

Exploring the relationship between 8th graders' assertiveness levels and family functions*

Hadiye Küçükkaragöz¹, Dokuz Eylul University, Institute of Education Science, Cumhuriyet Bulvarı No:144
Alsancak, İzmir 35210, Türkiye <https://orcid.org/0000-0002-4576-0295>

Kemal Karakayoun, Family Education and Counseling Family Consultant <https://orcid.org/0000-0002-1279-3250>

Suggested Citation:

Küçükkaragöz, H.; & Karakayoun, K. (2020). Exploring the relationship between 8th graders' assertiveness levels and family functions. *Cypriot Journal of Educational Science*. 15(5), 1030-1052.
<https://doi.org/10.18844/cjes.v15i5.5147>

Received from June 15; revised from August 15, 2020; accepted from October 13, 2020.

Selection and peer review under responsibility of Prof. Dr. Huseyin Uzunboylu, Higher Education Planning, Supervision, Accreditation and Coordination Board, Cyprus.

©2020 Birlesik Dunya Yenilik Arastirma ve Yayıncılık Merkezi. All rights reserved.

Abstract

This research has been conducted to examine the relationship between primary school 8th grade students' levels of assertiveness and a) family function b) socio-demographic variables. In the research with the family assessment scale, rathus assertiveness and socio-demographic properties inventory has been used. The personal information form has been used for socio-demographic variables according to family assessment functions and social demographic properties, the students' levels of assertiveness have been studied whether significantly differentiate ($p<.05/p<.01$) or not. Socio-demographic properties are gender, number of siblings, birth order, self-confidence and lack of self-confidence, parents' education level, and family income level. In the sample group there are 195 girl students and 236 boy students classes of the society totally 431 students form the sample group. As a result, the level of assertiveness doesn't change according to the gender. Terms of roles, affective involvement and behaviour control, male students have higher average scores than female students. Generally the students who have got two siblings, have lower scores than the other number of siblings group (1,3,4,6); in terms of the relationship between the family function and assertiveness, the overall high scores have been found to cause a decrease in the communication, roles and general functions (sub-family functions) of the 8th grade students' levels of assertiveness.

Key Words: Assertiveness; Family Functions, Elementary Students; Socio-demographic; Family C ounseling

¹ ADDRESS FOR CORRESPONDENCE: Hadiye Küçükkaragöz , Dokuz Eylul University, Institute of Education Science, Cumhuriyet Bulvarı No:144 Alsancak, İzmir 35210, Türkiye

E-mail Address: hadiye3000@gmail.com

*This article is based on a master's thesis entitled "Being Studied The Relationship Between Primary School 8th Grade Students Levels Of Assertiveness And Family Functions In Terms Of Sociodemographic Variables" Kemal KARAKOYUN(2011)/ supervision Dr.Hadiye KÜÇÜKKARAGÖZ/Family Education and Conselling Graduate Program/ Dokuz Eylül University Education Science Institute.

Introduction

The second term of primary school is the time when a child becomes mature. As this term of life accepted as maturity by some of the development psychologists (Yörükoğlu, 1998, Senemoğlu, 2001), also separated from maturity as puberty by (Aydın, 2000). The term which the students are entering by ending the latent term is the term which the person starts to explore others, starting from 11-13 ages (Geçtan, 1995) the term called genital by Freud is when the person starts to open to foreign and contact with the community. Erikson's idea says; against identity, the term he explained as role confusion, the person must be able to make mutual and healthy relationships (Elkind, 2001).

For people, to establish healthy relationships and express themselves in the right way they need some social skills. One of these social skills is assertiveness. This stage is extremely small defects are enlarged, they take up one's entire consciousness and fear, anger, and jealousy, there is sensitivity as high as (Yavuzer, 1999). Many research; adolescents as belonging to social class, he showed that affect the attitudes and values (Santrock, 1993; transferring: Kulaksızoğlu, 2001). Adolescent his fears, fears of social relations. These fears, the person increasing the number of situations and behaviors that avoid and reduce ignored. Developmental considered, this is an aggressive reduction of the response of infertility, adolescence is very important. Adolescents in this period, interpersonal relationship skills, especially in peer groups, these groups where approval is required, they may feel more insecure. Without assertiveness skills, adolescents may become vulnerable in the face of peer pressure, and this may result in reduced self-esteem. Assertiveness, the feelings of, thoughts; comfortable, constructive, without violating the rights of others, the expression of non-aggressive Clifford (1987), considered positive for the appropriate psychosocial functioning, respect for the rights of others, their own rights of defense and in the face of social problems, a win-win solution for ambitious Johnson, Myers, Weber, Greenlund, and Berenson (1997), is a social discuss, appropriately start ; maintaining and terminate, demands and requests appropriate positive / negative feelings and desires to express The ability to tell no or yes Lazarus (1973), appropriate training to master social media and relationships, defined as a behavior that provides significant benefits to man.

In human relationships, assertiveness takes an important place. The researches which is made domestically and abroad show the importance of the subject more clearly. The researchers examined, looking assertive to the effect of assertiveness on behavior issues shows the importance of human life. Again by Mays (1996) research made, 5th class students in the classroom assertiveness training offered to increase individuals' levels of assertiveness, continuously reduce concerns and assertiveness training individuals receiving, they are more internally controlled group (as cited in Ünal, 2007). In the research for the determination of the relationship between social anxiety and assertiveness, anxiety, and assertiveness were found to be a statistically significant negative relationship (Sue, Sue and Ino 1990). In another research was found to be more assertive self-esteem of individuals (Clifford, 1987). In another study, "depression and assertiveness" has stated that a significant negative relationship between (Tolerable, 1989). Williams and others, the research of anorectic and bulimic patients with low assertiveness scores are expressed (Williams et al, 1993). Wehr and Kaufman (1987) were shown to reduce the research assertiveness situational anxiety (transfer: Aksakal, 1997). Chan (1993), the Chinese college students, the research examined the relationship between depression and assertiveness, non-assertive individuals prone to depression (as cited in Zengin, 2008). The research made by Bal (2006), the students with a low perception of success are also found with low levels of assertiveness. The research made by Öngün (2000), increase the level of assertiveness, self-esteem, and increased was observed. The research made by Şahin (2001), increase level of assertiveness, decreased loneliness are expressed. The research made by Özen (2001), increase level of assertiveness, are expressed in decreased dependence on.

Johnson and others, have found a significant negative relationship between assertiveness and hostility, use of alcohol. The same research weight and assertiveness, assertiveness, and a negative relationship between cardiovascular risk factors have been

identified (Johnson et al, 1997). Hersen and others assertiveness, loss of social support, depression, and seen in later ages, that sight has been found significant correlations between disorders (Hersen and others, 1995). Again the research Onuoha and Munakata, "adolescents assertiveness" and has been found to be a positive relationship between HIV prevention (Onuoha and Munakata, 2005).

When we look at the results of the above research, the importance of one's life is understood that the shape of assertiveness behavior. So With appropriate training be learned audacity most important educational institution inside which the functions of the family are affected and in this respect it is important to educate the family. So with appropriate training be learned assertiveness most important educational institution inside which the functions of the family is affected and in this respect, it is important to educate the family.

When it comes to the definition of the family as the basic unit of society, the family, living under the same roof, subject to the authority of the head of household, relatives, servants, apprentices, gardener come together (Öztan, 2009), feelings, dreams, adding functions and roles to each other (Eiguer, 2007), the role of individuals affected by each other and formed by the culture transferred from generation to generation (Çakıcı, 2006), which ensures compatibility society (Özgüven, 2001), which differ from one society (Çakıcı, 2006), founded by two adults of the opposite sex biological, psychological and sociological functions, which is a social community or organization (Özgüven, 2000). As can be seen from the definition of the impact on the family rather than the individual. In this context, primary 8th have been studying in the classroom, students examine the relationship between assertive behaviors the family, the understanding of this variable, adolescent children happier and more successful in the future will contribute to the training of individuals. Because of the experiences of the family, maturing adolescent personality structure, which has the effect of shaping the very large and deep. Research on the importance of family in the life of the individuals examined, the family will be understood more easily. Büküşoğlu, Aysan and Eremiş (2001) did research in families with healthy family functioning the family member to be less the problem of spiritually, Erdoğan (2005) to in his research children headed towards crime unhealthy to have family functions, Eryüksel (1996) to in his research problem in communication within the family, assessed with raises the stress level, Öngün (2000) to in his research individuals with high self-esteem, egalitarian, and democratic attitudes come from families; Sümer and Güngör (1999) to in his research families, highly regarded and popular of adolescents showed more secure attachment; Şimsek ve Karataş (2005) to in his research individuals had attempted suicide to be unhealthy family functioning; Yilmaz (2001) to in his research harmony between the spouses in the family to increase children's school the success of and provided by them to be more autonomous; Topçugil (2002) to in his research families, mothers in the control of behavior, a positive effect children's social-emotional development was found.

Despite the many changes his/her families have maintained the distinction of being the first stage of development of the individual (Peseschkian, 2005). Social life "educational and regulatory impact of the family", many functions have been addressed by various researchers. For example, Ogburn, the family of seven function economic needs are met, provide status, plan for the education of children, to give religious instruction, perform activities leisure time, protection of family members to each other and create an environment of mutual love voted to define functions such as; Ackerman, all of these functions, biological, social, psychological, economic, collecting four general underneath the hood, has expressed a more comprehensive manner (Bulut, 1993). Family functions, which are unhealthy regard to healthy ones, many different criteria have been proposed by various researchers. Elderkin, healthy function as the family; with the requirements of its members, to settle interpersonal conflicts, various patterns who have developed families, healthy families identify; Mishler and Vaxler, the "affect people's behavior suggested that taking control of a power structure. (Bulut, 1993). According to Glick and Kesler healthy family "structure of authority in a flexible and independent and

permanent relationship" was at the forefront; Ackerman healthy families, couples marriage is in compliance roles, emphasizing their common values and objectives; Epstein and Bishop came together and solve problems, emotionally attached to each other, related the freedom to be stilled and families who fulfill the expected roles of everyone amounts expressed in a healthy family (Bulut, 1990).

