

Anne Babanın Kabuldenici Tutumunun Okul Öncesi Kurumlarına Devam Eden 4-6 Yaş Çocukların Akademik Benlik Saygısına Etkisinin İncelenmesi¹

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Öz

Bu araştırmada okul öncesi eğitim kurumlarına devam eden çocukların ebeveynlerinin kabullenici ve reddedici tutumlarının çocuklarının akademik benlik saygısına olan etkisi incelenmiştir. Ayrıca özel ve devlet okul öncesi eğitim kurumlarında okuyan bu çocuklar arasında akademik benlik saygısı açısından anlamlı bir farkın olup olmadığı araştırılmıştır. Bununla beraber özel okul ile devlet okulu ebeveynlerinin çocuklarına karşı kabullenici ve reddedici tutumları karşılaştırılmıştır. Yapılan araştırmada bu öğrencilerin ebeveynlerine Rohner'in Ebeveyn Kabul-Ret Ölçeği/ Kısa Formu (Parent PARQ/ Short Form) uygulanırken; öğretmenleri ise bu öğrenciler için Akademik Benlik Saygısı Ölçeği (ABSÖ)'ni doldurmuştur. Araştırma sonucunda ebeveynlerin reddedici tutumunun çocuğunun akademik benlik saygısını olumsuz yönde etkilediği bulunurken; kabullenici tutumunun ise olumlu yönde etkilediği bulunmuştur. Ayrıca özel okulda eğitim gören öğrencilerin akademik benlik saygısı değerleri, devlet okullarında eğitim gören öğrencilerin akademik benlik saygısı değerinden daha yüksek çıkmıştır. Özel okulu velilerinin PARQ değerleri ile devlet okulu velilerinin PARQ değerleri arasında sayısal farklılıklar izlenmiştir.

Anahtar Kelimeler: anne baba kabul reddi, akademik benlik saygısı, okul öncesi

Analysing Parent Acceptance Attitude Effect On 4-6 Years-Old Children's Academic Self-Esteem Who Are Continuing Preschool Institutions*

Abstract

This research is conducted to review parents' acceptance and rejection attitude effects on their children's academic self-esteem who are continuing preschool institutions. Also if there is a meaningful difference between these children who are in private and public preschool institutions according to academic self-esteem or not. In addition, private and public school parents' acceptance and rejection attitudes towards their children are compared. In this research, while Rohner's Parent Acceptance Rejection Questionnaire/ Short Form (Parent PARQ/ Short Form) is conducted to these children's parents; their teachers filled in Academic Self-Esteem Scale for the children. As a result of the research, it was founded that while parents' rejection attitude affected the child's academic self-esteem negatively; acceptance attitude effects are found positive. Moreover, students' who are being educated in private schools, academic self-esteem values were founded more than the students' values being educated in public schools. Statistical differences are observed between the PARQ values of public school parents and private school parents.

Key Words: parents acceptance/rejection, academic self-esteem, preschool

¹ Bu makale Gamze Dilara Renklıbay'ın Analysing Parent Acceptance Attitude Effect On 4-6 Years-Old Children's Academic Self-Esteem Who Are Continuing Preschool Institutions isimli yüksek lisans tezinden üretilmiştir.

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1. Introduction

Basically, the child receives basic knowledge, skills, habits and attitudes from his/her family relating to all areas of development. After the family, preschool education institutions take their place in the system in preparing the child for social life and they support the family about education of their children (Kandır, 2001).

According to Rohner and Khaleque, the theory of parent acceptance/rejection is defined as a theory which examines the behavior of parent acceptance/rejection in terms of various variables. According to parent acceptance/rejection theory, the most basic needs of children consist of care, comfort, support and love provided by their parents (Cited: Önder and Gülay, 2007a: 24).

According to the theory, while parents' acceptance states parents' attitudes shaped by warmth and love; parent rejection means parents' emotionally negative behaviours towards their children. While the warmth and love aspect of parenting shows the acceptance of the parent, rejection occurs when there is no warmth or love (Cited: Önder and Gülay, 2007b: 21).

