

## *Parental Acceptance/Involvement, Self-Esteem and Academic Achievement: The Role of Hope as a Mediator\**

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### **Abstract**

In this study, examining the relationship of parental acceptance/involvement to self-esteem, hope and academic achievement besides, mediating role of hope on the relationship between perception of parental acceptance/involvement, self esteem and academic achievement were aimed. The study was carried out with 297 students from different undergraduate programs of Karadeniz Technical University Fatih Faculty of Education in Trabzon province. To collect the data, Demographic Data Form, Parenting Styles Scale, Dispositional Hope Scale and Coopersmith Self-Esteem Inventory were used. Relations between study variables and the mediating role of hope on the relationship between perception of parental acceptance/involvement, self-esteem and academic achievement was tested through structural equation modeling (SEM). The results of the data analysis showed that the direct effect of perception of parental acceptance/involvement on university students' hope, self-esteem and academic achievement levels was significant. Besides, hope found as a significant mediator on the relationship between perception of parental acceptance/involvement and self-esteem. However, the role of hope as a mediator between the perception of parental acceptance/involvement and academic achievement is found to be not significant. These results were discussed based on the relevant literature and some recommendations were given.

**Keywords:** Parenting, hope, self-esteem, academic achievement.

### **Özet**

Bu araştırmada anne ve babadan algılanan kabul/ilginin benlik saygısı, umut ve akademik başarı ile ilişkisi aynı zamanda anne ve babadan algılanan kabul/ilgi, benlik saygısı ve akademik başarı arasındaki ilişkide umudun aracı rolünün incelenmesi amaçlanmaktadır. Araştırma Trabzon ilindeki Karadeniz Teknik Üniversitesi Fatih Eğitim Fakültesi'nin farklı bölümlerinde öğrenim görmekte olan 297 öğrenci ile yürütülmüştür. Veri toplamak amacıyla, Demografik Bilgi Formu, Çocuk Yetiştirme Stilleri Ölçeği, Umut Ölçeği ve Coopersmith Benlik Saygısı Envanteri kullanılmıştır. Araştırma değişkenleri arasındaki ilişkiler ve umudun anne ve babadan algılanan kabul/ilginin benlik saygısı ve akademik başarıyla ilişkisindeki aracı rolü yapısal eşitlik modeli ile test edilmiştir. Analiz sonuçları, anne ve babadan algılanan kabul/ilginin üniversite öğrencilerinin umut düzeyleri, benlik saygıları ve akademik başarıları üzerindeki doğrudan etkisinin anlamlı olduğunu göstermektedir. Umudun anne ve babadan algılanan kabul/ilgi ile benlik saygısı arasındaki ilişkide aracı rolü de anlamlı olarak bulunmuştur. Bununla birlikte umudun anne ve babadan algılanan kabul/ilgi ve akademik başarı arasındaki ilişkideki aracı rolü anlamlı değildir. Bu sonuçlar literatüre dayalı olarak tartışılmış ve çeşitli öneriler sunulmuştur.

**Anahtar Kelimeler:** Çocuk yetiştirme stilleri, umut, benlik saygısı, akademik başarı.

## **INTRODUCTION**

Parents are attributed an important role in the healthy psychological development of the child. The results of studies most of which are performed with children and adolescents indicate that the parenting styles adopted by parents have determining effects on the psychological health of their children (Huntsinger & Jose, 2009; Khaleque & Rohner, 2002, Kim, 2013; Rohner, Parmar & Ibrahim, 2010; Suchman, Rounsaville, DeCoste & Luthar, 2007). Some studies are based on the assumption that parenting styles have long-term effects and it

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is concluded that variables such as perception of parental acceptance, involvement, control and rejection continue to determine the psychological adjustment level at adulthood (Khaleque & Rohner, 2002; Parmar, Ibrahim & Rohner, 2008; Parmar & Rohner, 2005; Turner, Sarason & Sarason, 2001).