Family process and life events across the family life course have evident impacts on the development and maintenance of somatic symptoms. Family factors impacting somatization in children and adolescence include family emotional climate, parental emotional regulation (Woods, 2020). The negative features of unhealthy families are listed as follows: Elderkin unhealthy family communication, interpersonal relationships corrupt and subject to rules drawn attention to, According to Kessler Glick and family members said little to each other, there are open communication and intimacy fostered by negative feelings towards each other and their family members are emphasized. In general, on the basis of an unhealthy family, can not get along with each other and have different ideas of the ego failed to establish good communication and interaction between the spouses, there is a presence of (Bulut, 1993). The effect of the family, healthy and unhealthy family functioning which is the subject of research shows that the relationship between assertiveness. For instance, Totan (2007; 2016) states that the way family's approach towards a child's situation of being bullied or bullying is very important since it can affect a child's situation of being bullied or a child's bullying behavior. Therefore, this research audacity, especially in family functioning to detect a negative effect on assertiveness, Assertiveness is of very great importance in the lives of the students, make researches for the family, is one of the most important goals of this research.

1.2. The purpose and the importance of the research

The purpose and significance of this research is that to be able to, should look at it again the definition of assertiveness. Assertiveness, the feelings, thoughts, relaxed and constructive, without violating the rights of others and non-aggressive way to express Clifford (1987), considered positive appropriate for psychosocial functioning, respect for personal rights of others, their rights of defense and a win-win solution for ambitious in the face of social problems Johnson and others, (1997), initialization in accordance with a discussion of social, continuation and termination for, demands and requests the appropriate positive/negative feelings and desires to express, the ability to tell no or yes Lazarus (1973), appropriate training be learned social media and relationships defined as a behavior that provides significant benefits to individuals.

Assertiveness is made definition, and according to the results obtained from research on assertiveness; assertiveness of depression, self-esteem, loneliness, number of friends, aggression, social anxiety, eating disorders, internal audit, visual disturbances, success level, the survival rate of psychological problems, alcohol use and sexual prevent from diseases rate as a direct impact on human life many variables to be directly or indirectly connected reveals the importance of assertiveness.

The first and most important educational institution of the family for the person because of searching for a connection between family functioning and assertiveness determines the importance of research. Research affecting human life, assertiveness to determine which functions are affected in the family, in terms of importance. The literature review study already (Psychology and Behavioral Sciences Collection EBSCO, Proquest Digital Dissertations Fulltext- Electronic Dissertations, Google Scholar, yok.tez.gov.tr and researched theses) can be contacted using the information at the time of the research assertiveness on the functions of the family, home and abroad, although many studies have individually, assertiveness on the functionality available the family there is no study of any direction. This research is made the scientific method increases the importance of. Researchers in this area is a space and believe that this gap will be filled by this research. Family functions, among other socio-demographic variables and assertiveness, to be determined by the relationship, it will shed light on the trials to be conducted.

The purpose of this research is to examine the level of assertiveness, family functions of 8th graders who attend school in Torbalı district in Izmir province in terms of socio-demographic variables. The problem the sentence was formed as follows:

Is there a significant difference in the assertiveness levels and family functions according to their sociodemographic variables and is there significant correlation between assertiveness level and family functions?

1.2. Sub-problems

1. According to students' sociodemographic characteristics are there a significant difference in;
 - 1.1. Assertiveness level and
 - 1.2. Family functions
2. Is there a significant correlation between assertiveness level and family functions?

2. Method

2.1. Research Design

In this study, 8th graders' "family functions and levels of assertiveness" and "socio-demographic characteristics and family functions" and also for the relationship between the "socio-demographic characteristics and assertiveness", descriptively the relational model was used to examine the relationships. A sample is taken from it in order to reach a judgment about the universe consisting of many elements in these models (Karasar, 2012).

2.2. The Study group

Participants in Population and Sample

The population of this study consists of the universe of 28 public elementary schools in Izmir Province, Torbalı District.

For the determination of the sample of the study, a stratified rated cluster sampling method is used. The sample of this research, the district of Izmir Province Torbalı the 2010-2011 academic year, 28 official elementary schools are divided into levels according to the information obtained from the District National Education Directorate as lower, middle, and upper socio-economic levels. A total of 9 schools were selected randomly; (21.4%) 2 from 6 lower-level schools, (67.9%) 6 from 19 middle-level schools, and (10.7%) 1 from 3 upper-level schools. The sample group consists of all 8th-grade students at the school on the day of application.

The sample group's socio-demographic distribution was as follows:

45.2% (195) of students were girls and 54.8% (236) were boys. 8.7% (37) of those students had no sibling, 43% (188) of those students had one sibling, 25.5% (109) of those students had two siblings, 12% (51) of those students had three siblings, 5.4% (23) of those students had four siblings, 5.4% (23) of those students had six or more siblings.

55.7% (240) of the students had self-confidence all the time, 43.6% (188) of the students sometimes had self-confidence, and 0.7% (3) of the students never had self-confidence. 10.7% of the mothers of students (46) were uneducated, 60% (262) of the mothers were primary school graduates, 16% (69) were secondary school graduates, 9.5% (41) were high school graduates, 3% (13) were university graduates. 1.9% (8) of fathers were unschooled, 52.7% (227) were primary school graduates, 17.9% (77) were secondary school graduates, 16.7% (72) were high school graduates, 10.9% (47) were university graduates. 92.8% (400) of Parents were married, 7.2% (31) were divorced. 25.3% (109) of families were in the lower socioeconomic stratum, 56.8% (245) were in the middle socioeconomic stratum, 17.9% (77) were in the higher socioeconomic stratum.

2.3. Data collection tools

In this research the Family Assessment Device, the Rathus Assertiveness Inventory and Socio-Demographic Characteristics information form as developed by the Researchers were used to collecting data.

2.3.1. The personal information form

The form was used to determine the social demographic characteristics of students. It has eight questions which consist of demographic characteristics of the students. The characteristics are students' gender, mother's education level, father's education level, marital status; the number of siblings, birth order, self-confidence, and socioeconomic status.

2.3.2 Family Assessment Scale

Family Assessment Scale, in the United States by Brown University and Butler Hospital, which functions in the family has fulfilled or failed to have been developed in order to measure. In addition, this scale, structural and organizational feature of the family, and the interaction between family members, the ability to distinguish healthy or unhealthy (Bulut, 1990). Family Assessment Device (FAD) scale Epstein, Baldwin, and Bishop (1983) developed to measure family functions and Bulut (1990) adapted to Turkish. The scale consists of 60 items and of 7 subscales and assesses perceptions of family members in their own families. Assessment is made of 7 subscales. Scale applicable to all family members over the age of 12, received 1:00 points to a healthy approach, 4.00 is considered to be an unhealthy approach (Epstein, Baldwin, & Bishop, 1983). Family assessment scale during the development process of the country except for Epstein and et al(1983) scale test-retest reliability of the scale to a group of 45 people applied two times with an interval of 15 days and correlation coefficients between scores obtained by the two applications .66 (problem-solving) and .76 (emotional reaction) between the values found. Have been reported to be between .72 and .92 in Cronbach Alpha coefficients. Repeating the scale development activities Epstein and Bishop (1993) were made by (as cited in Avci, 2006).

Family Assessment Scale into Turkish Bulut (1990) was made. Researcher scale, Hacettepe University School of Social Work students and employees 51 people occurred, applied to two times with an interval of 3 weeks' scores were assessed by the relationship between the Pearson-Moments Product Correlation. According to the obtained coefficients, problem-solving sub-test, .90, .84 communication, roles, .82, .78 allow the emotional reaction, .62 for attention to behavioral control, .80, and general functions.89 level, a positive significance has relations. The internal consistency analysis the researcher conducts over 67 participants, Cronbach's alpha for problem-solving .80, .71 for communication, .42 for roles, affective responsiveness for the .59, .38 for affective involvement, behavior control .52 and has been reported as .86 for general functions.

Researcher have collected data from 25 men and women who were in the process of divorce, as well as from one of the partners of 25 married couples by family assessment scale. The difference between the scale mean scores were found to be significant at the level of .001 and .01 for all subtests in the t-test (Bulut, 1990: 16-17).

