

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/299049070>

The Separation-Individuation and Perceived Parenting Styles in Adolescents

Article in Eurasian Journal of Educational Research (EJER) · September 2010

CITATIONS

4

READS

185

2 authors, including:



Sevda Aslan

27 PUBLICATIONS 274 CITATIONS

SEE PROFILE

Some of the authors of this publication are also working on these related projects:



The relation between attachment and personal adjustment mediated by separation-individuation [View project](#)

The Separation-Individuation and Perceived Parenting Styles in Adolescents

Mehmet Güven **

Sevda Aslan ***

Suggested Citation:

Güven, M. & Aslan, S. (2010). The separation-individuation and perceived parenting styles in adolescents. *Eğitim Araştırmaları - Eurasian Journal of Educational Research*, 41, 17-31.

Abstract

Problem Statement: An infantile that needs his/her caregiver's or mother's care starts moving independently by controlling his/her body movements during development stages. Therefore, an infantile becomes aware of the fact that he/she is a different individual from his/her mother. In other words, he/she begins to individualize. However, this process is a complex one which consists of father and the interaction between mother and infant. Adolescence is the second period in which a quick development takes place in an individual's life. Adolescence is a period of identity formation. In this study, the relationship between separation-individuation and perceived parenting dimensions in adolescents was analyzed since the characteristics of relationship between parents and adolescents during the separation-individuation process are significant.

Purpose of the Study: The purpose of the study is to explain the relationship between adolescents' separation-individuation and their perceived acceptance/involvement and strict control parental dimensions.

Method: The study group consisted of a total of 251 high school students (126 female, 99 male) studying at 9th, 10th, and 11th grade levels. However, the data gathered from 26 students were disregarded due to incomplete and/or mistaken data. The analyses were carried out on a 225-person data set. The points which were obtained from the three scales were analyzed

*The article is based on a paper presented to the 11th National Child Culture Congress, May, 2008, Ankara, Turkey.

** Assoc. Prof. Dr., Gazi University Faculty of Vocational Education, mehmetguven@gazi.edu.tr

*** Assist. Prof. Dr., Kırıkkale University Faculty of Education, sevda.aslan@gmail.com

through SPSS 11.5 and the total points of scales were found in data analyses.

Findings and Results: There was no difference between engulfment anxiety, rejection expectancy, and dependency denial subscales of SITA (the Separation-Individuation Test of Adolescence) according to gender. There was no difference between Parenting Styles Scale's acceptance/involvement and strict control dimensions according to gender. It was observed that there was a significant relationship between separation anxiety, rejection expectancy, and mother and father's strict control dimension. There was a positive relationship between practicing-mirroring and mother's strict control dimension. There was a positive relationship between rejection expectancy and mother's acceptance/involvement dimension. There was a negative relationship between rejection expectancy and father's acceptance/involvement dimension. There was a positive relationship between acceptance/involvement of mother-father and nurturance seeking. There was a positive relationship between nurturance seeking and father's strict control.

Conclusions and Recommendations: At the end of the study, it was observed that separation anxiety, healthy separation, nurturance seeking, and peer enmeshment subscales scores were significantly different in terms of gender. The study showed that the scores gained from Parenting Styles Scale's acceptance/involvement and strict control dimensions were not significantly different in terms of gender. Some separation-individuation problems of students can be prevented through doing studies to materialize their parenting styles and separation-individuation in the frame of the counseling.

Keywords: Separation-individuation, parenting style, adolescence, high school student.

Sullivan stated that late adolescence period, the end of the adolescence, is the period when a person starts taking responsibilities, which is considered to be a requirement to be a social individual (Geçtan, 1993; Altıntaş & Gültekin, 2003). The individual tends to have disengagement from both home where s/he takes shelter and his/her parents whom s/he is enveloped with. On the other hand, the individual has to cut off the attachment with the first objects and infantile ties during the adolescence period. The continuity of the true parental relationship remains after infantile characteristics of the relationship recede. Structural change period and achievement, instinct and ego deterioration are conceptualized as individuation of an adolescent. The reflection of these structural changes during the individuation of the adolescent is the discontinuation of the internalized infantile objects (Blos, 1989).

According to Blos, psychological separation of adolescents from their parents increasingly develops during separation-individuation period. This movement,

mostly towards independency, is supported by developing physical, mental, and interpersonal senses of adolescents (Quintana & Lapsley, 1990). Ryan and Lynch (1989) found that there was a negative correlation between emotional autonomy of adolescents and parental attachment; however, there was a positive correlation between emotional autonomy and peer attachment. There was a negative relationship between emotional autonomy and family cohesion, parental acceptance, independency support, self-perceived lovability. Furthermore, there was a negative relationship between parental rearing and emotional autonomy; however, there was a positive relationship between parental rearing and lovability perceived from parents. Children who are reared with utmost parental care feel more efficient than children who are reared with insufficient parental care and are more motivated to become autonomous (Grolnick, Ryan, & Deci, 1991). It was found that, in late adolescents, participating in relationships supports separation need; nevertheless, parental attitudes do not have an effect on separation-individuation (Hoffman, 1984).