The basis of the high level of hope in adult life is significantly and very much related to the quality of the relations established between the individual and his/her parents as he/she grows up. Those individuals who have more secure attachment to their parents and who are better involved and accepted by them have a higher level of hope (McDermott & Hastings, 2000; Shorey, Snyder, Yang & Lewin, 2003). The fact that hopeful individuals are more competent to attain their goals helps them cope with challenges and difficulties and this problem-focused coping strategy brings along many positive outcomes in relation to mental health and academic achievement (Shorey et al., 2003; Snyder, 2002; Snyder, Feldman, Taylor, Schroeder & Adams, 2000). Research on hope and self-esteem indicates that hope has a positive impact on self-esteem (Barnum, Snyder, Rapoff, Mani & Thompson, 1998; Onwuegbuzie & Daley, 1999). Snyder (1994) states that emotion-related reactions such as self-esteem are a consequence of the hopeful thinking process. Furthermore, just like hope, self-esteem is reported to be associated with perceived parental acceptance and involvement (Cohen, Mansoor, Gagin, & Lorber, 2008; Koydemir-Özden & Demir, 2009). Current research findings and theoretical explanations assert that hope can have a mediating role in the relationship between perceived parental acceptance and involvement and self-esteem. In addition, hope has a determining role on academic achievement which is found to be associated with perceived parental acceptance and involvement (Day, Hanson, Maltby, Proctor & Wood 2010; Rand, Martin & Shea, 2011) and therefore hope can be studied as a mediating variable in this relationship as well. To this end, in this study, examining the relationship of parental acceptance/involvement to self-esteem, hope and academic achievement besides, mediating role of hope on the relationship between perception of parental acceptance/involvement, self esteem and academic achievement were aimed.

## METHODOLOGY

### Participants

This study is carried out in the spring semester of 2011-2012 academic year with the participation of 297 students who were randomly sampled and were then studying at the departments of Primary Education, Fine Arts, Secondary Education Science and Mathematics, Computer Education and Instructional Technologies, Special Education and Educational Sciences at Karadeniz Technical University Fatih Faculty of Education located in the province of Trabzon, Turkey. The students were of ages varying from 18 to 30 and the mean age is 21.7 (SD=1.89). The sample group of students involved 123 females (41.4 %) and 174 males (58.6 %). In terms of their socioeconomic background, a great majority of the students (89.6 %) were from middle income families.

### Procedure

Researchers visited the abovementioned departments at Karadeniz Technical University Fatih Faculty of Education and provided information to students about the aims of the research in classrooms selected through random sampling. Those students who volunteered to take part in the research were presented the data collection package. The participating students answered all questions in the scale package within about 20 minutes. The scale packages were applied within one week to the students studying in the previously mentioned departments and the implementation phase was completed.

## **Data Collection Tools**

### ***Demographic Data Form***

This form is prepared by researchers. The form bears questions on the students' gender, age, department, perceived socioeconomic status and academic achievement. Academic achievement was measured with students' cumulative grade point average. In the demographic data form, students wrote their cumulative grade point average according to the 4.00 grading system.

### ***Parenting Styles Scale***

In the study, the perceived parental acceptance/involvement of the participants is measured via the "acceptance/involvement" sub-scale of the Parenting Styles Scale developed by Sümer and Güngör (1999). This scale is a 5-point Likert-type scale and has a total of 22 items, 11 of which covers acceptance/involvement whereas the remaining 11 covers strict supervision/control. In this study, the perceived parental acceptance/involvement dimension of the said scale is used. As a consequence of the analysis on the reliability of the scale, the alpha value of both perceived maternal and paternal acceptance/involvement dimensions is calculated to be .94 whereas the alpha value of perceived maternal strict supervision/control dimension is calculated to be .80 and the alpha value of perceived paternal strict supervision/control dimension is calculated to be .70. In the present study Cronbach alpha values calculated as .85 for maternal and paternal acceptance /involvement subscales.

