

THE ROLE OF PARENT-CHILD RELATIONSHIP ON NEGATIVE BEHAVIOR AND SCHOOL SUCCESS IN ADOLESCENTS: EVIDENCE FROM TURKEY

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ABSTRACT

The relationship between family members and its effect on individual behavior and school success has drawn the attention of family sociologists. The Family is the primary source of socialization and therefore, plays an important part in an individual's life. The study includes a total of 408 adolescents from Middle Anatolia in Turkey. The aim of the study is to examine the effects of relationships between family members, especially parent-child relationships, on the individual's behavior. Results suggest that students who do not have a good relationship with their parents are more likely to engage in substance uses, exhibit a higher tendency of involvement in violent acts and have low school success. On the other hand, results show that students who have a good relationship with their parents have better manners and are better behaved than those who do not.

Key Words: *Father-Child Relationships, Mother-Child Relationships, School Success, Substance Use, Involvement in Violence Events.*

ÖZET

Aile bireyleri arasındaki ilişkilerin, aile bireylerinin davranışları üzerine yaptığı etkilerin incelenmesi aile sosyologlarının her zaman ilgisini çekmiştir. Aile bireyin sosyalleştiği ilk kurum olması nedeniyle bireyin hayatında önemli bir yere sahiptir. Bu çalışmada Türkiye'nin İç Anadolu Bölgesindeki 408 ergeni kapsamaktadır. Araştırmanın amacı, ebeveynlerle çocukları arasındaki ilişkilerin niteliğinin ergenin davranışlarını nasıl etkilediğinin belirlenmesidir. Araştırma sonuçları değerlendirildiğinde; ebeveynleriyle sağlıklı ilişkiler kuramayan ergenlerin zararlı madde kullanım ve şiddet olaylarına karışma oranlarının yüksek olduğu, aynı zamanda okul başarılarının da düşük olduğu görülmüştür. Öte yandan ebeveynleriyle sağlıklı ilişkiler kurabilen ergenlerin, diğerlerinden farklı olarak, olumlu özellik ve davranışlar gösterdikleri görülmüştür.

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1. Introduction

The family has been widely accepted as the micro unit of the society (Özgüven 2001). Similarly to the classification of societies in terms of ideal types, it is also possible to classify families in the same way (Kağıtçıbaşı 1998). In other words, there is a type of family that corresponds to each type of society. The individual acquires his/her personal characteristics by conforming to a specific society and a family. The individual goes through personal development by interacting with other members of his family. Until recent years, the family has been viewed as a source of happiness. The family, which has been generally considered as the holy focus of happiness, and a balanced and congruent life style, has not been thought to have such a function in real life. It is generally seen that repressive family structure is defended for the sake of maintaining accordance in family relationships, which allows to legitimize discrimination in education in terms of gender, meaning that daughters and sons are behaved differently (Baştuğ 2002; Bolak 2002; Poster 1989; Sunar 2002; Şen&Akmüt 2006; Sayın 1991; Sunar 2002).

The family is a determining factor in the formation of personality as well as attitudes in a variety of situations. The family environment in which the individual is born regenerates itself by transferring its peculiar subculture elements to the individual. Therefore the family struggles to protect its entity and entirety. The characteristics of the family gives us a hint about what kind of personality the individual will have (Abadan-Unat 1979; Duben 1982; Kağıtçıbaşı 1984; 2002). The child who has grown up in a family with good and healthy communication between family members would probably be more social, open-minded, communicative with other people, and be more inclined to sharing his/her problems with his/her parents. This, in turn, also increases the chances that he/she develops a healthier personality (Özgüven 2001).