2.3.2. RATHUS Assertiveness Inventory,

RATHUS Assertiveness Inventory can be adapted to other cultures, number of questions are not much and they are easy to evaluate, its validity and reliability are high which makes Rathus advantageous and practical. Although some studies indicate that RAE is multi-dimensional (Law, H. G., Wilson, E., & Crassini, B.,1979) RAE was developed to measure assertiveness. Rathus Assertiveness Inventory is a 30-item scale. Scores vary between 30 and 180. Options play between 1 and 6 points. 1 point is given if the inventory item does not fit the person at all, 2 if it does not fit well, 3 if it fits a little, 4 if it fits, 5 if it fits quite well and 6 if it fits very well. Timidity reaches to 30 whereas Assertiveness reaches to 180 (Yatağan, 2005). There is no zero points in this inventory. Rathus explains the absence of the zero points (1973) as follows; "An individual can get negative or positive points from a substance. In other words, 0 points are not taken from one item" (Göktürk, 2009). While calculating the assertiveness score of the subjects is calculated by taking the opposite of the points given for 17 items (1, 2, 4, 5, 9, 11, 12, 13, 14, 15, 16, 17, 19, 23, 24, 26, and 30th) and scores of the other 13 items (items 3, 6, 7, 8, 10, 18, 20, 21, 22, 25, 27, 28 and 29) are taken as they are. The Sum of all the points calculated determines the assertiveness score of the subjects (Arı, 1989). The reliability studies of this inventory were carried out by different techniques using the test-retest, test-splitting methods (Voltan, 1980'a:31). Rathus (1973) found the retest reliability coefficient of his test at 15-day intervals as 0.76. In the study of Rathus and Nevid (1977) on psychiatric patients, the reliability coefficient was found to be 0.84 with the two-half method.

In the validity study of Rathus (1973), subjects were given an assertiveness inventory, and they were asked to express their opinions about the subjects by giving them to the people who knew the inventory subjects to obtain a criterion about their assertiveness levels. A correlation of 0.70 was found between the criteria and the RAE scores of the subjects. Hollandworth and Galassi (1977) state that there is a high correlation between the Self-Expression Scale used to measure assertiveness and RAE. (Voltan, 1980b; Göktürk, 2009). The validity study of RAE in Turkey was made by Voltan (1980'a) with a study of 26 students. The study was carried out by looking at the correlation coefficient between the evaluation of academic advisors and their self-assessment in 19 items that are valid in the item analysis of Hacettepe University, Child Development, and Education senior students.

RAE was given to students and they were asked to evaluate themselves in items 2, 3, 4, 6, 9, 11, 12, 13, 14, 16, 17, 19, 22, 23, 24, 25, 28, 29, 30. Academic advisors were given the separate inventory and all students participating in the study were told to evaluate them based on these 19 items. The validity obtained in the study was $r = .70$ (as cited in Göktürk, 2009: 41). In the reliability study conducted with 37 people of 2nd-grade students of Hacettepe University Department of Child Development and Education, the inventory was carried out at 15-day intervals. The test-retest reliability was $r = .92$. In addition, the first inventory points given to 41 of the same 2nd-year students are $r = .60$ in the scores obtained by the two half method. The reliability obtained by the singles-couples method from the last inventory scores, is $r = .77$ for 36 students (Voltan, 1980'a; Göktürk, 2009).

2.4. Data Analysis and the Usage of Statistical Techniques

Surveydata using SPSS 18, data set converted into a and research analyzes conductedon the same program. Before the analysis, the data on the research, which ispossible to take place in the wrong encoding and empty values analyzed withfrequency tables. Incorrect coding of raw data set by comparing fromobservations, again when entering the empty value of each variable is determined asnot more than 5%. After making the research data ready for analysis, eachsub-problem is that the data has been tested in compliance with the parametricanalysis techniques. Parametric techniques, the appropriate sub-problem data-independent samples t-test, one-way analysis of variance, and Scheffe tests wereused in statistical investigations, parametric analyzes, the hypothetical notmeet the criteria of the Mann-Whitney U and Kruskal Wallis tests were used to. The output of APA VI spelling criteria taking into consideration the, tabulatedand reported.

3. Results

3.1. Family assessment sub scales and levels of assertiveness according to gender

Table 1. 8th Graders' family assessment sub scales and levels of assertiveness according to gender independent samples t-tests

Variables	Gender	n	\bar{x}	ss	t	sd	p	d
Problem solving	Girl	195	1,59	,52	,982	429	,327	-
	Boy	236	1,64	,48				
Communication	Girl	195	2,11	,53	1,321	429	,187	-
	Boy	236	2,18	,46				
Roles	Girl	195	1,99	,45	2,966	429	,003*	.21
	Boy	236	2,11	,39				
Affective responsiveness	Girl	195	1,96	,62	,795	429	,427	-
	Boy	236	2,00	,55				
Affective Involvement	Girl	195	2,30	,40	2,101	429	,036*	.11
	Boy	236	2,39	,44				
Behavior control	Girl	195	1,94	,32	3,829	429	,000*	.30
	Boy	236	2,07	,37				
General functions	Girl	195	1,93	,62	,829	429	,407	-
	Boy	236	1,98	,51				
Assertiveness	Girl	195	116,11	16,75	1,663	429	,097	-
	Boy	236	113,60	14,60				

* $p < .05$

As can be seen in Table 1, students' independent samples t-test after analyzing, primary 8 Grade students' areas of family assessment, problem-solving, communication, affective responsiveness, and levels of assertiveness Along with general functions, they do not differ significantly by gender. However, the other areas of family assessment roles, affective involvement, and behavior control areas ($p < .05$) at the level of male students, female students higher than that of (unhealthy) were found to have an average score.

3.2. Family assessment dimensions and assertiveness levels according to number of siblings

When the sub-dimensions of family functions according to the number of siblings of the students were examined with Kruskal Wallis tests, problem solving ($\chi^2 = 5,282$, $p = ,382$), roles ($\chi^2 = 6,589$, $p = ,253$), affective involvement ($\chi^2 = 7,378$, It was determined that there were no significant differences in the dimensions of $p = ,194$), behavior control ($\chi^2 = 6,030$, $p = ,303$). In terms of communication ($\chi^2 = 16,562$, $p = ,005$), affective responsiveness (emotional response) ($\chi^2 = 20,720$, $p = ,001$) and general functions dimensions ($\chi^2 = 17,811$, $p = ,003$), significant differences were found according to the number of students(table2).

Table 2. Family functions according to number of siblings'
Kruskall Wallis H tests

Variables	Number of sibling	n	χ^2	Sum of Suquare	Sd	p
Problem solving	1	37	199,01	5,282	5	,382
	2	188	206,01			
	3	109	219,16			
	4	51	235,65			
	5	23	235,00			
	6	23	247,48			
Communication	1	37	244,54	16,562	5	,005*
	2	188	192,12			
	3	109	218,79			
	4	51	240,75			
	5	23	241,48			
	6	23	271,70			
Roles	1	37	232,11	6,589	5	,253
	2	188	201,06			
	3	109	228,94			
	4	51	218,54			
	5	23	208,85			
	6	23	252,37			
Affective Responsiveness	1	37	208,47	20,720	5	,001*
	2	188	191,53			
	3	109	231,75			
	4	51	227,68			
	5	23	247,48			
	6	23	296,09			
Affective Involvement	1	37	202,61	7,378	5	,194
	2	188	200,40			
	3	109	234,62			
	4	51	226,83			
	5	23	229,15			
	6	23	239,61			
Behavior Control	1	37	253,05	6,030	5	,303
	2	188	209,98			
	3	109	217,80			
	4	51	196,54			
	5	23	214,39			
	6	23	241,83			

General functions	1	37	226,24	17,811	5	,003*
	2	188	190,44			
	3	109	238,01			
	4	51	217,84			
	5	23	240,28			
	6	23	275,78			

Mann Whitney U analysis, which is done to determine the source of these differences, is presented below.

Table 3. According to the number of siblings sources of difference in family function levels

Variables	Number of Sibling	n	Mean square	Squares the average	U	p
Communication	1	37	135,73	5022,00	2637,000	,020*
	2	188	108,53	20403,00		
	2	188	138,54	26045,50	8279,500	,006*
	3	109	167,04	18207,50		
	2	188	114,43	21513,00	3747,000	,017*
	4	51	140,53	7167,00		
Affective Involvement	2	188	101,89	19155,50	1389,500	,005*
	6	23	139,59	3210,50		
	1	37	26,15	967,50	264,500	,014*
	6	23	37,50	862,50		
	2	188	103,12	19386,50	1620,500	,049*
	5	23	129,54	2979,50		
General Functions	2	188	100,49	18891,50	1125,500	,000*
	6	23	151,07	3474,50		
	3	109	62,97	6864,00	869,000	,020*
	6	23	83,22	1914,00		
	4	51	33,89	1728,50	402,500	,031*
	6	23	45,50	1046,50		
General Functions	2	188	136,59	25679,00	7913,000	,001*
	3	109	170,40	18574,00		
	2	188	101,55	19092,00	1326,000	,002*
	6	23	142,35	3274,00		

* $p < .05$

Result of the analysis, in general, the number of siblings individuals with two other brothers according to the number of communication, affective responsiveness, and overall level of function, it can be said to be low.

3.3. Sub-dimensions of family assessment and the level of assertiveness according to birth order

Results are examined which is one of the family assessment, problem solving, affective Involvement and behavior control, assertiveness areas, there aren't seen that important differences. However, communication, affective responsiveness, and general functions size birth order, 2nd students who have birth order, 3. compared to the ones important than the healthy (low) scores showed that their averages(table4).

