



DETERMINING THE PARENTING STYLES OF UNIVERSITY STUDENTS THROUGH DISCRIMINANT ANALYSIS AND EVALUATING ITS RELATIONSHIP WITH SELF ESTEEM

(ÜNİVERSİTE ÖĞRENCİLERİNİN ANNE-BABA TUTUMUNUN
DİSKRİMİNANT ANALİZİ İLE BELİRLENMESİ VE BENLİK SAYGISI İLE
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ABSTRACT

This study was conducted to determine the parenting style of the students who attend first grade at 2006-2007 school year in Eskişehir Osmangazi University using discriminant analysis and to determine the relationship between parenting styles and self-esteem. In the present study, The Parenting Style Inventory which was developed by Kuzgun and then revised with some differences was administered to students. The sample of the study consisted of 1st grade students who attend this university at 2006-2007 academic year and 637 form of survey were gathered for analyses. As a result, styles of parents were categorized as four groups (democratic, authoritarian, protective and neglectful parenting style) and the degree of appropriate classifying was determined as very high. The perceptions of students toward themselves were measured by means of Rosenberg Self-esteem Scale. They were examined in the light of two categories which were high self-esteem and low self-esteem. At the end of the classifying, it was found that the most frequent parenting style was democratic style, while the least frequent style was neglectful style. The relationships between the parenting styles determined via discriminant analysis and self-esteem, the number of sisters and brothers and gender were investigated and found as statistically significant.

Key Words: Attitude, Parenting style, Self esteem.

ÖZ

Bu çalışma 2007-2008 öğrenim yılında Eskişehir Osmangazi Üniversitesi Fen Edebiyat Fakültesi birinci sınıf öğrencilerin anne-baba tutumlarının diskriminant analizi ile belirlenmesi ve sonrasında ise öğrencilerin benlik saygısı ile arasındaki ilişkiyi belirleyebilmek amacıyla yapılmıştır. Bu çalışmada, ilk olarak Kuzgun tarafından geliştirilen ve daha sonra değişikliklerle revizyonu yapılan anne-baba tutum envanteri uygulanmıştır. Eskişehir Osmangazi Üniversitesi Fen Edebiyat Fakültesi 2007-2008 öğretim yılı güz döneminde birinci sınıf öğrencileri örneklem olarak belirlenmiş ve analize tabi tutulmak üzere 637 anket elde edilmiştir. Araştırmanın sonucunda anne ve babaların tutumları diskriminant analizi ile dört gruba (demokratik, otoriter, koruyucu, ilgisiz) ayrılmış ve doğru sınıflandırma oranı oldukça yüksek çıkmıştır. Öğrencilerin kendilerine dair algıladıkları benlik saygısı “Rosenberg Benlik Saygısı Ölçeği” ile değerlendirilmiş, “yüksek benlik saygısı” ve “düşük benlik saygısı” olarak iki grupta incelenmiştir. Sınıflandırma sonucunda en çok sıklığa sahip olan anne-baba tutumu demokratik anne-baba tutumu çıkarken en az sıklığa sahip olan anne-baba tutumu ise ilgisiz anne-baba tutumudur. Anne-baba tutumu ile öğrencilerin benlik saygısı, sahip olunan kardeş sayısı ve cinsiyet arasındaki ilişki incelenmiş, istatistiksel olarak anlamlı bulunmuştur.

Anahtar Sözcükler: Tutum, Anne-baba tutumu, Benlik saygısı.

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INTRODUCTION

The positive effects of a person's leading a satisfactory and happy life spread, beginning from himself, first to his environment and then to the society. Upbringing of healthy and happy individuals ensures the continuity of that society (Duru, 1995).

Mostly children are socialised within family. Developing child acquires required experiences and opportunities for developing particular knowledge, behaviours and skills to bring him/her to the position to perform successfully in social relationships with the help of his/her family (Maccoby, 1992). The reason is that family members are the first and often the only societal contacts the child has in the first years, which are very critical in terms of his development (Duru, 1995). Therefore, risk researchers frequently regard family as the potential source of stress emerging in the development of the young people. It is widely acknowledged, based on the existing evidences, by the researchers interested in the problem behaviours of the adolescents and children that the quality of emotional relationships in the family, which are vitally important for the well-being of all family members, are critical for the cognitive and social development of the child and the adolescent (Yaprak, 2007).

