

Research Article

Determining the relationship between high school students' perceived parental authority styles and self-esteem¹

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Abstract

Understanding whether there is a relationship between perceived parental authority styles and self-esteem in high school students is the main purpose of the study. In addition, the effects of gender, age, mother's education level, father's education level and family's economic status on perceived parental authority styles and self-esteem were investigated. Whether the variables fit the normal distribution or not was tested with the Shapiro-Wilk test, and the variables that did not fit the normal distribution were given with median, minimum and maximum values. "Mann Whitney U" test was used in the analysis of the differences between the two groups, and the "Kruskal Wallis H" test was used for the differences between 3 or more groups. Relationships between variables were analyzed using "Spearman Correlation Coefficient". Statistical analyzes were made using IBM SPSS Statistics 22.0 program. Significance level was taken as 0.05. 209 male and 210 female high school students participated in the research. It was observed that the participants defined their family's parent attitudes as highly democratic, medium-level protective-willing, and low-level authoritarian. It was observed that the democratic parental attitude did not have a significant effect on the self-esteem of individuals, and the self-esteem perceptions of the participants with protective-willing and authoritarian parental attitudes were found to be high. There was no significant effect of gender and age factors on the perception of parental attitudes and self-esteem level. It was observed that as the education level of the mother increased, the democratic parental attitude perceived by the participants also increased. There was no significant relationship between mother's education level and self-esteem. It was observed that as the father's education level increased, the perceived democratic parental attitude ratio also increased, but a significant relationship was not found between the father's education level and the participants' self-esteem level. It has been observed that the very high economic level of the family increases the authoritarian parental attitude rate compared to families with medium economic status. It was observed that the self-esteem of the participants with low income level was higher than the participants with middle and high income level. It was determined that the family's economic status did not have a significant effect on protective-willing and democratic parenting attitudes.

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Introduction

The most important period in which self-perception is affected is adolescence. This period is one of the most difficult periods of an individual's life. This period is not only a period of physical changes, but also the individual struggles to form a unique personality with sociological and psychological differences. (Altunay, 2006). According to James (1950), self-esteem is the rate of a person's perceived sense of achievement in a certain situation. According to Cooley (1902), self-esteem is shaped by being influenced by the perspectives of other individuals who care about them.

According to Muhlenkamp and Sayles (1986), the self-perception of individuals is affected by their life styles, and there is a relationship between the sociological conditions and the self-esteem level of the individual. The responsibility

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of the mother and father is responsible for communicating with children, guiding them and creating behavioral patterns. The role of mother and father is an important situation for individuals who have children and children in this family (Kömürcü, 2014).

The communication styles of parents towards their children is a determining factor that shapes the behaviors and thinking styles that children will display in their later life. The perspectives put forward by the parents about the problems they have with their children shape the thoughts and behaviors of the children about other individuals and themselves. Problems that may arise when parents show encouraging and sincere attitudes can be eliminated more simply (Eryüksel, 1996).

First definitions of parental attitudes were made by Baumrind (1971) by classifying them in three different categories: authoritarian parental attitude, democratic parental attitude, and protective-willing parental attitude. These categories are defined by watching children who have not reached school age alongside their families, and by observing parent-child relationships in a controlled environment. While classifying parental attitudes, it has been set out from characteristics such as the determination of the parents, the openness in the relationship between the parents and the child, the demand for maturity, meeting the needs and equipping them.

The defining feature of parents expresses the obligation of children to comply with the expectations set forth. Openness in parent-child interaction shows to what extent parents accept and support children's wishes and attitudes, and to what extent they express the justification of the rules to their children. The demand for maturity is an indicator of how much parents support their children in their cognitive, sociological and psychological development areas. The process of satisfying and equipping the needs is an indication of the extent to which parents are sincere and reassuring in meeting their children's needs and communicating (Baumrind, 1971).

Authoritarian parents have many demands for determinism and maturity, and lack of clarity and ability to satisfy their needs and equip them. They guide their children by controlling the conditions. Authoritarian parental attitude expects unconditional obedience from children. The dimension of communication and mutual exchange of ideas is very little. Authoritarian parents ignore the characteristics of the child and expect them to behave as they wish. When they cannot find their expectations, they also display punitive behaviors. Children of authoritarian parents have difficulty expressing their feelings and thoughts. It is seen that this attitude creates a dependent personality development on children, mostly triggers violent actions in men, and decreases self-esteem (Maccoby and Martin, 1983).

