



## An Analysis of Some Variables as the Predictors of Children's Overall Self-Worth Levels<sup>1</sup>

**Gözde Akşab**, Psyc. Counselor., Cumhuriyet Primary School, Türkiye, gozde.aksab@gmail.com

 0000-0001-5755-2496

**Fulya Türk**, Assoc Prof. Dr., İstanbul Medeniyet University, Türkiye, fulya.turk@medeniyet.edu.tr

 0000-0003-1896-8418

### Keywords

Children's Overall Self-Worth  
Irrational Beliefs of Parents  
Parental Behaviors  
Family Relationship

### Article Info:

Received : 18-08-2022

Accepted : 09-11-2022

Published : 10-12-2022

DOI: 10.52963/PERR\_Biruni\_V11.N3.03

### Abstract

In this study, it was examined whether family relationship perceived by children, parental behaviors and irrational beliefs of parents predicted overall self-worth levels of children. A total of 1500 people participated in the study, including 500 students attending the 4th grade in Hatay and their parents. Personal Information Form, Parent Irrational Beliefs Scale (PIBS), Alabama Parenting Questionnaire (APQ), Family Relationship Scale for Children (FRSC) and Self-Perception Profile for Children (SPPC) were used as data collection tools in the study. In order to analyze the data, multiple linear regression analysis was conducted. According to the results obtained, there is a significant relationship between parents' irrational beliefs, parenting behaviors, children's perception of family relationships and general self-worth. Supportive family relationship, discouraging family relationship, unrealistic expectations of parents, father's parental involvement, poor monitoring/supervision and corporal punishment behaviors predict the overall self-worth level of the children. The variable that significantly predicts children's overall self-worth, on the other hand, is supportive family relationship. The results of the research were discussed in the light of the literature.

**To cite this article:** Akşab, G., & Türk, F. (2022). An analysis of some variables as the predictors of children's overall self-worth levels. *Psycho-Educational Research Reviews*, 11(3), 426-442. doi: 10.52963/PERR\_Biruni\_V11.N3.03

<sup>1</sup> This study was prepared from the master thesis conducted by the first author under the supervision of the second author.

## INTRODUCTION

The concept of self is formed by the individuals' opinions about themselves (Yavuzer, 1993). Positive self-perception concept is one's having positive feelings, thoughts and beliefs about oneself. Negative self-perception concept, on the other hand, is one's having negative feelings, thoughts and beliefs about oneself (Eisenberg & Delaney, 1993).

This research was conducted based on Ellis' Rational Emotive Behavioral Therapy (REBT) approach. Ellis stated that thoughts were the basis of emotions and behaviors. Inner speech, which is the expression of the feelings and thoughts of individuals, forms their belief systems (Gençtanırım & Voltan-Acar, 2007). What causes psychological difficulties is individuals' irrational beliefs and wrong ways of thinking about events (Ellis, 1973). Irrational beliefs develop by learning from the people who are valued during childhood (Corey, 2008). In line with this, it is thought that the overall self-worth of children could be predicted by the family relationship perceived by children, parental behaviors and irrational beliefs of parents.

An important dimension of self-perception is self-worth. Self-worth means an individual's self-love (Harter, Waters, & Whitesell, 1998). People with high level of self-worth have the opinion that they have the right to live a happy life and believe in themselves that they will reach it. Relationships of individuals with high level of self-worth are calm and peaceful. On the contrary, relationships of individuals with low level of self-worth are anxious and tense. People with high level of self-worth are open to new experiences; whereas, those with low level of self-worth are not flexible about it, they lead an ordinary life. Children go through the process of making sense in the family they are in. Thus, children's self-values are formed. Families have an important role in their children's having high or low level of self-worth (Cüceloğlu, 2010).

How individuals evaluate themselves is related to their experiences with their close environment. While people perceive their experiences, they also take into account the views of others about themselves. Feelings, thoughts and behaviors of parents are among the effective factors on personality development (Kuzgun, 1997). Parents who care and value their children help them to see themselves as valuable (Morgan, 1991). When parents support, encourage and accept their children as they are without changing them, they initiate the development of their children's self-perception (Yavuzer, 2017). Consistency in parent's feelings, thoughts and behaviors, and positive family relationships contribute to the development of a child's positive self-perception (Çelik, Tuğrul, & Yalçın, 2002; Harter, 1993). According to Ellis (2002), the self-worth of children who receive love from their parents is strengthened. In this regard, families with a reassuring and accepting approach, showing affection towards each other, behaving sincerely and caring for each other help children develop a positive self-perception (Kulaksızoğlu, 1998). There are studies indicating that self-perception and family relationship are interrelated. According to the research, there is a positive significant relation between positive family relationships and child's self-perception (Akşin-Yavuz et al., 2016; Bishop & Ingersoll, 1989; Demo, Small, & Williams, 1987; Raschle & Raschle, 1979; Yazıcı & Taştepe, 2013; Yüksel, 2009). Supporting these results, Jiménez-Iglesias et al. (2015) state that one of the important predictors of children's self-worth is receiving love and affection from the family. According to McAdams et al. (2017), the more sensitive the parent-child relationship is, the higher the self-worth of young people becomes.

One of the factors effecting children's overall self-worth can be parents' beliefs. Parents' beliefs can be realistic and functional, as well as irrational and unrealistic (Ellis, 1986). According to the definition of Johnston (1996), irrational beliefs of parents express their thoughts about parenting roles and their evaluations about the behaviors of their children. Parenting beliefs include concerns about various issues such as the needs of children, some competencies that children must have in order to adapt successfully, and the characteristics of children's developmental period (Bornstein, 2012). There

are many rigid opinions that a child should do everything expected of him, that he cannot make the right decisions about his future, that he should be perfect in every way and he makes mistakes knowingly and willingly, and that parents should be excellent parents and the relationship with their children should be very good, which constitutes the irrational beliefs of parents (Bernard, 2004, as cited in Joyce, 2006; Roehling & Robin, 1986). When the literature is examined, parents' irrational beliefs are associated with parents' relationships with their children, and parental behaviors (Ellis, 1979; Hojjat et al., 2016; Johnston, 1996; Joyce, 1990; Keller & Otto, 2009). However, it is observed that parents' irrational beliefs are somehow transferred to their children (Johnston, 2009). For instance, children of parents with irrational perfectionism may exhibit perfectionist behaviors (Azizi & Besharat, 2011). Also, children of parents with irrational beliefs are more likely to blame themselves. This may cause problems regarding anxiety and low self-esteem (Bernard, 2006). It is considered that these beliefs, which are observed to cause negative consequences, may negatively affect the overall self-worth of children, as well.

People attach importance to the other individuals', who are valuable for them, thoughts about themselves and behaviors towards them. When the behaviors of the people around are positive, individuals evaluate themselves as positive, and when they are negative, they evaluate themselves as negative (Baymur, 1994). Another concept related to the child's self-perception is parental behaviors (Belsky, 1984). Parental behaviors are the reactions of parents to the behaviors exhibited by children (Darling & Steinberg, 1993). Positive parental behaviors are the ones supporting children's autonomy, helping them in regulating behaviors, and including love, interest and care (Barber, 2002; Joussemet, Landry, & Koestner, 2008; Silk et al., 2003). Parents' reactions to their children act as a guide for their children (Goleman, 2016). When the literature is examined, it is seen that there are some studies stating that negative parental behaviors are related to the child's negative self-perception (Goodvin et al., 2008; Lecuyer & Swanson, 2016; Skowron, 2005). According to Ogelman et al. (2019), fathers' supportive behaviors predict children's self-perceptions. Pali, Marshall, and DiLalla (2021) state that parents' positive attitudes towards their children play an important role in the development of children's self-perception. Similarly, Krauss, Orth, and Robins (2020) express that parents' caring for and monitoring their children positively predict their children's self-perception.

