşlanırlar.	OYSA	diğer ergenler sık sık başka biri gibi olmayı dilerler.		

Bana Tamamen Uyuyor	Bana Kısmen Uyuyor					Bana Kısmen Uyuyor	Bana Tamamen Uyuyor
		16.	Bazı ergenler oldukça zeki olduklarını düşünürler.	OYSA	diğer ergenler kendilerinin zeki olup olmadıklarını sorgularlar.		
		17.	Bazı ergenler kendi görünüşlerinden gerçekten hoşnuturlar.	OYSA	diğer ergenler farklı görünmeyi dilerler.		
		18.	Bazı ergenler genellikle birlikte olmaktan hoşlanacakları kişiler ile çıkarlar.	OYSA	diğer ergenler gerçekten birlikte olmak istedikleri kişiler ile çıkarlar.		
		19.	Bazı ergenler hallerinden çok memnundurlar.	OYSA	diğer ergenler farklı olmayı dilerler.		
		20.	Bazı ergenler gerçekten güvenebilecekleri arkadaşlıklar kurmakta zorlanırlar.	OYSA	diğer ergenler gerçekten güvenebilecekleri yakın arkadaşlıklar kurabilirler.		
		21.	Bazı ergenlerin gerçekten kişisel düşüncelerini paylaşabilecek yakınlıkta arkadaşı yoktur.	OYSA	diğer ergenlerin kişisel duygu ve düşüncelerini paylaşabilecekleri yakın bir arkadaşı vardır.		
		22.	Bazı ergenler sırlarını paylaşabilecekleri gerçek yakın bir arkadaşına sahiptirler.	OYSA	diğer ergenler sırlarını paylaşabilecekleri gerçek yakın bir arkadaşına sahip değildirler.		
Bana Tamamen Uyuyor	Bana Kısmen Uyuyor					Bana Kısmen Uyuyor	Bana Tamamen Uyuyor
		23.	Bazı ergenler bir şeyleri paylaşabilecekleri gerçek yakın arkadaşlarının olmasını dilerler.	OYSA	diğer ergenler bir şeyleri paylaşabilecekleri yakın arkadaşlarına sahiptirler.		
		24.	Bazı ergenler gerçek yakın arkadaşlıklar kurabilirler.	OYSA	diğer ergenler gerçek yakın arkadaşlıklar kurmayı zor bulurlar.		

		25.	Bazı ergenler için arkadaş edinmek güçtür.	OYSA	diğer ergenler için bu oldukça kolaydır.		
		26.	Bazı ergenlerin pek çok arkadaşı vardır.	OYSA	diğer ergenlerin çok fazla arkadaşı yoktur.		
		27.	Bazı ergenlerin sevillebilmesi çok zordur.	OYSA	diğer ergenlerin sevillebilmesi gerçekten kolaydır.		
		28.	Bazı ergenler bütün spor çeşitlerinde çok iyidirler.	OYSA	diğer ergenler konu spor olunca kendilerinin çok iyi olduklarını düşünmezler.		
		29.	Bazı ergenler çok sportif olduklarını düşünmezler.	OYSA	diğer ergenler kendilerinin çok sportif olduklarını düşünürler.		
Bana Tamamen Uyuyor	Bana Kısmen Uyuyor					Bana Kısmen Uyuyor	Bana Tamamen Uyuyor
		30.	Bazı ergenler sporda diğer yaşlılarından daha iyi olduklarını düşünürler.	OYSA	diğer ergenler sporda başkaları kadar iyi oynayamadıklarını düşünürler.		
		31.	Bazı ergenler herhangi bir yeni spor etkinliğini hemen en iyi biçimde yapabileceklerini düşünürler.	OYSA	diğer ergenler yeni bir spor etkinliğini iyi yapamayabileceklerinden korkarlar.		
		32.	Bazı ergenler yeni açık hava oyunlarında pek iyi olamazlar.	OYSA	diğer ergenler yeni oyunlarda hemen başarılı olurlar.		
		33.	Bazı ergenler fiziksel görünülerinin farklı olmasını dilerler.	OYSA	diğer ergenler sahip oldukları fiziksel görünülerinden memnundurlar.		
		34.	Bazı ergenler hedeflerinin farklı olmasını dilerler.	OYSA	diğer ergenler bedenlerinin şu anki durumundan hoşnuturlar.		
		35.	Bazı ergenler kendi görünülerinden memnun değillerdir.	OYSA	diğer ergenler kendi görünülerinden memnundurlar.		

