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Examination of High School Students' Learned Resourcefulness: A Review of Gender, Parental Attitudes, and Values[1]

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ABSTRACT

High school education is a process involving quite challenging life situations such as university entrance exam preparation, career choice, as well as autonomy development. While some students overcome with the difficulties successfully, the others might not demonstrate the same skills. The differences among students are explained with learned resourcefulness. Many factors such as the relationships with parents have an effect to develop learned resourcefulness. In this study, determination of the predictive power of gender, parental attitudes, and values on learned resourcefulness of high school students were aimed. The study is designed according to the survey model. The sample consisted of 420 (F=202; M=218) high school students studying in different schools in Istanbul. Parental Attitude Scale, Rosembaum's Learned Resourcefulness Scale, Schwartz Value Scale, and personal information sheet were used as measurements. Results showed that gender, parental attitudes and values had predictive power on learned resourcefulness. It was also gained that mother and father educational levels had significant effects on learned resourcefulness, whereas number of siblings and birth order did not yield any effects. The result indicated that effects of parents' on their children must be investigated in terms of cultural themes.

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Keywords:
Learned Resourcefulness, Gender, Parental Attitudes, Values, High School

Introduction

Adolescence can be defined as a period of transition from childhood to adulthood characterized by biological, cognitive, psychological and social-moral changes (Santrock, 2009). In one hand, an adolescent is trying to adapt oneself through these changes; on the other hand, he/she is questioning both oneself and the world to form their personality and is trying to shape their own value system deriving from their families' attitudes, behaviors and feedbacks (Wyatt & Carlo, 2002; Steinberg, 2011).

Adolescence period consists of compelling and stressful life stories not only for personal aspect but also educational and career development aspects. Especially during the high school education, the adolescents are supposed to accomplish all these developmental tasks and handle the difficulties and stressful experiences they have faced with. To be able to overcome the problems, to lead the events and to rule their own life are only possible for strengthening and structuring the adolescents' internal responses. This resourcefulness comprises of the responses which learned thorough life (Wyatt & Carlo, 2002; Steinberg, 2011).

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The term "learned resourcefulness" defines as behavioral and cognitive accomplishments to regulate an individual's internal responses (Rosenbaum, 1990). Learned resourcefulness includes the problem solving strategies such as benefiting the individual's personal sources and cognitions to deal with their emotional and physiological responses, planning, defining the problem, evaluating choices and predicting the outcomes; the behaviors such as having the belief on delaying of gratification and internal events (Rosenbaum, 1983, 1988, 1990; Rosenbaum & Ben-Ari, 1985).

In order to include any behavior to the learned resourcefulness category, it should be started by an internal event and this internal event should remove or lessen the confusing effects of the performance of the target behavior. Therefore individuals can build resourcefulness to control events, to rule their own life and overcome the difficulties (Rosenbaum, 1983).

These resources developed within the scope of learned resourcefulness are closely related to the individuals' life stories and experiences. Although learned resourcefulness is identified as an improving skill through the individual's lifetime (Zauszniewski et.al, 2002), according to Rosenbaum (1988), these kinds of self-regulating processes are learned by informal ways mainly in early childhood.

Family has a highly important role on the children and adolescents to acquire learned resourcefulness. It is thought that the attitudes of parents towards their children and the inferences of children from these attitudes are indicative for the children/adolescents as building perspectives both to themselves as an individual and the other people. Many researchers (Finkenauer, Engels, & Baumeister, 2005; Smetana, Campione-Barr, & Metzger, 2006; Gavazzi, 2011) found that with the help of healthy family environment, parent-child relationship and the positive attitude of accepting of parents, the adolescents have accomplished their development processes successfully; therefore the adolescents have not had problems to overcome the difficulties and they can express themselves to the society easily.

Parental attitude is also called as parenting styles. Controlling power of parents, their concerns and affinities, meeting the needs of the children and their attitudes form the criteria when classifying parental attitudes (Maccoby& Martin, 1983; Baumrind, 2005; Kuzgun & Eldeleklioğlu, 2005). The most common way of classifying parental attitudes in literature is labeled as democratic, authoritarian and protective-demanding parental attitudes. *Democratic parental attitude* is characterized by unconditional positive regard and love and enables them both to control the children and meet their needs. This reassuring environment paves the way for growing of the children freely, emerging their skills and realizing themselves (Baumrind, 2005; Kuzgun & Eldeleklioğlu, 2005). In *authoritarian parental attitudes*, the parents expect their children to behave according to parents' will. Punishment is a discipline method in this attitude and the child who has difficulty in clearly expressing his/her negative feelings is prevented to build an unbound personality. In *protecting-demanding parental attitude*, the child is not given a chance to learn by living via the overprotection and controlling. In this way, the tendency of having bound personalities in children is increasing by preventing them to develop the skills such as self-confidence and meeting their own needs (Çağdaş & Seçer, 2004; Baumrind, 2005; Kuzgun & Eldeleklioğlu, 2005).