Societal effects play an important role in the way people are brought up and it is natural that people of each society display different personality structures. The most important factor in creation of these differences is that family structures and the attitudes parents exhibit in bringing up their children show variety (Duru, 1995).

It is necessary to examine mother-father-child relationships so as to understand the effect of family on the formation of personality of the child. The methods used for bringing up children form the basis of this relationship. The methods of bringing up children are composed of all the interactions among mother-father-child. These interactions cover expression of mother-father's attitudes, values, interests and beliefs together with care and education behaviours (Örgün, 2000).

The forms of relationship between family members, especially mother and father, and the children affect personality of the child to a considerable extent (Güngör, 1989). We can define personality as the person's attitudes, the way he perceives his environment, the way he adapts and his reactions. A substructure of personality is the self. Self can be summarized as the person's judgements about his personality, the way he perceives himself. It is an element that directs and shapes personality (Duru, 1995).

The concept of self esteem, which has been used in psychology and psychiatry literature for a long time, is a judgement that shows how a person evaluates himself in its broadest sense. This judgement depends on

combination of objective information on the person himself and subjective evaluation of this information at different proportions.

Self esteem has emotional, mental, societal and, indirectly, physical components. Feeling yourself valuable, being able to display your skills, talents and knowledge, success, being admirable within society, being recognized, loved, accepting and embracing your own physical properties are primary factors in formation and development of self esteem (Yüksekkaya, 1995).

Rosenberg (1965) considers self esteem as the positive or negative attitude of a person towards himself. If the person exhibits a positive attitude in evaluating himself, his self esteem is considered to be high. If he exhibits a negative attitude, his self esteem is considered to be low (Örgün, 2000). Self esteem is also defined as the situation of liking that arises from approval of the concept of self esteem that the person arrives at as a result of his evaluations (Yenidünya, 2005).

Accordingly, self esteem means a person's being satisfied with himself, considering himself to be positive, valuable and worth to be liked and loved without seeing himself more superior or inferior than he is. Therefore, self esteem is a positive mood that enables a person to accept himself as he is and to trust his self (İkizoğlu, 1993).

It can be argued that low or high level of self esteem carries critical importance throughout a person's life as self esteem has many different results that affect the way the person behaves or views himself and the outer world. (Yüksekkaya, 1995).

Self esteem is an issue that needs to be promoted and addressed at all development stages. During the youth period, which is deemed to be the end of pubescence and the transition period to adulthood, in the psychological consultation services provided for them, it is considered very important to ensure that they have higher self esteem and that the obstacles in front of this are eliminated (Maşrabacı, 1994).

In the university education period, which covers the time section between pubescence and the period in which full responsibility and independence is gained, the concept of self esteem gains importance. This period, which is also called late pubescence, is the period when self esteem is strengthened. During this period, the university students experience many changes such as becoming a candidate for a job, increase in the number of situations where he needs to make decisions independently from his family, different regions, entering circles of friends from different socio-cultural levels. These changes that students experience affect their self esteem as much as the needs of belonging to a group, being respected, loved and forming his identity. According to this point of view, while university environment affects the identity development of the young person who has left pubescence behind and is moving to adulthood, it also creates an environment where certain

psychological problems might emerge. The young person can go through states such as anxiety, alienation, weakening of self esteem as a result of the change he has experienced. The fact that the changes experienced by university students lead to some psychological problems and weakening of self esteem demonstrates that the issue should be examined in this respect. (Yüksekkaya, 1995).

This study was conducted in order to investigate the factors which affect self esteem in the university period when changes are experienced with personal, societal and cultural experiences. The importance the issue carries and the fact that researches conducted on this issue are few played an encouraging role in planning of this research. The question of whether university students' level of self esteem differs in terms of the variables that are deemed to have an effect on self esteem forms the most primary aim of the research.