In this study, parents' irrational beliefs, parental behaviors and children's perceived family relationships were considered as predictors of children's overall self-worth levels. In the related literature, Sümer and Şendağ (2009) examined the effect of attachment to parents in middle childhood on self-perception and anxiety. Accordingly, secure attachment to mother and father is associated with positive evaluation of all self-domains independently and low anxiety. The common effect between attachment to mother and father significantly predicts holistic self-worth. Uyanık-Koç (2020) examined the self-perception of 48-72-month-old children according to the variables such as temperament traits and their relationship with parents. Relationship characteristics with mother and father do not predict self-perception. Skowron (2005) examined the relation between child rearing attitude of mothers and children's self-perception and academic skills. The self-perception of children who are exposed to a positive attitude is higher than that of children who are exposed to a negative parenting attitude. According to Verschueren, Doumen and Buyse (2012), mother-child relationship affects child's self-perception. There are many studies conducted on self-perception. However, these studies have not included all the variables that are the subject of this research together. In this study, the relationship between parents' irrational beliefs and behaviors, family relationships perceived by children and children's self-perceptions were examined together and various findings were obtained. In this study, unlike other studies, the parents' points of view were used for parents' irrational beliefs and parental behaviors, and the children's points of view were used for the children's self-perceptions and perceptions regarding family relationship.

When the studies conducted abroad and in Turkey on the variables that are the subject of this research are examined, it is seen that the studies in recent years have been carried out especially based

on children's self-esteem (Bureau, Deneault, & Yurkowski, 2020; Cantero, Alfonso-Benlliure, & Melero, 2016; Gao et al., 2020; Li, & Chen, 2021; Liu, Ksinan & Vazsonyi, 2018; Lotfi, Meydan & Erbaş, 2020; Sznitman, Zimmerman & Van Petegem, 2019; Tuzgöl-Dost, Aytaç & Kibrıslıoğlu-Uysal, 2019) and parental attitudes (Acar-Bulut & Kali-Soyer, 2021; Bayhan & Öz, 2018; Erdoğan-Çerkez, 2021; Kaya & Öz, 2020; Kim & Ham, 2019; Sheenaar-Golan & Goldberg, 2018; Şenol & Karaca, 2020). For instance, According to Acar-Bulut and Kali-Soyer (2021), there is a positive relationship between parental attitudes perceived by children and their self-efficacy perceptions, and a negative relationship between parental attitudes perceived by children and their fear of being evaluated negatively. According to Gao et al. (2021), there is a bidirectional relationship between a mother's authoritarian parenting and her child's self-esteem.

On the other hand, in the current studies on children's self-perception, it was observed that children's self-perception was considered together with different variables such as the teacher-child relationship (Önder, Ogelman, & Göktaş, 2020). Since there are no current studies examining the relationship between the variables of this study separately or together, it is thought that this study will make an important contribution to the literature. This research will find answers for the following questions: Is there a significant relationship between the child's overall self-worth, the child's perceived family relationship, the irrational beliefs of the parents, and parental behaviors? Do family relationship perceived by the child, parental irrational beliefs, and parental behaviors predict the child's overall self-worth? Revealing the predictive power of parents' irrational beliefs, parental behaviors, and family relationships perceived by children in the overall self-worth levels of children suggests that the subject of this study is worth studying as it will be possible to design parent trainings that focus on irrational beliefs considering the results of this research. Various studies will be carried out to replace negative parental behaviors with positive parental behaviors and to ensure healthy relationships among families. Family guidance practices, family counselling practices, individual and group counselling practices based on cognitive behavioral approach, which are thought to be necessary for individuals, will be used within this context. It will be possible to organize events such as seminars and conferences with the support of non-governmental organizations, the Ministry of Family and Social Services, universities, Public Education Centres, Guidance and Research Centres, municipalities and psychological counsellors in schools. In addition, psycho-educational programs for parents and children will be implemented, and psychological counsellors working in schools will be able to plan individual or group counselling services for students whose family relationships are at risk or problematic, and whose overall self-worth is low. The results of this study will provide important data for preventive guidance services, which is an important function in the field of guidance and psychological counselling, besides interventions.

## **METHOD**

### **RESEARCH DESIGN**

Correlational survey model was used in this study, which examined whether the family relationships perceived by children, parental behaviors and irrational beliefs of parents predicted the overall self-worth level of the children. Survey-type research are descriptive studies determining the characteristics of the research group related to the variables dealt with. Correlational survey model, on the other hand, is a type of survey where data belonging to more than one feature is collected and the relation between these data is examined (Can, 2017). The dependent variable of this research is the overall self-worth of children, and the predictor variables are perceived family relationship, parental behaviors and parents' irrational beliefs.

### **POPULATION AND SAMPLE**

Population of this research consists of students attending the 4th grade in state schools, affiliated to the Ministry of Education, in the centre of Hatay during 2018-2019 academic year and

their parents. The sample of this study consists of a total of 1500 participants, including 500 children attending the 4th grade in 12 primary schools determined through stratified sampling method from 10 education regions of Antakya central district of Hatay and their parents. In the stratified sampling method, the research population is stratified as sub-populations and samples are determined from these either through simple random sampling or systematic sampling (Can, 2017). Descriptive statistics regarding parents are presented in Table 1.

**Table 1. Demographic Characteristics of the Parents Participating in the Study**

<i>Mother</i>			<i>Father</i>		
<i>Educational Status</i>	<i>f</i>	<i>%</i>	<i>Educational Status</i>	<i>f</i>	<i>%</i>
Literate	13	3,6	Literate	12	3,3
Primary School	174	48,1	Primary School	180	49,7
Secondary School	67	18,5	Secondary School	51	14,1
High School	61	16,9	High School	50	13,8
University	26	7,2	University	37	10,2
Total	341	94,2	Master/PhD	3	,8
			Total	333	92,0
<i>Perceived Economic Status</i>	<i>f</i>	<i>%</i>	<i>Perceived Economic Status</i>	<i>f</i>	<i>%</i>
Quite low	30	8,3	Quite low	30	8,3
Low	42	11,6	Low	46	12,7
Medium	253	69,9	Medium	245	67,7
High	12	3,3	High	12	3,3
Total	337	93,1	Total	333	92,0

**DATA COLLECTION TOOLS**

Personal Information Form, Parent Irrational Beliefs Scale (PIBS), Alabama Parenting Questionnaire (APQ), Family Relationship Scale for Children (FRSC) and Self-Perception Profile for Children (SPPC) were used as data collection tools in the study. The psychometric properties of the scales are given below.

**PERSONAL INFORMATION FORM**

Personal information forms prepared for parents and their children included in the study group were used to obtain basic information about their lives. Personal information form for parents was prepared to find out the age, profession, employment status, number of children, perceived economic status, marital status and educational status of the parents. Personal information form for children was prepared to find out the gender, age, number of siblings, parents' living together and being alive, working status of parents, and with whom the child lives in the family.

**FAMILY RELATIONSHIP SCALE FOR CHILDREN (FRSC)**

Family Relationship Scale for Children (FRSC), which determines how children perceive family relationships, was developed by Demirtaş (2011) for 4th and 5th grade students. The scale has two sub-dimensions as Discouraging Family Relationships and Supportive Family Relationships. There are a total of 20 items in the scale. Each sub-dimension consists of 10 items. Scale items includes 3 choices as "always, sometimes, never". FRSC does not produce a total point, it is evaluated according to the scores obtained from sub-dimensions. The highest score that can be obtained from both sub-dimensions is 30 and the lowest score is 10. The high score obtained from Supportive Family Relations sub-dimension indicates that family relationships are perceived as supportive; whereas, the high score obtained from Discouraging Family Relations sub-dimension indicates that family relationships are perceived as discouraging. The Cronbach Alpha coefficients of the scale were found as .76 and .78 for the sub-dimension of Discouraging Family Relations, and .82 and .84 for the sub-dimension of Supportive Family Relations. Regarding FRSC in this study, the Cronbach Alpha coefficient was found

to be .71 for Discouraging Family Relations sub-dimension and .80 for the Supportive Family Relations sub-dimension.