According to the conducted researches, the adolescents who were raised by democratic attitudes have higher problem solving skills compared to their peers who were raised by critic and oppressive families (Jory, 1998); their academic success and self-confidence behaviors are more positive compared to their peers who were raised by authoritative families (Gökçedağ, 2001); and also their self-esteem and assertive behaviors have developed with a positive significant way (Örgün, 2000).

Family plays an important role for value development of individuals with their attitudes. The development of pro-social behaviors and value system on children are related to affective and sensitive parental attitudes (Maccoby & Martin 1983). The family environment and parent-child relationship pave the way for socio-learning experiences to the children. Personality and gender models presented in this social environment enable the children to develop values and how to behave in certain circumstances and towards people by learning social rules and moral values (Wyatt& Carlo, 2002).

Values are the most important norms that give a meaning the elements of social cultural form of the society. Schwartz (1996) defined values as conceptions used by people evaluating people, including themselves, selecting actions and legitimizing those events. Therefore values can be used as a set of

standards and norms that select and evaluate events, actions, people and behavior styles (Bilsky & Schwartz, 1994; Schwartz, 1996).

Maslow stated that to externalize the organism itself, namely, present the functionalism of that being and to be in need of using its capacity, values are emerged by using this capacity. He also asserted that human needs play a crucial role to form the values; that means which need is dominant, the value related to that need is privileged. Self-actualization is the final level (Maslow, 2001).

Schwartz (1996) discussed values together with conscious goals and universal truths included human existence. Biological needs, social coordination needs, demand of surviving of the groups and being active are investigated within the scope of values. In this respect these values such as power, achievement, hedonism, stimulation, self-direction, universalism, tradition, benevolence, conformity and security are listed grounding universal requirements. Values are classified in social context as social values; in individual context as individual values; in small group context as family values (Winter, Newton & Kirkpatrick, 1998).

The development of values is a process starting from its birth. With mental development a child internalizes first the values of its family, then the society's values and other societies by using various learning methods such as cognitive, behavioral and social etc. (Montagu, 2005). The values of parents reflect the social values, yet it is accepted that parent's values have more impact on the children than social values (Kağıtçıbaşı, 2000; Dilmaç, Kulaksızoğlu, & Ekşi, 2007). The values gained by the support of family affect the individual's both personality development and social life and also make easier to overcome the difficulties (Schwartz, Bilsky, 1987; Layder, 2006).

In the light of literature, in this study it was aimed to examine the determination of the predictive power of gender, parental attitudes, and values on learned resourcefulness of high school students.

Method

Research Model

This study was prepared according to relational screening model, a subtype of general screening model. In order to have a general idea about the population, with general screening model, single or relational screening model can be performed whether on the whole population or a group taken inside of the population, or sample. Relational screening models aim to determine the presence and/or the level of variance between two or more variables (Karasar, 2008).

Subjects

The sample group is consisted of 420 high school students who have been studying 9th, 10th, 11th and 12th grades in the European and Asian side of Istanbul in 2012-2013 academic years. 202 of them were girl (48,1 %) and 218 of them were boy students (51,9 %). Convenience sampling method was used in sampling. The average age of the participants was calculated as 16,50 (sd=1,12) as the participants were among 15-18 ages.

Instruments

Personal Information Sheet. This form consisted of questions such as age, gender, grade, educational level of parents, number of siblings and birth order seeking for the answers related to demographical information.

Parental Attitudes Scale (PAS). The scale was developed by Kuzgun & Eldeleklioğlu (1996). It composed of 40 items, with 5-Likert scale. Having three subscales as democratic, protective-demanding, and authoritarian, the scale's internal consistency reliabilities were .89 for democratic, .82 for protective-demanding and .78 for authoritarian parenting styles (Kuzgun & Eldeleklioğlu, 2005). In our study, Cronbach's alpha was calculated for the democratic subscale as .79, for protective-demanding subscale as .85, and for authoritarian subscale as .86.