In this study, the attitudes of parents towards their children are classified with discriminant analysis, which is a technique of statistical classification. In the following part, discriminant analysis to be applied for the identification of parent attitude has been analysed.

DISCRIMINANT ANALYSIS

Discriminant analysis is a multi-variable technique which ensures classification of N individuals or units in two or more groups based on various (p in number) qualities and which offers the relevant functions. It is the whole of operations carried out for the classification of the units in their particular groups with minimum error for their considered qualities (Filiz, 2005). In discriminant analysis; it is a must that the dependent variable is categorical and the independent variable is numerical (Allen, Machleit and Klein, 1992; Nakip, 2006). In this analysis a discriminant function is found to allocate units to groups and this function is determined in a way as to maximise the difference between function group means (Tatlıdil, 2002). For detailed theoretical information on discriminant analysis, the studies (Aaker, Kumar and Day, 1998; Bianco, Boente, Pires and Rodrigues, 2008; Çakmak, 1992; Dixon and Brereton, 2008; Garson, 2008; Hua, Xiong and Dougherty, 2005; Kalaycı, 2005; Malhotra, 1996; Nakip, 2006; Poulsen and French, 2008; Ünsal, 2000; Filiz ve Yaprak, 2009) can be referred to. In this study, discriminant analysis was used in order to determine parenting styles of first-grade students.

DATA COLLECTION TOOLS

Parent Attitude Inventory

Parent Attitude Inventory, which was developed by Kuzgun (1972) and later modified by Eldeleklioğlu (1996) was used in the study to identify the attitudes of parents. Eldeleklioğlu (1996) also added protective, demanding and rejecting to the sub-classes previously identified by Kuzgun (1972) as “democratic”, “authoritarian”, “neglectful” parent attitudes. A total of five sub-scales were identified and 119 articles were included to describe these as 35 for democratic, 29 for authoritarian, 12 for protective-demanding, 15 for rejecting and 18 for neglectful. Eldeleklioğlu has taken some of the items (10 authoritarian, 7 democratic, 3 neglectful) from the original inventory by Kuzgun and indicated the others on the same form. Inter-consistency and decisiveness coefficients of the reliability of Parent Attitude Scale were calculated and trialled by Eldeleklioğlu (Eldeleklioğlu, 1996).

Parent attitude inventory of 40 items was developed, in which each parents attitude was related to 10 items with the latest modifications (authoritarian, protective, neglectful, democratic).

Answers to the Parent Attitude Inventory have been ordered in a way as to be graded in 5 Likert type scale. Answers were scaled for each article from 1 to 5. One of the following five Likert type options concerning their parents are asked to be selected and marked: non-relevant (1), slightly relevant (2), partially relevant (3), very relevant (4), totally relevant (5) (Eldeleklioğlu, 1996).

Rosenberg Self Esteem Scale

In the research, this scale, which was used in order to measure self esteem, was developed by in 1963. In our country, the studies on reliability and validity of the scale were conducted by Çuhadaroğlu (Çuhadaroğlu, 1986).

Rosenberg Self Esteem Scale is a self-report scale that consists of 63 multiple-choice questions. The scale is composed of 12 sub-categories (Rosenberg, 1965; Çuhadaroğlu, 1986). However, Rosenberg stated that each of these sub-categories can be used in researches as measurement tools, if wanted. In many researches, especially sub-category of self esteem was the only method used. In accordance with the aim of the study, self esteem sub-category of Rosenberg Self Esteem Scale was used in order to measure self esteem. The scale consists of 10 items (Erol et al., 2002; Sertöz et al., 2004) and the answers are graded from 1 to 4 for each question (Demirtaş and Dönmez, 2006; Kışlak and Çavuşoğlu, 2006). The subject is graded between 0 and 6 points in accordance with the evaluation system within the scale itself. The increase in the grades gained from the scale means decrease in the level of self esteem.

