

THE EXAMINATION OF THE ROLES OF PARENTING STYLES, BIG-FIVE  
PERSONALITY TRAITS, AND BORDERLINE CHARACTERISTICS ON  
INTERPERSONAL DEPENDENCY IN UNIVERSITY STUDENTS



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JANUARY, 2022

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BY

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DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF

MA IN

CLINICAL PSYCHOLOGY

YEDİTEPE UNIVERSITY

JANUARY, 2022

## PLAGIARISM

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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## ABSTRACT

This study aimed to examine the roles of parenting styles, big-five personality traits, and borderline personality characteristics on interpersonal dependency in university students. In the present study, 422 Turkish university students were recruited. Parenting Style Scale, Big-Five Inventory Short Form, Borderline Personality Inventory, and Interpersonal Dependency Inventory were used to test the data. In the first step, hierarchical multiple regression analysis was run to examine the predictors of interpersonal dependency. And then, the interactions of significant predictors (i.e., authoritarian parenting style, authoritative parenting style, neuroticism, extraversion, and agreeableness) on interpersonal dependency were examined through 2X2 ANCOVAs, controlling for borderline personality characteristics. The findings suggested that there was a significant interaction effect of authoritarian parenting style and neuroticism on interpersonal dependency when borderline personality characteristics were controlled. The main effect of authoritarian parenting style on interpersonal dependency was significant. Moreover, there was a marginally significant interaction effect of authoritarian parenting style and extraversion on interpersonal dependency when borderline personality characteristics were controlled. Both the main effects of authoritarian parenting style and extraversion on interpersonal dependency were also significant. The findings, clinical implications, and limitations of the present study were discussed.

*Keywords: Interpersonal Dependency, Parenting Styles, Big-Five Personality Traits, Borderline Personality Characteristics, University Students.*

## ÖZET

Bu çalışmanın amacı, üniversite öğrencilerinde ebeveynlik stilleri, beş faktörlü kişilik özellikleri ve sınır durum kişilik özelliklerinin kişilerarası bağımlılık üzerindeki ilişkisini yakından incelemektir. Araştırmanın örneklemini 422 üniversite öğrencisinden oluşmaktadır. Ebeveynlik Stilleri Ölçeği, Beş Faktör Kişilik Envanteri Kısa Formu, Sınır durum Kişilik Ölçeği ve Kişilerarası Bağımlılık Ölçeği kullanılarak araştırmanın verilerine ulaşılmıştır. İlk olarak, kişilerarası bağımlılığın yordayıcılarını incelemek için hiyerarşik çoklu regresyon analizi yapılmıştır. Sonrasında, regresyon analizine göre anlamlı çıkan yordayıcıların (otoriter ebeveynlik stili, demokratik ebeveynlik stili, nörotizm, dışadönüklük ve uyumluluk) kişilerarası bağımlılık üzerindeki etkileşimlerini incelemek amacıyla kovaryans analizi (2X2 ANCOVA), sınır durum kişilik özellikleri kontrol edilerek yapılmıştır. Bulgular, otoriter ebeveynliğin kişilerarası bağımlılık üzerindeki ana etkisinin anlamlı olduğunu göstermektedir. Sınır durum kişilik özellikleri kontrol edildiğinde, otoriter ebeveynlik ve nörotizm arasındaki etkileşimin kişilerarası bağımlılık üzerinde anlamlı olduğu bulunmuştur. Aynı şekilde, dışadönüklüğün kişilerarası bağımlılık üzerindeki ana etkisinin anlamlı olduğu bulunmuştur. Son olarak, sınır durum kişilik özellikleri kontrol edildiğinde, otoriter ebeveynlik ve dışadönüklük arasındaki etkileşim etkisinin de kişilerarası bağımlılık üzerinde anlamlı olduğu bulunmuştur. Çalışmanın kısıtlılıkları, güçlü yönleri ve bulgular tartışılmıştır.

