

The Investigation of the Effect of Emotional Availability to Parents on Self-Esteem and Interpersonal Competence in University Students*

Üniversite Öğrencilerinde Ebeveyne Duygusal Erişilebilirliğin Kendilik Değeri ve Kişilerarası Yetkinliğe Etkisinin İncelenmesi

Sümeyye YÜCEL^[1] Adem Semai TUZCUOĞLU^[2]

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ABSTRACT

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The purpose of this research; it is the study of the effect of emotional availability to parents on the self-esteem and interpersonal competence in university students. The research is a predictive correlational pattern from quantitative research patterns. The study group consists of 446 university students studying at undergraduate programs at Marmara University, determined according to the principle of accessibility and availability. As a data collection tool; The Personal Information Form, Parental Emotional Availability Scale, Rosenberg Self-Esteem Scale and Interpersonal Competency Scale created by the researchers were used. In analyzing the data, Pearson Correlation Analyses and Simple Linear Regression analyzes were performed. According to the results obtained from the research; Emotional availability to parents predicts self-esteem and interpersonal competence in university students. Some suggestions were made to the researchers and practitioners considering that the results will contribute to the literature on parent-child relationship, family therapies and individual therapies, interpersonal relations.

Keywords: *emotional availability to parents, self-esteem, interpersonal competence, university students*

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ÖZET

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Bu araştırmanın amacı; üniversite öğrencilerinde ebeveyne duygusal erişilebilirliğin kendilik değeri ve kişilerarası yetkinliğe etkisinin incelenmesidir. Araştırma nicel araştırma desenlerden yordayıcı korelasyonel desenedir. Çalışma grubunu Marmara Üniversitesi'nde lisans programlarında öğrenim görmekte olan, ulaşılabilirlik-elverişlilik ilkesine göre belirlenmiş 446 üniversite öğrencisi oluşturmaktadır. Veri toplama aracı olarak; araştırmacılar tarafından oluşturulan Kişisel Bilgi Formu, Ebeveyn Duygusal Erişilebilirlik Ölçeği, Rosenberg Kendilik Değeri Ölçeği ve Kişilerarası Yetkinlik Ölçeği kullanılmıştır. Verilerin analizinde Pearson Korelasyon Analizi ve Basit Doğrusal Regresyon Analizleri yapılmıştır. Araştırmadan elde edilen sonuçlara göre; üniversite öğrencilerinde ebeveyne duygusal erişilebilirlik kendilik değeri ve kişilerarası yetkinliği yordamaktadır. Sonuçların ebeveyn-çocuk ilişkisi, aile terapileri ve bireysel terapiler, kişilerarası ilişkiler konularında literatüre katkı sağlayacağı düşünüldüğü için araştırmacı ve uygulayıcılara bazı önerilerde bulunulmuştur.

Anahtar Kelimeler: *ebeveyne duygusal erişilebilirlik, kendilik değeri, kişilerarası yetkinlik, üniversite öğrencileri*

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^[1] Lecturer | Istanbul Okan University | Faculty of Education | Guidance and Psychological Counseling | Istanbul | Turkey | ORCID: 0000-0002-4100-5348 | yucelsumeyye22@gmail.com

^[2] Asst. Prof | Marmara University | Faculty of Education | Guidance and Psychological Counseling | Istanbul | Turkey | ORCID: 0000-0002-7846-4986

INTRODUCTION

Although it has many different definitions, the concept of “family” can be defined as a group of individuals who are biologically and psychologically interconnected, share the same environment, have a common economy and undertake various responsibilities (Gladding, 2015; Özabacı & Erkan, 2013). An individual is born with a mother and father if everything goes well. Considering that, from the first moments of life, the parents are the two most important figures in an individual's life; It can be said that it is necessary to observe, evaluate and explain what is experienced between parents and children (Saygı & Uyanık-Balat, 2013).