Bana Tamamen Uyuyor	Bana Kısmen Uyuyor					Bana Kısmen Uyuyor	Bana Tamamen Uyuyor
		36.	Bazı ergenler kendilerini para karşılığında bir işi üstlenebilecek ve sürdürebilecek yaşta olduklarını düşünürler.	OYSA	diğer ergenler henüz kendilerini gerçekten bir işi iyi yapabilecekleri yaşta hissetmezler.		
		37.	Bazı ergenler para karşılığı yürütülen bir işi yapabilme gücüne sahip olduklarını düşünürler.	OYSA	diğer ergenler bir işi yapmaları gerektiği gibi iyi yapıp yapmadıklarından emin değildirlir.		
		38.	Bazı ergenler kendilerini yarım günlük bir işte çalışmaya hazır olduklarını hissederler.	OYSA	diğer ergenler kendilerini yarım günlük bir işte çalışmaya yeterince hazır olmadıklarını hissederler.		
		39.	Bazı ergenler birisine romantik bir ilgi duyarlarsa karşıdakinin de onlara aynen karşılık vereceğini düşünürler.	OYSA	diğer ergenler birinden romantik olarak hoşlandıklarında, o kişinin kendilerine aynen karşılık vermeyeceğinden endişe duyarlar.		
		40.	Bazı ergenler yaşlılarının kendilerine romantik olarak yaklaşacaklarını düşünürler.	OYSA	diğer ergenler yaşlılarının kendilerine ilgi duymayacaklarından endişelidirler.		
Bana Tamamen Uyuyor	Bana Kısmen Uyuyor					Bana Kısmen Uyuyor	Bana Tamamen Uyuyor
		41.	Bazı ergenler kendilerinin karşı cinsle olan birlikteliklerinde ilgi	OYSA	diğer ergenler karşı cinsle birlikteliklerinde nasıl ilginç		

			çekici ve eğlenceli olduklarını düşünürler.		ve eğlenceli olacaklarını merak ederler.		
		42.	Bazı ergenlerin yaptıkları şeyler için başları sık sık derde girer.	OYSA	diğer ergenler başlarına dert açacak şeyleri yapmazlar.		
		43.	Bazı ergenler yapmamaları gerektiğini bildikleri şeyleri yaparlar.	OYSA	diğer ergenler yapmamaları gerektiğini bildikleri şeyleri yapmazlar.		
		44.	Bazı ergenler genellikle davranmaları gerektiği biçimde davranırlar.	OYSA	diğer ergenler çoğunlukla davranmaları gerektiği biçimde davranmazlar.		
		45.	Bazı ergenler gerçekten iyi davrandıklarını düşünürler.	OYSA	diğer ergenler çoğunlukla iyi davranmadıklarını düşünürler.		

Appendix C: Child Rearing Styles for Mother

Ergenlerin Algılanan Ebeveynlik Stilleri (Anne Formu)					
Lütfen aşağıdaki soruları dikkatli bir şekilde okuyup, size en uygun olanı yalnızca anne figürünüzü düşünerek işaretleyiniz. Vereceğiniz cevapların sizinle birebir bağlantılı olması önemlidir. Doğru veya yanlış cevap yoktur. Zamanınız ve katkınız için teşekkür ederim.					
	Hiç Doğru Değil	Doğru Değil	Kısmen Doğru	Doğru	Çok doğru
1. Benimle sık sık rahatlatıcı bir şekilde konuşurdu.	1	2	3	4	5
2. Nasıl davranacağım ya da ne yapacağım konusunda bana hep yararlı fikirler vermiştir.	1	2	3	4	5
3. Sorunlarım olduğunda onları daha açık bir şekilde görmemde hep yardımcı olmuştur.	1	2	3	4	5
4. Odamın düzenliliğini sık sık kontrol ederdi.	1	2	3	4	5
5. Her davranışımı sıkı sıkıya kontrol etmek isterdi.	1	2	3	4	5
6. Ne zaman, ne yapmam gerektiği konusunda talimat verirdi.	1	2	3	4	5
7. Onun istediği hayatı yaşamam konusunda hep ısrarlı olmuştur.	1	2	3	4	5
8. Onunkinden farklı bir görüşe sahip olmama genellikle tahammül edememiştir.	1	2	3	4	5
9. Kurallarına aykırı davrandığımda beni kolaylıkla affetmezdi.	1	2	3	4	5
10. Sorunlarımı çözmemde destek olurdu.	1	2	3	4	5
11. Derslerimin nasıl gittiğini ve notlarımı bilmek isterdi.	1	2	3	4	5
12. Yememle, içmemle yakından ilgilenirdi.	1	2	3	4	5
13. Bendeki herhangi bir fiziksel değişmeyi hemen farkedirdi.	1	2	3	4	5
14. Hata yaptığımda genellikle bağışlardı.	1	2	3	4	5

15. Sevgi ve yakınlığına her zaman güvenmişimdir.	1	2	3	4	5
16. Onun düşüncelerine ters gelen birşey yaptığımda beni suçlamazdı.	1	2	3	4	5
17. Önemli bir karar verileceği zaman görüşlerime hep önem vermiştir.	1	2	3	4	5
18. Hiçbir zaman fazla yakın bir ilişkimiz olmadı.	1	2	3	4	5
19. Benim sorunlarımla ilgilenemeyecek kadar meşgul olduğunu belirtirdi.	1	2	3	4	5
20. Bir problemim olduğunda ona anlatmaktansa, kendime saklamayı tercih ederdim.	1	2	3	4	5
21. Hiçbir zaman benim ne hissettiğimle veya ne düşündüğümle gerçekten ilgilenmedi.	1	2	3	4	5
22. Onunla birbirimize çok bağlıydık.	1	2	3	4	5
23. Bir sorunum olduğunda bunu hemen anlardı.	1	2	3	4	5
24. Aramızdaki sorunları konuşarak çözmek yerine benden onları anlayıp tek başıma çözmemi beklerdi.	1	2	3	4	5
25. Arkadaşlarımla ilişkilerime çok karışırdı.	1	2	3	4	5
26. Geç saatlere kadar oturmama izin vermezdi.	1	2	3	4	5
27. Beni iyi ve kötü yanlarımla olduğum gibi kabul ederdi.	1	2	3	4	5
28. Yetenek ve becerilerime hayranlık duyardı.	1	2	3	4	5
29. Sağlığımın yakından ilgilenirdi.	1	2	3	4	5
30. Benimle gurur duyduğunu her fırsatta dile getirirdi.	1	2	3	4	5

