



**RELATIONSHIP BETWEEN PERCEIVED PARENTING
ATTITUDES AND ANXIETY: ROLES OF EMOTION
REGULATION AND RESILIENCE**

BEGÜM TAŞKIN

Master's Thesis

Graduate School

Izmir University of Economics

Izmir

2021

**RELATIONSHIP BETWEEN PERCEIVED PARENTING
ATTITUDES AND ANXIETY: ROLES OF EMOTION
REGULATION AND RESILIENCE**

BEGÜM TAŞKIN

A Thesis Submitted to

The Graduated School of Izmir University of Economics
Master's Program in Clinical Psychology

Izmir

2021

ABSTRACT

RELATIONSHIP BETWEEN PERCEIVED PARENTING ATTITUDES AND ANXIETY: ROLES OF EMOTION REGULATION AND RESILIENCE

Taşkın, Begüm

Master's Program in Clinical Psychology

Thesis Advisor: Prof. Dr. Falih Köksal

August, 2021

The purpose of the present study was to examine the mediating roles of emotion regulation and resilience in the relationship between perceived parenting attitudes and trait anxiety among Turkish sample. For this purpose, total of 707 participants included in the study. 508 of the participants were females, and 199 of the participants were males, with an age range of 18-78. Perceived Parenting Attitudes in Childhood (Egna Minnen Barndoms Uppfostran for Children; My memories of upbringing), Difficulties in Emotion Regulation Scale, Resilience Scale for Adults, State- Trait Anxiety Scale and were used to collect data from participants. For the data analysis, firstly, the effects of gender were investigated by using independent sample t-test. Secondly, the relationships of study variables were investigated by using correlation analysis. Results indicated that, emotion regulation and resilience positively correlated with perceived parental warmth, on the other hand, parental overprotection and rejection were negatively associated. Perceived parental warmth negatively correlated with trait anxiety, in contrast perceived overprotection and rejection were positively. There was

also, a positive significant relationship between, emotion regulation and resilience. In addition, they both negatively correlated with trait anxiety. Finally, emotion regulation abilities and higher resilience was found to be a mediator between perceived parenting attitudes and trait anxiety tendencies. The findings of the present study were discussed in the light of the relevant literature.

Keywords: perceived parenting attitudes, emotion regulation, resilience, anxiety



ÖZET

ALGILANAN EBEVEYNLİK TUTUMLARI VE KAYGI ARASINDAKİ İLİŞKİ: DUYGU DÜZENLEME VE PSİKOLOJİK DAYANIKLILIĞIN ROLÜ

Taşkın, Begüm

Klinik Psikoloji Yüksek Lisans Programı

Tez Danışmanı: Prof. Dr. Falih Köksal


Ağustos, 2021

Bu çalışmanın amacı, Türk örnekleminde algılanan ebeveynlik tutumları ile sürekli kaygı arasındaki ilişkide duygu düzenleme ve psikolojik dayanıklılığın aracı rollerini incelemektir. Bu amaçla toplam 707 katılımcı çalışmaya dahil edilmiştir. 18-78 yaş aralığındaki katılımcıların 508'i kadın, 199'u erkektir. Katılımcılardan veri toplamak için Algılanan Ebeveyn Tutumları Ölçeği, Duygu Düzenleme Güçlükleri Ölçeği, Yetişkinler için Psikolojik Dayanıklılık Ölçeği, ve Durumluk-Sürekli Kaygı Ölçeği kullanılmıştır. Veri analizi için öncelikle bağımsız örneklem t-testi kullanılarak cinsiyetin etkileri araştırılmıştır. İkinci olarak, çalışma değişkenlerinin ilişkileri korelasyon analizi kullanılarak incelenmiştir. Sonuçlar, duygu düzenleme ve psikolojik dayanıklılığın, algılanan ebeveyn duygusal sıcaklığı ile pozitif yönde ilişkili olduğunu, diğer taraftan ebeveynlerin aşırı koruyucu ve reddedici tutumları ile negatif yönde ilişkili olduğunu göstermiştir. Algılanan ebeveyn sıcaklığı ile sürekli kaygı arasında olumsuz bir ilişki bulunurken, aşırı korumacı ve reddedici algılama ile pozitif yönde bir ilişki bulunmuştur. Duygu düzenleme ve psikolojik dayanıklılık arasında da

pozitif yönde anlamlı bir ilişki vardır. Ayrıca, her ikisi de sürekli kaygı ile negatif yönde ilişkilidir. Son olarak, duygu düzenleme ve daha yüksek psikolojik dayanıklılığın algılanan ebeveynlik tutumları ile sürekli kaygı eğilimleri arasında aracı rolü olduğu bulunmuştur. Bu çalışmanın bulguları ilgili literatür ışığında tartışılmıştır.

Anahtar Kelimeler: algılanan ebeveyn tutumları, duygu düzenleme, psikolojik dayanıklılık, kaygı





To my lovely parents, Rukiye Demirlek and Ogün Taşkın
and my dearest sister Eda Taşkın

ACKNOWLEDGEMENT

I would like to special thanks to my thesis advisor and supervisor Prof. Dr. Falih Köksal, for his acceptance, endless support and understanding at every stage of this process. I feel so lucky that I had the opportunity to be his student, I learned a lot from him. I will always remember him with his magical phrase "Don't worry, be happy". Thank you sincerely for believing in me... All my effort is to be a "good enough" therapist one day.

I am so grateful to my lecturers Asst. Prof. Yasemin Meral Öğütçü and Assoc. Prof. Seda Can, for their contributions, encouragement, and everything they have taught me throughout my bachelor's and master's degree. I am proud to be their students.

I would also like to thank Assoc. Prof. Dr. Alev Yalçinkaya for being a part of my jury and her valuable feedback for this thesis.

Dear Müge Çağlayan and Çağla Karabulut, thank you for showing me that it is possible to have fun while writing a thesis and making even the hardest times enjoyable and dear Şeyma Nur Babacan, it was very precious to share with you this challenging process with its ups and downs. We made it together...

My colleagues and supervisors Seniha Naşit Gürçağ, Hatice Çelik and Çiğdem Alper thank you for your contributions and emotional support in the whole process from start to finish. I am grateful for your belief that I can finish. It was so special knowing you had my back.

Special thanks to my lovely friend and my colleague Merve Ezgi Bakay. Thank you for continuing to believe in me even when I thought about giving up. Without your support and faith, everything would have been much more difficult. Your small touches made a big impact once again.

My lovely parents Rukiye Demirlek and Oğün Taşkın and my dearest sister Eda Taşkın, you deserve the biggest thanks for your patience and endless support. Thank you for being my holding environment. I cannot imagine what I would have done without you. You were always there for me when I was struggling the most. Thank you for your unconditional love and for being available whenever I need it. Thanks to your support, I am doing what I love most as a career. Eda, whatever life brings, I'll always be there for you. You should know that you are loved as the stars shine.



TABLE OF CONTENT

ABSTRACT.....	iii
ÖZET.....	v
ACKNOWLEDGEMENT.....	viii
TABLE OF CONTENT	x
LIST OF TABLES	xiii
LIST OF FIGURES	xiv
CHAPTER 1: INTRODUCTION	1
1.1 Perceived Parenting Attitudes	1
1.1.1 Emotional Warmth.....	1
1.1.2 Parental Rejection.....	2
1.1.3 Parental Control	3
1.2 Anxiety	4
1.2.1 State- Trait Anxiety	6
1.2.1.1 State Anxiety.....	6
1.2.1.2 Trait Anxiety	6
1.3 Emotion Regulation.....	7
1.3.1 Emotion Regulation Strategies	8
1.3.2 Emotion Regulation Difficulties	10
1.4 Resilience	11
1.4.1 Risk Factors	12
1.4.1.1 Family Risk Factors	13
1.4.1.2 Individual Risk Factors	13
1.4.1.3 Social Risk Factors.....	13
1.4.2 Protective Factors	13
1.4.2.1 Individual (Internal) Protective Factors	13

1.4.2.2 Familial Protective Factors	13
1.4.2.3 Environmental Protective Factors	14
1.5 Aim of the Study	15
CHAPTER 2: METHOD	17
2.1 Participants	17
2.2 Materials	18
2.2.1 Demographical Information Form	18
2.2.2 Perceived Parenting Attitudes in Childhood, S-EMBU-C (Egna Minnen Barndoms Uppfostran for Children; My memories of upbringing).....	19
2.2.3 Difficulties in Emotion Regulation Scale (DERS)	20
2.2.4 Resilience Scale for Adults (RSA)	21
2.2.5 State-Trait Anxiety Scale (STAI)	22
2.3 Procedure	22
2.4 Statistical Analysis	23
CHAPTER 3: RESULT	24
3.1 Descriptive Statistics of Study Variables	24
3.2 Independent Sample T-Test Analyses of Study Variables based on Gender ...	25
3.3 Correlation Analyses between Study Variables	27
3.4 Mediation Analyses of Study Variables	29
3.4.1 Mediation Analyses between Parental Warmth and Trait Anxiety	29
3.4.2 Mediation Analyses between Parental Overprotection and Trait Anxiety	31
3.4.3 Mediation Analyses between Parental Rejection and Trait Anxiety	33
CHAPTER 4 : DISCUSSION	36
4.1. Review of the Descriptive Statistics of the Study Variable	36
4.1.1 Review of the Descriptive Statistics of the Study Variable based on gender differences.....	36
4.1.2 Review of the Findings Related to Correlational Analysis of the Study Variables	37

4.1.3 Review of the Mediation Analysis of Emotion Regulation and Resilience on the Relationship Between Perceived Parenting Attitudes and Trait- Anxiety	41
4.2 Limitations and Further Suggestions.....	43
CHAPTER 5: CONCLUSION.....	44
5.1 Implications	44
REFERENCES.....	46
APPENDICES	56
APPENDIX A.....	56
Ethics Committee Approval	56
APPENDIX B	57
Informed Consent Form	57
APPENDIX C	58
Demographical Information Form,.....	58
APPENDIX D	59
Perceive Parenting Attitudes Scale.....	59
APPENDIX E	63
Emotion Regulation Difficulties	63
APPENDIX F.....	67
Trait Anxiety Scale.....	67
APPENDIX G	69
Resilience Scale for Adults	69

LIST OF TABLES

Table 1. Demographic Characteristic of the Participants.....	18
Table 2. Descriptive Statistics of Study Variables.....	25
Table 3. Independent Sample t-test variables based on Gender.....	26
Table 4. Correlations Coefficients Between Study Variables.....	28



LIST OF FIGURES

Figure 1. Mediational Model of Emotion Regulation and Resilience on the Relationship Between Perceived Maternal Warmth and Trait Anxiety.....	30
Figure 2. Mediational Model of Emotion Regulation and Resilience on the Relationship Between Perceived Paternal Warmth and Trait Anxiety.....	31
Figure 3. Mediational Model of Emotion Regulation and Resilience on the Relationship Between Perceived Maternal Overprotection and Trait Anxiety.....	32
Figure 4. Mediational Model of Emotion Regulation and Resilience on the Relationship Between Perceived Paternal Overprotection and Trait Anxiety.....	33
Figure 5. Mediational Model of Emotion Regulation and Resilience on the Relationship Between Perceived Maternal Rejection and Trait Anxiety.....	34
Figure 6. Mediational Model of Emotion Regulation and Resilience on the Relationship Between Perceived Paternal Rejection and Trait Anxiety.....	35

CHAPTER 1: INTRODUCTION

1.1 Perceived Parenting Attitudes

The family is the place where a child develops into a unique and self-sufficient human being. The family, which is the first and natural environment of the child, is the first environment in which the psychological foundations and development are laid (Kültür,2008). The approaches and attitudes of the parents towards their children, who have undertaken the most effective role in the child's being a social individual, is very important for the healthy mental development of the child (Ögel, 2007). Furthermore, the child's perception of parental activities is valued more than the parents' actual actions. Perceived parental attitudes, defined as the perceptions of children or adults to their parents as their perceptions of their upbringing (Arrindell et al., 1999).

According to Yavuzer, parenting styles are the tendency of mothers and fathers to react positively or negatively towards their children (Yavuzer, 1998). The behavior of parents is one of the most essential aspects in the psychological development of children. It can also be defined as the sum of parent-child interactions, which includes parental behaviors, practices, and nonverbal statements that influence the nature of the parent-child relationship (Darling et al., 1993). According to studies, there are two major parenting styles dimensions that have been linked to a child's psychological development, parental warmth, and parental control. Warmth consists of emotional warmth and parental rejection (Grolnick and Gurland, 2002).

1.1.1 Emotional Warmth

Emotional warmth refers to the quality of a parent-child relationship as measured by the physical and verbal expressions they employ to express their feelings. The warmth dimension is made up of both parental acceptance and rejection, and it is thought to symbolize continuity. At one end of the process, defined by warmth, compassion, care, comfort, acceptance, affection, attention, gratification, support, or love; at the other end, parental rejection is described as psychologically harmful behaviors and emotions accompanied by a significant lack of positive parental warmth (Rohner et al., 2005). According to Rohner (2005) acceptance of the child by the primary caregiver or parents, associated with emotional warmth and has a lifetime effect on the individual. Children's perceptions which they are accepted by their

parents explains 26% of the change in their psychological adjustment. In addition, in adults, this rate is 21% depending on childhood memories.

The first dimension, *parental acceptance*, encompasses all of a parent's caring behaviors toward their child, including expressions of positive regard, acceptance of the child, supportiveness, emotionally present caregivers, and family responsiveness to the child. Parental warmth is also known as emotional warmth, and it is defined as a child's feeling or perception of affection from their caregivers or parents. Emotional warmth has been associated with "the nature of the bond of love between parents and their children, and the physical and verbal behaviors which parents use to express those feelings" (Rohner et al., 2005). Emotional warmth, according to Eisemann (1997), is a protective factor against adult depression and anxiety, whereas low levels of perceived parental and emotional warmth have been linked to psychological or mental disorders later in life (Faubert et al., 1990; Garber, Robinson, and Valentiner, 1997). There is warmth, acceptance, care, and support in parental warmth. On the other hand, the absence or lack of warmth and insensitivity, neglect and emotional, physical pain giving behaviors are included (Rohner, 2004).

1.1.2 Parental Rejection

Parental rejection part of emotional warmth explained the low level of acceptance, expression of love, emotionally non-presence of caregivers or parents and called as parent rejection. Rejection by parents and other attachment figures; opposed to warm and affectionate, includes one of the elements or a combination of being cold, hostile, and aggressive, disinterested, negligent, and undifferentiated rejecting. Although there is no clear behavioral indication of where parents are neglectful, cold, or aggressive; undifferentiated rejection indicates that they perceive that they are not loved or not cared for (Rohner et al., 2005). According to Rohner et al., (2005), parental acceptance and rejection make up the parental warmth dimension, with acceptance on one end and rejection on the other. The rejection or perceived rejection in which experienced in childhood period, has a very negative impact in later developmental periods. Depending on rejection experiences, psychopathological symptoms can be seen in adulthood (Bagwell et al.,1998). In a study with university students, Rezaei et al., (2016) discovered that the rejection component of parenting attitude plays a mediator function in the link between childhood trauma and

depression. On the other hand, Saritaş et al., (2013) found that parental rejection and parental warmth had different impacts on adolescences emotion regulation.

1.1.3 Parental Control

Parental control contains both psychological and behavioral control of parents or primary care givers (Barber, Olsen, and Shagle, 1994). Behavioral control refers to the use of rewards and punishments to shape or control a child's conduct, whereas psychological control refers to the parent's emotional reactions and expressions toward the child, such as disapproval or disappointment (Aunola and Nurmi 2004). Parental overprotection is described as parents' excessive protective conduct for their children's healthy growth. Parental overprotection is defined as protective behavior of the parents which is excessive for the child's healthy development. Overprotection also defined as parents or primary care givers being too concerned, protective, controlling, and intrusive of, which is not allow personal freedom of their children (Holmbeg et al., 2002).

Parental overprotection characterized by exaggerated anxiety about child's life, excessive fear for a child's safety. Therefore, parents who are overprotective apply prohibitions and imposing strict limits (Lindhout et al., 2006). Parents that have difficulty separating from their children are described as overprotective. They tend to take a long time towards their children and behaving like a baby for a while, excessive contact. They do not encourage independent behavior and autonomy of their child (Holmbeg et al., 2002). Furthermore, maladaptive parenting environments which include rejection, overprotection, and negligent attitudes towards their children, and where the bond between the parent and the child deteriorates, may result in the development of different types of psychopathology such as anxiety or depression (Blatt and Homann, 1992).

In studies conducted with children and adults in clinical samples, it has been shown that the presence of parents' overprotective and rejecting attitudes is associated with psychiatric symptoms such as anxiety disorders (Muris et al., 1998). Another study discovered that parental emotional warmth was linked to improved interpersonal adjustment and psychological well-being, while parental rejection and excessive control were linked to adjustment problems and psychopathology (Baker et al., 2012).

Perris et al., (1980) developed a scale to detect children's perceptions of parental raising behavior during childhood. Emotional warmth, overprotection, and

rejection are the three types of perceived parental attitudes. As a result, they examined at three types of parental raising behaviors: emotional warmth, overprotectiveness, and rejection (Dirik, Yorulmaz and Karancı, 2015). Children who see their parents as rejecting and overprotective, according to Cohen et al., (2008), have higher levels of anxiety and depression. The majority of studies on parenting behaviors in the literature have focused on the association between psychopathology, such as anxiety disorders and depression, and parenting. Craske (1999) provided a theoretical model to better define the function of parenting behaviors can play in the development and maintenance of childhood anxiety. Parenting has been suggested to be associated to childhood anxiety in two ways. In the first instance, frequent parental criticism might increase child's attention and negatively influence his or her sense of self and the world (e.g., cognitive features of trait anxiety. In the second instance, specific parenting activities or behaviors increase or reinforce a child's worry in specific situations when they have trait anxiety. It was suggested although basic patterns of parenting style may have a non-specific impact on a trait anxiety, situation and behavior specific rearing actions may contribute for the development of specific anxiety disorder. In another study, McLeod, Wood, and Weisz (2007) examined the association between parenting and childhood anxiety in their metaanalysis. Their study findings showed that, parental overprotection was found to be more significantly connected with child anxiety than parental rejection. Similar findings were found in another study in which evaluated on parenting behavior and childhood anxiety (Wood, McLeod, Sigman, Hwang, and Chu, 2003).

1.2 Anxiety

The word anxiety derived from the word “angh” from Indo-Germanic origin, means that “pressing hard, squeezing people's throat, distress and worry” (Özer, 2006). The term anxiety was first suggested by Sigmund Freud. Freud was defined anxiety as an emotional state “affective state”, “*something felt*”, that includes feelings of worry, tension, irritability, and sadness accompanied by physiological arousal (Spielberger, 2010). Öner explained anxiety as a mental state that occurs in the individual depending on an external risk factor that the individual considers dangerous (Öner, 1977). According to Dağ (1999), anxiety defined as more widespread type of fear which is one of the basic emotions of human beings.