The researchers who drew attention to the first experiences of parent-child relationships and the bond established as a result; In this process, they state that the relationship between mother and baby began to be established before birth with behaviors such as starting to take on the role of motherhood, preparation for the role of motherhood, desire to protect the child, talking to him while in the womb, and responding by touching his reactions (Cranley, 1981, Leifer, 1977; cited in Cranley, 1981).

The person who responds to his needs when the child needs it after birth is described as the attachment figure (Bowlby, 1969/1982). Often, the first bond with the mother occurs with the father, grandmother, grandmother or other caregivers next to the mother, and the child looks for other attachment figures if the mother is not in sight (Ainsworth, 1979; Bowlby, 1969/1982). One of the factors that show the quality of the relationship established is the emotional presence of the parent as well as the physical presence (Biringen & Robinson, 1991).

“Emotional availability”, which is a concept based on attachment theory, was first used by Mahler, Pine and Bergman (1975; cited in Biringen, 2000). The concept can be defined as “the individuals who interact with each other express their feelings and the individual responds to the feelings of the other or others” (Biringen & Easterbrooks, 2012). (Biringen, Robinson, & Emde, 1998; Easterbrooks & Biringen, 2005).

In terms of parents; (a) parental sensitivity, sensitive and appropriate response of the parent to physical or emotional cues from the child; (b) parental structuring, the parent's framing of the child with appropriate arrangements (c) non-interference, the parent being and there with the child, supporting the autonomy without damaging the personality of the child and finally (d) hostile feelings against the child himself It is the realization of negative behaviors (teasing, shouting, throwing objects, etc.) towards other people or objects as the child can witness (Biringen, 2000). Having a family system in which the child is trusted and based, and whose autonomy is respected is an important factor that increases the quality of parent-child relationship (Tuzcuoğlu, 2004).

In terms of the child, (a) the child's reactions are the child's response to the reactions from the parent during an action or while engaged in an activity, and (b) the child's eye contact with the parent during the participation, game or communication process, and makes verbal expressions (Biringen, 2000).

Emotional availability to parents also affects the child's self-expression (Biringen, 2000; Sorce & Emde, 1981). Self means "I" in the shortest terms (Cooley, 1958), and where self is mentioned, parent should be mentioned (Krampe & Fairweather, 1993). The individual who has positive or non-positive judgments and especially emotional evaluations about himself and then his self (Kırıkkanat, 2016; Rosenberg, 1965); four sources for the development of self-worth; parents, teachers, classmates and close friends (Harter, 1993). It can be concluded that the relationship of the individual with other people is also very important while creating self-worth.

Individuals with low self-esteem may put themselves in the background, communicate less (Steinberg, 2007) or create relationship dependencies (Yenidünya, 2005). On the contrary, it is observed that individuals with high self-esteem do not wear themselves down in their positive or negative interactions with others (Kazumata, 1999).

In interpersonal relationships, acceptance and approval by others and initiating and maintaining relationships with others are among the basic social needs of individuals (Şahin, 2013). In this direction, the concept of interpersonal competence emerges. Interpersonal competence is expressed as a set of skills consisting of sub-dimensions of initiating a relationship, making an impact, self-disclosure, emotional support and conflict management (Buhrmester et al., 1988). To put it more clearly, the individual should take steps to establish a relationship with another person, be effective for the continuation of the relationship, express his feelings and thoughts appropriately, including the emotions and thoughts he / she has difficulties in sharing, understanding and supporting the other person when they need it, and finding solutions together in the face of difficulties. to make the world more livable (Baytemir, 2014).

Interpersonal competence (a) task areas evaluated under two headings; It is divided into five task areas: starting a relationship, making an impact, self-disclosure, emotional support, and conflict management, (b) behavioral characteristics, it is the motivation of the individual to initiate a relationship, the ability to seek the right to make an impact, to share his / her own feelings and thoughts in self-disclosure, to try to help the other person in case of need in emotional support, and to overcome these when the individual encounters problems in the relationship (Buhrmester et al., 1988).