Appendix D: Child Rearing Styles for Father

Ergenlerin Algılanan Ebeveynlik Stilleri (Baba Formu)					
Lütfen aşağıdaki soruları dikkatli bir şekilde okuyup, size en uygun olanı yalnızca baba figürünüzü düşünerek işaretleyiniz. Vereceğiniz cevapların sizinle birebir bağlantılı olması önemlidir. Doğru veya yanlış cevap yoktur. Zamanınız ve katkınız için teşekkür ederim.					
	Hiç Doğru Değil	Doğru Değil	Kısmen Doğru	Doğru	Çok doğru
1. Benimle sık sık rahatlatıcı bir şekilde konuşurdu.	1	2	3	4	5
2. Nasıl davranacağım ya da ne yapacağım konusunda bana hep yararlı fikirler vermiştir.	1	2	3	4	5
3. Sorunlarım olduğunda onları daha açık bir şekilde görmemde hep yardımcı olmuştur.	1	2	3	4	5
4. Odamın düzenliliğini sık sık kontrol ederdi.	1	2	3	4	5
5. Her davranışımı sıkı sıkıya kontrol etmek isterdi.	1	2	3	4	5
6. Ne zaman, ne yapmam gerektiği konusunda talimat verirdi.	1	2	3	4	5
7. Onun istediği hayatı yaşamam konusunda hep ısrarlı olmuştur.	1	2	3	4	5
8. Onunkinden farklı bir görüşe sahip olmama genellikle tahammül edememiştir.	1	2	3	4	5
9. Kurallarına aykırı davrandığımda beni kolaylıkla affetmezdi.	1	2	3	4	5

10. Sorunlarımı çözmemde destek olurdu.	1	2	3	4	5
11. Derslerimin nasıl gittiğini ve notlarımı bilmek isterdi.	1	2	3	4	5
12. Yememle, içmemle yakından ilgilenirdi.	1	2	3	4	5
13. Bende herhangi bir fiziksel değişmeyi hemen farkedirdi.	1	2	3	4	5
14. Hata yaptığımda genellikle bağışlardı.	1	2	3	4	5
15. Sevgi ve yakınlığına her zaman güvenmişimdir.	1	2	3	4	5
16. Onun düşüncelerine ters gelen birşey yaptığımda beni suçlamazdı.	1	2	3	4	5
17. Önemli bir karar verileceği zaman görüşlerime hep önem vermiştir.	1	2	3	4	5
18. Hiçbir zaman fazla yakın bir ilişkimiz olmadı.	1	2	3	4	5
19. Benim sorunlarımla ilgilenemeyecek kadar meşgul olduğunu belirtirdi.	1	2	3	4	5
20. Bir problemim olduğunda ona anlatmaktansa, kendime saklamayı tercih ederdim.	1	2	3	4	5
21. Hiçbir zaman benim ne hissettiğimle veya ne düşündüğümle gerçekten ilgilenmedi.	1	2	3	4	5
22. Onunla birbirimize çok bağlıydık.	1	2	3	4	5
23. Bir sorunum olduğunda bunu hemen anlardı.	1	2	3	4	5
24. Aramızdaki sorunları konuşarak çözmek yerine benden onları anlayıp tek başıma çözmemi beklerdi.	1	2	3	4	5
25. Arkadaşlarımla ilişkilerime çok karıştırdı.	1	2	3	4	5

26. Ge saatlere kadar oturmama izin vermezdi.	1	2	3	4	5
27. Beni iyi ve kt yanlarım ile olduđum gibi kabul ederdi.	1	2	3	4	5
28. Yetenek ve becerilerime hayranlık duyardı.	1	2	3	4	5
29. Sađlıđım ile yakından ilgilenirdi.	1	2	3	4	5
30. Benimle gurur duyduduđunu her fırsatta dile getirirdi.	1	2	3	4	5

Appendix E: Parental Authority Questionnaire

Ebeveyn Otoritesi Soru Formu					
Değerli veli, çalışmamıza katkıda bulunmayı kabul ettiğiniz için teşekkür ederiz. Aşağıdaki maddeleri dikkatlice okumanızı ve sizin yaklaşımınıza en uygun olanını işaretlemenizi rica ederim. Zamanınız için teşekkür ederim.					
Formu dolduranın doğum tarihi (AY/YIL):			Cinsiyet: a. Kadın b. Erkek		
c. Diğer(Belirtiniz)					
	Hiç Katılmıyorum	Katılmıyorum	Kısmen Katılıyorum	Katılıyorum	Tamamen Katılıyorum
1. Anne babalar nasıl kendi kararlarını kendileri alıyorsa, çocuklar da bunu yapabilmeli.	1	2	3	4	5
2. Çocuğum benimle aynı fikirde olmadığında, kendi iyiliği için onu benim düşündüğüm gibi düşünmeye zorlarım.	1	2	3	4	5
3. Çocuğuma bir şey yapmasını söylediğimde herhangi bir soru sormadan hemen yapmasını beklerim.	1	2	3	4	5
4. Aile içindeki kuralların altında yatan gerekçeleri çocuğumlaa konuşurum.	1	2	3	4	5
5. Çocuğum aile içindeki kuralların ve sınırlamaların mantıksız olduğunu düşündüğünde benimle konuşması için onu her zaman cesaretlendiririm.	1	2	3	4	5
6. Çocukların ihtiyacı olan şey kendi kurallarını oluşturmada özgür olmalarıdır ve sınırlamalar mantıksızdır.	1	2	3	4	5