### ***The Trait Hope Scale***

The Trait Hope Scale, the original of which is developed by Snyder, Harris, Anderson, Holleran , Irving, Sigmon et al. (1991), is adapted into Turkish by Akman and Korkut (1993). In the study of Snyder et al. (1991), the scale displayed a two-factor structure comprising of planning to meet goals (pathways) and goal-directed energy (agency). In the factor analysis during adaptation to Turkish, it is found out that the scale presented a one-dimensional structure in the Turkish sampling. The reliability check presented the internal consistency to be .65 whereas the test-retest reliability is calculated to be .66. In the present study, Cronbach alpha value was calculated as .59 . The scale included twelve items, four of which are comprised of filler statements that are not relevant to hope. The scale has a 4-point Likert-type feature.

### ***Coopersmith Self-Esteem Inventory***

The self-esteem levels of the students are assessed via the "Coopersmith Self-Esteem Inventory" which is originally developed by Coopersmith in 1967 and adapted to Turkish by Pişkin (1997). The scale has 25 items covering factors relevant to self-esteem such as self-deprecation, leadership-popularity, parents-family, assertiveness and anxiety. This study takes into account not the sub-factors measured by the scale but the general self-esteem score. In the adaptation study, Turkish version provided an internal consistency coefficient of .76 for KR-20 and split-half reliability. In the present study, Cronbach alpha value was calculated as .62. Coopersmith Self-Esteem Inventory is dichotomously scored based on respondents' endorsement of statements such as "like me" or "unlike me".

## **Statistical Analysis**

In the study, structural equation modeling was utilized to determine the relationships between perception of parental acceptance/involvement, hope, self-esteem and academic achievement and the mediating role of hope. The variables which were entered in structural equation modeling were measured by summing the items of each scale. These analyses were carried out via LISREL 8.80.

## FINDINGS

### The Means, Standart Deviations, Pearson Correlations and Cronbach Alpha Values for Study Variables

The means, standard deviations, pearson correlations, and Cronbach's alpha values for study variables are presented in Table 1. Perceived parental acceptance/involvement (parenting dimensions-PD) were positively correlated with each other, but just academic achievement not to correlate with mother acceptance (correlations ranged from .09 to .56).

**Table 1.** Means, Standard Deviations, Correlation Coefficients, and Cronbach's Alpha Values along with League Type

	M	SD	1	2	3	4	5
1 Maternal acceptance/involvement	3.92	.69	<b>.85*</b>				
2 Paternal acceptance/involvement	3.70	.78	.56	<b>.85*</b>			
3 Hope	2.86	.35	.23	.29	<b>.65*</b>		
4 Academic Achievement	2.69	.46	.09	.17	.13	-	
5 Self-Esteem	.68	.14	.32	.31	.45	.16	<b>.62*</b>

\*Internal Consistency Coefficients

**Note.**  $n = 297$ . Scale reliabilities are on the diagonal in bold. Correlations greater than .15 are significant at  $p < .05$ . Correlations greater than .19 are significant at  $p < .01$

### Hypothesis Model

The impact of perceived parental acceptance/involvement (parenting dimensions) on the mediating role of hope and academic achievement and self-esteem levels are tested by the structural equation modeling. In the hypothesis model- perceived parental acceptance/involvement (parenting dimensions-PD) constitutes the independent variable of the study whereas hope (H) constitutes the mediator variable and academic achievement (AA) and self-esteem (SE) constitute the dependent variables. Unstandardized regression weights for the model are provided in Figure 1.

