International Online Journal of Educational Sciences, 2014, 6 (1), 1-7

iojes
www.iojes.net

International Online Journal of Educational Sciences

ISSN: 1309-2707

The Examination of The Assertiveness Levels and Self-Respect of Adolescents with Single Parent and Whole Family

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ARTICLE INFO

Article History:
Received 04.10.2013
Received in revised form 13.12.2013
Accepted 26.12.2013
Available online 21.04.2014

ABSTRACT

In this research, it was aimed to examine the assertiveness levels and self-respect of adolescents with single parent and whole family. Relational screening model was used to access data. The sample of the present study consists of 435 students, 251 girls and 184 boys, 223 of them with single parent while 212 of them with whole family, 155 sixth graders, 147 seventh graders, 147 eighth graders who continue their education at 15 different secondary schools in Sancaktepe, Istanbul. Assessment instruments are applied to the sample of students that are on the first term of 2012-2013 school year. The data of this research was collected by using "Topukcu's (1982) Assertiveness Inventory" and "Piers-Harris (1964) Self-concept Scale". In accordance with the acquired data, the relationship and the difference between the assertiveness levels and self-respect of adolescents with single parent and whole family were analysed by using SPSS 15.0 program. As a result of this study, it was found that in the sub-scales of self-esteem scale, the adolescents perception of happiness-satisfaction, anxiety, popularity (social inclination), conformity (behaviour-harmony), physical appearance and mental and school condition who live only with one of his/her parents and live with their whole family instead of a broken family is higher than the level of assertiveness and self-respect of adolescents with single parent that obliged to continue his/her life with single parent due to the death of one of his/her parents. Also, the assertiveness levels and self-respect of adolescents' with whole family are higher than the level of assertiveness and self-respect of adolescents with single parent that obliged to continue his/her life with single parent due to the death of one of his/her parents or their parents' divorcement. A considerably significant relationship was found between the adolescents' self and self-respect.

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Keywords:
Self, Self-Respect, Self-Esteem Assertivenes, Single Parentage, Broken Family

Introduction

Family is an institution that has biological, psychological and sociological function in society and also founded by opposite sex which confirms legal and moral values of community. Husband and wife depend upon legal marriage in the family, parents and children depend to each other with blood ties (Özgüven, 2000 & 2001). On the other hand, variations in the family structure due to industrialization, constituted by blood, being more commitment, affiliation, transition from a family based on obedience, rules to autonomous and egalitarian individual family. This change led to redefine the roles of parents (Pryor & Rodgers, 2011). The presence of family has a crucial factor on child's mental health, ego and self esteem. According to Cüceloğlu(2002), once a child considers himself or herself as a part of family integrity, sense of belonging is improved significantly at child.

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DOI: http://dx.doi.org/10.15345/iojes.2014.01.001

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Mother is essential for a child's life and growth. According to Yavuzer(1999), unhappiness and troubles which are experienced by the mother in family life or business environment is reflected on her child in various ways and it affects the child's mental health indirectly. A mental problem called "maternal deprivation" appears in a child who quits his or her family in third month. If this situation becomes permenant, it will result in big problems in terms of the future life and mental condition of the child (Semerci, 2006). Also father has a crucial role to handle oedipus complex of the child with same sex as well as establishing personal identification with same sex parents in a healthy way (Walczak & Burns, 2004). According to Yavuzer(2005), father has also a vital role in child's socialization process, self-confidence and emotional development. Compared to boys who have fathers, orphan children become more weak and display more dependent behaviors as well as experience setbacks in moral and gender roles in social and peer relationship (Özkardeş, 2006). The worst aspect of separation is the lost of daily interaction with the father, in case of absolute absence of father, children either idealize their father or completely refuse owing to completely being bad (Pryor and Rodgers, 2011). While girls often behave like their mothers, boys tend to imitate their father's behaviour such as style of speaking, therefore, the absence of father or mother causes problems in the child's sexual development and sexual identity (Semerci, 2006).

According to Tarhan(2011), loss of a someone whom the child admires is a psychological injury for him or her. Thus, the most significant impact of absence of the parent on the children is the feeling of abandonment, dislike and lack of emotions as well as anxiety (Koçak, 2007). For Dowdney(2000), children, absence of parents leads to academic failure and having low self-respect and also being more external locus of control and being dependent.