People who feel anxious, act as if afraid of something, suffers from boredom, delusional, have trouble but these feelings have no apparent object or reason (Dağ, 1999). Whereas there is a certain object that constitutes the source of fear, the object of anxiety is uncertain (Budak, 2009). When people feel fear, know the reason, but the source of the feeling of anxiety or the situation that causes this feeling is not known by the person (Dağ, 1999). As anxiety is an emotional process, it differs from fear, which has cognitive processes. While fear includes mental evaluations of the threatening situation, anxiety includes emotional reactions (Beck and Emery, 1985). Anxiety is defined as observable and emotional reactions that cause tension and pressure for people such as restlessness, panic, fear, worry, sadness, and occur as a result of the sense of danger that the individual thinks will happen to him (Köknel, 1985, Öktem, 1981). In addition, this state of tension that accompanies anxiety, can motivate people to take action, or to do a task.

Freud initially stated that anxiety is the result of the repression of the power of the drives; later he offered a different view for anxiety concept and said that it occurred as a result of the ego's perception of the dangerous situation; added to the theory that individuals use defense mechanisms to eliminate this dangerous situation. Freud found that severe anxiety was present in a large number of psychopathologies in adulthood (Freud, 1936). Breuer and Freud were the first to characterize chronic anxiety as the avoidance of inner experiences and the impediment to people's ability to process or heal adverse or emotional situations (Pedneault, Tull, and Roemer, 2004).

According to Karen Horney, a neo- freudian theorist, anxiety is defined as having feelings of insecurity towards the world and people as a result of negligent, dominant, and neglectful parenting during infancy and childhood, and having a basic anxiety as a result of these feelings (Feist and Feist, 2009). According to studies, many adult anxiety disorders appear during childhood or adolescence (Kendler, Neale, Kessler, Heath, and Eaves, 1992). Gruner et al., (1999) found that parental rejection and anxious upbringing caused the development of anxiety symptoms in children, but they did not find such a relationship for parental warmth. Barrett and Rapee (1996) concluded that perceived parental rejection and perceived parental control are effective in the emergence of anxiety and depression. In another study, it was assumed that parental rejection weakened children's emotion regulation skills by increasing their sensitivity to anxiety (Gottman et al., 1997). Gorman, Kent, Sullivan, and Coplan (2000) found that different parental behaviors affect anxiety-related difficulties.

According to Gorman et al., parents can increase childhood anxiety by ignoring the positive aspects of some childhood activities and focusing on the harmful consequences that may occur, or by displaying critical attitudes and giving negative feedback. In addition, Ballash et al., (2006) reported that parental control and overprotective attitude cause the development of anxiety. In line with these results, it can be said that the origin of anxiety comes from childhood years.

1.2.1 State- Trait Anxiety

According to Cattell (1966), difference between anxiety as an emotional state and individual differences in anxiety as a personality attribute are important. This understanding was indicated first, by the works of Cattell and Scheier (1958), later this view, formed the core of the Spielberger's two factor *State- Trait Anxiety Theory*. Spielberger (1966) developed a questionnaire, to measure the intense of anxiety under two main headings, state anxiety, which is a fleeting emotional experience, and trait anxiety, which is a stable personal trait.

1.2.1.1 State Anxiety

State anxiety described as the subjective feeling that people experience due to the stressful and pressured situation they are in and refers to arousal that occurs as a reaction or response to feelings of restlessness and tension (Cüceloğlu, 1998). Physical changes such as sweating, flushing, and trembling as a result of stimulation that occurs physiologically in the autonomic nervous system are indicators of the people's feelings of tension and restlessness (İkizler, 1994). State anxiety is not continuous, it is temporary and varies depending on the situation. When people encounter any threatening situation or perceive a situation as threatening, the situation anxiety is at very high levels; anxiety level decreases when there is no threatening situation or element (Özgüven, 1994).

1.2.1.2 Trait Anxiety

Some people's anxiety experiences are higher than others because of their personality traits. It is explained that the tendency of the individual to experience anxiety. In addition, tendency of people, to perceive situations as stressful, or more stressful than they are, or to interpret them as distress (LeCompte and Öner, 1976). People feel trait anxiety as a result of thinking that their self is threatened or interpreting the situations as stressful (Spielberger, 1966). People gives an anxiety

response with the perception that they feel constantly faced with situations that they think are dangerous or threatening. This type of anxiety can also be called "chronic" due to the fact that its continuous feature (Özgüven, 1994). In this type of anxiety, the person experiences anxiety even if there is no concrete danger coming directly from the environment or externality. This is a type of internal anxiety and people experience unhappiness and discomfort due to a trait sense of anxiety (Canbaz, 2001).

1.3 Emotion Regulation

Emotion regulation refers to the processes through which people control the emotions they have, under what conditions they have them, and how they feel and express those emotions subjectively. These processes which is called emotion regulatory process may be both controlled or automatic, unconscious or conscious. Emotion regulation contains all strategies that used to reduce, maintain, or increase an emotions experienced by the people. This emotion could be both positive or negative (Gross, 1998). Emotion regulation is centered on pleasure in emotion regulation theory, which says that people prefer to experience happy feelings over negative emotions and manage their emotions accordingly (Gross, Richards and John, 2006).

Individual's emotion regulation methods are formed based on the nature and quality of the child's early relationship with the primary caregiver (Bowlby, 1979). Similarly, Masters (1991) stated that the parent-child interactions in the early years of a child's relationship with his or her primary caregiver have a significant impact on the emotion regulation process and it is determinative in the life of the child. The most evident proof of this condition is that in the early stages of a child's existence, the primary caregivers or parents have the function of regulating the infant's emotion, either directly or indirectly. Newborns cannot regulate their emotions such as hunger that give them negative experiences, therefore they cry and they wait for help from their caregivers for regulate their emotions (Kim-Spoon, Cicchetti and Rogosch, 2013). The newborn's absolute dependency develops throughout time as a result of repeated distress-relief cycles and shared positive affect between the caregiver/parent and the infant (Lamb, 1981). The presence of primary caregivers, their responsiveness, and the synchrony of their interaction enable the infant to acquire self-regulation skills (Sidal, 2018). The caregiver's sensitivity to the child's alerting signals is required for emotional communication or interactions between infant, child, and caregiver. The presence and sensitivity of these responses improve the child's negative emotions,

hence increasing the child's tolerance for difficult situations (Kobak, 1985). Stern (1985) defined this cycle as the mother's "affective attunement" to the child. The sensitive mother or primary caregiver recognizes the infant's affect and emotion, accepts it, and shares it with the child as much as the infant can regulate it. As a result, the infant learns from the caregiver that feelings are normal and acceptable, and can be shared in social connections. The caregiver plays a significant role in regulating their infants emotions, comforts the baby in stressful situations and acts as a model for the baby in a positive verbal and non-verbal trainings by reinforcing emotional expressions (Thompson, 1994). From this points of view, emotion regulation strategies and social context (e.g family as parent-child relationship) appears to be in interaction.

In adulthood, the feeling that one's attachment figure is available, turns into internal and external resources used to cope with dealing with negative situations.(Çalışır, 2009).

1.3.1 Emotion Regulation Strategies

Gross (1998) suggested a model that provides a five-strategy review of emotion regulation process. These strategies are; These strategies include *situation selection*, *situation modification*, *attentional deployment*, *cognitive transformation*, and *response modulation*. These five processes had an impact on not only behavioral expressed situations as well as subjectively experienced situations. This process, which Gross (1998) divides into five-strategy, is basically separated into two groups. These two groups are antecedent-focused strategies and reaction /response-focused strategies. The first four methods, which are situation selection, situation modification, attentional deployment, and cognitive change, are referred to as antecedent-focused emotion regulation strategies since they are engaged early in the emotional response process. The fifth strategy, dubbed response-focused emotion regulation, occurs after emotional responses, includes response modulation, and thus occurs after the response has been given, contains experiential, behavioral, or physiological responses, and occurs after the response has been provided (Gross, 2007).

Selection of situation choose a situation or avoid the situation in line with the emotional outcome, that will emerge considered expected or unexpected situation. People generally tend to choose situations that will increase pleasure and give rise to the desirable emotions. One of the most forward-thinking emotion regulation strategies is situation selection. Whereas ***modification of situation*** refers to modify the current

situation. In other words, this means to change, or re-model of an emotion experienced as a result of a situation as need intended. *Attentional deployment* refers to the redirection of attention away from emotional stimuli to emotion provoking stimuli, and hence requires directing attention. It is used in two different ways, both as a distraction and as a concentration. The interpretation or reinterpretation of the emotional arousing cues is referred to as *changing cognition* (Gross, 2002). After the creation of an emotion, *modulation of response* means directly affecting the emotional response as experiential, behavioral, or physiological components. The goal of response modulation is to alter or improve the behavioral or physiological effects of emotions (Gross, 2007).

Many processes are thought to be effective in emotion regulation. Cole et al., (1994) stated that emotion regulation could be overregulation or under-regulation. On the one hand, in the situation of under-regulation behaving impulsively, displaying their reactions aggressive, behavior patterns are in the foreground. On the other hand, overregulation, internal reactions such as depression, anxiety, guilt, and shame become visible (Wenar, 2005). Under- or over-regulation is a key factor in the development of a variety of psychopathologies (Cole, Michel, and Teti, 1994).

Among the emotion regulation strategies, Gross (2014) highlights the notions of "reappraisal" and "suppression.". Reappraisal occurs first in the emotion production process, and suppression is in the later process. Reappraisal refers to altering the character of a circumstance in order to lessen its emotional impact. The suppression that comes in the next process means to prevent or reduce the behaviors that show emotions in a situation where emotions occur. As a result of reappraisal, more emotional experiences are experienced and positive aspects of situations or events are selected. Thus, the impacts of negative emotions can reduce, and becomes easier to express positive feelings. People who utilize reappraisal frequently have higher levels of positive emotions. In addition, it is stated that their general well-being is higher. The suppression strategy, on the other hand, reduce behavioral expression, people experience more negative emotions and this situation make the people feel negative, or even cause depressive symptoms (Gross, 2003). In another study 84% of the participants indicated that they spend more time for changing negative emotions than changing positive emotions and their need for regulation of negative emotions is higher (Gross, 2007).

1.3.2 Emotion Regulation Difficulties

Emotion regulation difficulties defined as inability to control and organize emotional responses in the face of a triggering stimulus. Emotion regulation issues, according to Gross (1998), are caused by a disruption in any phase of the typical emotion regulation strategies. According to Linehan (1993), the definition of difficulties in emotion regulation was explained as high emotional sensitivity to events and situations, increased reactivity to emotions, and return slowly to emotionally neutral state. He also claimed that the underuse of effective emotion regulation mechanisms and the overuse of maladaptive regulation strategies contribute to the emergence and persistence of emotion distortion.

The elements of emotion unawareness, inability to understand and accept emotion, difficulty to manage behavior when experiencing negative emotions, and failure to employ suitable or adaptive emotion regulation strategies were identified by Gratz and Roemer (2004). This definition emphasizes the control of the emotional response not the control of the intensity of emotions. Based on this definition they develop, Difficulties in Emotion Regulation Scale and identified six different sub-factors containing different dimensions of emotion regulation difficulties. These dimensions are; *clarity* is defined as a lack of comprehension of emotional responses, whereas *awareness* is defined as a lack of awareness of emotional responses, *Non-acceptance* refers to the refusal to accept emotional experiences, while *strategies* refers to the lack of application of adaptive regulatory mechanisms, *goals* are defined as difficulty participating in goal-oriented behaviors while experiencing negative emotions, and *impulses* are defined as difficulties controlling urges when experiencing negative emotions. Emotion control difficulties have been the focus of numerous studies in the field of psychology. Especially in mood disorders and anxiety disorders, emotion regulation difficulties stand out as a prominent feature.

Difficulty in emotion regulation seen as the underlying cause of a significant number of psychopathologies, therefore, play a significant influence during the treatment period (Werner and Gross, 2010). The importance of the early parent-child interactions in emotion regulation process is emphasized. Altan (2006) looked at the impact of a mother's socialization on the child's emotion regulation skills, found that the mother's favorable parental actions had a positive impact on the child's emotion regulation skills. Similarly, while parenting behaviors that include overprotection negatively affect children's emotion regulation skills (Bell and Calkins, 2000);

supportive parental behaviors enable children to develop effective emotion regulation strategies (Calkins and Johnson, 1998).

1.4 Resilience

The word resilience comes from the Latin verb "*resilire*", which means to return to a prior position or to bounce back (Masten,2014). It is defined in the Oxford English dictionary as “the ability of people or things to recover quickly after something unpleasant, such as shock, injury, trauma.” (Soanes and Stevenson, 2006).

Studies have shown that even if people exposed traumatic situations or face stressful life events at least once in their lifetime, only some of them experience psychological disorder or discomfort in daily functionality and a large percentage of them do not (Kessler, Sonnega, Bromet, Hughes and Nelson, 1995). While some people continue their life easily with the same functionality, some of them experience psychological distress after a potential harmful situation. Researchers explain this situation which the ability is to continue easily after aversive situation with the concept of “resilience” (Bonanno,2004).

Psychological resilience, the ability to recover from difficult life experiences (Garmezy, 1991) or the ability to overcome change or disasters (Wagnild and Young, 1993). Werner and Smith (1984) described the resilience as “the capacity to deal effectively with the internal stress caused by external stress and unpleasant live events”. Masten (1994) defined resilience as the ability to adapting well in the face of challenging situation such as trauma, family and relationship problems, health problems or some kind of stressors. According to this ability to adapt, resilience, people can successfully accommodate, and easily come to back prior situation after the disappointments that experiences from time to time. Blok and Block (1980) investigated the role of ego-resiliency in the emergence of behavior and stated resilience as "ego resources" which are accessible and prepared to be used by people in the presence of challenging situations.

Resilience is not about absence of psychological and mental disorder; it is about positive adjustment and adaptive functioning after an adversity. Therefore, being resilient, does not mean suppressing the distress and symptoms appeared after challenging situation (Keyes, 2002). The results of a study conducted with youth participants who were maltreated in their childhood indicated that even they have

psychopathological symptoms to stress, they still protect and adjust their resiliency (Happer, Brown, Sharma-Patel, 2017).

The concept of emotional resilience does not mean overcoming only one specific challenging event that has to be dealt with. Instead of this, in a much broader framework, it refers to in whole life the ability to make rational decisions and ability to manage in the face of adversity through emotional control (Makris, 1999). Resilience is a developmental and dynamic process that comes through people's interactions with the environment around them. Also, in the process of resilience, people use some external and internal sources to increase the ability to adapt to difficulties (Thompson, 2006). The concept of resilience was indicated as “self-recovering power” by Terzi (Kurtoğlu, 2013).

Gizir examined the general definitions of the concept of resilience in the literature in a review study, and results revealed the common points in all definitions of resilience are that the phenomenon of resilience is a dynamic process and contains a successful coping and healthy adaptability or competence development processes in the face of trauma, difficult life events or successful coping, healthy adaptation, or at significant risk (Gizir, 2007).

According to Masten (2011,2018) in order to use the concept of resilience, two situations must be considered, *an adversity for the individual as a risk context* and *adaptive or positive adaptation despite of the risk factors*. There are three main factors that are thought to affect psychological resilience: Risk factors, protective factors, and positive results.

1.4.1 Risk Factors

“*Risk*” is the main component of the resilience concept. Risk factors are used to express maladaptive life events or adverse situations. Psychological resilience is adaptation despite of risk (Aydın, 2010). Risk factors are described as the factors that raise the possibility of adverse events or causing it to continue of possible problems (Gizir,2007). Risk factors are categorized into three categories by Coleman and Hagell (2007): familial factors, individual factors, and social factors.

1.4.1.1 Family Risk Factors

Risk factors about family may include attachment style, parent-child relationships, perceived parenting attitudes, parental divorce, loss of parents, vulnerability, psychological background of family such as intergenerational trauma or familial illnesses.

1.4.1.2 Individual Risk Factors

Individual factors as risk may contains intelligence, temperament, negative life events, being unhealthy, lack of social bonding, negative past experiences, academic failure, biological vulnerabilities, and birth complications.

1.4.1.3 Social Risk Factors

Social factors as risk factors may involves lack of social role models, lack of social bonding, peer relations, low socioeconomic status, substance use, traumas in community level, community disorganization.

1.4.2 Protective Factors

Protective factors are explained by healthy adaption in spite of the adversity, but not the absence of risk factors. Masten (1994) explained the concept of "protective factors" as situations that diminish or lessen the impact of adversity and enable the individual to develop healthy adaptation skills and competencies. Protective factors may contain individual, familial, and environmental factors or, situations consisting of the interaction of these three dimensions (Gizir,2007).

1.4.2.1 Individual (Internal) Protective Factors

Attachment, intelligence, healthy, easily temperament, affect regulation, self-esteem, problem-solving skills, awareness, autonomy, and hope can be exemplified as internal protective factors

1.4.2.2 Familial Protective Factors

Parent- child relationship and interactions, socioeconomic advantage, supportive and warm extended family bonds, secure family environment, accepting parents can be considered as familial protective factors.

1.4.2.3 Environmental Protective Factors

Presence of a safe adult such as teacher, acceptance by peers, social bonding, peer relations and socioeconomic status are the examples of environmental protective factors.

Friborg et al., (2003) developed and validated a new scale for assessing the presence of protective factors that support adult resilience. According to Friborg (2005), the concept of resilience consists of three main factors: dispositional attributes, family cohesion or warmth, and external support, with six dimensions under each of these headings: *personal perception*, *future perception*, *structural style*, *family coherence*, *social competence*, and *social resources*. This six-dimensional factor of this scale account for well with the overall categorization of the protective factors of resilience, restated as characterized by individual/ internal factors, familial factors, and external/ environmental factors (Werner, 1989). ***Personal perception*** may about self-esteem, self- efficacy, or self-liking in short contains all the thoughts of people about themselves and who they are. ***Perception of the future*** includes people's perceptions of the future from a positive perspective such as hope. ***Structural style*** consists of people's strengths such as self- discipline, self- confidence, ability to cope. ***Family coherence*** is about the parental warmth (especially in early interactions), presence of familial support, stability of parents, amount of family conflict includes the support people receive from their family or the quality of relationship with people's family. ***Social competence*** is related to whether people receive support from their social environment, external support from friends or relatives. ***Social resources***, on the other hand, emphasize the strength of people's social relationships, people's ability to receiving and providing support (Friborg et al.,2005).

