

Examination of Behavioural Problems and Life Satisfaction in Adolescents According to Parental Attitude*

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Abstract: This study examines the extent to which behavioral problems and life satisfaction among adolescents are explained by perceived parenting styles, and whether these relationships differ by gender. The research was conducted with 606 high school students, using the “Youth Self-Report for Ages 11–18,” the “Parent Attitude Scale,” and the “Multidimensional Student Life Satisfaction Scale.” Data were analyzed through multiple regression, ANOVA, t-tests, and correlation analyses. Findings indicate that perceived paternal acceptance and psychological autonomy, as well as maternal control, differ significantly by gender. Regarding behavioral problems, girls were more prone to internalizing difficulties, whereas boys showed higher tendencies toward externalizing behaviors. Girls also reported higher life satisfaction than boys. Perceived parental acceptance and maternal psychological autonomy were negatively associated with behavioral problems. The predictive roles of parental acceptance, autonomy, and control on internalizing, externalizing, and life satisfaction were examined both in the overall sample and separately for gender groups. For girls and the overall sample, parental acceptance, maternal autonomy, and maternal control significantly predicted life satisfaction, whereas for boys, only parental acceptance emerged as a significant predictor. The results highlight the influence of perceived parenting on adolescents’ behavioral problems and life satisfaction, suggesting that interventions should aim to strengthen positive parenting practices.

Keywords: Adolescent, life satisfaction, parental attitude, behavioral problems.

Ergenlerde Davranış Problemleri ve Yaşam Doyumunun Anne Baba Tutumlarına Göre İncelenmesi

Öz: Bu çalışma, ergenlerde görülen davranış sorunları ve yaşam doyumunun, algılanan anne-baba tutumları tarafından hangi düzeyde açıklandığını ve bu ilişkilerin cinsiyete göre değişip değişmediğini incelemektedir. Araştırma, 606 lise öğrencisi ile yürütülmüş; veri toplamada “11–18 Yaş Grubu Gençler için Kendini Değerlendirme Ölçeği”, “Anne-Baba Tutum Ölçeği” ve “Çok Boyutlu Öğrenci Yaşam Doyumu Ölçeği” kullanılmıştır. Veriler çoklu regresyonun yanı sıra ANOVA, t-testi ve korelasyon analizleriyle değerlendirilmiştir. Bulgular, özellikle babadan algılanan kabul ve psikolojik özerklik ile anneden algılanan kontrolün cinsiyete göre farklılaştığını göstermektedir. Cinsiyet açısından, kızların içselleştirme, erkeklerin ise dışsallaştırma problemlerine daha yatkın olduğu; kızların yaşam doyumunu düzeylerinin daha yüksek olduğu belirlenmiştir. Anne-baba kabulü ve anneden algılanan psikolojik özerklik ile davranış sorunları arasında negatif ilişkiler bulunmuştur. Araştırmada ebeveyn kabulü, özerklik ve kontrolün; içselleştirme, dışsallaştırma ve yaşam doyumunu üzerindeki yordayıcı rolleri genel örneklem ve cinsiyet gruplarında ayrı ayrı incelenmiştir. Kızlar ve genel grupta kabul, anneden algılanan özerklik ve kontrol yaşam doyumunu yordarken; erkeklerde yalnızca ebeveyn kabulü anlamlı yordayıcı olmuştur. Sonuçlar, algılanan ebeveyn tutumlarının ergenlerin davranışsal sorunları ve yaşam doyumunu üzerinde önemli etkileri olduğunu göstermekte ve müdahalelerde olumlu ebeveyn tutumlarının desteklenmesini önermektedir.

Anahtar Kelimeler: Ergen, yaşam Doyumu, anne-baba tutumları, davranış problemleri

*Bu araştırma, birinci yazarın ikinci yazar danışmanlığında yürüttüğü yüksek lisans tez çalışmasından üretilmiştir.

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Introduction

The influence of parental attitudes on human behaviors, emotions, and thoughts has been the subject of numerous research studies over the years. Behavioral problems can be considered a long-established topic that researchers have been examining for years. Although societal norms, lifestyles, and parenting approaches have changed over the years, the knowledge that parents have an impact on their children's behaviors has always persisted. Sometimes, minor issues observed in childhood may become the subject of articles or books, while at other times, serious adult problems linked to past childhood experiences have been studied by researchers for years. The context is crucial in studying behavioral problems. Problematic behaviors are evaluated based on the age of the individual exhibiting the behavior, the conditions they are in, and the frequency of the behavior (Austin & Sciarra, 2012; Nelson-Jones, 1991). Behavioral problems are seen as reflections of inner conflicts (Yörükoğlu, 1998). Behaviors that are not considered normal due to the circumstances (Austin & Sciarra, 2012), behaviors that pose problems for the individual and their surroundings (Derman & Başal, 2013), actions contrary to social norms and rules (Erden & Kargı, 2005; Güleç & Köroğlu, 1998), and behaviors inappropriate for the individual's age (Başar & Özdemir, 2015) are described in the literature as behavioral problems, problematic behaviors, or behavioral disorders. Behavioral problems are examined in two categories: internal and external behaviors. Internal behaviors, which can be characterized as emotional states formed within the individual, include feelings of inferiority, shyness, withdrawal, irritability, sensitivity, anxiety, fear, timidity, sadness, indifference, and inattention. External behaviors, which are observable and often displayed outwardly by the individual, include disobedience, defiance, anger, aggression, violence, distrust, jealousy, attention-seeking, coarse language, blaming attitudes, destructiveness, harm-doing, and hyperactivity (Coleman, 1992). Individuals described as having internal behavioral disorders tend to internalize their feelings, feeling more distressed than angry in response to their problems. These individuals, who prefer solitude and act after prolonged decision-making processes, can easily experience feelings of shame, guilt, or regret (Harwood et al., 2010). On the other hand, individuals exhibiting external behaviors are generally more sociable and often display reactions characterized by anger and do not shy away from committing offenses. Children exhibiting these uncontrolled behaviors typically conflict with authority in school and society (Center & Kemp, 2003).

Behavioral disorders are complex problems defined in psychiatric diagnostic systems such as ICD or DSM. The causes of behavioral problems have been evaluated based on various factors, including the innate characteristics and experiences of the individual (Algozzine, 1991), genetic, biochemical, or neurological factors (Gonzalez et al., 2004), personality traits (Cloninger, 1986), biological, psychological, and social factors (Efron, 2005; Özdoğan, 1997; Yavaş, 1996), inner experiences (Yörükoğlu, 1998), cognitive status (Cochran, 1999; Efron, 2005; Milich & Dodge, 1984; Seligman, 1999), social relationships (Herman et al., 2011; Webster-Stratton & Reid, 2004), and the quality of family relationships or communication with family members (Bauer et al., 2004; Efron, 2005; Erden & Kargı, 2005; Geldard & Geldard, 2013; Gonzalez et al., 2004; Hassoy & Çakıcı, 2012; Hogue et al., 2004; Kaplan & Sadock, 2004; Kesicioğlu & Alisinanoğlu, 2009; Mihalopoulos et al., 2007; Özdoğan, 1997; Thompson & Rudolph, 1995; Webster-Stratton, 2011; Yavaş, 1996; Yavuzer, 2001). Among these factors, the relationship of the individual with their family and parental attitudes play a significant role. It is noteworthy that parental attitudes are the most frequently mentioned factor among the listed related variables. Adolescence is a period characterized by the beginning of independent decision-making (Aydın, 2008), an increased sense of loneliness (Öztürk et al., 2006), and a rise in risky behaviors (Coleman & Hagell, 2007). While behavioral problems can emerge at various stages of life, such as childhood, adolescence, or adulthood, childhood and adolescence are particularly prevalent periods for behavioral disorders, making them more widely discussed in the literature. Adolescence is a critical developmental period characterized by rapid biological, cognitive, and social changes (Steinberg, 2014). During this stage, identity exploration, the need for autonomy, and increased emotional reactivity contribute to heightened vulnerability to behavioral problems (Crone & Dahl, 2012). In particular, inconsistent or unsupportive parental attitudes may further exacerbate these problems. Experiences during adolescence, influenced by both positive and negative experiences accumulated during childhood, shape individuals' reactions to future experiences. The family dynamics during adolescence have a profound impact on the emotions, perceptions, thoughts, and behaviors that a child currently or will feel in the future (Demirkaynak et al., 2006; Gazeloğlu, 2000; Uyanık Balat, 2007; Yavuzer, 2010; Yeşilyaprak, 2002; Yıldız Bıçakçı, 2004; Zigler et al., 2008). Among the aforementioned variables, parental attitudes stand out as a particularly worthy topic of investigation.