0-2 points → considered to be high level of self esteem

3-6 points → considered to be low level of self esteem (Başat, 2004).

METHOD

Aim of the Research

The primary aim of the research is to allocate first-grade students of Eskişehir Osmangazi University, Faculty of Science and Letters to groups formed according to the attitudes stated in Parent Attitude Inventory and gathered in four groups and, accordingly, after determining the parenting styles of relevant students, to relate self esteem perceived by the students to the parenting styles according to the data obtained in Rosenberg Self Esteem Scale.

First of all, it was attempted to identify which behaviours of the parents fall under which attitude without probing into sub-classes. As a secondary objective, it was attempted to identify which parent attitude was more widespread and what are the underlying variables why it is widespread through achieving descriptive statistics.

Sample

The population consists of all the first-grade students studying in the fall period at 2007-2008 academic year in Eskişehir Osmangazi University, Faculty of Science and Letters, in the departments of Statistics, Mathematics, Turkish Language and Literature, History, Comparative Literature, Physics, Chemistry and Biology. The population covers approximately 850 students. 700 of the students were contacted. However, as surveys of 63 students were not evaluated (they did not respond or they answered in an incomplete manner), the number fell down to 637 students. The distribution of students covered by the research according to their demographical properties is shown in Table 1.

According to analysis of the socio-demographical properties of university students, 50.2% of the students are male while 49.8% are female; as for the education status of their mothers, 36.1% are primary school, 35.9% are high school, 24.6% are university graduates while 3.3% did not receive any education. Fathers are 40% university, 38.9% high school, 20.7% primary school graduates while 0.3% received no education. When the occupations of parents were analysed, it was found that 57.8% of mothers were housewives while %21.5 of fathers were self-employed. When the number of children families have were examined, it was determined that 35.5% of them had 3 children. When the departments the students attend was examined, it was found that 17.6% of them were students of statistics, 15.5% Mathematics, 14.1% chemistry, 14% Turkish Language and Literature, 12.6% history, 10% physics, 8.2% biology and 8% Comparative Literature.

Table 1: Distribution of Students According to Their Demographical Properties

		N	%
Sex	Female	320	50.2
	Male	317	49.8
Educational Status of the Mother	No education	21	3.3
	Primary education	230	36.1
	High school	229	35.9
	University	157	24.6
Educational Status of the Father	No education	2	0.3
	Primary Education	132	20.7
	High School	248	38.9
	University	255	40
Occupation of the Mother	Housewife	368	57.8
	Self- Employed	25	3.9
	Civil Servant	42	6.6
	Teacher	65	10.2
	Retired	43	6.8
	Other	94	14.8
Occupation of the Father	Self-employed	137	21.5
	Doctor	24	3.8
	Civil Servant	94	14.8
	Worker	52	8.2
	Engineer	50	7.8
	Teacher	57	8.9
	Retired	107	16.8
	Unemployed	8	1.3
	Other	108	17
Number of Siblings	No siblings	50	7.8
	One sibling	194	30.5
	Two siblings	226	35.5
	Three siblings	90	14.1
	Four siblings	50	7.8
	Five or more siblings	27	4.2
The departments where they studied	Statistics	112	17.6
	Mathematics	99	15.5
	Physics	64	10
	Chemistry	90	14.1
	Biology	52	8.2
	Turkish Language and Literature	89	14
	Comparative Literature	51	8
	History	80	12.6

Data Analysis

Data obtained from the survey questions were analysed with the package program SPSS 11.0. First of all, it was decided which survey questions fall under which attitude. Later on, relevant articles were collected for each student and total scores for each attitude were found. Maximum of the attitude scores, whose totals were calculated, was found and it was attempted to identify the dominating attitude of the parents of each student. Finally, discriminant analysis was applied to the attitude scores found, a method which we use when we observe one categorical dependent variable and various independent variables, in an attempt to identify the accuracy of the classification.