Given the large amount of research conducted in the west, it is apparent that there is much interest in the effects of parent-child relationships on behavior. Videon (2005) stresses the importance of the father-child relationship in respect to the child's positive self esteem. Chodorow (1978) suggests that in child-mother relationship, the mother feels herself more responsible and concerned than the

father towards her children. Parsons and Bales (1955) explain the mother's greater concern compared to the father's financial responsibilities in terms of providing for the family. Becker (1994) and Bowlby (1985) emphasize the role of the grandmother in the child's feeling good about him/herself. Milkie, Simon, Powel (1997) and Popenoe (1999) stress that the father's mental and behavioral characteristics are important in the child's positive feelings of him/herself. Menning (2006) investigated school success of children whose fathers were away from them and found that this affected children's school success in negative ways. In contrast, in Turkey the relationship between family members has been considered a private matter and has not, until recently, a topic for study (Baştuğ 2002). However, since the 1975 UN World Women Year, increasingly more studies examining issues affecting women in Turkey and family relationships have been conducted in Turkey.

"The changing families in Turkey" (1984) is the most well-known anthological article in this area. To sum up, the studies on and approaches to the subject can be divided into four groups: Firstly, the theoretical articles dealing with the concept and theories of family (Kandiyoti, 1984; Özbay, 1984; Erder, 1979; Kıray, 1984; Kağıtçıbaşı, 2002); secondly, the studies focusing on several current family types in Turkey, and social changes (Abadan-Unat, 1979; Duben, 1982; Kandiyoti, 1979; Kıray, 1979; Şenyapılı 1979 and 1985; Timur 1979; Baştuğ, 2002; Sunar 2002); thirdly, the various studies on traditional family life in Turkey in its history (Ortaylı, 1984; Duben, 1984; Ozankaya, 1984) and lastly, the studies dealing with interaction and relations in the family (Kağıtçıbaşı, 1984; Başaran, 1984; Tezcan, 1984; Balaman, 1984; Fişek, 1982; Levine, 1982; Olson, 1982; Öngel 1997; Isir, Tokdemir, Küçüker, Ergin, 2006; Bal, 2004; Ögel 2001; Bolak 2002).

After the establishment of the Family Research Institute in 1989, seminars started to be held, the researches in the field were sponsored, and a journal called "Family and Society" was established to enable academics to publish their articles. In his work on family relationships, Ogel (2001) estimated that 65% of drug users got involved in legal troubles. Isir and the others (2006) found that 24% of fathers and 63% of mothers whose children are involved in illegal activities, such as never went to school. Ozbay (2006) examined the effect of class differences income rate and education level on the rate of involvement in violent acts and concluded that the students' involved in violent acts were likely to be from lower socio economic classes.

In this study, it is argued that there is a negative correlation between healthy relationships with family members and children's substance uses and involvement in violent acts, and hence also a positive correlation between healthy relationship with family members and school success. The hypothesis is that "the children whose parents are sensitive about children's problems and children who share their problems with their parents are more successful in school, do not get involved in violent acts and have less substance uses" tested on this basis.

2. Data and Method

This study aims to determine how family relationships of students affect daily life and school success, especially those who are the seniors in 17 high schools in Niğde.¹ The study focuses on family dimension, and the effect of the relationship between child and parents on the child's school success, the rate of involvement in violent acts and engaging in harmful behavior. The list including all senior students in all the high schools in Niğde is taken from the statistics of the National Education Directorate for Niğde Province. From this list, from every school 15% of the senior students, making up a total of 408, were chosen as target group. The questionnaires were conducted in the schools during the first half of May in 2006. In Girl Vocational and Textile Vocational High School, all students are female. The quality of parent-child relationship and violent act were evaluated by the questionnaire form which I had prepared. The quality of parent-child relationship and violent act among them were evaluated according to the result of applied questionnaire. Questionnaire consists of 67 questions and the major titles are demographics, crime, leisure time usage, school life and relationships with parents. Questionnaire is applied to students in their classroom under my supervision. Students read the questions in the questionnaire and answered. It was reported to students that the survey is all for scientific purposes, based on voluntary participation and to be remained confidential.