#### ***SELF-PERCEPTION PROFILE FOR CHILDREN (SPPC)***

Self-Perception Profile for Children (SPPC) was developed by Harter (1985) in order to measure the self-perception of children and adapted to Turkish by Şekercioğlu (2009). The original form of the scale was developed for grades 3-8, and accordingly, the adaptation study was also carried out for grades 3-8. It is deemed appropriate to use for the 5th and 8th grade students. The scale includes 6 sub-dimensions as Educational Competence, Social Acceptance, Athletic Competence, Physical Appearance, Behavioral Conduct, and Global Self-Worth. There are a total of 36 items in the scale and each sub-dimension consists of 6 items. There is one sentence on the right and left columns for each scale item in SPPC. Each sentence has two choices as "partially suitable for me" and "completely suitable for me". The scale does not produce a total score, the total score of the sub-dimensions only can be obtained. The highest score that can be obtained from the subscales is 24 and the lowest score is 6. Getting a high score from the sub-dimensions indicates that self-perception of the related sub-dimension is high; whereas, getting a low score indicates that the self-perception of the related sub-dimension is low. Cronbach's Alpha values were found to be .74 for Educational Competence subscale, .60 for Social Acceptance subscale, .71 for Athletic Competence subscale, .79 for Physical Appearance subscale, .72 for Behavioral Conduct subscale, and .75 for Global Self-Worth subscale. Regarding SPPC in this study, the Cronbach Alpha coefficient was found to be .77 for Educational Competence subscale, .72 for Social Acceptance subscale, .75 for Athletic Competence subscale, .79 for Physical Appearance subscale, .73 for Behavioral Conduct subscale and .71 for Global Self-Worth subscale. In this study, global self-worth sub-dimension of the scale was addressed.

#### ***ALABAMA PARENTING QUESTIONNAIRE (APQ)***

Alabama Parenting Questionnaire (APQ) was developed by Frick (1991) to measure parental behaviors of mothers and fathers, and adapted into Turkish by Çekiç et al. (2018). APQ has 5 sub-dimensions as Parental Involvement, Positive Parenting, Poor Monitoring/Supervision, Inconsistent Discipline and Corporal Punishment. The scale consists of 42 items in total. However, items 34, 36, 37, 39, 40, 41, and 42 are not included in evaluation. These items are related to the methods of disciplining the child and it is aimed to prevent parents from developing prejudices regarding the sub-dimension of Corporal Punishment. The scale items have 5 choices as "never - hardly ever - sometimes - often - always". The scale does not produce a total score. The highest score that can be obtained from the sub-dimensions is 50 and the lowest score is 3. Getting a high score from the sub-dimensions indicates that parents have such behaviors at a high level in the related sub-dimension; whereas, getting a low score indicates that they have such behaviors at a low level in the related sub-dimension. The Cronbach Alpha values of the scale were found as .77 for Parental Involvement sub-dimension, .68 for Positive Parenting sub-dimension, .65 for Poor Monitoring/Supervision sub-dimension, .46 for Inconsistent Discipline sub-dimension, and .61 for Corporal Punishment sub-dimension. Regarding APQ in this study, the Cronbach Alpha coefficient was found to be .79 for Parental Involvement sub-dimension, .69 for Positive Parenting sub-dimension, .63 for Poor Monitoring/Supervision sub-dimension, .58 for Inconsistent Discipline sub-dimension and .65 for Corporal Punishment sub-dimension.

#### ***PARENT IRRATIONAL BELIEFS SCALE (PIBS)***

The scale, which determines parents' thoughts and irrational beliefs about child rearing, was developed by Kaya (2010). The scale has Expectations sub-dimension consisting of 17 items and Perfectionism sub-dimension consisting of 12 items. It consists of 29 items in total. The scale items have 5 options as: "Completely agree-agree-neutral-disagree-completely disagree". The scale does not produce a total score and is evaluated with the scores obtained from the sub-dimensions. The highest score that can be obtained from the sub-dimensions is 85, and the lowest score is 12. Getting high scores from the sub-dimensions indicates having an irrational belief at a high level. The Cronbach Alpha

values of the scale were found to be .89 for Expectations sub-dimension and .86 for Perfectionism sub-dimension. Regarding the scale in this study, the Cronbach Alpha coefficient was found to be .84 for Expectations sub-dimension and .87 for Perfectionism sub-dimension.

**DATA COLLECTION**

Data collection tools were applied to the students by the researcher in line with the permissions obtained from Hatay Provincial Directorate of National Education and the parents of the students. Before the application, the scales to be applied to students were coded as child1, child2; those to be applied to mother were coded as mother1, mother2; those to be applied to father were coded as father1, father2. Members of the same family were matched accordingly. The scales to be answered by the parents were delivered to them through the students. Thereafter, the students handed over the scales belonging to their parents to their classroom teachers and these scales were taken from the related teachers by the researcher. Collecting the whole data lasted for approximately a month. The entire data collection process was carried out by the first author.

**DATA ANALYSIS**

All data of 500 mothers, 500 fathers and 500 children were not included in the analysis, since at least one of the mother, father and child constituting the same family did not fill in at least one scale or left many items blank. 92 of the data were not included in the analysis due to mothers, 45 due to fathers and 1 due to child. When the data deletion process was completed, multiple linear regression analysis was conducted on the remaining data of 362 mothers, 362 fathers and 362 children. One of the basic assumptions of parametric tests is that the data demonstrate a normal distribution. The skewness and kurtosis coefficients of the scores obtained from PIBS, APQ, FRSC and SPPC were examined in order to test whether the data were normally distributed. These values are presented in Table 2 below.

**Table 2.** *Distribution of the Participants' Scores Obtained from PIBS, APQ, FRSC and SPPC*

Scale	$\bar{X}$	Ss	Median	Skewness	Kurtosis
<i>Parent Irrational Beliefs Scale</i>					
Mother-Expectations	42,875	11,945	42	,304	-,248
Mother-Perfectionism	48,149	8,370	49	-1,07	1,395
Father-Expectations	43,785	12,156	43	,324	-,252
Father-Perfectionism	48,659	8,115	50	-,954	,806
<i>Alabama Parenting Questionnaire</i>					
Mother-Parental Involvement	39,942	5,096	40	-,750	2,272
Mother-Positive Parenting	26,276	3,074	27	-1,429	5,096
Mother-Poor Monitoring	15,996	5,478	14	1,748	4,521
Mother-Inconsistent Discipline	15,287	3,722	16	-,077	-,348
Mother-Corporal Punishment	5,066	2,044	5	1,347	3,103
Father-Parental Involvement	38,301	5,694	38	-,319	-,048
Father-Positive Parenting	26,003	3,264	26	-1,025	1,595
Father-Poor Monitoring	17,059	5,334	16	,787	,128
Father-Inconsistent Discipline	15,747	3,931	16	-,206	-,217
Father-Corporal Punishment	4,881	1,922	5	,815	,179
<i>Family Relationship Scale for Children</i>					
Discouraging Family Relationship	14,456	3,049	14	,777	,675
Supportive Family Relationship	26,550	2,962	27	-,866	,308
<i>Self-Perception Profile for Children</i>					
Educational Competence	18,848	3,577	19	-,444	-,272
Social Acceptance	17,676	3,446	18	-,287	,008
Athletic Competence	17,642	3,330	18	-,041	-,467
Physical Appearance	19,477	3,642	20	-,632	-,204
Behavioral Conduct	19,651	3,266	20	-,566	-,100
Global Self-Worth	20,101	3,378	21	-,754	-,051

The fact that skewness and kurtosis coefficients have a value between -1.96 and +1.96 indicates that the data are distributed normally (Can, 2017). According to Table 2, the fact that kurtosis and skewness coefficients of Mother-APQ-PI, Mother-APQ-PM, Mother-APQ-CP and Mother-APQ-PP sub-dimensions are not between -1.96 and +1.96 indicates that they do not demonstrate a normal distribution. Therefore, these sub-dimensions were not included in the regression analysis. Another prerequisite of regression analysis is simple linear correlation analysis (Can, 2017). Global self-worth, which is the dependent variable of the study, does not correlate with Mother-PIBS-P, Father-PIBS-P, Mother-APQ-ID, Father-APQ-ID, and Father-APQ-PP sub-dimensions. Therefore, these sub-dimensions were also not included in the regression analysis.