When the studies are examined, there are relatively few studies investigating the father-child relationship in the parent-child relationship (Akgün, 2008; Alan, 2011; Aslan, 2018; Oppenheim, Emde, & Warren, 2006; Owen, Ware, & Barfoot, 2000; Redshaw, Hennegan, and Kruske. , 2014; Yılmaz, 1997). The father-child relationship is as important as the mother-child relationship and is an issue that needs to be studied. Therefore, emotional availability of both mother and father was discussed in this study.

It is thought that the first relationships initiated with parents, the positive and negative evaluations of the individual on himself, are also effective in the quality of his relationships with others. In this context; parental emotional availability, which is thought to have an effect on both self-esteem and interpersonal

competence; studied with university students. University period; The end of adolescence - it is known that adolescence can extend to the early twenties - (Erden & Akman, 2004; Tuzcuoğlu, 2005), the beginning of young adulthood is a critical period in which students may experience academic, social, emotional and personal problems and performance is attempted (Rickwood, Deane, Wilson, & Ciarrochi, 2005). In this period, which is accepted as the end of adolescence and the beginning of adulthood, when values are questioned, relations with family are reviewed, close emotional relationships can be experienced, it is important to investigate whether the emotional availability of students to parents has an effect on their self-esteem and interpersonal competencies, and the results obtained are to prepare training programs that can be organized to increase the quality of relationships, to support experts in the field of mental health and those who want / see support, structuring sessions, raising healthy individuals with full self-confidence, sensitive to themselves and others, all parents and educators, and other It is thought to contribute to researchers.

In this study, it is aimed to examine the effect of emotional availability to parents on self-esteem and interpersonal competence levels of university students.

METHOD

Research Model

This study, in which the effect of emotional availability to parents on the self-esteem and interpersonal competence in university students was examined, was structured as a relational study to the predictive correlational model. Correlational model is research models that aim to determine the existence and degree of change between two or more variables (Karasar, 2016). While constructing the model, emotional availability to parents was defined as independent variables, self-esteem and interpersonal competence as dependent variables.

Study Group

While determining the study group, in line with the appropriate sampling method; data were obtained from 456 university students studying in an undergraduate program (Education, Law, Pharmacy, Arts and Science and Engineering) at Marmara University. Appropriate sampling is the type of sampling performed with close and easily accessible individuals, prioritizing the suitability of the participants to study and their willingness to research (Creswell, 2017). The scales of 10 students who did not answer the scales completely and left more than five items blank were canceled and excluded from the study. 339 (76.0%) of the university students that make up the sample are female and 117 (26.0%) are male.

Data Collection Tools

The Personal Information Form. The Personal Information Form prepared by the researchers based on the pertinent literature questions some socio-demographic and environmental characteristics of the participating students.

Emotional Availability of Parents Scale. It was developed by Lum and Phares (2005) to measure parental emotional availability, the scale consists of 15 items for the mother and father and shows a Likert type structure scored between 1 (never) and 6 (always). In the validity-reliability analyzes performed to determine the psychometric properties of the form adapted to Turkish by Gökçe (2013), The Cronbach's Alpha value of the scale .95 for the mother form and .97 for the father form; In the analysis of the scale for this study, the The Cronbach's Alpha value of the scale was found .97 for both the mother and father forms. High scores obtained from the scale indicate the high emotional availability of the parent with whom the form is related.