7. Çocuğumun, aldığı hiçbir kararı sorgulamasına izin vermem.	1	2	3	4	5
8. Çocuğumun aile içindeki etkinliklerini ve kararlarını, ona açıklama yaparak ve yol göstererek yönlendiririm.	1	2	3	4	5
9. Anne babalar, çocuklarını, gerektiği gibi davranmaları için daha fazla zorlamalıdır.	1	2	3	4	5
10. Çocuğumun, tüm kurallara mutlaka uymasını beklemem.	1	2	3	4	5
11. Çocuğum kendisinden ne beklediğimi bilir, fakat bu beklentileri mantıksız bulduğunda benimle rahatlıkla konuşabilir.	1	2	3	4	5
12. Anne ve babalar, çocuklarına ailede kimin patron olduğunu bir an önce öğretmelidirler.	1	2	3	4	5
13. Çocuklarının davranışlarını, beklentilerim ve ilkelerimle nadiren yönlendiririm.	1	2	3	4	5
14. Aileyle ilgili kararlar alırken çoğu zaman ailenin isteği neyse onu yaparım.	1	2	3	4	5
15. Çocuğuma tarafsız ve çok yönlü bir biçimde rehberlik etmeye ve onu yönlendirmeye çalışırım.	1	2	3	4	5
16. Çocuklar büyürken istendiği gibi davranmadığında, anne ve babalar onlara sıkı bir disiplin uygularsa, toplumdaki Çoğu sorunun çözüleceğini düşünüyorum,	1	2	3	4	5
17. Eğer anne ve babalar, çocuklarının davranışlarını, kararlarını ve isteklerini sınırlandırmazlarsa toplumdaki sorunların çoğu çözülmüş olur.	1	2	3	4	5
18. Çocuğum kendisinden beklediğim davranışları yerine getirmezse onu cezalandırırım.	1	2	3	4	5

19. Çocuğumu fazla yonlendirmeden onun kendisiyle ilgili kararlar vermesine izin veririm.	1	2	3	4	5
20. Aile kararlarında çocuğumun fikirlerini de dikkate alırım, fakat bir şeye sadece o istedi diye karar vermem.	1	2	3	4	5
21. Çocuğumun davranışlarına yön verme sorumluluğum olmadığını düşünüyorum.	1	2	3	4	5
22. Evde çocuğun davranışına getirdiğim sınırlamalar çok açıktır, fakat onun ihtiyaçlarına göre bu sınırlamaları değiştirebilirim.	1	2	3	4	5
23. Çocuğumun davranış ve etkinliklerini yönlendiririm, fakat bu konuda onunla konuşmaya ve endişelerini dinlemeye her zaman istekliyimdir.	1	2	3	4	5
24. Çocuğumun kendi fikirlerini oluşturup ne yapacağına karar vermesine izin veririm.	1	2	3	4	5
25. Çocuklar gerektiği gibi davranmadığında, anne ve babaların çocuklarını zorlamasını sağlayabilirsek toplumdaki çoğu sorun çözülmüş olur.	1	2	3	4	5
26. Çocuğuma tam olarak ne yapmasını istediğimi ve nasıl yapmasını beklediğimi sık sık söylerim.	1	2	3	4	5
27. Çocuğumun davranışları ve etkinlikleri için açık yönlendirmelerde bulunurum, fakat benimle uyuşmadığı zaman anlayış gösteririm.	1	2	3	4	5
28. Çocuğumun davranışlarını, etkinliklerini ve isteklerini yönlendirmem.	1	2	3	4	5
29. Çocuğumun otoriteye saygıdan dolayı kendisinden isteneni yapmasında ısrarcıyım.	1	2	3	4	5

30. Çocuđumu incitecek bir karar aldıysam, bu kararı onunla konuşmaya ve eđer hatalıysam hatamı kabul etmeye istekliyimdir.

1

2

3

4

5

Appendix F: Children's Perception of Inter-Parental Conflict Questionnaire

Çocukların Evlilik Çatışmasını Algılama Ölçeği

Her ailede anne ve babanın anlaşamadığı, tartıştığı zamanlar olur. Aşağıda anne-babaların tartıştığı zamanlarla ilgili bazı ifadeler yer almaktadır. Eğer anne ve babanız, sizinle birlikte aynı evde yaşamıyorsa, sorulara, aynı evde yaşarken anlaşamadıkları zamanları düşünerek cevap veriniz. Lütfen her bir ifade için size uyan rakamı daire içine alarak belirtiniz.

