The Effect of Parents Approach on Children Academic Achievement

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Abstract:

The main purpose of this study is to investigate the factors that affect academic achievement. The concept of family, attachment styles, different parent attitudes and reflection on children academic lifes of these attitudes are examined.

Keywords: Academic achievement, parental approach, moderateness.

INTRODUCTION

There is a significant effect of parental attitude and behaviors on children school performance that can be described as an academic achievement. As for that, family structure, parental attachment styles and child-rearing conception of a family have a bigger importance in parental attitude and behaviors. Naturally, these attitudes and behaviors can also determine their school success. Therefore, in some children, the main reason of failure lies in approaching style of family to child. According to the family type and described attachment style of a family, child's success can also be shaped and child reflects effects, taken from parents, to academic studies.

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Definition of Family

A group of individuals who have a blood, marriage or adoption of bond, live in under same house and form a social, economic unit with each other, called a family (Budak, S. 2003: 25).

Family who shares common goals, expectations, principles, rules, feelings, thoughts and beliefs are defined as the smallest social unit by Ozcan Koknel (1998). Koknel (1998) indicates that there is an existence of a principle and rules in family. According to their order of importance, these can be collected in such groups as trust, privacy, control, correct, beautiful, nice, individual freedom, adherence to the rules. Trust, solidarity and support are dominant emotions for individuals in good and positive family environment that they results from sharing common feelings and thoughts. Such a family's principles and rules are explicitly placed in family even if they are hidden and closed against outside, they have been also discussed and debated. They do not change according to the pressure and effect of someone with authority in the family (Koknel, 1998: 185-186).

Types of Family

Even if the structure of family relationships differs pretty much, there is this or that kind of family system in all known societies. First of these is the nuclear family. Nuclear family consists of mother, father and children. Although, commonly seen in Western society and Eastern societies have begun to switch to nuclear family system in recent years. Likewise, the nuclear family is more common also in urban areas.

The second type of family is the traditional or, in other words, extended family type. Traditional family is a large number of people who have a marriage and blood bond, that makes them a relative and live in under one house or are living in houses close to each other of several generation. In traditional family, as well as the mother, father and children; also grandmother, grandfather, uncles, their children and spouses take place in the family. This type of family is commonly seen in Eastern societies, the so-called traditional societies. In this

important role of kinship is stronger. The traditional type of family is also common type in rural areas.

With the economic development level of each family type has a close relationship. The nuclear family is more common in economically advanced countries in the West and generally also in urban areas, while the traditional family type is more common in low-income countries in the East and in the rural areas. Until 1950, more common family type in Turkey is the traditional family type. Beginning of democratization after 1950, opening to the outside world has brought with it economic development, and as a result of economic development, nuclear family type has become widespread in the economically developed Western cities. Whereas, the traditional family type is still more typical type in income levels are still low in the Eastern and Southeastern regions.

Prof. Dr. Bekir A. Levent adds a third group to these family types: Transition family. This family type reflects an urbanization effort of a small-scale extended traditional family caused by people, dealing with agriculture in rural areas with the urban migration. It is a structure which nucleus of the family grandfather, grandmother, uncle, etc. individuals trying to maintain the old traditions (Levent, 2002).

Another important factor in determining the type of family is cultural structure. If the traditional family type is being seen as a part of society in community, individuals continue to live in traditional family even community economically develops. Such families are still found in America's South in Japan.

Virginia Satir (2001) has added two family types in such families: mixed families and single-parent families. Both family types consist of divorced or kind of dispersed families. After this divorce or dissolution, if family is restructured by marriage with someone else or congregate, such families are considered mixed families; if that are not restructured, one parent families

are considered as the single-parent families. Mixed families are carrying some parts of previously existing families. They are mainly collected in three groups:

1. Children with a woman to marry a man without children.

2. Children with a man to marry a woman without children.

3. Both men and women to have children from previous partners.

Types of Parental Behavior

Today a general recognized distinction was expressed for the first time by Diana Baumrind (1971). Baumrind (1971) had separated family types into three, as solid/supervisory, moderate and permitter family types. In the first type of family, a strict discipline is implemented. Child has no any right to speak or to discuss about his behavior. Family has set specific rules for the child and the child is also strictly required to comply to these rules. Child's all necessary things to do have been previously determined. So, there is no option to choose in front of the child. Child has to fullfil assignments given to him. It is observed that children are wanted to put into a specific pattern in such families. Family aims to shape child the way they want. There is no free space was left to the child.

The second type of families has more positive approach to children. Child has a right to do what he wants mostly. Child does not have problems such as going out, taking permission to go anywhere. But also, this does not mean that the child is completely free. Because, although families break out children, though there are rules for the child was placed. Of these rules, differ from first type of family rules, it does not have very strict. Children can criticize any behavior of parents or a rule that does not fit to themselves and discuss these with parents. There is a democratic structure within family. Families try to control child with few put rules, but they are never fully in the struggle to control child.

The last group of families, they completely break out the children. Children have unlimited freedom. He was allowed to do what he wants and does not receive any punishment or reward

because of the things he does. This type of families, rather than the purpose of breaking out the children, they are indifferent to the child. Therefore, in such families, there is no tight bond between parent and child. Family relationships are broken with each other. Some parents are not happy with the family and are about to divorce. Disputes between spouses, family problems have caused the child to be pushed to the second plan. In some families, spouses reflect their unable to show reactions to the children and children are used as a scapegoat. In such families, the relationship of the parents with children, instead of dealing with them as their own psychological problems may also be reflected to them.

Koknel (2001) has separated family in five. Knowledgeable (interested) family, hard and strict family, loose family, inconsistent family and neglect (unheeding) family. Knowledgeable (interested) family recognizes identity, personality of child and young. They show interest according to his age, intelligence level, skills and ability. They communicate. They listen understandingly their feelings, thoughts and problems, share, search for solutions. Hard and strict family does not care child and young identity, personality. They try to convey family policies and rules according not to children's and young's age, intelligence level, skills and ability; to their own relentless, unchanging and hard attitude.

Loose family is a tolerance, behind the image, excessive ignorant and indifferent approaching style without taking into account the child or young age, intelligence, skills, abilities and talents. They do not control and prevent the behavior of the child or young. Despite the children and young have opportunity as possible as free and autonomous behavior, taking and carrying responsibility is not in question.

In the inconsistent family, family members differ in behavior against children and young. The one tolerances, the other one punishes the same situation. Someone says that "yeah, sure", the other says "no, no".

Last family type, neglect (unheeding) family is a family environment who does not recognize child or young identity and personality; behaves according not to child or young's age, intelligence level, skills and ability, according to the way they want; accepts them as an extension of ownselves, is in struggle to convey all kinds of feelings and thoughts to them; puts pressure, compels, neglects or ignores them (Koknel, 2001: 142-143).

We can further increase these distinctions. However, because of we will use just first three family types in measurements, it is such a good idea to stand more on these family types. Baumrind and Koknel's distinction have overlapped in the first three categories.

In general, behaviors of the first and third type of families have been seen as negative against to children. But between two family types, there are some differences as a form of approach to children. Family's approach to child carries a positive intention in the first type of family. The family's belief that, if the child has passed a strict discipline, he is required to be successful. This purpose may not give the desired result for child, but the family's payoff is in the direction of the child to be successful and carries a positive purpose. Whereas, it is not in question to talk about positive intention in the third type of family. There is no any purpose of family related to child. Family breaks out the child. But this breaking out, rather than child's to be successful, is a result of desire not to be interested with children. Families do not spare time for children in general.