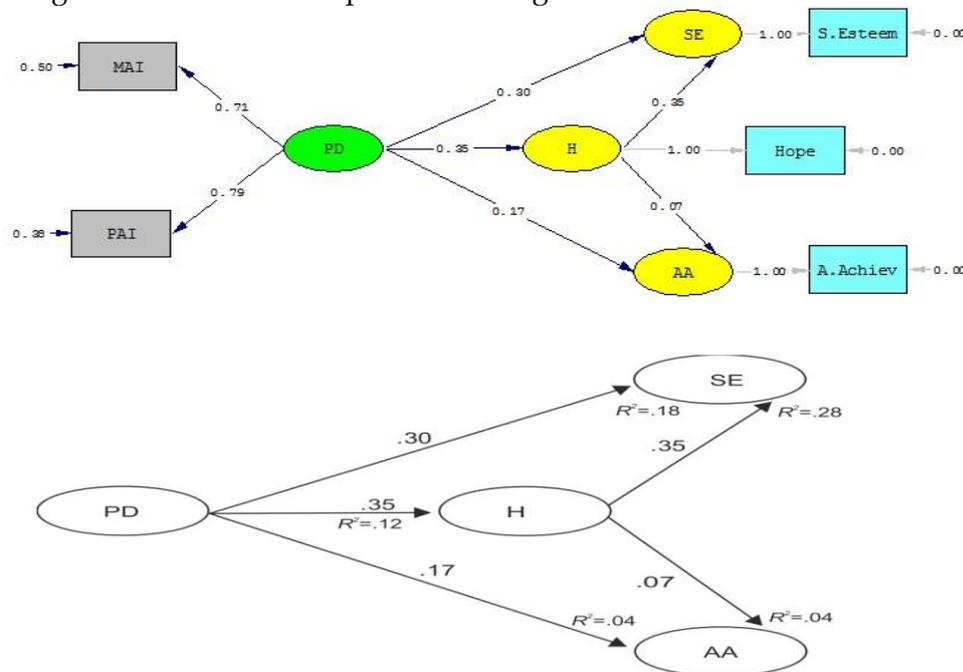


Figure 1 represents the results of a model testing. The fit indices of the hypothesized model As a result of the Structural Equation Modeling analysis, the general fit indices regarding the hypothesis model  $\chi^2 (3, N = 297) = 4.73; p > 0.05; \chi^2/df = 1.58$ , root mean square error of approximation (RMSEA) = 0.04; Standardized RMR = 0.02 (SRMR) = .02; Goodness of Fit Index (GFI) = 0.99; Comparative Fit Index (CFI) = .97; Adjusted Goodness of Fit Index (AGFI) = .97; Non-Normed Fit Index (NNFI) = 0.98. – show an adequate fit to the data (Hu & Bentler, 1999).

### Direct Effects

As per the unstandardized regression weights regarding the hypothesis model, when the direct effects of parenting dimensions are analysed, it is found out that they impact on hope at a level of  $B=0.35$ , academic achievement at a level of  $B=0.17$  and self-esteem at a level of  $B= 0.30$

Upon the analysis of the t values between the variables included in the model in Table 2, it is observed that the effects of parenting dimensions on hope ( $t=5.31; P<0.001$ ), academic achievement ( $t=2.28;P<.01$ ) and self-esteem ( $t=4.58;P<.001$ ) are statistically significant.

B, t and p values regarding the relationships between the variables included in the hypothesis model are presented in Table 2.

**Table 2.** B, t and p Values between the Variables Included in the Hypothesis Model

Relationships	B	Se	t	p
PD -----> H	.35	.07	5.31	.000***
PD -----> AA	.17	.06	2.28	.000***
PD -----> SE	.30	.06	4.58	.000***
H -----> AA	.07	.06	1.14	
H -----> SE	.35	.05	6.21	.000***

PD= Parenting Dimensions, H=Hope, AA= Academic Achievement, , SE= Self-esteem Se=Standart error

B=Unstandardized Regression Coefficients

\*\*\*  $p<.001$

### Indirect effects (The role of hope as a mediator regarding the relationships between parenting dimensions and academic achievement)

In this model, it is assumed that hope has an indirect (mediating) effect regarding the relationship between parenting dimensions and academic achievement and self-esteem. To this end, the mediating effect of hope in the said relations is  $(0.35 * 0.07) 0.02$ , ( $t_{sobel}=1.14; P=0.12$ ) for academic achievement and  $(0.35 * 0.35) 0.12$ , ( $t_{sobel}=4.48; P=0.000$ ) for self-esteem. These results show that the indirect effect of hope in the relationship between the perception of parental acceptance/involvement and academic achievement is not statistically significant but the indirect effect of hope in the relationship between the perception of parental acceptance/involvement and self-esteem is statistically significant.