As a result of the simple linear correlation analysis, the correlations of the predictor (independent) variables among each other were examined and no high correlation (0.80-0.90) was observed. In addition, variance inflation factors (VIF) and tolerance values were examined for each predictor variable. VIF values of these variables are below 10; tolerance values are above 0.20. Therefore, there is no high correlation (multiple correlation) between independent variables.

## RESULTS

In this study, which examined whether family relationship perceived by children, parental behaviors and irrational beliefs of parents predicted global self-worth level of the children, the relations between the variables were determined by simple linear correlation before conducting multiple linear regression analysis. The relations between variables are presented in Table 3.



**Table 3.** The Results of Simple Linear Correlation Analysis for the Relations Between Children's Self-Perception, Perceived Family Relationship by Child, Parents' Irrational Beliefs and Parenting Behaviors

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.	21.	22.	
	SPPC-EC	SPPC-SA	SPPC-AC	.SPPC-PA	SPPC-BC	SPPC-GS	Mother-PIBS-E	Mother-PIBS-P	Father-PIBS-E	Father-PIBS-P	FRSC-DFR	FRSC-SFR	Mother-APQ-PI	Mother-APQ-PP	Mother-APQ-PM	Mother-APQ-ID	Mother-APQ-CP	Father-APQ-PI	Father-APQ-PP	Father-APQ-PM	Father-APQ-ID	Father-APQ-CP	
1.SPPC-EC	1	,338**	,385*	,377**	,482**	,463**	-,081	-,001	-,056	-	-,150**	,419**	,030	,139*	-,067	-,096	-,081	,015	,061	-,054	-,003	-,089	
2. SPPC-SA		1	,333*	,258**	,297**	,358**	-,105	-,024	-,010	-,074	-	,234**	,042	,013	-,103	-,101	-,081	,149**	,084	-,027	,018	-,058	
3. SPPC-AC			1	,301**	,301**	,313**	-,055	,045	-,033	-,023	-,105	,257**	,068	,114*	-,096	-,093	,000	,059	,014	-,046	,060	-,005	
4. SPPC-PA				1	,411**	,558**	-,050	-,006	-,048	-,045	-	,263**	,033	,011	-,073	-,043	-,090	,042	,028	-,080	,120*	-,040	
5. SPPC-BC					1	,600**	-	-,012	,018	-	-,194**	,409**	,011	,078	-	-,047	-	-,050	,039	-	-,006	-,130*	
6. SPPC-GS						1	,203**	-,073	-,013	-	,165**	,348**	,386**	,075	,066	-	-,174**	-,162**	,143*	,067	-	,180**	-
7.Mother-PIBS-E							1	,494**	,386**	,190**	,306**	-	-,123*	,065	,283**	,202**	,280**	-,129*	-,034	,177**	,084	,157**	
8.Mother-PIBS-P								1	,630**	,371**	,092	-,055	,224**	,293**	,082	,187**	,025	,010	,148*	,005	,103	,204**	
9. Father-PIBS-P									1	,412**	,055	-,021	,068	,120*	,001	,156**	,107	-,003	,235**	-,058	,131*	,062	
10.Father-PIBS-E										1	,179**	-	-,070	-,054	,237**	,187**	,319**	-,133*	-,026	,203**	,078	,328**	
11.FRSC-DFR											1	-,153**	-,121*	-,123*	,172**	,077	,210**	-,114*	-,069	,124*	,033	,187**	
												1	-,505**										

\*p< .05; \*\*p< .001; n=362

SPPC: Self-Perception Profile for Children (EC: Educational Competence Sub-Dimension, SA: Social Acceptance Sub-Dimension, AC: Athletic Competence Sub-Dimension, PA: Physical Appearance Sub-Dimension, BC: Behavioral Conduct Sub-Dimension, GS: Global Self-Worth Sub-Dimension), PIBS: Parent Irrational Beliefs Scale (E: Expectations Sub-Dimension, P: Perfectionism Sub-Dimension), FRSC: Family Relationship Scale for Children (DFR: Discouraging Family Relationship Sub-Dimension, SFR: Supportive Family Relationship Sub-Dimension), APQ: Alabama Parenting Questionnaire (PI: Parental Involvement Sub-Dimension, PP: Positive Parenting Sub-Dimension, PM: Poor Monitoring Sub-Dimension, ID: Inconsistent Discipline Sub-Dimension, CP: Corporal Punishment Sub-Dimension)

**Table 3.** *The Results of Simple Linear Correlation Analysis for the Relations Between Children's Self-Perception, Perceived Family Relationship by Child, Parents' Irrational Beliefs and Parenting Behavior (continued)*

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.	19.	20.	21.	22.	
SPPC- EC	SPPC -SA	SPPC- AC	.SPPC- PA	SPPC- BC	SPPC- GS	Mother -PIBS-E	Mother -PIBS-P	Father- PIBS-P	Father- PIBS-E	FRSC- DFR	FRSC- SFR	.Mothe r-APQ- PI	Mother -APQ- PP	Mother -APQ- PM	Mother -APQ- ID	Mother -APQ- CP	Father- APQ-PI	Father- APQ-PP	Father- APQ- PM	Father- APQ-ID	Father - APQ-CP	
12.FRSC- SFR											1	,104	,164**	-,139*	-,052	-,206**	,161**	,163**	-,122*	,079	-,228**	
13.Mother- APQ-PI												1	,532**	-,158**	,031	-,258**	,527**	,345**	-,160**	,002	-,147**	
14.Mother- APQ-PP													1	-,180**	,036	-,192**	,323**	,398**	-,145*	,051	-,008	
15.Mother- APQ-PM														1	,304**	,346**	-,206**	-,174**	,567**	,174**	,208**	
16.Mother- APQ-ID															1	,175**	-,025	,106	,239**	,514**	,119*	
17.Mother- APQ-CP																1	-,195**	-,090	,231**	,109	,536**	
18.Father- APQ-PI																	1	,468**	-,181**	,057	-,238**	
19.Father- APQ-PP																		1	-,196**	,188**	-,176**	
20.Father- APQ-PM																			1	,319**	,269**	
21.Father- APQ-ID																				1	,169**	
22.Father a- APQ-CP																						1

\*p< .05; \*\*p< .001; n=362

SPPC: Self-Perception Profile for Children (EC: Educational Competence Sub-Dimension, SA: Social Acceptance Sub-Dimension, AC: Athletic Competence Sub-Dimension, PA: Physical Appearance Sub-Dimension, BC: Behavioral Conduct Sub-Dimension, GS: Global Self-Worth Sub-Dimension), PIBS: Parent Irrational Beliefs Scale (E: Expectations Sub-Dimension, P: Perfectionism Sub-Dimension), FRSC: Family Relationship Scale for Children (DFR: Discouraging Family Relationship Sub-Dimension, SFR: Supportive Family Relationship Sub-Dimension), APQ: Alabama Parenting Questionnaire (PI: Parental Involvement Sub-Dimension, PP: Positive Parenting Sub-Dimension, PM: Poor Monitoring Sub-Dimension, ID: Inconsistent Discipline Sub-Dimension, CP: Corporal Punishment Sub-Dimension)