Baumrind (1971) says that moderate families are positively most affecting families to school achievement. According to Dornbusch's research results, there is a a negative correlation between academic achievement with solid/supervisory families and permitter families, while there is a positive correlation between moderate families and academic achievement.

Although Baumrind (1971) says that the approaching style of family to child is divided into three; he also says that the view of child to family is gathered at a single point. According to

Baumrind, children react negatively to the first and third type of families, while respond positively to the second type of family, which is moderate family, also increases his academic success. Whereas, it has to be taken into consideration that as much as the family's approach to child is important, so child's personality do.

Child gives always a negative reaction to the first and third type of families? It is difficult to say. Some children are more likely to be successful in authoritarian environment as a personality structure. When they get into a strict discipline, they are more successful when they work according to a particular program. This type of children, in such families as the second to grow at a moderate environment may affect their success negatively. The same thing is valid for children in the third type of families. If the child's personality wants a strict control, there is not much chance to be successfull in the third type of families. But if child wants a more free work environment in school works, he will not be successful in strict discipline applied, solid/supervisory family type. Solid/supervisory families tend to query children about their school performance. Whereas, some children do not like to be continuously queried and to be always checked by others. Therefore, they react contrary to the wishes of the family. Children, who want to be completely free, desire a free work environment, have set the target, are more successful in third type of families who allow these possibilities to them.

Nevertheless, the research on children shows that the second type of moderate families are the most positively effective family type considering to their children school performance. Approaching way of the family to child is one of the factors affecting it. Moderate families gather the positive aspects of solid/supervisory families and permitter families on themselves and know to exbihit opportunities of both to child. They behave more sensitively than the other two type of families against to child's problems. Able to discuss with the parents and criticize their behavior have also played an important role in this. Child realizes that he is in a free and democratic family environment.

Despite all of these, families are difficult to distinguish between each other with certain boundaries. We can not see the Baumrind's (1971) distinction as a certain, complete distinction. Just as, Dornbusch (1987), we have said above about his research, only 50% of families are into one of the given family types, the other half does not reflect a single type of family structure, mostly these family types are a combination, he says. For this reason, it is not true to gather families usually in one group. In some families, two or more characteristics of family type can be seen together. Permitter family can shelter some characteristics of solid/supervisory family or moderate family on itself, such as a moderate family can carry characteristics of solid/supervisory family.

According to which family member, that family is divided into a specific type, is also very important. In many families, mother and father have different characteristics of family type. While father has a solid/supervisory structure as a personality, mother may indicate a moderate personality trait. This distinction between the mother and the father also makes hard to be divided into specific type of family. A permitter father with an authoritarian mother of a family, which family type they are got into? Based on whom the type of family can be determined?

In such cases, whose personality traits are dominant in the family, is effective. If the dominant person is father, the thing is to look at which family type he is entered. If father has an authoritarian personality, the family is characterized as solid/supervisory too. But, there are some disadvantages of doing distinction in that way. Because in such situation, even if father is authoritarian and because of the family so, is characterized in that way; in the case of mother become more interested with children, the relationship with family and children may not be authoritative. If the dominant personality in the family is not interested with children or does not directly affect the children school success; the characteristics of person, who affects children, determines the relationship. Even though father is dominant in family, if he does not

directly communicate with children and mother fullfils this role; what mother personality trait it is, when we will examine in terms of affecting the child's school success, we will have to say that the family is also entered to that type.

So, it is quite difficult to distinguish family into specific type. Having common personality traits of mothers and fathers is often difficult. But sometimes rather exhibiting personality traits, with leaving aside their own personality traits, they take a common stand against child may also occur. An authoritarian father and a permitter mother can meet at the point of being moderare against children.

In case, some psychologists had made distinctions based on their own criteria with not adopting Baumrind's (1971) distinction. Despite they based on Baumrind's (1971) distinction, the last type, so the permitter family type has not been taken as a single type, they had taken it as two different type. Thus, family types have been divided into four: solid/supervisory, moderate, indulgent, negligent family types.

First of all, Maccoby and Martin (Atkinson, 2002) have divided family into two types: Sensitive families, demandant families. Sensitive family type means a family for the child who represents a moderate approach. In the case of demandant family type, family wants to keep child under control and implements a strict control. Later, Maccoby and Martin (Atkinson, 2002) have divided family into four types by developing these views. Solid/supervisory family (less responsibility, more demand), moderate family (more responsibility, more demand), permittter families (more responsibility, less demand), negligent families (less responsibility, less demand).

Weiss and Schwarz (Atkinson, 2002), rather than a general distinction, they have presented with a more detailed approach and they have divided family into seven types:

solid/supervisory, democratic, permitter, solid/supervisory tendency, non-authoritarian tendency, uninterested and interested.

As these studies show that it is difficult to distinguish families with definite lines. Sometimes a family may own more than one feature. Besides this, Baumrind (1971) has emphasized that according to his distinction, the second type, so the moderate families affect more children's school achievement. But, research has shown that instead of shaping the child according to family structure, shaping family according to child gives more positive results.

Every society has adopted a family type in general. In Germany and Japan, with generally accepted family type is the solid/supervisory type of family. Therefore, families have raised children in a strict discipline. But any decline is not observed in children success. We can search the reason for this in the child's perspective to the community. Child is generally in struggle to live in harmony with society where he is grown in. So, even if it conflicted with his own personality, generally accepted rules on the side of society that becomes accepted by the child. Child has tried to adapt himself to this system since childhood in communities where a solid/supervisory family system is common. Therefore, after a while, coming under the discipline and having to do everything according to a specific program start to take a shape and they become howeworks on child's mind that he has to do. Families in which, children's requests were sometimes ignored and everything is determined by the family, children can be successful in school life contrary to expectations. We may think the same thing for the communities which have a looser family structure.

Each child are more successful in different family types according to their own intellectual specialities. We can also see this generally in the male-female discrimination. Weiss and Schwarz's (Atkinson, 2002) research has shown that boys are more successful in moderate families; beside this, girls are also more successful in permittter families. Likewise, expectations of children from families according to their own gender also play an important

role in school success. In general, girls are more emotional in a behavioral approach. In which parents, they find this reciprocity, they are closer to him/her. If this is not the dominant person in family who has an emotional closeness with child or other individual is more effective in decision-making, it can affect the child's success. The same thing is also valid for boy child. Sentimentalism of girls is a valid generally as being freed request in boys. Child is more closer to a family member where he finds this reciprocity. But, if the person is not dominant whom he gets to closer, result is as same as in girls.

In the same way, girls and boys can be successful in different types of families. Gender difference brings with differences in learning ability. Being male or female may affect learning ability and this refutes the notion that one of the types of families should be considered as an ideal structure.

Gender differences can affect children relationships with parents. Freud had stated that who are in the opposite sex are found to be more compatible with each other. But, it must not be forgotten that the point here is the perspective of children. In the family, fathers are more important for girls, while mother is in the foreground for boys. In another study has shown that the same sex can better get along. So, mother is more consistent with daughter, while father is good with son. Kreig (Kreig & Cowan, 1993) has said that this situation depends on the satisfaction rate in the family. While a father, who is not much pleased with marriage, is not consistent with daughter, the same thing is valid for the mother who has marital problems. An individual with problems in the marriage has negative relationship with the child of opposite sex.

Children's mental condition of moderate families may be good and may not have behavioral problems. But, it does not mean that children will be successful in school. Even family type can psychologically affect children in a positive way, it can not affect in the same way in terms of academic achievement. Studies have shown that psychological balance does not

mean always success in school. In such a situation, the important thing is to determine under what conditions child can be successful in school. First, the perspective of the child to school and the interest of the child to school can be increased under what conditions should be investigated. In this case, the child's personality structure should be also taken into consideration. Behavior of parents with psychological balance, sometimes can be useless in influencing children's school performance.