Rosenberg Self-Esteem Scale. It was developed by Rosenberg (1965) and consists of 12 sub-scales and 63 items. Self-Esteem Scale is one of these sub-scales. Item responses on a 4-point Likert-type scale consisting of 10 items are graded as "(1) very true", "(2) right", "(3) wrong" and "(4) very wrong". Items 1, 2, 4, 6 and 7 in the scale are scored in reverse and the scores that can be obtained from the scale vary between 10 and 40. The Turkish adaptation study of the scale was conducted by Çuhadaroğlu (1986) and the correlation coefficient obtained by the test-retest technique used within the scope of reliability studies was determined as .75. In the analyzes performed for this study, the Cronbach's Alpha value of the scale .80. In the "Self-Esteem" sub-scale, answers are scored with 0-6 points. "Those who get 0 -1 points are" high "; Those who score 2-4 are considered to have "moderate" and those who score 5-6 have "low" self-esteem.

Interpersonal Competence Scale. It was developed by Buhrmester, Furman, Wittenberg, and Reis (1988), is used to measure the interpersonal skills of individuals in their relationships with others. In the scale adapted to Turkish by Şahin (2013), the participants answer the relevant items on a 5-point Likert-type rating, and the lowest score that can be obtained from the original scale is 40 and the highest score is 200. High scores on the scale indicate competence in interpersonal relationships. The Cronbach's Alpha value of the original scale is .83. In the analysis of the scale for this study, the Cronbach's Alpha value of the scale .83.

Data Analysis

In the analysis of the data, of the descriptive statistics, arithmetic mean, standard deviation (mean \pm SD), skewness and kurtosis were used. The reliability analysis was performed for the reliability of the scales and the results were evaluated with the Cronbach's Alpha value. Data were analyzed using Pearson Correlation Analysis and Regression Analysis. The analysis was performed in the SPSS 21.00.

RESULTS

Table 1

Descriptive statistical values regarding emotional availability of parents scale, rosenberg self-esteem scale and interpersonal competence scale

	N	Mean	SD	Kurtosis	Skewness
Emotional Availability to Mother	446	72.95	17.25	-1.12	.57
Emotional Availability to Father	446	63.00	21.69	-.55	-.77
Self-Esteem	446	1.25	.89	1.20	1.84
Interpersonal Competence	446	85.41	14.19	-.21	.63

Table 1 shows the mean scores the participants obtained from the scales of the descriptive characteristics. Skewness and kurtosis values were examined to determine whether the variables used in the study had normal distribution. Although there is no consensus in the literature regarding these values, the limit values are mostly accepted as ± 2 (Field, 2000; Field, 2009; George & Mallery, 2010; Gravetter & Wallnau, 2014). Along with ensuring normality, it was preferred to use parametric methods in data analysis. The relationship between the variables of the study was tested with Pearson Correlation Analysis, and whether emotional availability to parents had an effect on self-esteem and interpersonal competence was tested using Simple Linear Regression.

Table 2

Relationships between parent emotional availability scale, rosenberg self-esteem scale, and interpersonal competence scale

Variables	1.	2.	3.	4.
1.Emotional Availability to Mother				
2.Emotional Availability to Father	.55*			
3.Self-Esteem	-.27*	-.24*		
4.Interpersonal Competence	.22*	.23*	-.30*	

* $p < ,01$

As a result of the Pearson Correlation Analysis conducted to examine the relationships between emotional availability to parents, self-esteem and interpersonal competence; there are significant relationships between variables of emotional availability to parents, self-esteem, and interpersonal competence. The result is that individuals with high emotional availability to parents among university students have high self-esteem and interpersonal competencies. In addition, it is observed that individuals with high self-esteem have higher interpersonal competencies.

In line with the purpose of the study, Simple Linear Regression analysis was conducted to examine whether emotional availability to parents has an effect on self-esteem and interpersonal competence in university students.