Democratic parental attitude is characterized by decisiveness, clarity, maturity, fulfillment of needs and equipping. Children are expected to display behaviors and attitudes appropriate to their maturity level. Children's opinions are also taken during family-related processes. In the democratic parental attitude, parents expect the rules to be followed in necessary situations and explain the reasons for these rules to their children. High rates of communication problems are not experienced within the family, and family members are treated fairly. Democratic attitude is a parental behavior that allows the child to act independently and develop a healthy personality within a set of predetermined rules (Gülden, 1986).

Baumrind (1971) stated that family members who mostly display democratic parental attitudes raise children who are more successful cognitively and sociologically and who can direct their own behaviors and who can express their own thoughts better and who are more academically competent. The decisive and maturity demands of foster-willing parents are low, and the characteristics of openness, fulfillment and equipping are high. Foster-willing parents have a high understanding of children, they allow their children to direct their behavior, do not expect mature behavior, avoid being decisive, are involved and respect children's decisions (Dornbusch et al. 1987).

James (1950) defines self-esteem as the perception rate of one's achievements. According to Coley (1902), self-esteem is the perspective of how other individuals make sense of him / her that he cares about. Self-esteem is when a person finds himself / herself sufficient and successful and creates a positive perception of his existence. Studies on children revealed that negative self-perception is one of the most important problems children experience. Self-esteem of children is negatively affected by their failure. Children who do not have high enough self-esteem cannot fully reveal their potential. Their academic achievements and learning performances are affected by self-esteem. It has been observed that young people with positive self-esteem levels also have high levels of self-efficacy (Arıcak, 1999). In a study conducted by Can (1986) on high school students, it was revealed that the self-perception of students with different positive conditions except for age, gender and sibling rankings was more positive than the self-perception of students with negative conditions.

Problem of Study

The purpose of this study is to examine the relationship between perceived parental authority styles and self-esteem in high school students, taking into account gender, age, education level of the mother and father, and the economic status of the family. For this purpose, in line with the purpose of the research, answers were sought for the following sub-problems.

- Is there a relationship between perceived parental authority styles of high school students and their self-esteem levels?
- Do high school students' perceived parental authority styles and self-esteem levels differ by gender?
- Do high school students' perceived parental authority styles and self-esteem levels differ according to age?
- Do high school students' perceived parental authority styles and self-esteem levels differ according to the education level of the mother?
- Do high school students' perceived parental authority styles and self-esteem levels differ according to the educational level of the father?
- Do high school students' perceived parental authority styles and self-esteem levels differ according to family income level?

Method

Research Model

In this study, a relational screening model was used to determine the effect of parental authority styles perceived by high school students on self-esteem (Karadağ et al. 2006).

Sampling

The population of the research is high school students studying within the boundaries of Istanbul in 2019-2020. The sample of the study consisted of 209 male and 210 female students attending a high school in Bağcılar and Bakırköy districts. In this study, two different groups were taken in terms of socio-economic and socio-cultural levels. Bağcılar is a district with lower socio-economic and socio-cultural characteristics compared to Bakırköy. Thus, it was aimed to include high school students in the two extreme groups in the study and to include a more inclusive structure in the sample. For this reason, the deviant case sampling method was used as the sampling method. Deviant case sampling refers to other phenomena that are distinctly different from the characteristics of the working environment (Guba & Lincoln, 1982). During the data collection, the researcher chose the schools in these two districts that would be close to him, the easiest and most economical. In this respect, the convenient sampling method was used. Although practicality and economy are features that should be cared about, it should be aimed to reach the most information from limited facts. Important information can be obtained from purposeful and important cases with the convenient sampling method (Bernard, 2011). The characteristics of the participants in the study are given in Table 1 below.

Table 1.