Around 2000 studies in the United States and widespread beliefs in different cultures show that children need their parents' acceptance attitudes (love) everywhere. In the findings obtained from the studies, parents' inability to exhibit their acceptance attitude towards their children may cause psychological disorders in all children in the world (without race, age, culture, gender difference) (Rohner et al., 2005a: 299).

There are sub-theories in this theory. These are the personality sub-theory, the sub-theory of socio-cultural system, the coping sub-theory.

The personality sub-theory studies the effect of parent acceptance/ rejection on the child's personality and psychological health. The child's expectation of positive responses from the environment as a response to his/her needs from birth is a biologically based emotional need (Rohner et al., 2005b).

The sub-theory of socio-cultural system includes examining the interaction of parental behaviour, the environment, the child's behaviour, teacher behaviours, peer, experiences, customs, traditions, and such continual elements in society (Rohner et al., 2005b).

The coping sub-theory examines the characteristics of individuals who have been successful in dealing with rejection. Although they are seriously rejected, those who deal with rejection are in good condition in terms of emotional and mental health. Functionally-coping individuals are in a damaged condition in terms of emotional and mental health even if they are successful in their professional and educational life (Rohner et al., 2005b).

Most of the studies indicate the importance of the support given by their parents as a determinant factor in children's self-esteem (Felson and Zielinski, 1989: 727). There are several studies which show that children who receive positive and realistic feedback from their parents have developed a more positive self-concept and therefore have high self-esteem. Children with high self-esteem are more successful than other children in most of their activities (Kenç et al., 2002: 73)

Rohner, based on Bowlby's attachment theory, states that children who perceive rejection by their parents have distorted representations of themselves, their surroundings and the world. Therefore, these children, who have negative experiences with their parents, consider the world as hostile and rejective. They also determine their new experiences in the light of their past experiences. Generally, these people tend to try to find situations or experiences that coincide with their mental representations and to escape from situations that do not coincide with their mental representation (Cited: Sarıtaş and Gençöz, 2013:2).

Academic self-conception shows what a person's own academic ability is and how he perceives his own performance in academic fields. The academic self is very important because it will affect the child's efforts and success in the future (Cited: Cevher and Buluş, 2006: 29).

One of the factors affecting success in school is the academic self-conception. Students who have lost their self-confidence about success will fail even if they have talents. It has been proven by many studies that there is a strong relationship between positive self-conception and academic achievement (Subaşı, 2000: 51).

It is known by researchers that parents play a critical role in their children's emotional development as well as school success. In fact, the findings suggest that active parent participation in schools is a critical factor for children's educational achievement at all levels. However, while teacher and parent cooperation can play a critical role in supporting the development of children, it is observed that the collaborative relationship between the parent and the school decreases rather than increasing in the following years (Eccless and Harold, 1993: 583).

Emotional factors appear to be among the reasons for failure in schools. When the unmet emotional needs are probed, internal conflicts like feelings of impaired self, grudge against parents, hostility and guilt draw attention. These impede the school success (Büyükkaragöz, 1990: 32).

Examining the social position and parent acceptance in early childhood is important in terms of improving the quality of pre-school education. Thus, we can improve the social status of children and the level of parent acceptance (Ogelman et al., 2013: 26).

The aim of this study is to answer the following questions by considering the parent and child interaction:

1. Do parents' acceptance and rejection attitudes affect their children's academic self-esteem?
2. Is there a significant difference in academic self-esteem between private school and public school students?
3. Is there a significant difference between private school and public school parents' acceptance and rejection attitudes towards their children?

2. Method

2.1. Model and Population of Research

In this research, the scanning model of quantitative research methods was used. In this model, the individuals or events subject to the research are observed and depicted under their conditions without intervention and the expression of the objectives is usually with the questions (Karasar, 2015). In the scanning model, recording and classifying events as they are the most important characteristic sought. However, it is also obligatory to make comments and evaluations (Yıldırım, 1966: 67).

The population of the study consists of children who are studying in private and public preschool institutions in the city center of Ankara in the 2015-2016 academic year and their parents.