Divorce and separation of family affect and trouble the child more than the death of mother or father because adaptation to the divorce requires more time rather than to the death (Özgüven, 2000). Therefore, parental divorce a trauma in child's growing (Semerci, 2006). After parental divorce, adolescent can escape from home due to the feeling of being abadoned, experience feeling of loss and anger and have difficulty in academic life as well as feeling of tiredness and exhaustion (Weyburne, 2000). According to Kulaksızoğlu(2000), the immediate emotional changes during puberty and experience of emotional intensity is an indication that how they get over this period. In this stage, teenegars may appear as problematic child and problematic young (Baltaş & Baltaş, 1997). According to Amato and Booth (1991), parental divorce causes children to encounter more adverse experience than children who experience absence of parent or death of parent. Children who experience parental seperation or absence of parent resort to brute force and violence more than the children of normal families (Şentürk, 2006).

The self-concept means how a person sees and appriciates himself/herself (Yavuzer, 1999). This does not take the inital shape by hereditory features but it takes with the attitudes of parents towards the child (Kasatura, 1998). Alteration in the self-concept, when individual isolates himself/herself from other person, is affected by other's positive or negative assessment (Geçtan, 2010). The self-esteem is the appreciation of self-concept when person reached at the end of the self-assessment (Yavuzer, 1999). Also individual considers himself/herself positive, precious, worthy and adorable(Yörükoğlu, 2007). On the other hand, the child who perceives his/her body or appearance negatively escape from social and cultural milieu and feels himself or herself inadequate (Humphreys, 2001). The child who is supported by parents sufficiently develops positive thoughts about himselself/herself and self-esteem consolidates (Kasatura, 1998). The absence of the parent may leads to a perception or sensation of not being loved as much as before and coming across danger,the child's love and confidence necessity can be hurt (Tarhan, 2011). Children, particularly those from broken family, see themselves as the reason of divorce and think that their parents do not love them and divorce due to themselves (Yavuzer, 1999; Tarhan, 2011). The suppressed anger leads children to be introvert and feel isolated and alone; this psychological state reflected the behaviour of child and caused autic behaviour and felt isolated (Öztürk, 2005). This situation causes low self-esteem on children (Yörükoğlu, 2000).

The concept of assertiveness was described initially by Wolpe and Lazarus in 1966. Wolpe and Lazarus defined self assertiveness as the one who thinks both himself/herself and others as well as keep one's balance (Alberti & Emmons, 2002). Mettle was used in the meaning of assertiveness, manifest himself effectively, effective behavior, reliable behavior, and sociable (Baltaş & Baltaş, 1997; Cüceloğlu, 2002). Self-assertive expresses her/his feeling, desire clearly, without fear, respects the rights, freedoms of others, be positive for people around and has a role in decision-making process (Phelps & Austin, 1997). Domesticity,

environmental conditions and their creation of miscommunication impact on the self's assertiveness (Kasatura, 1998). After parental seperation, child experiences mental condition such as depression; this situation causes ill-temper, unease and aggressiveness (Özgüven, 2000), the feeling of abandonment can create gap and loneliness (Koçak, 2007). For children lossing a parent cause to decline in academic achievement, to have low self-esteem and to be more dependent on others (Dowdney, 2000).

Method

Participants and Context

In this research, it was aimed to examine the assertiveness levels and self-respect of adolescents with single parent and whole family. The sample of study was constituted by 15 different middle schools in the district of Sancaktepe which is the province of İstanbul, 251 females, 184 males, 223 single-parent child, 212 students who live in with both parents, 158 students in 6th grade, 133 students in 7th grade, 147 students in 8th grade and a total of 435 students who are studying in 15 different secondary schools.

Data Collection

The research datas was collected by using Topukcu's(1982) assertiveness inventory scale, and self concept of Piers-Harris (1964). While impulsivity inventory's currency coefficient is figured out .74; reliability of inventory is examined by Two Halves Method. Utilizing Spearman-Brown equivalence reliability coefficient abtained from 20 students scores is counted as .72. Furthermore, as a result of the application carried at after two months break determination coefficient of the inventory is stated as .80 (Kılıç, 2005; Bal, 2006; Kılınç, 2011). As stability coefficient figured out by Retest Method of self scale and Pearson Moment Multiplication Correlation Tecnique exchange from .72 to .91 for the first grade of primary education and exchange from .79 to .98 for the second grade of primary education. Being stated by Alpha Correlation generalized form formula of Kuder Richardson 20, internal consistency coefficients are counted as .87 for the first grade and .86 for the second grade. Piers-Harris for a total of 1383 students for children Self-Concept Scale and Test Anxiety İnventory was implemented as construct validity of scale. Correlation between two scales(for second stage -.50, -.47 for high school) were found significant at the level of .01(Öner,1994). Measurement tools were applied to students who constituted sample of this survey during the first semester of the 2012-2013 academic year. The statistical analysis of the datas was carried out by SPSS 15.0 software package. The sample group of students who forms part of total score of self (self concept) scale subdimension and assertiveness scale score affected by situation of parental divorce or loss and other reasons. Whether all these conditions are diffrentiated or not and in order to these independent group *t-test* and self scale subdimension scores are measured. So as to determine the relationship between the total scores of self and assertiveness inventory, Pearson's Product Moment Correlation Analysis Technique is used.