In this study, parental attitudes will be evaluated within the frameworks established by Baumrind (1971) and Maccoby and Martin (1983). Baumrind is a pioneering figure in these approaches, and Maccoby and Martin (1983) expanded upon Baumrind's model (1971). Baumrind's model examines parental attitudes across four dimensions: parental control, openness in communication, expectations for maturity, and care/support. Behaviors classified within these dimensions are evaluated and interpreted based on how they manifest in three different types of parenting styles: authoritarian, democratic, and permissive. Control relates to the roles of the child and parents in decision-making mechanisms within a household. Parents may establish a control or authority-based relationship with their children or may alternatively choose to grant them freedom. The element of control is present in democratic and authoritarian families, while it is

either absent or low in permissive families (Baumrind, 1971). The dimension of openness in communication indicates whether the relationships within the household are based on honesty and support. All elements that can be included in communication, such as the words used between parents and children, gestures, honesty, and openness, can be examined within this dimension. Open communication is observed in democratic and permissive families, while it is not present in authoritarian families (Baumrind, 1971). The expectation of maturity reflects the extent to which a family trusts and supports its child's skills and competencies. This expectation is high in authoritarian and democratic families but low in permissive families. The care/support dimension relates to the parents' attitude in meeting their child's needs. Warm relationships are observed in democratic and permissive families, while authoritarian families exhibit a distant and cold environment (Baumrind, 1971). The parental attitudes classified by Baumrind as authoritarian, democratic, and permissive have been restructured by Maccoby and Martin (1983). In Maccoby and Martin's model (1983), parents are analyzed across four subdimensions—democratic, authoritarian, permissive, and neglectful—based on their attitudes regarding sensitivity/acceptance/care and demandingness/control. Permissive parents typically tolerate their children's mistakes and are concerned about them, whereas neglectful parents completely ignore their children's mistakes and successes. Adolescence is inherently a challenging period for both the adolescent and their surroundings. Therefore, accurately identifying behavioral problems associated with this period and effectively managing this problematic process can be difficult. Failing to exhibit a consistent and effective attitude towards adolescent behavioral disorders that may arise from various causes can lead to the exacerbation and permanence of these problems (Ögel & Aksoy, 2007). Just as parental attitudes significantly influence an adolescent's behaviors, they also play a crucial role in their happiness. Given that parental attitudes influence not only adolescents' behavioral outcomes but also their emotional well-being, it is equally important to consider how these attitudes relate to life satisfaction.

The concept of happiness, which can be found in the literature as subjective well-being, will be examined in this study through its component of "life satisfaction." A person's emotional responses, satisfaction, and life satisfaction are components of subjective well-being (Diener et al., 1999). Feeling good, deriving satisfaction from life, and engaging in activities that interest a person relate to subjective well-being (Diener, 2000). The cognitive aspect of subjective well-being, which possesses both emotional and cognitive components, corresponds to the concept of life satisfaction (Argyle, 2001). A person's positive evaluation of their life, or their overall satisfaction with life, can be defined as life satisfaction. Life satisfaction is evaluated through various theories concerning happiness and subjective well-being. According to one of these theories, the goal theory, happiness arises from a person achieving their needs. The activity theory posits that happiness is the result of activities that make one feel good. The bottom-up theory suggests that a happy life is a composition of small happy moments, while the top-down theory claims that individuals predisposed to happiness evaluate their experiences positively. The relational theory also states that happiness is contingent on personal judgments, similar to the top-down theory. According to judgment theories, happiness is related to the satisfaction a person feels when comparing their situation to other conditions (Diener, 1984). Subjective well-being, along with life satisfaction as one of its components, has been the focus of many studies alongside parental attitudes (Doğan, 2006; Shek, 1999; Young & Miller, 1995). Parental attitudes are considered a strong predictor of the happiness of adolescents (Gilman & Huebner, 2006; Izzo et al., 2015; Zhao et al., 2015). Research indicates that children raised in authoritative parenting styles exhibit higher levels of life satisfaction than those raised in authoritarian and permissive families (Huang & Gove, 2015). Studies show that adolescents who feel supported and valued by their parents are more likely to experience higher life satisfaction and happiness (Gilman & Huebner, 2006; Piko & Hamvai, 2010). This study will examine the relationships between parental attitudes, behavioral problems, and life satisfaction among adolescents.

In this context, it is believed that parental attitudes significantly affect behavioral problems and life satisfaction among adolescents. Based on this idea, the study will seek answers to the following questions:

1. Do parental attitudes predict behavioral problems in adolescents?
2. Do parental attitudes predict life satisfaction in adolescents?
3. Do behavioral problems predict life satisfaction in adolescents?
4. Is there a significant relationship between behavioral problems and parental attitudes in adolescents?
5. Is there a significant relationship between life satisfaction and parental attitudes in adolescents?
6. Is there a significant relationship between behavioral problems and life satisfaction in adolescents?

This study seeks to advance existing research by concurrently examining the predictive and correlational roles of perceived parental acceptance, psychological autonomy, and control in relation to both behavioral problems and life satisfaction among adolescents. By exploring gender-specific patterns and analyzing maternal and paternal attitudes separately, the study offers a more nuanced understanding of how parenting dynamics shape adolescents' emotional

and behavioral outcomes. In doing so, it provides a distinct contribution to the literature and serves as a practical resource for professionals and researchers in the field of child and adolescent mental health.

Method

Research Model

This research is a descriptive study of a relational screening type aimed at examining the relationships between adolescents attending high school and the attitudes they perceive from their mothers and fathers, behavioral problems, and life satisfaction. The dependent variables of the research are behavioral problems (internalized and externalized behaviors) and life satisfaction. The independent variables are perceived acceptance/interest, psychological autonomy, and control from parents.

Research Group

The research group consists of 606 students from the 9th, 10th, 11th, and 12th grades of high schools in the central districts of Adana (Çukurova, Seyhan, Yüreğir, and Sarıçam) during the 2016-2017 academic year. Of the students, 396 are female (65.3%), and 210 are male (34.7%). The students are aged between 14 and 19, with an average age of 16.54 (SD=1.01). Among the students, 106 (17.5%) are in the 9th grade, 159 (26.2%) in the 10th grade, 183 (30.2%) in the 11th grade, and 158 (26.1%) in the 12th grade. Of the participating students' mothers, 32.2% are primary school graduates, making this group the largest percentage within the sample. Only 14% of the students' mothers are university graduates, and 1.9% have a master's or doctorate degree. For the fathers, 27.6% are high school graduates, representing the largest percentage within the sample, while 25.4% are university graduates, and 3.5% have a master's or doctorate degree.

Data Collection Tools

Youth Self-Report (YSR/11-18)

The Youth Self-Report for ages 11-18 was developed by Edelbrock and Achenbach (1984) to standardly assess problem behaviors based on self-reports from adolescents in this age group (Achenbach, 1991). The scale consists of 112 items measuring problem behaviors. Items are marked based on the frequency of occurrence in the last six months as "not true" (0), "sometimes or a little true" (1), "very or often true" (2), and the items are grouped into various subscales. From the total items, two separate behavioral symptom scores, labeled Internalization and Externalization, are obtained. The "Internalization" group includes scores from the Social Withdrawal, Somatic Problems, and Anxiety/Depression subscales, while the "Externalization" group consists of scores from the Delinquent Behavior and Aggressive Behavior subscales. The scale also includes subscales for Social Problems, Thought Problems, and Attention Problems, contributing to the Total Problem score. High scores indicate greater problem behavior severity. The Turkish validity and reliability study of the scale was conducted by Erol and colleagues (Erol et al., 1998). The internal consistency coefficients were found to be .80 for Internalization, .81 for Externalization, and .89 for Total Problems. The test-retest reliability of the scale was calculated by administering it twice to 60 adolescents one week apart, yielding a test-retest reliability of .82 for Total Problems (Erol et al., 1998).

Parental Attitude Scale (PAS)

The Parental Attitude Scale was developed by Lamborn, et al. (1991) and adapted into Turkish by Yılmaz (2000). The scale consists of three subscales: acceptance/interest, control/supervision, and psychological autonomy. PAS has 26 items, of which 18 are rated on a 4-point Likert scale (4 = very similar, 1 = not similar at all). The results of the exploratory factor analysis conducted on the Turkish version of the scale indicate that it exhibits a similar structure to the original version. The Cronbach's Alpha internal consistency coefficients were calculated as .72 for acceptance/interest, .76 for control/supervision, and .82 for psychological autonomy (Yılmaz, 2000). Musaağaoğlu (2004) also examined the validity and reliability analysis of the scale and its factor structure, asking participants to complete separate PAS forms for mothers and fathers. A significant positive correlation was found between the mother and father forms ($r = .87, p < .01$). Positive significant correlations were obtained for the acceptance/interest subscale ($r = .80, p < .01$) and the control/supervision subscale ($r = .85, p < .01$) between the mother and father forms. In this study, students were asked to fill out the measurement tool separately for their parents. Within the scope of this study, Cronbach's alpha internal consistency coefficients were calculated for the Parental Attitude Scale. The results are as follows: the internal consistency coefficient was .65 for the acceptance/involvement subscale, .77 for the control/supervision subscale, and .66 for the psychological autonomy subscale.

Multidimensional Student Life Satisfaction Scale (MSLSS)

Developed by Huebner (1994), the original form of the Multidimensional Student Life Satisfaction Scale consists of a total of 40 items, including 10 negative items. MSLSS provides a general life satisfaction score along with scores obtained

from five dimensions (family, friends, school, environment, self). High scores from the scale indicate increased life satisfaction. The scale items are answered based on four options: (1) never, (2) sometimes, (3) often, (4) always. The Turkish adaptation of the scale was done by Çivitci (2007). The factor analysis results on the Turkish form of MSLSS confirmed that the structure supported the five dimensions of the original form. As a result of the rotation process in the analysis, four items from the original form were removed, resulting in a scale with five factors and a total of 36 items. The total variance explained by the five factors is 44.50%. The correlations between the subscale scores of MSLSS range from .19 to .40, while the correlations with the total score range from .59 to .72. The Cronbach's alpha coefficients were found to be .75 for the environment subscale, .70 for the self subscale, .85 for the friends subscale, .76 for the school subscale, .74 for the family subscale, and .87 for the total score. The internal consistency of the Multidimensional Students' Life Satisfaction Scale, as indicated by Cronbach's alpha coefficients, was calculated as .74 for the "friends" subscale, .75 for the "school" subscale, .76 for the "environment" subscale, .73 for the "family" subscale, .76 for the "self" subscale, and .75 for the total life satisfaction score.