2.2. Data Collection Tools

In this study, two different measurement tools were used. The first of these is "Behavioral Academic Self-Esteem Scale" developed by Coopersmith and Gilbert and "Academic Self-Esteem Scale" developed by using Hamachek's Assessment Inventory. The other one is "Parent PARQ / Short Form" which was developed by Rohner, Saavedra and Granum in 1980 and which was put into its final form by Rohner in 1997. The Turkish translation of

the scale was made by Anjel and Erkman in 1993 and the final regulations on linguistic equality were made by Erkman in 2002 (Önder and Gülay, 2007a).

2.2.1. The Academic Self-Esteem Scale The items of this scale prepared by Cevher and Buluş (2006) were answered by teachers. The perceptions of the preschool teachers about the behaviors of the students in the classroom were used with the aim of determining the academic self-esteem level of the 5-6 years-old children who are continuing pre-school education.

For this purpose, we were benefited from “Behavioral Academic Self-Esteem Scale” developed by Coopersmith and Gilbert and Hamachek's Assessment Inventory (Annex-3) (Cited: Buluş, 2006: 31).

It appeared that the total number of items in this scale was 22 and the score range was 22 - 110. Whether 22 items represented a single basic concept i.e internal validity was tested through the factor analysis of the test.

Cronbach's Alpha coefficient was calculated to measure the reliability of Academic Self-Esteem Scale (ASS).

Cronbach's Alpha coefficient was found to be 0.973.

2.2.2. Parent PARQ/ Short Form This scale was developed in 1980 by Rohner, Saavedra and Granum (Rohner, Saavedra, & Granum, 1980). It was revised in 1989 and 1997 by Rohner and put into its final form in 1997. The Turkish translation of the scale was made by Anjel and Erkman in 1993 and the final regulations on linguistic equality were made by Erkman in 2002. The scale measures parents' own perception of acceptance and rejection attitudes towards their children (Önder and Gülay, 2007: 26).

When considered universally, it was found that children and parents formed acceptance / rejection perception in the same four behavioral classes (Rohner et al., 2005). There are these four behavioral classes (subscales) in Parent PARQ as well:

- a. Warmth / Affection: This subscale measures the extent of unconditional love and intimacy to the child of the parent. It is thought that the behaviours of parents towards their children such as bearing, caring, playing, kissing, uttering love words, and praising increase the warmth and closeness with his child, the opposite behaviors decrease this extent (Rohner,2005a: 44).
- b. Hostility / Aggression: This subscale measures the impatient, quick-tempered and dissident aspects of parents towards their children. Their such behaviours as disliking, disapproving, beating, pushing, and derogatory speech are discussed (Rohner,2005a: 44).
- c. Indifference / Neglect : This subscale deals with parents' indifference towards their children and their exhibition of uncaring behaviour. Families who spend little time with their children and break their promises are considered to be included in this group (Rohner, 2005a: 44).
- d. Undifferentiated Rejection : The characteristics of this subscale were not distinctively designated by Rohner as in the other three subscales, and the scale measures undefined rejection behaviours. (Rohner, 2005a: 44).

Parent PARQ has two forms. One of them is a long form (standard form) and it consists of 60 items. The other one is short form and it consists of 24 items. The short form total score value varies between 24 and 96.

The short form was used for this study.

Cronbach's Alpha coefficient was calculated to measure the reliability of the PARQ scale. The Cronbach's Alpha coefficient was found to be 0.836.

2.3. Data Collection and Analysis

After collecting data regarding both scales in the 2015-2016 academic year, these data were decided to be used for this thesis. Each ASS(Academic Self-Esteem Scale) form collected from all schools was numbered. ASS forms were graded.

All forms were divided into two as private schools and public schools. PARQ forms from all schools were matched with ASS forms according to their names. The scores of PARQ forms were entered into Rohner's online database and scores were automatically calculated by this system. Total PARQs and subscale scores of both groups were taken from the database.

The reliability and validity of ASS and PARQ were calculated. They were analyzed by SPSS 16.0 package program, using T-test. Whether the attitude varies significantly according to the variables which were determined in the study was analyzed separately for parents and for children the ASS value of whom was taken. The interrelation and extent of both tests were analyzed.

3. Method

3.1. Findings on the comparison of the values between ASS and PARQ

In the table 1 below, the objectives were sought answers. Findings related to the objectives are stated below.