## DISCUSSION

The results of the study show that the direct effect of the perceived parental acceptance/involvement perception of university students on self-esteem is statistically significant. Results of studies on children and adolescents indicate that children and adolescents accepted, involved and supported by their parents have more positive opinions of themselves (Cohen et al., 2008; Frank, Plunkett & Otten, 2010). Earlier studies present findings on the fact that perception of parental affection, acceptance, involvement and support continue to impact on the concept of self and self-esteem (Oliver & Paull, 1995; Parish & McCluskey, 1992). The findings of this study seem to be in parallel with the

findings of the abovementioned studies and support the argument that the impact of the family continues to exist in university years which set the beginning of adulthood in addition to the impact on childhood and adolescence.

The results of the present study show that the direct effect of the perception of parental acceptance and involvement on hope is significant. Theoretical explanations and research findings on hope single out the quality of relations established with parents at early stages of life as the basis of hopeful thinking in adulthood (McDermott & Hastings, 2000; Snyder, Feldman, Shorey, & Rand, 2002 ; Snyder, Hoza, Pelham, Rapoff, Ware Danowsky et al., 1997). Adults who are reliably attached to their parents and are sufficiently accepted and involved by them in childhood are more hopeful. In the development of the goal-oriented thinking which constitutes the basis of hope, the fact that the child feels safe, the development of his/her control perception thanks to the parental acceptance and involvement and the perception of self-efficacy in terms of attaining goals are considered to be important (McDermott & Hastings, 2000). In a research with university students by Shorey et al. (2003), students who are securely attached to their parents and are better accepted and involved by them are found out to be more hopeful. To this end, the findings of this study seem to be supporting the theory and research results on the development of hope.

Another variable for which the direct impact of the perception of parental acceptance and involvement by university students is studied is academic achievement and this impact is found to be significant. What can be concluded from relevant research findings is that accepting and supportive parental attitudes function as an enhancer for academic achievement (Khan, Haynes, Armstrong & Rohner, 2010; Starkey, 1980; Uddin, 2011). The impact of parents on academic achievement at university years is also studied. These studies indicate that authoritative parental attitudes are a variable which is positively correlated with academic achievement and study skills (Abar, Carter & Winsler, 2009; Turner, Chandler & Heffer, 2009). In another research with university students, it is concluded that supportive parental attitudes have a positive impact on academic achievement (Cutrona, Cole, Colangelo, Assouline & Russell, 1994) The findings of this study also overlap with the findings of the previous research.

This study also examines the role of hope as a mediator and this role is found to be significant in terms of the relationship between the perception of parental acceptance and involvement and self-esteem. In other words, the perception of parental acceptance and involvement by university students increase their level of hope and the increased level of hope contributes to the development of self-esteem. There are other studies in the literature, analyzing the role of hope as a mediator. Valle, Huebner and Suldo (2006) studied the role of hope as a mediator between risky life events and mental health outcomes. The results of the study indicate that hope alleviates the negative effects of risky life events, impacts on the reduction of self-destructive behaviour by adolescents and ensures the continuation of their satisfaction from life. In another study similar to this, Shorey et al. (2003) tested the role of hope as a mediator between developmental processes and mental health outcomes. The results of the study carried out with the participation of university students reveal that authoritative parental attitudes are influential in the development of hope and that the increased level of hope is associated with less depression, less anxiety and a lesser loss of behavioural/emotional control in young individuals. Theories on hope indicate that the foundation of the level of hope in adulthood lies in the relations established with parents during the earlier stages of life. The level of hope developing on the basis of earlier life experience supports positive mental health outcomes during adolescence and adulthood (Chang, 1998; Ong, Edwards & Bergeman 2006). One of these positive outcomes is self-esteem. Snyder (1994) states that emotion-related reactions such as self-esteem are a consequence of the hopeful thinking process. The results of the related studies also indicate

that hope has a positive impact on self-esteem (Barnum et al., 1998; Onwuegbuzie & Daley, 1999). Therefore, the findings of the present study are in parallel with the theories and the findings of similar previous research.