According to Baumrind (1980), mothers and fathers can form their attitudes as they wish by determining targets with the help of their unique and organized self system. Children, on the other hand, are more vulnerable to outer effects since they are immature and inexperienced. Mothers and fathers play a decisive role, consciously or unconsciously, in the development of their children who are inexperienced about forming their environment while mothers and fathers serve the function of introducing standards of the social world to their children ever since the infantile period, they are also expected to introduce their children to the world as they perceive it and determine the targets they set for their children. A child is capable of learning some skills that are the necessities of a culture by insight, education, and imitation and while a child does these, mothers and fathers play a key role as primary models.

Mothers and fathers could communicate differently, according to their gender, with their children during the adolescence period, and they show different parenting styles, and interaction patterns (Shek, 1995). A parent's attitude about how their children behave and what kind of an individual they should become is different from another parent (Yılmaz, 1999). Some research reveals that approaches of mothers and fathers are different (Darling & Steinberg, 1993; Noller & Callan, 1990; Paulsan & Spota, 1996) while some other research reveals that there are similarities in the approaches of mothers and fathers (Smetana, 1995; Stice & Barrera, 1995).

When the relevant literature regarding separation-individuation is consulted, we come across studies concerning the relationship between separation distress and attachment anxiety and malnutrition in women (Armstrong & Roth, 1989) as well as family relationship variables (Schulthesis & Blustein, 1994), separation anxiety of mother and father (Bartle-Haring, Brucker, & Hock, 2002), family structure (Lopez, Campbell, & Watkins, 1988; McCurdy & Scherman, 1996), function of the family (Holmbeck & Wandrei, 1993), and family coherence (Rice, Cole, & Lapsley, 1990).

When the relevant literature regarding parenting styles is consulted, we come across studies on the relationship between parenting styles and success at school,

self-respect, social skill, socializing (Salazar, Schludermann, Schludermann, & Huynh, 2001; Steinberg, Elmen, & Mounts, 1989; Steinberg, Lamborn, Dornbusch, & Darling, 1992) and studies revealing that parenting styles do not change much in time (McNally, Eisenberg, & Harris, 1991; Steinberg, Lamborn, Darling, Mounts, & Dornbusch, 1994), studies regarding parenting styles which are either sustained or not sustained throughout generations (Campbell & Gilmore, 2007); and studies regarding the parenting styles of both black and white parents.

In Turkey, on the other hand, there are studies concerning the relationship between separation-individuation in adolescents and family relations (Yaman, 2005), attachment and parenting styles (Sümer & Güngör, 1999), and young adults and fathers in which mother is the focus (Karadayı, 1994).

As it is mentioned above, during separation-individuation process, an adolescent's ongoing relationship between his/her parents gains importance on his/her way to independence and autonomy. Therefore, this study aims to analyze the relationship between adolescents' separation-individuation and their perceived acceptance/involvement and strict control parental dimensions.

Method

Participants

The study group consisted of a total of 251 students, 144 female and 107 male, who were studying at 9th, 10th and 11th grade levels in Keçiören Aktepe Lisesi and Çankaya Dikmen Lisesi in Ankara during the spring semester of 2007-2008 academic year. However, the data gathered from 26 students was disregarded due to incomplete and/or mistaken data. The analyses were carried out on a 225-person data set. Of the students participating in the study, 126 students (56%) were female and 99 (44%) male.

Research Instruments

High school form of the Separation-Individuation Test of Adolescence (SITA): SITA, which was developed by Levine, Green and Millon (1986) and Levine and Saintonge (1993), was adapted to Turkish by Kösem-Şen (2002, cited in: Yaman, 2005). The SITA consists of a total of 103 items and nine subscales. These subscales are:

1. Separation Anxiety: Significant others experienced as abandoning.
2. Engulfment Anxiety: Intimacy experienced as envelopment.
3. Nurturance Seeking: Strong caretaker attachment.
4. Peer Enmeshment: Strivings for intense peer intimacy.
5. Teacher Enmeshment: Strivings for intense, intimate attachments to teachers.
6. Practising-Mirroring: Narcissistic strivings.
7. Need Denial: Attachment needs denied.

8. Rejection Expectancy: Significant others experienced as callous and hostile.
9. Healthy Separation: Flexible balance of dependence and independence strivings.

The total internal consistency (Cronbach alpha) measured was .87. Internal consistency (Cronbach alpha) measured for each subscale are .64 for separation anxiety, .74 for engulfment anxiety, .69 for peer enmeshment, .67 for teacher enmeshment, .86 for practicing-mirroring, .59 for need denial, .80 for rejection expectancy, .41 for healthy separation and .57 for nurturance seeking. Test re-test reliability coefficient of the scale was measured between .70 and .82 except for the healthy separation measured .58. The result of the factor analyses applied in the structure validity study, the rate of variance was found to be 32.7 %, which is in parallel to the theoretical structure of the scale (Kösem-Şen, 2002, cited in: Yaman, 2005). The SITA subscales Cronbach alphas were .67 for Engulfment Anxiety; .85 for Practicing Mirroring; .63 for Dependency Denial; .61 for Separation Anxiety; .62 for Teacher Enmeshment; .90 for Peer Enmeshment; .58 for Nurturance Seeking; .87 for Healthy Separation; and .81 for Rejection Expectancy which were also found later on by Tamar et al. (2006).