	Doğru	Bazen/Biraz Doğru	Yanlış
Anne-babamın tartışıklarını hiç görmedim.	1	2	3
Anne-babam tartışıklarında genellikle sorunu çözerler.	1	2	3
Anne-babam tartışırken çıldırılmış gibi olurlar.	1	2	3
Anne-babam belli etmeseler bile onların çok tartışıklarını biliyorum.	1	2	3
Anne-babamın tartışmaları bittikten sonra bile birbirlerine olan kızgınlıkları devam eder.	1	2	3
Anne-babam bir anlaşmazlıkları olduğunda sakince konuşurlar.	1	2	3
Anne-babam yanlarında ben olsam bile birbirlerine sık sık kötü davranırlar.	1	2	3
Anne-babamı sık sık tartışırken görürüm.	1	2	3
Anne-babam bir konu hakkında anlaşamadıklarında genellikle bir çözüm bulurlar.	1	2	3

Anne-babam çok az tartışır.	1	2	3
Anne-babam tartıştıklarında genellikle hemen barışırlar.	1	2	3
Anne-babam evde sıkça birbirlerinden şikayet ederler.	1	2	3
Anne-babam tartışırken çok az bağırlar.	1	2	3
Anne-babam tartışırken bir şeyler kırar veya fırlatırlar.	1	2	3
Anne-babam tartışmaları bittikten sonra birbirlerine arkadaşça davranırlar.	1	2	3
Anne-babam tartışırken birbirlerini itip kakarlar.	1	2	3
Anne-babam tartışmaları bittikten sonra bile birbirlerine kötü davranmaya devam ederler.	1	2	3

Appendix G: The Information Sheet and Consent Form for Caregivers



Psikoloji Bölümü
Doğu Akdeniz Üniversitesi
Gazimağusa, Kuzey Kıbrıs Türk Cumhuriyeti
Tel: +(90) 392 630 1389 Faks: +(90) 392 630 2475
Web: <http://brahms.emu.edu.tr/psychology>

Farklı Aile Yapılarında Yetişen Ergenlerin Öz-Değer ve Korelasyonlarının Değerlendirilmesi

Değerli Veli,

Araştırmaya katılmayı kabul etmeden önce, lütfen araştırma ile ilgili aşağıda bulunan bilgileri dikkatlice okumak için birkaç dakikanızı ayırınız. Bu araştırma Refika Ince tarafından, Doç. Dr. Fatih Bayraktar ve Yard. Doç. Dr. Deniz Atalar denetimi altından yürütülmektedir. Araştırmanın amacı farklı aile yapılarında yetişen gençlerin öz-değer düzeylerini araştırmaktır. Çalışma, en fazla 40 dakikanızı alacaktır.

Çalışmaya katılımınız zorunlu değildir ve katılmayı reddetme hakkına sahipsiniz. Çalışmadan, istediğiniz bir anda, açıklama yapmaksızın çekilme hakkına sahipsiniz. Araştırmadan çekilmeniz durumunda, yanıtlarınız yok edilecektir ve araştırmada kullanılmayacaktır. Eğer araştırmaya katılmayı ve tamamlamayı kabul ederseniz, cevaplar ve anketler **gizlilikle** korunacaktır. İsmi ve tanımlayıcı bilgileriniz, anketin geri kalan kısımlarından ayrı olarak muhafaza edilecektir. Veriler, araştırma tamamlandıktan sonra en çok 6 yıl boyunca muhafaza edilecektir. Verilerin analizinden sonra, araştırma ile ilgili bir rapor yayınlanabilir.

Gönüllü katılımınızı belirtmek için, lütfen aşağıda bulunan bilgilendirilmiş onay formunu imzalayınız.

BİLGİLENDİRİLMİŞ ONAY FORMU

Araştırmanın Başlığı: Farklı Aile Yapılarında Yetişen Ergenlerin Öz-Değer ve Korelasyonlarının Değerlendirilmesi

Araştırmacıların Adları:

Refika Ince – refikaince@gmail.com – 05428692201 - Lefkoşa
Doç. Dr. Fatih Bayraktar – faith.bayraktar@emu.edu.tr – 6301389 – Gazi Mağusa
Yard. Doç. Dr. Deniz Atalar deniz.atalar@emu.edu.tr – 6301389 – Gazi Mağusa

Her ifadeye katıldığınızı belirtmek için lütfen yanda bulunan kutuları işaretleriniz.

1. Bilgileri okuyup anladığımı ve soru sorma fırsatımın olduğunu onaylıyorum.
2. Katılımımın gönüllü olduğunu ve açıklama yapmaksızın, istediğim bir anda araştırmadan çekilebileceğimi anlıyorum.
3. Bu araştırmaya şahsen katılmayı ve çocuğumun da katılmasını kabul ediyorum.