Another important point is that researches can not bring an universal nature. As mentioned above, a criterion that is appropriate for one culture and it may not fit to another culture. When we look at the research, we see that most of them are west-welded. Such writers as Baumrind, Steinberg, Dornbusch, because they are Western, naturally, the values of the research inevitably reflects the values of the West. After three separate types of families, they argue that the best family, which is such a democratic type of family, is moderate family. It is difficult to apply this West centered approach in other communities. Eastern culture, especially Far Eastern culture, is in the belief that family with well-disciplined structure will bring more success. That is why families need to continue the tradition and adopt a hierarchical canonicalization and repressive family type which is dominated with a strict study. Because of the permitter family type is not much seen in this type of communities, it may be even unnecessary as considered a seperate type. The vast majority of research is a local nature and generally, it reflects the family system of just that society.

Attachment Styles and Effects On Children
Attachment and Causes
Attachment is called the tendency of being close to certain people and feeling more secure himself with them of a baby. This attachment may show itself in different ways: crying, hugging, smiling, etc.

Attachment is not an unique behavior only to humans. Monkeys, cats, dogs, rabbits and many other animal species have been found in the similar type of behavior. For example, while the baby monkeys exhibit this behavior with leaning to their mothers' breasts; puppy dogs show this behavior with trying to reach their warm belly of mothers.

The causes of attachment has been linked to food needs by psychologists at the beginning. Baby establishes a bond with his mother to meet his nutritional needs and first bonding has begun with like that. But, the research was contrary to this view. A study, conducted on monkeys, has shown that baby's loyalty to mother is over of the nutritional requirements.

According to the research, the baby monkeys were immediately separated from their mothers after birth and were placed next to two artificial mothers with wooden heads consisting of wire structure. One of the mother's body was only comprised of wire; other one's body was comprises of sponge and terrycloth. So, it had a structure to hug easier. One bottle of milk had been tied to breasts of two artificial mothers. Thus, baby monkeys could easily drink the milk. The aim of the experiment was that the mother, whom the baby monkey would be hanged, whether the mother was always a source of food or not. As a result, baby monkeys went to the mother which was made of sponge regardless of the mother's food. The mother which was made of a soft sponge structure was an important factor that affects monkeys. At the same time, the baby monkeys lived in fear when they were put in foreign environment; and they were allaying this fear when they hugged to the mother which was made of sponge. When the monkey hanged on the fabric mother with his one hand or foot, he was showing an examination request of not being approached objects in another way (Atkinson, 2002: 94).

It is possible to drive up the beginning of attachment to the baby's prenatal period. The research studied on babies has shown that how they are sensitive to the sounds in mother's womb. New born baby groups had been listened heartbeats in different strokes. The first group had been listened 80 strokes of heartbeat per minute, which a normal mother has.

Second group had been listened 120 beats sound per minute and there was no sound for third group. As a result, the weight of babies, who had listened normal heartbeats, has increased more than the others who had listened no sound and these babies had cried less than other babies during the experiment lasted for 4 days. New born babies had given an excessive reaction when they were listened an accelerated heartbeat and therefore, researchers were forced to interrupt the experiment (Atkinson, 2002: 77-78).

These researches show how important such as infant attachment and this attachment can not be explained with only one reason.

- The basic assumptions of attachment theory are as follows:
- Established attachment relationship at the beginning of life is valid for all people; it has a vital function; mothers and babies have tendencies to facilitate the development of this relationship.
- There is an attachment relationship all over the world, but it may differ according to the inhabited physical and social environment.
- Attachment is not a feature of people, is a feature of relationship; in other words, is a concept at the level of relationship, is not about individual.
- Ending of attachment relationship results in negative.
- Individuals may have more than one attachment relationship; but there are qualitative differences between the primary and other people.
- The first attachment relationship, creates a model of internal relations about human relationships. This model directs the next relationships of person (Hortacsu, 2003: 75).

Studies, conducted in this regard, have focused on varieties of theory. Some of them listed as follows:

1. Types of attachment relationships,
2. Maternal and infant characteristics, influencing the quality of attachment relationship,

3.   Comparison of attachment relationships between different people (Infant-mother and infant-father, mother and various children).

4.   The impact of the first attachment relationship on the child's cognitive and social skills.

5.   Investigating the attachment relationship in different cultures.

6.   Feeling an anxiety of mother because of leaving her infant (Hortacsu, 2003: 75).

Attachment Styles

In general, attachment style expresses relationships of person which are important people for himself or herself. In a more specific sense, it is used to express the relationship of the baby with his mother.

Attachment theory basically argues that baby's relationship with mother affects the next period. Bowlby (1977) is of the opinion that attachment style plays an important role in child development. According to Bowlby, attachment behaviors appear in moments of fear and anxiety. Here, the important thing is the child's perception to his mother. If the child is depended to mother with a certain emotional intimacy, this degree of closeness can be understood in a moment of fear and anxiety when the child faces.

Ainsworth, Blehar, Waters and Wall (Atkinson, 2002) developed "The Strange Situation-SS" which evaluates attachment behaviors of baby to his mother; infant attachment styles were examined in three categories: secure, avoidant and ambivalent/resistant. Main and Solomon (Atkinson, 2002) has added a fourth style: disorganized.

Ainsworth and colleagues' observations of "The Strange Situation" are 7 stages:

1.   Mother and child enter the test chamber. Mother seats baby on the floor covered with toys and mother goes and sits in a chair at the other end of the room.

2.   A stranger woman enters the room. She sits quietly for a minute; speaks with the mother for a minute and later starts playing a toy with the child.

3.   Mother leaves the room quietly. If the baby does not get irritate, stranger quietly sits in chair. If the baby gets irritate, stranger tries to appease to him.

4.   Mother returns and stranger tries to play with baby when leaves quitely from the room.

5.   This time, mother is out of room leaving her baby alone.

6.   Stranger enters the room. If the baby gets irritate, stranger tries to ease him.

7.   Mother enters the room and the stranger leave the room.

Each stage is designed to take three minutes, but if the baby is very uncomfortable, this period can be shortened or extended if baby needs an additional time to play. During the whole experiment, infant is observed from a one-way mirror and recorded the observations (Atkinson, 2002: 95).

The important point in all three styles is baby's reaction to the behaviors of mother. Such kind of reactions so-called attachment behaviors show itself in a way of baby crying, smiling, hugging, lying, and so on. This type of behavior is also called "the proximity protective" behavior. In safe style, if the mother is away from the child, child cries. When the mother returns, child shows signs of joy. In avoidant style, as the baby does not cry when his mother leaves, he does not show any sign of joy when his mother returns. These babies explicitly avoid from interaction with mother. Some of them almost ignore the mother. As they do not show interest to her when they are with mothers, they do not usually show discontent when she leaves him. Even if they take a stand of discontent, they are quickly appeased. The third style, ambivalent/resistant baby shows reactions of being disturbed when his mother leaves, but when his mother returns, he gets angry instead of being happy and he resists for not to getting closed. This kind of babies both seek physical contact and resist against to this. Because of some babies do not fit any of these groups, Main and Solomon (Atkinson, 2002) have added a new one to these three groups, called disordered style. In the fourth style, disordered style, it is observed that the baby showed conflicting behaviors; irregular and incomplete behaviors, behaviors prone to depression, and so on. For example, baby can come

close without looking to mother and shows a semi-unconscious avoidance behavior when they come close or suddenly scream in a firsr contact. Some of them appear uninterested; do not show any sign of emotion or become fretful. Bowlby accepts safe style as the most ideal one between the attachment styles. According to him, the second and third style are abnormal models of attachment behavior (Bowlby, 1977: 206).