Table 3

Simple linear regression analysis results related to the prediction of parents emotional availability self-esteem scores in university students

Predicting	B	Sh	β	T	R	R ²	F
Emotional Availability to Mother	2.25	.18	-.27	12.75	.27	.07	33.80*
Emotional Availability to Father	1.87	.13	-.24	14.81	.24	.06	26.39*

** $p < .01$

It is seen that the emotional availability to mother scores of the students explain 7% of the variance in the self-esteem scores ($F(1-444) = 33.80$; $p < .01$). When the standardized Beta coefficient was examined, it was found that emotional availability scores to the mother had a negative and significant predictive effect on students' self-esteem levels ($\beta = -.27$; $p < .01$). It is seen that the emotional availability scores of the students to the father explain 6% of the variance in the self-esteem scores ($F(1-444) = 29.39$; $p < .01$). When the standardized Beta coefficient was examined, it was found that the emotional availability scores of the father had a negative and significant predictive effect on the self-esteem levels of the students ($\beta = -.24$; $p < .01$).

Table 4

Simple linear regression analysis results related to the prediction of parents emotional availability interpersonal competence scores in university students

Yordayan	B	Sh	β	T	R	R ²	F
Emotional Availability to Mother	72.40	2.86	.22	14.81	.22	.05	21.92*
Emotional Availability to Father	75.80	2.01	.23	37.69	.23	.05	25.53*

* $p < .01$

When Table 4 is examined; it is seen that emotional availability scores of students to mother explain 5% of the variance in interpersonal competence scores ($F(1-444) = 21.92$; $p < .01$). When the standardized Beta coefficient was examined, it was found that the emotional availability scores to the mother had a positive and significant predictive effect on the students' interpersonal competence levels ($\beta = .22$; $p < .01$). It is seen that the emotional availability scores of the students to the father explain 5% of the variance in their interpersonal competence scores ($F(1-444) = 25.53$; $p < .01$). When the standardized Beta coefficient was examined, it was found that the emotional availability scores to the father had a positive and significant predictive effect on the students' interpersonal competence levels ($\beta = .23$; $p < .01$).

RESULTS, DISCUSSION AND RECOMMENDATIONS

In this study, the effect of emotional availability to parents on self-esteem and interpersonal competence in university students was examined. It was found that there was a positive correlation between the levels of parental emotional availability, self-esteem, and interpersonal competence of university students in the study group. According to the findings obtained; when looking at the effect of emotional availability to parents on self-

esteem and interpersonal competence; emotional availability to parents seems to be a predictor of self-esteem and interpersonal competence.

When studies on the relationship between emotional availability to parents and self-esteem are examined; in the early stages of life, caregivers, when it does not meet the needs of the child, ignores it, does not feel important and valuable; it can be said that the ground will be prepared for the child to develop feelings of shame, guilt and worthlessness (Burger, 2006). In study on the acceptance of the child by the mother, Kayadibi (2015) stated that the self-esteem of the child is also high.

Looking at the relationship between attachment and interpersonal relationships; it is said that in addition to physiological needs, the relationship with the parent (caregiver) will remain the basis of close relationships in other lifetimes (Bowlby, 1988). When the literature is examined, it has been found that individuals who are securely attached have a more positive style in their interpersonal relationships and that attachment is related to interpersonal competence (Cooper, Shaver, & Collins, 1998; Gökçe, 2013; Kobak & Sceery, 1988; Mikulincer, Florian, & Tolmacz, 1990; Paulk, 2008).

In summary; the quality of caregiver by the parent consists of the child's first designs regarding self and the world (Hazan & Shaver, 1987). When the attachment model that Bartholomew and Horowitz (1991) put forward about the self and others is examined; individuals who perceive their self positively, that is, according to our research, who have high self-esteem, find others valuable, relatable, supportable and accessible. The parents' acceptance of their child and expressing their satisfaction with their presence increases the self-esteem by developing the idea that the individual is worthy of being loved.

When the results of the study were examined, it was concluded that emotional availability to parents significantly predicted self-esteem and interpersonal competence in university students.