*Anahtar Kelimeler: Kişilerarası Bağımlılık, Ebeveynlik Stilleri, Beş Faktörlü Kişilik Özellikleri, Sınır durum Kişilik Özellikleri, Üniversite Öğrencileri*

To My Lovely Family,



## ACKNOWLEDGEMENTS

I am very thankful to my advisor Assistant Prof. Merve Denizci Nazlıgöl helping me from the beginning of the thesis process with her profound knowledge, support, and guidance. Her feedback throughout the study set light to improve the research.

Participants who attended also play important roles in my research. I wish to thank each of them for their efforts. I would like to extend my special thanks to Dr. Olga S. Hünler and Dr. Işık Gürleyen who had been supported me to improve myself in multidisciplinary areas via their academic qualities, and patience throughout my both bachelor's degrees.

I am grateful to my lovely family for encouraging me to complete the master's program and supporting all my decisions. Unconditional love, empathy, and endless care of my core family ease my way to achieve my goals. Especially, I would like to thank my brother, Taygun Uzelli, for assisting me with his academic experiences all the time.

Lastly, I would like to dedicate my thesis to my family for trusting me to be successful.

## TABLE OF CONTENTS

PLAGIARISM .....	i
ABSTRACT.....	ii
ÖZET .....	iii
ACKNOWLEDGEMENTS .....	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES .....	viii
LIST OF FIGURES .....	ix
1. INTRODUCTION .....	1
1.1. Interpersonal Dependency .....	1
1.1.1. Description of Interpersonal Dependency .....	1
1.1.2. Theories of Interpersonal Dependency .....	2
1.2. Interpersonal Dependency and Parenting Styles.....	6
1.2.1. Description of Parenting Styles .....	6
1.3. Interpersonal Dependency and Big-Five Personality Traits .....	10
1.3.1. Description of Big-Five Personality Traits .....	10
1.4. Interpersonal Dependency and Personality Disorders .....	13
1.4.1. Interpersonal Dependency and Borderline Personality Disorder.....	14
1.5. The Aim of the Study .....	16
2. METHOD .....	18
2.1. Participants .....	18
2.2. Measurements.....	20
2.2.1. Demographic Information Form .....	20
2.2.2. Parenting Style Scale .....	20
2.2.3. Big-Five Inventory Short Form .....	21
2.2.4. Interpersonal Dependency Inventory .....	22
2.2.5. Borderline Personality Inventory .....	23
2.3. Procedure.....	23
2.4. Data Analysis .....	24

3. RESULTS .....	25
3.1. Descriptive Statistics and Correlations .....	25
3.2. Hierarchical Multiple Regression Analyses for Interpersonal Dependency .....	28
3.3. Two-way ANCOVA Results.....	31
3.4. Findings for Two-way ANCOVA with Authoritarian Parenting Style, Neuroticism, and Extraversion as Independent Variables .....	32
4. DISCUSSION.....	37
4.1. Findings of the Present Study.....	37
4.2. Clinical Implications of the Study.....	45
4.3. Limitations of the Study and Recommendations for Further Studies .....	47
4.4. Conclusion.....	48
REFERENCES .....	50
Appendix B: List of Abbreviations.....	66
Appendix C: Informed Consent Form .....	67
Appendix D: Debriefing .....	69
Appendix E: Demographic Information Form.....	70
Appendix F: Big-Five Inventory Short Form .....	72
Appendix G: Parenting Style Scale.....	73
Appendix H: Interpersonal Dependency Inventory .....	76
Appendix I: Borderline Personality Inventory.....	79
Appendix J: Question of Covid-19 .....	81