Learned Resourcefulness Scale. The scale was developed by Rosenbaum (1980) and was adapted into Turkish by Siva (1991) and Dağ (1991). It has 36 items as 5 Likert scale (cited in Savaşır and Şahin, 1997). Whereas the internal consistency reliabilities of the original version could change between .48 and .71, test-retest reliability coefficients ranged between .77 and .86 (cited in Savaşır and Şahin, 1997). In the Turkish version of the scale Cronbach alpha internal consistency coefficient was .79, and test-retest reliability was calculated as .80 (cited in Savaşır and Şahin, 1997). In our study, Cronbach alpha internal consistency coefficient was found as .61.

Schwartz Value Survey. The scale was developed by Schwartz in 1992 and it has 57 items as 7 Likert scale and it also contains ten subscales (Schwartz & Boenke, 2004). It was adapted into Turkish by Kuşdil and Kağıtçıbaşı (2000). In the reliability analysis of the Turkish version of the scale, the coefficiency of value types is .51-.77, for value groups ranges between .77 and .83. Reliability coefficiencies were found as for universalism .77, for benevolence .76, for hedonism .54, for power .75, for achievement .66, for stimulation .70, for self-direction .69, for tradition .63, for conformity .51and for security .59.

Procedure

While collecting the data, the personal identifying information was not asked from the participants who had attended the survey voluntarily. The enforcements fulfilled by providing the necessary permissions during the lessons for 20-25 minutes. The written instructions were read loudly and the documents which were not filled accordingly or were not filled at all were not taken into consideration for analyzing.

Results

The mean (μ) and standard deviation (SD) values that belongs the main variables of the study are given in Table 1.

Table 1. Descriptive statistics of the study variables for each gender

Variables	F (N= 202)		M (N= 218)		Total (N= 420)	
	μ	SD	μ	SD	μ	SD
Learned Resourcefulness	120.77	12.72	117.44	11.61	119.04	12.253
Parental Attitudes						
Democratic	49.75	7.33	47.17	6.40	48.41	6.979
Protective-Demanding	39.79	9.45	36.17	8.40	38.05	9.136
Authoritarian	20.41	6.86	25.14	6.88	22.86	7.257
Values						
Power	20.99	4.71	22.03	3.93	21.53	4.34
Achievement	35.43	5.79	35.22	5.91	35.33	5.84
Hedonism	17.14	3.77	17.96	3.04	17.57	3.43
Stimulation	16.75	3.57	17.00	2.97	16.88	3.27
Self-direction	31.55	3.58	30.10	3.86	30.79	3.79
Universalism	55.41	6.89	53.51	7.26	54.48	7.14
Benevolence	54.32	7.45	53.15	7.14	53.71	7.30
Tradition	34.17	4.98	34.17	5.31	34.17	5.14
Conformity	24.27	3.15	23.29	3.85	23.76	3.56
Security	42.82	4.88	42.22	5.37	42.50	5.12

As shown in Table 1, girls have achieved a higher average in learned resourcefulness scores. For the scores on perceived parental attitudes, it can be seen that girls' democratic and protective-demanding scores; whereas boys' authoritarian attitude scores are found to be higher.

In order to examine the relationships between the variables, a correlation analysis including the variables of learned resourcefulness, parental attitudes, and value scores was conducted for each sex and the findings obtained are given in Table 2.

Table 2. Correlations among learned resourcefulness, parental attitudes, and values

Variables	*Learned Resourcefulness*		
	Girls	*Boys*	*Total*
Democratic	**.28****	**.33*****	**.32*****
Protective-Demanding	**.23***	-.33	.07
Authoritarian	**-.18***	**.16***	-.05
Power	.05	.13	.06
Achievement	**.26*****	**.19****	**.22*****
Hedonism	-.01	**.30*****	**.11****
Stimulation	.11	**.21****	**.15****
Self-direction	**.28*****	**.18****	**.25*****
Universalism	**.32*****	**.22****	**.28*****
Benevolence	**.22****	**.24*****	**.24*****
Tradition	.02	**.29*****	**.16****
Conformity	**.22****	**.16***	**.19*****
Security	**.20***	**.14***	**.18*****

** p<.05, ** p<.01, *** p<.001*

As a preliminary analysis, the relationship among variables are examined. Learned resourcefulness, is found to be in a linear manner with democratic attitude (r=.32, p<.001 for total) for both sexes. However while learned resourcefulness protective / demanding attitude (r=.23, p<.05) showed linear correlation only for the girls; between the authoritarian attitude and learned resourcefulness for the girls (r=-.18, p<.05) negative and boys (r=.16, p<.05) positive linear relationship is obtained. In terms of values, success (r=22, p<.05), self-control (r=.25, p<.05), universality (r=.28, p<.05), benevolence (r=.24, p<.05), conformity (r=.19, p<.05) and security (r=.18, p<.05) values seem to be associated with learned resourcefulness for both sexes. Pleasure (r=.30, p<.05) and arousal (r=.21, p<.05) values are found to be associated with learned resourcefulness only for male students.