According to the simple linear correlation analysis, it is observed that there is a low level, negative and significant relation between the Global Self-Worth (GS) sub-dimension of SPPC and Expectations (E) sub-dimension of PIBS, which mothers responded ( $r = -.205, p < 0,001$ ); a low level, negative and significant relation with Expectations (E) sub-dimension of PIBS, which fathers responded ( $r = -.190, p < 0,001$ ); a low level, negative and significant relation with Poor Monitoring (PM) sub-dimension of APQ, which mother responded ( $r = -.209, p < 0,001$ ); a low level, negative and significant relation with Corporal Punishment (CP) of APQ, which mothers responded ( $r = -.231, p < 0,001$ ); a low level, positive and significant relation with Parental Involvement (PI) sub-dimension of APQ, which fathers responded ( $r = .143, p < 0,05$ ); a low level, negative and significant relation with Poor Monitoring (PM) sub-dimension of APQ, which fathers responded ( $r = -.186, p < 0,001$ ); a low level, negative and significant relation with Corporal Punishment (CP) sub-dimension of APQ, which fathers responded ( $r = -.157, p < 0,001$ ). It is seen that the correlation values in all sub-dimensions are below .30. This indicates that the relations between the related variables are low.

After testing the assumptions required for regression, the analysis was conducted. Multiple linear regression analysis table is presented in Table 4.

**Table 4.** Multiple Linear Regression Analysis Results of Children's Global Self-Worth Levels Predicted by Perceived Family Relationship, Parents' Irrational Beliefs and Parental Behaviors

Variable	B	Standard Error	$\beta$	t	p	Bivariate r	Partial r
Constant	2,228	,573		3,888	,000		
Mother-PIBS-E	-,019	,074	-,023	-,255	,799	-,147	-,018
Father-PIBS-E	-,072	,073	-,090	-,991	,323	-,160	-,069
FRSC-DFR	-,191	,129	-,104	-1,482	,140	-,277	-,102
FRSC-SFR	,633	,134	,340	4,709	,000	,409	,311
Father-APQ-PI	,014	,062	,015	,223	,824	,123	,015
Father-APQ-PM	-,113	,075	-,097	-1,500	,135	-,144	-,104
Father-APQ-CP	-,013	,062	-,015	-,212	,832	-,149	-,015
R = 0,444	R <sup>2</sup> = 0,197						
F(7-207) = 7,245	p = 0,000						

PIBS: Parent Irrational Beliefs Scale (E: Expectations Sub-Dimension), FRSC: Family Relationship Scale for Children (DFR: Discouraging Family Relationship Sub-Dimension, SFR: Supportive Family Relationship Sub-Dimension), APQ: Alabama Parenting Questionnaire (PI: Parental Involvement Sub-Dimension, PM: Poor Monitoring Sub-Dimension, CP: Corporal Punishment Sub-Dimension)

As a result of the multiple linear regression analysis conducted to determine whether unrealistic expectations of parents, children's perceiving family relationships as discouraging and supportive, father behaviors of parental involvement, poor monitoring and corporal punishment predicted global self-worth levels of children, these variables together demonstrated a significant relation ( $R = 0,444, R^2 = 0,197$ ) with children's global self-worth level ( $F(7-207) = 7,245, p < 0,01$ ). These seven variables together explain 20% of the change in the overall self-worth levels of children. According to the standardized regression coefficients, the relative importance order of the predictor variables on the overall self-value was determined as: *supportive family relationship* ( $\beta = 0,340$ ), *discouraging family relationship* ( $\beta = -0,104$ ), *poor monitoring behavior of father* ( $\beta = -0,097$ ), *unrealistic expectations of father* ( $\beta = -0,090$ ), *unrealistic expectations of mother* ( $\beta = -0,023$ ), *parental involvement behavior of father* ( $\beta = 0,015$ ) and *corporal punishment behavior of father* ( $\beta = -0,015$ ). Considering the significance tests of regression coefficients, it is seen that only supportive family relationship ( $p < 0,001$ ), among the predictor variables significantly predicted global self-worth levels of children. Considering the relations between the predictor variables and the global self-worth, a correlation is observed with Supportive Family Relationship (SFR) sub-dimension of FRSC at the level of ( $r = 0,409$ ), [when the effect of other predictor variables is controlled, it is ( $r = 0,311$ )], with Discouraging Family Relationship (DFR) sub-dimension of FRSC at the level of ( $r = -0,277$ ), [when the effect of other predictor variables is controlled, it is ( $r = -0,102$ )], with Poor Monitoring (PM) sub-dimension of APQ responded by fathers at the level

of ( $r = -0,144$ ), [when the effect of other predictor variables is controlled, it is ( $r = -0,104$ )], with Expectations (E) sub-dimension of PIBS responded by fathers at the level of ( $r = -0,160$ ), [when the effect of other predictor variables is controlled, it is ( $r = -0,069$ )], with Expectations (E) sub-dimension of PIBS responded by mothers at the level of ( $r = -0,147$ ), [when the effect of other predictor variables is controlled, it is ( $r = -0,018$ )], with Parental Involvement (PI) sub-dimension of APQ responded by fathers at the level of ( $r = 0,123$ ), [when the effect of other predictor variables is controlled, it is ( $r = 0,015$ )], with Corporal Punishment (CP) sub-dimension of APQ responded by fathers at the level of ( $r = -0,149$ ), [when the effect of other predictor variables is controlled, it is ( $r = -0,015$ )].

## DISCUSSION, CONCLUSION AND IMPLICATIONS

In this study, perceived family relationships by children, irrational beliefs of parents and parental behaviors were examined as predictors of children's overall self-worth. The predictor variables of the study are unrealistic expectations of parents; children's perceiving family relationships as discouraging and supportive, fathers' parental involvement, poor monitoring and corporal punishment behaviors. These variables together explain the changes in child's global self-worth by 20%. The order of importance of these variables in explaining the change as follows: discouraging family relationship, poor monitoring behavior of fathers, unrealistic expectations of fathers, unrealistic expectations of mothers, parental involvement behaviors of fathers and corporal punishment behaviors of fathers. Supportive family relationship is the variable that significantly predicts child's overall self-worth. Additionally, supportive family relationship and parental involvement of fathers positively predict child's overall self-worth. On the other hand, discouraging family relationship, fathers' poor monitoring, corporal punishment behaviors, unrealistic expectations and mothers' unrealistic expectations negatively predict it.

The self-confidence of children who are oppressed by their families about their behaviors decreases (Kulaksızoğlu, 1998). When children fail to meet their parents' expectations, they blame themselves and think they are worthless (Kuzgun, 2002). One of the situations that negatively affect children's self-perception is to expect more than they can do (Akbaba, 2004). In the Expectations sub-dimension of PIBS, there is an item as "The decisions made by children are never trusted". It is considered that children of parents who respond positively to the items in this sub-dimension may feel incompetent and have low level of overall self-worth. Functional families help raise individuals who are self-confident and satisfied with their lives. For this, families need to follow certain strategies in family-related issues such as communication style and adaptation to changes (Bulut, 1990; Day, Gavazzi, & Acock, 2001). Taking care of children's experiences and emotions, showing interest and affection to them help them feel valuable (Cori, 2010). Accordingly, it is considered that children who do not feel themselves valuable have low overall self-worth levels and their thoughts about themselves may be negatively affected. This information explains the result that father's poor monitoring, parental involvement and corporal punishment behaviors predicted child's global self-worth. According to Damian et al. (2021), adolescents who are self-directed perfectionists perceive their parents as parents with high sensitivity and controlling behaviors. This relationship between parental behaviors and children's perfectionist personalities suggests that it may also be related to their low global self-worth. Family relationships have an important role in the development of self-perception. The fact that parents support, encourage and accept their children as they are helping the child develop a positive self-conception (Yavuzer, 2017; Yörükoğlu, 1978). In Supportive Family Relationships sub-dimension of FRSC, there is an item like "My family listens carefully to what I say". It is thought that children who respond positively to the items in this subscale regard themselves as valuable and there may be a positive change in their overall self-worth. In the same way, it is thought that discouraging family relationships create an environment for children to blame themselves and cause a negative change in their overall self-worth. Accordingly, the fact that the change in the child's overall self-worth level is explained by unrealistic expectations of parents, children's perceiving family relationships as

discouraging and supportive, fathers' behaviors of parental involvement, poor monitoring, and corporal punishment is seen significant.