The monthly income of the families of the target group (N=408) varies between 200 YTL² and 2000 YTL. (M=700 YTL, SD=2.71). The difference between two groups indicates the huge class difference in Turkey. According to the data provided by Türk-Harb İş (Trade-Union), the starvation line in Turkey is found to be around 615.26 YTL, while the poverty line is 1.838 YTL. 34.8% of students' families live under starvation line and 95% of the families live under

¹ Niğde is a small city of Turkey with a 100.000 population.

² Turkish monetary unit (New Turkish Liras, 23 February 2007 (1\$=1.40YTL).

poverty line. The number of siblings varies between 1 and 7 ($M=3.37$, $SD=1.34$). 95.1% of families are nuclear family, which consists of mother, father and the child, and 4.9% are extended families. The fathers of the students have different jobs but 90.7% of mothers are housewives. In Turkey, in most of the surveys on job distribution among women, being housewife as a job comes ranks first (Çağlar and Özcan 1994, %93.5; Makro A.Ş. 1997, %84.6; Öngel 1997, %74.7; Bal 2004, %88; Erbil, Divan and Önder 2006, %83.5). In Turkey, the chance to have a job or being educated is not given to girls so much as boys. (Sayın 1991; Atav 1990; Balaman 1984; Abadan-Unat 1984; Duben 1982, 1984; Erder 1979; Gümüüşoğlu 1998; Levine 1982; Özbay 1984; Olson 1998).

In order to be able to determine the importance of family in the individual's life, the effect of the relationship between parents and children on children's school success and daily life is taken as the main research topic in this study, and for this purpose the students who are seniors at high schools in Niğde are taken as random samples. Hence this research is explored the hypothesis that, "the nature of family relationships contribute to the engagement of the adolescent in harmful behavior involvement in violent acts, and school success". In this study, gender, mother's interest with the child's problems, father's interest with the child's problems and the students' sharing their problems with their parents were used as independent variables. School success, was measured by using three different categories: low (0-2,9), medium (3-3,9) and high (4-5).

3. Results

In this study, the relationship between parents and children affects children's school success, behavior and attitudes is investigated. In terms of the hypothesis that "the quality of relationship between children and parents has a determining effect on children's behavior, attitudes and school success", the sensitivity of parents towards children's problems and the extent to which children share their problems with their parents, as well as their effects on children's involvement in violent acts, frequency of their going to internet cafes and engaging in harmful behavior are examined.

Table 1. Mothers are interested in the problems

Behavior	<u>Never</u>		<u>Sometimes</u>		<u>Frequently</u>		<u>Always</u>		X ²	Kramer's V
	N	%	N	%	N	%	N	%		
Involvement in violence events										
Yes	(12)**	52.2	(8)	40.0	(2)	35.6	(36)	25.0	10.630*	.162
No	(11)	47.8	(72)	60.0	(76)	64.4	(108)	75.0		
Carrying knife										
Yes	(51)	21.7	(5)	4.1	(4)	3.4	(6)	4.1	14.744*	.191
No	(18)	78.3	(116)	95.9	(112)	96.6	(139)	95.9		
Physical harassment										
Yes	(5)	21.7	(11)	9.2	(10)	8.6	(3)	2.1	13.971*	.186
No	(18)	78.3	(109)	90.8	(106)	91.4	(141)	97.9		
Smoking										
Yes	(9)	39.1	(30)	24.8	(22)	19.1	(20)	13.7	10.676*	.162
No	(14)	60.9	(91)	75.2	(93)	80.9	(126)	86.3		
School Success										
0-2.9	(1)	5.3	(17)	18.5	(8)	8.7	(51)	43.6		
3-3.9	(8)	42.1	(36)	39.1	(40)	43.5	(51)	43.6	12.753*	.141
4-5	(10)	52.6	(39)	42.4	(44)	47.8	(61)	52.1		
Going to internet café										
Never	(5)	21.7	(50)	41.7	(33)	28.7	(69)	47.6	17.324*	.120
Sometimes	(9)	39.1	(40)	33.3	(40)	34.8	(44)	30.3		
Frequently	(7)	30.4	(27)	22.5	(39)	33.9	(28)	19.3		
Always	(2)	8.7	(3)	2.5	(3)	2.6	(4)	2.8		