According to the studies, considering that individuals who receive emotional support and receive attention from their parents are securely attached to their parents; it can be said that they have a positive self-design (Bayraktar, Kumru, & Sayıl, 2009; Sümer & Şendağ, 2009; Şeker, 2009) Being emotionally available or not showing the effect of the individual from the early stages of his life in different areas and from the perspective of parents; when the parent is really there, at that moment and with their child, it opens up a safe space for the child and allows him to hold on to life (Cori, 2015). The child, who is initially dependent on the parent in the area that is opened up, with the development of the self and with the reflective function of the parent, begins to take what is presented to him, to realize his existence, to make sense, and to reflect what he has to others, directing his relationships (Griffin & Patton, 1997). The result that the relationship between parents and the child predicts skills in interpersonal relationships is supported by various studies (Kocayörük, 2010; Lieberman, Doyle, & Markiewicz, 1999; Rice, Cunningham, & Young, 1997; Ross & Fuertes, 2010; Verschueren & Marcoen, 1999).

The main one of the suggestions to be made according to the results obtained; attempts are made to inform parents about the importance of this issue. Trainings to be organized emphasizing the value of the child can be organized in cooperation with municipalities and non-governmental organizations. It may be useful to repeat the study in different groups regarding the variables in question and adding different variables.

In the study, it was concluded that parental emotional availability predicts self-esteem and interpersonal competence, in this context, it is believed that it will be beneficial to prepare programs based on parent-child relationship by conducting experimental studies on self-esteem or interpersonal competence.

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GENİŞLETİLMİŞ ÖZET

Giriş.

Birey dünyaya geldiği zamandan itibaren korunmaya, gözetilmeye, bakıma muhtaç bir varlıktır. Erken dönemlerde yemek, uyku, hastalık, korku vs. anlarında ihtiyaçlarını gözetip o huzursuzlanmadan ya da huzursuzlandığı anda onu fark edip harekete geçen, koruyucu ve yaşama dair ilk bilgilerin kaynağı olan kişi birey için bağlanma figürüdür (Bowlby, 1969/1982). Bağlanma figürü ile kurulan ilişkinin ardından örneğin esas bağlanma figürü anne ise annenin yanındaki baba, annenin destekçisi olan anneanne ya da babaanne gibi diğer bakım verenlerle de bağ kurmaya başlanır ve anneye ulaşamadığında diğer bağlanma figürleri aranmaya başlanır (Ainsworth, 1979; Ainsworth ve Bowlby, 1989; Bowlby, 1969/1982). Anne ve baba ile kurulmuş olan bu ilişkinin niteliği Biringen ve Robinson'a göre (1991) duygusal erişilebilirlik kavramının bir yansıması olarak karşımıza çıkmaktadır. Bağlanma kuramı ışığında oluşturulan bir kavram olan duygusal erişilebilirlik ilk kez Mahler, Pine ve Bergman (1975; akt. Biringen, 2000) tarafından ebeveynlerin çocuğun ayrışma ve bireyleşme sürecindeki "rehber" rolünü ifade etmek üzere bir metafor olarak kullanılmıştır. Çift yönlü bir süreç olan ebeveyn duygusal erişilebilirlik, ebeveyn açısından; ebeveyn duyarlılığı, ebeveyn yapılandırması, müdahaleci olmama ve düşmanca duygular; çocuk açısından ise çocuğa ait tepkiler ve katılım yönleriyle ele alınmaktadır (Biringen, 2000). Duygusal erişilebilirlik çocuğun kendilik ifadesine de yön vermektedir (Biringen, 2000; Sorce ve Emde, 1981). Kendilik değeri bireyin kendini algılayıp değerlendirmesi sonucunda ulaştığı, kendilik kavramını onaylamasından doğan beğeni durumudur (Rosenberg, 1965). Kendilik değeri düşük olduğunda birey kendini daha geri planda tutabilir, diğer insanlarla iletişime daha az girebilir (Steinberg, 2007). Bu noktada anne ve babadan yola çıkılarak yaşamın ilerleyen dönemlerinde başkalarının varlığının gerekli olduğu ve bireyin hayatında kişilerarası ilişkilerin önemi ortaya çıkmaktadır. Kişilerarası ilişkilerde diğerlerince kabul edilme, onaylanma ve ilişki başlatma ve devam ettirme bireylerin temel sosyal ihtiyaçlarıdır (Şahin, 2013). Söz konusu ihtiyaçlar çerçevesinde kişilerarası yetkinlik ön plana çıkmaktadır. Kişilerarası yetkinlik ile anlatılmak istenen, bireylerin kişilerarası ilişkilerini başlatması, sürdürmesi, bu ilişkilerde ortaya çıkan olumsuzlukların üstesinden gelmesi, destek alması ve destek verebilmesi, sosyal ilişkilerinden doyum sağlama gibi beceriler yoluyla sağlıklı ilişkiler içinde olabilmeleridir. Bu doğrultuda araştırmanın amacı; üniversite öğrencilerinin ebeveyn duygusal erişilebilirliklerinin kendilik değeri ve kişilerarası yetkinliğe etkisinin incelenmesidir.