Parenting Style Scale (PSS)

PSS was developed by Sumer and Güngör (1999) by taking the studies of Maccoby and Martin (1983) who suggested acceptance/involvement and strict control dimensions and Lamborn, Mounts, Steinberg and Dornbusch (1991) as an example. Parenting Style Scale consists of 22 items including acceptance/involvement, strict control. In the PSS, which was applied to adolescents, internal consistencies (Cronbach alfa) were .91 for acceptance/involvement and .81 for strict control perceived from mother, and .90 for acceptance/involvement and .79 for strict control perceived from father (Güngör, 2000). Although four parenting styles (authoritarian, authoritative, permissive/indulgent, and permissive/neglecting) gained from on dimensions and categorical grounds were obtained-since styles and types are specific "areas" on the two dimensions-acceptance/involvement and strict control in parenting styles were measured in order to prevent loss of knowledge.

Procedure

Materials were administered during class periods for three of the high schools. Participants first completed the Separation-Individuation Test of Adolescence (SITA). Next, they completed Parent's Style Scale's both mother's and father's form. The t test and correlation techniques were made use of in the evaluation of data.

Findings and Results

Below, first of all are given findings of adolescents' separation-individuation and parent's styles. Then, those findings of relationships between separation-individuation and parent's style are given.

The Separation-Individuation Test of Adolescence Subscales and Parent's Style Scale Results

Separation Anxiety, Engulfment Anxiety, Nurturance Seeking, Teacher Enmeshment, Peer Enmeshment, Practicing-Mirroring, Need Denial, Rejection Expectancy, and Healthy Separation subscales of The Separation-Individuation Test of Adolescence students' gender distributions and t test results are given in Table 1.

Table 1

The Separation-Individuation Test of Adolescents Subscale's Means, Standard Deviations and t Values of Students according to Their Gender

The Separation-Individuation Test of Adolescence	Females n: 126		Males n:99		t	p
	x	s	x	s		
Separation anxiety	43.64	8.57	38.32	8.12	4.72	.000***
Engulfment anxiety	19.89	6.55	19.52	5.86	.442	.659
Nurturance seeking	27.95	5.27	25.86	5.14	2.97	.003**
Peer enmeshment	32.03	4.68	29.56	5.65	3.58	.000***
Teacher enmeshment	22.04	5.49	20.35	4.69	2.44	.015*
Practicing-mirroring	46.82	10.44	46.75	11.06	.047	.962
Dependency denial	25.65	5.95	26.77	6.23	1.37	.172
Engulfment anxiety	31.20	8.42	29.41	7.37	1.67	.096
Healthy separation	27.98	4.12	25.93	4.97	3.37	.001**

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

It was observed that, The Separation-Individuation Test of Adolescence's subscales of separation anxiety, healthy separation, nurturance seeking, and peer enmeshment subscales scores were significantly different in terms of gender while engulfment anxiety, practicing mirroring, rejection expectancy, teacher enmeshment and dependency denial subscales scores were not.

The t test results of whether there is a difference regarding gender between acceptance/involvement and strict control dimensions perceived from students' parents are given in Table 2.

Table 2

Parenting Style Scale's Subscale's Means, Standard Deviations and t Values of Students according to Their Gender

Parenting Dimensions	Females n: 126		Males n: 99		t	p
	x	s	x	s		
Mother's acceptance/involvement dimension	30.82	3.28	30.45	4.25	.73	.461
Mother's strict control dimension	29.41	5.93	30.48	6.36	1.30	.194
Father's acceptance/involvement dimension	29.52	3.45	29.40	4.17	.23	.814
Father's strict control dimension	28.71	6.17	30.29	5.73	1.96	.051

It was observed that Parenting Styles Scale's acceptance/involvement and strict control dimensions were not significantly different in terms of gender.

Correlation between the Separation-Individuation Test of Adolescence Subscales and Parent's Style Scale

The results of Pearson Correlation Coefficient between the subscales of the Separation-Individuation Test of Adolescence and Parenting Styles Scale are as follows. It was observed that there is a positive correlation between the separation anxiety subscale of SITA and mother's strict control dimension ($r = .24, p < .01$); and father's strict control dimension ($r = .23, p < .01$). It was observed that there is a positive correlation between the peer enmeshment subscale of SITA and mother's acceptance/involvement dimension ($r = .16, p < .05$). It was observed that there is a positive correlation between the practicing-mirroring subscale of SITA and mother's strict control dimension ($r = .13, p < .05$). It was observed that there is a positive correlation between the nurturance seeking subscale of SITA and mother's acceptance/involvement dimension ($r = .41, p < .01$); and father's acceptance/involvement dimension ($r = .33, p < .01$) and strict control dimension ($r = .13, p < .05$). While there is a negative correlation between the engulfment anxiety subscale of SITA and mother's acceptance/involvement dimension ($r = -.16, p < .05$), there is a positive correlation between the engulfment anxiety subscale of SITA and mother's strict control dimension ($r = .20, p < .01$). While there is a negative correlation between the same subscale of SITA and father's acceptance/involvement dimension ($r = -.13, p < .05$), there is a positive correlation between the same subscale of SITA and mother's strict control dimension ($r = .28, p < .01$). It was observed that there is a positive correlation between the teacher enmeshment subscale of SITA and mother's acceptance/involvement dimension ($r = .19, p < .01$) and mother's strict control dimension ($r = .16, p < .01$). It was observed that there is a positive correlation between the same subscale and father's acceptance/involvement dimension ($r = .20, p < .01$) and strict control dimension ($r = .20, p < .01$). It was observed that there is a positive correlation between the rejection expectancy subscale of SITA and mother's acceptance/involvement dimension ($r = .25, p < .01$) and strict control dimension ($r = .24, p < .01$). While there is a negative correlation, the same subscale of SITA and

father's acceptance/involvement dimension ($r = -.18, p < .01$), there is a positive correlation between the same subscale of SITA and father's strict control dimension ($r = .15, p < .05$). It was observed that there is a positive correlation between the healthy separation subscale of SITA and mother's acceptance/involvement dimension ($r = .13, p < .05$).