Data Collection

Secondary education institutions to be sampled were determined, necessary permissions were obtained, and then the implementation was carried out. Before starting the data collection process, necessary information was provided to the administrators of the selected schools, and after preliminary discussions with school psychological counselors, the day of implementation was decided. The applications were conducted on the designated days and during the specified class hours. During the implementation, the importance of the collected data was emphasized, and it was highlighted that the responses should be sincere and contain accurate information. The applications, including providing the necessary information to students, lasted approximately 90 minutes. Prior to data collection, approval was obtained from the university's ethics committee, and all procedures were carried out in accordance with ethical standards.

Data Analysis

Initially, basic statistical analyses were applied to the collected data, followed by the necessary analyses. Pearson Product-Moment Correlation Coefficients were calculated to determine the relationships among behavioral problems, life satisfaction, and perceived parental attitudes in adolescents. Additionally, Linear Regression Analysis was used to identify how perceived parental attitudes predict behavioral problems and life satisfaction in adolescents. Analyses were conducted separately for male and female high school students. Before performing regression analyses, the dataset was examined to ensure that it met the assumptions of normality and linearity for linear regression analysis, and it was found that the dataset met the assumptions for regression analysis. Mahalanobis distance values were calculated for each student, and these values were examined using the criterion $p < .001$ [$X^2(7) = 24.32$], revealing that there were no outliers that could undermine the assumptions of "linearity" and "normality." Furthermore, when tolerance and variance inflation factor (VIF) values were examined, it was found that there were no issues with multicollinearity.

Findings

The findings obtained from the statistical analyses of the data collected in this section are presented below according to the sequence of the research questions.

Findings Regarding the Scores Obtained from the Measurement Tools Used in the Research Based on Students' Gender

A one-way analysis of variance (ANOVA) was conducted to determine whether high school students' scores on perceived acceptance from parents, psychological autonomy, control, internalizing and externalizing problems, and life satisfaction differed based on gender. The results are presented in Table 1.

Table 1.
ANOVA Test Results of Students' Scores from the Parental Attitude Scale, 11-18 Year-Old Youth Self-Assessment Scale, and Multidimensional Life Satisfaction Scale Based on Gender

	Gender	N	\bar{X}	Ss	F
Acceptance-Mother	Girl	396	28.18	4.85	1.80
	Boy	210	27.63	4.58	
Acceptance-Father	Girl	396	24.46	6.34	8.21*
	Boy	210	25.97	5.81	
Psychological Autonomy Mother	Girl	396	22.58	5.23	1.89
	Boy	210	23.18	4.83	
Psychological Autonomy Father	Girl	396	19.95	5.05	16.01**
	Boy	210	21.73	5.51	

Control-Mother	Girl	396	25.13	6.30	56.77**
	Boy	210	21.07	6.33	
Control-Father	Girl	396	25.10	5.10	.810
	Boy	210	24.70	5.16	
Internalization	Girl	396	21.63	9.98	11.11**
	Boy	210	18.77	10.16	
Externalization	Girl	396	13.95	8.59	16.39**
	Boy	210	17.09	9.99	
Life Satisfaction	Girl	396	111.15	13.06	9.49*
	Boy	210	107.69	13.33	

As seen in Table 1, it was found that students' scores on the subscales of perceived acceptance from fathers ($F(1, 605) = 8.21, p < .01$), psychological autonomy ($F(1, 605) = 16.01, p < .001$), and perceived control from mothers ($F(1, 605) = 56.77, p < .001$) significantly differed by gender. Male students perceived more acceptance and psychological autonomy from their fathers compared to female students, while female students perceived more control from their mothers than male students.

When examining Table 1, it is observed that students' internalizing ($F(1, 605) = 11.11, p < .001$), externalizing problems ($F(1, 605) = 16.39, p < .001$), and life satisfaction scores ($F(1, 605) = 9.49, p < .01$) significantly differed based on gender. Internalizing problem scores were higher among female students, while externalizing problem scores were higher among male students. Additionally, female students had higher life satisfaction scores compared to male students.

Relationships Between Perceived Acceptance, Psychological Autonomy, Control, Internalizing, Externalizing Problems, and Life Satisfaction

A correlation analysis was conducted to examine the relationships between perceived acceptance, psychological autonomy, and control from parents and internalizing, externalizing problems, and life satisfaction among high school students. Table 2 presents the arithmetic means, standard deviation values, and correlation coefficients among the variables.

As seen in Table 2, there are significant negative relationships between both perceived acceptance from mothers and fathers and internalizing (respectively, $-.22$ and $-.27$) and externalizing (respectively, $-.19$ and $-.15$) problems. Significant relationships were found between perceived acceptance from mothers and overall life satisfaction ($.46$), and between perceived acceptance from fathers and overall life satisfaction ($.30$).

When examining the correlation coefficients between perceived psychological autonomy from parents and internalizing and externalizing problems, it was found that there were significant negative relationships between perceived psychological autonomy from mothers and internalizing and externalizing problems (respectively, $-.25$ and $-.18$). It was determined that perceived psychological autonomy from fathers had a significant negative relationship with externalizing problems at a level of $-.09$, but no significant relationship with internalizing problems. A positive and significant relationship was found between perceived psychological autonomy from mothers and life satisfaction ($.14$), while no significant relationship was observed between perceived psychological autonomy from fathers and life satisfaction.

Table 2.

Relationships Between Perceived Acceptance, Psychological Autonomy, and Control from Parents and Internalizing, Externalizing Problems, Life Satisfaction, and Descriptive Values

	Accep- M	Accep.- F.	Psy.Auto- M	Psy.Auto- F	Control- M	Control- F	Internal	External	Life Satis.
Acceptance- M	-	.37***	.002	-.03	.10*	.08	-.22***	-.19***	.46***
Acceptance-F		-	-.02	-.28***	-.03	.27**	-.27***	-.15***	.30***
Psy.Auto-M			-	.49***	.18***	.05	-.25***	-.18***	.14**
Psy.Auto-F				-	.09*	.23***	-.05	-.09*	.02
Control-M					-	.46***	.03	-.23***	.16***
Control-F						-	-.03	-.09*	.14**
\bar{X}	27.99	24.98	22.22	24.43	26.2	24.96	20.64	15.03	109.96
Ss	4.76	6.21	5.10	5.28	4.85	5.12	10.13	9.21	13.24

Not. (1) *Psy.Auto* = Psychological Autonomy, M=Mother, F=Father, Accep=Acceptance, Satis=Satisfaction
 (2) * $p < .05$, ** $p < .01$, *** $p < .001$

When examining Table 2, it is observed that perceived control from mothers and fathers is not significantly related to internalizing problems, but there are significant negative correlations with externalizing problems (respectively, $-.23$ and $-.09$). Significant relationships were also found between perceived control from mothers and fathers and life satisfaction scores, at levels of $.16$ and $.14$, respectively.

Findings on Perceived Acceptance, Psychological Autonomy, and Control from Parents as Predictors of Internalizing Problems

Regression analyses were conducted to determine the extent to which the dimensions of the Parental Attitude Scale (acceptance/interest, psychological autonomy, control/monitoring) predict high school students’ internalizing problems. These analyses were performed first on the entire sample, and then separately for female and male students. The regression analysis results for the entire sample are presented in Table 3.

Table 3.
Regression Analysis on the Prediction of Internalizing Problems (Entire Sample)

Predictive Variables	B	Std.Error	Beta	t
Constant	47.14	4.02	-	11.72*
Acceptance-M	-.30	.09	-.14	-3.28*
Acceptance-F	-.36	.07	-.22	-4.98*
Psy.Auto-M	-.50	.09	-.25	-5.64*
Psy.Auto-F	.04	.09	-.02	.42
Control-M	-.06	.10	-.03	-.61
Control-F	.10	.09	.05	1.09
R=.39 $\Delta R^2=.14$				
F(6.599)=17.56 $p=.000$				

* $p < .001$

As seen in Table 3, the dimensions of perceived acceptance/interest, psychological autonomy, and control/monitoring from parents significantly explain internalizing problems in high school students ($\Delta R^2=.14$, $p < .000$). Together, these six variables explain 14% of the total variance in internalizing problems. According to the standardized regression coefficients, the relative importance of the predictor variables on internalizing problems is as follows: perceived psychological autonomy from mothers ($\beta = -.25$), perceived acceptance/interest from fathers ($\beta = -.22$), perceived acceptance/interest from mothers ($\beta = -.14$), perceived control/monitoring from fathers ($\beta = .05$), perceived control/monitoring from mothers ($\beta = -.03$), and perceived psychological autonomy from fathers ($\beta = -.02$). When examining the t-test results regarding the significance of the regression coefficients, it is seen that perceived acceptance/interest from mothers ($t = -3.28$, $p < .001$), perceived acceptance/interest from fathers ($t = -4.98$, $p < .001$), and perceived psychological autonomy from mothers ($t = -5.64$, $p < .001$) are significant predictors of internalizing problems. Perceived psychological autonomy from fathers ($t = .42$, $p > .05$), perceived control/monitoring from mothers ($t = -.61$, $p > .05$), and perceived control/monitoring from fathers ($t = 1.09$, $p > .05$) are not significant predictors of internalizing problems.

