

**NEAR EAST UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES APPLIED
(CLINICAL) PSYCHOLOGY MASTER PROGRAM**

MASTER THESIS

**THE RELATIONSHIP BETWEEN
PERFECTIONISM AND RESILIENCY AND
PERCEIVED PARENTAL ATTITUDES AMONG
UNIVERSITY STUDENT**

BU ÇE AVCANOK

20050338

SUPERVISOR

ASSIST. PROF. DR. REM ERDEM ATAK

NICOSIA 2013

NEAR EAST UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES APPLIED
(CLINICAL) PSYCHOLOGY MASTER PROGRAM
MASTER THESIS

The Relationship Between Perfectionism And Resiliency And Perceived
Parental Attitudes Among University Student

Prepared by: Bu ğe AVCANOK

Examining Committee in Charge

Assos. Prof. Dr. Ebru AKICI Chairman of the Psychology
Department, Near East University

Dr. Deniz ERGÜN Department of the Psychology,
Near East University

Dr. rem Erdem ATAK Department of the Psychology,
Near East University (Supervisor)

Approval of the Graduate School of Social Sciences

Prof. Dr. Aykut POLATO LU

ÖZET**Üniversite Ö rencilerinde; Anne-Baba Tutumlarının, Mükemmeliyetçilik ve Yılmazlık Arasındaki İli ki****Hazırlayan: Bu çe AVCANOK****28 Mayıs, 2013**

Mükemmeliyetçilik ve yılmazlık bir çok ara tırmaya konu olmu ve hayatımızın belli dönemlerinde gerek ebeveyn tutumlarından gerekse çevresel risk faktörlerden etkilenecek ortaya çıkabilmektedir. Bu ara tırmanın amacı; algılanan ebeveyn tutumları, mükemmeliyetçilik ve yılmazlık arasındaki ili ki ara tırmaktır. Hipotezlerim 3 konuda ele alınmı tır, ebeveyn tutumları ile mükemmeliyetçilik arasındaki ili ki, ebeveyn tutumları ile yılmazlık arasındaki ili ki ve üniversite ö rencileri arasında, mükemmeliyetçilik seviyesi yılmazlık seviyesini nasıl etkilemektedir.

Bu çalı ma Yakın Do u Üniversitesi Fen Edebiyat Fakültesi Psikoloji Bölümünde okumakta olan ara tırmaya gönüllü olarak katılmak isteyen ya ları 18-27 arasında de i en 151 lisans ö rencisine uygulanmı tır. Çalı ma sırasında Ki sel Bilgi Formu, Anne-Baba Tutum Ölçe i, Çokboyutlu Mükemmeliyetçilik Ölçe i ve Yılmazlık Ölçe i kullanılmı tır. istatistiksel analiz için Korelasyon, T-test ve ANOVA kullanılmı tır.

Bulgular; Demokratik, otoriter ve koruyucu istekçi anne-baba puanı arttıkça yılmazlık ve sosyal çevreye yönelik mükemmeliyetçilik puanı da artmaktadır. Kendine yönelik mükemmeliyetçilik ve ba kalarına yönelik mükemmeliyetçilik azaldıkça yılmazlı ın arttı ını göstermektedir.

Ülkemizde ki ilerin yılmazlık düzeylerini ele alan çalı maların artırılması bu konuda geli imin sa lanmasında yarar sa layabilir. Yılmazlık ve anne-baba tutumları ile ilgili ara tırmalar artırılmalı. Yılmazlıkla travmatik olaylar arasındaki ili kiye bakılmalı.

Anahtar kelimeler: Ebeveyn Tutumları, Mükemmeliyetçilik, Yılmazlık

ABSTRACT**The Relationship Between Perfectionism and Resiliency and Perceived Parental Attitudes Among University Student**

Prepared by: **Bu ğe AVCANOK**

28 May, 2013

Perfectionism and resiliency have been subject to several studies and it can appear in given periods of our lives effected by parental attitudes or enviromental risk factors. The aim of this thesis is to investigate the relation of perceived parental attitudes, perfectionism and resiliency. Hypothesis research about 3 things which are, the relation between parental attitudes and perfectionism, relation between parental attitudes and resiliency and how perfectionims levels affect resiliency levels among university students.

This study applied to 151 undergratuate students aged between 18-27 who were volunteer students from Psychology Department of Arts and Sciences Faculty in Near East University. During the study, Personal Information Form, Parental Attitudes Scale, Multidimensional Perfectionism Scale and Resiliency Scale were given and for the statistically analysis, Correlation, T-test and ANOVA were used.

As the democratic, authoritarian and protective-requester parenting style increases, both resilience and social prescribed perfectionism increase. As self oriented perfectionism and other oriented perfentionism decreases, resilience increase.

There are very little number resiliency studies in Northern Cyprus. An increase in number of studies in this field can help improvement in this issue. There should be more studies regarding resiliency and parental attitude. The relationship between resiliency and traumatic experiences should be further studied.

Key words: Parental Attitudes, Perfectionism, Resiliency

ACKNOWLEDGEMENT

Firstly, I would like to express massive thanks to my dissertation advisor Assist. Prof. Dr. rem Erdem Atak for her contribution, to Assos. Prof. Dr. Ebru Tansel akıcı for her endless support and suggestions, to Assist. Prof. Dr. Zihniye Okray and Assist. Prof. Dr. Deniz Karademir for their contribution with answers given to my questions.

Furthermore I would like to thank Mr. Ahmet Da ba 1 for sparing his rush hours with me and to be in every period of my study.