Table 4. Family functions according to the order of birth

Variables	Number of Sibling	n	\bar{x}	sd
-----------	-------------------	---	-----------	----

Problem Solving	1	179	1,63	\bar{x}	,50
	2	150	1,58		,46
	3	65	1,69		,49
	4+	37	1,64		,64
	Total	431	1,62		,50
Communication	1	179	2,17		,49
	2	150	2,04		,48
	3	65	2,33		,46
	4+	37	2,14		,49
	Total	431	2,15		,49
Roles	1	179	2,07		,43
	2	150	2,00		,41
	3	65	2,12		,40
	4+	37	2,14		,44
	Total	431	2,06		,42
Affective Responsiveness	1	179	1,94		,56
	2	150	1,93		,55
	3	65	2,15		,63
	4+	37	2,13		,66
	Total	431	1,98		,58
Affective Involvement	1	179	2,32		,42
	2	150	2,33		,42
	3	65	2,43		,44
	4+	37	2,39		,42
	Total	431	2,35		,42
Behavior Control	1	179	2,02		,35
	2	150	2,00		,37
	3	65	2,06		,35
	4+	37	1,97		,34
	Total	431	2,02		,35
General Functions	1	179	1,92		,55
	2	150	1,90		,54
	3	65	2,13		,52
	4+	37	2,07		,73
	Total	431	1,96		,57

Table 5. Family functions according to the order of birth Scheffe test

Variables	Sources Variance	Sum of Squares	df	Mean Square	F	p	Difference (Scheffe)
Problem Solving	Between groups	,849	3	,283	1,122	,340	
	Within groups	107,661	427	,252			
	Total	108,510	430				
Communication	Between groups	3,980	3	1,327	5,550	,001*	2.- 3.
	Within groups	102,073	427	,239			
	Total	106,054	430				
Roles	Between groups	1,008	3	,336	1,889	,131	
	Within groups	75,986	427	,178			
	Total	76,995	430				
Affective Responsiveness	Between groups	3,409	3	1,136	3,349	,019*	2. - 3
	Within groups	144,890	427	,339			
	Total	148,299	430				
Affective Involvement	Between groups	,575	3	,192	1,044	,373	
	Within groups	78,351	427	,183			
	Total	78,926	430				
Behavior Control	Between groups	,264	3	,088	,689	,559	
	Within groups	54,565	427	,128			
	Total	54,829	430				
General Functions	Between groups	3,324	3	1,108	3,469	,016*	2. - 3.
	Within groups	136,390	427	,319			
	Total	139,714	430				

Total	139,714	430
-------	---------	-----

There are significant differences in communication dimension ($F_{3-427} = 5,550$, $p = ,001$), affective responsiveness dimension ($F_{3-427} = 3,349$, $p = ,019$) and general functions dimension ($F_{3-427} = 3,469$, $p = ,016$). As a result of the Scheffe tests, it was understood that the students whose birth orders were second in all three dimensions were the reason of having a healthier mean score than the ones in the third order.

3.4. Assertiveness levels and family functions of students according to their self-confidence levels

Table 6. Assertiveness levels of students according to their self-confidence levels t-test for independent samples

Variable	Self confidence	n	\bar{x}	ss.	t	sd	p	d
Assertiveness	Always	240	119.03	14.49	6,545	426	,000*	.50
	Sometimes	188	109.53	15.42				

* $p < .05$

The students' self-confidence levels ($p < .05$), the students who always trust themselves, have lower (healthy) scores in the family assessment dimensions and the average scores in the assertiveness levels are higher (healthy) than the students who sometimes trust them ($t_{426} = 6,545$, $p = ,000$, $d = .50$).

The t-test results are given below for independent samples to examine students' self-confidence levels.

Table 7. For independent samples of students' self-confidence levels and family functions, tests

Variables	Self confidence	n	\bar{x}	ss.	t	sd	p	d
Problem solving	Always	240	1.50	.46	5,668	426	,000*	.44
	Sometimes	188	1.77	.50				
Communication	Always	240	2.65	.64	4,087	426	,000*	.32
	Sometimes	188	2.90	.60				
Roles	Always	240	2.00	.41	3,203	426	,001*	.22
	Sometimes	188	2.13	.42				
Affective responsiveness	Always	240	1.89	.59	3,689	426	,000*	.29
	Sometimes	188	2.10	.56				
Affective Involvement	Always	240	2.32	.42	1,234	426	,218	-
	Sometimes	188	2.38	.43				
Behavior control	Always	240	1.98	.36	2,627	426	,009*	.17
	Sometimes	188	2.07	.34				
General functions	Always	240	1.82	.53	5,753	426	,000*	.45
	Sometimes	188	2.12	.57				

According to this, the students who always trust themselves have average self-confidence scores, According to the size Problem solving ($t_{426} = 5,668$, $p = ,000$, $d = .44$), Communication ($t_{426} = 4,087$, $p = ,000$, $d = .32$), roles ($t_{426} = 3,203$, $p = ,001$, $d = .22$), Affective responsiveness ($t_{426} = 3,689$, $p = ,000$, $d = .29$), Behavior control ($t_{426} = 2,627$, $p = ,009$, $d = .17$) and General functions ($t_{426} = 5,753$, $p = ,000$, $d = .45$) significantly lower (healthy) it was found. The effect sizes in these dimensions are between .17 and .45. In affective involvement dimension, according to self-confidence level no significant differences were found ($t_{426} = 1,234$, $p = ,218$).

3.5. Assertiveness levels and family functions according to mother's education levels

It was determined that there were no significant differences in assertiveness levels ($\chi^2 = 8,384$, $p = ,078$) according to education levels.

Table 8. Kruskal Wallis H tests of assertiveness levels according to mother's education levels

Variable	Mother's education	n	χ^2	Sum of squares	sd	p
Assertiveness	Unschoolled	46	214.21	8.384	4	.078
	Primary-school	262	207.85			
	Secondary-school	69	212.67			
	High-school	41	259.45			
	Bachelor's degree	13	267.35			

As shown in Table 9 that there is a significant difference between the sub-dimensions of family functions, problem-solving, communication, roles, affective responsiveness, affective Involvement general functioning in terms of the education levels of the mother, according to the mother education levels. There was no difference in mother's education levels and family functions sub-dimensions, behavior control.

**Table 9. Family functions according to mother's education
Kruskal Wallis H tests**

Variables	Mother's education level	n	χ^2	Sum of squares	sd	p
Problem solving	Unschoolled	46	249.296	13.296	4	,010*
	Primary school	262	215.00			
	Secondary sch.	69	230.76			
	High school	41	187.70			
	University	13	126.81			
Communication	Unschoolled	46	276.04	17.752	4	,001*
	Primary school	262	212,84			
	Secondary sch.	69	220,36			
	High school	41	182,95			
	University	13	148,35			
Roles	Unschoolled	46	239.53	13.216	4	010*
	Primary school	262	219,68			
	Secondary sch.	69	226,62			
	High school	41	176,45			
	University	13	126,92			
Affective responsiveness	Unschoolled	46	267.57	24.516	4	000*
	Primary school	69	222.62			
	Secondary sch.	262	205,80			
	High school	41	164,33			
	University	13	117,19			
Affective Involvement	Unschoolled	46	225,88	10,416	4	034*
	Primary school	262	225,88			
	Secondary sch.	69	209,82			
	High school	41	167,24			
	University	13	168,50			

Behavior control	Unschool	46	242,35	4,277	4	.370
	Primary school	262	212,87			
	Secondary sch.	69	215,98			
	High school	41	221,70			
	University	13	168,04			
General functions	Unschool	46	264.17	25.504	4	.000*
	Primary school	262	224.23			
	Secondary sch.	69	201.24			
	High school	41	170.50			
	University	13	101.62			

* $p < .05$

As a result of Kruskal Wallis tests, problem solving ($\chi^2 = 13,296$, $p = .010$), communication ($\chi^2 = 17,752$, $p = .001$), roles ($\chi^2 = 13,216$, $p = .010$), affective responsiveness ($\chi^2 = 24,516$, $p = .000$), affective involvement ($\chi^2 = 10,416$, $p = .034$) and general functioning ($\chi^2 = 25,504$, $p = .000$). There is no significant difference in behavior control ($\chi^2 = 4,277$, $p = .370$).

The results obtained by using Mann Whitney U analysis in binary comparisons to examine the source of differentiation is presented below.

Table 9. According to mothers' education and family assement areas belong to the difference

Variables	Mother's education level	n	Mean squared	Squares average	U	p
Problem solving	Unschool	46	50,10	2304,50	662,500	,017*
	High school	41	37,16	1523,50		
	Unschool	46	33,59	1545,00	134,000	,002*
	University	13	17,31	225,00		
	Primary school	262	140,65	36850,50	1008,500	,013*
	University	13	84,58	1099,50		
Secondary school	69	44,54	3073,50	238,500	,007*	
University	13	25,35	329,50			
Communication	Unschool	46	191,86	8825,50	4307,500	,002*
	Primary school	262	147,94	38760,50		
	Unschool	46	67,73	3115,50	1139,500	,010*
	Secondary school	69	51,51	3554,50		
	Unschool	46	53,14	2444,50	522,500	,000*
	High school	41	33,74	1383,50		
Unschool	46	33,82	1555,50	123,500	,001*	
University	13	16,50	214,50			
Secondary school	69	43,78	3020,50	291,500	,045*	
University	13	29,42	382,50			
Roles	Unschool	46	49,38	2271,50	695,500	,035*
	High school	41	37,96	1556,50		
	Unschool	46	32,92	1514,50	164,500	,014*
	University	13	19,65	255,50		
	Primary school	262	156,24	40935,00	4260,000	,000*
	High school	41	124,90	5121,00		
Primary school	262	140,78	36884,00	975,000	,009*	
University	13	82,00	1066,00			
Secondary school	69	59,55	4109,00	1073,000	,034*	