Tarih

İmza

Mobil No (onay için - opsiyonel)

Araştırmanın etiği ile ilgili bir endişeniz var ise, endişenizi detaylı bir şekilde açıklayan yazılı bir metin ile Doğu Akdeniz Üniversitesi, Araştırma ve Etik Komitesi Başkanı, Dr. Şenel Hüsnü Raman ile iletişime geçebilirsiniz (shenelhusnu.raman@emu.edu.tr)

Gazimağusa, North Cyprus, Via Mersin 10 Turkey
psychology@emu.edu.tr
www.emu.edu.tr
Tel: +90 392 630 1389 / 1079 – Fax: +90 392 630 2475

Appendix H: The Information Sheet and Consent Form for Adolescent Offspring



Psikoloji Bölümü
Doğu Akdeniz Üniversitesi
Gazi Mağusa, Kuzey Kıbrıs Türk Cumhuriyeti
Tel: +(90) 392 630 1389 Faks: +(90) 392 630 2475
Web: <http://brahms.emu.edu.tr/psychology>

Farklı Aile Yapılarında Yetişen Ergenlerin Öz-Değer ve Korelasyonlarının Değerlendirilmesi

Değerli Katılımcı,

Araştırmaya katılmayı kabul etmeden önce, lütfen araştırma ile ilgili aşağıda bulunan bilgileri dikkatlice okumak için birkaç dakikanızı ayırınız. Araştırma ile ilgili herhangi bir Bu araştırma Refika İnçe tarafından, Doç. Dr. Fatih Bayraktar ve Yard. Doç. Dr. Deniz Atalar denetimi altında yürütülmektedir. Araştırmanın amacı farklı aile yapılarında yetişen gençlerin öz-değer düzeylerini araştırmaktır. Çalışma, en fazla 40 dakikanızı alacaktır.

Çalışmaya katılımınız zorunlu değildir ve katılmayı reddetme hakkına sahipsiniz. Çalışmadan, istediğiniz bir anda, açıklama yapmaksızın çekilme hakkına sahipsiniz. Araştırmadan çekilmeniz durumunda, yanıtlarınız yok edilecektir ve araştırmada kullanılmayacaktır. Eğer araştırmaya katılmayı ve tamamlamayı kabul ederseniz, cevaplar ve anketler gizlilikle korunacaktır. İsmizin ve tanımlayıcı bilgileriniz, anketin geri kalan kısımlarından ayrı olarak muhafaza edilecektir. Veriler, araştırma tamamlandıktan sonra en çok 6 yıl boyunca muhafaza edilecektir. Verilerin analizinden sonra, araştırma ile ilgili bir rapor yayınlanabilir.

Gönüllü katılımınızı belirtmek için, lütfen aşağıda bulunan bilgilendirilmiş onam formunu imzalayınız.

BİLGİLENDİRİLMİŞ ONAY FORMU

Araştırmanın Başlığı: Farklı Aile Yapılarında Yetişen Ergenlerin Öz-Değer ve Korelasyonlarının Değerlendirilmesi

Araştırmacıların Adları:

Refika İnçe – refikaince@gmail.com – 05428692201 - Lefkoşa
Doç. Dr. Fatih Bayraktar – fatih.bayraktar@emu.edu.tr – 6301389 – Gazi Mağusa
Yard. Doç. Dr. Deniz Atalar deniz.atalar@emu.edu.tr – 6301389 – Gazi Mağusa

Her ifadeye katıldığınızı belirtmek için lütfen yanda bulunan kutuları işaretleriniz.

1. Bilgileri okuyup anladığımı ve soru sorma fırsatımın olduğunu onaylıyorum.
2. Katılımımın gönüllü olduğunu ve açıklama yapmaksızın, istediğim bir anda araştırmadan çekilebileceğimi anlıyorum.
3. Bu araştırmaya katılmayı kabul ediyorum.

Tarih

İmza

Araştırmanın etiği ile ilgili bir endişeniz var ise, endişenizi detaylı bir şekilde açıklayan yazılı bir metin ile Doğu Akdeniz Üniversitesi, Araştırma ve Etik Komitesi Başkanı, Dr. Şenel Hüsnü Raman ile iletişime geçebilirsiniz (shenelhusnu.raman@em.edu.tr)

Doğu Akdeniz Üniversitesi, Gazi Mağusa, Kuzey Kıbrıs Türk Cumhuriyeti
psichology@emu.edu.tr
www.emu.edu.tr
Tel: +90 392 630 1389 / 1379 – Fax: +90 392 630 2475

Appendix I: Debriefing for Caregivers



Psikoloji Bölümü

Doğu Akdeniz Üniversitesi

Gazimağusa, Kuzey Kıbrıs Türk Cumhuriyeti

Tel: +(90) 392 630 1389 Faks: +(90) 392 630 2475

Web: <http://brahms.emu.edu.tr/psychology>

Katılımcı Bilgi Formu

Farklı Aile Yapılarında Yetişen Ergenlerin Öz-Değer ve Korelasyonlarının Değerlendirilmesi başlığı altında yürütülen bu çalışmaya katıldığınız için teşekkür ederim. Araştırmanın amaçlarını ve hedeflerini açıklamayı amaçlayan aşağıdaki bilgileri okumak için birkaç dakikanızı ayırınız. Araştırma ile ilgili sorularınız varsa, aşağıda iletişim bilgileri olan araştırmacıyla iletişim kurabilirsiniz.

Bu konuda daha önce yapılan çalışmalar, aile içi çatışmanın ergenlerin özsaygısını olumsuz yönde etkileyebildiğini göstermektedir. Ayrıca, otoriter ebeveynlik stiline de ergenlerde özsaygıyı olumsuz yönde etkilediği gösterilmiş ve ideal olarak demokratik ebeveynlik stili öne çıkarılmıştır. Bu çalışmaları, Kuzey Kıbrıs'ta aile içi çatışma ve ebeveynlik stillerinin ergenlerdeki özdeğeri nasıl etkilediğini inceleyebilmek amacıyla genişletiyoruz.