Taking into account the correlation coefficients between the variables obtained from the parents' attitudes and values whether have the predictive power on learned resourcefulness, a hierarchical regression analysis was performed separately for both sexes. Parental attitudes are taken as first block in the analysis and then values are added to the equation on the second stage. Findings are presented in Table 3 and 4.

Table 3. Hierarchical regression analysis for female students' learned resourcefulness

Model		**B**	**SE**	**β**	**t**	**R**	**R^2**	**Δ R^2**	**F**
1.Blok	Democratic	.44	.14	.25	**3.10****	.29	.09	.08	**6.39*****
	Protective-Demanding	.20	.15	.13	1.35				
	Authoritarian	-.24	.21	-.13	-1.14				
2.Blok	Democratic	.34	.14	.19	**2.38***	.39	.15	.16	**8.86*****
	Protective-Demanding	.22	.15	.15	1.61				
	Authoritarian	-.05	.22	-.02	-.23				
	Power	-.44	.26	-.16	-1.65				
	Achievement	.43	.20	.19	**2.13***				
	Hedonism	-.43	.33	-.12	-1.29				
	Stimulation	.15	.33	.04	.45				
	Self-direction	.62	.38	.17	1.61				
	Universalism	.49	.13	.27	**3.86*****				
	Benevolence	.03	.20	.01	.12				
	Tradition	-.30	.24	-.11	-1.19				
	Conformity	.056	.389	.014	.14				
	Security	.044	.302	.017	.14				

** p<.05, ** p<.01, *** p<.001*

When regression model in Table 3 analyzed, for female students, parents' attitudes define the %08 (F=6.39, p<.001) for the variance of single block learned resourcefulness scores. The parents' attitude contributes significantly to the model as a block, standardized regression coefficients (β) by the democratic attitude (t=3.10, p<.01) were found to be significantly contributing to the model alone.

With the inclusion of values to the model, the variables of parents' attitude and values added as second block together explains 16% of total variance (F=8.86, p<.001). For female students' according to their regression coefficients (β) only democratic attitude (t=2.38, p<.05) and for the values success subscale (t=2.13, p<.05) and universalism (t=3.86, p<.001) alone has a significant contribution to the model.

Table 4. Hierarchical regression analysis for male students' learned resourcefulness

Model		B	SE	β	T	R	R^2	Δ R^2	F
1.Blok	Democratic	.51	.12	.28	**4.17***	.35	.13	.11	**10.17*****
	Protective-Demanding	.50	.21	.2016	1.50				
	Authoritarian	-.05	.18	-.03	-.27				
2 Blok	Democratic	.48	.12	.26	**4.01*****	.50	.21	.20	**14.22*****
	Protective-Demanding	.24	.13	.20	1.89				
	Authoritarian	-.10	.17	-.06	-.62				
	Power	.04	.23	.01	.16				
	Achievement	-.25	.26	-.13	-.98				
	Hedonism	.62	.30	.16	**2.08***				
	Stimulation	-.11	.32	-.02	-.34				
	Self-direction	-.17	.28	-.05	-.61				
	Universalism	.42	.17	.26	**2.44***				
	Benevolence	.19	.20	.12	.98				
	Tradition	.58	.21	.26	**2.75****				
	Conformity	-.02	.33	-.00	-.06				
	Security	-.56	.24	-.26	**-2.30***				

** p<.05, ** p<.01, *** p<.001*

When hierarchical regression analysis done for male students examined, parents' attitudes define the 11% (F= 10.17, p<.001) for the variance of single block learned resourcefulness scores. While the parents' attitude contributes significantly to the model as a block, regression coefficients (β) by the democratic attitude (t=4.17, p<.05) were found to be significantly contributing to the model alone.

As the second block, the variables of parents' attitude and values added together explains 20% of total variance (F=14.22, p<.001). For male students' according to their regression coefficients (β) only democratic attitude (t=4.01, p<.001) and for the values hedonism (t=2.08, p<.05), universalism (t=2.44, p<.05), tradition (t=2.75, p<.01) and security (t=-2.30, p<.05) sub size has a significant contribution to the model.