*P≤.05, **The numbers reflect the percentages and the actual values are given in parentheses

Table 2. Fathers are interested in the problems

Involvement in violence events	Never		Sometimes		Frequently		Always		X ²	Kramer's
	N	%	N	%	N	%	N	%		
Yes	(21)		(59)	36.2	(28)		(24)	23.5	9.188*	.154
No	(3)		(104)	3.8	(49)	63.6	(78)	76.5		
Carrying knife										
Yes	(6)		(7)	4.3	(2)	2.6	(4)	4	8.378*	.147
No	(38)		(157)	5.7	(75)	7.4	(97)	96		
Drug using										
Yes	(6)	14	(7)	4.3	(2)	2.6	(2)	2	11.145*	.171
No	(37)	86	(156)	5.7	(74)	97.4	(98)	98		
Going to internet café										
Never	(17)		(53)	32.5	(26)	34.7	(56)		20.146*	.229
Sometimes	(12)		(56)	34.4	(31)	41.3	(27)			
Frequently	(13)		(47)	28.8	(15)	20	(19)			
Always	(2)		(7)	4.3	(3)	4	(—)			
		4.5								

*P<.05

Table 3. Students who share their problems with their parents

Involvement in violence events	Never		Sometimes		Frequently		Always		X ²	Kramer's V
	N	%	N	%	N	%	N	%		
Yes	(35)		(71)	38.8	(13)	27.1	(18)		16.249*	.201
No	(42)		(112)	61.2	(35)	2.9	(75)			
Smoking										
Yes	(26)		(37)	20.1	(5)	10.6	(12)		14.650*	.191
No	(51)		(147)	79.9	(42)	89.4	(81)			
Using alcohol										
Yes	(15)		(12)	6.6	(2)	4.2	(8)	8.6	12.734	.178
No	(62)		(171)	93.4	(46)	95.8	(85)			
Drug using										
Yes	(9)	12.2	(4)	2.2	(—)		(4)		15.251	.196
No	(65)		(178)	97.8	(48)	100	(379)			
School Success										
0-2.9	(9)	14.8	(16)	11.3	(2)	4.8	(3)	4.2	13.822*	148
3-3.9	(32)		(57)	40.1	(13)	31	(32)			
4-5	(20)		(69)	48.6	(27)		(37)			
		32.8				64.3		51.4		

*P<.05

If table1, 2 and 3 are examined, it is seen that there is a significant correlation between parent-child relationship and harmful behavior and involvement in violent acts. It is observed that students whose mothers and fathers are interested in their children's problems and who share their problems with their parents are involved into violent acts less frequently (Cramer's $V=.162$), and engage in less harmful behaviors and rarely go to internet cafes and are more successful in school. On the other hand, the students whose parents are not interested in their children's problems and who avoid sharing their problems with their parents get involved in violent acts more, often engage in harmful behavior (Cramer's $V=.191$) and exhibit less success in school (Cramer's $V=.141$). Given the smoking rates among students, the rate of smoking students whose mothers are interested in their problems is lower (13.7%) than that of students whose mothers are not interested in their problems (39.1%). Research shows that mothers feel themselves more responsible for bringing up the children than fathers (Biernat, Wortman, 1991; Özer 1995; Glass, Estes, 1997; Chodorow, 1978; Gilligan, 1982). In the research titled "The Problems of Adolescence in Turkish Families", conducted by Makro A.Ş. under the guidance of Family Research Institute (1997), the smoking rate among students who are content with the interest their mothers show them is 28.8%, but this rate increases to 49.2% among students who are not content with the degree of interest shown by their mothers. In drug using, the rate is 4.3% among students who share their problems with their parents but that rate increases to 12.2% for students who do not share their problems with parents.