Table 1. Values of ASES and PARQ according to school type

	School						T-Test	
	Public		Private		Sum			
N	117		117		234			
	Mean	SD	Mean	SD	Mean	SD	p-value ⁴	t-value
ASS_Total	74.88	21.76	85.93	18.31	80.41	20.82	0.00 ⁵	4.203
Total_PARQ	30.68	6.30	32.50	6.82	31.59	6.62	0.04 ⁶	2.120
Warmth / Affection	8.97	1.15	10.06	2.63	9.52	2.10	<0.001 ⁶	4087
Hostility / Aggression	9.62	3.26	9.38	2.87	9.50	3.07	0.552	-0.596
Indifference / Neglect	7.32	1.72	8.57	2.20	7.95	2.07	<0.001 ⁶	4.834
Undifferentiated Rejection	4.75	1.12	4.48	.92	4.62	1.03	0.04 ⁶	-2.036

Significant differences were found in all subscales and PARQ total except Hostility/Aggression between public and private schools. The value of ASS among private school students is higher than 10 points on average compared to public school students. The significant difference in ASS value provides the answer of the first objective in this study. Thus, academic self-esteem of private school students is on a higher value than that of public school students.

⁴ Independent Variable T-Test

⁵ Significance at the level of p=0.05

Parents' attitudes also show a similar relationship. Parents of private school students performed statistically a significantly higher PARQ Total value. This circumstance answers the second objective of the study. In addition, the same results were obtained when we examined the PARQ subscale values. When compared to public school students, private school students perform a higher Warmth / Affection, Indifference / Neglect, and a lower Indifferentiated Rejection value. No difference was found in Hostility / Aggression between private and public school students. However, considering these values, it is not true to interpret that the parents of private school have a higher rejection attitude than the parents of public school. When we look at the previous data (Rohner, 2005) and PARQ's total values, 30 points value on average points to the acceptance attitude. It can be said that in general parents who respond to this scale consist of parents who have an acceptance attitude. And this result gives an answer to the second objective of the study.

Tablo 2. The Total ASES - Total PARQ relationship

PARQ	ASS							
	ASS < 71		71 ≤ ASS < 96		ASS ≥ 96		Sum	
	N	%	N	%	N	%	N	%
PARQ < 28	2	2.6%	23	29.5%	55	69.6%	80	34.2%
28 ≤ PARQ < 34	20	26.0%	35	44.9%	18	22.8%	73	31.2%
PARQ ≥ 34	55	71.4%	20	25.6%	6	7.6%	81	34.6%
Sum	77	100.0%	78	100.0%	79	100.0%	234	100.0%

Tablo 3. The Total PARQ and ASES correlation

PARQ	Academic Self- Esteem		
	Private	Public	Sum
		-0.612 (p<0.01)	-0.812 (p<0.01)

According to Table 2 and Table 3, as the total PARQ score increases, the ASS score decreases. In other words, there is a negative significant relationship between PARQ and ASS. When all the data were taken into consideration, the observed correlation coefficient of - 0.642 indicates a strong and negative relationship. The negative relationship between the two variables seems to be stronger for public school students.

These analyzes indicate that as parents' rejection attitude decreases, academic self-esteem of their children increases. In other words, it is concluded that academic self-esteem of the children of parents who demonstrate an acceptance attitude is high.

Tablo 4. The Warmth / Affection - ASS Correlation

Warmth / Affection	ASS		
	Private	Public	Sum
		-0.422 (p<0.01)	-0.683 (p<0.01)

According to Table 4, a relationship similar to the one between the Total PARQ score and ASS is valid in the Hostility / Aggression sub-dimension. A statistically significant and negative

relationship is observed when all the data are taken into consideration and when we divide them according to the school types.

Tablo 5. The Hostility / Aggression - ASS Correlation

Academic Self-Esteem	Hostility / Aggression		
	Private	Public	Sum
	-0.679 (p<0.01)	-0.816 (p<0.01)	-0.531 (p<0.01)

According to Table 5, a relationship similar to the one between the Total PARQ score and ABS is valid in the Indifference / Neglect sub-dimension. A statistically meaningful and negative relationship is observed when all the data are taken into consideration and when we divide them according to the school types.