	High school	41	48,68	1996,00		
	Secondary school	69	44,64	3080,50	231,500	,006*
	University	13	24,81	322,50		
Affective responsiveness	Unschooled	46	182,00	8372,00	4761,000	,023*
	Primary school	262	149,67	39214,00		
	Unschooled	46	67,87	3122,00	1133,000	,009*
	Secondary school	69	51,42	3548,00		
	Unschooled	46	53,78	2474,00	493,000	,000*
	High school	41	33,02	1354,00		
	Unschooled	46	34,41	1583,00	96,000	,000*
	University	13	14,38	187,00		
	Primary school	262	157,54	41274,50	3920,500	,005*
	High school	41	116,62	4781,50		
	Primary school	262	141,18	36989,50	869,500	,003*
	University	13	73,88	960,50		
	Secondary school	69	44,20	3050,00	262,000	,017*
	University	13	27,15	353,00		
Affective Involvement	Unschooled	46	49,41	2273,00	694,000	,000*
	High school	41	37,93	1555,00		
	Primary school	262	157,51	41266,50	3928,500	,005*
	High school	41	116,82	4789,50		
General functions	Unschooled	46	178,67	8219,00	4914,000	,046*
	Primary school	262	150,26	39367,00		
	Unschooled	46	68,14	3134,50	1120,500	,008*
	Secondary school	69	51,24	3535,50		
	Unschooled	46	53,08	2441,50	525,500	,000*
	High school	41	33,82	1386,50		
	Unschooled	46	34,78	1600,00	79,000	,000*
	University	13	13,08	170,00		
	Primary school	262	157,12	41165,00	4030,000	,010*
	High school	41	119,29	4891,00		
	Primary school	262	141,65	37111,50	747,500	,001*
	University	13	64,50	838,50		
	Secondary school	69	44,64	3080,50	231,500	,006*
	University	13	24,81	322,50		

* $p < .05$

Students' father education levels and assertiveness and family functioning regarding the relationship between problem-solving, roles, affective responsiveness, affective Involvement, dimensions of behavioral control, and assertiveness levels, whereas there were important differences. Important differences observed in areas of family assessment, communication; the father, those who are graduated from high school compared to those primary and secondary school graduates were found to have significantly healthier levels. Another important difference is that the fields of general functions have been identified. Of these differences, the father students who have graduated from primary school, his father graduated from high school, and college students, according to was found to be significantly less healthy. According to the marital status of parents' assertiveness and family functions have been found that any of differentiation. According to students' socio-economic levels family assessment areas and levels of assertiveness conducted on researches the roles, affective Involvement, and behavior control areas, differences were not significant. Problem-solving,

communication, affective responsiveness, general functions sizes, and assertiveness students' according to socio-economic levels, differences important it was found. In these areas, looking at sources of observed in differences observed in important differences all the family assessment areas lower socio-economic level students, middle and upper socio-economic level according to the students is less healthy with family relations assertiveness also lower socio-economic level students, middle and upper socio-economic level according to the students significantly rate was found originated the fact that having a lower average score.

3.6. Family functions sub-dimensions and assertiveness multiple linear regression analysis results

The research sub-dimensions of family functioning students' and assertiveness levels of analysis outputs are examined all dimensions of family assessment fused to enter a regression model.

Table 10. Family assement' dimensions and the level of assertiveness multiple linear regressions analysis results

The coefficients Model	Non-standardized coefficients		The coefficients of the standard		
	B	Std. Error	β	t	p
Fixed	151,041	5,339		28,288	,000*
Problem solving	,693	1,972	,022	,351	,725
Communication	-4,547	1,786	-,144	2,546	,011*
Roles	-6,913	2,165	-,187	3,193	,002*
Affective responsiveness	-,073	1,763	-,003	,041	,967
Affective Involvement	,319	1,854	,009	,172	,864
Behavioral control	-2,142	2,129	-,049	1,006	,315
General functions	-4,923	2,044	-,179	2,409	,016*

R² = ,19
(F₇₋₄₂₃ = 13,938, p = ,000)

Family assessment sub-dimensions as independent variables dependent variable assertiveness the effect of the procedure as a whole has been found to. Although the areas of family assessment as a whole, assertiveness, although there are predicting significant every single independent variable, dependent variable, based on the results of t-test shows significantly predict communication, roles, and general functions have been found to be an important precursor variable. Belonging to these areas "Statistics standardized regression coefficients" and aspects are examined communication ($\beta = -,14$), roles ($\beta = -,19$) and general functions ($\beta = -,18$) seen that to be important predictors of negative assertiveness. Family assessment scale indicator of an unhealthy Considering that received high scores areas of family assessment communication, roles, and general functions students having poor health caused by reduced levels of assertiveness has been concluded.

When the unhealthy indicator of the high scores obtained from the family-scale is known, it was concluded that the unhealthy of the communication, roles, and general functions of the sub-dimensions caused a decrease in the assertiveness level.

4. Conclusion and Discussion

As a result of the analysis of the correlation functions in accordance with a variety of family relationship assertiveness, assertiveness levels of students with problem-solving, communication, roles, affective responsiveness, affective involvement, behavior control, and general functions, to perform the functions level between the low-level in negative direction relationship exists was found ($p = 000$). Assertiveness levels of students' families, the level of implementation of various family functions differ with respect to all of the sub-dimensions of family functioning was the entry into the regression model. Communication, roles, and general functions assertiveness negative predictors were an important variable.

There is not much difference on the assertiveness level in terms of gender (Aytar ve İnceoğlu, 1987; Tegin, 1990; Akıncı, 2006; Tucker, Weaver and Redden, 1983; Bal, 2006; Aydın, 2000; Appelbaum, 1976; as cited in Balkancı, 2009). Some studies also present two opposing results as one being the boys having higher levels of assertiveness (Chander et al. 1978; as cited in Bal, 2006; Gökalan, 2000; Tegin, 1990; Arı, 1989; Oral, 1986; as cited in Deniz, 1997) and the other being the opposite (Akıncı, 2006; Onyeizugbo, 2003). Therefore according to some researchers, assertiveness should be interpreted in a cultural context. For example research on gender & role-pattern behavior shows that in some cultures, aggressive behavior is a suitable response for men but an inappropriate response for women. The response is described as assertiveness for the man but aggressiveness for the woman (Brownman, Clarkson, Rosenkrants and Wagel 1970; as cited in Ünal, 2007).

In this study, there is no significant difference in assertiveness level according to the number of siblings as in some other studies. However a study (Uğurluoğlu, 1996; as cited in Ünal, 2007; Saruhan 1996; Yatağan, 2005; Kılıç, 2009), Balkancı, (2009) showed the level of assertiveness of the individual increased as the number of siblings decreased (Balkancı, 2009). In similar studies, it was found that the assertiveness levels of the students do not differ significantly according to the order of birth too (Uğurluoğlu, 1996; as cited in Ünal, 2007; Saruhan 1996; as cited in Yatağan, 2005; Kılıç, 2009). Assessment of assertiveness levels based on students' self-confidence showed that students who were always self-confident had higher assertiveness scores compared to students who were self-confident from time to time. Hersen, Eiser and Miller (1973) found that non-assertive people were not able to express their positive and negative feelings to other people, they were shy and could not raise their voices for their rights (Zengin, 2008).

Assertiveness levels do not differ significantly according to mothers' education level. Similar results are stated in the study of (Saruhan, 1996; Yatağan, 2005). In the other studies investigating the relationship between mothers' education level and assertiveness (Bozkurt, 1989; Kapıkıran 1993; Üstün, 1995; Öngün, 2000; Kaya, 2001; as cited in Yatağan, 2005; Bal, 2006) an important relationship was found. It was found that children who had mothers with a high education level, had high levels of assertiveness. The assertiveness levels of the students did not differ according to their father's education level. Similar results were found in other studies (Saruhan, 1996; as cited in Yatağan, 2005; Bal, 2006; Kılıç, 2009). In some other studies (Bozkurt, 1989; Uğurluoğlu, 1996; as cited in Ünal, 2007), it was found that children whose father's education level is high, also had a higher level of assertiveness than others whose father had lower or unschooled.

It was found that students' assertiveness levels did not differ according to their parents' marital status. Similar results have been obtained in similar studies (Balkancı, 2009; Kılıç, 2009). It has been determined that students at lower socio-economic levels have lower assertiveness scores than students at middle and upper socio-economic levels. In other studies examining the relationship between assertiveness and socio-economic level (Gemi, 1997; Kapıkıran, 1993; Yatağan, 2005), similar results were observed. However, in the study conducted by Saruhan in 1996, it has been determined that students from lower socio-economic levels exhibit more assertive behaviors than students from upper socio-economic levels (as cited in Yatağan, 2005). In another study on assertiveness (Uğurluoğlu, 1996; as cited in Ünal, 2007), it was found that the socio-economic levels did not make any difference in students' assertiveness levels.

Among the socio-demographic variables, gender-related family functions; There were no significant differences in problem-solving, communication, emotional reaction, or general functions. In terms of roles, affective Involvement and behavioral control dimensions; male students were found to have higher average scores than female students. In a study conducted by Doğan (2006), it was found that boys perform healthier functions in terms of roles and behavioral control than girls (Doğan, 2006).

As a result of examining the sub-dimensions of family functions according to their sibling numbers, no significant difference was found in problem solving, roles, showing the necessary attention, behavior control sub-dimensions. Similar results have been obtained in other studies on this subject (Çakıcı, 2006; İşmen, 2002). In addition, as a result of binary comparisons, it was determined that the communication level of those with 2 siblings were healthier than those with 1, 3, 4, and 6.

In the emotional response dimension, when the number of siblings is compared, 1 compared to 6, 2 compared to 5 and 6; 3 compared to 6 it has been determined that the lower number of siblings meant healthier emotional reaction than those who have 6 siblings. In this study, it can be said that communication, emotional reaction and general functioning levels of those who have two siblings are better than other sibling groups in general. In similar studies (Özcan, 2002: 65; İşmen, 2002), as the number of children in the family increased, there was an increase in the points of emotional responses in an unhealthy way, which is a sub-dimension of family functions. It was found that the number of siblings 2 had healthy functions in terms of general functions compared to the number of siblings 3 to 6.