In Turkey, internet cafes have become one of the most important facts of our social life. Internet cafés unsupervised are usually places enabling students who do not have internet opportunities at home due to poverty to have access to computers and the internet. This cyber world, bearing risky potentials like cyber crimes, pornography sharing etc., has come to affect our everyday life more and more. The research indicates a reasonably significant relation between parents' interests in children's problem and frequency of going to internet cafes. The highest rate is found (47.6%) among the students reporting "no visit" to internet cafes and whose mothers are always interested in their problems (Cramer's $V=.120$). This rate increases among students who say their fathers are always interested in their problems (54.9%). Internet cafes can also be found in the poorest neighborhoods. The internet conversation, widely known as chat, has turned into a new language of communication among youth. Young people seem to be fond of the magic of the internet. The number of these cafes and time spent in these places has been increasing day by day as large numbers of young people

go to these cafes (Kayabal 2000; Türkmenoğlu 2000; Andiç 2002). According to the research done by Taşpınar and Gümüş (2005), 86.4% of customers of these cafes are male, and 37.8% of these customers are between 16 and 20 years old. Furthermore, 52.5% of them are students. According to Laçiner (2007), internet cafes and some websites have turned into a means of communication for some dangerous, fanatic and lumpen groups. The relation between frequency of going to the internet cafes and involvement in violent acts engaging substance use and school success is also researched.

Table 4. Relationship Between Internet Cafe, Violence, Substance Use and School Success

Behavior	Going to internet cafes								X ²	Kramer's V
	Never		Sometimes		Frequently		Always			
	N	%	N	%	N	%	N	%		
Involvement in violence events										
Yes	(36)	23.1	(48)	35.6	(45)	44.6	(9)	75	22.388*	.235
No	(120)	6.9	(87)	64.4	(56)	55.4	(3)	25		
Carrying knife										
Yes	(5)	3.2	(6)	4.4	(5)	5	(4)	33.3	21.659*	.232
No	(152)	96.8	(129)	95.6	(95)	95	(8)	66.7		
Threatening with knife										
Yes	(5)	3.2	(6)	4.5	(7)	7	(4)	33.3	20.264*	.225
No	(151)	96.8	(128)	95.5	(93)	93	(8)	66.7		
Smoking										
Yes	(20)	12.7	(28)	20.9	(25)	24.8	(7)	58.3	17.810*	.210
No	(137)	87.3	(106)	79.1	(76)	75.2	(5)	41.7		
Using alcohol										
Yes	(9)	5.7	(8)	6	(16)	15.8	(5)	41.7	23.908*	.243
No	(148)	94.3	(126)	94	(85)	84.2	(7)	58.3		
School Success										
0-2.9	(9)	7.6	(11)	10.2	(10)	11.8	(2)	22.2	20.732*	.254
3-3.9	(40)	33.6	(41)	38	(48)	56.5	(6)	66.7		
4-5	(70)	58.8	(56)	51.9	(27)	31.8	(1)	11.1		

*P<.05

The data indicates a significant correlation between frequency of going to the internet cafes and involvement in violent acts and engaging harmful behavior (Cramer's V=.235) except for physical harassment (Cramer's V=.186). Actually,

it is seen that students who frequently go to the internet cafe engage in substance uses like smoking or alcohol, involvement in violent acts such as threatening with weapons and frequent fighting. Given the positive relation between the frequency of going to internet cafes and negative attitudes and behavior (Cramer's $V=.225$), the relation between school success and frequency of going to internet cafes is also researched. As shown in Table 4, there is a significant relation between frequency of going to internet cafes and school success (Cramer's $V=.254$). Internet cafes affect school success in a negative way. The rate of those with the highest success score (4-5) is 0.6% among the students who go to the internet cafes, whereas it is 45.2% for the students who never go to the internet cafes.