Araştırmada kullanılan anket doldurulduktan sonra herhangi bir rahatsızlık veya sıkıntı duyuyorsanız ve bir uzman ile konuşmak istiyorsanız, Lefkoşa Barış Ruh ve Sinir Hastalıkları Hastanesi'nde (Tel No: + 90 392 228 5441) çalışan Uzman

Appendix J: Debriefing for Adolescent Offspring



Psikoloji Bölümü

Doğu Akdeniz Üniversitesi

Gazimağusa, Kuzey Kıbrıs Türk Cumhuriyeti

Tel: +(90) 392 630 1389 Faks: +(90) 392 630 2475

Web: <http://brahms.emu.edu.tr/psychology>

Katılımcı Bilgi Formu

Farklı Aile Yapılarında Yetişen Ergenlerin Öz-Değer ve Korelasyonlarının Değerlendirilmesi başlığı altında yürütülen bu çalışmaya katıldığınız için teşekkür ederim. Araştırmanın amaçlarını ve hedeflerini açıklamayı amaçlayan aşağıdaki bilgileri okumak için birkaç dakikanızı ayırınız. Araştırma ile ilgili sorularınız varsa, aşağıda iletişim bilgileri olan araştırmacıyla iletişim kurabilirsiniz.

Bu konuda daha önce yapılan çalışmalar, aile içi çatışmanın ergenlerin özsaygısını olumsuz yönde etkileyebildiğini göstermektedir. Ayrıca, otoriter ebeveynlik stiline de ergenlerde özsaygıyı olumsuz yönde etkilediği gösterilmiş ve ideal olarak demokratik ebeveynlik stili öne çıkarılmıştır. Bu çalışmaları, Kuzey Kıbrıs'ta aile içi çatışma ve ebeveynlik stillerinin ergenlerdeki özdeğeri nasıl etkilediğini inceleyebilmek amacıyla genişletiyoruz.

Araştırmada kullanılan anket doldurulduktan sonra herhangi bir rahatsızlık veya sıkıntı duyuyorsanız ve bir uzman ile konuşmak istiyorsanız, Lefkoşa Barış Ruh ve Sinir Hastalıkları Hastanesi'nde (Tel no: + 90 392 228 5441) çalışan Uzman Psikologlar ile veya okulunuzun rehberlik servisiyle iletişime geçebilirsiniz. Ayrıca, sorularınız için araştırmacı

Appendix K: Ethical Approval



**Doğu Akdeniz
Üniversitesi**
"Erdem, Bilgi, Gelişim"

**Eastern
Mediterranean
University**
"Virtue, Knowledge, Advancement"

99628, Gazimagusa, KUZEY KIBRIS /
Famagusta, North Cyprus,
via Mersin-10 TURKEY
Tel: (+90) 392 630 1995
Faks/Fax: (+90) 392 630 2919
E-mail: bayek@emu.edu.tr

Etik Kurulu / Ethics Committee

Sayı: ETK00-2020-0064

04.02.2020

Konu: Your application for ethical approval.

Re: Refika İnce (18500381)

Faculty of Art and Sciences.

EMU's Scientific Research and Publication Ethics Board (BAYEK) has approved the decision of the Ethics Board of Psychology (date: **28.01.2020**, issue: **20/05**) granting Refika İnce from the Faculty of Art and Sciences to pursue with her MA thesis work titled "**Evaluation of Self-Worth and Its Correlates among Adolescent Children in Various Family Structures in Northern Cyprus**" supervised by Assoc. Prof. Dr. Fatih Bayraktar and Assist. Prof. Dr. Deniz Atalar.

Prof. Dr. Yücel Vural

Chair, Board of Scientific Research and Publication Ethics - EMU

YV/ns.

www.emu.edu.tr

Appendix L: The Information Sheet for School Management

Okul İzin Formu

Lise Adı,
Lefkoşa

Yer, Tarih

Sayın Müdür xxx,

Ben Doğu Akdeniz Üniversitesi Genel Psikoloji Yüksek Lisans Programı'nda eğitim almaktayım. Tez kapsamında, ülkemizde farklı aile yapılarında yetişen gençlerin özdeğer düzeyini ve özdeğeri etkileme potansiyeli olan faktörlerden ebeveyn stilleri ve aile içi çatışma durumlarını ölçmek ve değerlendirmek istiyorum. Bu bağlamda lise düzeyinde eğitim gören 15-17 yaş arasındaki gençlere ve onların ailesine bazı anketler uygulamayı planlıyorum. Anketleri bu yazının ekinde görebilirsiniz. Ebeveynler için hazırlanan; Ebeveyn Otoritesi Soru Formu'dur. Gençler için ise; Ergenlerin Algılanan Ebeveynlik Stilleri (Anne ve Baba için ayrı ayrı doldurulacaktır), Çocukların Evlilik Çatışmasını Algılama Ölçeği, Harter Benlik Algısı Ölçeği ve Demografik Bilgi Formu'dur.

Bu çalışmanın okulunuzda uygulanabilmesi için onay KKTC Milli Eğitim Bakanlığı tarafından sağlanmıştır. Bu onayı ekte görebilirsiniz. Sizin de onayınızın ardından hem gençlerin velilerinden hem de gençlerin kendisinden çalışma için onay alınacaktır. Ekte bilgi ve onay formunu, ve ayrıca anket sonrası dağıtılacak olan bilgilendirme formunu görebilirsiniz.