Characteristics of Participants

Variables		Frequency	Percentage
Gender	Male	209	48,8
	Female	210	50
Age	15	140	33,3
	16	97	23,1
	17	130	31
	18	52	12,4
Education Level of the Mother	Primary School	49	11,7
	Secondary School	61	14,5
	High School	167	39,8
	University	118	28,1
	Master and above	24	5,7
Education Level of the Father	Primary School	34	8,1
	Secondary School	63	15
	High School	156	37,1
	University	135	32,1
	Master and above	31	7,4
Economic Level of the Family	Middle	246	58,6
	High	156	37,1
	Very High	9	2,1

Within the scope of the research, there are 419 participants, 49.8% male and 50% female. Within the scope of the research, 49.8% of them are boys, 50% of them are girls. 33.3% of the participants are 15 years old, 23.1% are 16 years old, 31% are 17 years old, and 12.4% are 18 years old. . There are 419 participants, including The mother of 11.7% of the participants is primary school, 14.5% is secondary school, 39.8% is high school, the mother of 28.1% is undergraduate, and 5.7% is a master's degree or higher education. has the level. The father of 8.1% of the participants is primary school, the father of 15% is secondary school, the father of 37.1% is high school, the father of 32.1% has a bachelor's degree, and the father of 7.4% has a master's degree or higher. The families of 1.9% of the participants have a low economic level, 58.6% of them have a medium economic level, 37.1% of their family has a high economic level, and 2.1 %'s family has a very high economic level.

Data Collection Tools

Parent Attitude Scale

In order to determine perceived parental authority styles in high school students, the Parenting Attitude Scale developed by Yıldız Kuzgun (2005) was used. The scale consists of 40 items, and has a 5-point Likert rating (1 = not suitable at all, 5 = very convenient). The scale consists of three subscales: Democratic parental attitude, Authoritarian parental attitude and Protective - Willing parental attitude. There are 15 items for the democratic parental attitude, 15 items for the protective-willing parental attitude, and 10 items for the authoritarian parental attitude. The Cronbach's Alpha formula was applied, resulting in an alpha coefficient of .89 for democratic parental attitude, .78 for authoritarian parental attitude, and .82 for protective-willing parental attitude (Güneri, 2017). The parental attitude scale was used by researchers such as Sezer (2010) and Dokuyan (2016).

Coopersmith Self-Esteem Inventory

Coopersmith Self-Esteem Inventory, developed by Stanley Coopersmith in 1967 to measure the level of self-esteem, consists of a total of 25 items and is evaluated with a 5-point Likert-type scale. In Tufan's study, the alpha coefficient of the scale was found to be $r = 0.62$. In the studies conducted by Turan and Tufan separately, the test-retest reliability of the scale was determined as $r = 0.65$, $r = 0.76$ (Güneri, 2017). In addition, the socio-demographic form prepared by the researcher was used to determine the gender, age, educational status of the parents and the economic income level of the family. Coopersmith Self-Esteem Scale is also by Arslan (2008), Karadağ (2008).

Data Analysis

Whether the variables fit the normal distribution was tested with the Shapiro-Wilk test, and the variables that did not fit the normal distribution were given with median, minimum and maximum values. The "Mann Whitney U" test was used for the analysis of the differences between the two groups, and the "Kruskal Wallis H" test for the differences between 3 or more groups. Relationships between variables were analyzed using "Spearman Correlation Coefficient". Statistical analyzes were made using IBM SPSS Statistics 22.0 program. Significance level was taken as 0.05.

Reliability Analysis of the Scales

The internal consistency coefficient of the "Parent Attitude Scale" used for this study group was calculated as $C_{\alpha} = 0.721$, and the internal consistency coefficient of the "Coopersmith Self-Esteem Inventory" was calculated as $C_{\alpha} = 0.648$. These values indicate that the scales used are very reliable.

Results

Findings Regarding the First Sub-Problem: Perceived Parental Authority Styles and Self-Esteem Levels of High School Students

Table 2.

Descriptive Analysis of Perceived Family Authority Style Levels by High School Students

	Average	Standard Deviation	Min	Max
Democratic Parenting Attitude	3,94	0,78	1,33	5
Protective-Willing Parent Attitude	2,49	0,67	1,13	5
Authoritarian Parent Attitude	2,06	0,7	1	4,9

In five-point likert scales, it can be examined in three sections: 1.00-2.33 (low), 2.34-3.66 (medium) and 3.67 above (high). Accordingly, the averages reveal that the perceived democratic parental attitude levels of the participants are at a high level, the protective-willing parental attitude levels are at a mid level, and the authoritarian parental attitude levels are at a low level.