Findings

In Table 1 and 2, besides self scale subdimension and total scores, alternation of impulsivity inventory's total score in terms of parent collacation status and correlation between self and impulsivity scores are stated.

Table 1 shows, whether happiness-satisfaction subscale scores differentiate in terms of continuity of marriage was found meaninful which determine the arithmetic mean of the difference between groups as aresult of the indepentent sample of t-test (t= 6.167; p< .001). The difference occured in favor of students who said yes. Whether anxiety subscale scores differentiate in terms of continuity of marriage was found meaninful which determine the arithmetic mean of the difference between groups as a result of the indepentent sample of t-test *(t= 5.197; p< .001).* The difference occured in favor of students who said yes. Whether popularity social appreciation subscale scores differentiate in terms of continuity of marriage was found meaninful which determine the arithmetic mean of the difference between groups as aresult of the

indepentent sample of t-test *(t= 3.230; p<.01).* The difference occured in favor of students who said yes. Whether conformance / compliance behavior of subscale scores differentiate in terms of continuity of marriage was found meaninful which determine the arithmetic mean of the difference between groups as a result of the indepentent sample of t-test *(t= 2.984; p<.01).* The difference occured in favor of students who said yes. Whether physical appearance of subscale scores differentiate in terms of continuity of marriage was found meaninful which determine the arithmetic mean of the difference between groups as a result of the indepentent sample of t-test *(t= 3.306; p<.01).* The difference occured in favor of students who said yes. Whether intellectual-state of school subscale scores differentiate in terms of continuity of marriage was found meaninful which determine the arithmetic mean of the difference between groups as a result of the indepentent sample of t-test *(t= 4.230 p<.001).* The difference occured in favor of students who said yes. Whether total scores of self scale scores differentiate in terms of continuity of marriage was found meaninful which determine the arithmetic mean of the difference between groups as a result of the indepentent sample of t-test *(t= 5.230; p<.001).* The difference occured in favor of students who said yes. Whether the total happiness inventory scale of assertiveness differentiate in terms of continuity of marriage was found meaninful which determine the arithmetic mean of the difference between groups as a result of the indepentent sample of t-test *(t= 4.287; p<.001).* The difference occured in favor of students who said yes.

Table 1. Self scale, subdimension scores, self (self-concept) scale total scores with total assertivness inventory ratings with togetherness of parent status to go on loss-divorce and consisted of other causes to determine whether differentiating variables to determine independent group t-test.

Point	Groups	*N*	$\bar{x}$	Sd	*Se*	*t* Test		
						t	*Df*	*p*
Happiness-Satisfaction	Yes	212	.86	.18	.01	6.17	433	**.000**
	No	223	.75	.22	.01			
Anxiety	Yes	212	.61	.20	.01	5.20	433	**.000**
	No	223	.51	.21	.01			
Popülarity	Yes	212	.87	.18	.01	3.23	433	**.001**
	No	223	.81	.20	.01			
Conformity	Yes	212	.84	.15	.01	2.98	433	**.003**
	No	223	.80	.14	.01			
Physical appearance	Yes	212	.72	.19	.01	3.31	433	**.001**
	No	223	.66	.20	.01			
Mental- School condition	Yes	212	.82	.19	.01	4.23	433	**.000**
	No	223	.73	.24	.02			
Self-respect Total	Yes	212	.80	.13	.01	5.23	433	**.000**
	No	223	.74	.13	.01			
Assertiveness	Yes	212	.79	.15	.01	4.29	433	**.000**
	No	223	.72	.16	.01			

Table 2. The relations between total score of self scale subdimension and total score of inventory of assertiveness as a the result of Pearson analysis