İlginiz ve desteğiniz için teşekkür eder, olumlu değerlendirmenizi ümit ederim.

Saygılarımla,

Refika İnce

İletişim: 0542 869 22 01 / refikaince@gmail.com

Appendix M: Permission-1 of Ministry of Education



KUZEY KIBRIS TÜRK CUMHURİYETİ
MİLLİ EĞİTİM VE KÜLTÜR BAKANLIĞI
MESLEKİ TEKNİK ÖĞRETİM DAİRESİ MÜDÜRLÜĞÜ

Sayı : MTÖ.0.00-006-20/E.909

4 Şubat 2020

Konu : Refika İnce'nin anketi hk.

Sayın Refika İNCE

İlgi : 4 Şubat 2020 tarihli ve TTD.0.00-006-20/E.176 sayılı yazı.

İlgi dilekçenizde, müdürlüğümüze bağlı Sedat Simavi Endüstri Meslek Lisesi'nde öğrenim gören öğrencilere yönelik olarak "**Farklı Aile Yapılarında Yetişen Ergenlerin Özdeğer ve Korelasyonlarının Değerlendirilmesi**" konulu anket uygulama isteminde bulunduğunuz.

Talebiniz, Talim ve Terbiye Dairesi Müdürlüğü'nce yapılan incelemede;

1. Tüm bireyi tanıma teknikleri; gizlilik ve gönüllülük ilkelerine dayalı olarak yapılması ve çalışmaya katılan tüm katılımcıların kimlik bilgileri gizli tutulmalıdır.
2. Okul idaresi, öğrenci ve veliler, çalışmanın amacı ve uygulama süreçleri hakkında detaylı bir biçimde bilgilendirilmeli, uygulama için gerekli etik ilkeler, yazılı olarak okul yöneticilerine ve ailelere iletilmesi ve yazılı izinleri alınmalıdır.
- 3- Araştırma sonuçlarına ilişkin geri bildirimler; öğrencilerin ve öğrenci velilerinin etkilenmesine karşılık gelmeyecek şekilde iletilmelidir.

Gerçekleştirilecek çalışma, anket uygulanmadan önce anketin uygulanacağı okulların bağlı bulunduğu müdürlüklerle istişare yapıp, çalışmanın uygulanacağı zamanın saptanması ve **yukarıda belirtilen hususların yerine getirilmesi** koşulu ile uygun görülmüştür. Ayrıca, Keza, anket uygulandıktan sonra da sonuçlarının Talim ve Terbiye Dairesi Müdürlüğü'ne ulaştırılması istenmektedir.

Bilgi edinilmesini ve gereğini saygı ile rica ederim.

 e-İmzalıdır
Gülşen HOCANIN
Müdür

Not: 93/2007 sayılı Elektronik İmza Yasası'nın 6.maddesi gereği bu belge elektronik imza ile imzalanmıştır.

ŞHT. Mehmet Hasan Tuna Sokak No.5 Yenişehir / Lefkoşa
Tel No: 0(392) 2282257 Fax : 0(392) 2278727
E-posta : mtod@mebnet.net

Bilgi için: Nilgün KARAKUŞ
İ.D.Başkatip
Telefon No:(392) 228 22 57-122

Appendix N: Permission-2 of Ministry of Education



KUZEY KIBRIS TÜRK CUMHURİYETİ
MİLLİ EĞİTİM VE KÜLTÜR BAKANLIĞI
GENEL ORTAĞRETİM DAİRESİ MÜDÜRLÜĞÜ

Sayı : GOÖ.0.00-174/06[174/06]-20/E.1196

10 Şubat 2020

Konu : Refika İnce' nin Anket Başvuru
Dilekçesi

Sayın Refika İNCE

İlgi : 5 Şubat 2020 tarihli ve GOÖ.0.00-174/06[174/06]-20/E.1098 sayılı yazınız.

Refika İnce tarafından gerçekleştirilecek "**Farklı Aile Yapılarında Yetişen Ergenlerin, Öz-Değer ve Korelasyonlarının Değerlendirilmesi**" konulu çalışmanızdaki sorular incelenmiştir.

Yapılan inceleme sonucunda çalışmanın; araştırma etiği ilkeleri, katılımcıların gizlilik ve gönüllülük esaslarına bağlı olarak gerçekleştirilmesi uygun görülmüştür. Ancak uygulanacak okulların Müdürlüğü'müz ile istişarede bulunulup, çalışmanın hangi okulda ve ne zaman uygulanabileceği birlikte saptanmalıdır. Çalışma uygulandıktan sonra sonuçlarının Talim Terbiye Dairesi Müdürlüğü'ne ulaştırılması yasa gereğidir.

Bilgilerinize saygı ile rica ederim.

 e-imzalıdır
ALİ YAMAN
Daire Müdürü

Not: 93/2007 sayılı Elektronik İmza Yasası 'nın 6.maddesi gereği bu belge elektronik imza ile imzalanmıştır.

ŞHT. MEHMET HASAN TUNA SOK. NO.5 YENİŞEHİR 99010 Lefkoşa
2288745

Bilgi için: Refiye EMİRSOYU
Arşiv Memuru