Table 3.
Descriptive Analysis of Perceived Self-Esteem Levels of High School Students

	Frequency	Percentage
Low Self Esteem	353	84
High Self Esteem	65	15,5

84% of the participants within the scope of the research have low self-esteem and 15.5% have high self-esteem

Table 3.
Spearman Correlation Analysis Between High School Students Perceived Parental Authority Styles and Self-Esteem Levels

	Democratic Parenting Attitude	Protective-Willing Parent Attitude	Authoritarian Parent Attitude	Coopersmith Self-Esteem Inventory
Democratic Parenting Attitude	r	-0,381**	-0,595**	-0,02
	p	<0,001	<0,001	0,681
Protective-Willing Parent Attitude	r		0,623**	0,314**
	p		<0,001	<0,001
Authoritarian Parent Attitude	r			0,277**
	p			<0,001
Coopersmith Self-Esteem Inventory	r			
	p			

*Spearman Correlation Analysis ** Statistically significant at p <0.01 level * Statistically significant at p <0.05 level*

There is no relationship between the scores obtained from the democratic parental attitude scale and the scores obtained from the self-esteem scale.

There is a similar linear relationship between the scores obtained from the protective-willing parents attitude scale and the authoritarian parents attitude scale and the scores obtained from the self-esteem scale. As the scores of the participants on the protective-willing parents attitude scale and authoritarian parents attitude scale increase, their scores on the self-esteem scale increase. In other words, as the protective-willing and authoritarian parental attitude levels of the participants increase, their self-esteem levels also increase.

Findings Regarding the Second Sub-Problem: Perceived Parental Authority Styles and Self-Esteem Levels of High School Students Differentiation According to Gender

Table 4.
U-Test Results of Perceived Family Authority Styles and Self-Esteem Levels of High School Students by Gender

	Gender	n	Median	Min	Max	Z	p value
Democratic Parenting Attitude	Male	209	61	23	75	-0,795	0,427
	Female	209	62	20	75		
Protective-Willing Parent Attitude	Male	209	36	19	67	-0,721	0,471
	Female	209	36	17	75		
Authoritarian Parent Attitude	Male	209	20	10	49	-0,781	0,435
	Female	209	19	10	48		
Coopersmith Self-Esteem Inventory	Male	209	39	20	100	0,22	0,22
	Female	209	40	0	74		

n: Number of Individuals has been given with, p <0.05; Z: Z value of the Mann Whitney U Test and the results are the median, minimum and maximum values.

Participants' perceived parental attitude levels and self-esteem levels do not differ by gender.

Findings Regarding the Third Sub-Problem: Perceived Family Authority Styles and Self-Esteem Levels of High School Students According to Age

Table 5.

U-Test Results of Perceived Parental Authority Styles and Self-Esteem Levels of High School Students by Age

	Age	n	Median	Min	Max	Chi-Square	p value
Democratic Parenting Attitude	15	140	61	26	75	0,809	0,847
	16	96	63	23	75		
	17	130	61	20	75		
	18	52	61	25	75		
Protective-Willing Parent Attitude	15	140	37,5	19	61	2,474	0,480
	16	96	35	17	64		
	17	130	36,5	17	67		
	18	52	36,5	19	75		
Authoritarian Parent Attitude	15	140	19	10	40	0,799	0,850
	16	96	19,5	10	49		
	17	130	20	10	46		
	18	52	18	10	48		
Coopersmith Self-Esteem Inventory	15	140	38,5	12	84	4,765	0,190
	16	96	40	26	74		
	17	130	40	0	100		
	18	52	40	16	73		

n: Number of Individuals,, $p < 0.05$; *Chi-Square*: It is the chi-square value of the Kruskal Wallis H Test, and the results are given with median, minimum and maximum values.

Perceived parental attitude levels and self-esteem levels of the participants do not differ according to their age.

Findings Regarding the Fourth Sub-Problem: Perceived Parental Authority Styles and Self-Esteem Levels of High School Students According to the Education Level of the Mother

Table 6.