Bretherton (1987) has indicated that there is a general purpose in attachment behaviors. This purpose may be in a form of loving mother, feelng hate for her or ambivalent feelings towards the mother. Bretherton (1987) says that the goal has never changed. Changes in the baby's behavior does not mean that the objective has changed. As the baby expresses his love in the form of laughing, he may express in the form of hugging request when he sees her. But the purpose is the same. In both cases, baby wants to continue the proximity with his mother. A reason for changing the behavior of baby can be shown the fail of purpose. If the baby does not have any concrete result from previously exhibited behavior, he will change the behavior style and he will try to reach to his purpose in a different way.

In order to understand how baby's attachment style affects the future behavior, George, Kaplan and Main (1984) had conducted a research under the name of "Adult Attachment Interview-AAI". According to these results, it had been observed that there is a paralellism between adult attachment styles in their infancy and current behavior. It has been seen that who has been attached to his parents with secure attachment style in their infancy, are more open to negotiations, are likely to cooperate and more successful in their work lives. These are called autonomus. It has been observed that babies, who are attached with avoidant attachment style in their infancy, are insecure, fleeing from cooperation and unsuccessful people. These people has argued that their histories are not effective on themselves. These people are called "insecure". Finally, individuals had been interviewed in ambivalent/resistant style and it had been determined that they exhibited inconsistent behaviors. People in this group, remember their histories with a kind of anger, deny family influence on current

behaviors and state that they do not like their families. These people are also called "preoccupied".

As shown by this research, attachment styles in infancy period are also effective in later years of individuals. The first group of children growing up in the secure attachment style had been more successful than the other groups in their schools in the next few years. The reason for this, these children feel more sure of themselves. The style of relationship with parents determines the child's self-esteem and makes people have a more healthy mental balance. To ensure this, baby should see the mother as a figure of attachment. However, parents have to provide this confidence in child. The baby's point of view to parent is determined as a result of parent behavioral style against child. According to Bowlby (1977), there is a tight relationship between the experiences of person with his mother and next relations.

The mother's reaction to the child is the decisive factor in the child's personality. Bowlby (1977) says that on the basis of insecure personality, mother's behaviors lies. Accordingly, no sense of responsibility towards the child, threatening to leave him, rejecting his requests, obviating the needs, asking for strict control, threating and exhibiting kind of behaviors that rouses a sense of guilt makes the child feel insecure. Children growing up in this way do not adapt the environment, have difficulty to communicate with others and can not catch success in school life.

One of the asistants of Bowlby, Ainsworth (1985) had examined the behaviors of the mothers in three attachment styles and has concluded:

- Safe children's mothers behave more sensitive to their children, do not reject their requests and can respond as quickly as possible to child needs. She acts with a certain sense of responsibility in relationship with the child.
- Mothers of children in avoidant style act insensitively against their children. They reject their any requests or disregard against these demands.

- Mothers of ambivalent/resistant children do not ignore children requests, but step in their request. Mothers disregard them, give inconsistent responses to their wishes.

Fonagy and Steele (Atkinson, 2002) had conducted the same research on pregnant mothers.

Accordingly, the mother's attachment style determines the child's attachment style and therefore, it affects the child's future life.

Ward and Carlson (Atkinson, 2002) had done similar types of researches and they had tried to determine how much the mother's attachment style influences the child. According to the result, it has been observed that 86% of autonomus mothers' children are secure, 73% of dismissing mothers' children are avoidant, 60% of preoccupied mothers' children are ambivalent and 42% of unresolved mothers' children are disorganized. The results show that the mother's behavior clearly affects the child. Approaching style of mother to child gets meaning mutually in a similar way. At the same time, it affects the child's behavior in the next years and is decisive in his personality development.

Benoit and Parker (Atkinson, 2002) had conducted also the same research between the generations. Research had been done between the grandmother, mother and the child. It had been found that there is 65% similarity between the personality structure of grandmother and the child. The child's mother has shown her mother's attachment style to child in the same way. However, not fully resembling shows that person can change taken attachment style from parent. In addition to that, mother can not always be decisive. The important thing is whom the baby sees as an attachment figure. If the parent wants to have desired personality from the child, firstly parent should create a bond with the baby and be able to provide himself as an attachment figure to him. After this attachment accepted by baby, person can create a secure attachment style, which is considered the most suitable style according to personality structure, on him. Therefore, person should be responsive in approaching to child

and should not be rejective in requests. Smith and Pederson (Atkinson, 2002) has said that if the mothers want to raise their children in secure style, they have to spare more time to them. With the sparing time to child will bring more interest and therefore, parent will more quickly realize the different needs of the child and will more quickly understand the child's wishes.

Being responsive of mother to child's wishes may not always result in positive. Another decisive issue in this topic is the care intensity of person with child. Isabella, Belsky and von Eye (1989) had shown that in their research, mothers of children in avoidant style are meddlesome and they approach with excessive interest against child. Being more interested of mothers with children and not leaving them a free environment cause children to see their mothers as not an attachment figure, as a figure to escape from. For this reason, it is necessary to mother approaches to child with a specific balance in attachment style. Because Isabella, Belsky and von Eye (1989) has said that mothers', who can not respond to the needs of children as needed and are inaccessible, children are also in ambivalent style.

Similar research had been made by Vondra, Shaw and Kevenides (Atkinson, 2002). Research results has determined that mothers of children in avoidant style are controller and extremely meddlesome; mothers of ambivalent children are inaccessible and not responsive; mothers of secure children are sensitive and in cooperation with her child.

In another study, social behaviors of 3.5-year-old kindergarten students', whose attachment relationships were measured 15 months of age, had been examined. Children have shown that, who are in group of previously showing secure attachment, tend to be social leaders. They had actively behaved in starting and attending activities and had been wanted people by other children. Teachers had qualified these children as self-directing and keen on learning. Children in avoidant group have showed a tendency of socially inwardness and instability to participating activities. Teachers had qualified these children as not being much curious to

innovations and less effective children in achieving their objectives. It has been explained that these differences are not related to intelligence (Atkinson, 2002 : 97).

Sensitivity

Ainsworth (Atkinson, 2002) has examined family behaviors in the four dimensions.

- Sensivity-insensivity
- Acceptence-rejection
- Cooperation-interferance
- Assessibility-ignoring

Ainsworth (Atkinson, 2002) has stated that "sensitivity" is the most important one between parent behavior styles. Ainsworth (Atkinson, 2002) has observed that sensitive mothers also behave positively in the other three behavioral styles and feel difficulty to behave sensitively when they behave negatively in one of the other three behavioral styles. Therefore, the sensitivity has been described as a key concept. In the same way, Bowlby (1977) has seen the sensitivity of the mother as a prerequisite for the formation of secure attachment style. As long as mother does not behave sensitively to baby, the bond between them is difficult to reach a secure attachment style. Meins (Atkinson, 2002) has indicated that rational thinking and interpretations are more effective rather than sensitivity in the formation of secure attachment style and acting with emotions can sometimes negatively affect the attachment style.

According to the Thompson (Atkinson, 2002), sensitivity may be a combination of very different things and may be affected by very different things. For example, cultural differences may cause sensitivity in different ways in all cultures. One's personal history,

belief system, work environment, personality may affect the sensitivity and may cause the emergence of a different form of sensitive behavior in each person.