On the other hand, there was no significant correlation between the separation anxiety subscale of SITA and mother's acceptance/involvement dimension; and father's acceptance/involvement dimension. There was no significant correlation between the peer enmeshment, healthy separation subscales of SITA and mother's strict control dimension; and father's acceptance/involvement dimension and strict control dimension. Also there was no significant correlation between the dependency denial subscale of SITA and mother's acceptance/involvement dimension and strict control dimension; and father's acceptance/involvement dimension and strict control dimension. There was no significant correlation between the practicing-mirroring subscale of SITA and mother's acceptance/involvement dimension; and father's acceptance/involvement dimension and strict control dimension.

Discussion and Recommendations

Below, results are discussed according to literature. Then, implications of the results and recommendations for future research are presented.

Since there was no difference between engulfment anxiety, rejection expectancy, and dependency denial subscales of SITA according to gender, the results are consistent with those of the study by Tamar et al., (2006). These concepts should be reconsidered in terms of gender roles of females and males in Turkish culture because there were no significant results in practicing-mirroring and teacher enmeshment subscales in this study. In some studies there are differences in the relationship of adolescent and mother-father according to gender (Noller & Callan, 1990; Ongen, 2004; Youniss & Ketterlinus, 1987). These results are inconsistent with the results of this study, because there is no difference between acceptance/involvement and strict control dimensions which adolescents perceive from mother and father in terms of gender.

In this study, it was observed that there was a significant relationship between separation anxiety and mother and father's strict control dimension. There was a negative relationship between separation-individuation and secure attachment in adolescents in Aslan's (2008) study. Because of this, it can be said that there is a negative correlation between secure attachment to mother-father and separation anxiety, rejection expectancy, and engulfment anxiety. Consistent with Aslan's (2008) study, Sümer and Güngör (1999), in their study, showed that there is a significant relationship between high level acceptance/involvement and secure attachment. And also it was observed in Sümer and Güngör's (1999) study on young adolescents that there is a positive correlation between strict control dimension and insecure attachment styles (authoritarian, permissive/indulgent, and permissive/neglecting); similarly there is a positive relationship between separation anxiety and strict control

dimension. The fact that there is a positive relationship between separation anxiety and strict control dimension of mother-father in this study also supports the findings of Aslan's (2008) and Sümer and Güngör's (1999) study.

Karadayı (1994) found a relationship between perception of mother as an indulging person, in other words, the high level of acceptance/involvement dimension, and the high level of peer dependency. It is consistent that there is a positive relationship between peer dependency and mother's acceptance/involvement dimension found in Karadayı's (1994) research findings and the findings of this study. In addition to this, practicing-mirroring is defined by Mahler, Pine and Bergman (1975) as mirroring of mother care patterns towards her child. According to Quintana and Kerr (1993), practicing-mirroring needs refer to adolescents' needs to have their sense of self appreciated, respected, validated, or admired. Levine and Saintonge (1993), on the other hand, defined practicing-mirroring as adolescents' narcissistic striving and stated that practicing-mirroring, engulfment anxiety, dependency denial, rejection expectancy are the scales that reflect the negative expectancy in interpersonal attachment as dismissing attachment. Therefore, it can be stated that there is a positive relationship between practicing-mirroring and mother's strict control dimension as an expected result in this study. Moreover, it can be stated that there is a positive relationship between rejection expectancy and mother's and father's strict control dimension as an expected result. However, the fact that, there is positive relationship between rejection expectancy and mother's acceptance/involvement dimension and there is a negative relationship between rejection expectancy and father's acceptance/involvement dimension should be reconsidered in terms of separate roles of mothers and fathers in Turkish culture.

In this study, it was found that there is a positive relationship between acceptance/involvement of mother-father and nurturance seeking which is consistent with Sümer and Güngör's (1999) research findings. What is more, the fact that there is a positive relationship between nurturance seeking and father's strict control can be in relation with the traditional role of father in Turkish culture as Ongen (2004) stated in his study. It can be stated as an expected result that there is a positive relationship between adolescent's dependency and independency striving, in other words, healthy separation defined by Levine and Saintonge (1993) and mother's-father's acceptance/involvement. It can be stated as an expected result that there isn't a positive relationship between father's acceptance/involvement and strict control dimensions and adolescent's dependency and independency strivings, defined as healthy separation, are heavily experienced with mother (Blos, 1989; Mahler et al., 1975).

Aslan's (2008) research finding that there is a negative relationship between engulfment anxiety and secure attachment to mother-father and Sümer and Güngör's (1999) study findings that there is a positive relationship between acceptance/involvement dimension and insecure attachment support the findings regarding engulfment anxiety in this study. It was found that there is a positive

relationship between teacher enmeshment and acceptance/involvement dimension and strict control of mother and father.