Another sub-dimension of family functions is the order of birth and the examination of the students according to the order of birth revealed that there are no significant differences in dimensions of problem solving, roles, attention giving and behavioral control. In addition, it was understood that students with birth, the order 2, have healthier functions than those with birth order 3 in terms of communication, emotional reaction, and general functions among family functions sub-dimensions. In Doğan's research, it was determined that family functions differ according to the birth order. It can be said that while the first children perceive the communication function healthier than the median and the last child, they also perceive the function of emotional response healthier than the first and middle children (Doğan, 2006).

As a result of examining the sub-dimensions of the students' family functions according to their self-confidence level, the average scores of the students who always trust themselves are significantly lower (healthy) functions in terms of problem solving, communication, roles, emotional reaction, behavior control and general functions compared to the students who sometimes trust them. have been found to have. It was determined that there was no significant the difference in the dimension of affective Involvement according to the self-confidence level.

Similar results can be expressed when those functions are evaluated according to mothers' education level. Students with a lower level of mother's education showed higher (unhealthy) functions. However, it was determined that there was no significant difference in behavioral control. When the studies conducted are analyzed (Özcan, 2002; Mete, 2005), there is no relationship between the mother's education level and the family functions sub-dimension scores. In the study carried out by Çakıcı, it was determined that the children of mothers who are secondary school graduates show unhealthier functions in the emotional response dimension than mothers in other education levels (Çakıcı, 2006). It was found that the sub-dimensions of the students 'family functions did not differ significantly in their level of problem solving, roles, emotional reaction, showing the necessary attention and behavioral control levels according to their fathers' education levels. In other studies (Özcan, 2002; Mete, 2005), no significant differentiation was detected. In communication, which is an area where significant differences are observed from the sub-dimensions of family functions, it was found that students have unhealthier functions as the level of fathers' education decreases in the general functions dimension. In other studies on the relationship between fathers' education levels

and family functions sub-dimensions (Doğan, 2006; Çakıcı, 2006), it was observed that children had healthier functions in the family evaluation sub-dimensions as the father education increased.

It was found that the sub-dimensions of family functions did not differ according to the marital status of their parents. In similar studies (Balkancı, 2009; Kılıç, 2009), no significant difference was found. In the study conducted by Mete, it was observed that the students whose parents were together, were healthier only in terms of behavioral control dimension than those whose parents were separated (Mete, 2005). As Chávez (2016) points out the results indicate that the factors important to healthy psychosocial development in each of Erikson's five pre-adult stages were largely predictive of occupational identity status in adolescence.

As a result of examining the sub-dimensions of family functions according to their families' socio-economic levels, there are no significant differences in roles, affective involvement, and behavioral control, problem solving, communication, emotional reaction, general functions dimensions of middle and upper socioeconomic families' students whereas lower socioeconomic families' students showed unhealthier family functions. In the study conducted by Mete, the family functions of families with high and middle-income levels were found to be healthier than lower-level families (Mete, 2005). In the study conducted by Çakıcı, families of lower socioeconomic level solved problems and showed the necessary attention; families at an upper socio-economic level were found to have unhealthy scores in terms of communication, roles, emotional response, behavior control, and general functions (Çakıcı, 2006).

5. Recommendation

In general, the results of research shows that socio-demographic characteristics have been found to affect both the assertiveness and family functioning. In addition, assertiveness to affect the functions of the family taken into consideration, these two variables need to be improved in other areas of life as well as family. Here, the independent variables referred to in the evaluation and improvement of these variables are vital for the benefit of the students. Considering the education level of mothers affects several variables, society figured the necessity of educating women once again.

The result shows that healthy family functioning creates healthy members which is another important aspect of the research. In this context, regulation of family relations and in order to align healthier, family-oriented functioning, educational research is necessary. Assessing changes in the family is a basic challenge in family research (why it's recommended to be careful in new researches).

Students' assertiveness scores decrease as communication in the family deteriorates, roles mix and general functions deteriorate. Consequently, the family should be supported considering that the family in which the adolescent grows affects his psycho-social development and assertiveness skills. Family support should not just be economical. The development of the child, roles in the family, flexible family, etc. Seminars should be given in terms of healthy family functionality. The importance of peer interaction of the child is known in adolescence. Assertiveness trainings/activities in schools with their peers should also be supported by family pieces of trainings. Studies should be done by ensuring family participation in school-family cooperation. Schools are perhaps the most effective institutions that the child can reach and provide opportunities for healthy development that many children do not have in the family environment. The scope of psychological counseling and guidance should be expanded in schools, and the school should be transformed into socio-psychological units, and a basis should be raised for individuals who can protect their own rights while not overtaking someone else's right and express themselves self-expressing by getting angry and angry when necessary.

REFERENCES

- Akinci D. A. (2006). Assertiveness scores of eighth-grade students of elementary school parents' attitudes and mothers perceived the relationship between trait anxiety scores and scores by gender differentiation examination of assertiveness (İlköğretim sekizinci sınıf öğrencilerinin atılganlık puanları ile algılanan ana-baba tutumları ve annelerin sürekli kaygı puanları arasındaki ilişkinin ve cinsiyete göre atılganlık

- puanlarının farklılaşmasının incelenmesi). Unpublished Master's Thesis. Selçuk University, Institute of Social Sciences, Konya.
- Aksakal, N. (1997). Investigation of assertiveness and depression levels of high school senior students who take the university exam (Üniversite sınavına giren lise son sınıf öğrencilerinin atılganlık ve depresyon düzeylerinin araştırılması). Unpublished Master's Thesis. Fırat University, Institute of Social Sciences, Elâzığ.
- Arı, R. (1989). The effects of university students' dominant self-states and some personal qualities on self-states, assertiveness and harmony levels (Üniversite öğrencilerinin baskın ben durumları ile bazı özlük niteliklerinin ben durumlarına, atılganlık ve uyum düzeylerine etkisi). Unpublished Doctoral Thesis. Hacettepe University, Institute of Social Sciences, Ankara.
- Avcı, R. (2006). An investigation of violent and nonviolent adolescent' families in terms in terms of family functioning, anger and anger expression (Şiddet davranışı gösteren ve göstermeyen ergenlerin ailelerinin aile işlevleri, öfke ve öfke ifade tarzları açısından incelenmesi). Unpublished Master's Thesis. Çukurova University, Institute of Social Sciences, Adana.
- Aydın A. (2000). Development and Learning Psychology (Gelişim ve öğrenme psikolojisi). (Third Edition). İstanbul: Alfa Basım Yayın Dağıtım Ltd. Şti. ISBN: 9753165943
- Aytar, G. & İnceoğlu, D. (1987). Assertive behavior level research in a group of adolescents (Bir grup ergende atılgan davranış düzeyi araştırması). *Psikoloji Dergisi*, 6(21), 23-24.
- Bal, E. (2006). Examining of the relation between self-perception and assertiveness level on primary school students (İlköğretim öğrencilerinin benlik algıları ile atılganlık düzeyleri arasındaki ilişkinin incelenmesi). Unpublished Master's Thesis. Marmara University, Institute of Educational Sciences, İstanbul.
- Balkancı Ö. (2009). Determining administrators behaviours which cause stress on eight grade students of primary school who have different assertiveness levels and students behaviours to cope with this stress (Atılganlık düzeyleri farklı ilköğretim 8. sınıf öğrencilerinde stres yaratan yönetici davranışları ve öğrencilerin başa çıkma davranışlarının belirlenmesi). Unpublished Master's Thesis. Beykent University, Institute of Social Sciences, İstanbul.
- Bozkurt, E. (1989). Socio-economic factors affecting the assertiveness levels of university students (Üniversite Öğrencilerinin atılganlık düzeylerini etkileyen sosyo-ekonomik faktörler). Unpublished Master's Thesis. Ondokuz Mayıs University, Institute of Social Sciences, Samsun.
- Bulut, I. (1990). The handbook of family evolution scale (Aile Değerlendirme Ölçeği el kitabı). Ankara: Özgüzelış Matbaası
- Bulut, I. (1993). The effects of mental illness on family functions (Ruh hastalığının aile işlevlerine etkisi). Ankara: Başbakanlık Kadın ve Sosyal Hizmetler Müsteşarlığı Yayınları. ISBN: 975-19-0768-3
- Büküşoğlu, N., Aysan, F. ve Erermiş, S. (2001). Examining behavioral characteristics of children with school phobia, psychological symptom levels of mothers and family functions (Okul fobisi olan çocukların davranışsal özellikleri, annelerinin ruhsal belirti düzeyleri ve aile fonksiyonlarının incelenmesi). *Ege Tıp Dergisi*, 40(2), 99-104. Access adress: <http://egetipdergisi.com.tr/en/issue/31392/343401>
- Chávez, R. (2016). Psychosocial Development Factors Associated with Occupational and Vocational Identity Between Infancy and Adolescence. *Adolescent Research Review*, 1, 307–327. Doi: <https://doi.org/10.1007/s40894-016-0027-y>
- Clifford, T. (1987). Assertiveness training for parents. *Journal of Counseling & Development*. 65 (10), 552-554. Doi: <https://doi.org/10.1002/j.1556-6676.1987.tb00706.x>
- Çakıcı, S. (2006). The study of the family functions, mother-child relations of lower and upper socioeconomic families and the effect of the family functions to mother-child relations (Alt ve üst sosyoekonomik düzeydeki ailelerin aile işlevlerinin, anne-çocuk ilişkilerinin ve aile işlevlerinin anne-çocuk ilişkilerine etkisinin incelenmesi). Unpublished Master's Thesis. Gazi University, Institute of Educational Sciences, Ankara.