The role of hope as a mediator between the perception of parental acceptance/involvement and academic achievement is found to be not significant. The results of some research indicate that hope, when it develops on the basis of earlier life experience, has a positive effect on academic achievement in university years (Curry, Snyder, Cook, Ruby & Rehm, 1997; Day et al., 2010; Rand et al., 2011). Developing on the basis of a secure, accepting and involving relationship with parents, hopeful thinking has a positive impact on academic achievement and it was thought that hope can have a mediating role in this relationship but the findings of this study do not support that assumption. This result can be explained with a decreased level of parental influence on students' academic achievement in university years in comparison to previous years. It is possible to say that due to a moving away from the family environment, relationships at the university environment (e.g. friendships, intimate relationships, interaction with the academia) become relatively more important than relations with the family. Also, the said relations could be more effective on academic achievement levels of university students in this period.

## CONCLUSION AND SUGGESTIONS

Hope is a concept that bears importance and focus for university students. The level of hope is reported to possibly improve in time (Cheavens, Feldman, Gum, Michael & Snyder, 2006). It can be useful for students in this period of life to learn the theory of hope and to attend training programs in order to improve their levels of hope. Such programs can involve interventions to identify meaningful goals for various spheres of life, to make plans to attain these goals and to acquire the required motivation. In the light of the findings of this research, it is also suggested that raising awareness in students on the role of self-destructive thoughts that have a negative impact on the efforts to attain previously set goals and on the role of family experiences in relation to the formation of such thoughts can be useful. Last but not the least, it is possible to indicate that negative perception in relation to attaining the identified goals has a negative effect on the general self-evaluation of individuals and the self-esteem in such students can be reinforced through hope training. The said interventions can also be used in individual interviews held by counselors working at the counseling centers of universities.

The quality of relations between students and their parents continue to have an impact on the mental health and academic achievement of students in university years. Since this study is a cross-sectional research, it may be useful to do some longitudinal studies and work on the impact of parents on the changes observed in variables such as hope, self-esteem and academic achievement in time. This study involves the opinions of university students on parental attitudes. It is thought to be useful in similar studies to collect data on the opinions of parents regarding child rearing. Furthermore, it is thought that strict supervision/control dimension can be influential in the development of hope and self-esteem and on academic achievement as much as the perception of parental acceptance/involvement. Similar research can study parenting styles (authoritative, authoritarian, permissive) that only involves the strict supervision/control dimension or a certain amount of the acceptance/involvement and strict supervision/control dimensions both. Another limitation for this study is that the data is collected from students selected through random sampling in only one faculty of the university. Collecting data from students studying at different faculties and universities can contribute to an improved possibility of generalizing results in potential similar studies.

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## *Anne-Babadan Algılanan Kabul/İlgi, Benlik Saygısı Ve Akademik Başarı: Umudun Aracı Rolü*