The secure attachment relationship established between the mother and the child, according to Bowlby's Attachment Theory, provides the child with the opportunity for healthy psychological development. Bowlby also claims that secure attachment is linked to healthy spiritual development and emotional resilience (Bowlby, 1982). Secure attachment develops in the context of secure based and emotionally warm parent- child interactions. Individual and familial characteristics are more significant than societal support in the development of resilience, according to Brown et al., (1998), with parental psychopathology and parent-child relationships playing a key role. In studies examining the effects of parental attitudes on individuals' well-being and psychological resilience levels, found that perceived parental attitudes

affect resilience (Ritter, 2005, Petrowski, Brähler and Zenger 2014). Petrowski (2014) et al., found that found in their study conducted with healthy individuals aged 14-92, that the level of psychological resilience decreased with the increase in parental attitudes perceived as rejecting and punishing and also found that resilience was highly associated to anxiety and depression symptoms. Brennan et al., (2003) discovered that individuals who believe their mothers to be emotionally warm have higher levels of psychological resilience. In addition, according to Werner and Smith (1984), children who reared in a positive way with acceptance, compassion, control, and support, they have higher levels of psychological resilience compared with the children whose mothers did not have these experiences. According to the results of Ritter's study (2005), authoritarian and permissive parenting styles found to be associated with a low level of resilience, whereas a reliable parenting style associated with a high level of resilience. Families and the quality of parent child relationship may both risk and protective factor for resilience.

1.5 Aim of the Study

In the light of these information as summarized above, family, which is the first and natural environment of the child had very crucial effect on child's life. The approaches and attitudes of the parents towards their children, who have undertaken the most effective role in the child's being a social individual, is very important for the healthy mental development of the child (Ögel, 2007). According to Berg and Nielsen (2002) in psychologically health family environments, emotional interest and warmth are provided, autonomy is supported, and excessive control and criticism are avoided. Such family environments are ideal for raising healthy individuals with higher levels of psychological resilience. Furthermore, maladaptive parenting environments which include rejecting, overprotective and negligent attitudes towards their children, and where the bond between the parent and the child deteriorates, may cause development of various forms of psychopathology such as anxiety (Blatt and Homann, 1992). On the other hand, warmth and secure relationships within the family, good parenting skills, and social support are the characteristics of the family which fosters resilience (Armstrong et al., 2005). Development of adaptive emotion regulation strategies are affected by both temperament and secure environment of the child within family (Cole et al., 1994). Tugade and Fredrickson (2004), indicated that emotion regulation has influences on resilience and adult well-being through the regulation of positive

emotions. Therefore, resilience and emotion regulation are protective factors related to psychological well-being.

Thus, the goal of this present study is to evaluate the relationship between parents' rearing behaviors, emotion regulation, resilience, and anxiety. Parents' rearing behavior were measured as perceived parenting attitudes of participants separately for mothers and fathers, and contains, warmth, overprotection, and rejection dimension. The primary aim of this study is to investigate the mediating roles of emotion regulation and resilience in the relationship between perceived parenting attitudes and trait anxiety.

In accordance with these purposes, the research questions were given:

Q1: How does perceived parenting attitudes affect one's anxiety tendency?

Q2: How does perceived parenting attitudes affect one's emotion regulation?

Q3: How does perceived parenting attitudes affect one's resilience?

Q4: How does one's emotion regulation abilities affect their anxiety tendency?

Q5: How does one's resilience affect their anxiety tendency?

Q6: Relationship between perceived parenting attitudes and anxiety levels would mediate by one's emotion regulation and resilience.

Based on these research questions, the hypotheses were given:

H1. Perceived parenting behavior significantly predict participants' anxiety tendency.

H2. Perceived parenting attitudes significantly predict participants' emotion regulation.

H3. Perceived parenting attitudes significantly predict participants' resilience.

H4. Participants' emotion regulation abilities significantly predict their anxiety tendency.

H5. Participants' resilience significantly predicts their anxiety tendency.

H6. Relationship between perceived parenting attitudes and anxiety mediated by emotion regulation and resilience.

CHAPTER 2: METHOD

In this chapter information about participants, materials, procedure of data collection and statistical analysis are given, respectively.

2.1 Participants

A total of 712 participants, 18 years and older, were obtained to participate and convenient sample type has used in the study. 4 of the participants reported their gender as “other”, due to limited number of people who choose “other”, their data were excluded from the study. Lastly, 1 male’s data eliminated because he entered his age as Z2, typing error. Total of 707 participants included in the current form of the study. 508 (71.9%) of the participants were females, and 199 (28.1%) of the participants were males. The mean age of the participants is 37.08 ($SD=14.92$) years with an age range of 18-78. The mean age of the females is 34.99 ($SD=14.29$) and males 42.43 ($SD=15.17$). 333 (47.1%) of the total participants were married, whereas 379 (53%) of them were single. 7 (1 %) of the participants graduated from primary school, 5 (.7%) of the participants graduated from middle school, 83 (11.7%) of the participants graduated from high school, 107 (15.1%) of the participants have associate degree, 373 (52.8%) of the participants have bachelor’s degree, 99 (14%) of the participants have master’s degree, and 33 (4.7%) of the participants have doctoral degree. 51(7.2%) of the participants reported that their parents were divorced, or they live separately, 11 (1.5%) of the participants reported that one or both of their parents had passed away, and 645 (91.2%) of the participants stated that their parents are married, and they live together in the house where the participants grew up. 91 (12.9) participants reported that they received psychological counselling at some point of their life, whereas 616 (87.1) were not. All participants met the criteria of being 18 years old and older. Demographic characteristics of the participants were presented in Table 1.

Table 1. Demographic Characteristic of the Participants

Variables	Categories	<i>n</i>	%
Gender	Male	199	28.1
	Female	508	71.9
	Total	707	100
Marital Status of Participant	Single	379	53
	Married	333	47.1
Educational Level of Participant	Primary School	7	1
	Middle School	5	.7
	High School	83	11.7
	Associate Degree	107	15.1
	Bachelor's Degree	373	52.8
	Master's Degree	99	14
	Doctoral Degree	33	4.7
Parents' Marital Status	Divorced	51	7.2
	Passed Away	11	1.5
	Married	645	91.2
Psychological Counselling	Yes	91	12.9
	No	616	87.1

n number, % percentage

2.2 Materials

In this present study, the following instruments used to collect data from participants, respectively Demographical Information Form, Perceived Parenting Attitudes in Childhood, Difficulties in Emotion Regulation Scale, Trait Anxiety Scale, and Resilience Scale for Adults. Data collection instruments are given in Appendix C, D, E, F and G.

2.2.1 Demographical Information Form

Aims to obtain general information about the participant. This form prepared by researcher of present study and includes questions about participant's gender, age, educational background, marital status of their parents and questions about divorce and death of their parents.

2.2.2 Perceived Parenting Attitudes in Childhood, S-EMBU-C (Egna Minnen Barndoms Uppfostran for Children; My memories of upbringing)

Perceived Parenting Attitudes Scale was developed by Perris et al., (1980) and one of the most frequently used scale which aims to access perceived parenting attitudes during the childhood period. EMBU Child Form consist of 81 item first, however, due to its time consuming nature, some of the items the scale was revised and shorted to 64 items (Arrindell et al., 1983). After further revision, 23 items (Arrindell et al., 1999), the new form was referred to as Short-EMBU-C. Short form of EMBU-C has been translated and adapted into Turkish, and some findings about its psychometric properties were reported in a pilot study and later, made more detail based on a different and more comprehensive study sample and studies conducted on the scale revealed the same three factors as in the original scale both for mothers and fathers (Dirik et al., 2004, Dirik et al., 2015). S-EMBU-C is a self-report scale in which ask to report their perceptions about the rearing behavior of their parents, in participant's childhood period. The scale consists of 23 questions and contains three subscales of rejection, emotional warmth, and overprotection like the original version of short EMBU-C. 7 of the 36 questions measure rejection (item 1, item 4, item 7, item 13, item 15, item 15, item 16, and item 21); 7 of them measure emotional warmth (item 2, item 6, item 9, item 12, item 19, and item 23); and 9 of them measure overprotection (item 3, item 5, item 8, item 10, item 11, item 11, item 17, item 18, item 20, and item 22). The scale is expected to be filled in separately for mothers' and fathers' behaviors. Items were rated o a 4-point Likert-format scale (1= never; 2 = sometimes; 3 = often; 4 = most of the time). The scale is computed as the sum of three different subscales as rejection, emotional warmth, and overprotection for each of them. Only item 17 is included in the scoring by coding in reverse as in the original study. Rejection factor includes the abusive, hostile, and humiliating parent behaviors. On the contrary, emotional warmth consists of parental behaviors such as care, love, showing respect, positive attention. Lastly, as the third factor overprotection refers to exaggerated levels of attention, intrusion and rigid rules, expectation for high compliance and achievement. Evaluating the internal consistency of the subscales of the S-EMBU-C, Cronbach's alpha values were examined for internal consistency. In Turkish version, values found for paternal emotional warmth, overprotection, and rejection as 0.79, 0.73, and 0.71, respectively; maternal emotional warmth, overprotection and rejection were 0.75, 0.72, and 0.64, respectively. In the current

study, S-EMBU-C showed good internal consistency for all subscales of mother form; maternal emotional warmth, overprotection, and rejection, respectively .83, .80, and .82 and father form; paternal emotional warmth, overprotection, and rejection .86., .89. and .83, respectively.

2.2.3 Difficulties in Emotion Regulation Scale (DERS)

DERS was developed by Gratz and Roemer (2004) for measure different domains of emotion regulation. It is a self-report measure involving the following four dimensions of emotion regulation, (a) awareness and understanding of emotion, (b) acceptance of emotion, (c) ability to control impulsive behaviors and behave in accordance with desired goals when experiencing negative affect, and (d) ability to use situationally appropriate emotion regulation strategies, flexibly to modulate emotional responses as desired in order to meet individual goals and situational demands (Gratz and Roemer, 2004). Based on these dimensions, they developed and proposed the DERS as a valid and reliable scale that measures different domains of emotion regulation. Rugancı and Gençöz (2010) adapted this scale into Turkish. The Turkish form of DERS consist of 36 items that are rated on a 5-point Likert-type scale as in the original version. Participants are asked to indicate how often the items apply to themselves, with responses ranging from 1 to 5, where 1 is “almost never”, 2 is “sometimes”, 3 is “about half the time,” 4 is “most of the time,” and 5 is “almost always”. This scale covers six subscales, namely, lack of emotional awareness (awareness; 2, 6, 8, 10, 17, 34), lack of emotional clarity (clarity; 1, 4, 5, 7, 9), non-acceptance of negative emotions (non-acceptance; 11, 12, 21, 23, 25, 29), lack of strategy building (strategies; 15, 16, 22, 28, 30, 31, 35, 36) , lack of control on impulsive behaviors (impulse; 3, 14, 19, 24, 27, 32), difficulties in engaging goal directed behavior when experiencing negative affect (goals; 13, 18, 20, 26, 33). Items 1, 2, 6, 7, 8, 10, 17, 22, 24, 26 and 34 are reverse coded. Both subscale points and total points are obtained from scale. In this study, DERS items were recoded so that higher scores in every case indicated lower difficulties in emotion. Internal consistency of the original version was reported as .93 (Cronbach’s alfa), results indicated that the DERS had high internal consistency. All the DERS subscales (computed from the 6 factors obtained in the factor analysis) also had adequate internal consistency, with Cronbach’s $\alpha > .80$ for each subscale (Gratz and Roemer, 2004). In the Turkish adaptation study of the scale, item 10 in its original form (When I’m upset, I

acknowledge my feelings) was excluded because it had a very low correlation ($r = .06$) with the whole scale. On the basis of these findings, this item (item 10) has been excluded from the scale and further analyses have been conducted with the remaining 35 items. With the exclusion of item 10, the Cronbach's alpha coefficient of the Turkish version of the scale was found to be .94, which is similar to the internal consistency of the original version of the scale (Rugancı and Gençöz, 2010). The adaptation study was reviewed by Kavcıoğlu and Gençöz (2011) and some minor changes and additional punctuation in the item wording in the current revision signs have been changed. In this study, this current version which revised by Kavcıoğlu and Gençöz (2011) was used. In this study, internal consistency was found to be .95 in the total scale and all the DERS subscales also had adequate internal consistency, with Cronbach's $\alpha > .80$ for each subscale. In the present study, high scores in DERS scale indicated low levels of emotion regulation difficulties.

2.2.4 Resilience Scale for Adults (RSA)

Resilience Scale for Adults was developed by Friborg et al., (2003) to measure the psychological resilience for adults. Five consecutive studies were conducted to investigate the reliability and validity of the RSA. The preliminary version consists of 37 item and included five factor structure which were personal competence, social competence, family coherence, social resources, and personal structure (Friborg, 2005). After further revision, number of items were shortened, and two more sub-groups were added. Resilience Scale for Adults took its current form. Resilience Scale for Adult adapted into Turkish by Basım and Çetin (2011). The Resilience Scale consisted of 33 items and covering six sub-groups: perception of self (items 1,7,13,19,28,31), perception of future (items 2,8,14,20), structured style (3,9,15,21), social competence (4,10,16,22,25,29) , family cohesion (items 5,11,17,23,26,32), social resources (items 6,12,18,24,27,30,33) as in the original version (Friborg, Barlaug, Martinussen, Rosenvinge and Hjemdal, 2003). It is a self-report scale, and the items are rated on a 5-point semantic differential scale format in which each item had a positive and a negative attribute at the anchor points of the scale continuum (Friborg, 2005). In this study, since the responses of the participants are evaluated as 1 to 5 points from left to right in likert; items 1,3,4,8,11,12,13,14,15,16,23,24,25,27,31,33 are reverse coded. After the reverse items calculated, both subscale points and total points are obtained from scale. RSA items

were recorded so that higher scores in every case indicated greater resilience. It was found that the Cronbach alphas of sub-groups varied between .75 and .86 in original version (Hjemdal et al., 2006). In Turkish version, Basım and Çetin (2011) found as .86, similarly in current study Cronbach's Alpha calculated as .89.

2.2.5 State-Trait Anxiety Scale (STAI)

State- Trait Anxiety Scale was developed by Spielberger et al (1970) and adapted to Turkish by Öner and Le Compte (1985). It consists of two different 20 item scales for measuring the intensity of anxiety; The State Anxiety Form, whose inventory measures the immediate anxiety of the person and The Trait Anxiety Form that measure general anxiety of the person. The scales can be used together as well as separately. In this study only the Trait Anxiety Scale was used in order to examine the general anxiety states of the participants. Responses to the Trait Anxiety items require subjects to indicate how they generally feel by reporting how often they have experienced anxiety-related feelings and cognitions on a 4-point scale: 1 is "Almost never", 2 is "Sometimes", 3 is "Often", and 4 is "Almost always" (Spielberger, 1983). On the Trait Anxiety Scale, 7 items were reverse coded (items 21, 26, 27, 30, 33, 36 and 39). After the reverse items calculated, the minimum total score is 20 and the maximum total score is 80. Higher scores indicate high level of trait anxiety tendency. Internal consistency of the original version was reported as between .86 and .92 (Cronbach's alfa), results indicated that the Trait Anxiety Scale had high internal consistency. In Turkish adaptation, Öner and Le Compte (1985) found Cronbach alpha as between .83 and .87. Spielberger et al (1970) did not prefer to use the word "*anxiety*" in the title of scale and called it a "Self-Regulation Questionnaire" so that participants could answer the scale questions without hesitation and defenseless (Öner and Le Compte, 1985). Based on this, in this study it was preferred to use the name of the scale as "Self-Regulation Questionnaire" when giving to the participants. In current study according to the ratings of the participants, alpha levels found as .89, result showed that this scale had high internal consistency.

2.3 Procedure

To collect data, online questionnaires were prepared via an online survey website (forms.google.com) and distributed via e mail, social media means such as WhatsApp mobile messaging application, Facebook, and Instagram. The procedure of

the study explained in the informed consent to all participants. They have been informed they could leave whenever they wanted been informed that participation is voluntary. They read and accepted the informed consent to participate. The participants will be ensured confidentiality and will be asked to be honest when responding to the questions. No personal information was asked from the participants. Participant were informed that administration process will take nearly 30 minutes and consist of a demographical information form and four different questionnaires (Perceived Parenting Attitudes in Childhood, Difficulties in Emotion Regulation Scale, Trait Anxiety Scale, and Resilience Scale for Adult respectively). All scales were presented in Turkish. Data collection started in 5th of March 2021 and ended in 5th of May 2021.

2.4 Statistical Analysis

IBM SPSS Statistics was used in order to analyze the data. Descriptive statistics used to investigate frequencies, mean values, percentages, and standard deviations of the data. Independent samples t-tests were conducted in order to investigate the effect of gender on the study variables, maternal warmth, paternal warmth, maternal overprotection, paternal overprotection, maternal rejection, paternal rejection, emotion regulation, resilience, and trait anxiety. Regression analysis used to understand the relationship between perceived parenting styles and trait anxiety. PROCESS Procedure for SPSS Version 3.4 (Hayes, 2013) was used in order to examine the mediation analysis to understand whether emotion regulation and resilience mediates the relationship between perceived parenting styles and trait anxiety.

CHAPTER 3: RESULT

In this chapter, the findings will be presented. The section on Descriptive Statistics will show the mean, minimum and maximum values, and standard deviation of Perceived Parenting Attitudes Scale, Emotion Regulation Scale, Resilience Scale, and Trait- Anxiety Scale are given, respectively. Following that, a correlation analysis will be provided to understand the relationship between research variables using Pearson correlation coefficients. Finally, using PROCESS (Hayes, 2013), parallel mediation analysis was performed to investigate if Emotion Regulation or Resilience mediated the relationship between Perceived Parenting Attitudes and Trait-Anxiety.

3.1 Descriptive Statistics of Study Variables

Descriptive statistics of Perceived Parenting Attitudes were presented in Table 2., under separate headings according to their subscales.

The mean scores of perceived maternal warmth were found $M= 20.76$, ($SD=4.84$) and perceived paternal warmth was found $M= 19.44$, ($SD=5.93$). The mean score of perceived maternal overprotection was found $M= 20.74$, ($SD= 5.84$) and perceived paternal overprotection was found $M= 18.93$, ($SD= 6.46$). The mean score of maternal rejection was found $M= 10.45$, ($SD= 4.00$) and paternal rejection $M= 10.14$, ($SD=4.06$). The mean score of Emotion Regulation scale was found $M= 91.13$, ($SD= 25.61$). The mean score of resilience scale was found $M= 127.97$, ($SD =18.42$). The mean score of State Anxiety scale was found $M= 43.76$, ($SD= 10.66$).