When the literature is examined, not many studies on variables which predict overall self-worth of children and are the subject of this study are not encountered. According to Sümer and Şendağ (2009), the joint effect of attachment to mother and father predicts the holistic self-worth of the child. According to Jiménez-Iglesias and et. al. (2015), receiving love and affection from the family is an important predictor of children's self-worth. According to another study, the self-worth of young people is high at the rate of the sensitivity of the parent-child relationship (McAdams et al., 2017). There are different studies on children's self-perception. When these studies are examined, it is determined that the positive approach of parents towards their children has an important role in their self-development (Pali, Marshall, & DiLalla, 2021). The child's self-perception is predicted by the father's monitoring and taking care of his child according to Krauss, Orth and Robins (2020) and Ogelman et al. (2019) think that the supportive behaviors the child receives predict the child's self-perception. There are studies which put forward that children's positive self-perceptions decrease when mothers are indifferent to their children and neglect them (Akşin-Yavuz et al. 2016), that when the family environment is focused on unity, children's self-perceptions are affected positively, and when it is control-oriented, it is negatively affected (Yazıcı & Taştepe, 2013), that parents' accepting positive approaches enable children to have a positive self-perception (Dekovic & Meeus, 1997; Sümer & Güngör, 1999), that parents' being affectionate and caring for their children positively affect children's perception (Dabakoğlu, 2004; Üredi & Erden, 2009; Verschueren, Doumen, & Buyse, 2012), that mothers' positive behaviors positively affect the child's self-perception (Goodvin et al. 2008), and that parents' emotional depriving parenting styles are associated with low self-esteem (Tuzgöl-Dost, Aytaç, & Kıbrıslıoğlu-Uysal, 2019). According to the literature, as the perception of supportive family relationship increases, the overall self-worth level of children is expected to increase, and the results of this study is consistent with the literature. Uyanık-Koç (2020) found in a study that relationship characteristics with mother and father did not predict child's self-perception. This result does not show similarity with the findings of the study.

This research has some limitations. First of all, the fact that all data collection tools used in this study did not produce a total score led to conduct analysis only on the sub-scales. Hence, the results could be presented on the basis of subscales. In this study, data were collected from mothers, fathers and children. While data was collected from children in the class, the scales were sent home for parents to fill in. The use of scales measuring self-perception and producing total scores in other studies to be carried out will enable various analyses to be conducted. Carrying out different studies by collecting data on parents' behaviors and irrational beliefs from children and by collecting data on children's self-perception and perception of family relationships from parents will contribute to the literature. In addition, taking parents', participating in this research, high level of beliefs regarding perfectionism as a reference, studies can be conducted to reduce these irrational beliefs of parents.

#### **AUTHOR CONTRIBUTION**

This study was prepared from the master thesis conducted by the first author under the supervision of the second author. First author has made substantial contributions to conception and design, or acquisition of data, or analysis and interpretation of data. The second author have given final approval of the version to be published and have been involved in drafting the manuscript or revising it critically for important intellectual content.

## REFERENCES

- Acar-Bulut, Ö., & Kali Soyer, M. (2021). Investigation the relationship between the perceived parental attitude, the fear of negative evaluation and the self-efficacy perception of the elementary school students. *Turkish Psychological Counseling and Guidance Journal*, 11(61), 215-228. <http://turkpdrrgisi.com/index.php/pdr/article/view/949>
- Akbaba, S. (2004). *Psikolojik sağlığı koruyucu rehberlik ve psikolojik danışma*. Pegem Akademi.
- Yavuz, E. A., Güven, G., Bayındır, D., Sezer, T., & Yılmaz, E. (2016). Annelerin çocuğunu kabul düzeyi ile çocukların benlik algıları arasındaki ilişkinin incelenmesi. *Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi*, 16(3), 1065-1081. <https://dergipark.org.tr/en/pub/aibuefd/issue/24917/263031>
- Azizi, K., & Besharat, M.A. (2011). The relationship between parental perfectionism and child perfectionism in a sample of Iranian families. *Procedia-Social and Behavioral Sciences*, 15, 1287-1290. <https://doi.org/10.1016/j.sbspro.2011.03.279>
- Barber, B. K. (2002). Intrusive parenting: How psychological control affects children and adolescents (pp.3-13). American Psychological Association.
- Bayhan, P., & Öz, N.S. (2018). 3-6 yaş çocuklarda benlik algısı, öz saygı ve öz yeterliliğin ebeveyn tutumu ve akran kabulü ile ilişkisi. *Türkiye Sosyal Araştırmalar Dergisi*, 22(195), 34-53.
- Baymur, F. (1994). *Genel psikoloji*. İnkılap Kitabevi.
- Belsky, J. (1984). The determinants of parenting: A process model. *Child Develop*, 55, 83-96. <https://doi.org/10.2307/1129836>
- Bernard, M. E. (2006). REBT assesment and treatment with children (A. Ellis & M. E. Bernard, Eds.). Springer Sience and Business Media.
- Bishop, S. M., & Ingersoll, G. M. (1989). Effects of marital conflict and family structure on the self-concepts of pre and early adolescents. *Journal of Youth and Adolescence*, 18(1), 25-38. <https://doi.org/10.1007/BF02139244>
- Bornstein, M. H. (2012). Cultural approaches to parenting. *Parenting*, 12(2-3), 212-221. <https://doi.org/10.1080/15295192.2012.683359>
- Bulut, I. (1990). *Aile Değerlendirme Ölçeği el kitabı*. Özgüneliş Matbaası.
- Bureau, J. F., Deneault, A. A., & Yurkowski, K. (2020). Preschool father-child attachment and its relation to self-reported child socioemotional adaptation in middle childhood. *Attachment & Human development*, 22(1), 90-104. <https://doi.org/10.1080/14616734.2019.1589065>
- Can, A. (2017). *SPSS ile bilimsel araştırma sürecinde nicel veri analizi*. Pegem Akademi.
- Cantero, M. J., Alfonso-Benlliure, V., & Melero, R. (2016). Creativity in middle childhood: Influence of perceived maternal sensitivity, self-esteem, and shyness. *Creativity Research Journal*, 28(1), 105-113. Cantero, M. J., Alfonso-Benlliure, V., & Melero, R. (2016). Creativity in middle childhood: Influence of perceived maternal sensitivity, self-esteem, and shyness. *Creativity Research Journal*, 28(1), 105-113. <https://doi.org/10.1080/10400419.2016.1125246>
- Corey, G. (2008). *Psikolojik danışma, psikoterapi kuram ve uygulamaları*. (T. Ergene, Trans.). Mentis Yayıncılık.
- Cori, J. L. (2010). *Var olan annenin yokluğu*. (E. Akay, Trans.). Okyanus Yayınları.
- Cüceloğlu, D. (2010). *Özdeğer*. Taken from <http://www.dogancuceloglu.net/yazilar/661/ozdeger/> on 13.03.2020
- Çekiç, A., Türk, F., Buğa, A., & Hamamcı, Z. (2018). Alabama Ebeveyn Davranışları Ölçeği 'nin Türkçe'ye uyarlanması: Geçerlik ve güvenirlik çalışması. *Elektronik Sosyal Bilimler Dergisi*, 17(66), 728-743. <https://doi.org/10.17755/esosder.355515>
- Çelik, E., Tuğrul, B., & Yalçın, S. S. (2002). Dört-altı yaşlar arasındaki anaokulu çocuklarının duygusal yüz ifadesiyle kendilerini anne-babalarını ve öğretmenlerini algılaması. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 22(22), 29-39.
- Dabakoğlu, F. N. (2004). *Okul öncesi eğitime devam eden ve etmeyen ilköğretim 3. sınıf öğrencilerinin öz kavramlarının ve anne-baba tutumlarının incelenmesi*. [Master's Thesis, Gazi University], Council of Higher Education Thesis Center, Turkey.