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### Geniş Özet

#### GİRİŞ

Anne ve babanın çocuğu kabulü, ona gösterdikleri ilgi ve sıcaklığın çocuğun sağlıklı psikolojik gelişimi üzerindeki etkisi birçok araştırmada ele alınmış ve çocuk ve ergenler üzerinde yapılan çalışmalarda olumlu psikolojik karakterstiklerle ilişkili olarak bulunmuştur. Yetişkinlik yaşamındaki yüksek umut düzeyinin temeli, yetiştirme sürecinde anne ve baba ile kurulan ilişkinin niteliği ile önemli ölçüde ilişkilidir. Anne babalarına daha güvenli olarak bağlanan, daha iyi düzeyde ilgi ve kabul gören bireyler daha umutlu olmaktadır (McDermott & Hastings, 2000; Shorey, Snyder, Yang & Levin, 2003). Bununla birlikte anne ve babadan algılanan kabul, ilgi ve desteğin etkisi sonraki yaşam dönemlerinde de devam etmekte ve yetişkinlik dönemindeki benlik saygısı üzerinde etkili olmaktadır (Koydemir-Özden & Demir, 2009; Oliver & Paull, 1995; Parish & McCluskey, 1992). Üniversite öğrencilerinin akademik başarıları ile ilişkili olarak yapılan çalışmalarda ise anne ve babadan algılanan ilgi, kabul ve destekleyici tutumların bu yaşam döneminde de akademik başarı üzerinde olumlu anlamda etkili olmaya devam ettiği sonucuna ulaşılmıştır (Abar, Carter & Winsler, 2009; Turner, Chandler & Heffer, 2009). Gelişimi büyük ölçüde erken dönemlerde anne ve babanın destekleyici tutumlarıyla ilişkili olan umut kavramı araştırmalara göre hem benlik saygısını hem de akademik başarıyı olumlu yönde etkilemektedir (Barnum, Snyder, Rapoff, Mani & Thompson, 1998; Onwuegbuzie & Daley, 1999 ; Day, Hanson, Maltby, Proctor & Wood, 2010; Rand, Martin & Shea, 2011). Bahsedilen araştırma sonuçları, anne ve babadan algılanan kabul/ ilgi ile benlik saygısı ve akademik başarı arasındaki ilişkide umudun aracı bir değişken olarak incelenebileceği fikrini vermektedir. Buna dayalı olarak bu araştırmada üniversite öğrencilerinde anne ve babadan algılanan kabul/ilginin umut, benlik saygısı ve akademik başarı ile ilişkisi aynı zamanda umudun anne ve babadan algılanan kabul/ilgi, benlik saygısı ve akademik başarı arasındaki ilişkideki aracı rolünün incelenmesi amaçlanmaktadır.

#### YÖNTEM

Araştırma 2011-2012 eğitim-öğretim yılı bahar döneminde Trabzon ilindeki Karadeniz Teknik Üniversitesi Fatih Eğitim Fakültesi'nin çeşitli bölümlerinde eğitim gören ve tesadüfi örnekleme yoluyla belirlenen 297 öğrenci ile yürütülmüştür. Öğrencilerin büyük bir kısmı (% 89.6) orta sosyoekonomik statüdeki ailelere mensupturlar. Araştırmada veri toplama aracı olarak Demografik Bilgi Formu, Umut Ölçeği, Coopersmith Benlik Saygısı Envanteri ve Çocuk Yetiştirme Stilleri Ölçeği kullanılmıştır. Anne ve babadan algılanan kabul/ilgi, umut, benlik saygısı ve akademik başarı arasındaki ilişki ve umudun aracı rolünün incelenmesinde Yapısal Eşitlik Modeli kullanılmıştır. Veriler LISREL 8.80 versiyonu ile analiz edilmiştir.

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## BULGULAR

Araştırmada üniversite öğrencilerinin anne ve babadan algıladıkları ilgi ve kabulün benlik saygıları üzerindeki doğrudan etkisi anlamlı bulunmuştur. Benzer şekilde bulgular, anne ve babadan algılanan kabul ve ilginin umut üzerindeki doğrudan etkisinin anlamlı olduğunu göstermektedir. Üniversite öğrencilerinin anne ve babalarından algıladıkları kabul ve ilginin doğrudan etkisinin incelendiği bir başka değişken ise akademik başarıdır ve bu etki anlamlı olarak bulunmuştur. Bu araştırmada umudun aracı etkisi de incelenmiş ve anne ve babadan algılanan kabul ve ilgi ve benlik saygısı arasındaki ilişkide aracı rolü anlamlı olarak bulunmuştur. Umudun anne ve babadan algılanan kabul/ilgi ve akademik başarı arasındaki ilişkideki aracı rolü ise anlamlı değildir.