Table 2. Descriptive Statistics of Study Variables

	N	Min	Max	Mean	SD
Maternal Warmth	707	7	28	20.76	4.84
Paternal Warmth	707	7	28	19.44	5.93
Maternal Overprotection	707	9	36	20.74	5.84
Paternal Overprotection	707	9	36	18.93	6.46
Maternal Rejection	707	7	28	10.45	4.00
Paternal Rejection	707	7	28	10.14	4.06
Emotion Regulation	707	8	140	91.13	25.61
Resilience	707	51	165	127.97	18.42
Trait- Anxiety	707	20	73	43.76	10.66

Note. N number, Min minimum, Max maximum, SD Standard Deviation

3.2 Independent Sample T-Test Analyses of Study Variables based on Gender

Independent samples t-tests were conducted in order to investigate the effect of gender on the study variables, maternal warmth, paternal warmth, maternal overprotection, paternal overprotection, maternal rejection, paternal rejection, emotion regulation, resilience, and trait anxiety, respectively (see below Table 3.).

Results showed that, there is no gender-based difference in maternal warmth, paternal warmth, and paternal rejection. On the other hand, female participants ($M=19.60$, $SE=0.30$) reported perceived overprotection from mothers than males ($M=17.23$, $SE=0.39$). This difference, 1.95, BCa 95% CI [1.006, 2.902], was statistically significant $t(705) = 4.046$, $p < .001$, $d = .35$. Female participants ($M=21.29$, $SE=0.26$) also indicated more perceived paternal overprotection than male participants ($M=21.29$, $SE=0.26$). This difference, 2.37, BCa 95% CI [1.326, 3.419], was statistically significant $t(705) = 4.451$, $p < .001$, $d = .39$. Findings showed that female participants ($M=10.74$, $SE=0.18$) perceived more maternal rejection than males ($M=9.69$, $SE=0.26$). This difference, 1.05, BCa 95% CI [0.394, 1.699], was statistically significant $t(705) = 3.150$, $p < .05$, $d = .23$. In order to emotion regulation scores, male participants ($M=97.15$, $SE=1.68$) reported more emotion regulation ability than females ($M=88.78$, $SE=1.15$). This difference, -8.366, BCa 95% CI [-12.528, -4.205], was statistically significant $t(705) = -3.947$, $p < .001$, $d = .33$. Male participants ($M=131.06$, $SE=1.31$) indicated more resiliency tendency than female participants ($M=$

126.76, $SE=0.81$). This difference, -4.304 , BCa 95% CI $[-7.314, -1.295]$, was statistically significant $t(705) = -2.808, p < .05, d = .23$. When trait anxiety scores were examined, female participants ($M= 45.31, SE=0.47$) stated high levels of anxiety than males ($M= 39.80, SE=0.68$). This difference, 5.506 , BCa 95% CI $[3.802, 7.210]$, was statistically significant $t(705) = 6.345, p < .001, d = .54$.

Table 3. Independent Sample t-test variables based on Gender

	Female		Male		t	p	d
	M	SD	M	SD			
Maternal Warmth	20.62	4.95	21.10	4.58	-1.181	.238	.10
Paternal Warmth	19.56	5.96	19.12	5.86	0.899	.369	.07
Maternal Overprotection	21.29	5.93	19.33	5.34	4.046	.000***	.35
Paternal Overprotection	19.60	6.70	17.23	5.46	4.451	.000***	.39
Maternal Rejection	10.74	4.08	9.69	3.69	3.150	.002*	.23
Paternal Rejection	10.20	4.23	9.99	3.60	.612	.541	.05
Emotion Regulation	88.78	25.96	97.15	23.70	-3.947	.000***	.33
Resilience	126.76	18.30	131.06	18.41	-2.808	.005*	.23
Trait Anxiety	45.31	10.66	39.80	9.62	6.345	.000***	.54

Note. M mean, SD Standard Deviation, d Cohen' d , * $p < .05$, *** $p < .001$

3.3 Correlation Analyses between Study Variables

To examine the relationship between study variables, Pearson correlation was conducted. As shown in Table 4, significant correlations were found between subscales of Perceived Parenting Attitudes, Emotion Regulation, Resilience and State Anxiety at the level of $p < .05$ and $p < .01$. Findings were presented in Table 2.

Perceived maternal warmth was positively associated with paternal warmth, emotion regulation and the resilience scores of the participants, ($r = .36$, $r = .16$, $r = .30$, $p < .01$), respectively. On the other hand, there was a negative correlation between maternal warmth and trait anxiety scores, ($r = .15$, $p < .01$), respectively. It was also found that paternal warmth also significantly positively associated with emotion regulation and resilience, $r = -.26$, $r = .31$, $p < .01$, however there was a negative correlation between paternal warmth, maternal rejection, and trait anxiety scores, ($r = -.48$, $r = -.25$, $p < .01$), respectively.

Perceived maternal overprotection was positively correlated with trait anxiety scores, ($r = .33$, $p < .01$), on the other hand it was negatively correlated with emotion regulation and resilience scores of the participants ($r = -.29$, $r = -.23$, $p < .01$ respectively). Perceived paternal overprotection also found significantly related with perceived maternal rejection and trait anxiety, respectively, ($r = .17$, $r = .26$ $p < .01$). In contrast, it was found there was a negative significant relationship between perceived paternal overprotection and emotion regulation and resilience, ($r = -.09$, $r = -.22$, $p = .02$).

Perceived maternal rejection was positively correlated with paternal rejection, and trait anxiety, ($r = .32$, $r = .31$, $p < .01$), respectively. However, it was found a negative association between perceived maternal rejection, emotion regulation and resilience, ($r = -.33$, $r = -.27$, $p < .01$). Perceived paternal rejection was significantly correlated with trait anxiety, ($r = .33$, $p < .01$). On the other hand, there was a negative significant relationship between perceived paternal rejection, maternal warmth, emotion regulation and resilience scores, ($r = -.20$, $r = -.33$, $r = -.29$, $p < .01$), respectively.

Emotion regulation scores were positively associated with resilience ($r = .60$, $p < .01$), and negatively correlated with trait anxiety scores ($r = -.80$, $p < .01$). Resilience was found negatively correlated with trait anxiety, ($r = -.65$, $p < .01$).

Table 4. Correlations Coefficients Between Study Variables

	M	SD	1	2	3	4	5	6	7	8
1. Maternal Warmth	20.76	4.84								
2. Paternal Warmth	19.44	5.93	.363**							
3. Maternal Overprotection	20.74	5.84	-.215**	-.132**						
4. Paternal Overprotection	18.93	6.46	-.055	-.069	.364**					
5. Maternal Rejection	10.45	4.00	-.570**	-.225**	.539**	.172**				
6. Paternal Rejection	10.14	4.06	-.201**	-.482**	.259**	.505**	.318**			
7. Emotion Regulation	91.13	25.61	.162**	.255**	-.289**	-.223**	-.328**	-.325**		
8. Resilience	127.97	18.42	.306**	.381**	-.225**	-.091*	-.267**	-.291**	.595**	
9. Trait- Anxiety	43.76	10.66	-.151**	-.251**	.325**	.262**	.308**	.329**	-.796**	-.645**

Note. M mean, SD Standard Deviation, N: 707

Note. **Correlation is significant at the .01 level (2-tailed).

*Correlation is significant at the .05 level (2-tailed).

3.4 Mediation Analyses of Study Variables

Parallel mediation analyses were conducted by using PROCESS Procedure for SPSS Version 3.4 (Hayes, 2013) to investigate whether Emotion Regulation or Resilience mediated the relationship between Perceived Parenting Styles and Trait Anxiety. The relationship between perceived parenting styles and trait anxiety in the light of the mediators, emotion regulation and resilience, were analyzed under three different subheadings according to change of predictor variables.

3.4.1 Mediation Analyses between Parental Warmth and Trait Anxiety

Mediation analyses between parental warmth and trait anxiety conducted two different model, for maternal warmth and paternal warmth, respectively (see below Figure 1 and 2).

Emotion regulation and resilience as mediator variables and perceived maternal warmth was the predictor variable, the model significantly predicted and explained % 68 of the variance in trait anxiety ($R^2 = .68$, $F(3,703) = 497.735$, $p < .001$). In particular, maternal warmth significantly predicted (a₁ path) emotion regulation ($\beta = .86$, $t = 4.35$, $p < .001$) and (a₂ path) resilience ($\beta = 1.16$, $t = 8.53$, $p < .001$). In Addition, both (b₁ path) emotion regulation ($\beta = -.27$, $t = -23.97$, $p < .001$) and (b₂ path) resilience ($\beta = -.16$, $t = -10.11$, $p < .001$) significantly predicted trait anxiety. The total effect of maternal warmth on trait anxiety (c path) was significant ($\beta = -.33$, $t = -4.06$, $p < .001$), however its direct effect (c' path) was not statistically significant ($\beta = .08$, $t = 1.64$, $p = .10$). Therefore, emotion regulation and resilience fully mediated the relationship between maternal warmth and trait anxiety. The results indicated that the significant indirect effect of (a₁b₁) emotion regulation $\beta = -.23$, %95 CI [-.34, -.12], and (a₂b₂) resilience $\beta = -.19$, %95 [-.25, -.13] on the relationship between maternal warmth and trait anxiety.

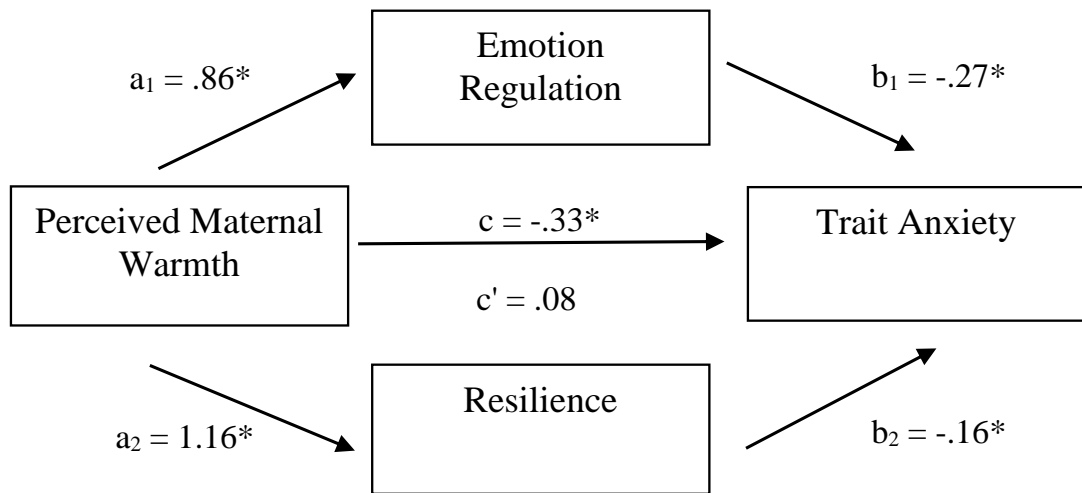


Figure 1. Mediation Model of Emotion Regulation and Resilience on the Relationship Between Perceived Maternal Warmth and Trait Anxiety. * $p < .001$.

In other model, emotion regulation and resilience as mediator variables and perceived paternal warmth was the predictor variable, the model significantly explained %68 of the variance in trait anxiety ($R^2 = .68$, $F(3,703) = 495.583$, $p < .001$). In particular, paternal warmth significantly predicted (a_1 path) emotion regulation ($\beta = 1.10$, $t = 6.99$, $p < .001$) and (a_2 path) resilience ($\beta = 1.18$, $t = 10.94$, $p < .001$). In Addition, both (b_1 path) emotion regulation ($\beta = -.27$, $t = -23.99$, $p < .001$) and (b_2 path) resilience ($\beta = -.16$, $t = -9.76$, $p < .001$) significantly predicted trait anxiety. The total effect of paternal warmth on trait anxiety (c path) was significant ($\beta = -.45$, $t = -6.88$, $p < .001$), however its direct effect (c' path) was not statistically significant ($\beta = .03$, $t = .66$, $p = .51$). Therefore, emotion regulation and resilience fully mediated the relationship between paternal warmth and trait anxiety. The results indicated that the significant indirect effect of (a_1b_1 path) emotion regulation $\beta = -.29$, %95 CI [-.38, -.21], and (a_2b_2 path) resilience $\beta = -.19$, %95 CI [-.24, -.13] on the relationship between paternal warmth and trait anxiety.

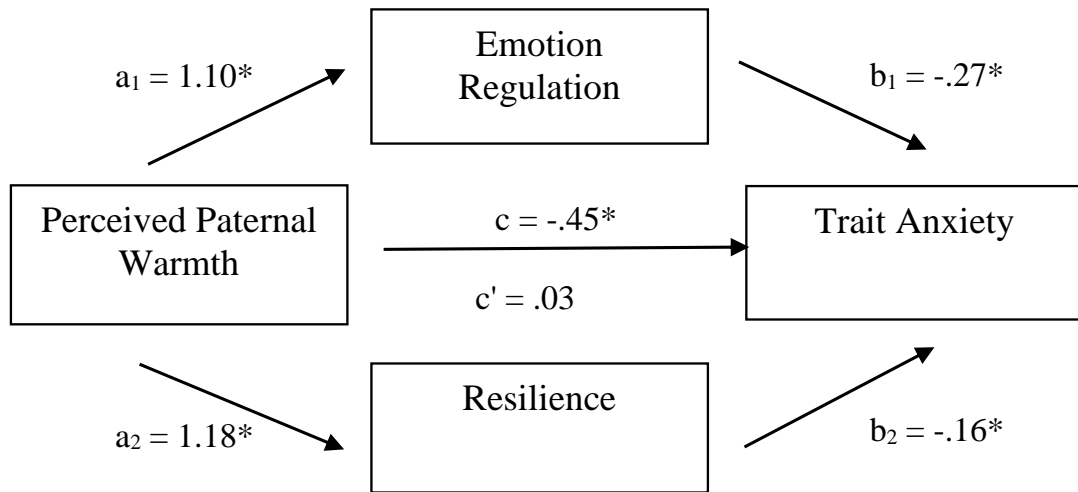


Figure 2. Mediation Model of Emotion Regulation and Resilience on the Relationship Between Perceived Paternal Warmth and Trait Anxiety. * $p < .001$.

3.4.2 Mediation Analyses between Parental Overprotection and Trait Anxiety

Mediation analyses between parental overprotection and trait anxiety conducted two different model, for maternal overprotection and paternal overprotection, respectively (see below Figure 3 and 4).

Emotion regulation and resilience as mediator variables and perceived maternal overprotection was the predictor variable, the model significantly explained %69 of the variance in trait anxiety ($R^2 = .69$, $F(3, 703) = 511.600$, $p < .001$). In particular, maternal overprotection significantly predicted (a_1 path) emotion regulation ($\beta = -1.27$, $t = -8.02$, $p < .001$) and (a_2 path) resilience ($\beta = -.71$, $t = -6.13$, $p < .001$). In Addition, both (b_1 path) emotion regulation ($\beta = -.26$, $t = -22.97$, $p < .001$) and (b_2 path) resilience ($\beta = -.15$, $t = -9.82$, $p < .001$) significantly predicted trait anxiety. The total effect of maternal overprotection on trait anxiety (c path) was significant ($\beta = .59$, $t = 9.11$, $p < .001$), as its direct effect (c' path) was also statistically significant ($\beta = .16$, $t = 3.98$, $p < .001$). The results indicated that the significant indirect effect of (a_1b_1 path) emotion regulation $\beta = .33$, %95 CI [.24, .42], and (a_2b_2 path) resilience $\beta = .11$, %95 CI [.07, .15] on the relationship between maternal overprotection and trait anxiety.

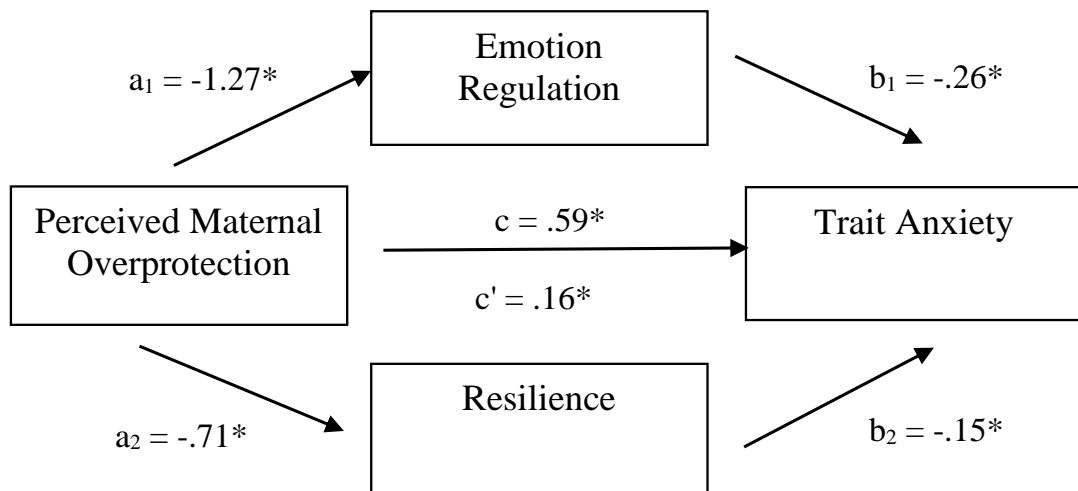


Figure 3. Mediation Model of Emotion Regulation and Resilience on the Relationship Between Perceived Maternal Overprotection and Trait Anxiety. * $p < .001$.

In other model, emotion regulation and resilience as mediator variables and perceived paternal overprotection was the predictor variable, the model significantly explained %69 of the variance in trait anxiety ($R^2 = .69$, $F(3,703) = 517.826$, $p < .001$). In particular, paternal overprotection significantly predicted (a_1 path) emotion regulation ($\beta = -.89$, $t = -6.08$, $p < .001$) however, not significantly predicted (a_2 path) resilience ($\beta = -.26$, $t = -2.43$, $p = .02$). In Addition, both (b_1 path) emotion regulation ($\beta = -.25$, $t = -22.81$, $p < .001$) and (b_2 path) resilience ($\beta = -.16$, $t = -10.40$, $p < .001$) significantly predicted trait anxiety. The total effect of paternal overprotection on trait anxiety (c path) was significant ($\beta = .43$, $t = 7.22$, $p < .001$), as its direct effect (c' path) was also statistically significant ($\beta = .17$, $t = 4.68$, $p < .001$). The results indicated that the significant indirect effect of (a_1b_1 path) emotion regulation $\beta = .23$, %95 CI [.15, .31], and (a_2b_2 path) resilience $\beta = .04$, %95 CI [.01, .08] on the relationship between paternal overprotection and trait anxiety.