- Damian, L. E., Negru-Subtirica, O., Pop, E. I., & Stoeber, J. (2022). Becoming a perfectionistic adolescent: Perceived parental behaviors involved in developmental trajectories of perfectionism. *European Journal of Personality, 36*(1), 24-46. <https://doi.org/10.1177/08902070211012902>
- Darling, N., & Steinberg, L. (1993). Parenting style as context: An integrative model. *Psychological Bulletin, 113*, 487-496.
- Day, R. D., Gavazzi, S., & Acock, A. (2001). *Compelling family process*. A. Thornton (Ed.). The well-being of children and families (pp. 103-126). University of Michigan Press.
- Dekovic, M. & Meeus, W. (1997). Peer relations in adolescence: Effects of parenting and adolescents' self-concept. *Journal of Adolescence, 20*, 163-176. <https://doi.org/10.1006/jado.1996.0074>
- Demirtaş, S. (2011). Çocuklar için Aile ilişkileri Ölçeği'nin Geliştirilmesi. [Master's Thesis, Hacettepe University]., Council of Higher Education Thesis Center, Turkey.
- Demo, D. H., Small, S. H. & Williams, R. C. S. (1987). Family relations and the self-esteem of adolescents and their parents. *Journal of Marriage and The Family, 49*(4), 705-715. <https://doi.org/10.2307/351965>
- Eisenberg, S. & Delaney, D. J. (1993). *Psikolojik danışma süreci*. (N. Ören & M. Takkaç, Trans.). Milli Eğitim Basımevi.
- Ellis, A. (1973). *Humanistic psychotherapy: The rational-emotive approach*. The Julian Press.
- Ellis, A. (1979). *Reason and emotion in psychotherapy*. Citadel Press.
- Ellis, A. (1986). Rational-emotive therapy applied to relationship therapy. *Journal of Rational Emotive Therapy, 4*(1), 4-21. <https://doi.org/10.1007/BF01073477>
- Ellis, K. (2002). Perceived parental confirmation: Development and validation of an instrument. *Southern Journal of Communication, 67*, 319-334. <https://doi.org/10.1080/10417940209373242>
- Erdoğan-Çerkez, K. N. (2021). Algılanan ebeveyn tutumu ile ergenlerin psikolojik dayanıklılıkları ve benlik saygısı arasındaki ilişkinin incelenmesi. [Master's Thesis, İstanbul Ticaret University]., Council of Higher Education Thesis Center, Turkey.
- Frick, P. J. (1991). *The Alabama parenting questionnaire*. Unpublished rating scale, University of Alabama.
- Gao, D., Liu, J., Bullock, A., Li, D., & Chen, X. (2021). Transactional models linking maternal authoritative parenting, child self-esteem, and approach coping strategies. *Journal of Applied Developmental Psychology, 73*, 1-8. <https://doi.org/10.1016/j.appdev.2021.101262>
- Gençtanırım, D. & Voltan-Acar, N. (2007). Akılcı-duygusal davranışçı yaklaşım ve Sezen Aksu şarkıları. *Eğitim ve Bilim Dergisi, 32*(143), 27-40.
- Goleman, D. (2016). *Duygusal zekâ* (B. S. Yüksel, Trans.). Varlık Yayınları.
- Goodvin, R., Meyer, S., Thompson, R. A. & Hayes, R. (2008). Self-understanding in early childhood: Associations with child attachment security and maternal negative affect. *Attachment and Human Development, 10*(4), 433-450. <https://doi.org/10.1080/14616730802461466>
- Gülây-Ogelman, H., Erol, A., Karşahin, N., & Akyol, M. (2019). Fathers and their young children's self-perception, levels of being liked by their peers and prosocial behaviors. *International Journal of Academic Research in Education, 5*(1), 31-42. <https://doi.org/10.17985/ijare.634058>
- Hadjicharalambous, D. & Dimitriou, L. (2020). The Relationship Between Parents' Demographic Factors and Parenting Styles: Effects on Children's Psychological Adjustment. *Psychology Research, 10*(4), 125-139. <https://dx.doi.org/10.2139/ssrn.3647329>
- Harter, S. (1985). *Manuel for the self-perception profile for children* (Revision of the perceived competence scale for children). University of Denver.
- Harter, S. (1993). *Causes and consequences of low self-esteem in children and adolescents*. R. F. Baumeister (Ed.), Self-esteem (pp. 87-116). New York: Plenum Press.
- Harter, S., Waters, P. & Whitesell, N. R. (1998). Relational self-worth: Differences in perceived worth as a person across interpersonal contexts among adolescents. *Child Development, 69*(3), 756-766. <https://doi.org/10.1111/j.1467-8624.1998.tb06241.x>
- Hojjat, S. K., Golmakanie, E., Khalili, M. N., Smaili, H., Hamidi, M., & Akaberi, A. (2016). Personality traits and irrational beliefs in parents of substance-dependent adolescents: A comparative study. *Journal of Child & Adolescent Substance Abuse, 25*(4), 340-347. <https://doi.org/10.1080/1067828X.2015.1012612>