**LIST OF TABLES**

Table 1	<i>Demographic Characteristics of Participants</i>
Table 2	<i>Correlations among Study Variables</i>
Table 3	<i>Model Summary of Hierarchical Multiple Regression for Interpersonal Dependency</i>
Table 4	<i>Hierarchical Multiple Regression Analysis for Variables Predicting Interpersonal Dependency</i>
Table 5	<i>Descriptive Statistics for Interaction between Authoritarian Parenting Style, and Neuroticism</i>
Table 6	<i>Two-way ANCOVA Results Regarding Interpersonal Dependency, Authoritarian Parenting Style, Neuroticism, and Borderline Personality Characteristics</i>
Table 7	<i>Descriptive Statistics for Interaction between Authoritarian Parenting Style, and Extraversion</i>
Table 8	<i>Two-way ANCOVA Results Regarding Interpersonal Dependency, Authoritarian Parenting Style, Extraversion, and Borderline Personality Characteristics</i>

**LIST OF FIGURES**

- Figure 1* Relationship between interpersonal dependency, authoritarian parenting style, neuroticism, and borderline personality characteristics
- Figure 2* Relationship between interpersonal dependency, authoritarian parenting style, extraversion, and borderline personality characteristics



## 1. INTRODUCTION

The current study was carried out to examine the relationship between parenting styles, big-five personality traits, borderline personality characteristics on interpersonal dependency in university students. In the first section of the introduction part, interpersonal dependency and its features will be discussed. In the second section, parenting styles will be discussed. And then, big-five personality traits will be argued. In the last section, borderline personality characteristics will be discussed.

### 1.1. Interpersonal Dependency

#### 1.1.1. Description of Interpersonal Dependency

Human beings need other people to sustain their own lives. It is an emotional need including love, being loved, and other kinds of social needs which require other people's support. During their developmental processes, individuals try to satisfy their needs through interpersonal intimacy and their dependency on those needs helps to establish several relationships (Çayır & Kalkan, 2018).

The term *interpersonal dependency* is firstly used by Hirschfeld et al. (1977) and is defined as complicated thoughts, emotions, beliefs, and behaviors that arise by the need for interaction and intimacy with significant others (Hirschfeld et al., 1977). Murray (2008) defines dependency as a sum of behaviors that includes seeking help, care, and affection. Similarly, interpersonal dependency refers to a personality trait that tends to be dependent on others' nurturance, support, and guidance (Murray, 2008).

Interpersonal dependency plays an important role in human relations during childhood as well as adulthood (Bornstein, 1992). It is characterized by four main aspects: (1) motivational, (2) cognitive, (3) emotional, and (4) behavioral aspects

(Bornstein, 1993). The motivational aspect is a feeling of distinct need for taking confirmation and support from other people. The cognitive aspect is to perceive one's self as weak and unsuccessful while to perceive others as strong and control over the results of situations. The emotional aspect is a feeling of both anxiety and fear if an individual must meet his/her needs alone. The behavioral aspect is defined by seeking trust, guidance, help, and support from other people and having a tendency of submission in interpersonal interactions (Bornstein, 1993).

Interpersonal dependency can be adaptive or maladaptive. Both include a need for other people's nurturance, support, and guidance but adaptive dependency has flexible behavior and autonomous functioning of a person. Moreover, an individual who has adaptive dependency tries to establish healthy relationships with other people (Bornstein et al., 2005). If dependency reaches an excessive level, it becomes pathological and distorted functioning paves the way for several problems in interpersonal relationships. In this case, excessive dependency and submissive behaviors are considered in the axis of pathological personality organizations (Bornstein, 1992).

### **1.1.2. Theories of Interpersonal Dependency**

The term 'interpersonal dependency' is conceptualized by various psychological approaches (Uji et al., 2013). For instance, one of the oldest definitions for dependency is made by Sigmund Freud within the framework of psychoanalytic theory (Simonelli & Parolin, 2017). Dependency is resulted in fixation at the oral stage due to the lack of meeting or excessive meetings of some needs. According to psychoanalytic theory, individuals who fixate at this stage need other people for care and support and they show behavior reflecting the oral stage's characteristics (Bornstein, 1992). The psychoanalytic approach states that interpersonal dependency

can be a pathologic issue and it can cause a personality disorder (Steele et al., 2001). More specifically, frustration or over-gratification causes the formation of oral character type (Simonelli & Parolin, 2017).