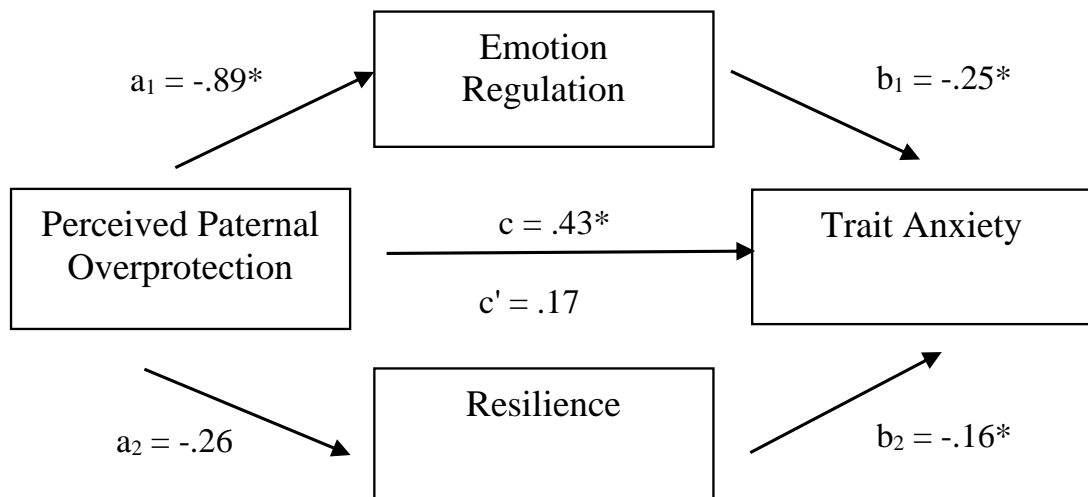


Figure 4. Mediation Model of Emotion Regulation and Resilience on the Relationship Between Perceived Paternal Overprotection and Trait Anxiety. * $p < .001$.

3.4.3 Mediation Analyses between Parental Rejection and Trait Anxiety

Mediation analyses between parental rejection and trait anxiety conducted two different model, for maternal rejection and paternal rejection, respectively (see below Figure 5 and 6).

Emotion regulation and resilience as mediator variables and perceived maternal rejection was the predictor variable, the model significantly explained %68 of the variance in trait anxiety ($R^2 = .68$, $F(3,703) = 497.136$, $p < .001$). In particular, maternal rejection significantly predicted (a_1 path) emotion regulation ($\beta = -2.10$, $t = -9.21$, $p < .001$) and (a_2 path) resilience ($\beta = -1.23$, $t = -7.35$, $p < .001$). In Addition, both (b_1 path) emotion regulation ($\beta = -.26$, $t = -23.12$, $p < .001$) and (b_2 path) resilience ($\beta = -.15$, $t = -9.85$, $p < .001$) significantly predicted trait anxiety. The total effect of maternal rejection on trait anxiety (c path) was significant ($\beta = .82$, $t = 8.58$, $p < .001$), however its direct effect (c' path) was not statistically significant ($\beta = .08$, $t = 1.39$, $p = .16$). Therefore, emotion regulation and resilience fully mediated the relationship between maternal rejection and trait anxiety. The results indicated that the significant indirect effect of (a_1b_1 path) emotion regulation $\beta = .56$, %95 CI [.40, .71], and (a_2b_2 path) resilience $\beta = .19$, %95 CI [.12, .27] on the relationship between maternal rejection and trait anxiety.

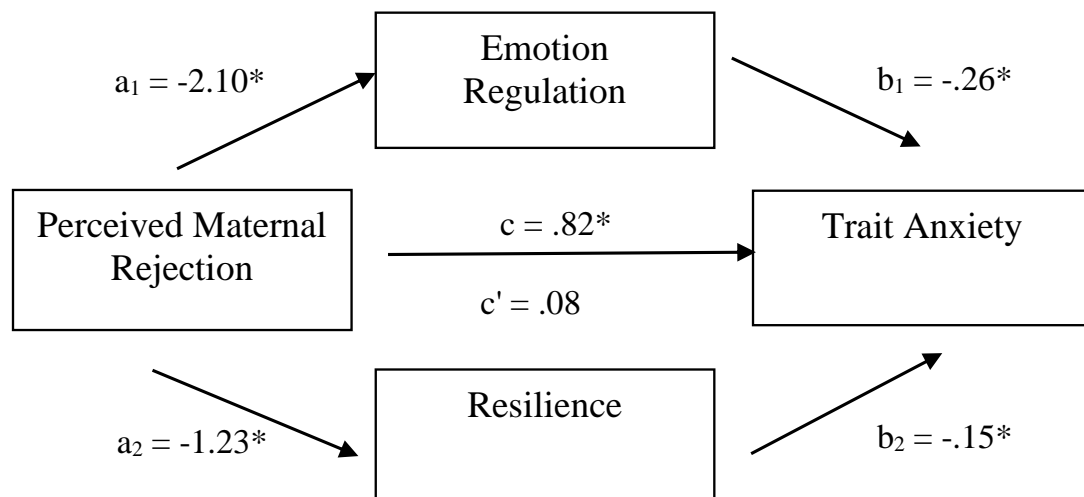


Figure 5. Mediation Model of Emotion Regulation and Resilience on the Relationship Between Perceived Maternal Rejection and Trait Anxiety. * $p < .001$.

In other model, emotion regulation and resilience as mediator variables and perceived paternal rejection was the predictor variable, the model significantly explained %68 of the variance in trait anxiety ($R^2 = .68$, $F(3,703) = 500.331$, $p < .001$). In particular, paternal rejection significantly predicted (a_1 path) emotion regulation ($\beta = -2.05$, $t = -9.11$, $p < .001$) and (a_2 path) resilience ($\beta = -1.32$, $t = -8.09$, $p < .001$). In Addition, both (b_1 path) emotion regulation ($\beta = -.26$, $t = -23.15$, $p < .001$) and (b_2 path) resilience ($\beta = -.15$, $t = -9.67$, $p < .001$) significantly predicted trait anxiety. The total effect of paternal rejection on trait anxiety (c path) was significant ($\beta = .86$, $t = 9.25$, $p < .001$), however its direct effect (c' path) was not statistically significant ($\beta = .13$, $t = 2.24$, $p = .03$). Therefore, emotion regulation and resilience fully mediated the relationship between paternal rejection and trait anxiety. The results indicated that the significant indirect effect of (a_1b_1 path) emotion regulation $\beta = .53$, %95 CI [.40, .66], and (a_2b_2 path) resilience $\beta = .20$, %95 CI [.14, .27] on the relationship between paternal rejection and trait anxiety.

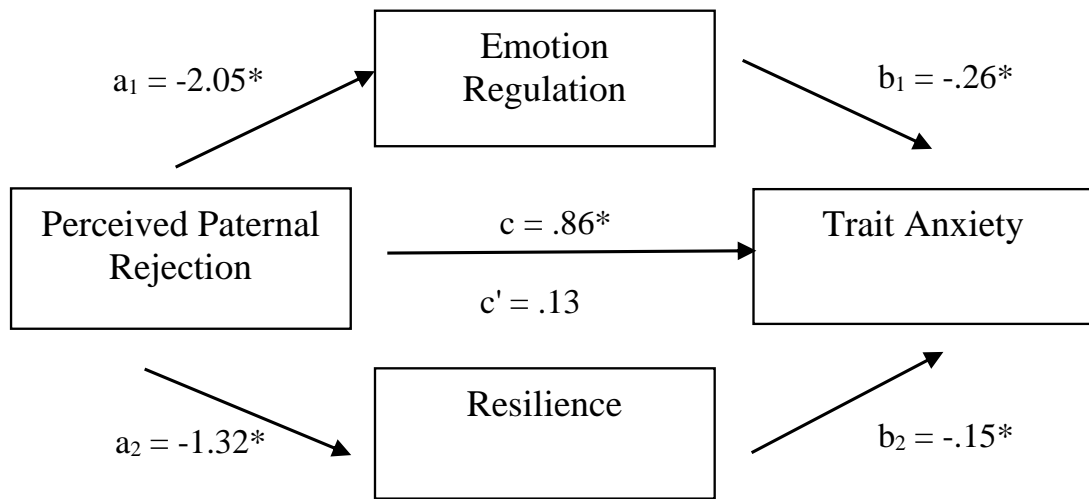


Figure 6. Mediation Model of Emotion Regulation and Resilience on the Relationship Between Perceived Paternal Rejection and Trait Anxiety. * $p < .001$.

CHAPTER 4 : DISCUSSION

The aim of the study was to explore the association between perceived parenting attitudes and trait anxiety, in the context of emotion regulation and resilience. As a result, for understanding their roles, the extent to which perceived parenting attitudes predicted anxiety and whether Emotion Regulation and Resilience mediated the relationship was examined. Because of the large sample size difference between female and male participants, gender was not included as a variable in the mediation models in this study.

4.1. Review of the Descriptive Statistics of the Study Variable

When the mean scores of the study variables are examined, it was found that the average perceived maternal warmth of the participants was 20.76 out of 28, and the average of the perceived paternal warmth was 19.44. In addition, their perceived maternal overprotection scores were 20.74 out of 36, and their perceived paternal overprotection scores were 18.93. On the other hand, perceived parenting rejection scores were found to be 10.45 out of 28 for maternal rejection and 10.14 for paternal rejection. When the general scores of measures of the participants are examined, it is seen that the tendency of the sample participating in the study perceive their parenting behavior as more warmth, and the rates of perceiving overprotective and rejecting are low, comparing to parental warmth scores. When emotion regulation difficulties scores were indicated, high scores suggested low emotion regulation difficulties as scored in the study, a mean score of 91.13 out of 175 was recorded in sample. The mean score of resilience level recorded as 127.97 out of 165. Trait anxiety score found as 43.76 out of 80.

4.1.1 Review of the Descriptive Statistics of the Study Variable based on gender differences

The mean scores of study variables examined in the light of gender differences, there were found significant differences between, maternal overprotection, paternal overprotection, maternal rejection, emotion regulation, resilience and anxiety levels differ by gender. Independent samples t-test was conducted.

Results showed that there was found no gender specific differences in terms of maternal and paternal warmth in that study. On the other hand, parental overprotection scores are significantly different between males and females in this study sample.

Results showed that, females perceived both their mother and father as more overprotective than male participants. Results become more understandable in the context of Turkish culture. Kağıtçıbaşı (1982) resulted in her study, family connections are characterized by high levels of parental control and nurturing in family relationship in Turkey. Obedience, compliance, reliance, and loyalty are encouraged in these relationships that based parenting control. It is known that in Turkish population, boys are brought up with less restraint than girls. Overprotective attitudes include excessive anxiety, worry and extreme control, and more intrusive attitudes over children. This significant difference between females and males may be due to the general family structure of Turkish society and the differing attitudes towards girls and boys. In Turkish culture, the gender roles and norms are more traditional, girls are reared more controlling manner than boys and parents use more restricting attitudes towards girls. Similar with overprotection dimension, perceived maternal rejection scores for females was found to be significantly higher than those of males. Because observed a positive relationship both perceived overprotection and rejection dimensions, therefore finding of higher scores on both overprotection and rejection scores for female are understandable.

Findings of independent t-test showed that, females more likely experience difficulties in emotion regulation and had more anxiety tendency compared the males. The findings of the present study also consistent with the literature that anxiety disorders are more common in women (Alexander et al., 2007). Briton and Hall (1995) stated that women tend to show their fragility, unhappiness and fears more than males. On the other hand, results showed that male participants were more likely to be resilient than female participants. Because anxiety tendency was less common in male participants the negative relationship between anxiety and resilience is understandable.

4.1.2 Review of the Findings Related to Correlational Analysis of the Study

Variables

In the present study, correlational analysis has been conducted to understand the association between study variables as perceived parenting attitudes, emotion regulation, resilience, and trait anxiety. Analysis was performed for parental warmth, parental overprotection, and parental rejection dimensions separately.

The results showed that there was a positive significant relationship between perceived parental warmth of the sample. As the scores of people perceiving their

mothers as emotional warmth increased, the rates of perceiving their fathers as emotionally warm also increased.

Both perceived maternal and paternal emotional warmth were positively correlated with emotion regulation abilities and resilience. When the relationship between perceived parental warmth and trait anxiety examined, people who perceive their parent as more emotionally warm shows low anxiety experiences. Participants who perceived their parents as more emotionally warm also showed low levels of emotion regulation difficulties and high levels of resilience. Similar results were also found in literature. In the study conducted by Baker (2012) it was reported that parental emotional warmth was associated with increased interpersonal adjustment and psychological well-being, while parental rejection and excessive control were linked to adjustment problems, maladaptive adjustment, and psychopathology. Since the concept of resilience is to overcome adversity in an adaptive way, it was thought that it may be related to psychological well-being. Parental warmth can be considered as a protective factor for resilience. For this reason, since the participants who received accepting, loving, supportive parenting from their mothers and whose mothers are supportive and responsive against their child, had a high level of resilience, and therefore they adapted to difficulties in a more adaptive way, their difficulties in emotion regulation decreased and resilient people were able to regulate their emotions better.

In this study, there was a positive relationship between perceived parenting overprotection. People who perceive their mother as more overprotective, they also perceive their father more overprotective as well. It was also found that there was a negatively relationship between perceived parental overprotection and abilities in emotion regulation, and resilience. The results show that participants who perceive their parents as overprotective have more difficulty in emotion regulation and have lower resilience levels, and both perceived maternal and paternal overprotection significantly predict trait anxiety experiences of participants. Parker and Lipscombe (1981) investigated to understand the influences on maternal overprotection in a large nonclinical sample. They indicated that overprotective mothers had personality traits of high anxiety, obsessively, and a need to control. Moreover, showed a capacity to be overprotective after the active stage of mothering. In another study, According to Lindhout et al., (2006), parental overprotection is defined as extreme concern about child's life, excessive worry for a child's safety.

When the perceived parental rejection scores of the participants were examined, a relationship was found between mother and father rejection. Perceived maternal and paternal rejection scores increase together. Accordingly, those who perceived their mother as rejective also perceived their father as rejective. As in the overprotection dimension, those who perceive their parents as rejecting have more difficulty in emotion regulation and are less resilient. According to Rohner (2004), studies have found that children who feel rejected by their parents are likely to experience poor adjustment and more emotional instability. Adaptive functioning in adulthood has also been influenced by parental warmth and acceptance. In the present study, perceived parental rejection and perceived parental overprotection were found to better explain anxiety than perceived parental warmth consistent with relevant literature. When perceived maternal and paternal rejection scores are examined separately, it was found that perceiving mother as overprotective predicted trait anxiety more than perceiving father as overprotective. Considering that mothers are the first caregivers of the infants, it was thought that mothers who were perceived as overprotective might experience more anxiety and could not help their babies regulate sufficiently their emotions because they had difficulty in regulating their own emotions. therefore, it has been interpreted as causing more anxiety and more emotion regulation difficulties experiences.

Parental overprotection contains excessive control on the child, high intrusive rearing behavior and parental rejection includes rejective attitudes and parental criticism. Considering that perceived parenting attitudes include upbringing behaviors through the eyes of the child, the relationships established in the context of this excessive control and rejection, it can be interpreted that it may be one of the determining factors in the increase in the tendency of anxiety in adult life. In a study conducted with children and adults in clinical samples indicated the presence of protective and rejecting parenting attitudes is associated with psychiatric symptoms (Muris and Merckelbach, 1998). In another study, the emotional warmth found to be associated with interpersonal adjustment, and both parental rejection and excessive control was found to be associated with adjustment difficulties and psychopathology and parental rejection was most prevalent in clinical settings such as anxiety, depression, and somatization (Baker and Hoerger, 2012).

Compatible with the relevant literature, being an overprotective parent who not allowing their children's personal freedom could prevent them from being

autonomous, experience more dependency tendency toward their parents and feels more vulnerable or helpless and cause them to experience more anxiety. It was also thought that rejection and overprotection parenting attitudes considering as maladaptive rearing behaviors towards children, can be interpret as disrupt the relationship between the child and the parent and this may cause psychopathology, as consistent with the existing literature (Blatt and Homann, 1992). It may discuss that this result may interpret as the failure of parents' own regulation abilities of emotion. As a result, if a parent can't control their own emotions, it's very likely that they won't be able to control their child's as well. Moreover, the child would not be able to learn the appropriate regulating methods and would struggle during times of overwhelming emotions. Morelen, Shaffer and Suveg (2016) examined the relationship between difficulties in emotion regulation of mothers and their child's dysregulation of emotion. Results showed that difficulties in emotion regulation of mothers was positively associated with unsupportive parenting and also difficulties in emotion regulation of their child's. Consistent with the literature, in this study maladaptive parental attitudes, rejection and overprotection are a risk for the development of trait anxiety, ability of emotion regulation and resilience.

The relationship between emotion regulation, resilience, and trait anxiety experiences of the participants, people who are experiences low levels of emotion regulation difficulties, shows more resilient attitude and experiences low levels of trait anxiety. This result suggest that psychological resilience may play an important role in coping with anxiety. When the literature was examined, it is crucial to note that the assessment of childhood adversity includes items of emotional abuse and emotional neglect and parenting dysfunctions. Evaluated in this context, perceived overprotection and perceived rejection dimensions examined in this study can be interpreted as the source of childhood adversity. When the resilience concept examined, considering that this situation as a risk factor on an individual and familial basis, it has thought that it can create a decisive obstacle for children to be resilient. Cox, Owen, Lewis, and Henderson (1989) indicated in their study with children and their parents, as the level of perceiving the parent as emotionally warm increases, the psychological adjustment and resilience also increases the results of the present study is compatible. Participants have less resilience tendencies when they perceive their parents as more rejecting and more overprotective, in contrast more resilient when they perceive emotionally warm, in this study.

4.1.3 Review of the Mediation Analysis of Emotion Regulation and Resilience on the Relationship Between Perceived Parenting Attitudes and Trait- Anxiety

It was hypothesized that emotion regulation and resilience have a mediating role on the relationship between perceived parenting attitudes and trait anxiety. Thus, the mediating effects of variables were examined separately in terms of the perceived parenting dimensions. For each parental attitude, six different model analyses were undertaken, and the results were represented separately.

When examining findings related to the “perceived parental warmth”, it seen that people who perceived their mothers and fathers as emotionally warmth was more likely to regulate their emotions, more likely to be resilient, decreases in emotion regulation abilities and resilience level increase the level of anxiety. Increasing scores of perceived maternal warmth decreases the level of trait anxiety. Moreover, it is revealed that the relationship between perceived parental warmth and trait anxiety was mediated by emotion regulation and resilience. These findings were compatible with relevant literature. According to studies conducted to understanding the effects of parenting attitudes on participants' resilience levels and well-being indicated that perceived parental attitudes affect resilience significantly. Positive parenting behaviors indicated high levels of psychological resilience (Ritter, 2005, Petrowski, Brähler and Zenger 2014). It was also known that secure attachment, emotional warmth, emotionally present and sensitive mothers are and improves the child's emotions regulation abilities and increases the capacity to tolerate the negative situation or emotion. (Sousa et al., 2011; Salzinger, Rosario and Feldman, 2007; MacLeod and Nelson, 2000). It should be considered that these situations, which improve the capacity of emotion regulation, are also protective factors for the concept of resilience, therefore it was interpreted as the concepts of resilience and emotion regulation were similar and positively related to each other. In the present study it was found that the improved emotion regulation capacity helped to be better regulated of emotions and led to less experience of trait anxiety, consistent with the literature. Considering this context, it can be thought that the mediating role of emotion regulation and resilience to the effect of parenting attitudes on trait anxiety becomes more important.