Kruskal Wallis Test Results of Perceived Parental Authority Styles and Self-Esteem Levels of High School Students According to the Education Level of the Mother

	Education Level of the Mother	n	Median	Min	Max	Chi-Square	p value	Dual comparison
Democratic Parenting Attitude	Primary school	49	57	32	75	26,305	<0,001	High School, University And Master+ > Secondary School
	Secondary School	61	57	20	73			
	High School	167	62	23	75			
	University	118	64	26	75			
	Master and above	23	67	40	74			
Protective-Willing Parent Attitude	Primary school	49	37	17	62	4,561	0,335	
	Secondary School	61	39	19	63			
	High School	167	36	19	75			
	University	118	35	19	61			
	Master and above	23	34	17	64			
Authoritarian Parent Attitude	Primary school	49	22	10	39	10,261	0,036	Primary School > Master+
	Secondary School	61	21	10	44			
	High School	167	20	10	48			
	University	118	18	10	40			
	Master and above	23	16	10	49			
Coopersmith Self-Esteem Inventory	Primary school	49	39,5	25	84	1,78	0,776	
	Secondary School	61	39	0	60			
	High School	167	40	12	100			
	University	118	39,5	20	69			
	Master and above	23	36,5	26	52			

n: Number of Individuals $p < 0.05$; *Chi-Square*: It is the chi-square value of the Kruskal Wallis H Test, and the results are given with median, minimum and maximum values.

The democratic parental attitude levels perceived by the participants differ according to the education level of their mothers. Participants whose mothers have high school, university, and master or above education levels perceive higher levels of democratic parents' attitudes than those whose mothers have secondary school education. The authoritarian parental attitude levels perceived by the participants differ according to the education level of their mothers. The perceived authoritarian parental attitude levels of the participants whose mothers have a master's or higher education level are lower than the participants whose mothers have a primary education level. The protective-willing parental attitudes and self-esteem levels perceived by the participants do not differ according to the education level of their mothers.

Findings Regarding the Fifth Sub-Problem: Perceived Parental Authority Styles and Self-Esteem Levels of High School Students According to Education Level of the Father

Table 7.

Kruskal Wallis Test Results of Perceived Parental Authority Styles and Self-Esteem Levels of High School Students According to the Education Level of the Father

	Education Level of the Father	n	Median	Min	Max	Chi-Square	p value	Dual comparison
Democratic Parenting Attitude	Primary school	34	55	20	73	11,011	0,026	University > Primary School
	Secondary School	63	60	32	75			
	High School	156	62	23	75			
	University	134	64	26	75			
	Master and above	31	63	34	75			
Protective-Willing Parent Attitude	Primary school	34	36	17	60	2,579	0,631	
	Secondary School	63	39	22	63			
	High School	156	36	19	75			
	University	134	35	19	67			
	Master and above	31	35	17	64			
Authoritarian Parent Attitude	Primary school	34	21	12	37	6,188	0,186	
	Secondary School	63	19	10	44			
	High School	156	20	10	48			
	University	134	18	10	46			
	Master and above	31	18	11	49			
Coopersmith Self-Esteem Inventory	Primary school	34	39	0	65	4,724	0,317	
	Secondary School	63	41	23	100			
	High School	156	41	12	84			
	University	134	39	16	60			
	Master and above	31	40	25	69			

n: Number of Individuals p < 0.05; Chi-Square: It is the chi-square value of the Kruskal Wallis H Test, and the results are given with median, minimum and maximum values.

The democratic parental attitude levels perceived by the participants differ according to the education level of their fathers. Participants whose fathers have a university education perceive levels of democratic parents attitude are higher than those whose fathers have primary school education. The perceived protective-willing authoritarian parental attitudes, authoritarian parental attitudes and self-esteem levels perceived by the participants do not differ according to the education level of their fathers.

Findings Regarding the Sixth Sub-Problem: Perceived Parental Authority Styles and Self-Esteem Levels of High School Students According to Family Income Level

Table 8.

Kruskal Wallis Test Results of Perceived Parental Authority Styles and Self-Esteem Levels of High School Students According to Family Income Status

	Economic Level of the Family	n	Median	Min	Max	Chi-Square	p value	Dual comparison
Democratic Parenting Attitude	Low	8	55,5	39	72	3,423	0,331	
	Mid	246	62	20	75			
	High	155	62	25	75			
	Very High	9	55	34	72			
Protective-Willing Parent Attitude	Low	8	37	17	56	7,443	0,059	
	Mid	246	36	19	75			
	High	155	35	17	61			
	Very High	9	48	35	57			
Authoritarian Parent Attitude	Low	8	21,5	14	35	9,161	0,027	Very High > Mid
	Mid	246	19	10	49			
	High	155	19	10	44			
	Very High	9	26	15	35			
Coopersmith Self-Esteem Inventory	Low	8	56	34	74	9,769	0,021	Low > Mid and High
	Mid	246	39	0	84			
	High	155	40	12	100			
	Very High	9	47	23	61			

n: Number of Individuals $p < 0.05$; *Chi-Square*: It is the chi-square value of the Kruskal Wallis H Test, and the results are given with median, minimum and maximum values.