Findings on Perceived Acceptance, Psychological Autonomy, and Control from Parents as Predictors of Female Students’ Internalizing Problems

The results of the regression analysis conducted to determine the extent to which the dimensions of the Parental Attitude Scale (acceptance/interest, psychological autonomy, control/monitoring) predict internalizing problems among female students are presented in Table 4.

Table 4.
Regression Analysis on the Prediction of Internalizing Problems in Female Students

Predictive Variables	B	Std.Error	Beta	t
Constant	54.95	4.89	-	11.24*
Acceptance-M	-.39	.10	-.19	-3.77*

Acceptance-F	-.32	.09	-.20	-3.70*
Psy.Auto-M	-.45	.11	-.23	-4.13*
Psy.Auto-F	-.05	.12	-.03	-.47
Control-M	-.16	.12	-.08	-1.32
Control-F	.05	.12	.02	.40
R=.41ΔR ² =.16 F(6.389)=13.36 p=.000				

*p<.001

As seen in Table 4, the dimensions of perceived acceptance/interest, psychological autonomy, and control/monitoring from parents significantly explain internalizing problems in female students ($\Delta R^2=.16$, $p<.000$). Together, these six variables explain 16% of the total variance in internalizing problems. According to the standardized regression coefficients, the relative importance of the predictor variables on internalizing problems is as follows: perceived psychological autonomy from mothers ($\beta= -.23$), perceived acceptance/interest from fathers ($\beta= -.20$), perceived acceptance/interest from mothers ($\beta= -.19$), perceived control/monitoring from mothers ($\beta= -.08$), perceived psychological autonomy from fathers ($\beta= -.03$), and perceived control/monitoring from fathers ($\beta=.02$). When examining the t-test results regarding the significance of the regression coefficients, it is seen that perceived acceptance/interest from mothers ($t=-3.77$, $p<.001$), perceived acceptance/interest from fathers ($t=-3.70$, $p<.001$), and perceived psychological autonomy from mothers ($t=-4.13$, $p<.001$) are significant predictors of internalizing problems. Perceived psychological autonomy from fathers ($t=-.47$, $p>.05$), perceived control/monitoring from mothers ($t=-1.32$, $p>.05$), and perceived control/monitoring from fathers ($t=.40$, $p>.05$) are not significant predictors of internalizing problems.

Findings on Perceived Acceptance, Psychological Autonomy, and Control from Parents as Predictors of Male Students' Internalizing Problems

The results of the regression analysis conducted to determine the extent to which the dimensions of the Parental Attitude Scale (acceptance/interest, psychological autonomy, control/monitoring) predict internalizing problems among male students are presented in Table 5.

Table 5.
Regression Analysis on the Prediction of Internalizing Problems in Male Students

Predictive Variables	B	Std.Error	Beta	t
Constant	36.25	7.25	-	5.0**
Acceptance-M	-.08	.17	-.04	-.496
Acceptance-F	-.44	.14	-.25	-3.2*
Psy.Auto-M	-.61	.16	-.29	-3.88**
Psy.Auto-F	.09	.14	.05	.68
Control-M	.13	.17	.06	.76
Control-F	.16	.15	.08	1.03
R=.39ΔR ² =.13 F(6.203)=6.03p=.000				

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

As seen in Table 5, the dimensions of perceived acceptance/interest, psychological autonomy, and control/monitoring from parents significantly explain internalizing problems in male students ($\Delta R^2=.13$, $p<.000$). Together, these six variables explain 13% of the total variance in internalizing problems. According to the standardized regression coefficients, the relative importance of the predictor variables on internalizing problems is as follows: perceived psychological autonomy from mothers ($\beta= -.29$), perceived acceptance from fathers ($\beta= -.25$), perceived control/monitoring from fathers ($\beta=.08$), perceived control/monitoring from mothers ($\beta=.06$), perceived psychological autonomy from fathers ($\beta=.05$), and perceived acceptance/interest from mothers ($\beta= -.04$). When examining the t-test results regarding the significance of the regression coefficients, it is seen that perceived acceptance/interest from fathers ($t=-3.2$, $p<.01$) and perceived psychological autonomy from mothers ($t=-3.88$, $p<.001$) are significant predictors of internalizing problems in male students. Perceived acceptance/interest from mothers ($t=-.496$, $p>.05$), perceived psychological autonomy from fathers ($t=.68$, $p>.05$), perceived control/monitoring from mothers ($t=.76$, $p>.05$), and perceived control/monitoring from fathers ($t= 1.03$, $p>.05$) are not significant predictors of internalizing problems in male students.

Findings on Perceived Parental Acceptance, Psychological Autonomy, and Control as Predictors of Externalizing Problems in High School Students

To determine the extent to which externalizing problems in high school students are predicted by the dimensions of the Parental Attitudes Scale—acceptance/involvement, psychological autonomy, and control/supervision—regression analyses were conducted first on the entire sample and then separately for male and female students. The results of the regression analysis for the entire sample are presented in Table 6.

Table 6.
Regression Analysis on the Prediction of Externalizing Problems (Entire Sample)

Predictive Variables	B	Std.Error	Beta	t
Constant	42.74	3.77	-	11.34***
Acceptance-M	-.24	.08	-.13	-2.95**
Acceptance-F	-.17	.07	-.11	-2.42*
Psy.Auto-M	-.32	.08	-.18	-3.84***
Psy.Auto-F	-.09	.08	-.05	-1.11
Control-M	-.28	.09	-.15	-3.04**
Control-F	.007	.09	.00	.08
R=.31 $\Delta R^2=.09$ F(6.599)=10.69 p=.000				

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

When Table 6 is examined, it can be seen that the dimensions of perceived parental acceptance/involvement, psychological autonomy, and control/supervision significantly explain externalizing problems in high school students ($\Delta R^2 = .09$, $p < .000$). Together, these six variables account for 9% of the total variance in externalizing problems. According to the standardized regression coefficients, the relative importance of the predictor variables on externalizing problems is as follows: perceived psychological autonomy from the mother ($\beta = -.18$), perceived control/supervision from the mother ($\beta = -.15$), perceived acceptance/involvement from the mother ($\beta = -.13$), perceived acceptance/involvement from the father ($\beta = -.11$), perceived psychological autonomy from the father ($\beta = -.05$), and perceived control/supervision from the father ($\beta = .00$). Based on the significance of the regression coefficients from the t-test results, it was found that perceived maternal acceptance/involvement ($t = -2.95$, $p < .01$), perceived paternal acceptance/involvement ($t = -2.42$, $p < .05$), perceived maternal psychological autonomy ($t = -3.84$, $p < .001$), and perceived maternal control/supervision ($t = -3.04$, $p < .01$) were significant predictors of externalizing problems. Perceived paternal psychological autonomy ($t = -1.11$, $p > .05$) and perceived paternal control/supervision ($t = .08$, $p > .05$) were not significant predictors of externalizing problems.

Findings on Perceived Parental Acceptance, Psychological Autonomy, and Control as Predictors of Externalizing Problems in Female Students

To determine the extent to which externalizing problems in female students are predicted by the dimensions of the Parental Attitudes Scale, a regression analysis was conducted, and the results are presented in Table 7.

Table 7.
Regression Analysis on the Prediction of Externalizing Problems in Female Students

Predictive Variables	B	Std.Error	Beta	t
Constant	45.93	4.26	-	10.78***
Acceptance-M	-.32	.09	-.18	-3.56***
Acceptance-F	-.15	.07	-.11	-2.01*
Psy.Auto-M	-.26	.09	-.16	-2.71**
Psy.Auto-F	-.09	.10	-.05	-.84
Control-M	-.31	.10	-.18	-2.996**
Control-F	-.11	.10	-.07	-1.11
R=.39 $\Delta R^2=.14$ F(6.389)=11.33 p=.000				

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

When Table 7 is examined, it can be seen that the dimensions of perceived parental acceptance/involvement, psychological autonomy, and control/supervision significantly explain externalizing problems in female students ($\Delta R^2 = .14$, $p < .000$). Together, these six variables account for 14% of the total variance in externalizing problems. According to the standardized regression coefficients, the relative importance of the predictor variables on externalizing problems is as follows: perceived maternal acceptance ($\beta = -.18$), perceived maternal control/supervision ($\beta = -.18$), perceived maternal psychological autonomy ($\beta = -.16$), perceived paternal acceptance/involvement ($\beta = -.11$), perceived paternal control/supervision ($\beta = -.07$), and perceived paternal psychological autonomy ($\beta = -.05$). Based on the significance of the regression coefficients from the t-test results, it was found that perceived maternal acceptance/involvement ($t = -3.56$, $p < .001$), perceived paternal acceptance/involvement ($t = -2.01$, $p < .05$), perceived maternal psychological autonomy ($t = -2.71$, $p < .01$), and perceived maternal control/supervision ($t = -2.996$, $p < .01$) were significant predictors of externalizing problems in female students. Perceived paternal psychological autonomy ($t = -.84$, $p > .05$) and perceived paternal control/supervision ($t = -1.11$, $p > .05$) were not significant predictors of externalizing problems in female students.

Findings on Perceived Parental Acceptance, Psychological Autonomy, and Control as Predictors of Externalizing Problems in Male Students

To determine the extent to which externalizing problems in male students are predicted by the dimensions of the Parental Attitudes Scale, a regression analysis was conducted, and the results are presented in Table 8.