Reliability of the model was tested at the end of the analysis and Cronbach Alpha coefficient was found to be 0.7455. Cronbach Alpha coefficient changes between 0 and 1. If the evaluation criteria used in the evaluation of Cronbach Alpha coefficient is;

$0.00 \leq \alpha < 0.40$, scale is not reliable.

$0.40 \leq \alpha < 0.60$, scale is of low reliability.

$0.60 \leq \alpha < 0.80$, scale is very reliable.

$0.80 \leq \alpha < 1$, scale is of high reliability (Özdamar, 2004). Therefore, it is decided that the value obtained is very reliable.

Also, Cronbach Alpha coefficient was found as 0.821 for self esteem. According to the evaluation criteria obtained, it was decided that the scale was of high reliability.

FINDINGS AND DISCUSSION

The estimated unit numbers and percentages related to the classification made for the groups as a result of discriminant analysis are shown in Table 2.

Accurate classification of units in groups and probabilities of erroneous classification in another group were given in Table 2. Therefore; 79 of 87 students were classified as children with authoritarian parent attitudes (probability of accurate classification 90.8%), 3 as children of protective parents (probability of erroneous classification: 3.4%) and 1 as the child of neglectful parents (probability of erroneous classification 1.1%) and 4 as children of democratic parents (probability of erroneous classification 4.6%).

75 of 93 students with protective parent attitudes were classified as the children of protective parents (probability of accurate classification: 80.6%), 9 were classified as the children of authoritarian parents (probability of erroneous classification 9.7%), 3 were classified as the children of neglectful parents (probability of erroneous classification: 3.2%) and 6 were classified as the children of democratic parents (probability of erroneous classification 6.5%).

Table 2: Classification Results Obtained As a Result of Discriminant Analysis

ATTITUDE	Estimated Group Members				Total	
	1	2	3	4		
Reel Group	1	79	3	1	4	87
	2	9	75	3	6	93
	3	2	5	38	4	49
	4	10	2	7	389	408
%	1	90.8	3.4	1.1	4.6	100.0
	2	9.7	80.6	3.2	6.5	100.0
	3	4.1	10.2	77.6	8.2	100.0
	4	2.5	0.5	1.7	95.3	100.0

** The ratio of the sources that are categorized correctly in their respective groups is 91.2%.

38 of 49 students with neglectful parent attitude were classified as the children with neglectful parent attitudes (probability of accurate classification: 77.6%), 2 were classified as the children of authoritarian parents (probability of erroneous classification: 4.1%), 5 were classified as the children of protective parents (probability of erroneous classification: 10.2%) and 4 as the child of democratic parents (probability of erroneous classification: 8.2%).

389 of 408 students with democratic parent attitudes were classified as the children of democratic parents (probability of accurate classification: 95.3%), 10 were classified as the children of authoritarian parents (probability of erroneous classification: 2.5%), 2 were classified as the children of protective parents (probability of erroneous classification: 0.5%) and 7 were classified as the children of neglectful parents (probability of erroneous classification 1.7%).

As a result, probability of obtained discriminant functions, which are used in allocation of students to allocate students accurately to the right groups, is 91.2%.

As is shown in Table 3, as a result of the discriminant analysis, the classification of parent attitudes of students taking part in the research was determined as 64.05% democratic attitude, 14.6% protective attitude, 13.66% authoritarian attitude and 7.69% neglectful attitude.

Table 3: Distribution According to Parenting Styles

	N	%
Authoritarian attitude	87	13.66
Protective attitude	93	14.60
Neglectful attitude	49	7.69
Democratic attitude	408	64.05
Total	637	100

According to the above-mentioned results, it is seen that number of students coming from democratic parents is higher than the other ones. The fact that 64.05% of the students come mostly from egalitarian, fair and democratic parents is a pleasing situation because family environment plays an important role in a person's personality development and in the process of self improvement throughout the rest of his life.

With regard to classification of students according to self esteem scale, when Table 4 is examined, it was found that 59.8% had high self esteem while 40.2% had low self-esteem.