Yöntem.

Üniversite öğrencilerinde ebeveyn duygusal erişilebilirliğin kendilik değeri ve kişilerarası yetkinliğe etkisinin incelendiği bu araştırma, yordayıcı korelasyonel modele dayalı ilişkiyel bir çalışmadır. Araştırmanın bağımsız değişkenini ebeveyn duygusal erişilebilirlik, bağımlı değişkenlerini ise kendilik değeri ve kişilerarası yetkinlik oluşturmaktadır. Araştırmaya ulaşılabilirlik-elverişlilik ilkesine göre Marmara Üniversitesi'nde lisans öğrenimine devam eden 456 öğrenci (339 kadın ve 117 erkek öğrenci) katılmış, 10 öğrenciye ait veriler sorular eksik/hatalı yanıtladığı için araştırma dışında bırakılmıştır. Veri toplama aracı olarak Kişisel Bilgi Formu,

Ebeveyn Duygusal Erişilebilirlik Ölçeği, Rosenberg Kendilik Değeri Ölçeği ve Kişilerarası Yetkinlik Ölçeği kullanılmıştır. Veriler analizinde Pearson Korelasyon Analizi ve Basit Doğrusal Regresyon Analizleri kullanılmıştır.

Bulgular.

Ebeveyne duygusal erişilebilirlik, kendilik değeri ve kişilerarası yetkinlik değişkenleri arasındaki ilişkinin olup olmadığına dair yapılan Pearson Korelasyon Analizine göre tüm değişkenler arasında anlamlı ilişkiler olduğu tespit edilmiştir. Ebeveyne duygusal erişilebilirliğin kendilik değeri ve kişilerarası yetkinliğe etkisini incelemek amacıyla yapılan Basit Doğrusal Regresyon Analizine göre ise ebeveyne duygusal erişilebilirliğin kendilik değerini ve kişilerarası yetkinliği yordadığı sonucu elde edilmiştir.

Tartışma ve Sonuç.