Table 8.
Regression Analysis on the Prediction of Externalizing Problems in Male Students

Predictive Variables	B	Std.Error	Beta	t
Constant	28.10	7.41	-	3.79***
Acceptance-M	.06	.17	.03	.38
Acceptance-F	-.32	.14	-.19	-2.34*
Psy.Auto-M	-.44	.16	-.21	-2.72**
Psy.Auto-F	-.007	.14	-.00	-.05
Control-M	-.01	.18	-.01	-.10
Control-F	.24	.16	.12	1.52
R=.29 $\Delta R^2=.06$ $F(6.203)=3.05$ $p=.007$				

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

When Table 8 is examined, it can be seen that the dimensions of perceived parental acceptance/involvement, psychological autonomy, and control/supervision significantly explain externalizing problems in male students ($\Delta R^2 = .06$, $p < .000$). Together, these six variables account for 6% of the total variance in externalizing problems. According to the standardized regression coefficients, the relative importance of the predictor variables on externalizing problems is as follows: perceived maternal psychological autonomy ($\beta = -.21$), perceived paternal acceptance/involvement ($\beta = -.19$), perceived paternal control/supervision ($\beta = .12$), perceived maternal acceptance/involvement ($\beta = .03$), perceived maternal control/supervision ($\beta = -.01$), and perceived paternal psychological autonomy ($\beta = -.00$). Based on the significance of the regression coefficients from the t-test results, it was found that perceived paternal acceptance/involvement ($t = -2.34$, $p < .05$) and perceived maternal psychological autonomy ($t = -2.72$, $p < .01$) were significant predictors of externalizing problems in male students. Perceived maternal acceptance/involvement ($t = .38$, $p > .05$), perceived paternal psychological autonomy ($t = -.05$, $p > .05$), perceived maternal control/supervision ($t = -.10$, $p > .05$), and perceived paternal control/supervision ($t = 1.52$, $p > .05$) were not significant predictors of externalizing problems in male students.

Findings on Perceived Parental Acceptance, Psychological Autonomy, and Control as Predictors of General Life Satisfaction in High School Students

To determine the extent to which general life satisfaction in high school students is predicted by the dimensions of the Parental Attitudes Scale—acceptance/involvement, psychological autonomy, and control/supervision—regression analyses were conducted first on the entire sample and then separately for male and female students. The results of the regression analysis for the entire sample are presented in Table 9.

Table 9.
Regression Analysis on the Prediction of General Life Satisfaction (Entire Sample)

Predictive Variables	B	Std.Error	Beta	t
Constant	52.86	4.89	-	10.81***
Acceptance-M	1.05	.11	.38	9.77**
Acceptance-F	.34	.09	.16	3.86**
Psy.Auto-M	.39	.11	.15	3.60**
Psy.Auto-F	.03	.11	.01	.28
Control-M	.34	.12	.12	2.88*
Control-F	.02	.11	.008	.18
R=.51 $\Delta R^2=.26$ F(6.599)=35.88 p=.000				

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

When Table 9 is examined, it can be seen that the dimensions of perceived parental acceptance/involvement, psychological autonomy, and control/supervision significantly explain general life satisfaction in high school students ($\Delta R^2 = .26$, $p < .000$). Together, these six variables account for 26% of the total variance in life satisfaction. According to the standardized regression coefficients, the relative importance of the predictor variables on life satisfaction is as follows: perceived maternal acceptance/involvement ($\beta = .38$), perceived paternal acceptance/involvement ($\beta = .16$), perceived maternal psychological autonomy ($\beta = .15$), perceived maternal control/supervision ($\beta = .12$), perceived paternal control/supervision ($\beta = .008$), and perceived paternal psychological autonomy ($\beta = .01$). Based on the significance of the regression coefficients from the t-test results, it was found that perceived maternal acceptance/involvement ($t = 9.77$, $p < .001$), perceived paternal acceptance/involvement ($t = 3.86$, $p < .001$), perceived maternal psychological autonomy ($t = 3.60$, $p < .001$), and perceived maternal control/supervision ($t = 2.88$, $p < .01$) were significant predictors of life satisfaction. Perceived paternal psychological autonomy ($t = .28$, $p > .05$) and perceived paternal control/supervision ($t = .18$, $p > .05$) were not significant predictors of life satisfaction.

Findings on Perceived Parental Acceptance, Psychological Autonomy, and Control as Predictors of Life Satisfaction in Female Students

To determine the extent to which life satisfaction in female students is predicted by the dimensions of the Parental Attitudes Scale, a regression analysis was conducted, and the results are presented in Table 10.

Table 10.
Regression Analysis on the Prediction of Life Satisfaction in Female Students

Predictive Variables	B	Std.Error	Beta	t
Constant	54.30	5.91	-	9.18**
Acceptance-M	1.03	.13	.38	8.20**
Acceptance-F	.31	.10	.15	2.93*
Psy.Auto-M	.45	.13	.18	3.47**
Psy.Auto-F	-.08	.14	-.03	-.57
Control-M	.38	.14	.15	2.68*
Control-F	.07	.14	.02	.46
R=.54 $\Delta R^2=.28$ F(6.389)=26.52 p=.000				

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

When Table 10 is examined, it can be seen that the dimensions of perceived parental acceptance/involvement, psychological autonomy, and control/supervision significantly explain life satisfaction in female students ($\Delta R^2 = .28$, $p < .000$). Together, these six variables account for 28% of the total variance in life satisfaction. According to the standardized regression coefficients, the relative importance of the predictor variables on life satisfaction is as follows: perceived maternal acceptance/involvement ($\beta = .38$), perceived maternal psychological autonomy ($\beta = .18$), perceived maternal control/supervision ($\beta = .15$), perceived paternal acceptance/involvement ($\beta = .15$), perceived paternal psychological autonomy ($\beta = -.03$), and perceived paternal control/supervision ($\beta = .02$). Based on the significance of the regression coefficients from the t-test results, it was found that perceived maternal acceptance/involvement ($t = 8.20$, $p < .001$),

perceived paternal acceptance/involvement ($t = 2.93, p < .01$), perceived maternal psychological autonomy ($t = 3.47, p < .001$), and perceived maternal control/supervision ($t = 2.68, p < .01$) were significant predictors of life satisfaction in female students. Perceived paternal psychological autonomy ($t = -.57, p > .05$) and perceived paternal control/supervision ($t = .46, p > .05$) were not significant predictors of life satisfaction in female students.

Findings on Perceived Parental Acceptance, Psychological Autonomy, and Control as Predictors of Life Satisfaction in Male Students

To determine the extent to which life satisfaction in male students is predicted by the dimensions of the Parental Attitudes Scale, a regression analysis was conducted, and the results are presented in Table 11.

Table 11.
Regression Analysis on the Prediction of Life Satisfaction in Male Students

Predictive Variables	B	Std.Error	Beta	t
Constant	58.27	9.07	-	6.42**
Acceptance-M	.95	.21	.33	4.54**
Acceptance-F	.51	.17	.22	2.97*
Psy.Auto-M	.29	.20	.11	1.49
Psy.Auto-F	.09	.18	.04	.51
Control-M	.15	.21	.05	.69
Control-F	-.10	.19	-.04	-.53
R=.48 ΔR ² =.20 F(6.203)=9.997 p=.000				

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

When Table 11 is examined, it can be seen that the dimensions of perceived parental acceptance/involvement, psychological autonomy, and control/supervision significantly explain life satisfaction in male students ($\Delta R^2 = .20, p < .000$). Together, these six variables account for 20% of the total variance in life satisfaction. According to the standardized regression coefficients, the relative importance of the predictor variables on life satisfaction is as follows: perceived maternal acceptance/involvement ($\beta = .33$), perceived paternal acceptance/involvement ($\beta = .22$), perceived maternal psychological autonomy ($\beta = .11$), perceived maternal control/supervision ($\beta = .05$), perceived paternal psychological autonomy ($\beta = .04$), and perceived paternal control/supervision ($\beta = -.04$). Based on the significance of the regression coefficients from the t-test results, it was found that perceived maternal acceptance/involvement ($t = 4.54, p < .001$) and perceived paternal acceptance/involvement ($t = 2.97, p < .01$) were significant predictors of life satisfaction in male students. Perceived maternal psychological autonomy ($t = 1.49, p > .05$), perceived paternal psychological autonomy ($t = .51, p > .05$), perceived maternal control/supervision ($t = .69, p > .05$), and perceived paternal control/supervision ($t = -.53, p > .05$) were not significant predictors of life satisfaction in male students.

Discussion, Conclusion, and Recommendations

In this study, the attitudes perceived separately by high school students from their mothers and fathers, behavior problems, and life satisfaction were evaluated based on gender. Parental attitudes were examined in terms of acceptance, psychological autonomy, and control dimensions, which are explained in detail in the literature covered in the research. Behavior problems were examined in two groups as internalizing and externalizing behaviors. According to the gender-based analyses conducted in the study, students' perceptions of acceptance and psychological autonomy from their fathers and control from their mothers showed significant differences based on gender. Male students perceived more acceptance and psychological autonomy from their fathers than female students. The high levels of autonomy and acceptance in boys, as measured by the parental attitude scale, can be explained by gender perceptions. It can be said that gender-based behaviors, physiological and psychological tendencies, and social factors are influential in the higher acceptance of male children by their fathers. On the other hand, female students perceived higher control from their mothers compared to male students.