It is aimed to examine learned resourcefulness scores in respect of some demographic variables. Whether the education level of mother leads to differences on students' learned resourcefulness is examined with one way variance analysis – ANOVA and findings are given in Table 5.

Table 5. The result of ANOVA for learned resourcefulness in terms of education level of mother

Mother Education	N	μ	SD	Source of Variance	Sum of Square	df	Mean Square	F
Literate	56	119.20	13.41	**Between Groups**	1741.80	4	435.45	**2.95***
Primary	145	117.34	11.41	**Within Groups**	61166.50	415	147.38	
Secondary	97	118.32	11.56	**Total**	62908.31	419		
High school	69	119.78	13.88					
University	53	123.87	11.22					
Total	420	119.04	12.25					

** p<.05, ** p<.01, *** p<.001*

ANOVA findings showed that students' learned resourcefulness scores statistically differ according to their mothers' level of education (F=2.95, p<.05). According to Scheffe post hoc test, this difference has occurred between mothers who are primary school and university graduate. Students with university graduate mothers' learned resourcefulness scores are calculated as higher than primary school graduate mothers.

Whether learned resourcefulness scores differ according to education level of father is also examined within the scope of the research. The findings are presented in Table 6.

Table 6. The result of ANOVA for learned resourcefulness in terms of education level of father

Father Education	N	μ	SD	Source of Variance	Sum of Square	df	Mean Square	F
Primary	127	119.81	13.035	**Between Groups**	1660.92	3	553.64	**3.76***
Secondary	115	116.18	10.296	**Within Groups**	61247.39	416	147.22	
High school	103	119.15	12.593	**Total**	62908.31	419		
University	75	121.97	12.507					
Total	420	119.04	12.25					

** p<.05, ** p<.01, *** p<.001*

As seen in Table 6, fathers' level of education has occurred significant differences in learned resourcefulness scores (F=3.76, p<.05). According to Scheffe test these differences yielded among the students' fathers who graduated from secondary school and university. Fathers of students who are college graduates have received higher learned resourcefulness scores compared to the other group.

Also learned resourcefulness scores are analyzed in terms of variables such as number of siblings and birth order. However it is seen as those variables do not induce a statistically significant contribution ($F_{(3, 419)} = 1.12$, p>.05; $F_{(3, 419)} = .96$, p>.05, respectively).

Discussion and Conclusion

In this study, examination of the predictive power of gender, parental attitudes, and values on learned resourcefulness of high school students were aimed.

Considering having different attitudes and expectations of parents according to their children's gender (Kağıtçıbaşı, 2000; Kulaksızoğlu, 2005; Raley & Bianchi, 2006), in order not to ignore the effect of this difference, it was decided that to make analysis for both gender separately.

When study variables were examined, it was seen that girl students' learned resourcefulness average scores were higher. In the matter of perceived parental attitudes, the girls perceive their parents as being more democratic and also more protective-demanding whereas boy students perceive their parents as more authoritarian. In respect of the values the obtained averages had the similar scores in terms of some values. However, as a remarkable finding, only the values related to power and stimulation of boy students were higher than the girls.

There are various researches in literature about the effect of gender on learned resourcefulness. Within the context of gender, different findings were obtained in the studies carried out in our country. While in some studies (Akkaya, 2009; Deniz-Türkel, 2006) it is stated learned resourcefulness is not changed depending on gender, in some others (Bekçi, 2009; Coşkun, 2008) it is stated that girls have characteristics of learned resourcefulness more than boys whereas in some studies (Goff, 2011) it is asserted boys have more characteristics.

In preliminary analysis of the study, the relations between variances were examined and it was found that democratic attitude has a relation with learned resourcefulness for both genders. That means the more democratic attitudes increase, the more participant adolescents' learned resourcefulness increase. Furthermore, protective-demanding attitude perceived by girls and authoritative attitude perceived by boy students were found to have relations with learned resourcefulness. In other words, for girls as long as

protective-demanding attitude increases and for boys as long as authoritarian attitude decreases, their learned resourcefulness improves.

Examining predictive power of parental attitudes and values on learned resourcefulness together, it was found that democratic parental attitudes perceived by girl students is a variance that determines learned resourcefulness both by itself and together with achievement and universalism values. When findings examined according to boys, it was found that, as similar to girls, democratic attitudes is predictive for learned resourcefulness both by itself and together with hedonism, universalism, tradition and security values.