Attachment Relationships with Other People

Attachment figure refers to the person which baby feels safe himself. Baby is happy being with this person and exhibits restless behaviors when the person leaves him. In a sense, attachment figure refers to the opposite side in secure style. If the relationship between the baby with opposite side is in avoidant or ambivalent/resistant style, this person can not be considered as an attachment figure. Bretherton (1987: 1063) has described attachment figure as a "safe haven". Baby sees the attachment figure as a protector against all kinds of danger. Baby's seeing his mother as an attachment figure is indicator of the relationship between the desired level.

It is wrong to keep limited attachment figure only for mother. Child may choose different people as an attachment figure to himself. As this may be the father, may be a carer. However, Cowan (1997) has told that even if the child chooses the mother as an attachment figure to himself, father has a significant influence over children. In this regard, it would be wrong to collect attachment style on only one person. Frodi, Bridges and Grolnick (Atkinson, 2002) have seen suitable to mention a familial susceptibility rather than personal sensitivity when handling the issue of sensitivity. Environmet provided by family to child, exhibiting a holistic behavior of family to child and acting together when responding to his behaviors are more important in influencing the child's personality.

It has been assumed that the attachment relationship begins with mother. To test this, relations with the mother and father has been compared. It has been determined that as a result of comparing mother and father in "The Strange Situation-SS", father attachment develops approximately after three months than to mother attachment, reactions to father's leaving the

room are at more low level relatively to mother's leaving and however, two relationships are similar in other aspects (Hortacsu, 2003: 83).

Nevertheless, it should not be forgotten that the relationship with mother and mother's approaching to the child are in interaction. For example, it has been emphasized that in the American black families, people who raises the baby much rather are different caregivers. Because of that, attachment style of baby with mother is not very different than with father.

Attachment figure of baby will vary such as according to the family, it also changes according to the culture. The important point is whom the child sees as an attachment figure. This person may be such a parent, may be also a caregiver or grandmother, grandfather or any relative of the family.

Cultural Differences

Each culture looks the baby from its own point of view. However, secure attachment style has been accepted in most of the cultures. Ijzendoorn and Sagi (Atkinson, 2002) say that this ratio is 65% and it is the most common attachment style. Nevertheless, it should be noted that different attachment styles will be also culturally accepted.

Research has shown that rates of attachment to the mothers of children in Japan are more than the American babies. The reason is shown for that Japanese babies are rarely separated from their mothers in everyday life. Studies on mother-infant relationship in Japan and the United States have shown that one-third of Japanese babies sleep with mother while baby does not sleep in the mother's bed in U.S. and Japanese babies slept in separate room are very low in comparison with the United States (U.S. 84%, Japan 28%). Besides this, it has been observed that Japanese mothers are often in body touch with their babies and they try not to upset them (Hortacsu, 2003: 87).

It is seen that ideal child description also changes from culture to culture. Researches have demonstrated that Israeli mothers have taken lower score than the U.S. and Japanese mother in consistent relations with mother scale; Colombian mothers have taken higher score than all other countries mothers in closeness with mother scale; Chinese mothers have taken lower score than German mothers in physical contact with mother scale; Chinese mothers have taken higher score than the German, Colombian and Israeli mothers in relations with other adults scale (Hortacsu, 2003)

Richman (Atkinson, 2002), who examines three-four-month and nine-ten-month babies of mothers in Kenya and the United States, has observed that Kenyan mothers respond to such behaviors of the both age group of babies as noising, crying and looking, with picking up baby or being in physical contact; while American mothers respond to their behaviors such as looking and crying of three-four-month babies, with picking up them, they respond to various behaviors of nine-ten months babies with talking. Here, it is not right to accuse of behaving uninterestedly any group of mothers. Because both groups have behaved according to their own cultural perspective to the babies. Experts have determined that mothers are sensitive to their babies in both countries, but purposes of Kenyan mothers are to relieve babies rather than to warn them; American mothers behave to babies in order to direct to the emotionally stimulating conversations. Kenyan mothers see themselves protective as a form of behavior, American mothers see themselves as a trainer and in a way, explanation of behavior forms lies here. Experts have said that American mothers give more emphasis to talking. The reason for that they take a better education.

The Effect of Attachment Styles on Children School Success

Researches have shown that there is a strong relationship between the child's attachment style and school success. Güroglu (2002: 27-30) has said that there are three models between the mother and child's school success:

1. Mother's parenting style directly affects the child's success.

2. Mother's attachment style affects the child's attachment style and this affects the child's success.

3. Mother's attachment style affects the mother's parenting style, this affects the child's attachment style and the child's success increases as a result.

Direct interaction in the first model follows a more indirect way in the other models. But the important point in all three models is that the mother's attachment style affects the child's success. This interaction may be a negative, as may be positive. Positive interaction occurs when the mother's attachment style is secure. There is a direct proportion between secure style and academic achievement. Child's success decreases in avoidant and ambivalent attachment styles.

Child's school success increases in families who spare more time and respond more quickly to their children needs, while child's school success decreases in families who exhibit unstable behaviors, are uninterested to their children needs, respond lately to their children needs and do not approach sensitively to them.

Child creates his own personality with the effect of mother's attachment style. This personality changes according to the attachment style. If the child's personality is created as a result of secure attachment style, child greatly trusts himself, he could be a successful in school life, not only in daily life; he may be motivated more quickly when he faces with unsuccessful situations. Such behaviors as creating thoughts in the mind, catching harmony with the environment and having courage to ask question are forms of behavior as a result of the child's attachment style. These behaviors positively affect the child's school success.

Children tend to be depressed in avoidant or ambivalent style. This situation means that the child's psychological balance also deteriorates. One of the biggest factors in the child's school success is being psychologically balanced. When this balance is not provided, child directs his

school interest to other areas. Secure attachment style provides the best psychological balance.

Behavior Forms of Mother and Father in Generally

Acceptance

The acceptance is seen in the situation of behaving sensitively to children. Responding to the needs of the child and satisfying the child's wishes are the most obvious form of this behavior. Consentient mother-father keep in mind the interests of the child and they are more successful than other families to prepare an environment which the child can develops his skills in. It has also an important effect on the child. Accepted children are usually socialized, ready to cooperate with, friendly, emotionally balanced and happy individuals.

Ignorance

Ignorance shows itself as a form of rejecting, delaying or being indecisive to the child's requests. Halting of the child's physical and mental requirements or having hostile feelings to child can also be defined as ignorance (Yavuzer, 1987: 136). Children in this environment may be a nervous, irritable and far from feeling of help. They may have hostile feelings against to small and weak children. In this kind of children, general tendency is to exhibit a behavior as treated to him. Because of he grew up in hostile feelings or perceives the environment in this way, after a while he will begin to react similarly and will behave in a form of rejection against to his family and friends. Here, the child satisfies his feeling of revenge and makes relax himself with doing similar behaviors in others.

Excessive Indulgence

The first result of this kind of behavior is that child perceives his family's this indulgence as a pressure. So that, it shows naturally itself as an against idea of child and his each behavior will tend to reject each behavior of family. The second result is being pushed to behave selfishly in time. Children always want to attract the attention of others and expects to be

served. Such children show a very weak social cohesion inside and outside the home (Yavuzer, 2003: 135). Therefore, dealing more with the child results in negative as dealing less with him. Somewhat, excessive indulgence means being relatively restricted of child's freedoms.

Oppressiveness

Even though child, who is under the one of the parents pressure, is gentle, honest and attentive to others, he may exhibit negative behaviors. Being shy in a strange environment, quickly remaining under the influence of others, not developing own personality, having extremely sensitive structure of personality, not being creative, and so on are some of these forms of behavior. Exhibiting always meek personality in daily life such as being continously worry and being anxious in the slightest event is seen in such kind of children. Forms of mother and father's repressing are usually as a form of intervene in every case. The child is not possible to live free. Such children also live fear of pursue which may lead to continuous anxiety. It is seen that children, who are being permanently punished and accused by mothers and fathers, cry easily. It can also be seen that children, who grow up under pressure, develop a sense of inferiority with rebellious behavior.