Findings indicating that parental control is higher on daughters than on sons are common in many studies (Aksoy et al. 2008; Laird et al., 2003; Richards et al., 2004). In the traditional family model, where role distribution within the family is defined as household chores and earning money, the mother's taking on more responsibility in child-rearing may result in mothers adopting a more controlling attitude than fathers. Additionally, because women are assigned a specific role in society and are expected to behave accordingly, it can be thought that girls are guided in a more restrictive and rule-bound manner. When behavior problems were examined based on gender, it was found that female students exhibited

more internalizing problems, while male students exhibited more externalizing problems than females. Caspi et al. (1995) reported that internal behaviors are less common among boys. The Turkish Mental Health Profile Report, compiled by Erol et al. (1998), also indicates that internalizing behaviors are more frequently observed in girls, while externalizing behaviors are more common in boys. Data from the Turkish Mental Health Profile Report on children aged 4-18 showed that the proportion of mothers who describe their sons as problematic is higher than those describing their daughters as such. In terms of behavior problems, internalizing behaviors are more common in girls, while externalizing behaviors are more frequent in boys. Boys tend to exhibit external behavior problems such as acting out, substance use, and running away from home, whereas girls tend to develop emotionally intense internalizing problems such as unhappiness, anxiety, depression, and suicidal thoughts (Gutman & Codiroli McMaster, 2020).

Research results on the relationship between life satisfaction and gender show some differences. The findings regarding life satisfaction in this study indicate that female students have higher life satisfaction than male students. This result aligns with findings by Cenkseven and Akbaş (2007) on university students and Köker (1991) on adolescents. Köker (1991) found that in groups of normal and problematic adolescents, girls had higher life satisfaction levels than boys in the same group, while the opposite was true in the neurotic group. Cenkseven (2004) reported that while there were no gender differences in terms of positive and negative emotions, women had significantly higher life satisfaction than men. However, contrary to these findings, some studies have stated that there is no difference between life satisfaction and gender (Fogle et al., 2002; Fugl-Meyer et al., 2002).

The relationship between students' perceptions of three types of parental attitudes and their behavior problems and life satisfaction was examined. The study identified significant negative relationships between the acceptance perceived by students from both parents and both internalizing and externalizing behaviors. As in previous studies (Halis, 2006; Şimşek et al., 2007), this research also found that parental interest and acceptance play an important role in reducing problematic behaviors. There is also a positive relationship between perceived acceptance from both mother and father and life satisfaction. Suldo and Huebner (2004) and Özdemir (2012) found that acceptance and interest perceived from parents are closely related to life satisfaction. The findings of studies by Deniz et al. (2013), Milevsky et al. (2007), and Çivitci (2009) also align with the findings of this research. Regarding psychological autonomy, the study found that autonomy perceived from the mother showed a negative relationship with both internalizing and externalizing problems, while autonomy perceived from the father showed a negative relationship only with externalizing problems and was unrelated to internalizing problems. In this context, it is expected that parents who respect their children's rights, accept them as individuals, and treat them with respect will face fewer problematic behaviors. Previous studies have also demonstrated a negative relationship between family acceptance, interest, and respect and problematic behaviors (Kuzucu & Özdemir, 2013; Şimşek, 2010).

When the relationship between psychological autonomy and life satisfaction was examined, a positive relationship was found only between autonomy perceived from the mother and life satisfaction. Eryılmaz (2012) suggests that individuals who are included in decision-making processes within the family and who are allocated time within the family will have higher subjective well-being. Soenens and Vansteenkiste (2005) found that maternal autonomy support was more strongly associated with adolescents' psychological adjustment and life satisfaction than paternal autonomy support. Their findings suggest that the mother's role in fostering autonomy may be more salient for adolescents' emotional well-being. Similarly, Inguglia et al. (2015) reported that adolescents who perceived higher levels of autonomy and relatedness within the mother-child relationship exhibited lower psychological distress and higher subjective well-being, particularly in collectivist cultural contexts.

The parental attitude of control, examined in the study, shows a negative correlation with externalizing problems, as perceived from both mother and father. Similarly, Cenkseven Önder and Yılmaz (2012) found that the control perceived by students from their families predicted rule-breaking behavior. Siyez & Arsan (2007) also reported a negative significant relationship between family control levels and behaviors such as smoking, alcohol use, drug use, early sexual activity, and antisocial behavior. Bulut (2010) indicated that adolescents from families with unhealthy behavioral control exhibited more rule-breaking behaviors compared to those from healthy-functioning families. In their research on adolescents with bullying, victimization, and positive traits, Cenkseven Önder and Yurtal (2008) concluded that the families of bullies and victims showed unhealthy behavioral control. Based on these findings, it can be said that adolescents who perceive low control or supervision from their parents may exhibit more rule-breaking behaviors. Additionally, a positive correlation was found between perceived control from both mother and father and life satisfaction. Generally speaking, the acceptance, autonomy, and control that adolescents perceive from their parents not only affect their relationships and life satisfaction within the family but also influence their sense of life satisfaction in external environments such as school and peer settings, making these factors particularly important. Cenkseven Önder (2012) also noted that children of non-neglectful parents showed higher life satisfaction both in the family setting and among peers. Steinberg et al. (1991) reported that democratic parents exhibited high levels of acceptance, autonomy, and control. Many studies have

concluded that adolescents who perceive their parents as democratic report higher levels of life satisfaction or subjective well-being (Cenkseven Önder, 2012; Garcia and Serra, 2019; Milevsky et al., 2007; Tuzgöl Dost, 2006; Ünsal Seydaoğulları & Çiftci Arıdağ, 2012; Yıldırım, 2015).

In this study, students' behavioral problems were evaluated under two main categories: internalizing and externalizing behaviors, and surveys were conducted to determine the extent to which these behaviors were explained by parental attitudes. In addition, gender-based assessments were made. The findings reflect the attitudes perceived by the student from both mother and father separately. A general evaluation of internalizing behaviors revealed that 14% of these behaviors were predicted by parental attitudes, with only acceptance from both mother and father and autonomy perceived from the mother serving as predictors. For female students, acceptance from both parents and autonomy perceived from the mother explained 16% of internalizing behaviors. For males, this percentage dropped to 13%, and unlike females, perceived acceptance from the mother was not a predictor. Internalizing behaviors include problems stemming from an introverted nature, such as anxiety, fear, somatic symptoms, and shyness. This factor also reflects overcontrol, excessive inhibition, shame, anxiety, and personality disorders (Center & Kemp, 2003). Khaleque and Rohner (2002) found that parental acceptance-rejection is a strong predictor of psychological and behavioral adjustment across various cultures, with 26% of children's psychological adjustment explained by their perception of parental acceptance. Rohner et al. (2005) and Rohner and Britner (2002) stated that children and adolescents who do not feel accepted or supported by their parents are more prone to behavioral issues, including internalized and externalized problems. Çetiner ve Sucuoğlu (2016) in a study on the behaviors of elementary school students at risk of emotional and behavioral disorders, found that internalized behaviors were more common among girls, while externalized behaviors were more prevalent among boys. Other studies (Savi, 2008; Şimşek, 2010; Şimşek et al., 2007; Şirvanlı Özen, 1998) similarly noted that female students exhibited more internalizing behaviors, while male students exhibited more externalizing problems than females. Erol et al. (2007), in a study comparing behavioral problems in children raised by their families and those abandoned to institutional care, found that behavioral problems were less common in children raised by their families. This research also showed a significant difference in externalizing behaviors compared to internalizing ones in children raised in institutions.

The extent to which externalizing problems in high school students are predicted by perceived acceptance, psychological autonomy, and control from both parents was examined for all students and separately for boys and girls. Only 9% of externalizing behaviors were predicted by parental attitudes. Among the predictors were perceived acceptance from both mother and father, as well as autonomy and control perceived from the mother. Separate evaluations for boys and girls showed that these predictors explained 14% of externalizing behaviors in girls and 6% in boys. For girls, perceived acceptance from both parents and autonomy and control from the mother were identified as predictors, whereas for boys, perceived acceptance and control from the mother were not predictors. The literature contains findings that children of mothers who exhibit high levels of emotional abuse, especially during adolescence, develop more behavioral problems (Lansford et al., 2002). Communication between children and mothers who are overprotective, uninformed, or overly disciplinary deteriorates over time, resulting in lasting behavioral problems in the child. These problems manifest as shyness, introversion, and timidity in girls, while boys tend to show aggression and violent tendencies. Suchman et al. (2007) stated that children who feel high levels of parental control display more problem behaviors compared to those whose mothers support their autonomy and set boundaries without being overly intrusive. Yıldırım-Ekmekçi (2008) noted that children who feel loved by their mothers perceive greater acceptance, and as perceived rejection and control increase, children report worse psychological adjustment. Lorence et al. (2019), in their study, examined the effects of parenting styles on adolescents' internalizing and externalizing behaviors. Specifically, they found that authoritarian parenting style was associated with both internalizing and externalizing behavior problems in boys, while it was more related to externalizing behaviors in girls. Additionally, a negative correlation was identified between perceived parental control and externalizing behaviors. Research (Bongers et al., 2004; Center & Kemp, 2003; Fernandez Castela & Kröner-Herwig, 2014) generally concludes that boys exhibit more externalizing behaviors than girls. Aktaş and Güvenç (2006) found in their research that as girls age, their aggressive behaviors decrease in conjunction with increased empathy and sensitivity, whereas aggression in boys decreases due to personal distress. In line with this, the study recommends focusing on activities that strengthen interpersonal communication and support empathy, particularly for boys, and emphasizes the importance of treating boys and girls equally in family settings.