## TARTIŞMA

Çeşitli araştırmalarda anne ve babadan algılanan sıcaklık, kabul, ilgi ve desteğin yetişkinlik dönemindeki benlik kavramı ve benlik saygısı üzerinde etkili olmaya devam ettiğini gösteren bulgular elde edilmiştir (Oliver & Paull, 1995; Parish & McCluskey, 1992) Şimdiki araştırmanın bulguları da bahsedilen araştırma bulgularıyla paralel görünmektedir. Umutla ilgili kuramsal açıklamalar ve araştırma sonuçları, yetişkinlik dönemindeki umutlu düşüncenin temeli olarak erken dönemlerde anne ve baba ile kurulan ilişkilerin niteliğini işaret etmektedir. Bu açıdan şimdiki araştırma bulguları, umudun gelişimine ilişkin bahsedilen kuramsal açıklamaları ve araştırma sonuçlarını destekler görünmektedir. Üniversite dönemindeki akademik başarı üzerinde anne ve babayla kurulan ilişkilerin etkisini inceleyen araştırmalar da yapılmıştır. Bu araştırmalarda demokratik anne-baba tutumları, üniversite öğrencilerinin akademik başarısı ve çalışma becerileriyle olumlu yönde ilişkili bir değişken olarak bulunmuştur (Abar, Carter & Winsler, 2009; Turner, Chandler & Heffer, 2009). Şimdiki çalışmanın bulgularının bahsedilen bulgularla örtüştüğü söylenebilir. Umuda ilişkin kuramsal açıklamalar, yetişkinlik dönemindeki umut düzeyinin temelini erken yıllarda anne ve baba ile kurulan ilişkilerle atıldığını belirtmektedirler. Erken yaşantılar temelinde gelişen umut düzeyi ise ergenlik ve yetişkinlik döneminde ruh sağlığı ile ilgili olumlu çıktılarını desteklemektedir (Chang, 1998; Ong, Edwards & Bergeman, 2006). Bu olumlu çıktılardan biri de benlik saygısıdır (Snyder, 1994). Dolayısıyla bu araştırmada anne ve babadan algılanan kabul/ilgi ile benlik saygısı arasındaki ilişkide umudun aracı rolünün anlamlı bulunması ilgili kuramsal açıklamalar ve araştırma sonuçlarıyla paraleldir. Anne ve babayla kurulan güvenli, kabul ve ilgi dolu bir ilişki temelinde gelişen umutlu düşüncenin akademik başarı üzerindeki olumlu etkisi de göz önünde bulundurularak, bu ilişkide aracı bir rolünün bulunabileceği düşünülmüş ve fakat şimdiki araştırmanın sonuçları bu öngörüye desteklememiştir. Bu sonuç üniversite döneminde aile etkisinin daha erken dönemlere göre azalmış olması ile açıklanabilir.

## ÖNERİLER

Üniversite öğrencileri için umut teorisinin öğretilmesi ve umut düzeyinin geliştirilmesine dönük eğitim programlarının hazırlanarak uygulanması faydalı olabilir. Bu programlarda çeşitli yaşam alanlarına ilişkin anlamlı amaçlar belirleme, bu amaçlara ulaşmaya ilişkin planlar hazırlama ve gerekli motivasyonun sağlanmasıyla ilgili müdahalelerde bulunabilir. Bununla birlikte öğrencilerin belirledikleri amaçlara ulaşmaları konusunda onları olumsuz yönde etkileyen öz-yıkıcı düşüncelerin farkına varılması ve bu düşüncelerin gelişiminde aile deneyimlerinin rolü konusunda onlara farkındalık kazandırılması, şimdiki araştırmanın sonuçları doğrultusunda yapılabilecek önerilerden biridir.