Child Segregation

Every mother-father says that they love their children equally. However, this may not be true all the time. Mother or father may love one child more than another in the family or may tend to love. This manifests itself in the behavior against children. While they behave more tolerantly and more receptive to a particular child, they may exhibit opposite of these behaviors to other. The real problem comes when these behaviors are perceived by children. While the child, who sees himself more loved, may behave selfishly as a result; the child, who realizes himself less loved, may begin to have problems with his family and may behave in a way of hostile feelings to his siblings; may develop combative personality when he adapts to environment.

Factors That Affect Academic Achievement of The Child

Structure of Family (Moderate, Solid/Supervisory and Permitter)

Baumrind (1971) says that moderate families are positively the most influential families to school success. According to the Dornbusch's (1987) research results, while there is a negative correlation between academic achievement with solid/supervisory families and permitter families; there is a positive correlation between academic achievement and moderate families.

German and Japanese family types are in the category of the first type of family which is solid/supervisory family that Baumrind (1971) notes. But, the researches show that children of such families have higher school success in both countries. However, in the French family types, children of solid/supervisory families are mostly unsuccessful. The main reason for that is the cultural difference.

Marital Satisfaction in Family

The child's psychological status affects school success. Child, who is psychologically balanced and do not have any psychological problem, is more successful than other children. The important point is in which situations child could have the psychological balance.

The first prerequisite is to be able to satisfy from family. It has been determined that children, who grow in a happy and peaceful family environment, are generally far from serious psychological problems. The reason is for that family members live in harmony with each other. Children also psychologically adapt to parents in families, in which family members are away from psychological problems.

Child's expectations from family and not meeting with these expectations have a considerable impact on the school success. Any possible conflict within the family directly affect the child's psychological balance. Research has shown that the vast majority of children ran away from home, have family problems. Erel and Burnam (Atkinson, 2002) say that a positive relationship between the spouses has an direct connection with positive parent-child relationship. The two authors note that opposite of it is also true. An incompatibility between the spouses reflects to the relationship of family with child.

There is a direct proportion between psychological balance and school performance. Children can concentrate better when he provides the mental comfort. And, this brings with success. The communication between the family members may influence the child's success as family members' approaching may. Satisfaction of spouses from the family environment affects the child's growing in a best way and school success (John & Margolin, 1988; Alp ve Sarman, 2003). But, Feldman (Atkinson, 2002) has separately observed satisfaction status from the family environment and has founded that satisfaction of mother and father may affect the child in a different way. According to the Feldman (Atkinson, 2002), while being a compatible individual of father and being satisfied from family environment positively affect the child's success, the same thing is not valid for mother. Being compatible of mother or being satisfied from family environment are not an important factors in the child's success. It has observed that whether being satisfied from the marriage have differences between the genders. It has also observed that while spouses, who are not happy with the marriage, are more in concord with children who are in the same sex with them, they can not catch the same concord with the opposite sex of children.

Education Level of Family

Education level of family is another factor that directly affects the child's school success (Guroglu, 2002). Well-educated parents want their children to get the same education, or even more than of it and because of their knowledge related to topic, they follow up the child's

school works and may lead to him on any subject. Naturally, this affects child's school success. Guroglu (2002) argues that high education level of the family increased the school's success. However, Guroglu's (2002) research, was conducted in Turkey, it could be different for boys and girls. According to the Guroglu's research, high education level of father positively affects both male and female children. But, the same thing is not valid for the mother. While mother's education level affects girls, it does not have a serious contribution to male children. Nevertheless, Mattanah (Atkinson, 2002) says that there is not much effect on school success regarding to family education. According to the Mattanah (2001), family education positively affects the family's care to the child. But, this care is not always concluded with child's school success. At this point, child's intellectual interests and characteristics enters into the situation. If the child is not interested in school works, he begins to see his family's care as a pressure. Therefore, contrary to thought, there is a negative correlation between school performance and family education. Here, the attitude towards the child of family is important. If the family has an insistent attitude and the child wants to have a free work environment, the impact becomes negative. Kim and Rohmer (2002) argue the same view with Guroglu (2002) and Mattanah (Atkinson, 2002).

Maternal Employment

Maternal employment is also effective on the child's school performance. Banduci's research (1967) has shown that boys are more successful in families in which mothers do not work. But, that is not the same thing for the girls. Banduci (1967) says that maternal employment has not impact on girls' success. But, Muller (1995) says that the impact covers all of the children. According to his research on mathematics lesson, children of not working or working only part-time mothers are more successful than children of working full-time mothers. We can show the reason for this is sparing more time of children of not working mothers. Here, the mother has a psychologist role to all kinds of problem of children. Children often are left alone with their problems in working families. Therefore, concentration problem occurs in children and children attend into various activities except

academic achievement to overcome their psychological problems. Crouter (Crouter, Mac Dermid, McHale & Perry-Jenkins, 1990) argues that maternal employment has not an impact on the child.

Maternal employment may differently affect to boys and girls. Bogenschneider and Steinberg (Atkinson, 2002) have done a research among high school students. Students have been chosen from middle-class families and between middle-class and upper class families. Bogenschneider and Steinberg (Atkinson, 2002) have detected that there is a distinction between male and female students in a research that tries to measure how much maternal employment influences school success. Accordingly, while there is a decline in male students' success of working full-time mother, there is not a significant change in the success of female students.

Number of Children in Family

The number of children in the family is one of the important factors on the child's school performance. Because the increase in the number of children means a decreasing interests of the parents for each child and sparing less time for each child. Decline of the sparing time to the child makes children have to solve the problems sometimes alone.

Qian (2005) argues that children of singleton families are more successful than others. But, it has to be said that it will not always be valid. Children of singleton families get undoubtedly more attention compared to other children. Needs or problems will be resolved more quickly. But it will bring with excessive interest. If this interest is in the degree of boring to child, it will be brought the failure instead of success. Bored children because of this intense interest will inevitably look for an escape route. This will reflect in a negative way to the school lessons. So, it can be said that an ideal family number is four or five.

Kreppner (Atkinson, 2002) had followed the impact of the second baby's birth on family relationships during two years and he had drawn different conclusions. It is observed that only seven of the family were followed in this study; the situation in which mother is more interested in small child after the second baby's birth and father is more interested in big child, is often seen. But a year after the birth of second child, the mother and the father are often equal with each of two children. It is seen that, when a second baby is one-four months old, mother starts a more intense relationship with baby compared to big children. However, this difference gradually decreases in time, baby begins to have a more intense relationship with mother over time and there is no differences between the starting level of relationship of father with two child.

Teti and colleagues (1996) who observed the effects of the second baby's birth to the first baby, have determined that children smaller than the two age are negatively affected in the second baby's birth compared to the children between two and five years.

Family's View to Child

One of the most important factors in being unsuccessful of children is the formation of qualifying them of others. Classifying a child to putting a particular shape as a stupid, intelligent, lazy, hardworking, brave, coward affects the child's view of self. Therefore, a child who may be successful, starts to behave in that way as they agreed. If he is qualified as stupid, even he may be successful, he thinks that the opinion is true and initially begins to show instability even will achieve in some jobs. It is true that is not valid for all children. But, even a large majority does not agree with the ideas of others, they take into account them. Especially, the family has an important place among them.