On the other hand, Gilligan (1982) emphasized the role of separation-individuation and the end of the attachment period while an individual gains his personality during the adolescence period. Since our study group consists of people experiencing the first years of their adolescence and also since their attachment period is ongoing, a significant correlation was not found between dependency denial mother and father's both acceptance/involvement dimension and strict control dimension.

Given the above results, the following recommendations could be made:

1. While a counselling program is being developed for adolescents who are in the way of individuation and suffering from separation anxiety, programs can be developed by taking adolescents' perceived maternal-paternal dimension into consideration.

2. In order to contribute to students' separation-individuation process, a guidance program can be conducted for parents aiming to promote democratic and accepting mother-father attitude.

3. Counselling and guidance programs can be developed by considering adolescents' parental dimension perceived from their mothers, who are experiencing problems in the relationships with their peers.

4. Some more research can be carried out into separation-individuation levels of adolescents and perceived parental styles by considering and analyzing different variables (the education level of parents, socio-economic level, divorced-undivorced parents, self concept, assertiveness, and problem solving skills, etc).

References

- Armstrong, J. & Roth, D. M. (1989). Attachment and separation difficulties in eating disorders: A preliminary investigation. *International Journal of Eating Disorders*, 8, 141-155.
- Aslan, S. (2008). *Bağlanma ve uyum arasındaki ilişkide ayrışma bireyleşmenin aracılığı* [The relation between attachment and adjustment mediated by separation-individuation]. Unpublished doctoral dissertation, Gazi Üniversitesi, Eğitim Bilimleri Enstitüsü, Ankara.
- Bartle-Haring, S., Brucker, P., & Hock, E. (2002). The impact of parental separation anxiety on identity development in late adolescence and early adulthood. *Journal of Adolescent Research*, 17(5), 439-450.
- Baumrind, D. (1972). An exploratory study of socialization effects on black children: Some black-white comparisons. *Child Development*, 43 (1), 261-267.
- Baumrind, D. (1980). New directions in socialization research. *American Psychologist*, 35(7), 639-652.

- Blos, P. (1989). *The adolescent passage*. Madison, Connecticut: International Universities Press Inc.
- Campbell, J., & Gilmore, L. (2007). Intergenerational continuities and discontinuities in parenting styles. *Australian Journal of Psychology*, 59 (3), 140-150.
- Darling, N., & Steinberg, L. (1993). Parenting style as context: Integrative model. *Psychological Bulletin*, 113, 487-496.
- Gilligan, C. (1982). *In a different voice: Psychological theory and women's development*. Cambridge: Harvard University Press.
- Grolnick, W. S., Ryan, R. M., & Deci, E. L. (1991). Inner resources for school achievement: Motivational mediators of children's perceptions of their parents. *Journal of Educational Psychology*, 83, 508-517.
- Güngör, D. (2000). *Bağlanma stillerinin ve zihinsel modellerin kuşaklararası aktarımında anababalık stillerinin önemi* [The importance of parenting styles in intergenerational transferring of attachment styles and mental models]. Unpublished doctoral dissertation, Ankara Üniversitesi, Sosyal Bilimler Enstitüsü, Ankara.
- Holmbeck, G. N., & Wandrei, M. L. (1993). Individual and relational predictors of adjustment in first-year college students. *Journal of Counseling Psychology*, 40(1), 73-78.
- Karadayı, F. (1994). Üniversite gençlerinin algılanan anababa tutumları, anababayla ilişkileri ve bunların bazı kişilik özellikleri ile bağıntısı [Perceived mother-father approach of university students, their relationship between parents and the correlation of personality traits of these students]. *Türk Psikoloji Dergisi*, 9 (32), 15-25.
- Kroger, J. (1985). Separation-individuation and ego identity status in New Zealand university students. *Journal of Youth and Adolescence*, 14(2), 133-147.
- Lamborn, S., Mounts, N., Steinberg, L., & Dornbusch, S. (1991). Patterns of competence and adjustment among adolescents from authoritative, authoritarian, indulgent, and neglectful families. *Child Development*, 62, 1049-1065.
- Levine, J. B., Green, C. J., & Millon, T. (1986). The Separation-Individuation Test Of Adolescence. *Journal of Personality Assessment*, 50(1), 123-137.
- Levine, J. B., & Saintonge, S. (1993). Psychometric properties of the Separation-Individuation Test of Adolescence within a clinical population. *Journal of Clinical Psychology*, 49(4), 492-507.
- Lopez, F. G., Campbell, V. L., & Watkins, C. E. (1988). Family structure, psychological separation, and college adjustment: A canonical analysis and cross-validation. *Journal of Counseling Psychology*, 35(4), 402-409.
- Maccoby, E., & Martin, J. (1983). Socialization in the context of the family: Parent-child interaction. In E. M. Hetherington (Ed.), P. H. Mussen (Series Ed.), *Handbook of child psychology: Vol. 4. Socialization, personality, and social development* (pp. 1-101). New York: Wiley.