- Deniz, M.E. (1997). An Assertiveness training test for the assertiveness which depends on sexual and cultural differences of university students (Üniversite öğrencilerinin cinsiyet ve kültürel farklara dayalı atılganlıkları üzerinde bir atılganlık eğitimi denemesi). Unpublished Master's Thesis. Selçuk University, Institute of Educational Sciences, Konya.
- Doğan, M. (2006). The study of high school students family functioning and locus of control (Genel lise öğrencilerinin aile işlevlerinin ve denetim odaklarının incelenmesi). Unpublished Master's Thesis. Anadolu University, Institute of Educational Sciences, Eskişehir.
- Eguier, A. (2007). Adolescent's family and ancestors (Ergenin ailesi ve ataları). (Tran: Sönmez A.B., Kolbay B.) Ankara: Bağlam Yayınları, Psikanaliz Yazıları: 15. ISBN: 9789758803866
- Elkind, D. (2001). Değişen Dünyada Çocuk Yetiştirme ve Eğitim (E.G. Kapçı Çev.). B. Onur (Yay. Haz.), Dünyada ve Türkiye'de Değişen Çocukluk: 3. Ulusal Çocuk Kültürü Kongresi içinde (ss. 15-25). Ankara: Ankara Üniversitesi Çocuk Kültürü Araştırma Ve Uygulama Merkezi Yayınları.
- Epstein, N.B., Bolwin, L.M & Bishop D.S. (1983) The MacMaster Family Assessment Device. *Journal of Marital and Family Therapy* 9(2):171-180. Doi: <https://doi.org/10.1111/j.1752-0606.1983.tb01497.x>
- Erdoğan, M.Y. (2005). Comparison of the family relationships with the aggressive behavior of children who are directed and not directed to crime Suça Yönlendirilen ve yönlendirilmeyen çocukların aile ilişkileri ile saldırganlık davranışlarının karşılaştırılması. *Çocuk ve Gençlik Ruh Sağlığı Dergisi* 12(3), 106-114. Access adress: https://app.trdizin.gov.tr/documentViewer/viewer.xhtml?ext=pdf&path=iszyc6h_XyiCkvthylGCVat8L_oari9L2oW9ISPttBN2C8ywl_F-fQ34zW2gQykPP2wDfG9ITPSwTAOpRGwxk6a0Ndf35fRuv-XFkmlqlw=
- Eryüksel, G.N. (1996). Evaluation of parent-adolescent relations according to behavioral family systems model (Ana-baba ve ergen ilişkilerinin davranışsal aile sistemleri modeline göre değerlendirilmesi). *Türk Psikoloji Dergisi*, 11(38), 1-17. Access adress: <https://www.psikolog.org.tr/tr/yayinlar/dergiler/1031828/tpd1300443319960000m000266.pdf>
- Family Assessment Form: A Practice-Based Approach to Assessing Family Functioning (1997).
Child Welfare League of America, Inc., Washington, DC.; Children's Bureau of Southern California, Los Angeles. ERIC Number: ED431530 ISBN: ISBN-0-87868-688-6 ISSN: N/A <https://eric.ed.gov/?id=ED431530>
- Geçtan, E. (1995). Psychoanalysis and later (Psikanaliz ve sonrası). İstanbul: Remzi Kitapevi. A.Ş. ISBN: 9753424639
- Gemi, A. (1997). Some factors which effect the level of assertiveness of the students who are at the last grade of the high schools (Lise son sınıf öğrencilerinin atılganlık düzeyini etkileyen bazı faktörler). Published Master's Thesis. Uludağ University, Institute of Social Sciences, Bursa.
- Gökalan, Z. B. (2000). The Relationship between primary school students self-concept, assertiveness and self-disclosure and their academic succes (İlköğretim okulu öğrencilerinin (12-14 yaş) benlik tasarımı, atılganlık ve kendini açma düzeyleri ile akademik başarıları arasındaki ilişki). Unpublished Master's Thesis. Selçuk University, Institute of Social Sciences, Konya.
- Göktürk, G.Ö. (2009). The effect of assertiveness training programme applied to primary school fifth grade students on the students assertiveness levels (İlköğretim 5. sınıf öğrencilerine uygulanan atılganlık eğitimi programının öğrencilerin atılganlık düzeyine etkisi). Unpublished Master's Thesis. Dokuz Eylül University, Institute of Educational Sciences, İzmir.
- Hersen, M., Eisler, R. M., & Miller, P. M. (1973). Development of assertive responses: Clinical, measurement and research considerations. *Behaviour Research and Therapy*, 11(4), 505-521. Doi: [https://doi.org/10.1016/0005-7967\(73\)90110-1](https://doi.org/10.1016/0005-7967(73)90110-1)
- Hersen, M., Kabacoff, R. I., Van Hasselt, V. B., Null, J. A., Ryan, C. F., Melton, M. A., & Segal, D. L. (1995). Assertiveness, depression, and social support in older visually impaired adults. *Journal of Visual Impairment & Blindness*, 89(6), 524-530. Doi: <https://doi.org/10.1177/0145482X9508900608>

- İşmen, A. E. (2004). The relation between emotional intelligence and family functions (Duygusal zeka ve aile işlevleri arasındaki ilişki). *Balıkesir Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 7(11), 55-75. Access address: <https://dergipark.org.tr/tr/download/article-file/863976>
- Johnson, C.C., Myers, L., Weber L.S., Greenlund, K.J. & Berenson G.S.(1997). Assertiveness and cardiovascular disease risk factors in children and adolescents: The Bogalusa Heart Study. *Journal of Social Behavior & Personality*. 12 (1), 243–255. Access address: <http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=0&sid=2f64df2b-cee1-4715-8d46-c0d28712f951%40sdc-v-sessmgr03>
- Kapıkıran, Ş. (1993). Determination of assertiveness level of adolescents with internal and external supervision (İçten ve dıştan denetimliliğe sahip ergenlerin atılganlık düzeyinin saptanması). Unpublished Master's Thesis. Dokuz Eylül University, Institute of Social Sciences, İzmir.
- Kılıç, G. (2009). An analysis of adolescents assertiveness level according to the attachment patterns towards their parents and specific demographic variables: The exaple of Darıca (Lise öğrenimi görmekte olan ergenlerin atılganlık düzeylerinin ebeveynlerine bağlanma örüntülerine ve bazı demografik değişkenlere göre incelenmesi: darıca ilçesi örneği). Unpublished Master's Thesis. Maltepe University, Institute of Social Sciences, İstanbul.
- Kulaksızoğlu, A. (2001). Adolescent psychology (Ergenlik psikolojisi). İstanbul: Remzi Kitabevi. ISBN: 978-975-14-0682-8
- Law, H. G., Wilson, E., & Crassini, B. (1979). A principal components analysis of the Rathus Assertiveness Schedule. *Journal of Consulting and Clinical Psychology*, 47(3), 631–633. <https://doi.org/10.1037/0022-006X.47.3.631>
- Lazarus, A. A. (1973). On assertive behavior: A brief note. *Behavior therapy*, 4(5), 697-699. Doi: [https://doi.org/10.1016/S0005-7894\(73\)80161-3](https://doi.org/10.1016/S0005-7894(73)80161-3)
- Mete, B. (2005). Examining the relationship between high school senior students' empathic skills and family functions in terms of various variables (Lise son sınıf öğrencilerinin empatik becerileri ile aile işlevleri arasındaki ilişkinin çeşitli değişkenler açısından incelenmesi). Unpublished Master's Thesis. Dokuz Eylül University, Institute of Educational Sciences, İzmir.
- Onuoha, F. N. ve Munakata, T. (2005). Correlates of adolescent assertiveness with HIV avoidance in a four-nation sample. *Adolescence*, 40(159), 525-532. Access address: <http://eds.a.ebscohost.com/eds/pdfviewer/pdfviewer?vid=0&sid=a13d990c-4c7b-4ea5-8493-f6602ffa3b6a%40sessionmgr4006>
- Onyeizugbo, E. U. (2003). Effects of gender, age, and education on assertiveness in a nigerian sample. *Psychology of Women Quarterly*, 27(1), 12-16. Doi: <https://doi.org/10.1111/1471-6402.t01-2-00002>
- Öngün, S. K. (2000). The Purpose of this research is to examine the relationship between the perceived attitudes and self esteem and assertiveness of the eighth grade students (Anne-baba tutumları ile 8. sınıf öğrencilerinin benlik saygıları ve atılganlıkları arasındaki ilişki). Unpublished Master's Thesis. Marmara University, Institute of Educational Sciences, İstanbul
- Özcan, T. C. (2002). The examination of empathy level and family functions on parents of children with attention deficit and hyperactivity disorder (Dikkat eksikliği ve hiperaktivite bozukluğu olan çocukların anne babalarının empati düzeyi ile aile işlevlerinin incelenmesi). Unpublished Master's Thesis. Gülhane Military Medicine Academy, Institute of Madical Sciences, Ankara.
- Özen, F. F. (2001). Do not go to kindergarten and elementary school 5th grade students to compare the level of assertiveness and addictive tendencies (Anaokuluna giden ve gitmeyen ilköğretim 5. sınıf öğrencilerinin atılganlık düzeyi ve bağımlılık eğilimlerinin karşılaştırılması). Unpublished Master's Thesis. Dokuz Eylül University, Institute of Education Sciences, İzmir.
- Özgüven, E. İ. (2000). Marriage and family therapy (Evlilik ve aile terapisi). Ankara: Pdrem Yayınları. ISBN: 9759562243