This finding shows consistency along with the other studies. The former studies that adolescents who have grown with democratic attitudes have significantly higher scores about learned resourcefulness (Deniz-Türkel, 2006). While there is a positive relationship between democratic attitude and value and sense of self, there is a negative relationship between protective-demanding parental attitudes and authoritarian parental attitudes (Sezer & Oğuz, 2010). In addition, there are some findings in literature as democratic attitude significantly improves in a positive way of problem-solving skills (Raley & Bianchi, 2006; Erden-İmamoğlu, 2013a), self-esteem and assertive behaviors and it also helps lessen anxiety (Erözkan, 2012).

Learned resourcefulness consists of functions of such skills as self-controlling, planning, problem solving skills, instant behavior changes, living and having pleasure from unknown and joyful activities (Rosenbaum, 1983, 1988; 1990; Rosenbaum & Ben-Ari, 1985). Democratic attitude enables children to develop freely, to present and regulate themselves as individuals within its reassuring environment. In this respect, democratic attitude paves the way for gaining and experiencing learned resourcefulness.

Examining findings within the scope of values, it was seen that besides to democratic attitude, achievement and universalism values of girls; hedonism, universalism, tradition and security values of boys are the predictive power on learned resourcefulness. As seen, "universalism" value is the same predictive variance for both genders. "Universalism" means decency, tolerance and considering the benevolence of all human beings and nature (Schwartz, 1996). "Hedonism" is defined as pleasure and enjoying life; "tradition" is defined as culture or religious rites, respect and commitment; "security" is defined as the peaceful state of human and the relationship in the society (Schwartz, 1996). Similarly, Dilmaç, Deniz & Deniz (2009) found that the self-understanding score of the students related to learned resourcefulness has a relationship with subtypes of value survey as achievement, hedonism, self-direction, stimulation, universalism, benevolence, conformity and security.

It is a prominent finding that success value has a predictive value for the girls. This finding can be evaluated as the change in the structure of society and individual particular characterization. Nowadays it is a known fact that gender roles aren't separated with sharp boundaries, women take charge in active and successful duties in business life, step forward in competitive jobs and be supported by the government policies (Çakıcı, 2003). Women's active and successful appearance in business life can be seen as an example for the girls in society. In the research of Ceylan & Demircan (2001) done on women and men entrepreneurs, it is displayed that entrepreneur individuals' success and power values are not different by gender. Women have now entered into working life and adolescent girls' thinking to compete with men in business life in accordance with these models are thought to be effective in these findings.

In the study, learned resourcefulness was also examined in terms of some variables. The findings show that for both sexes, students whose parents graduated from university have higher learned resourcefulness perception. Students whose mother graduated from primary school and fathers' secondary school were found to be disadvantaged in the context of learned resourcefulness. Similarly Erden-İmamoğlu (2013b) obtained that the parents' high level of education have a positive impact on individuals to live an existential life, emotional sense of being open, self-respect and acceptance. On the other hand, in the studies of Çelikkaleli and Gündoğdu's (2005), in conjunction with the students' self-psychological needs of autonomy it is found that it changes according to the level of mother's education, but doesn't change with father's education level.

Students learned resourcefulness scores are analyzed in terms of number of siblings and birth order variables. The findings showed that these variables don't constitute a difference. Adler argues that child's

birth order is effective in the behavior during adulthood. According to him first child is in a competition with the second child and tries to regain the lost attention while completing the obligations imposed by the parents. According to Adler first child develops a personality trait of conservative, power oriented, inclined to leadership and tend to be more powerful in self regulation. Middle child may show rebellious and aggressive tendencies in the adulthood while showing more harmony to social life than the youngest and oldest children. The last child may be subject to continuous spoil and poised to be the most troubled for this reason (cited in Geçtan, 2003; İnanç & Yerlikaya, 2011; Schultz & Schultz, 2008). However for this obtained finding; it is interpreted as the number of siblings and birth order are not effective alone for learned resourcefulness and will gain significance when other variables such as family's attitude is taken into consideration.

As a result, parents play a key role on the characteristics of learned resourcefulness that enables the development of one's own life beginning with early experiences, developing with socialization and experiences on identity process. While democratic and accepting attitude of the parent provide individual's self regulation and cope with negative situations; it also poses as a model on development of individual's values with showcased attitude and behaviors.

The society effects the development of individual values as much as the parents. In this regard, parents and society needs to be conscious about it to raise healthy individuals. Universities, local governments, non-governmental organizations and the media should be contributing factors.

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