- Mahler, M. S., Pine, F., & Bergman, A. (1975). *The psychological birth of the human infant*. New York: Basic Books, Inc., Publishers.
- Mccurdy, S. J., & Scherman, A. (1996). Effects of family structure on the adolescent separation-individuation process. *Adolescence*, 31, 307-319.
- McGillicuddy-De Lisi, A. V., & De Lisi, R. (2007). Perceptions of family relations when mothers and fathers are depicted with different parenting styles. *The Journal of Genetic Psychology*, 168 (4), 425-442.
- McNally, S., Eisenberg, N., & Harris, J. D. (1991). Consistency and change in maternal child-rearing practices and values: A longitudinal study. *Child Development*, 62 (1), 190-198.
- Noller, P., & Callan, V. J. (1990). Adolescents' perceptions of the nature of their communication with parents. *Journal of Youth and Adolescence*, 19(4), 349-362.
- Ongen, D. (2004). Özerklik kazanma sürecinde ergen-anne ile ergen-baba ilişkileri arasındaki farklılıklar [The differences of the relationship between the adolescent and mother and the adolescent and father during the period of adolescent's personality gaining]. *Eğitim ve Bilim*, 29, (131), 3-7.
- Quintana, S. M., & Lapsley, D. K. (1990). Rapprochement in late adolescent separation-individuation: A structural equations approach. *Journal of Adolescence*, 13, 371-385.
- Quintana, S. M., & Kerr, J. (1993). Relational needs in late adolescent separation-individuation. *Journal of Counseling and Development*, 71(3), 349-354.
- Paulson, S. E., & Sputa, C. L. (1996). Patterns of parenting during adolescence: Perceptions of adolescents and parents. *Adolescence*, 31(122), 369-381.
- Rice, K. G., Cole, D. A., & Lapsley, D. K. (1990). Separation-individuation, family cohesion, and adjustment to college: Measurement validation and test of a theoretical model. *Journal of Counseling Psychology*, 37(2), 195-202.
- Salazar, L. P., Schludermann, S. M., Schulderrmann, E. H., & Huynh, C-L. (2001). Canadian Filipino adolescents report on parental socialization for school involvement. *Canadian Ethnic Studies*, 33 (2), 52-77.
- Schultheiss, D. P., & Blustein, D. L. (1994). Contributions of family relationship factors to the identity formation process. *Journal of Counseling and Development*, 73, 159-166.
- Shek, T. L. (1995). Differences between fathers and mothers in the treatment of, and relationship with, their teenage children: Perceptions of Chinese adolescents. *Adolescence*, 35(137), 135-146.
- Smetana, J. G. (1995). Parenting styles and conceptions of parental authority during adolescence. *Child Development*, 66, 299-316.
- Stice, E., & Barrera, M. Jr. (1995). A longitudinal examination of the reciprocal relations between perceived parenting and adolescents' substance use and externalizing behaviors. *Developmental Psychology*, 31, 322-334.
- Steinberg, L., Elmen, J. D., & Mounts, N. S. (1989). Parenting, psychosocial maturity, and academic success among adolescents. *Child Development*, 60 (6), 1424-1436.

- Steinberg, L., Lamborn, S. D., Dornbusch, S. M., & Darling, N. (1992). Impact of parenting practices on adolescent achievement: Authoritative parenting, school involvement, and encouragement to succeed. *Child Development*, 63(5), 1266-1281.
- Steinberg, L., Lamborn, S. D., Darling, N., Mounts, N. S., & Dornbusch, S. M. (1994). Over-time changes in adjustment and competence among adolescents from authoritative, authoritarian, indulgent, and neglectful families. *Child Development*, 65 (3), 754-770.
- Sümer, N., & Güngör, D. (1999). Yetişkin bağlanma stilleri ölçeklerinin Türk örnekleme üzerinde psikometrik değerlendirilmesi ve kültürler arası bir karşılaştırma [The psychometric evaluation of adult parenting styles scales on Turkish sampling and an intercultural comparison]. *Türk Psikoloji Dergisi*, 14(43), 71-106.
- Tamar, M., Bildik, T., Şen Kösem, F., Kesikçi, H., Tatar, A., Yaman, B., Eremis, S., & Özbaran, B. (2006). The characteristic of separation-individuation in Turkish high school students. *Adolescence*, 41(161), 177-184.
- Yaman, B. (2005). *Ergenlerde ayrışma-bireyselleşme ve psikolojik uyum üzerinde ana-baba evlilik ilişkisinin ve aile ilişkilerinin etkisi* [The effects of marriage relationship of mother and father and family relations on separation-individuation and psychological adaptation of adolescents]. Unpublished master thesis, Ege Üniversitesi, Sosyal Bilimler Enstitüsü, İzmir.
- Yılmaz, A. (1999). Çocuk yetiştirme tutumları: Kuramsal yaklaşımlar ve görgül çalışmalar [Child raising approaches: Theoretical approaches and empirical studies]. *Türk Psikoloji Yazıları*, 3(1), 99-118.
- Youniss, J., & Ketterlinus, R. D. (1993). Communication and connectedness in mother-and father-adolescent relationships. *Journal of Youth and Adolescence*, 16(3), 265-280.