Family's negatively qualifying to their children causes of insecurity in children. Here, the point is that the family needs to know, every child has an unique form of learning (Yavuzer, 2004: 109). Some children learn by hearing, some by seeing, others learn through trial and

error. It is important that the family may able to find in which type of learning style child is prone to. In general, children wait support from his family for failures in school. if the family considers that the child is not going to be succesful, it is difficult to give this support. They may be seen as a supporter, but it has more negative impact on child because of not convincing.
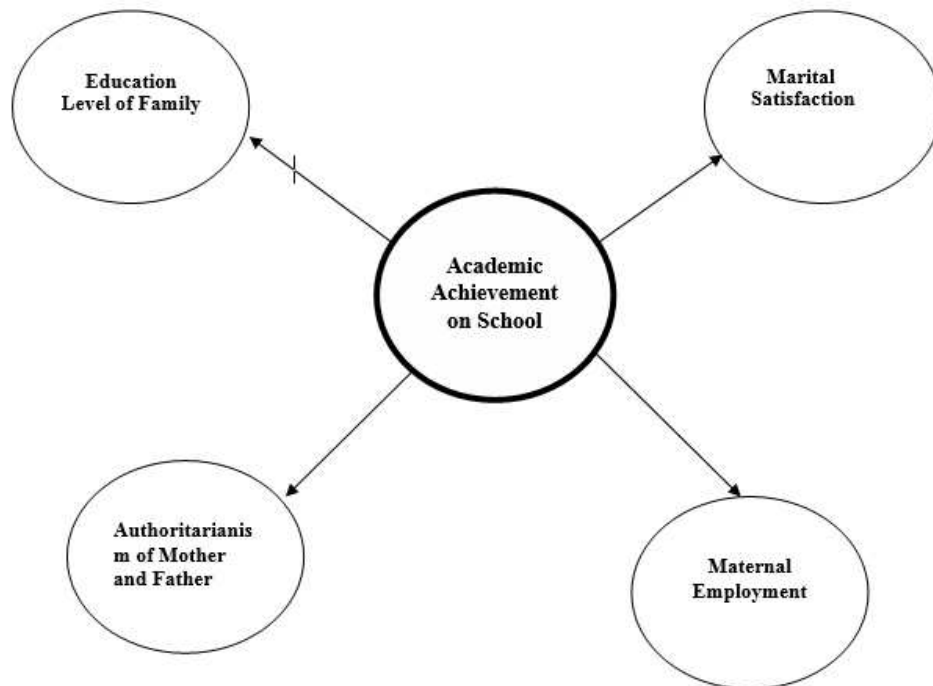
They should not be in the same expectation of success for each child. Children face with a large number of messages and information throughout the day. He will gain effective thinking skill with given critical and thinking criterias in early ages. And, it depends on given opportunity, choice and experience of mother and father from the early years of this development.

Another problem is to compare the child with others. Mother's comparison to child with his peers or siblings, showing their behaviours as an example to child creates a sense of inferiority in child and may direct to the hostile behaviors to family. In such a case, family has to believe the child do its best (Yavuzer, 2004).

Purpose of Research

In this study, factors affecting the child's academic achievement at the school; education level of family, maternal employment, marital satisfaction in family and authoritarianism situation of family have been observed. Whether or not these factors have an impact on the children academic failure has been examined. Research can be schematized as follows.

Figure 1: Determination of Academic Failure by Family Authoritarianism, Education Level of Family, Maternal Employment and Marital Satisfaction.

METHOD

Research Questions

This study seeks for answer to the following four questions:

1. Is there a significant relationship between the family type (solid/supervisory, moderate, permitter) and student's academic success in school?

2. Is there a significant relationship between the education level of mother and father and student's academic success in school?

3. Is there a significant relationship between the maternal employment and student's academic success in school?

4. Is there a significant relationship between the whether parents satisfy from the marriage (according to the students' point of view) and student's academic success in school?

Sample

Sample includes 142 (44 females and 98 males) high school students of two private high schools in Istanbul. Private Gokkusagı High School (86 people) and Private Okyanus High School (56 people) participated in this study. These private high schools give an education generally to students who have high economic level. Both English and Turkish educations are given at the two private high schools.

To complete the assessment and evaluation part of this thesis, both grade point average and survey studies of students had been taken from counselling services of schools. Besides, Turkish education is mostly given in schools, but English lesson is given at least 8 hours a week. The average age of students varies between 14 and 18. Arithmetic age mean is 15.8. Standard deviation is 0.61.

119 (83.7%) of students participated in the study live in combined families, 16 (11.1%) of them live in single-parent families, 3 (2.1%) of them live in a step-parent families with a self-parent and 4 (3.1%) of them live in the dormitories. Only students who are in combined families, were enrolled to study. 8 students of this group completed the authoritarianism scale; 4 students completed the satisfaction of family scale; 2 students completed the education level of family scale. Subjected to sample to the analysis, 68 boys with 37 girls (respectively 64.7% and 35.3% rates), includes a total of 105 individuals.

More than half of the students come from mother's not working families (65.9%), 9% of them come from father's not working families. Many mothers have a high school (38.8%), university (two-year vocational high schools, distance education faculties and the faculties within 4 years of formal education) (37.4%) or master degree (11.6%). The remaining

mothers (12.2%) graduated from elementary schools. The vast majority of fathers have university (57.1%) or master (25.9%) degree. The remaining 12.1% of fathers have high school, 4.9% have a primary education degree.

The vast majority of participants (83 people) come from families with two children, 6 of them come from singleton families and 16 of them come from families with more than two children.

Materials

Demographic Information Form

The first part of form consists of questions about the age, sex, being what grade, number of siblings, being which sibling and family structure. In addition, educational level of parents were noted by students. Four categories were selected to indicate the level of education: elementary, high school, college, master.

Education years in these categories made in order as 8, 11, 15, and more than 15. In addition, the students, about whether families' work; if it is, what kind of job they have and this job is full time or part-time, were asked (see Appendix-1).

School Achievement

Participants' overall grade point average had been obtained from official records of the schools. These records had been obtained from the school administration through counselling service of schools.

Authoritarianism Scale

This scale had been developed by Steinberg and colleagues (Atkinson, 2002) to measure authoritarianism levels of families separately for mothers and fathers. It was adapted to

Turkish by Yilmaz (2001). This scale consists of three subscales: moderate, solid/supervisory and permitter (see Appendix-2 and Appendix-3).

1, 3, 5, 7, 9, 11, 13 and 15th items are found in permitter subscale. And this scale measures responding to the needs of his and loving the adults from the student's point of view. Reliability coefficients of this scale have been found .67 for the father version and .71 for the mother version.

2, 4, 6, 8, 10, 12, 14, 16 and 17th items are found in moderateness subscale. And, this scale measures permitting the development of democratic, disciplined personality and forcing from the student's point of view. These 9 items were ranked from 1 (never) to 4 (always) and ratings were reversed in 12th item. Reliability coefficients of this subscale have been found .66 for the father version and .70 for the mother version.

Items of solid/supervisory subscale measure being observing and controlling of the student from the student's point of view. This scale includes eight items. 6 items measure having knowledge about where children they are after school, in evenings and spare times. Students were asked to show this degree between 1 (do not make effort) and 3 (make much effort). In the two remaining item, participants were asked to indicate how long they could stay out at night in a typical weekend day (1 = before 20:00, 7= whenever they want). After completing the authoritarianism scale of the mother and the family, students were asked to answer the next items in general, not separately for mothers and fathers. Calculating the ratio of the family's oppressiveness, ''grounded''items were used (see Appendix-4). Reliability coefficients of this scale have been found .67 for the father version and .66 for the mother version.