Table 5. Relationship between Substance Use and Violence

Behavior	Smoking				X ²	Kramer's V
	Yes		No			
	N	%	N	%		
Involvement in violence events						
Yes	(54)	66.7	(84)	25.8	48.155*	.344
No	(27)	33.3	(241)	74.2		
Carrying knife						
Yes	(9)	11.3	(11)	3.4	8.508*	.145
No	(71)	88.8	(315)	96.6		
Threatening with knife						
Yes	(9)	11.4	(13)	4	6.745*	.129
No	(70)	88.6	(312)	96		
Physical Harassment						
Yes	(12)	15	(17)	5.2	9.159*	.151
No	(68)	85	(307)	94.8		
Using alcohol						
Involvement in violence events						
Yes	(21)	55.3	(117)	31.8	8.456*	.144
No	(17)	44.7	(251)	68.2		
Carrying knife						
Yes	(6)	15.8	(14)	3.8	10.564*	.161
No	(32)	84.2	(345)	96.2		
Threatening with knife						
Yes	(5)	13.5	(17)	4.6	5.149*	.113
No	(32)	86.5	(350)	95.4		

Physical Harassment						
Yes	(9)	23.7	(20)	5.5	17.151*	.206
No	(29)	76.3	(346)	94.5		
School Success						
0-2.9	(4)	12.9	(28)	9.7		
3-3.9	(21)	67.7	(113)	39	11.800	.192
4-5	(6)	19.4	(149)	51.4		
Drug using						
Carrying knife						
Yes	(4)	22.2	(15)	3.9	12.764*	.178
No	(14)	77.8	(368)	96.1		
Threatening with knife						
Yes	(5)	27.8	(17)	4.5	17.935*	.212
No	(13)	72.2	(364)	95.5		
School Success						
0-2.9	(1)	6.7	(31)	10.2	6.361	.141
3-3.9	(11)	73.3	(123)	40.6		
4-5	(3)	20	(149)	49.2		

*P<.05

Table 5 indicates a significant relation between substance uses such as smoking (Cramer's $V=.344$), using alcohol (Cramer's $V=.144$), and drugs (Cramer's $V=.178$) and so on and involvement in violent acts such as physical harassment, fighting, threatening with weapons and carrying weapons such as pocket-knives and so on. Data indicate that, while 33.3% of students who do not smoke are involved in fights, this rate doubles for students who smoke (66.7%). Furthermore, the rate of carrying knives or pocket-knives is 3.8% among students who use alcohol, whereas the same rate is 15.8% for those using alcohol. Lastly, the rate of violent acts such as threatening with knife is 4.5% among the students who do not use drug, while it is 27.8% among the students using drug. These data lead to the conclusion that students engage in harmful behavior are involved in more violent acts.

While there is no significant relation between school success and smoking, there is a significant relation between school success and using drug (Cramer's $V=.141$) and alcohol (Cramer's $V=.192$). Alcohol and drug use have more negative effects on school success than smoking. The rate of students getting the highest degree in school is 19.4% among those using alcohol, however the same rate increases to 51.4% among the students not using alcohol. Additionally, the

rate of getting the highest degree in school is 20% among students using drugs, while it is 49.2% among the students not using drugs.

Involvement in violent acts harmful behavior and some other attitudes are also examined in terms of gender to be able to understand on gender discrimination in society and its effects on students' behavior and attitudes. In Turkish society, some kinds of behavior are considered as dangerous and wrong for girls whereas the same behavior is completely accepted as normal for boys (Kağıtçıbaşı 1998). This discrimination results in providing boys' with some negative attitudes; their involvement in violent acts, and other substance uses out of parental control. Gender may be defined as socially determined deriving from biological differences (Stark 1996; Gelles and Levine 1995). The social determinations indicate norms, values, structures, organizations, institutes and identities in daily life. Gender, from this perspective, can be considered effective over access to opportunities and sources of production resulting in gendered division of tasks. The structure of roles and responsibilities shaped by gender differences affect women negatively rendering them disadvantaged, while affecting men positively and making them advantageous in various respects. Different socio-economic development indicators such as participating in decision making processes at the level of society and household, employment indicators, access to economic sources and education, law, health services and etc. exhibit the extent of social discrimination in terms of gender (Şen and Akmut 2006; Gümüşoğlu 1998).