The authoritarian parental attitude levels perceived by the participants differ according to the education level of their families. Participants with a very good economic level perceive higher levels of authoritarian parental attitude than those with a medium economic level. The self-esteem levels of the participants differ according to the economic level of their families. Participants with low income levels have higher self-esteem levels compared to those with middle and high income levels. The perceived protective-willing authoritarian parents attitudes and democratic parents attitudes of the participants do not differ according to the economic status of their families.

Discussion and Conclusion

It is observed that the participants mostly display a democratic attitude in the relations of their parents with their children, but sometimes they display a protective-willing or authoritarian attitude. It can be said that the attitudes of parents in their relationship with their children differ according to the conditions. According to the results of the research, the parental attitude behaviors of the families of the participants are mostly democratic, moderately protective-willing and low-level authoritarian. In the research conducted by the Prime Ministry Family Research Institution (AAK, 1995), 80.2% of the mothers were found to be democratic, 11.2% authoritarian and 8.6% permissive parental attitude.

There was no significant relationship between democratic parental attitudes and self-esteem of individuals. In another study, it was revealed that individuals who perceive parental attitudes as democratic have higher self-perception than those who define parental attitudes as authoritarian (Sezer, Isgor & Ozpolat, 2006). The most basic feature of the democratic parental attitude is that the relationships within the family do not prevent the wishes and attitudes of the person, but the individual is sometimes guided by the rules set in place. The attitude that most supports personality development is the attitude of democratic parents. Parents with this attitude establish unexpected relationships with their children. Parents' behavior is encouraging and reassuring. Therefore, it has a positive effect on children's development (Baumrind, 1966). On the other hand, starting from the understanding that parents' attitudes are not the only criteria that determine children's self-esteem, other factors that determine self-esteem should also be taken into account.

The high self-esteem levels of the participants who perceive parental attitudes as protective-willing and authoritarian parental attitudes can be explained by the fact that these attitudes have a side that pushes the child's limits. According to Navaro (1989), children are overprotected and kept under control in protective-willing parental

attitude. Many things are done by parents instead of children, as a result children are prevented from having experience. Excessive intervention harms the children's sense of confidence. According to [Maccoby and Martin \(1983\)](#), authoritarian parental behavior decreases the child's ability to act independently and negatively affects self-esteem. However, in some studies, it has been concluded that children who grow up in democratic families have higher self-esteem levels compared to children who grow up in protective-willing and authoritarian families (cited in [Demir & Kumcağız, 2015](#)). In the study conducted by [Dokuyan \(2016\)](#), it was found that the participants' general self-esteem scores and sub-dimension scores were not different, so there was no relationship between self-esteem and parental attitudes. In another study, it was found that individuals who define their parents' attitudes as democratic have higher self-perception than those who define their parents' attitudes as authoritarian ([Sezer, Isgor & Ozpolat, 2006](#)). As [Kagıtcıbası \(2005; 2007\)](#) defends, according to the "psychological interdependent family model" in Turkish society, a result that coincides with the definition that parental attitudes in which interest, freedom and pressure are together will have a positive effect on the child.

In the study, the perceived parental attitude levels and self-esteem levels of the participants did not differ according to their gender. In [Cenkseven's \(2002\)](#) study, the gender of the participants 'family relations', " individual values ", " coping power ", " body image ", " emotional level ", " profession and educational goals ". It showed that it does not have a meaningful relationship in terms of "social relations in the study of [Ünüvan \(2007\)](#), it was revealed that there was no significant difference between perceived parental attitudes according to gender. In the study conducted by [Sezer and Oğuz \(2010\)](#), it was found that the self-esteem levels of the participants differed according to gender according to the Social Comparison Scale scores, and female students evaluated their self-esteem level more positively than male students ($U=58331.50, p<.01$).