The study also sought to answer the question of to what extent parental attitudes predict life satisfaction. The results indicated that 26% of life satisfaction is predicted by parental attitudes, with predictors including acceptance from both parents and autonomy and control from the mother. These findings align with those of Dew and Huebner (1994), who found that the parent-adolescent relationship is the most important predictor of adolescent life satisfaction. Gender-based evaluations revealed that parental attitudes explained 28% of life satisfaction in girls. For female students, the predictors of life satisfaction were acceptance from both parents and autonomy and control perceived from the mother.

In males, parental attitudes explained 20% of life satisfaction, with perceived acceptance from both parents serving as the sole predictor. Tuzgöl Dost (2010) similarly found that perceived democratic attitudes from fathers were positively correlated with subjective well-being among Turkish university students. Çivitci (2009), who examined the role of personal and family characteristics, reported that students who perceived their parents as "understanding-democratic" had higher life satisfaction compared to those who perceived them as "indifferent" or "authoritarian-coercive." Other research findings (Gilman & Huebner, 2006; Suldo & Huebner, 2004) also showed that life satisfaction increased as positive parental attitudes and relationships with parents improved during early adolescence.

The supportive role of the family environment in life satisfaction has been examined from various perspectives by different researchers. Among these assessments, democratic parenting is frequently mentioned as an ideal approach. For instance, adolescents who describe their parents' attitudes as democratic tend to have a more positive self-concept (Sezer, 2010). Cenkseven Önder (2012) found that boys reported higher family satisfaction than girls. Additionally, research results indicated that children from authoritarian families felt a greater sense of belonging in peer groups, daily life, and family compared to children from neglectful families. Similarly, adolescents from permissive families also showed higher life satisfaction than those from neglectful families, whether among friends, in the family, or within themselves. Suldo and Huebner (2004) found a relationship between life satisfaction and democratic parenting, with the strongest correlation being perceived parental interest and acceptance. Eryılmaz (2012) reported that parental interest, effective communication, democratic and permissive parenting attitudes, family unity, supportive parenting, the adolescent's involvement in family decision-making processes, and time spent with family were positively correlated with subjective well-being. Overall, these findings underscore the pivotal role of parenting styles—particularly democratic and supportive approaches—in fostering adolescents' life satisfaction and subjective well-being across various domains of their lives.

Suggestion

Based on the findings of this research, it is recommended to increase educational guidance activities aimed at parents in schools to raise awareness about their behaviors towards their children. In particular, guidance activities that help parents establish effective communication with their children, who tend to distance themselves during adolescence, and spend quality time together can be implemented through schools. These activities may include structured parent education programs, school seminars focused on positive parenting, interactive workshops addressing adolescents' emotional needs, and sessions aimed at enhancing intra-family communication skills. Since family communication significantly affects both behavioral disorders and life satisfaction, family counseling activities aimed at resolving conflicts or disagreements between parents could also be effective. In previous studies, parental attitudes have generally been evaluated from a single perspective, which is a notable gap in the literature. Therefore, it is encouraged to conduct new academic studies that examine parental attitudes separately. Furthermore, the issues of life satisfaction and behavioral problems associated with parental attitudes can be explored in relation to various variables (education level, occupation, marital status, sibling status, children's education levels). The sample for this research was selected from the province of Adana. Repeating the research with different samples could enhance the validity of the findings and shed light on the effects of different socio-cultural dynamics. Such studies could provide deeper insights into parenting practices and child development, ultimately benefiting society.

Author Contributions

Both authors equally contributed to the research design, data collection, data analysis, interpretation of the results, and writing of the manuscript.

Ethics Committee Approval Information

Ethical approval was obtained from the Educational Sciences Ethics Committee of Cukurova University with the decision dated 15.05.2024 and numbered 13.

Conflict of Interest

The authors declare no conflict of interest for this study.

Financial Support

There is no financial support for this study.

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Genişletilmiş Özet

Giriş

Ergenlik dönemi, bireyin bağımsız kararlar almaya başladığı (Aydın, 2008), yalnızlık hissini daha sık yaşadığı (Öztürk, Sevindik ve Yaman, 2006) ve riskli davranışların artış gösterdiği bir gelişim evresi olarak tanımlanır (Coleman ve Hagell, 2007). Davranış problemleri ise yaşamın çocukluk, ergenlik veya yetişkinlik gibi çeşitli evrelerinde ortaya çıkabilen olumsuzluklar arasında yer alır. Özellikle çocukluk ve ergenlik dönemleri, bu tür sorunların daha yoğun yaşandığı ve bu nedenle literatürde geniş yer bulan evrelerdir. Ergenlikte aile ortamındaki deneyimlerin, bireyin mevcut ya da gelecekteki duyguları, düşünceleri, algıları ve davranışları üzerinde önemli etkileri bulunmaktadır (Aktaş ve Hasipek, 2006; Demirkaynak vd., 2006; Gazeloğlu, 2000; Uyanık Balat, 2007; Yavuzer, 2010; Yeşilyaprak, 2002; Yıldız Bıçakçı, 2004; Zigler vd., 2008). Ergenlik dönemi, hem ergenler hem de çevreleri için zorluklarla dolu bir süreçtir ve bu döneme özgü davranış problemlerinin doğru anlaşılması ve etkili şekilde ele alınması çoğu zaman güçlük yaratabilir. Çeşitli nedenlerle ortaya çıkabilen davranış sorunlarına karşı ebeveynlerin kararlı ve uygun tutum sergilememesi, bu problemlerin kalıcı hale gelmesine yol açabilmektedir (Aksoy ve Ögel, 2007).

Anne ve babanın çocuk yetiştirme tarzları, yalnızca ergenlerin davranışlarını değil, aynı zamanda onların mutluluk düzeylerini de etkileyen önemli faktörlerdendir. Aileden alınan destek, güven ve anlayış, ergenin mutluluğunu olumlu yönde şekillendirmektedir. Literatürde “öznel iyi oluş” kavramı ile de ifade edilen mutluluk, bu çalışmada özellikle “yaşam doyumunu” boyutuyla ele alınmıştır. Bireyin olumlu duygular yaşaması, tatmin hissetmesi ve yaşam doyumunu, öznel iyi oluşun temel bileşenlerindedir (Diener vd., 1999). Kişinin kendini iyi hissetmesi, yaşamdan tatmin olması ve ilgi duyduğu etkinliklere katılması öznel iyi oluşun göstergeleri arasında yer alır (Diener, 2000). Hem duygusal hem de bilişsel yönleri olan öznel iyi oluşun bilişsel boyutu ise yaşam doyumunu kavramıyla ifade edilmektedir (Argyle, 2001). Bireyin yaşamına dair yaptığı değerlendirmelerin olumlu olması, başka bir ifadeyle yaşamından memnuniyet duyması, yaşam doyumunu olarak tanımlanabilir.

Bu araştırmanın temel amacı, ergenlerin anne ve babalarından algıladıkları tutumların, onların davranış problemleri ve yaşam doyumları üzerindeki etkilerini incelemektir. Davranış problemleri, içselleştirilmiş ve dışsallaştırılmış davranış sorunları olarak ele alınmıştır. Yaşam doyumunu ise okul, aile, çevre, arkadaşlar ve benlikten alınan doyumunu kapsayan genel yaşam doyumunu çerçevesinde değerlendirilmiştir. Çalışmada şu araştırma sorularına yanıt aranmıştır:

Cinsiyetlerine göre lise öğrencilerinin anne ve babalarından algıladıkları kabul/ilgi, psikolojik özerklik ve kontrol, içselleştirme ve dışsallaştırma problemleri ve yaşam doyumları anlamlı düzeyde farklılaşmakta mıdır?

1. Cinsiyete göre lise öğrencilerinin anne ve babalarından algıladıkları kabul/ilgi, psikolojik özerklik ve kontrol ile içselleştirme ve dışsallaştırma problemleri ve yaşam doyumları anlamlı düzeyde farklılık göstermekte midir?
2. Lise öğrencilerinin anne ve babalarından algıladıkları kabul/ilgi, psikolojik özerklik ve kontrol ile içselleştirme ve dışsallaştırma problemleri ve yaşam doyumları arasında anlamlı bir ilişki bulunmakta mıdır?
3. Cinsiyete göre lise öğrencilerinin içselleştirme davranışları, anne ve babalarından algıladıkları kabul/ilgi, psikolojik özerklik ve kontrol tarafından anlamlı düzeyde yordanmakta mıdır?
4. Cinsiyete göre lise öğrencilerinin dışsallaştırma davranışları, anne ve babalarından algıladıkları kabul/ilgi, psikolojik özerklik ve kontrol tarafından anlamlı düzeyde yordanmakta mıdır?
5. Cinsiyete göre lise öğrencilerinin yaşam doyumları, anne ve babalarından algıladıkları kabul/ilgi, psikolojik özerklik ve kontrol tarafından anlamlı düzeyde yordanmakta mıdır?

Yöntem

Bu araştırma, lise düzeyindeki ergenlerin anne ve babalarından algıladıkları tutumlar ile davranış problemleri ve yaşam doyumları arasındaki ilişkileri incelemek amacıyla yürütülen ilişkisel tarama desenine sahip betimsel bir çalışmadır. Çalışmada bağımlı değişkenler; içselleştirilmiş ve dışsallaştırılmış davranış problemleri ile yaşam doyumunu olarak belirlenmiştir. Bağımsız değişkenler ise anne ve babadan algılanan kabul/ilgi, psikolojik özerklik ve kontrol boyutlarından oluşmaktadır.