Tablo 6. The Indifference / Neglect - ASS Correlation

School Type	Academic Self- Esteem		
	Private	Public	Sum
Indifference / Neglect	-0.445 (p<0.01)	-0.613 (p<0.01)	-0.392 (p<0.01)

According to Table 6, a relationship similar to the one between the Total PARQ score and ASS is valid in the Undifferentiated Rejection sub-dimension. A statistically significant and negative relationship is observed when all the data are taken into consideration and when we divide them according to the school types.

It is accepted that as the scores of the PARQ scale increase, parents develop a rejection attitude towards their child. It is accepted that parents accept the child as the score decreases both in the total of the scale and in the subscales.

In ASS, it is accepted that academic self-esteem increases as the child's score increases.

4. Method

In this section, interpretations about the findings obtained from the research are presented.

4.1. Results Obtained According to Academic Self-Esteem Scale

As a result of the analyzes, it was observed that the internal consistency, reliability and validity of ASS were high. ASS was filled out by the class teachers of 234 students who receive education in preschool private education institutions and pre-school public education institutions.

As a result of the tables and correlations, the values of private school students were found to be higher than those of the public school students in the distribution of the ASS according to the school type. Accordingly, academic self-esteem of students studying in pre-school private institutions can be interpreted as higher than academic self-esteem of students studying in preschool public institutions.

ASS showed a significant result for the whole PARQ in total PARQ and subscales. In the light of these results, one of the objectives of the study has been reached. The close relationship, love, behaviors, attitudes and caring of parents towards their children affect the self-confidence in the

academic life of preschool children. It was concluded that the academic self-esteem of the children whose parents have a positive acceptance attitude towards their child is higher than those whose parents display a rejection attitude.

4.2. Results Obtained According to Academic Self-Esteem Scale

As a result of the analyzes, PARQ is a test with high internal consistency, reliability and validity. According to the information given in the literature section, it has been frequently applied in the world. PARQ was filled out by the parents of 234 students who receive education in pre-school private education institutions and in pre-school public institutions.

When examined according to PARQ subscales:

- The parents of private school students received higher Warmth / Affection value.
- The parents of private school students received higher Indifference / Neglect value.
- No significant difference was found between the parents of the private school students and the parents of the public school students in terms of Hostility / Aggression values.
- The parents of private school students received lower Indifferentiated Rejection value.

As a result of the tables and correlations, for the totality of PARQ, when distributed according to the school type, the values of parents of the private school students were higher than the values of parents of the public school students. Based on these values, it is not true to interpret that the parents of private school have a higher rejection attitude than the parents of public school. When we look at the previous data (Rohner, 2005) and PARQ's total values, an average of 30 points indicates an acceptance attitude. An interpretation can be made that, in general, parents who respond to this scale consist of parents who have an acceptance attitude. It is seen that there is a statistically significant and negative relationship between the total score of PARQ and its all subscales and the "Academic Self-Esteem Scale".

5. Method

From an early age, the parents' affection towards their child, their love and support are felt by the child. The child's beginning of education onwards, parents become more aware of their influence on children in both academic and social fields. The child sees its success in the school field as a kind of feedback. Therefore, parents should exhibit an acceptance attitude (love, affection, warmth) towards their children and lead their behavior accordingly. Parents should refrain from exhibiting behaviors that can be interpreted as hostile towards their children. They should warn them when they see their faults, but avoid sanctions that are serious and unsuitable for the age group.

Based on the results of this research, first of all, parents take an important part. To raise awareness of parents about their children and to direct their attitudes and behaviors, various seminars, conferences etc. should be organized. These awareness-raising activities should be generalized not only in big cities but also throughout the country.

In the study, the difference in the values of ASS in private and public schools is remarkable. In this respect, the principle of equality in education should be taken into consideration. Education and training budget should be adjusted accordingly by aiming to have the educational advantages and facilities of private schools in public schools as well. At the same time, opportunities for education in public schools should be improved.

It is hoped that the outcome of the research will shed light on parents, teachers and educators. Of course, a single study on this issue will not be enough. Studies on the importance of parental attitudes towards children should be continued. The relationship between academic self-esteem and different variables can be investigated. In this direction, contributions to academic education can be provided. Other research studies should shed light on the next one and should be encouraging.

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