Results about “perceived parental overprotection” indicated that increasing scores in perceived parental overprotection, decreases the regulation ability of emotion and the level of resilience. High levels of emotion regulation abilities and resilience level decreases the tendency of trait anxiety. In addition, increasing scores of perceived

parental overprotection increase the experience of trait anxiety. Therefore, it is found that the relationship between perceived parental overprotection and trait anxiety was mediated by emotion regulation and resilience. Perceived as overprotective of parents has been demonstrated to be a substantial predictor of emotional dysregulation, which is in line with earlier studies (Feeney and Vleet, 2010). Compatible with the results of present study, studies about overprotective parents indicated an association between, increased levels of anxiety and depression, impairment of emotional functioning, resilience, and self- efficacy (Eager and Little, 2011). Considering that anxiety decreases when emotion regulation and resilience are high, it can be interpreted that these concepts have an even more important function in the relationship between rearing behaviors and anxiety. Even if people perceive their parents as overprotective, if their emotion regulation and resilience abilities are improved, this can be interpreted as reducing their anxiety experience.

Findings related to the “perceived parental rejection” showed that, rising in the score of perceived rejection from parents, decreases the level of emotion regulation and resilience of the participants. Increasing emotion regulation abilities and resilience levels decrease the level of participants anxiety experiences. Increases in the perceived parenting rejection scores, increase trait anxiety scores as well. Furthermore, the relationship between perceived parental rejection and trait anxiety was mediated by emotion regulation and resilience. Mediating role of emotion dysregulation on the relationship between adverse childhood experience and adult psychopathology was found in existing literature (Gratz et al., 2008; Burns, Jackson, and Harding, 2010). The results of this study also support the literature, although the perceived rejective parenting attitude predicts high trait anxiety levels, it has been observed that less difficulties in emotion regulation and more resilience experience skills reduce the strength of this relationship between perceived rejection and trait anxiety. The results of the present study it was found that, perceived parental attitudes predicted anxiety. In this relationship, emotion regulation and resilience were found to have mediating roles.

4.2 Limitations and Further Suggestions

Possible limitations of the present study and suggestions for future studies will be presented.

The data collected from this study via self-report questionnaires which means participants read the questions and choose the most suitable response for them. When the responses are analyzed, it was assumed that the participants gave correct and consistent answers to the questions. Therefore, it was thought that the self-report structure of the study was considered as a possible limitation of the present study. Since the study data was collected online, the participants were reached via e-mail groups and social media platforms. This situation may have excluded the people who were not included in the online mail groups and could not be reached via social media. It should be taken into account that this situation may create a limitation in order to reach more participants. Some of the scales contain some sensitive questions that involved understanding the rearing behaviors that the participants received from their parents. In this reason answering these questions, some of the participants might have had difficulty and this might have caused them to give biased answers. In addition, as it is a retrospective study, the questions about parenting attitude also required recalling some previous information about their childhood. This may have created recalling bias and affected their reliable answers. In this reason, for further studies longitudinal studies advised for indicate the long-term effects of parenting attitudes on anxiety. Another possible limitation of this study was the difference in numbers between male and female subjects. Although this difference does not prevent statistical analysis, may constitute a limitation in terms of generalizability of the study result. Moreover, it would be better to conduct a study in which the number of male and female participants is closer to each other for generalization of findings.

CHAPTER 5: CONCLUSION

The aim of the present study was examining the relationship between perceived parenting attitudes and trait anxiety in the context of the mediating roles of emotion regulation and resilience in a Turkish sample.

In order to understand the relationships between study variables, the correlations between perceived parenting attitudes, emotion regulation and resilience were examined. Perceived parenting attitudes includes maternal warmth, paternal warmth, maternal overprotection, paternal overprotection, maternal rejection, and paternal rejection dimensions. Results indicated that perceived maternal and paternal warmth positively correlated each other. Moreover, both perceived maternal and paternal warmth had positive relationship with emotion regulation abilities and resilience. Findings also showed that, there was a positive relationship between perceived maternal overprotection, paternal overprotection, maternal rejection, and paternal rejection. Both parental overprotection and rejections dimensions negatively correlated with emotion regulation and resilience level of participants. When the relationship between the emotion regulation, resilience and trait anxiety scores of participants were examined; a positive relationship was observed between emotion regulation and resilience scores and both emotion regulation and resilience were negatively correlated with trait anxiety scores. It was also examined how the variables differ according to gender. Results indicated that, the perceived parental overprotection and maternal rejection scores of female participants significantly higher than males. There was found no statistically significant difference between female and male participants, in terms of perceived maternal and paternal warmth. In this study, emotion regulation abilities and resilience levels were found higher in male participants, and females showed more trait anxiety tendency. The findings regarding the mediation analysis indicated that emotion regulation and resilience had a mediating role between the relationship between perceived parental attitudes and trait anxiety in all three dimensions, warmth, overprotection, and rejection.

5.1 Implications

The results of the study revealed the importance of perceived parental attitudes, emotion regulation, and resilience on anxiety. In addition, in the light of these findings, both emotion regulation and resilience evaluated as key factors between the

relationship between participants' perceptions about their parents and their tendency to anxiety.

Clinicians should be aware of their patients' capacity for affect regulation considering the impact of emotion regulation on adult psychopathology and should support their patients in these areas. Especially, clinicians working with children should explain the importance of emotion regulation and resilience concepts to families and give them psychoeducation on this field including families in therapy process. Families should be well informed about their roles in their children's emotion regulation processes and skills should be taught to develop their children's emotion regulation capacities and resilience. If necessary, therapists should be a model for families in this regard, and protective rearing behaviors should be encouraged. In addition, school guidance counselors can carry out preventive studies in this area to increase awareness in regulation of emotions and resilience

REFERENCES

- Alexander, J. L., Dennerstein, L., Kotz, K., and Richardson, G. (2007) *Women, anxiety and mood: A review of nomenclature, comorbidity and epidemiology*. Expert Review of Neurotherapeutics, Vol. 7(11), pp. 45- 58.
- Altan, Ö. (2006). *The effects of maternal socialization and temperament on children's emotion regulation*. Unpublished master's thesis, Koç University Graduate School of Social Sciences.
- Armstrong, M. I., Birnie-Lefcovitch, S., and Ungar, M. T. (2005) *Pathways between social support, family wellbeing, quality of parenting, and child resilience: What we know*. Journal of Child and Family Studies, Vol. 14(2), pp. 269-281.
- Arrindell, W., Sanavio, E., Aguilar, G., Sica, C., Hatzichristou, C., Eisemann, M., Recinos, L. A., Gaszner, P., Battagliese, G., Kallai, J., and van der Ende, J. (1999) *The development of a short form of the EMBU: Its appraisal with students in Greece, Guatemala, Hungary, and Italy*. Pers Individ Dif. Vol. 2, pp. 613-28.
- Arrindell, WA., Emmelkamp, P.M.G., and Brilman, E. (1983) *Psychometric evaluation of an inventory for assessment of parental rearing practices*. A Dutch form of the EMBU. Acta Psychiatr Scand, Vol. 67, pp. 163–77 (6) *Assessment of Perceived Parenting Attitudes in Childhood: Turkish Form of the S-EMBU for Children*.
- Arrindell, WA., Sanavio, E., Aguilar, G., Sica, C., Hatzichristou, C., Eisemann, M., Recinos, LA., Gaszner, P., Peter, M., Batagliese, G., Kallai, J., and van der Ende, J. (1999) *'The development of a short form of the EMBU: Its appraisal with students in Greece, Guatemala, Hungary and Italy'*, Personality and Individual Differences, Vol. 27(4), pp. 613-628.
- Aunola, K., and Nurmi, J. E. (2004) *Maternal affection moderates the impact of psychological control on a child's mathematical performance*. Developmental Psychology, Vol 40, pp. 965–978.
- Aydın, B. (2010) *Üniversite öğrencilerinin duygusal zeka ve umut düzeyleri ile psikolojik sağlamlıkları arasındaki ilişkinin incelenmesi*. Yayınlanmamış yüksek lisans tezi, Karadeniz Üniversitesi Sosyal Bilimler Enstitüsü.
- Bagwell, C. L., Newcomb, A. F. and Bukowski, W. M. (1998) *Preadolescent friendship and peer rejection as predictors of adult adjustment*. Child Development, Vol 69(1), pp. 140–153.

- Baker, C.N., and Hoerger, M. (2012) *Parental child-rearing strategies influence self-regulation, socio-emotional adjustment, and psychopathology in early adulthood: evidence from a retrospective cohort study*. *Pers Individ Dif.*; Vol. 52(7) p. 800.
- Barber, B. K., Olsen, J. A., and Shagle, S. C. (1994) *Associations between parental psychological and behavioral control and youth internalized and externalized behaviors*. *Child Development*, Vol. 65, pp. 1120–1136.
- Ballash N., Leyfer O., Buckley A. F., and Woodruff-Borden J.(2006) *Parental control in the etiology of anxiety*. *Clinical Child and Family Psychology Review*, Vol. 9(2), pp. 113-133.
- Barrett, P. M., Rapee, R. M., Dadds, M. R., and Ryan, S. (1996) *Family enhancement of cognitive style in anxious and aggressive children*. *Journal of Abnormal Child Psychology*, Vol. 24(2), pp. 187–203.
- Basım, H. N., and Çetin, F. (2011) *Yetişkinler için Psikolojik Dayanıklılık Ölçeği'nin güvenilirlik ve geçerlilik çalışması*. *Türk Psikiyatri Dergisi*, p. 22.
- Beck, A. T., and Emery, G. (1985) *Anxiety Disorders and Phobias: A Cognitive Perspective*. America: Basic Books.
- Bell, K. L. and Calkins, S. D. (2000) *Relationships as inputs and outputs of emotion regulation*. *Psychological Inquiry*, Vol. 11(3), pp. 160-163.
- Berg-Nielsen, T. S., Vikan, A., and Dahl, A. A. (2002) *Parenting related to child and parental psychopathology: A descriptive review of the literature*. *Clinical Child Psychology and Psychiatry*, Vol. 7(4), pp. 529-552.
- Blatt S.J., Homann E. (1992) *Parent-child interaction in the etiology of dependent and self-critical depression*. *Clinical Psychology Review*, Vol. 12, pp. 47-91.
- Block, J. H. and Block, J. (1980) *The role of ego-control and ego-resiliency in the origination of behavior*. In W. A. Collins (Ed.), *The Minnesota Symposia on Child Psychology*, Vol. 13, pp. 39-101, Hillsdale, NJ: Erlbaum.
- Bonanno, G. A. (2004) *Loss, trauma, and human resilience: have we underestimated the human capacity to thrive after extremely aversive events?* *American Psychological Association*, Vol. 59(1), pp. 20-28.
- Bowlby, J. (1979) *The making and breaking affectional bonds*. Tavistock: London.
- Bowlby, J. (1982) *Attachment and loss: retrospect and prospect*. *American Journal of Orthopsychiatry*, Vol. 52(4), pp. 578-751.

- Brennan, P. A., Le Brocque, R. and Hammen, C. (2003) *Maternal depression, parent-child relationships, and resilient outcomes in adolescence*. Journal of the American Academy of Child and Adolescent Psychiatry, Vol. 42(12), pp. 1469-1477.
- Brown, J., Cohen, P., Johnson, J. G., and Salzinger, S. (1998) *A longitudinal analysis of risk factors for child maltreatment: findings of a 17- year prospective study of officially recorded and self-reported child abuse and neglect*. Child Abuse and Neglect, Vol. 22 (11), pp. 1065-1078.
- Budak, S. (2009) *Psikoloji Sözlüğü*. Ankara: Bilim ve Sanat Yayınları.
- Burns, E. E., Jackson, J. L., and Harding, H. G. (2010) *Child maltreatment, emotion regulation, and posttraumatic stress: The impact of emotional abuse*. Journal of Aggression, Maltreatment, and Trauma, Vol. 19, pp. 801-819.
- Calkins, S. D. and Johnson, M. C. (1998) *Toddler regulation of distress to frustrating events: Temperamental and maternal correlates*. Infant Behavior and Development, Vol. 21, pp. 379-395.
- Canbaz, S. (2001) *Samsun Çıracılık Eğitim Merkezi 'ne devam eden çıracıkların sosyo-demografik, çalışma yaşamı özelliklerinin ve durumluk-sürekli kaygı düzeylerinin değerlendirilmesi*. Yayımlanmamış yüksek lisans tezi, 19 Mayıs Üniversitesi, Samsun.
- Cattell, R. B. (1966) *Patterns of change: Measurement in relation to state-dimension, trait change, lability, and process concepts*. Handbook of Multivariate Experimental Psychology. Chicago: Rand McNally.
- Cohen, E., Sade, M., Benarroch, F., Pollak, Y. and Gross-Tsur, V. (2008) *Locus of control, perceived parenting style, and symptoms of anxiety and depression in children with Tourette 's syndrome*. European child and adolescent psychiatry, Vol. 17(5), pp. 299-305.
- Cole PM., Martin SE., and Dennis TA. (2004) *Emotion regulation as a scientific construct: methodological challenges and directions for child development research*. Child Dev.; Vol. 75(2) pp. 317-33.
- Cole PM., Michel MK., and Teti LO. (1994) *The development of emotion regulation and dysregulation: a clinical perspective*. Monogr Soc Res Child Dev.; Vol. 59(2), pp. 73-100
- Coleman, J., and Hagell, A. (2007) *Adolescence, risk, and resilience: Against the odds*. West Sussex: John Wiley.
- Cox, M. J., Owen, M. T., Lewis, J. M. and Henderson, V. K. (1989) *Marriage, adult adjustment, and early parenting*. Child development, pp. 1015-1024.

- Craske, M. G. (1999) *Anxiety disorders: Psychological approaches to theory and treatment*. Boulder, CO: Westview Press.
- Cüceloğlu, D. (2011) *İnsan ve Davranışı*. 22. Edition. İstanbul: Remzi Kitapevi.
- Çalışır, M. (2009) *Yetişkin bağlanma kuramı ve duygulanım düzenleme stratejilerinin depresyonla ilişkisi*. *Psikiyatride Güncel Yaklaşımlar*, pp. 240-255.
- Çengel Kültür E. Aile Yaşam Döngüsü ve Ailenin Gelişimi. (2008) *Çocuk ve Ergen Psikiyatrisi Temel Kitabı: Çocuk ve Gençlik Ruh Sağlığı Derneği Yayınları-3*; pp. 129-136.
- Dağ, İ. (1999) *Psikolojinin ışığında kaygı*. *Doğu Batı Dergisi*, Vol. 6, pp. 181-189.
- Darling N., Steinberg L. (1993) *Parenting style as context: An integrative model*. *Psychol Bull.* ;Vol. 113(3), pp. 487-96.
- Dirik G., Karancı AN., and Yorulmaz O. (2004) *Yetişkinlerin çocukluk anıları ve sosyal kaygı*. XIII. Ulusal Psikoloji Kongresi Bilimsel Çalışma Kitabı, İstanbul. (6) (PDF) *Assessment of Perceived Parenting Attitudes in Childhood: Turkish Form of the S-EMBU for Children*.
- Duymaz Sidal, G. (2018) *The effects of early adverse experiences on relational and emotional difficulties as predictors of wellbeing of university students*. (Unpublished doctoral dissertation). Dogus University Institute of Social Science, Istanbul.
- Eager D., and Little H. (2011). *Risk Deficit Disorder. Proceeding of IPWEA International Public Works Conference*; Canberra, Australia.
- Eisemann, M. (1997) *Parental Rearing and Adult Psychopathology*. *Psiquatrica Clinica*, Vol.18, pp. 169-174.
- Fauber, R., Forehand, R., Thomas, A. M., and Wierson, M. (1990) *A meditational model of the impact of marital conflict on adolescent adjustment in intact and divorced families: The role of disrupted parenting*. *Child Development*, Vol. 61, pp. 1112–1123.
- Feeney, B. C., and Vleet, M. V. (2010) *Growing through attachment: The interplay of attachment and exploration in adulthood*. *Journal of Social and Personal Relationships*, Vol. 27, pp. 226–234.
- Feist, J., and Feist, G. J. (2009) *Theories of Personality*. New York: McGraw-Hill Companies.
- Friborg O, Barlaug D, Martinussen M, Rosenvinge JH, and Hjemdal O. (2005) *Resilience in Relation to Personality and Intelligence*. *Int J Methods Psychiatr Res*, Vol. 14(1), pp. 29-42.

- Friborg O, Hjemdal O, Rosenvinge JH and Martinussen M. (2003) *A New Rating Scale for Adult Resilience: What are the Central Protective Resources behind Healthy Adjustment?* Int J Methods Psychiatry Res, Vol. 12, pp. 65-76.
- Friborg, O. (2005) *Validation of a scale to measure resilience in adults*. Department of Psychology, Faculty of social Sciences, University of Tromsø.
- Friborg, O., Hjemdal, O., Rosenvinge, J. H., and Martinussen, M. (2003) *A new rating scale for adult resilience: what are the central protective resources behind healthy adjustment?* International journal of methods in psychiatric research, Vol. 12(2), pp. 65-76.
- Garber, J., Robinson, N. S., and Valentiner, D. (1997) *The relation between parenting and adolescent depression: Self-worth as a mediator*. Journal of Adolescent Research, Vol. 12, pp. 12–33.
- Gizir, A. C. (2007) *Psikolojik Sağlık, Risk Faktörleri ve Koruyucu Faktörler Üzerine Bir Derleme Çalışması*. Türk Psikolojik Danışma ve Rehberlik Dergisi Vol. 28 (3), pp. 113-128.
- Gorman, J. M., Kent, J. M., Sullivan, G. M., and Coplan, J. D. (2000) *Neuroanatomical hypothesis of panic disorder, revised*. American Journal of Psychiatry, Vol. 157(4), pp. 493-505.
- Gottman, J.M., Katz, F. L., and Hooven, C. (1997) *Meta-emotion: How families communicate emotionally*. Mahwah: Lawrence Erlbaum Associates.
- Gratz, K. L. and Chapman, A.L. (2007) *The role of emotional responding and childhood maltreatment in the development and maintenance of deliberate self-harm among male undergraduates*. Psychology of Men and Masculinity, Vol. 8(1), pp. 1-14.
- Gratz, K. L. and Roemer, L. (2004) *Multidimensional assessment of emotion regulation and dysregulation: Development, factor structure, and initial validation of the Difficulties in Emotion Regulation Scale*. Journal of Psychopathology and Behavioral Assessment, Vol. 26, pp. 41-54.
- Gratz, K. L. and Roemer, L. (2008) *The relationship between emotion dysregulation and deliberate self-harm among female undergraduate students at an urban commuter university*. Cognitive Behavior Therapy, Vol. 37(1), pp. 14-25.
- Gratz, K. L., Tull, M. T., Baruch, D. E., Bornoalova, M. A., and Lejuez, C. W. (2008) *Factors associated with co-occurring borderline personality disorder among innercity substance users: The roles of childhood maltreatment, negative affect*

intensity/reactivity, and emotion dysregulation. Comprehensive Psychiatry, Vol. 49(6), pp. 603–615.