Finally, I would like to thank my father, my mother, my brother and my friends for believing me, supporting me and providing me with all motivation I needed through all the hard times.

TABLE OF CONTENT

THESIS APPROVAL PAGE

| | |
|--|----|
| ÖZET..... | iv |
| ABSTRACT | v |
| ACKNOWLEDGEMENT | vi |
| LIST OF ABBREVIATION | xi |
| 1. INTRODUCTION | 1 |
| 1.1. Parental attitudes | 4 |
| 1.1.1. Types of parental attitudes | 9 |
| 1.1.2. Parental Attitudes Models | 12 |
| 1.1.2.1. Psychodynamic Model | 12 |
| 1.1.2.2 Behavioral model | 12 |
| 1.1.2.3. Baumrind's Classification Model..... | 13 |
| 1.1.2.4. Maccoby and Martin's Two-Dimensional Perspective Model | 14 |
| 1.2. Perfectionism..... | 17 |
| 1.2.1.The effects of parenting attitudes on children's perfectionism | 20 |
| 1.3. Resiliency | 22 |
| 1.3.1. Resiliency Models | 23 |
| 1.3.1.1. Henderson and Milstein's Model..... | 23 |
| 1.3.1.2. Bernard's Model..... | 24 |
| 1.3.1.3. Wolinler's Model | 24 |
| 1.3.1.4. Weinstein's model of communications and expectations..... | 25 |
| 2. METHOD..... | 26 |
| 2.1. The Aim of the Study | 26 |
| 2.2. The Importance of the Study | 26 |

| | |
|---|----|
| 2.3. The Problem Statements of the study..... | 27 |
| 2.4. Population and Sample..... | 27 |
| 2.5. Participants | 28 |
| Characteristics of Participants | 29 |
| Table 1. Socio-demographic Characteristics of the Participant. | 29 |
| 2.6. Instruments | 33 |
| 2.6.1 Demographic Information Form | 33 |
| 2.6.2. Parental Attitudes Scale (PAS) | 33 |
| 2.6.3. Multidimensional Perfectionism Scale (MPS) | 34 |
| 2.6.4. Resiliency Scale (RS)..... | 35 |
| 2.7. Data Analyses..... | 35 |
| 3. RESULTS | 36 |
| 4. DISCUSSION | 57 |
| 5. CONCLUSION | 62 |
| REFERENCES | 63 |
| APPENDICES..... | 70 |
| Appendix 1. Demographic Information Form..... | 70 |
| Appendix 2. Parental Attitude Scale | 73 |
| Appendix 3. Multidimensional Perfectionism Scale | 76 |
| Appendix 4. Resiliency Scale..... | 80 |
| CURRICULUM VITAE | 83 |

LIST OF TABLES

| | |
|--|----|
| Table 1. Socio-demographic Characteristics of the Participant..... | 29 |
| Table 2. Correlation between mean scores of MPS subscales and PAS subscales..... | 36 |
| Table 3. Correlation between mean scores of RST and PAS subscales..... | 37 |
| Table 4. Correlation between mean scores of MPS sub scales and RS total scores..... | 38 |
| Table 5. Comparison of mean scores of RS total scores, MPS sub scales and PAS sub scales according to class of the participants..... | 39 |
| Table 6. Correlation between mean scores of RS total score, MPS sub scales PAS sub scales according to age of the participants..... | 40 |
| Table 7. The comparison of mean scores of RS total scores, MPS sub scales, PAS sub scales and according to gender of the participants..... | 41 |
| Table 8. The comparison of mean scores of RS total scores, MPS sub scales, PAS sub scales and according to marital status of the participants..... | 42 |
| Table 9. The comparison of mean scores of RS total scores, MPS sub scales, PAS sub scales and according to place of residence of the participants..... | 43 |
| Table 10. The comparison of mean scores of RS total scores, MPS sub scales, PAS sub scales and according to work of the participants..... | 44 |
| Table 11. The comparison of mean scores of RS total scores, MPS sub scales, PAS sub scales and according to living status of the mother of the participants..... | 45 |
| Table 12. The comparison of mean scores of RS total scores, MPS sub scales, PAS sub scales and according to living status of the father of the participants..... | 46 |

| | |
|--|----|
| Table 13. The comparison of mean scores of RS total scores, MPS sub scales, PAS sub scales and according to parents' marital status of the participants..... | 47 |
| Table 14. The comparison of mean scores of RS total score, MPS subscales, PAS subscales with mother's education level of the participants..... | 48 |
| Table 15. The comparison of mean scores of RS total score, MPS subscales, PAS subscales with father's education level of the participants..... | 49 |
| Table 16. The comparison of mean scores of RS total score, MPS subscales, PAS subscales with mother's occupation of the participants..... | 50 |
| Table 17. The comparison of mean scores of RS total score, MPS subscales, PAS subscales with father's occupation of the participants..... | 51 |
| Table 18. The comparison of mean scores of RS total score, MPS subscales, PAS subscales with family socio-economic level of the participant..... | 52 |
| Table 19. The comparison of mean scores of RS total score, MPS subscales, PAS subscales with presence of siblings of the participants..... | 53 |
| Table 20. Correlation between mean scores of RS total scores, MPS subscales, PAS subscales according to number of siblings of the participants..... | 54 |
| Table 21. The comparison of mean scores of RS total score, MPS subscales, PAS subscales with decision mobing process in the family of the participants..... | 55 |
| Table 22. The comparison of mean scores of RS total score, MPS subscales, PAS subscales with the parents respected in the family of the participants..... | 56 |