- Jiménez-Iglesias, A., Moreno, C., Ramos, P., & Rivera, F. (2015). What family dimensions are important for health-related quality of life in adolescence? *Journal of Youth Studies*, 18(1), 53–67. <https://doi.org/10.1080/13676261.2014.933191>
- Johnston, C. (1996). *Addressing parent cognitions in interventions with families of disruptive children*. K. S. Dobson & K. D. Craig (Eds.), *Advances in cognitive-behavioral therapy* (pp. 193-209). Sage Publications.
- Johnson, R. (2009). Intergenerational aspects of psychological control and irrational beliefs between parents and adolescents, [Doctoral Dissertation]. University of Birmingham.
- Joussemet, M., Landry, R., & Koestner, R. (2008). A self-determination theory perspective on parenting. *Canadian Psychology*, 49(3), 194-200. <https://psycnet.apa.org/doi/10.1037/a0012754>
- Joyce, M. R. (1990). Rational-emotive parent consultation. *School Psychology Review*, 19(3), 304-314. <https://doi.org/10.1080/02796015.1990.12085469>
- Joyce, M. R. (2006). *A developmental, rational emotive behavioral approach for working with parent*. Ellis, A. and Bernard M.E. (Eds.), *Rational-emotive behavioral approach to childhood disorders theory, practice and research* (pp. 177–211). Springer Science Business Media.
- Kaya, İ. (2010). Anne-Babaların Akılcı Olmayan İnançları Ölçeği'nin geliştirilmesi: Psikometrik özelliklerinin incelenmesi. [Master's Thesis, Gaziantep University], Council of Higher Education Thesis Center, Turkey.
- Kaya, Y. & Öz, F. (2020). Ergenlerin benlik algısı üzerinde algılanan ebeveyn tutumlarının ve bağlanma stillerinin rolü: Bir yapısal eşitlik modellemesi. *Psikiyatri Hemşireliği Dergisi*, 11(2), 106-114. <https://dx.doi.org/10.14744/phd.2020.74429>
- Keller, H. & Otto, H. (2009). The cultural socialization of emotion regulation during infancy. *Journal of Cross-Cultural Psychology*, 40(6), 996–1011. <https://doi.org/10.1177/0022022109348576>
- Kim, K. S. & Ham, H. S. (2019). A Study on the Effects of Parental Attitude Perceived by Adolescents on Self-esteem. *Journal of the Korea Academia-Industrial cooperation Society*, 20(9), 440-450. <https://doi.org/10.5762/KAIS.2019.20.9.440>
- Krauss, S., Orth, U., & Robins, R. W. (2020). Family environment and self-esteem development: A longitudinal study from age 10 to 16. *Journal of Personality and Social Psychology*, 119(2), 457–478. <https://psycnet.apa.org/doi/10.1037/pspp0000263>
- Kulaksızoğlu, A. (1998). *Ergenlik psikolojisi*. Atlas Kitabevi.
- Kuzgun, Y. (1997). *Rehberlik ve psikolojik danışma*. ÖSYM Yayınları.
- Kuzgun, Y. (2002). *İlköğretimde rehberlik*. Nobel Yayın Dağıtım.
- Lecuyer, E. A. & Swanson, D. P. (2016). African American and European American mother's limit setting and their 36 month old children's responses to limits, self-concept and social competence. *Journal of Family Issues*, 37(2), 270-296.
- Liu, D., Ksinan, A. J., & Vazsonyi, A. T. (2018). Maternal support and deviance among rural adolescents: The mediating role of self-esteem. *Journal of Adolescence*, 69, 62-71.
- Lotfi, S., Meydan, S., & Erbaş, K. (2020). Üniversite öğrencilerinde algılanan helikopter anne tutumunun benlik saygısı ve problemlere karşı olumsuz tutuma etkisinin incelenmesi. *Archives of Health Science and Research*, 7(3), 231-237. <https://dx.doi.org/10.5152/ArcHealthSciRes.2020.19045>
- McAdams, T. A., Rijdsdijk, F. V., Narusyte, J., Ganiban, J. M., Reiss, D., Spotts, E., Neiderhiser, J. M., Lichtenstein, P., & Eley, T. C. (2017). Associations between the parent-child relationship and adolescent self-worth: A genetically informed study of twin parents and their adolescent children. *Journal of Child Psychology and Psychiatry*, 58(1), 46–54. <https://doi.org/10.1111/jcpp.12600>
- Morgan, C. T. (1991). *Psikolojiye giriş*. (H. Arıcı, O. Aydın, R. Bayraktar, O. İmamoğlu, S. Karakaş, I. Savaşır, S. Topçu, P. Uçman, S. Hovardaoğlu, D. Şahin, B. Tegin, R. Eski, A. Gülerce, R. Coştur, İ. Dinç, & G. Uraz, Trans.). Meteksan.
- Önder, A., Gülay Ogelman, H., & Göktaş, İ. (2022). Examining the predictive effect of teacher-child relationship on young children's self-perception. *Early Child Development and Care*, 192(3), 362-369. <https://doi.org/10.1080/03004430.2020.1759574>
- Pali, E. C., Marshall, R. L., & DiLalla, L. F. (2022). The effects of parenting styles and parental positivity on preschoolers' self-perception. *Social Development*, 31(2), 356-371. <https://doi.org/10.1111/sode.12554>



- Raschle, H. J. & Raschle, V. J. (1979). Family conflict and children's self-concept: A comparison of intact and single parent families. *Journal of Marriage and The Family*, 41(2), 367-374.
- Roehling, P. V. & Robin, A. (1986). Development and validation of the family beliefs inventory: A measure of unrealistic beliefs among parents and adolescents. *Journal of Consulting and Clinical Psychology*, 54(5), 693-697. <https://doi.org/10.1037/0022-006X.54.5.693>
- Shenaar-Golan, V. & Goldberg, A. (2018). Subjective well being, paren-adolescent relationship and perceived parenting style among Israeli adolescents involved in a gap-year volunteering service. *Journal of Youth Studies*, 22(8), 1068-1082. <https://doi.org/10.1080/13676261.2018.1563289>
- Silk, J. S., Morris, A. S., Kanaya, T. & Steinberg, L. (2003). Psychological control and autonomy granting: opposite ends of a continuum or distinct constructs? *Journal of Research on Adolescence*, 13(1), 113-128. <https://doi.org/10.1111/1532-7795.1301004>
- Skowron, E.A. (2005). Parent differentiation of self and child competence in low-income urban families. *Journal of Counseling Psychology*, 52(3), 337-346. <https://doi.org/10.1037/0022-0167.52.3.337>
- Sümer, N. & Güngör, D. (1999). Çocuk yetiştirme stillerinin bağlanma stilleri, benlik değerlendirmeleri ve yakın ilişkiler üzerindeki etkisi. *Türk Psikoloji Dergisi*, 14(44), 35-58.
- Sümer, N. & Şendağ, M. A. (2009). Orta çocukluk döneminde ebeveynlere bağlanma, benlik algısı ve kaygı. *Türk Psikoloji Dergisi*, 26(63), 86-101.
- Sznitman, G. A., Zimmerman, G., & Van Petegem, S. (2019). Further insight into adolescent personal identity statuses: Differences based on self-esteem, family climate, and family communication. *Journal of Adolescence*, 71, 99-109. <https://doi.org/10.1016/j.adolescence.2019.01.003>
- Şekercioğlu, G. (2009). Çocuklar için benlik algısı profilinin uyarlanması ve faktör yapısının farklı değişkenlere göre eşitliğinin test edilmesi. [Doctoral Dissertation, Ankara University]., Council of Higher Education Thesis Center, Turkey.
- Şenol, F. B. & Karaca, N. H. (2020). Okul öncesi dönem çocuklarının benlik kavramı ve ebeveyn tutumları arasındaki ilişkinin incelenmesi. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, 54, 1-19. <https://doi.org/10.21764/maeuefd.606614>
- Tuzgöl-Dost, M., Aytaç, M., & Kıbrıslıoğlu-Uysal, N. (2019). Ebeveynlik biçiminin kişilik özellikleri, benlik saygısı ve yaşam doyumunu yordama gücü. *Elektronik Sosyal Bilimler Dergisi*, 18(71), 1146-1165. <https://doi.org/10.17755/esosder.472964>
- Uyanık-Koç, B. (2020). 48-72 aylık çocukların benlik algılarının mizaç, anne-baba ile ilişki özellikleri ve bazı değişkenler açısından incelenmesi. [Master's Thesis, Ankara University]., Council of Higher Education Thesis Center, Turkey.
- Üredi, I. & Erden, M. (2009). Öz-düzenleme stratejileri ve motivasyonel inançların yordayıcısı olarak algılanan anne-baba tutumları. *Türk Eğitim Bilimleri Dergisi*, 7(4), 781-811.
- Verschuere, K., Doumen, S. & Buyse, E. (2012). Relationships with mother, teacher and peers: Unique and joint effects on young children's self-concept. *Attachment and Human Development*, 14(3), 233-248. <https://doi.org/10.1080/14616734.2012.672263>
- Yavuzer, H. (1993). *Çocuk psikolojisi*. Remzi Kitapevi.
- Yavuzer H. (2017). *Çocuk yetiştirmede farklı ebeveyn tutumları*. H. Yavuzer (Ed.), Ana-baba okulu (21. basım) (pp.115-128). Remzi Kitabevi.
- Yazıcı Z. & Taştepe T. (2013). Ebeveynlerin aile ortamı algısı ile çocukların benlik algısı arasındaki ilişki. *International Journal of Human Sciences*, 10(2), 98-112.
- Yörükoğlu, A. (1978). *Çocuk ruh sağlığı*. İş Bankası Kültür Yayınları.
- Yüksel, A. (2009). İlköğretim 5. sınıf öğrencilerinin empatik becerileriyle aile işlevleri ve benlik kavramları arasındaki ilişkinin incelenmesi. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, 1(25), 153-165.