Grolnick, W. S., and Gurland, S. T. (2002) *Mothering: Retrospect and prospect.* In J. P. McHale and W. S. Grolnick (Eds.), *Retrospect and prospect in the psychological study of families* (pp. 1–33). Mahwah, NJ: Erlbaum.

Gross, J. J. (1998) *The emerging field of emotion regulation: An integrative review.* Review of General Psychology, Vol. 5(2), pp. 271-299.

Gross, J. J. (1999) *Emotion regulation: Past, present, future.* Cognition and Emotion, Vol. 13(5), pp. 551-573.

Gross, J. J. (2002) *Emotion regulation: Affective, cognitive, and social consequences.* Psychophysiology, Vol. 39(3), pp. 281-291.

Gross, J. J. (2008) *Emotion Regulation.* Lewis, M., Haviland-Jones, J. M. and Barrett, L. F. (Ed). *Handbook of Emotions.* New York: Guilford Press.

Gross, J. J., and John, O. P. (2003) *Individual differences in two emotion regulation processes: implications for affect, relationships, and well-being.* Journal of personality and social psychology, Vol. 85(2), p. 348.

Gross, J. J., and Thompson, R. A. (2007) *Emotion Regulation: Conceptual foundations.* Gross, J. J. (Ed.). *Handbook of Emotion Regulation.* New York: The Guilford Press.

Gross, J. J., Richards, J. M., and John, O. P. (2006) *Emotion regulation in everyday life.* In D. K. Snyder, J. A. Simpson ve J. N. Hughes (Eds.), *Emotion regulation in couples and families: Pathways to dysfunction and health* (pp. 13–35). Washington, DC: American Psychological Association.

Grüner K., Muris P., and Merckelbach H.(1999) *The relationship between anxious rearing behaviours and anxiety disorders symptomatology in normal children,* Journal of behaviour therapy and experimental psychiatry, Vol. 30(1), pp. 27-35.

Happer, K., Brown, E. J., and Sharma-Patel, K. (2017) *Children’s resilience and trauma-specific cognitive behavioral therapy: Comparing resilience as an outcome, a trait, and a process.* Child Abuse and Neglect, Vol. 73, pp. 30– 41.

Holmbeck GN, Johnson SZ, Wills KE, McKernon W, Rose B, Erklin S, and Kemper T. (2002) *Observed and perceived parental overprotection in relation to psychosocial adjustment in preadolescents with a physical disability: the mediational role of behavioral autonomy.* Consult Clin Psychol. Feb; Vol 70(1), pp. 96-110.

- İkizler, H. C. (1994) *Sporda basarının psikolojisi*. 1. Edition. İstanbul: Alfa Basım Yayım Dağıtım.
- Kağıtçıbaşı, C. (1982) *Old-age security value of children: Cross-national socioeconomic evidence*. Journal of Cross-Cultural Psychology, Vol. 13, pp. 29-42.
- Kavcıoğlu, F. C., and Gençöz, T. (2011) *Psychometric characteristics of Difficulties in Emotion Regulation Scale in a Turkish sample: New suggestions*. Unpublished raw data.
- Kendler, K. S., Neale, M. C., Kessler, R. C., Heath, A. C., Faves L. J.(1992) *The genetic epidemiology of phobias in women: The interrelationship of agoraphobia, social phobia, situational phobia and simple phobia*, Archives of General Psychiatry, Vol. 49(4), pp. 273- 281.
- Kessler, R. C., Sonnega, A., Bromet, E., Hughes, M., and Nelson, C. B. (1995) *Posttraumatic stress disorder in the national comorbidity survey*. Archives of General Psychiatry, Vol. 52(12), pp. 1048-1060.
- Keyes, C. L. M. (2002) *The mental health continuum: From languishing to flourishing in life*. Journal of Health and Social Research, Vol. 43 (6), pp. 207-222.
- Kim-Spoon, J., Cicchetti, D. ve Rogosch, F. A. (2013) *A Longitudinal Study of Emotion Regulation, Emotion Lability-Negativity, and Internalizing Symptomatology in Maltreated and Nonmaltreated Children*. Child Development, Vol. 84(2), pp. 512-527.
- Kobak, R. (1985) *Attitudes towards attachment relations and social competence among first year college students*. Unpublished doctoral dissertation, University of Virginia, Charlottesville.
- Köknel, Ö. (1985) *Kaygıdan mutluluğa kişilik*. İstanbul: Altın Kitaplar Yayınevi.
- Lamb, M. E. (1981) *The Role of the Father in Child Development*, 2nd ed. New York: Wiley.
- Lindhout I, Markus M, Hoogendijk T, Borst S, Maingay R, Spinhoven P, van Dyck R, Boer F. (2006) *Childrearing style of anxiety-disordered parents*. Child Psychiatry Hum Dev. Fall; Vol. 37(1), pp. 89-102.
- Linehan MM. (1993) *Cognitive-behavioral treatment of borderline personality disorder*. Guilford Press.
- MacLeod J, Nelson G. (2000) *Programs for the promotion of family wellness and the prevention of child maltreatment: A meta-analytic review*. Child Abuse and Neglect, Vol. 24, pp. 1127-1149.

- Makris, H. P. (1999) *Educational Resilience: Mediating Factors of Adolescents' Adversity*. Unpublished Doctorate Dissertation, The University of Chicago, Illinois.
- Masten, A. S. (2014) *Global perspectives on resilience in children and youth*. *Child Development*, Vol. 85(1), pp. 6-20.
- Masters JC. Strategies and mechanisms for the personal and social control of emotion. In: Garber J, Dodge KA, editors. (1991) *The development of emotion regulation and dysregulation*. Cambridge studies in social and emotional development. New York, NY, US: Cambridge University Press; pp. 182- 207.
- McLeod, B. D., Wood, J. J., and Weisz, J. R. (2007) *Examining the association between parenting and childhood anxiety: A meta-analysis*. *Clinical Psychology Review*, Vol. 27, pp. 155-172.
- Morelen, D., Shaffer, A., and Suveg, C. (2016) *Maternal Emotion Regulation*. *Journal of Family Issues*, Vol. 37(13), pp. 1891–1916.
- Muris P., Merckelbach H. (1998) *Perceived parental rearing behaviour and anxiety disorders symptoms in normal children*. *Pers Individ Dif.*;Vol. 25(6), pp. 1199-206.
- Ögel K. (2007) *Riskli davranış gösteren çocuk ve ergenler: Yeniden Yay*.
- Öktem, Ö. (1981) *Anksiyetenin öğrenme ve hafızaya etkisi*. Doktora tezi, İstanbul Üniversitesi, İstanbul.
- Öner, N. (1977) *Durumluk-Sürekli Kaygı Envanterinin Türk Toplumunda Geçerliği*. Yayınlanmamış Doçentlik Tezi, Ankara: Hacettepe Üniversitesi.
- Öner, N. ve Le Comte A. (1983) *Sürekli durumluk /sürekli kaygı envanteri el kitabı*. İstanbul: Boğaziçi Üniversitesi Yayınevi.
- Özer, Ş. (2006) *Anksiyete ve Anksiyete Bozukluklarının Kısa Tarihçesi*. (Ed. Raşit Tükel ve Tunç Alkın). *Anksiyete Bozuklukları*. Türkiye Psikiyatri Derneği Yayınları, Ankara, pp. 3-14.
- Özgüven, İ. E. (1994) *Psikolojik testler*. Ankara: PDREM Yayınları.
- Parker, G., and Limscombe, P. (1981) *Influences on Maternal Overprotection*. *British Journal of Psychiatry*, Vol. 138(4), pp. 303-311.
- Perris C., Jacobsson L., Lindstro MH., von Knorring L, and Perris H. (1980) *Development of a new inventory for assessing memories of parental rearing behavior*. *Acta Psychiatry Scand*, Vol. 50, pp. 154-63 (PDF) *Assessment of Perceived Parenting Attitudes in Childhood: Turkish Form of the S-EMBU for Children*.

- Perris C, Jacobsson L, Lindström H, von Knorring L, and Perris H. (1980) *Development of a new inventory assessing memories of parental rearing behaviour*. Acta Psychiatr Scand. Apr; Vol. 61(4), pp. 265-74
- Petrowski, K., Brähler, E. and Zenger, M. (2014) *The relationship of parental rearing behavior and resilience as well as psychological symptoms in a representative sample*. Health and quality of life outcomes, Vol. 12(1), p. 95.
- Rezaei, M., Ghazanfari, F. and Rezaee, F. (2016) *The role of childhood trauma, early maladaptive schemas, emotional schemas, and experiential avoidance on depression: A structural equation modeling*. Psychiatry Research, Vol. 246, pp. 407-414.
- Ritter, E. N. (2005) *Parenting styles: Their impact on the development of adolescent resiliency*. (Doctoral dissertation, Capella University).
- Rohner, R. P. (2004) *The parental "acceptance-rejection syndrome": Universal correlates of perceived rejection*. American Psychologist, Vol. 59(8), pp. 830–840.
- Rohner, R. P., Khaleque, A., and Cournoyer, D. E. (2005). *Parental Acceptance Rejection: Theory, Methods, Cross Cultural Evidence, and Implications*. Ethos, Vol. 33(3), pp. 299-334.
- Rugancı, R. N., and Gençöz, T. (2010) *Psychometric properties of a Turkish Version of the Difficulties in Emotion Regulation Scale*. Journal of Clinical Psychology, Vol. 66(4), pp. 442-455.
- Salters-Pedneault, K., Tull, M. T., and Roemer, L. (2004) *The role of avoidance of emotional material in the anxiety disorders*. Applied and Preventive Psychology, Vol. 11(2), pp. 95-114.
- Salzinger, S., Rosario, M., Feldman, R., and Ng-Mak, D. (2007) *Adolescent suicidal behavior: Associations with preadolescent physical abuse and selected risk and protective factors*. Journal of the American Academy of Child and Adolescent Psychiatry, Vol. 46(7), pp. 859-866.
- Sarıtaş, D., Grusec, J. E. and Gençöz, T. (2013) *Warm and harsh parenting as mediators of the relation between maternal and adolescent emotion regulation*. Journal of Adolescence, Vol. 36, pp. 1093-1101.
- Sousa, C. Herrenkohl, T.I., and Moylan, C.A., Tajima, E.A., Russo, M.J., and Herrenkohl, R.C. (2011) *Longitudinal study on the effects of child abuse and children's exposure to domestic violence on parent-child relationships*. Journal of Interpersonal Violence, Vol. 26 (1), pp. 111-136.

- Spielberger, C. D. (1983) *Manual for the State-Trait Anxiety Inventory: STAI (Form Y)*. Palo Alto, CA: Consulting Psychologists Press.
- Spielberger, C. D. (2010) *State-Trait Anxiety Inventory. The Corsini Encyclopedia of Psychology*.
- Stern, D. (1985) *The interpersonal world of the infant*. New York: Basic Books.
- Thompson RA. (1994) *Emotion Regulation: A theme in search of definition*. Monogr Soc Res Child Dev.; Vol. 59(2/3), pp. 25-52.
- Tugade, M. M., and Fredrickson, B. L. (2004) Resilient individuals use positive emotions to bounce back from negative emotional experiences. *Journal of Personality and Social Psychology*, Vol. 86(2), pp. 320-333.
- Wenar C, Kerig P. (2005) *Developmental psychopathology from infancy through adolescence*. 5th edition.
- Werner EE. (1989) *High-risk children in young adulthood: A longitudinal study from birth to 32 years*. *Am J Orthopsychiatry*; Vol. 59, pp. 72–81.
- Werner K, Gross JJ. (2010) *Emotion regulation and psychopathology: A conceptual framework. Emotion regulation and psychopathology: A transdiagnostic approach to etiology and treatment*. New York, NY, US: The Guilford Press; pp. 13-37.
- Werner, E. ve Smith, R. (1982) *Vulnerable but invincible: A longitudinal study of resilient children and youth*. Adams, Bannister, and Cox, New York.
- Wood, J. J., McLeod, B. D., Sigman, M., Hwang, W., and Chu, B. C. (2003) *Parenting and childhood anxiety: Theory, empirical findings, and future directions*. *Journal of Child Psychology and Psychiatry*, Vol. 44 (1), pp. 134-151.
- Yavuzer, H. (1998) *Çocuk Psikolojisi*. 16.basım. İstanbul: Remzi Kitapevi.

APPENDICES

APPENDIX A

Ethics Committee Approval

SAYI : B.30.2.İEÜ.0.05.05-020-112

03.03.2021

KONU : Etik Kurul Kararı hk.

Sayın Prof. Dr. Falih Köksal ve Begüm Taşkın,

"Relationship between Perceived Parenting Attitudes and Anxiety: Roles of Emotion Regulation and Resilience" başlıklı projenizin etik uygunluğu konusundaki başvurunuz sonuçlanmıştır.

Etik Kurulumuz 02.02.2021 tarihinde sizin başvurunuzun da içinde bulunduğu bir gündemle toplanmış ve projenin incelenmesi için bir alt komisyon oluşturmuştur. Projenizin detayları alt komisyon üyelerine gönderilerek görüş istenmiştir. Üyelerden gelen raporlar doğrultusunda Etik Kurul 03.03.2021 tarihinde tekrar toplanmış ve raporları gözden geçirmiştir.

Sonuçta 03.00.2021 tarih ve 118 numaralı **"Relationship between Perceived Parenting Attitudes and Anxiety: Roles of Emotion Regulation and Resilience"** konulu projenizin etik açıdan uygun olduğuna oy birliği ile karar verilmiştir.

Gereği için bilgilerinize sunarım.

Saygılarımla,



Prof. Dr. Murat Bengisu
Etik Kurul Başkanı

APPENDIX B

Informed Consent Form

Bilgilendirilmiş Onam Formu

Sayın Katılımcı,

Bu çalışma, İzmir Ekonomi Üniversitesi Klinik Psikoloji Yüksek Lisans programı kapsamında, Prof. Dr. Falih KÖKSAL danışmanlığında, Begüm TAŞKIN tarafından yürütülen bir tez çalışmasıdır. Bu araştırmanın amacı algılanan ebeveynlik tutumlarının etkilerini incelemektir. Araştırma yaklaşık 25 dakika sürmektedir. Çalışmaya katılabilmek için 18 yaş ve üzeri olmanız gerekmektedir.

Araştırmaya katılmak tamamen gönüllülük esasına dayanmaktadır. Katılımcı olarak, istediğiniz herhangi bir aşamada, araştırmadan ayrılma hakkına sahipsiniz. Araştırma esnasında sizlerden hiçbir kimlik bilgisi talep edilmeyecektir. Araştırma sırasında elde edilen demografik bilgiler ve araştırma verileri tarafımızca saklı tutulacak ve tamamen bilimsel amaçlı olarak kullanılacaktır. Cevaplarınız tamamen gizlidir, yalnızca araştırma görevlisi tarafından değerlendirilecektir.

Ankette bulunan sorulara vereceğiniz yanıtların gerçeği yansıtması, araştırmanın niteliği ve güvenilirliği açısından oldukça önemlidir. Lütfen her bir ölçeğin yönergesini dikkatli okuyunuz ve sorulara sizi en iyi ifade eden cevabı vermeye çalışınız.

Çalışma hakkında daha fazla bilgi almak isterseniz, begum-taskin@hotmail.com adresi üzerinden araştırmacı ile iletişime geçebilirsiniz.

Katılımınız için şimdiden çok teşekkür ederiz.

Bu çalışmaya tamamen gönüllü olarak katılmayı kabul ediyorum ve verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum.

EVET HAYIR

APPENDIX C

Demographical Information Form,

Demografik Bilgi Formu

1. Yaşınız.....

2. Cinsiyetiniz

Kadın Erkek Diğer

3. Eğitim durumunuz:

İlkokul Ortaokul Lise Önlisans Lisans Yüksek Lisans Doktora

4. Medeni haliniz?

Evli Bekar Boşanmış Dul

5.Şu anda kiminle veya kimlerle aynı evde yaşıyorsunuz?

Ailem Arkadaşlarım Eşim Çocuğum Tek Başıma Annem Babam

Diğer

6. Herhangi bir psikolojik rahatsızlığınız var mı?

7.Daha önce psikolojik bir yardım aldınız mı?