Self Scale Lower Height and Total Scores	Assertiveness Inventory Total Ratings		
	N	R	P
Happiness-Satisfaction	435	.59	**.000**
Anxiety	435	.53	**.000**
Popülarity	435	.54	**.000**
Conformity	435	.48	**.000**
Physical appearance	435	.46	**.000**
Mental- School condition	435	.45	**.000**
Self-respect total	435	.68	**.000**

As can be seen in table 2, the total scores of assertiveness inventory and self, self-scale's subdimension and the relation between the total scores and pearson analysis which was appointed a positive relationship between the total happiness inventory scale of assertiveness*(r=.593; p<.001)* and self satisfaction subscale scores, anxiety subscale *(r=.534; p<.001),* and popularity subscale *(r=.544; p<.001),* conformity subscale *(r=.477; p<.001)* and physical appearance subscale *(r=.463; p<.001),* intellectual and state of school *(r=.450; p<.001)* and total scores of self scale *(r=.676; p<.001).*

Discussion and Conclusions

As a result of our research, it has been found that students who have both parents have a more positive self-perception and self-esteem than ones live with their single parent. Moreover, in a fragmented parent, a single parent adolescent feels guilty due to the loss of one of the basic element of love and feel deprivation and lack of evaluation. They evaluate living in an intact family or single parent as a condition of trial, as quilt and as a shortage. Furtermore, they blame themselves in the case of parental seperation and thus it leads to weakining in self-confidence and limiting the communication with surrounding. The effect of the loss or seperation of parent bring about depression and powerless against external environment and reflecting the feeeling of shortcoming and feeling of quilt to their body, also emotional destruction and deprivation cause a decrease in body image and have negative impacts on the level of child's self-esteem and ego. According to Ersanlı (1996), being deprived of a mother or father prevent children from establishing self-recognition and personality as well as evaluation about himself/herself. According to Yörükoğlu(2000), children who can not perceive or are not aware of the causes of their parental seperation blame themselves and consider the discussion within family stems from himself/herself; therefore, they characterize themselves as a hated person, this situation leads to decline in self-esteem and become negative in perception of self in these children. According to Richardson and McCabe (2001), adolescents whose parents are divorced have more anxiety, depression and stres than ones whose parents are not divorced. For Özkardeş (1994), deprivation of father affects negatively both males and females student's self perception. For Kuyucu (2007), adolescents who grow in a compatible family have higher self esteem. According to Çetin (2004),the symptoms of psychological disturbance is much more in students whose parents are seperate or dead than ones live with their parents. For Maier and Lachman (2000), males who come from divorced families have low positive relationship, low self-acceptance and high depression. According to Yavuzer (1999), children who lose their parents or living in a divorced famliy could not get enough nutrients sensuality. For Kılınç (2011), children who live with parents have high self projection scores than ones whose parents divorce. According to Öztürk (2007), they confirmed that children whose parents divorced have lower self-esteem than ones have both mother and father.

As an outcome of research, it has been found that students who live with the ongoing marriage of parents have higher levels of assertiveness than ones who have single parents. Degradation of life in the single parent causes student's aggressive behavior and preventing emotional and mental behavior of aggressiveness. This situation brought about lack of social life and communication as well as retired back into his/her shell. Fragmentation increases the level of loneliness of adolescents(Pancar, 2009). While in fragmented family children define themselves as further introvert, in a complete family children identify themselves as more powerful, influential, leader normative and authoritarian (Şentürk, 2006).

Moreover, the more it increases positive self perception and self esteem, the more it boosts levels of assertiveness. Also ones who feel valuable and being at peace with life and aware of capabilities, differences, having high self perception and self esteem, defending his/her personal right and expressing themselves freely can increase level of assertiveness. For Phelps and Austin (1997), individuals who are not aggressive have low self esteem. Moreover, they dislike to take risk, attempt and to take initiative. According to Gökalan (2000), there is a crucial relationship between student's self-self design and assertiveness; according to Bal (2006), there is a low positive level and also significant realtionship between student's assertiveness level and self perceptions; according to Kılınç (2011) and Uğurluoğlu (1996), there is a positive and meaningful relationship between student's self esteem and perception and with brash personality traits; according to Alagül (2004), individuals who satisfied with their bodies and have positive body image exhibit

aggressive bahavior; according to Yiğit (2008), a decline in self esteem causes individual to withdraw himself/herself, beat himself/herself up and being a passive person.

Our research has reminded the importance of parents in child's life once again and parent association and single-parent life should be taken into account in future goals and living areas by the desicion makers of political stakeholders, civil society organizations etc. and intensification of research is required in this direction.

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