When in 1960s behavioral approach comes into prominence, it has been suggested that learning and modeling play important roles in the development of interpersonal dependency (Bornstein, 2011a). Accordingly, the main assumption of the learning approach is that people show dependent behaviors because these behaviors are rewarded (Bornstein et al., 2005). When psychoanalytic theory stresses intrapsychic mechanisms by defining dependency, Bandura's Social Learning Theory (1971) highlights less on internal aspects and more on social reinforcers. As a result, learning theorists meet a point by accepting that people learn by being dependent on others (Bornstein, 1992).

In addition to psychodynamic and learning approaches, the cognitive approach has been playing an important role to explain interpersonal dependency throughout the 1980s. The cognitive approach focuses on the way of thinking and information processing which are causes of occurrence of dependent behavior and its lasting (Overholser & Fine, 1994). Beck (1976) initiated the cognitive approach which stresses the importance of a way of thinking depending on early life experiences by both familial and cultural experiences (Beck, 1976). Both parental and cultural values restrict independent behavior and lead to the prevention of being an autonomous individual. As a result of this kind of early life experiences, individuals create schemas that foresee others as strong and themselves as weak and in time, these schemas become automatic thoughts that feed interpersonal dependency (Beck et al., 2004).

Automatic thoughts reflect an individual's schema of insufficiency and generally include "I do not overcome this situation by myself" and "I will be unsuccessful if someone does not help me" types of statements (Bornstein, 1996). According to the cognitive approach, dependency has two processes. In the first process, an individual's automatic thoughts are triggered when an individual faces a difficult task or duty. When the dependent individual escapes from this difficult task, his or her feeling of failure and belief of insufficiency become stronger. As a result of this, individuals' performance decreases as well and false belief about their insufficiency and unsuccess is validated. In sum, every new difficulty triggers cognitive schemas which increase hopelessness and insufficiency of dependent individuals, and then, automatic thoughts show up suddenly and unwittingly. As a result, when this cycle constantly repeats itself, feelings of hopelessness and insufficiency of dependent individuals increase day by day (Bornstein, 1993). Additionally, the cognitive approach suggests that dependent individuals impose negative outcomes on internal factors and positive outcomes on external factors which are out of their control. For instance, when they are unsuccessful, they feel guilt and shame; however, if they are successful, they do not appreciate their success. Individuals with increased interpersonal dependency see themselves as weak and vulnerable. Therefore, their dependent behaviors maintain (Bornstein et al., 2005).

According to Blatt (1974), who argues that the relationship established between the child and the parent in infancy is like a kind of symbiotic relationship, the child has some needs including physiological and psychological when he is born. A problematic relationship in which the child's needs are not met and fulfilled on time supports the state of dependency. In addition, looking at the childhood and adulthood of the individual who developed a dependent personality, it was seen that the parents

were either very protective or conditionally loving the child in family attitudes. In both attitudes, the child is prevented from developing internal representations that s/he is valuable and loved, and the child's dependence on his parents causes the child to feel insecure. This relationship developed with the family is repeated in subsequent relationships (Blatt, 1974). Blatt and Shichman (1983) argue that being more tolerant has a significant effect on interpersonal dependency. Interpersonal dependency has genetic linkage but the occurrence of it mostly depends on the relationship between the child and the parents at the earlier stages of development (Rusby et al., 2013). Rubinstein's (2007) statement that there is a negative relationship between age and interpersonal dependency confirms that the seeds of dependency are planted in the early stages of life (Rubinstein, 2007).

According to Bornstein (2011a), the 'Interactionist Model' suggests that interpersonal dependency relates to passive and submissive behavior. Dependent personalities believe that they lack the ability of determination; therefore, they need another person. They often have passive and submissive behaviors to avoid anxiety which comes from abandonment or rejection of others, even if others' behaviors are wrong. To receive care and support, they tend to try to make others happy, they make intense efforts to meet others' expectations and wants, and they easily enter the influence of others (Bornstein, 2011a). According to Bornstein's interactionist model of interpersonal dependency, overprotective and authoritarian parenting styles, both or one of them, have significant roles in interpersonal dependency (Bornstein, 2012a). The next section focuses on interpersonal dependency and parenting styles.