Yüksek Öğretim Öğrencilerinin Değerlendirme Tercihleri

(Özet)

Problem Durumu: Annesinin/bakıcısının bakımına ihtiyaç duyan bebek, gelişim evreleri içinde kendi davranışlarını kontrol ederek ve çevresindekilerden farklı bir birey olduğunu da fark ederek bağımsız hareket etmeye başlar. Bir başka deyişle bireyselmeye başlar. Bu süreçte anne babalar, kendi çevresini yapılandırmak konusunda deneyimsiz olan çocuklarının gelişiminde, bilerek ya da bilmeyerek belirleyici bir role sahiptir. Anne babaların, sosyal dünyanın standartlarını bebeklikten itibaren çocuklarına tanıtmak işlevini yerine getirirken, kendi benlik yapıları ve bakış açılarından algıladıkları şekliyle dünyayı çocuklarına tanıtmaları ve onlar için koydukları hedefleri bu temelde şekillendirmeleri beklenir. Anne-babanın birincil model olarak rol oynadığı sosyalleşme

sürecinde çocuk içgörü, eğitim, gözlem ve taklit yoluyla kültürünün gerektirdiği becerileri kazanmaktadır. Bu süreç, temelinde özellikle anne ve çocuk arasındaki etkileşimleri içeren ve aynı zamanda babanın da yer aldığı karmaşık bir süreçtir. Bireyin devam eden gelişiminde ikinci hızlı bir değişimin olduğu dönem ergenliktir. Ergenlik dönemi, kimliğin oluştuğu ve kişisel bağımsızlığın kazanıldığı bir dönemdir. Ayrışma-bireyleşme sürecinde, ergenin ebeveynlerinden bağımsızlaşması ve özerklik kazanmasında anne-babayla sürdürdüğü etkileşimin özellikleri önem taşımaktadır. Bu nedenle bu çalışmada, ergenlerde ayrışma-bireyleşme ile algılanan anababalık boyutları arasındaki ilişki incelenmiştir.

Araştırmanın Amacı: Bu araştırmanın amacı, ergenlerin ayrışma-bireyleşmeleri ile ebeveynlerinden algıladıkları kabul/ilgi ve sıkı denetim/kontrol anababalık boyutları arasındaki ilişkiyi incelemektir.

Araştırmanın Yöntemi : Araştırmanın çalışma grubunu 9., 10. ve 11. sınıflara devam eden 251 lise öğrencisi (144 kız, 107 erkek) oluşturmaktadır. Ancak araştırmaya katılan öğrencilerin 26'sından elde edilen veriler eksik veya hatalı işaretlemeler nedeniyle analiz dışı tutulmuştur. Analizler, 126'sı (%56) kız, 99'u (%44) erkek olmak üzere toplam 225 kişilik veri seti üzerinden yapılmıştır.

Araştırmada veri toplama aracı olarak "Ayrışma-Bireyleşme Ergen Testi Lise Formu", "Anababalık Stilleri Ölçeği" ve bu araştırma için hazırlanmış "Kişisel Bilgi Formu" kullanılmıştır. Ayrışma-Bireyleşme Ergen Testi Lise Formu dokuz alt ölçek ve toplam 103 maddeden oluşmaktadır. Bu alt ölçekler; ayrışma kaygısı, kısıtlanma kaygısı, bakım veren kişiye bağlanma, akrana bağlanma, öğretmene bağlanma, aynalamayı yaşama, bağlılığı inkâr, reddedilme beklentisi ve sağlıklı ayrışmadır. Ayrışma-Bireyleşme Ergen Testi Lise Formu'nun toplam iç tutarlılık (Cronbach alfa) güvenilirlik katsayısı .87 olarak bulunmuştur. Ayrışma Bireyleşme Ergen Testi Lise Formu'nun her bir alt ölçeği için bulunan iç tutarlılık güvenilirlik katsayıları; ayrışma kaygısı .64, kısıtlanma kaygısı .74, akrana bağlanma .69, öğretmene bağlanma .67, aynalamayı yaşama .86, bağlılığı inkâr .59, reddedilme beklentisi .80, sağlıklı ayrışma .41 ve bakım veren kişiye bağlanma .57'dir. Ölçeğin test tekrar test güvenilirlik katsayılarının da sağlıklı ayrışma (.58) dışında .70 ile .82 arasında değiştiği bulunmuştur. Yapı geçerliği çalışmasında uygulanan factor analizi sonucunda ölçeğin kuramsal yapısına uyan dokuz faktörün açıkladığı varyans oranı %32.7 olarak bulunmuştur. Anababalık Stilleri Ölçeği (ABSÖ), kabul/ilgi ve sıkı denetim/kontrol ebeveynlik boyutunu içeren toplam 22 maddeden oluşmaktadır. ABSÖ'de iç tutarlılıklar (Cronbach alfa) anneden algılanan kabul/ilgi ve sıkı denetim/kontrol boyutu için sırasıyla .91 ve .81; babadan algılanan kabul/ilgi ve sıkı denetim/kontrol boyutu için ise .90 ve .79 olarak bulunmuştur. Bu iki ölçekten elde edilen puanlar SPSS 11.5 kullanılarak analiz edilmiştir. Verilerin değerlendirilmesinde t testi ve Pearson Momentler Çarpımı Korelasyon Katsayısı kullanılmıştır.

Araştırmanın Bulguları: Ayrışma-Bireyleşme Ergen Testi'nin ayrılık kaygısı, sağlıklı ayrışma, bakım veren kişiye bağlanma ve akrana bağlanma alt ölçek puanlarında cinsiyete göre anlamlı farklılıklar bulunmuştur. Diğer yandan Ayrışma-Bireyleşme Ergen Testi'nin kısıtlanma kaygısı, reddedilme beklentisi, bağlılığı inkâr, aynalamayı yaşama ve öğretmene bağlanma alt ölçek puanlarında ise cinsiyete göre farklılık bulunmamıştır. Ergenlerin algıladıkları annenin ve babanın kabul /ilgi ve sıkı denetim/kontrol ebeveynlik boyutları arasında cinsiyete göre farklılık bulunmamıştır.