Table 4: Distribution According to Self Esteem

	N	%
High self esteem	381	59.8
Low self esteem	256	40.2
Total	637	100

Self Esteem According to Sex

Cross distributions are shown in Table 5 with the aim of analyzing the relation between self esteem and sex.

Table 5: Self Esteem Distribution According To Sex

Sex	Self Esteem		Total
	High	Low	
Male	179	141	320
Female	202	115	317
Total	381	256	637

As is seen in Table 5, 320 (50.2%) of 637 students are male, while 317 (49.8%) of them are female. Self esteem of 381 (59.8%) of the whole students is high, while self esteem of 256 (40.2%) of them is low. 202 (63.7%) of female students has high self esteem, while 115 (36.3%) of them have low self esteem. 179 (55.9%) of male students have high self esteem, while 141

(44.1%) have low self esteem. When χ^2 value was examined, χ^2 value, which is calculated by 1 freedom degree and 5% significance level, was found as 4.015. As $p=0.045$ is smaller than 0.05, distribution of self esteem points displays a significant relation in terms of sex. It is seen that the ratio of female students in the high self esteem group is higher while the ratio of male students is higher in the low self esteem group. According to this, female students have higher self esteem than male students.

When the studies conducted with regard to this issue are examined, findings are contradictory. While, in some studies, high self esteem of men is stated (Osberne and Legette, 1992; Özgüroğlu, 1991; Özoğul, 1988; Yörükoğlu, 1978; Maşrabacı 1994), in others, it was shown that there is no such difference between sexes (Can, 1986; Çuhadaroğlu, 1986; Güçray, 1989; Güngör, 1989; Gürkan, 1990; Halpin and Halgin, 1981; Kılıçcı, 1981; Onur, 1981; Paton et al., 1973; Maşrabacı 1994). There are also studies- like the above-mentioned one- which argues that the sex-self esteem relationship is in favour of female students (Schroeder, 1973; Warehime, 1974; Maşrabacı, 1994).

In this case, it can be suggested that social values such as boldness and extroversion that are attributed to boys are not sufficient for their growing up as independent people with high self-esteem and that today, girls are brought up as independent people with high self-esteem too.

Self Esteem According to Number of Siblings

Distribution of self esteem according to number of siblings is shown in Table 6. As is seen in this table, 50 (7.85%) students out of 637 come from families with one child, 194 (30.5%) of them come from families with two children, 226 (35.5) of them come from families with three children, 90 (14.1%) come from families with four children, 50 (7.85%) of them come from families with five children and 27 (4.2%) of them come from families with six or more children.

Table 6: Self Esteem Distribution According To Number Of Siblings

Number of Siblings	Self Esteem		Total
	High	Low	
No siblings	33	17	50
One sibling	149	45	194
Two siblings	120	106	226
Three siblings	46	44	90
Four siblings	23	27	50
Five or more siblings	10	17	27
Total	381	256	637

33 (66%) of students who are the only children, 149 (76.8%) of those who are two siblings, 120 (53.1%) of those who are three siblings, 46 (51.1%) of those who are four siblings, 23 (46%) of those who are five siblings and 10 (37%) of those who are six siblings or more have high self esteem.

When p in χ^2 value was examined, $p=0.000$ is smaller than 0.05. Distribution of self esteem points shows a significant relationship in terms of number of siblings. Children that come from families with small number of children have higher self esteem that the ones coming from families with large numbers of children. As the number of siblings decreases within the family, quality of the time allocated by parents for their children increases and children freely express their feelings, wishes and thoughts; it can be suggested that this phenomenon increases self esteem.

Parenting Style According to Sex

Cross distribution of students according to sex in terms of parenting styles is shown in Table 7.

Table 7: Parenting Style Distribution According to Sex

Sex	Parenting Style				Total
	Authoritarian	Protective	Neglectful	Democratic	
Male	50	49	28	193	320
Female	37	44	21	215	317
Total	87	93	49	408	637

As is seen in Table 7, it was determined that 87 (13.7%) of 637 students have authoritarian parenting styles, 93 of them (14.6%) have protective parenting style, 49 of them (7.7%) have neglectful parenting styles while 408 (64.1%) of them have democratic parenting styles. 215 of female students (67.8%) have democratic parenting styles while 193 (60.3%) of male students have democratic parenting styles.