Table 6. Relationship between Sex, Violence, Substance Use and School Success

Behavior	Sex		X ²	Kramer's V
	<u>Female</u> N %	<u>Male</u> N %		
Involvement in violence events				
Yes	(50) 23.7	(88) .9	20.381*	.224
No	(161) 76.3	(108) 55.1		
Threatening with knife				
Yes	(5) 2.4	(17) 8.7	7.904*	.140
No	(205) 97.6	(178) 91.3		
Smoking				
Yes	(20) 9.4	(61) 31.3	30.415*	.273
No	(192) 90.6	(134) 68.7		
Using alcohol				
Yes	(4) 1.9	(34) 17.4	29.011*	.267
No	(208) 98.1	(161) 82.6		
Drug using				
Yes	(3) 1.4	(15) 7.7	9.284*	.152
No	(205) 98.6	(179) 92.3		
Going to internet café				
Never	(116) 55.2	(41) 21	54.817	.368
Sometimes	(56) 26.7	(79) 40.5		
Frequently	(37) 17.6	(64) 32.8		
Always	(1) .5	(11) 5.6		

*P≤.05

As indicated in Table 6, there are very significant differences between girls and boys in terms of negative behavior and attitudes, except for involvement in violence events (Cramer's V=.140), using alcohol (Cramer's V=.267), going to internet cafe (Cramer's V=.368). There is a negative tendency among boys in both respects. Nearly half of the boys stressed that they got involved in fights (44.9%), while the rate for girls is only 23.7%. According to the research conducted by Bal

(2004), the rate of girl's involvement in violent acts events is 9%, while for boys it is 91%.

It has been pointed out above that the families in Turkish society tend to give more freedom to sons due to the patriarchal codes. This becomes apparent in the difference between the rates of girls and boys going to the internet cafes. In all the rates related to going to the internet cafes, boys exhibit higher scores than girls. The rate of boys going to the internet cafe everyday is 5.6%, whereas it is only 0.5% for girls. Furthermore, the rate of boys saying that they never go to the internet cafes is 20.9%, and for girls the same rate is as much as 54.7%.

4. Conclusion

In this research aiming at determining the effect of inter-family relations on high school students' daily life and school success, the following results were attained; the nature of family's attitudes and behaviors towards their children affects the students' attitudes and behaviors directly. It is determined that children, whose parents are interested in their school lives and daily problems, tend to engage in substance uses such as smoking, using alcohol and drug less; rarely get involved in violent acts such as fighting, carrying knives or physical harassment; and also are more successful at school. Accordingly, the children, whose parents are indifferent towards their problems demonstrate more substance uses, get involved in violent acts more frequently and a lower success rate at school.

It is seen that environmental factors which also include inter-family relations, have decisive effects on students. Students who frequently go to internet cafes have engaged more frequently in substance uses such as smoking, using alcohol and drugs; tend to get involved in violent acts such as fighting, carrying knives or physical harassment; and are become less successful at school. On the other hand, students who rarely or never go to internet cafes tend to exhibit such negative behavior less and are more successful at school.

Finally, students are also compared in terms of gender. Girls tend to have less substance uses such as smoking, using alcohol and drugs or get involved in violent acts such as fighting, carrying knives or physical harassment; they go to internet cafes less frequently and are more successful at school. On the other hand, boys exhibit opposite attitudes and behavior in general.

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