Ayrışma-Bireyleşme Ergen Testi alt ölçekleri ile Anababalık Stilleri Ölçeğinden alınan puanlar arasındaki korelasyonlar incelendiğinde; ayrılık kaygısının annenin ve babanın sıkı denetim/kontrol boyutu ile pozitif yönde anlamlı ilişkiler gösterdiği gözlenmiştir. Akrana bağlanma ile annenin kabul/ilgi boyutu arasında pozitif yönde anlamlı ilişki bulunmuştur. Aynalamayı yaşama ile annenin sıkı denetim/kontrol boyutuyla olumlu yönde ilişkili bulunmuştur. Annenin ve babanın kabul/ilgisi bakım veren kişiye bağlanmayla olumlu yönde ilişkili bulunmuştur. Sağlıklı ayrışma, annenin kabul/ilgi boyutuyla olumlu yönde ilişkili bulunurken, annenin sıkı denetim/kontrol boyutu ile ilişkili bulunmamıştır. Diğer yandan sağlıklı ayrışma ile babanın kabul/ilgi ve sıkı denetim/kontrol boyutları arasında anlamlı bir ilişki bulunmamıştır. Kısıtlanma kaygısı ile annenin ve babanın kabul/ilgi boyutu arasında negatif yönde anlamlı bir ilişki bulunurken, annenin ve babanın sıkı denetim/kontrol boyutu arasında pozitif yönde anlamlı bir ilişki bulunmuştur. Öğretmene bağlanma ile annenin ve babanın kabul/ilgi ve sıkı denetim/kontrol boyutu arasında olumlu ilişkili bulunmuştur. Reddedilme beklentisi ile annenin kabul/ilgi ve sıkı denetim/kontrol boyutu arasında pozitif yönde anlamlı ilişki gözlenirken, aynı alt ölçeğin babanın kabul/ilgi boyutu ile negatif yönde, sıkı denetim/kontrol boyutu ile pozitif yönde anlamlı ilişkiler gösterdiği gözlenmiştir. Bağlılığı inkâr ile annenin ve babanın kabul/ilgi ve sıkı denetim/kontrol boyutu arasında anlamlı ilişkiye rastlanmamıştır. Diğer taraftan ayrılık kaygısı ile annenin ve babanın kabul/ilgi boyutu arasında anlamlı ilişkilere rastlanmamıştır. Akrana bağlanma ile annenin sıkı denetim/kontrol ve babanın kabul/ilgi ve sıkı denetim/kontrol boyutu arasında anlamlı ilişkilere rastlanmamıştır. Aynalamayı yaşama ile annenin kabul/ilgi, babanın kabul/ilgi ve sıkı denetim/kontrol boyutu arasında anlamlı ilişkilere rastlanmamıştır.

Araştırmanın Sonuçları ve Önerileri: Araştırma sonucunda kız öğrencilerin ayrışma kaygısı, sağlıklı ayrışma, bakım veren kişiye bağlanma ve akrana bağlanma alt ölçek puanlarının erkek öğrencilere göre anlamlı olarak daha yüksek olduğu ortaya çıkmıştır. Kısıtlanma kaygısı, reddedilme beklentisi, bağlılığı inkâr, aynalamayı yaşama ve öğretmene bağlanma alt ölçek puanlarının ise cinsiyete göre farklılaşmadığı görülmüştür. Anababalık Stilleri Ölçeği'nin kabul/ilgi ve sıkı denetim/kontrol boyutlarından alınan puanların da cinsiyete göre anlamlı bir farklılık göstermediği ortaya

çıkmiştir. Diğer yandan ergenlerin ayrışma-bireyleşme düzeyleri ile ebeveynlerinden algıladıkları kabul/ilgi ve sıkı denetim/kontrol anababalık boyutları arasında bazı anlamlı ilişkiler ortaya çıkmıştır.

Okullarda yürütülen psikolojik danışma ve rehberlik hizmetleri kapsamında öğrencilerin sağlıklı bir şekilde ayrışma-bireyleşmesini sağlayıcı çalışmalar yapılarak onların bazı uyum sorunlarıyla karşılaşmaları önlenabilir. Böylelikle psikolojik danışma ve rehberlik hizmetlerinin önemli işlevlerinden olan önleyicilik işlevi de yerine getirilmiş olacaktır. Diğer yandan öğrencilerin ayrışma-bireyleşme sürecine olumlu katkı sağlamak amacıyla anne-babaların çocuklarına karşı kabul edici ve demokratik tutum geliştirmelerine yönelik eğitim ve rehberlik çalışmaları yapılabilir. Ayrıca ergenlerin ayrışma-bireyleşme düzeyleri ve algılanan anne-babalık stillerini başka değişkenlerle de (anne-babanın eğitim ve sosyo-ekonomik düzeyi, boşanmış anne-babalar, benlik kavramı, güvengenlik, sorun çözme becerileri vb.) ele alıp inceleyen araştırmalar yapılabilir.

Anahtar Sözcükler: Ayrışma-bireyleşme, anababalık stili, ergenlik, lise öğrencisi.