Araştırma sonuçları incelendiğinde ebeveyne duygusal erişilebilirliğin kendilik değeri ve kişilerarası yetkinlik ile pozitif yönde ilişkili olduğu tespit edilmiştir. Erken dönemlerde bakım verenlerin çocuğun ihtiyaçlarını karşılamamaları ve onu görmezden gelmeleri; çocuğun ilişki kuramayışı, utanç suçluluk, değersizlik duygularının oluşmasıyla yetişkin bir birey olduğunda da etkilerini sürdüren olaylar dizisinin başlangıcı olmaktadır (Burger, 2006). Kayadibi (2015), annesi tarafından kabul edildiğini algılayan çocukların kendilik değerinin de arttığı sonucuna ulaşmıştır. Ebeveynin çocuğunu kabul etmesi, onun varlığından memnuniyet duyduğunu ifade etmesi bireyin sevmeye layık olduğu düşüncesini geliştirerek kendilik değerini yükselteceği düşünülmektedir. Fiziksel gereksinimlerin yanında bebek ve bakım vereni arasında kurulan duygusal bağ ve bu duygusal bağın kalitesini belirleyen davranışlar ve tutumlar vasıtasıyla kurulan etkileşim, hayat boyu yakın ilişkilerin temeli olarak kalmaya devam etmektedir (Bowlby, 1988). Yapılan araştırmalarda; bağlanma örüntüsü güvenli olan bireylerin diğerleriyle ilişkisinde daha olumlu bir tarza sahip oldukları, tam tersi şekilde bağlanma örüntüsü güvensiz olan bireylerin ise kişilerarası ilişkilerinde problemleri olduğu bilgisine ulaşılmaktadır (Cooper, Shaver ve Collins, 1998; Gökçe, 2013; Kobak ve Sceery, 1988; Mikulincer, Florian ve Tolmacz, 1990; Paulk, 2008). Özetle; ebeveynin verdiği bakımın kalitesi çocuğun kendine ve dünyaya ilişkin ilk tasarımlarını oluşturmaktadır (Hazan ve Shaver, 1987). Bartholomew ve Horowitz'in 66 (1991) kendilik ve diğerleri ile ilgili ortaya koyduğu bağlanma modeli incelendiğinde; kendiliğini olumlu algılayan yani bizim araştırmamıza göre ifade edilecek olursa kendilik değeri yüksek olan bireyler başkalarını da değerli, ilişki kurulabilir, desteklenebilir, ulaşılabilir bulmaktadır.

Araştırmada üniversite öğrencilerinde ebeveyne duygusal erişilebilirliğin kendilik değeri ve kişilerarası yetkinliği anlamlı düzeyde yordadığı sonucuna ulaşılmıştır. Bu doğrultuda yapılan alanyazın taramasında görülmektedir ki ebeveyni tarafından ilgi gören, bir destek mekanizması sunulan ve sevildiğine inanan bireylerin güvenli bağlandığı düşünüldüğünde olumlu bir kendilik algısı oluşturduğu (Bayraktar, Kumru ve Sayıl, 2009; Sümer ve Şendağ, 2009; Şeker, 2009) ortaya konulmuştur. Ebeveyne duygusal erişilebilirlik, bireyin ilk dönemlerinden yaşamının ilerleyen yıllarında da etkisini farklı alanlarda göstermektedir ve

ebeveynler açısından bakıldığında; anne ve baba gerçekten orada olduğunda çocuğa en başta güvenli ve yaşama tutunabileceği bir alan açmaktadır (Cori, 2015). Bu alanda başlangıçta ebeveyne bağımlı olan birey ilerleyen dönemde ebeveyni eğer orada ve onunla ise kendiliğın gelişmesiyle birlikte kendi varlığını tanır, kendi içine bakar, yansıtılanları alır ve başkalarına yansıtmak için ebeveynini de kapsayacak şekilde diğerleriyle ilişkilerine sağlıklı bir şekilde yön verir (Griffin ve Patton, 1997). Hem babanın hem de annenin çocukla kurduğu bağlanma ilişkisinin kişilerarası ilişkilere yönelik becerileri yordadığı sonucu çeşitli araştırmalarla desteklenmektedir (Kocayörük, 2010; Lieberman, Doyle ve Markiewicz, 1999; Rice, Cunningham ve Young, 1997; Ross ve Fuertes, 2010; Verschueren ve Marcoen, 1999).

Elde edilen sonuçlara göre; konunun önemi konusunda ebeveynleri bilgilendirmeye çalışılması, çocuğun değerine vurgu yapacak şekilde eğitimlerin belediyeler ve sivil toplum kuruluşları ile işbirliği içinde düzenlenmesi önerilebilir.