Table 1: Subscales and Items of Authoritarianism Scale

Subscale	Items
Permitter	1, 3, 5, 7, 9, 11, 13, 15
Moderateness	2, 4, 6, 8, 10, 12, 14, 16, 17
Solid/Supervisory	18, 19, Additional Questions

Marital Satisfaction Scale

Blum and Mehrabian (1999) have examined marital satisfaction scale of marries couples in the three categories: Homogamy, general satisfaction, and interpersonal interaction. Abbreviated version of the scale consists of 14 items (of which 7 were positive and 7 are shown as negative). Internal consistency coefficient alpha of the scale is .94, test-retest reliability coefficient is .83. This scale had been translated to Turkish by Heyndrickx (2004) and has been adapted to measure marriage satisfaction rate of spouses from adult's point of view. Begun with all items named as "My partner…" had been translated into as "My family…". The sentence of "My family agrees on same thing about how I spend my free times" had been changed as "My family agrees on same thing about how I spend my holidays". Instead of indicating the item which is about the communication between spouses, the two items were also added to the original scale (items 5 and 16). The students had made an order 16 items (8 positive and 8 negative) according to the marriage satisfaction of their families from 1 (never) to 4 (definitely). Turkish version of the scale reliability coefficient was .89.

Procedure

Datas were collected in counselling hours from 10th and 11th grade students at classrooms in Private Gokkusagı High School and Private Okyanus High School. Instructions of filling out the survey were given verbally. Survey completion time was ranged from 30 to 40 minutes.

Result

The results have been presented in two parts. The first section gives the average of the variables and a general description of answers to questionnaires. In the second part, the relationship between the students' academic achievement in school and the independent variables (education level of family, marriage satisfaction of family, maternal employment and authoritarianism of the family) were analyzed.

FINDINGS AND EVALUATION

Findings Related with Variables

Findings Related with Grade Point Average

Distribution of grade point averages of participant students according to the schools and sex is shown in Table 2. While the average of students participating from Gokkusagı High School is 2.59, the average of students participating from Okyanus High School is 2.62. It was founded that there is no significant difference between boys with girls and the schools in terms of average.

Table 2: Grade Point Averages of Boy and Girl Students According to the Schools

School		Average	SD
Gokkusagı High School	Girls	2,57	0,62
	Boys	2,61	0,60
	Total	2.59	0,62
Okyanus High School	Girls	2,68	0,55
	Boys	2,56	0,84
	Total	2.62	1,03

Findings Related with Authoritarianism Scale

Averages and distribution of students's scores from authoritarianism scale are shown in detail in Table 3. It was founded that there is no significant difference between mothers and fathers with boys and girls in subscales.

Table 3: Average, Range and Standart Deviation of Girls and Boys For Mother and Father Authoritarianism Subscales

		Average	Range	SD
For mothers				
Permitter	Girls	22,01	(12-28)	3,56
	Boys	20,64	(9-28)	3,69
	Total	21,38	(9-28)	3,67
Moderate	Girls	27,64	(13-36)	4,72
	Boys	28,01	(17-36)	4,52
	Total	27,81	(13-36)	4,63
Solid/Supervisory	Girls	24,84	(13-32)	3,87
	Boys	20,65	(8-30)	4,39
	Total	22,93	(8-32)	4,61
For Fathers				
Permitter	Girls	20,42	(9-28)	3,9
	Boys	20,48	(8-28)	4,07
	Total	20,45	(8-28)	3,97
Moderate	Girls	29,21	(16-36)	4,28
	Boys	28,84	(16-36)	4,51
	Total	29,04	(16-36)	4,38
Solid/Supervisory	Girls	23,02	(10-32)	4,32
	Boys	19,19	(8-31)	4,64
	Total	21,27	(8-32)	4,85

Findings Related with Receiving Education Year of Parent

Receiving education year averages of mother and father were taken into consideration when looking to relationship between education of family and academic achievement in school. Receiving education year averages of mother and father are shown in Table 4. It was founded that there is no significant difference between the colleges and between boys and girls in terms of receiving education year. But the fathers had been received a more education than mothers in both schools.

Table 4: Education Year Average of Mothers and Fathers in Gokkusagı High School and Okyanus High School

School	Mother			Father		
	Girls	Boys	Total	Girls	Boys	Total
Gokkusagı High School	13.05	12.20	12.70	14.18	13.05	13.95
Okyanus High School	13.11	14.05	13.49	13.69	14.75	14.11

Testing Research Questions

The research has tried to explain the factors that affect academic failure in school. For this purpose, the effect of four variables on academic failure were examined: Maternal employment, education of the mother and the father, authoritarianism of mother and father, marriage satisfaction of parents. Correlation analysis had been used to test whether there is correlation between these variables and school success or not. Coefficients relations between the variables and school success are shown in Table 5 ($p < .05$).

Table 5: Coefficients Relations Between The Variables And School Success

Variables	Girls	Boys	Total
Maternal Employment	.33	.25	.29
Mother's Education	.21	.19	.21
Mother's Moderateness	.61	.58	.63
Mother's Permittiveness	.38	.24	.33
Mother's Solid/Supervisory	.18	.23	.21
Mother's Authoritarianism	.32	.38	.31
Paternal Employment	.41	.37	.36
Father's Moderateness	.35	.27	.36
Father's Permittiveness	33.	.34	.33
Father's Solid/Supervisory	.14	.18	.19
Father's Authoritarianism	.24	.22	.24
Marriage Satisfaction	.39	.42	.40

It was founded that the only significant relationship between school success and variables in Table analysis, is between mother moderateness which is subscale of mother authoritarianism scale (.61 ve .58). So, The democratic approach of the mother to the child and perceiving him as an individual significantly affect the child's success. It was founded that there is no significant difference between the maternal employment, marriage satisfaction of parents, education of the mother and the father, authoritarianism of father with school success. Again, no significant difference was found between girls and boys.

Discussion and Suggestions

The main purpose of this study is to describe adolescents' academic failure in schools in Turkey. Authoritarianism of the parents, maternal employment, familial marital satisfaction and education level of family variables were examined.

These results show for all adults that mother's moderateness affect the children academic failure in school. All child-rearing styles are in positive and only relationship in the sample of European Americans with adolescents school success. It is seen that even though all child-rearing styles have separately effect on adolescents school success, there is increase on adolescents school success in moderate and permitter families and decrease in the authoritarian families. In this study, only moderate families make an increase on students' academic achievement in school.

In this study included:

1. Mother's moderateness is decisive on academic achievement at the school.

2. There is no gender difference in determining the adolescents' school achievement.

It has been observed in the study that neither the mother nor the father's education level do not directly or indirectly affect the school success of adults. In this regard, this study is compatible with the Mattanah's (Akinson, 2002) work.

It has been seen that studies conducted on European and Americans, situations in which the boys come from the upper-class family, maternal employment is influential on the school success; the children of working mothers take lower scores than the children of not working mothers. Also, it has been seen that maternal employment is not effective for girls. In this study, maternal employment is not effective on girls and boys. Marital satisfaction has not been also decisive for the school success.

In this study, the effect of parenting styles on the school success was examined in the families who are near the Turkey's Western culture. This choice was a made on purpose, because such a study, explored all kinds of cultural difference would mean more emphasis on other parts of society. But, however, such a choice brought with the risk of a lack of generalization.

Another problem is sample selection, because participants were chosen from the country's most exclusive schools. Therefore, the participants were chosen from the families who give a maximum importance to the children education. This made the sample is quite homogeneous.

Due to the restrictions mentioned above, this study should be done again in schools with lower levels of achievement and parents with lower levels of education. The point to be considered during this research, groups should be categorized as homogeneous. In addition, adults who get lower and higher score, should be included and thus generalization of adults in intervals should be determined.

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