There is no significant difference between the parental attitude levels perceived by the participants and their self-esteem according to their age. [Dönmez \(1985\)](#), [Gür \(1989\)](#) on the other hand, revealed in their studies that self-esteem increases as the age gets older. However, in the studies of [Aksoy \(1992\)](#) and [Arıcak \(1995\)](#), no relationship was found between the age and self-esteem levels of the participants, supporting the data of the study (cited in [Küntay, 1991](#)).

The democratic parental attitude levels perceived by the participants differ according to the education levels of their mothers. As the mother's education level increases, the perceived democratic parental attitude rate also increases. The authoritarian parental attitude levels perceived by the participants differ according to the education level of the mothers. The lower the education level of the mother, the more authoritarian parental attitude perceived by the children. In the study conducted by [Subaşı and Özçelik \(2019\)](#), it was found that fathers display more democratic attitudes as the education level of the mother increases. Based on this, it can be said that with the increase in the education level of the mother, a controlling effect occurs on the oppressive attitude of the father. The protective-willing parental attitudes and self-esteem levels perceived by the participants do not differ according to the education levels of the mothers. In the study conducted by [Dilek and Aksoy \(2013\)](#), no significant relationship was found between the education level of the mother and the self-esteem of the children. In the study conducted by [Çam et al. \(2000\)](#) on nursing school students, it was concluded that the high education level of the mother increases self-esteem. In addition, in the study of [Erbil et al. \(2006\)](#), it was concluded that the increase in the education level of the mother positively affects the self-esteem level of the children.

The democratic parental attitude levels perceived by the participants differ according to the education level of their fathers. As the father's education level increases, the level of democratic parental attitude perceived by individuals also increases. Perceived protective willingness, authoritarian parental attitudes and self-esteem levels of individuals do not differ significantly according to the education level of fathers. In the study conducted by [Kök and Ünal \(2018\)](#), it was revealed that the father's education level did not have a significant relationship with the parental attitudes. In the study conducted by [Dilek and Aksoy \(2013\)](#), no significant relationship was found between the self-esteem of the participants and the education level of the father.

The authoritarian parental attitude levels perceived by the participants differ according to the economic level of their families. Participants with a very good economic level perceive higher levels of authoritarian parental attitude than those with a medium economic level. The self-esteem levels of the participants differ according to the economic level of their families. Participants with low income levels have higher self-esteem levels compared to those with middle and high income levels. However, in the study conducted by [Yüksekkaya \(1995\)](#), it was found that young people who do not have economic problems have a higher level of self-esteem than those who do not live. In the study of [Gacar and Yanlıç \(2012\)](#), it was concluded that there was no significant relationship between self-esteem level and the economic income of the family ($p> 0.05$). It is not possible to explain the self-esteem levels of

adolescents only with the parental attitudes they perceive. The level of self-esteem of a person who has very complex psycho-social processes is determined by the personality, expectations, satisfaction and adaptation level, academic success, peer acceptance, etc., as well as parental attitudes. It would be a better strategy to try to understand by taking into account many factors. Supporting and motivating young people by their parents and reinforcing their willingness to succeed are effective in realizing their self-esteem and parental attitude understanding at a more positive level.

Recommendations

As a result of the study, it is seen that the self-esteem level of high school students is not only affected by the parental authority styles they perceive. Some variables such as the education level of the mother and father and the economic income level of the family are also effective in the perception of both self-esteem perception and parental authority styles. Based on this, it is important to construct studies on perceived parental authority styles and self-esteem levels as studies aimed at measuring the effect of some other factors. Specialists, who take responsibility in raising individuals who are at peace with themselves and who can develop positive relationships with their family and environment, should take control of all psychological, sociological, physiological and economic factors that may affect the personality, self-esteem level and perceived parental authority styles while organizing the education processes of individuals. Or at least it is important for them to see these as determinants of the process.

Limitations

This study consists of 209 male and 210 female students, which were determined by random sampling from students studying in one high school in Bağlılar and Bakırköy districts of Istanbul in the 2019-2020 academic year, the 40-item "Parent Attitude Scale" developed by Yıldız Kuzgun in 2005, "Coopersmith Self-Esteem Inventory", which was developed by Stanley Coopersmith in 1967 and consists of 25 items, and "Socio - Demographic Form" prepared by the researcher.

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