- Özgüven, E. İ. (2001). *Communication and life in the family (Ailede iletişim ve yaşam)*. Ankara: Pdrem Yayınları. ISBN: 9759562251
- Öztan, B. (2009). *Basic concepts of civil law (Medeni hukukun temel kavramları)*. Ankara: Turhan Kitapevi. ISBN: 9757425389
- Peseschkian, N. (2005). *Positive family therapy (Pozitif aile terapisi)*. İstanbul: Beyaz Yayınları. ISBN: 975-8261-97-5
- Rathus, S. A. (1973). A 30-item schedule for assessing assertive behavior. *Behavior therapy*, 4(3), 398-406. Access adress: <https://www.sciencedirect.com/science/article/abs/pii/S0005789473801200>
- Rathus, S. A., ve Nevid, J. S. (1977). Concurrent validity of the 30-item assertiveness schedule with a psychiatric population. *Behavior therapy*, 8(3), 393-397. Access adress: <https://www.sciencedirect.com/science/article/abs/pii/S0005789477800749>
- Saruhan, N. (1996). *An analysis of relations between assertiveness level of the senior high school students and their attitudes in Ankara provincial center (Ankara il merkezinde lise son sınıfa devam eden öğrencilerin atılganlıkları ile anne-baba tutumları arasındaki ilişkinin incelenmesi)*. Unpublished Master's Thesis. Ankara University, Institute of Sciences, Ankara
- Senemoğlu, N. (2001). *Development, learning and teaching (Gelişim, öğrenme ve öğretim)*. Ankara: Gazi Kitapevi Tic. Ltd. Şti.
- Sue, D., Sue, D.M. ve Ino, S. (1990). Assertiveness and social anxiety in Chinese-American Women. *Journal of Psychology*. 124(2), 155-159. Doi: [10.1080/00223980.1990.10543212](https://doi.org/10.1080/00223980.1990.10543212)
- Sümer, N. ve Güngör, D. (1999). The effect of parenting styles on attachment styles, self-assessments and close relationships (Çocuk yetiştirme stillerinin bağlanma stilleri, benlik değerlendirmeleri ve yakın ilişkiler üzerindeki etkisi). *Türk Psikoloji dergisi*, 14(44), 35-58. Access adress: <https://www.psikolog.org.tr/tr/yayinlar/dergiler/1031828/tpd1300443319990000m000237.pdf>
- Şahin, N. (2001). *The characteristics of candidate educational administrators and their achievement and assertiveness (Eğitim yöneticisi adaylarının özellikleri ile başarı ve atılganlık düzeyleri)*. Unpublished Master's Thesis. Dokuz Eylül University, Institute of Educational Sciences, İzmir.
- Şimşek, Ö. ve Karataş, P. (2011). Prevalence of suicide attempts and related familial factors in high school students in Nevşehir city center (Nevşehir il merkezindeki lise öğrencilerinde intihar girişimi yaygınlığı ve ilişkili ailesel faktörlerin belirlenmesi). *Sosyal Politika Çalışmaları Dergisi*, 25(25), 63-71. Access adress: <https://dergipark.org.tr/en/pub/spcd/issue/21104/227285>
- Tegin, B. (1990). The relationship between depressive symptoms and assertiveness in university students (Üniversite öğrencilerinde depresif belirtilerle atılganlık düzeyi arasındaki ilişki). *Hacettepe Üniversitesi Edebiyat Fakültesi Dergisi*, 7(1-2).
- Tolerable, A. (1989). Boredom as related to Estrangement, assertiveness, internal-external expectancy, and sleep patterns. *Journal of Clinical Psychology*. 45 (2) ,260-265. Doi: [https://doi.org/10.1002/1097-4679\(198903\)45:2<260::AID-JCLP2270450213>3.0.CO;2-G](https://doi.org/10.1002/1097-4679(198903)45:2<260::AID-JCLP2270450213>3.0.CO;2-G)
- Topçugil, N. (2002). *The Evaluation of family functionalism on 3-6 age group children in Ankara Deftardarlığı day nursery and the research of the impacts of family functions on children's social, psychological and physical development (Ankara defterdarlığı gündüz bakım evine devam eden 3-6 yaş grubundaki çocukların aile işlevselliğinin değerlendirilmesi ve aile işlevlerinin çocukların psikolojik, sosyal ve fiziksel gelişimleri üzerindeki etkisinin araştırılması)*. Unpublished Master's Thesis. Gazi University, Institute of Social Sciences, Ankara.
- Totan, T. (2016). *Proposals to Teachers and parents about preveting school bullying (Okulda zorbalığı önlemede eğitimcilere ve ebeveynlere öneriler)*. *Journal of Abant İzzet Baysal University Faculty of Education*, 7(2). Access adress: <https://dergipark.org.tr/tr/pub/aibuefd/issue/1494/18077>

- Tucker, R. K., Weaver, R. L. & Redden, E. M. (1983). Differentiating assertiveness, aggressiveness, and shyness: a factor analysis. *Psychological reports*, 53(2), 607-611. Access address: <https://journals.sagepub.com/doi/pdf/10.2466/pr0.1983.53.2.607>
- Ünal, S. (2007). Assertiveness skills training program, secondary school students, the impact on the level of assertiveness and self-esteem (Atılganlık becerileri eğitim programının ilköğretim ikinci kademe öğrencilerinin atılganlık düzeyi ve benlik saygısı üzerindeki etkisi). Unpublished Master's Thesis. Institute of Education Sciences of Dokuz Eylül University, İzmir, Turkey.
- Üstün, B. (1995). Assertiveness and burnout levels of nurses (Hemşirelerin atılganlık ve tükenmişlik düzeyleri). Doctoral Thesis. Hacettepe University, Institute of Medical Sciences, Ankara.
- Volcan, N. (1980a). Rathus assertiveness inventory validity and reliability study (Rathus Atılganlık Envanteri geçerlik ve güvenirlik çalışması). *Türk Psikoloji Dergisi*, 10(1), 23-25. Access address: <https://www.psikolog.org.tr/tr/yayinlar/dergiler/1031828/tpd1300443319800000m000500.pdf>
- Volcan, N. (1980b). The effect of group assertiveness training on the individual's assertiveness level (Grupla atılganlık eğitiminin bireyin atılganlık düzeyine etkisi). *Hacettepe Üniversitesi Sosyal Bilimler Dergisi*, 3, 62-66.
- Williams, G. J., Power, K. G., Millar, H. R., Freeman, C. P., Yellowlees, A., Dowds, T. Walker, M., Campsie, L., MacPherson, F., Jackson, M. A. (1993). Comparison of eating disorders and other dietary/weight groups on measures of perceived control, assertiveness, self-esteem, and self-directed hostility. *International Journal of Eating Disorders* 14(1), 27-32. Doi: [https://doi.org/10.1002/1098-108X\(199307\)14:1<27::AID-EAT2260140104>3.0.CO;2-F](https://doi.org/10.1002/1098-108X(199307)14:1<27::AID-EAT2260140104>3.0.CO;2-F)
- Woods, S.B. (2020). Childhood somatization, *The Handbook of Systemic Family Therapy* (Wampler, Karen, s., Editor) sf:323-326, John Wiley Sons Ltd https://books.google.com.tr/books?id=jhXaDwAAQBAJ&pg=PA330&lpg=PA330&dq=family+assessment+2019&source=bl&ots=NzGq1zJE_n&sig=ACfU3U1DUfkw2zDfPhRMCE1151kec45sXA&hl=tr&sa=X&ved=2ahUKEwIj4pLkzKTqAhW4TBUIHQp4At4Q6AEwEnoECAkQAQ#v=onepage&q=family%20assessment%202019&f=false
- Yatağan, T. (2005). Assertiveness training program 7th The effect of assertiveness grade students (Atılganlık eğitimi programının ilköğretim 7. sınıf öğrencilerinin atılganlık düzeyine etkisi). Unpublished Master's Thesis. Ankara University, Institute of Educational Sciences, Ankara.
- Yavuzer, H. (1999). Child Psychology (Çocuk psikolojisi). İstanbul: Remzi Kitabevi.
- Yılmaz, A. (2001). Relationships between marital adjustment, child perception of parenting style and children, adolescents and young adults academic achievement and self-perceptions (Eşler arasındaki uyum, anne-baba tutumu ve benlik algısı arasındaki ilişkilerin gelişimsel olarak incelenmesi). *Türk Psikoloji Dergisi* 16(47), 1-24. Access address: <http://www.psikolog.org.tr/tr/yayinlar/dergiler/1031828/tpd1300443320010000m000220.pdf>
- Yörükoğlu, A. (1998). The age of youth mental health and mental problems. (Gençlik çağı ruh sağlığı ve ruhsal sorunları) Ankara: Özgür Yayınları.
- Zengin, F. (2008). Examining the effects of negotiation (problem solving) and mediation training program on conflict resolution styles and assertiveness skills among 4th-5th grade students (Müzakere (problem çözme) ve arabuluculuk eğitim programının ilköğretim 4.-5. sınıf öğrencilerinin çatışma çözüm stilleri ve atılganlık becerileri üzerindeki etkilerinin incelenmesi). Unpublished Master's Thesis. Dokuz Eylül University, Institute of Educational Sciences, İzmir.