## **1.2. Interpersonal Dependency and Parenting Styles**

### **1.2.1. Description of Parenting Styles**

Parenting style is one of the major factors for the development of personality. Moreover, maternal parenting style and paternal parenting style have different influences (Milevsky et al., 2007). Since mothers are likely to spend more time with their children, it is suggested that maternal parenting style is decisive on the behaviors of children. Yet, when parental styles are mentioned, both paternal and maternal parenting styles should be understood (Nichols, 1962). Parental evaluations about children impact children's perceptions of themselves and their relationship with parents. It can be inferred that the personality of a child is an output of his/her mother's and father's parenting styles (Takeuchi & Takeuchi, 2008).

The term 'parenting styles' is firstly defined by Baumrind in 1967 to examine the development of children. These are authoritative, authoritarian, and permissive parenting styles (Baumrind, 1967). Throughout the 1980s, Baumrind's parenting styles for children transform into parenting styles for the adolescent as warmth, control, and democracy. Warmth refers to emotional intimacy and the necessity of response for the needs of the adolescents. Control means an active observation and overseeing the adolescents' particular activities and friendships. Democracy is labeled as support for adolescents' autonomy, way of thinking, and functional abilities (Kerr et al., 2012).

There are lots of classifications regarding parenting styles such as oppressive, permissive or indulgent, neglectful or uninvolved, perfectionist, inconsistent, and unstable parenting styles. Regarding Baumrind's three dimensions of parenting styles, they are differently named in several studies. Especially, the third dimension,

permissive parenting style, is generally labeled as neglectful or negligent parenting style, indulgent parenting style, or uninvolved parenting style. Similarly, the Turkish adaptation of the Parenting Style Scale was developed by Kuzgun and Eldeleklioğlu in 1999 for adolescents and young adults and they divided parenting styles into three main dimensions namely, authoritarian parenting style, authoritative parenting style, and protective parenting style instead of permissive parenting style (Kuzgun & Eldeleklioğlu, 1999).

According to Baumrind (1966), the authoritarian parenting style is an excessively suppressive parenting style that disrupts the child's self-esteem and disregards the personality of the child (Baumrind, 1966). In this parenting style, the child is expected to obey all the rules of parents. Although authoritarian parents encourage their children for being autonomous, they strictly control them. Furthermore, if children's behaviors or beliefs conflict with parents' values, those parents tend to punish their children. Children who have authoritarian parents are likely to feel desperation and frustration. Eventually, the child's personality development is ignored in which results in psychopathology (Baumrind, 1966). However, encouraging autonomy and being supportive are important elements for growing children and these children with supportive parents establish stable and positively oriented relationships with adults (Strage & Brant, 1999).

Second, the protective parenting style refers to being excessively protective and having difficulty with separation from their children. Since those parents fear that their children become independent, they want to take control over all behaviors of their children. Since parents are not convinced that their children do not grow enough much, they get many things done in the name of their children. This situation prevents the child to take responsibility for their lives. Excessive protection

is seen as excessive control and care, and eventually, the child may be mistrustful and dependent on other people (Kuzgun, 1972).

Third, authoritative parents are tolerant and supportive toward their children, and they allow children to perform their wishes with some restrictions. According to Baumrind (1968), authoritative parents are flexible about communication on their rules for their children, on the other hand, authoritarian parents tend to close the way for this communication. If the family environment gives the child an opportunity for the identification of the child's self, the child can healthily actualize the period of maturation. In this parenting style, the borders of both accepted and unaccepted behaviors are clear and the child behaves accordingly. Therefore, all the rules and borders are provided by verbal contract (Baumrind, 1968). Moreover, authoritative parents can provide a balance between care and protection at a good level. Those parents are sensitive to their children's needs and autonomy. In addition, they are open to discussing the reasons for significant decisions with their children and give value to the thoughts and views of the child. They tend to have a verbal relationship and try to be a good guide in almost all issues. Eventually, children become well-prepared individuals who are expressive about themselves, responsible for their lives, and meet their emotional needs. Therefore, the authoritative parenting style is accepted as the most suitable parenting style for children's ideal personality development (Baumrind, 1966).