APPENDIX D

Perceive Parenting Attitudes Scale

Algılanan Ebeveyn Tutumları Ölçeği

Aşağıda çocukluğunuz ile ilgili bazı sorular yer almaktadır. Anketi doldurmadan önce aşağıdaki yönergeyi lütfen dikkatle okuyunuz: Anketi doldururken, anne ve babanızın size karşı olan davranışlarını nasıl algıladığınızı hatırlamaya çalışmanız gerekmektedir. Ebeveynlerinizin çocukken size karşı davranışlarını tam olarak hatırlamak bazen zor olsa da, her birimizin çocukluğumuzda ebeveynlerimizin kullandıkları prensiplere ilişkin bazı anılarımız vardır. Her bir soru için hem anne hem baba için ayrı ayrı size karşı davranışlarına en uygun seçeneği işaretleyin. Her soruyu dikkatlice okuyun ve muhtemel cevaplardan hangisinin sizin için uygun cevap olduğuna karar verin

		Hayır, hiçbir zaman	Evet, arada sırada	Evet, sık sık	Evet, Çoğu zaman
1. Anne ve babam, nedenini söylemeden bana kızarlardı ya da ters davranırlardı.	Baba	1	2	3	4
	Anne	1	2	3	4
2. Anne ve babam beni överlerdi.	Baba	1	2	3	4
	Anne	1	2	3	4
3. Anne ve babamın yaptıklarım konusunda daha az endişeli olmasını isterdim.	Baba	1	2	3	4
	Anne	1	2	3	4

4. Anne ve babam, bana hak ettiğimden daha çok fiziksel ceza verirdi.	Baba	1	2	3	4
	Anne	1	2	3	4
5. Eve geldiğimde, anne ve babama ne yaptığının hesabını vermek zorundaydım.	Baba	1	2	3	4
	Anne	1	2	3	4
6. Anne ve babam ergenliğimin uyarıcı, ilginç ve eğitici olması için çalışırlardı.	Baba	1	2	3	4
	Anne	1	2	3	4
7. Anne ve babam, beni başkalarının önünde eleştirirdi.	Baba	1	2	3	4
	Anne	1	2	3	4
8. Anne ve babam, bana birşey olur korkusuyla başka çocukların yapmasına izin verilen şeyleri yapmamı yasaklardı.	Baba	1	2	3	4
	Anne	1	2	3	4
9. Anne ve babam, herşeyde en iyi olmam için beni teşvik ederlerdi.	Baba	1	2	3	4
	Anne	1	2	3	4
10. Anne ve babam davranışları ile, örneğin üzgün görünerek, onlara kötü davrandığım için kendimi suçlu hissetmeme neden olurlardı.	Baba	1	2	3	4
	Anne	1	2	3	4

11. Anne ve babamın bana bir şey olacağına ilişkin endişeleri abartılıydı.	Baba	1	2	3	4
	Anne	1	2	3	4
12. Benim içim bir şeyler kötü gittiğinde, anne ve babamın beni rahatlatmaya ve yüreklendirmeye çalıştığını hissedirdim.	Baba	1	2	3	4
	Anne	1	2	3	4
13. Bana ailenin 'yüz karası' ya da 'günah keçisi' gibi davranılırdı.	Baba	1	2	3	4
	Anne	1	2	3	4
14. Anne ve babam, sözleri ve hareketleriyle beni sevdiklerini gösterirlerdi.	Baba	1	2	3	4
	Anne	1	2	3	4
15. Anne ve babamın, erkek ya da kız kardeşimi(lerimi) beni sevdiklerinden daha çok sevdiklerini hissedirdim.	Baba	1	2	3	4
	Anne	1	2	3	4
16. Anne ve babam, kendimden utanmama neden olurlardı.	Baba	1	2	3	4
	Anne	1	2	3	4

17. Anne ve babam, pek fazla umursamadan, istediğim yere gitmeme izin verirlerdi.	Baba	1	2	3	4
	Anne	1	2	3	4
18. Anne ve babamın, yaptığım her şeye karıştıklarını hissedirdim.	Baba	1	2	3	4
	Anne	1	2	3	4
19. Anne ve babamla aramda sıcaklık ve sevecenlik olduğunu hissedirdim.	Baba	1	2	3	4
	Anne	1	2	3	4
20. Anne ve babam, yapabileceklerim ve yapamayacaklarımla ilgili kesin sınırlar koyar ve bunlara titizlikle uyarlardı.	Baba	1	2	3	4
	Anne	1	2	3	4
21. Anne ve babam, küçük kabahatlerim için bile beni cezalandırırlardı.	Baba	1	2	3	4
	Anne	1	2	3	4
22. Anne ve babam, nasıl giyinmem ve görünmem gerektiği konusunda karar vermek isterlerdi.	Baba	1	2	3	4
	Anne	1	2	3	4
23. Yaptığım bir şeyde başarılı olduğumda, anne ve babamın benimle gurur duyduklarını hissedirdim.	Baba	1	2	3	4
	Anne	1	2	3	4

APPENDIX E

Emotion Regulation Difficulties

Duygu D zenleme G cl kleri  l eđi

Ařađıda insanların duygularını kontrol etmekte kullandıkları bazı y ntemler verilmiřtir. L tfen her durumu dikkatlice okuyunuz ve her birinin sizin i in ne kadar dođru olduđunu i tenlikle deđerlendiriniz ve size en uygun cevabı iřaretleyiniz.

1. Ne hissettiđim konusunda netimdir.				
<input type="radio"/> Neredeyse	<input type="radio"/> Bazen	<input type="radio"/> Yaklařık	<input type="radio"/> �ođu zaman	<input type="radio"/> Neredeyse
Hi�bir zaman		Yarı yarıya		Her zaman

2. Ne hissettiđimi dikkate alırım.				
<input type="radio"/> Neredeyse	<input type="radio"/> Bazen	<input type="radio"/> Yaklařık	<input type="radio"/> �ođu zaman	<input type="radio"/> Neredeyse
Hi�bir zaman		Yarı yarıya		Her

3. Duygularım bana dayanılmaz ve kontrols�z gelir.				
<input type="radio"/> Neredeyse	<input type="radio"/> Bazen	<input type="radio"/> Yaklařık	<input type="radio"/> �ođu zaman	<input type="radio"/> Neredeyse
Hi�bir zaman		Yarı yarıya		Her

4. Ne hissettiđim konusunda net bir fikrim vardır.				
<input type="radio"/> Neredeyse	<input type="radio"/> Bazen	<input type="radio"/> Yaklařık	<input type="radio"/> �ođu zaman	<input type="radio"/> Neredeyse
Hi�bir zaman		Yarı yarıya		Her

5. Duygularıma bir anlam vermekte zorlanırım.				
<input type="radio"/> Neredeyse	<input type="radio"/> Bazen	<input type="radio"/> Yaklařık	<input type="radio"/> �ođu zaman	<input type="radio"/> Neredeyse
Hi�bir zaman		Yarı yarıya		Her

6. Ne hissettiđime dikkat ederim.				
<input type="radio"/> Neredeyse	<input type="radio"/> Bazen	<input type="radio"/> Yaklařık	<input type="radio"/> �ođu zaman	<input type="radio"/> Neredeyse
Hi�bir zaman		Yarı yarıya		Her

7. Ne hissettiđimi tam olarak bilirim.				
<input type="radio"/> Neredeyse	<input type="radio"/> Bazen	<input type="radio"/> Yaklařık	<input type="radio"/> �ođu zaman	<input type="radio"/> Neredeyse
Hi�bir zaman		Yarı yarıya		Her

8. Ne hissettiđimi �nemserim.				
<input type="radio"/> Neredeyse	<input type="radio"/> Bazen	<input type="radio"/> Yaklařık	<input type="radio"/> �ođu zaman	<input type="radio"/> Neredeyse
Hi�bir zaman		Yarı yarıya		Her zaman

9. Ne hissettiğim konusunda karmaşa yaşarım.
 Neredeyse Bazen Yaklaşık Çoğu zaman Neredeyse
Hiçbir zaman Yarı yarıya Her zaman

10. Kendimi kötü hissettiğimde, bu duygularımı kabul ederim.
 Neredeyse Bazen Yaklaşık Çoğu zaman Neredeyse
Hiçbir zaman Yarı yarıya Her zaman

11. Kendimi kötü hissettiğimde, böyle hissettiğim için kendime kızarım.
 Neredeyse Bazen Yaklaşık Çoğu zaman Neredeyse
Hiçbir zaman Yarı yarıya Her zaman

12. Kendimi kötü hissettiğimde, böyle hissettiğim için utanırım.
 Neredeyse Bazen Yaklaşık Çoğu zaman Neredeyse
Hiçbir zaman Yarı yarıya Her zaman

13. Kendimi kötü hissettiğimde, işlerimi yapmakta zorlanırım.
 Neredeyse Bazen Yaklaşık Çoğu zaman Neredeyse
Hiçbir zaman Yarı yarıya Her zaman

14. Kendimi kötü hissettiğimde, kontrolümü kaybederim.
 Neredeyse Bazen Yaklaşık Çoğu zaman Neredeyse
Hiçbir zaman Yarı yarıya Her zaman

15. Kendimi kötü hissettiğimde, uzun süre böyle kalacağıma inanırım.
 Neredeyse Bazen Yaklaşık Çoğu zaman Neredeyse
Hiçbir zaman Yarı yarıya Her zaman

16. Kendimi kötü hissettiğimde, sonuç olarak yoğun depresif duygular içinde olacağıma inanırım.
 Neredeyse Bazen Yaklaşık Çoğu zaman Neredeyse
Hiçbir zaman Yarı yarıya Her zaman

17. Kendimi kötü hissettiğimde, duygularımın yerinde ve önemli olduğuna inanırım.
 Neredeyse Bazen Yaklaşık Çoğu zaman Neredeyse
Hiçbir zaman Yarı yarıya Her zaman

18. Kendimi kötü hissettiğimde, başka şeylere odaklanmakta zorlanırım.
 Neredeyse Bazen Yaklaşık Çoğu zaman Neredeyse
Hiçbir zaman Yarı yarıya Her zaman

19. Kendimi kötü hissettiğimde, kendimi kontrolden çıkmış hissederim.
 Neredeyse Bazen Yaklaşık Çoğu zaman Neredeyse
Hiçbir zaman Yarı yarıya Her zaman

20. Kendimi kötü hissettiğimde, halen işlerimi sürdürebilirim.
 Neredeyse Bazen Yaklaşık Çoğu zaman Neredeyse
Hiçbir zaman Yarı yarıya Her zaman

21. Kendimi kötü hissettiğimde, bu duygumdan dolayı kendimden utanırım.
 Neredeyse Bazen Yaklaşık Çoğu zaman Neredeyse
Hiçbir zaman Yarı yarıya Her zaman

22. Kendimi kötü hissettiğimde, eninde sonunda kendimi daha iyi hissetmenin bir yolunu bulacağımı bilirim.
 Neredeyse Bazen Yaklaşık Çoğu zaman Neredeyse
Hiçbir zaman Yarı yarıya Her zaman

23. Kendimi kötü hissettiğimde, zayıf biri olduğum duygusuna kapılırım.
 Neredeyse Bazen Yaklaşık Çoğu zaman Neredeyse
Hiçbir zaman Yarı yarıya Her zaman

24. Kendimi kötü hissettiğimde, davranışlarımı kontrol altında tutabileceğimi hissederim.
 Neredeyse Bazen Yaklaşık Çoğu zaman Neredeyse
Hiçbir zaman Yarı yarıya Her zaman

25. Kendimi kötü hissettiğimde, böyle hissettiğim için suçluluk duyarım.
 Neredeyse Bazen Yaklaşık Çoğu zaman Neredeyse
Hiçbir zaman Yarı yarıya Her zaman

26. Kendimi kötü hissettiğimde, konsantre olmakta zorlanırım.
 Neredeyse Bazen Yaklaşık Çoğu zaman Neredeyse
Hiçbir zaman Yarı yarıya Her zaman

27. Kendimi kötü hissettiğimde, davranışlarımı kontrol etmekte zorlanırım.
 Neredeyse Bazen Yaklaşık Çoğu zaman Neredeyse
Hiçbir zaman Yarı yarıya Her zaman

28. Kendimi kötü hissettiğimde, daha iyi hissetmem için yapacağım hiçbir şey olmadığına inanırım.
 Neredeyse Bazen Yaklaşık Çoğu zaman Neredeyse
Hiçbir zaman Yarı yarıya Her zaman

29. Kendimi kötü hissettiğimde, böyle hissettiğim için kendimden rahatsız olurum.
 Neredeyse Bazen Yaklaşık Çoğu zaman Neredeyse
Hiçbir zaman Yarı yarıya Her zaman

30. Kendimi kötü hissettiğimde, kendim için çok fazla endişelenmeye başlarım.
 Neredeyse Bazen Yaklaşık Çoğu zaman Neredeyse
Hiçbir zaman Yarı yarıya Her zaman

31. Kendimi kötü hissettiğimde, kendimi bu duyguya bırakmaktan başka yapabileceğim bir şey olmadığına inanırım.
 Neredeyse Bazen Yaklaşık Çoğu zaman Neredeyse
Hiçbir zaman Yarı yarıya Her zaman

32. Kendimi kötü hissettiğimde, davranışlarım üzerindeki kontrolümü kaybederim.
 Neredeyse Bazen Yaklaşık Çoğu zaman Neredeyse
Hiçbir zaman Yarı yarıya Her zaman

33. Kendimi kötü hissettiğimde, başka bir şey düşünmekte zorlanırım.
 Neredeyse Bazen Yaklaşık Çoğu zaman Neredeyse
Hiçbir zaman Yarı yarıya Her zaman

34. Kendimi kötü hissettiğimde, duygumun gerçekte ne olduğunu anlamak için zaman ayırırım.
 Neredeyse Bazen Yaklaşık Çoğu zaman Neredeyse
Hiçbir zaman Yarı yarıya Her zaman

35. Kendimi kötü hissettiğimde, kendimi daha iyi hissetmem uzun zaman alır.
 Neredeyse Bazen Yaklaşık Çoğu zaman Neredeyse
Hiçbir zaman Yarı yarıya Her zaman

36. Kendimi kötü hissettiğimde, duygularım dayanılmaz olur.
 Neredeyse Bazen Yaklaşık Çoğu zaman Neredeyse
Hiçbir zaman Yarı yarıya Her zaman

APPENDIX F

Trait Anxiety Scale

Kendini Öz Değerlendirme Anketi

Aşağıda, kişilerin kendilerine ait duygularını anlatmada kullandıkları birtakım ifadeler verilmiştir. Her ifadeyi okuyun, sonra da nasıl hissettiğinizi ifadelerin sağ tarafındaki parantezlerden uygun olanını işaretlemek suretiyle belirtin. Doğru ya da yanlış cevap yoktur. Lütfen herhangi bir ifadenin üzerinde fazla zaman sarf etmeksizin anında nasıl hissettiğinizi gösteren cevabı işaretleyin.

	Hemen hemen hiçbir zaman	Bazen	Çok zaman	Hemen her zaman
Genellikle keyfim yerindedir				
Genellikle çabuk yorulurum				
Genellikle kolay ağlarım				
Başkaları kadar mutlu olmak isterim				
Çabuk karar veremediğim için fırsatları kaçıırım				
Kendimi dinlenmiş hissediyorum				
Genellikle sakin, kendime hakim ve soğukkanlıyım				
Güçlüklerin yenemeyeceğim kadar biriktiğini hissedirim				
Önemsiz şeyler hakkında endişelenirim				
Genellikle mutluyum				
Her şeyi ciddiye alır ve endişelenirim				
Genellikle kendime güvenim yoktur				
Genellikle kendimi emniyette hissedirim				

Sıkıntılı ve güç durumlarla karşılaşmaktan kaçınıyorum				
Genellikle kendimi hüzünlü hissederim				
Genellikle hayatımdan memnunum				
Olur olmaz düşünceler beni rahatsız eder				
Hayal kırıklıklarımı öylesine ciddiye alırım ki hiç unutamam				
Aklı başında ve kararlı bir insanım				
Son zamanlarda kafama takılan konular beni tedirgin ediyor				



APPENDIX G

Resilience Scale for Adults

Psikolojik Dayanıklılık Ölçeği

Lütfen aşağıda verilen her ifadeyi dikkatlice okuyun ve size en uygun gelen cevabı her soruda FARKLI şekilde verilmiş olan iki ucu baz alarak işaretleyin (eğer size daha uygunsa aradaki seçenekleri de işaretleyebilirsiniz). Hiçbir sorunun doğru ya da yanlış cevabı yoktur. Lütfen, herhangi bir sorunun üzerinde fazla zaman sarf etmeksizin anında size en uygun durumu gösteren cevabı işaretleyin.

1. Beklenmedik bir olay olduğunda...	Her zaman bir çözüm bulurum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Çoğu kez ne yapacağımı kestiremem
2. Gelecek için yaptığım planların...	Başarılması zordur	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Başarılması mümkündür
3. En iyi olduğum durumlar şu durumlardır...	Ulaşmak istediğim açık bir hedefim olduğunda	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Tam bir günlük boş bir vaktim olduğunda
4. ...olmaktan hoşlanıyorum	Diğer kişilerle birlikte	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Kendi başıma
5. Ailemin, hayatta neyin önemli olduğu konusundaki anlayışı	Benimkinden farklıdır	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Benimkiyle aynıdır
6. Kişisel konuları ...	Hiç kimseyle tartışmam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Arkadaşlarımla/Aile-üyeleriyle tartışabilirim
7. Kişisel problemlerimi...	Çözemem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Nasıl çözebileceğimi bilirim
8. Gelecekteki hedeflerimi...	Nasıl başaracağımı bilirim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Nasıl başaracağımdan emin değilim

9. Yeni bir iş/projeye başladığımda ...	İleriye dönük planlama yapmam, derhal işe başlarım	<input type="text"/>	Ayrıntılı bir plan yapmayı tercih ederim
10. Benim için sosyal ortamlarda rahat/esnek olmak	Önemli değildir	<input type="text"/>	Çok önemlidir
11. Ailemle birlikteyken kendimi ... hissedirim	Çok mutlu	<input type="text"/>	Çok mutsuz
12. Beni ...	Bazı yakın arkadaşlarım/aile üyelerim cesaretlendirebilir	<input type="text"/>	Hiç kimse cesaretlendiremez
13. Yeteneklerim...	Olduğuna çok inanırım	<input type="text"/>	Konusunda emin değilim
14. Geleceğimin ... olduğunu hissediyorum	Ümit verici	<input type="text"/>	Belirsiz
15. Şu konuda iyiyimdir...	Zamanımı planlama	<input type="text"/>	Zamanımı harcama
16. Yeni arkadaşlık konusu ... bir şeydir	Kolayca yapabildiğim	<input type="text"/>	Yapmakta zorlandığım
17. Ailem şöyle tanımlanabilir ...	Birbirinden bağımsız	<input type="text"/>	Birbirine sıkı biçimde kenetlenmiş
18. Arkadaşlarımın arasındaki ilişkiler ...	Zayıftır	<input type="text"/>	Güçlüdür
19. Yargılarıma ve kararlarıma ...	Çok fazla güvenmem	<input type="text"/>	Tamamen güvenirim
20. Geleceğe dönük amaçlarım ...	Belirsizdir	<input type="text"/>	İyi düşünülmüştür
21. Kurallar ve düzenli alışkanlıklar ...	Günlük yaşamımda yoktur	<input type="text"/>	Günlük yaşamımı kolaylaştırır

22. Yeni insanlarla tanışmak ...	Benim için zordur	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Benim iyi olduğum bir konudur
23. Zor zamanlarda, ailem ...	Geleceğe pozitif bakar	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Geleceği umutsuz görür
24. Ailemden birisi acil bir durumla karşılaştığında...	Bana hemen haber verir	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Bana söylenmesi bir hayli zaman alır
25. Diğerleriyle beraberken	Kolayca gülerim	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Nadiren gülerim
26. Başka kişiler söz konusu olduğunda, ailem şöyle davranır:	Birbirlerini desteklemez; biçimde	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Birbirlerine bağlı biçimde
27. Destek alırım	Arkadaşlarımdan/aile üyelerinden	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Hiç kimseden
28. Zor zamanlarda ... eğilimim vardır	Her şeyi umutsuzca gören; bir	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Beni başarıya götürebilecek iyi bir şey bulma
29. Karşılıklı konuşma için güzel konuların düşünülmesi, benim için ...	Zordur	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Kolaydır
30. İhtiyacım olduğunda ...	Bana yardım edebilecek kimse yoktur	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Her zaman bana yardım edebilen birisi vardır
31. Hayatımdaki kontrol edemediğim olaylar (ile) ...	Başa çıkmaya çalışırım	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Sürekli bir endişe/kaygı kaynağıdır
32. Ailemde şunu severiz ...	İşleri bağımsız olarak	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	İşleri hep beraber yapmayı
33. Yakın arkadaşlarım/aile üyeleri ...	Yeteneklerimi beğenirler	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Yeteneklerimi beğenmezler