$p=0.223$ in value χ^2 is bigger than 0.05. According to this, no relation was found between parenting styles and sex. Parenting styles do not change depending on sex.

Self Esteem According to Parenting Styles

Cross distribution of self esteem points of students according to parenting styles is shown in Table 8. According to Table 8, 381 (59.8%) of 637 students have high self esteem, while 256 (40.2%) of them had low self esteem. While 309 (81.1%) out of 381 students who have high self esteem have democratic parenting styles, 9 (38.7%) out of 256 students who have low self esteem have democratic parenting style.

Table 8: Parenting Style Distribution According to Self Esteem

Self Esteem	Parenting Style				Total
	Authoritarian	Protective	Neglectful	Democratic	
High	21	38	13	309	381
Low	66	55	36	99	256
Total	87	93	49	408	637

χ^2 value was determined as 125.574 and $p=0.000$. Calculated p value is smaller than 0.05. A relation was found between parenting style and self esteem. It was found that students, who have democratic parents had high self esteem.

When the studies conducted with regard to this issue are examined, it is observed that there is a significant relation between parenting style and high self esteem (Can, 1986; Güçray, 1989; Güngör, 1989; Kılıçcı, 1981; Kuzgun, 1972).

In this case, it can be suggested that democratic parenting style affects self esteem of the child in a positive way while neglectful parenting style affects self esteem in a negative way.

CONCLUSIONS AND RECOMMENDATIONS

This study aims to classify the parent attitude of the students via discriminant analysis. To this end, 1st grade students of Eskişehir Osmangazi University, Faculty of Science and Letters were applied parent attitude inventory and the obtained findings were evaluated. Discriminant analysis results were particularly reliable which were applied to classify parent attitudes with minimum errors considering that parent attitudes are a significant factor for the child to understand himself and his environment. The probability of Discriminant functions -which are used in allocation of students- to allocate students accurately to the right groups, was found as 91.2%.

The most frequent parent attitude among 637 surveys analysed was democratic parent attitude (408 students). The least frequent parent attitude was neglectful parent attitude (49 students).

Whether demographic variables have effect on the formation of parenting styles the students have and the relationship of these attitudes to children's perception of self were analysed via χ^2 analysis.

The summary of the findings obtained from the research are as follows:

1) When the discriminant analysis result of students taking part in the research was analysed, it was determined that 64.05% had democratic attitude, 14.6% of them had protective attitude, 13.7% had authoritarian attitude while 7.7% of them had neglectful attitude.

- 2) In classification of students according to self esteem, it was found that 59.8% had high self esteem while 40.2% had low self esteem.
- 3) It was found that sex had great effect on self esteem and that female students had higher self esteem than male students. Given the Turkish cultural structure, while it is thought that boys are brought up to be more extrovert, bold and independent and girls are brought up to be more introvert and dependant, this study showed the opposite.
- 4) No relation was found between parenting styles and sex. Parenting styles do not change depending on sex of children.
- 5) A relation was found between parenting styles and self esteem was found. It was found that students who have democratic parenting styles had high self esteem.
- 6) Distribution of self esteem points show a significant relation in terms of number of siblings and children who come from families with small number of children have higher self esteem than those coming from families with large number of children.

According to the data obtained, it was revealed that parenting approaches and attitudes were of great importance in upbringing of a child and formation of his self esteem. It was also confirmed statistically with this study that, rather than the other properties a child has, the attitudes exhibited by his parents were effective in upbringing of healthy individuals and thus, healthy generations. To this end, first of all, awareness of parents should be raised.

Because the child receives the first and most important education from the family, the importance of parenting styles should not be overlooked and parents should be very careful about their behaviours so that healthier individuals are brought up. It is recommended to include subjects such as shaping the family, accepting children as they are and directing them in line with their own interests and potential in psychological counselling and guidance programs.

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