Araştırmanın örneklemini, 396'sı kız ve 210'u erkek olmak üzere toplamda 606 lise öğrencisinden oluşmaktadır. Çalışmada veri toplamak için “11-18 Yaş Grubu Gençler için Kendini Değerlendirme Ölçeği” (Achenbach ve Edelbrock, 1991), “Anne-Baba Tutum Ölçeği” (Lamborn ve arkadaşları, 1991) ve “Çok Boyutlu Öğrenci Yaşam Doyumu Ölçeği” (Huebner, 1994) kullanılmıştır. Elde edilen veriler, Çoklu Regresyon Analizi yöntemiyle analiz edilmiştir.

Bulgular

Araştırmadan elde edilen bulgular, ergenlerin babalarından algıladıkları kabul ve psikolojik özerklik ile annelerinden algıladıkları kontrolün, cinsiyet değişkenine göre anlamlı farklılıklar gösterdiğini ortaya koymuştur. Cinsiyet bazında davranış problemleri incelendiğinde, kız öğrencilerin erkek öğrencilere kıyasla daha yüksek düzeyde içselleştirme, erkek öğrencilerin ise kızlara oranla daha fazla dışsallaştırma problemleri yaşadığı belirlenmiştir. Ayrıca, kızların yaşam doyumu düzeyleri erkeklerden daha yüksek bulunmuştur.

Anne ve babadan algılanan kabul ile anneden algılanan psikolojik özerklik, hem içselleştirme hem de dışsallaştırma davranışlarıyla negatif yönde anlamlı ilişkiler göstermektedir. Babadan algılanan psikolojik özerkliğin ise yalnızca dışsallaştırma problemleriyle negatif yönde anlamlı bir bağlantısı tespit edilmiştir. Anne ve babadan algılanan kontrol, içselleştirme problemleriyle anlamlı bir ilişki göstermezken, dışsallaştırma problemleriyle negatif yönde anlamlı bir ilişki ortaya koymuştur. Anne ve babadan algılanan kabul ve kontrol ile anneden algılanan psikolojik özerklik, yaşam doyumuyla pozitif yönde anlamlı ilişkiler sergilerken, babadan algılanan psikolojik özerklik ile yaşam doyumu arasında anlamlı bir ilişki bulunmamıştır.

İçselleştirme, dışsallaştırma problemleri ve yaşam doyumunun, anne ve babadan algılanan kabul, psikolojik özerklik ve kontrol tarafından hangi düzeyde açıklandığı hem genel örnekleme hem de kız ve erkek gruplarında ayrı ayrı analiz edilmiştir. Hem genel öğrenci grubunda hem de kız öğrencilerde, anneden ve babadan algılanan kabul ile anneden algılanan psikolojik özerklik, içselleştirme problemlerini anlamlı şekilde yordarken; erkek grubunda bu problemleri anlamlı düzeyde yordayan değişkenler babadan algılanan kabul ve anneden algılanan psikolojik özerklik olmuştur.

Dışsallaştırma problemlerine bakıldığında, kızlar ve genel grupta anne-baba kabulü, anneden algılanan psikolojik özerklik ve kontrol anlamlı yordayıcılar olarak öne çıkarken; erkeklerde yalnızca babadan algılanan kabul ve anneden algılanan psikolojik özerklik anlamlı yordayıcılar olarak belirlenmiştir. Yaşam doyumu açısından ise, genel grup ve kızlarda anne-baba kabulü, anneden algılanan psikolojik özerklik ve kontrol anlamlı yordayıcılar olurken; erkek grubunda yalnızca anne ve babadan algılanan kabul yaşam doyumunu anlamlı biçimde yordayan değişkenler arasında yer almıştır.

Tartışma/Sonuç

Bu çalışmada öğrencilerin algıladıkları üç tür ebeveyn tutumunun, davranış problemleri ve yaşam doyumu ile ilişkileri incelenmiştir. Araştırma bulgularına göre, hem anneden hem de babadan algılanan kabul ile içselleştirme ve dışsallaştırma davranışları arasında negatif yönde anlamlı ilişkiler tespit edilmiştir. Önceki çalışmalarla (Halis, 2006; Şimşek vd., 2007) paralel biçimde, ebeveyn ilgisi ve kabulünün problemleri davranışların azalmasında önemli bir faktör olduğu görülmektedir. Ayrıca, anne ve babadan algılanan kabulün yaşam doyumu ile pozitif yönde ilişkili olduğu bulunmuştur. Bu sonuçlar, Suldo ve Huebner (2004), Özdemir (2012), Deniz ve ark. (2013), Milevsky ve ark. (2007) ve Çivitci (2009) tarafından yürütülen araştırmalarla da uyum göstermektedir.

Psikolojik özerklik açısından değerlendirildiğinde, anneden algılanan özerklik hem içselleştirme hem de dışsallaştırma problemleriyle negatif yönde ilişkiliyken; babadan algılanan özerklik yalnızca dışsallaştırma problemleriyle negatif bir ilişki göstermiş, içselleştirme ile ilişki göstermemiştir. Bu bulgular, çocuklarına birey olarak saygı gösteren ve bağımsızlıklarını destekleyen ebeveynlerin daha az problemleri davranışla karşılaşma olasılığının yüksek olduğunu düşündürmektedir. Benzer sonuçlar, Şimşek (2010) ve Kuzucu ve Özdemir'in (2013) araştırmalarında da rapor edilmiştir.

Anne ve babadan algılanan kontrolün yaşam doyumu ile pozitif yönde ilişki gösterdiği bulunmuştur. Genel olarak değerlendirildiğinde, ebeveynlerden algılanan kabul, özerklik ve kontrolün yalnızca aile içi ilişkileri değil, aynı zamanda okul ve sosyal çevredeki yaşam doyumunu da etkilediği söylenebilir. Cenkseven Önder (2012), ihmalkâr davranmayan ebeveynlerin çocuklarının hem aile hem de arkadaş çevrelerinde daha yüksek yaşam doyumu sergilediklerini ifade etmiştir. Steinberg ve arkadaşları (1989) ise demokratik ebeveynlerin yüksek kabul, özerklik ve kontrol sunduğunu belirtmiştir. Pek çok çalışma, ebeveynlerini demokratik olarak algılayan ergenlerde daha yüksek yaşam doyumu ve öznel iyi oluş gözlemlendiğini göstermektedir (Cenkseven Önder, 2012; Tuzgöl Dost, 2006; Ünsal Seydaoğulları ve Çiftçi Arıdağ, 2012).

İçselleştirme davranışlarına ilişkin genel analiz, bu davranışların yaklaşık %14'ünün ebeveyn tutumları tarafından açıklandığını ve bu değişkenler arasında yalnızca anne-baba kabulü ile anneden algılanan özerkliğin anlamlı yordayıcılar olduğunu ortaya koymuştur. Kız öğrencilerde ise, anneden ve babadan algılanan kabul ile anneden algılanan özerklik, içselleştirme davranışlarının %16'sını açıklarken; erkeklerde bu oran %13'e düşmüş ve yalnızca babadan algılanan kabul ile anneden algılanan özerklik yordayıcı olmuştur. Bu bulgular, kızların anne-baba kabulüne erkeklerden daha duyarlı olabileceğini düşündürmektedir.

Araştırmada ayrıca yaşam doyumunun ebeveyn tutumlarıyla ilişkisi ele alınmış ve yaşam doyumunun %26 oranında ebeveyn tutumları tarafından açıklandığı görülmüştür. Bu yordayıcılar arasında anne-baba kabulü ve anneden algılanan

özerklik ve kontrol yer almıştır. Bu sonuçlar, Dew ve Huebner'in (1994) ebeveyn-ergen ilişkisinin yaşam doyumunu güçlü şekilde etkilediği yönündeki bulgularıyla uyum içindedir. Genel olarak değerlendirildiğinde, çocukların değer gördükleri, bağımsızlıklarının desteklendiği aile ortamlarında büyümeleri, yaşam doyumlarını artırmaktadır.

Bu araştırmanın bulgularına dayanarak, ebeveynlere yönelik bilinçlendirme çalışmalarının okullarda yaygınlaştırılması önerilmektedir. Aile içi iletişimin hem davranış sorunlarını hem de yaşam doyumunu etkilediği dikkate alınarak, ebeveynler arası çatışmaların çözümüne yönelik aile danışmanlığı hizmetlerinin artırılması da yararlı olabilir. Literatürde çoğunlukla ebeveyn tutumlarının tek yönlü ele alındığı görülmekte ve bu durum önemli bir boşluk olarak öne çıkmaktadır. Bu nedenle, ebeveyn tutumlarını ayrı ayrı inceleyen yeni araştırmaların yapılması önem taşımaktadır. Ayrıca, ebeveyn tutumlarının yaşam doyum ve davranış problemleriyle ilişkileri eğitim düzeyi, meslek, medeni durum, kardeş sayısı ve çocukların eğitim durumu gibi değişkenler açısından da incelenmelidir. Araştırmanın yalnızca Adana ilinde yürütülmüş olması, bulguların genellenebilirliği açısından sınırlılık oluşturmaktadır; bu nedenle farklı örneklerle yapılacak çalışmalar, bulguların geçerliliğini güçlendirebilir ve farklı sosyo-kültürel bağlamları aydınlayabilir.