As mentioned above, some studies suggest that mainly two parenting styles have a role in high levels of interpersonal dependency. The first one is authoritarian parenting style prevents the children to participate in self-learning which provides autonomy and consequently they have a lack of self-efficacy (McCranie & Bass, 1984). Secondly, an overprotective parenting style may lead to interpersonal

dependency. Like the authoritarian parenting style, parents restrain their children to act independently. Therefore, the child starts to think that s/he is insufficient to take any action without other people's support and help (Parker & Lipscombe, 1980). While authoritarian families do not approach the child lovingly, parents with a free attitude cause the child to develop low self-esteem due to their inability to teach the child self-control (De Hart et al., 2006). When helplessness and weakness become the core self-concepts, dependency-related issues rise (Bornstein, 2011a). Moreover, Bornstein (2006a) suggests that two other components are leading to interpersonal dependency besides parenting styles. These are gender-role socialization, and cultural behaviors about success and relatedness. Parenting style is a concept including multidimensional and universal attitudes that are affected by many factors. The most known factor is culture (Bornstein et al., 2011). Although parenting style is a universal concept, which parenting styles are dominant in each culture may also differ depending on cross-cultural context. In individualistic cultures, an authoritative parenting style has been found to include values of self-expression and independence. In contrast, the authoritarian parenting style which has dependency and obedience is seen in collectivistic cultures (Gentina & Singh, 2015). Therefore, the examination of the relationship between parenting styles and interpersonal dependency in various cultures may be important. For instance, the protective parenting style can be frequently observed in Turkish families. An overprotective attitude can make the child dependent on another person seeking constant support in achieving his or her goals (Alisinanoğlu, 2003).

The relationship between parents and child affects the interpersonal dependency patterns of children throughout their lives. They learn the way of expression of interpersonal connection accordingly the reactions of parents or primary caregivers

for interpersonal dependency. Therefore, early childhood experiences with parents influence other interpersonal relationships as well (Ainsworth, 1969). The main motivation of the dependent person is to establish and maintain supportive and protective relationships consistent with the attitudes of authoritarian and overprotective families, which are predictors of interpersonal dependency levels in childhood, adolescence, and adulthood (Bornstein, 1992).

Taken together, the first relationships established in childhood with parents have an important role in determining the attitude to be displayed in adulthood (Avcı, 2016). More specifically, how parents approach the child during the autonomy period affects the interpersonal dependency process. Children may adopt interpersonal strategies such as turning toward other people, moving away from people, and being against people as a defense against unfulfilled developmental needs (Chang, 2010). Individuals who develop a strategy of turning towards people tend to prioritize others, hold themselves in the background, and be dependent on others. Dependent individuals try to please others to be loved and approved by them (Burger, 2004). Those individuals also avoid loneliness (Chang, 2010). In addition, research suggests that parenting styles are also related to five-factor personality traits especially in high neuroticism (Tomsik & Ceresnik, 2017). In the latter section, interpersonal dependency and big-five personality traits will be discussed.

### **1.3. Interpersonal Dependency and Big-Five Personality Traits**

#### **1.3.1. Description of Big-Five Personality Traits**

Personality refers to a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions, motivations, and behaviors in various situations (Schultz & Schultz, 2017). In other words, personality is related to

individual differences, and it shapes how a person will act, think, and feel (Ryckman, 2008). According to Atkinson et al. (1996), personality determines the way of interaction with physical and social surroundings. Although personality is one of the most comprehensive concepts, researchers and psychologists have built a consensus on basic dimensions of personality and they developed a well-accepted personality structure (Atkinson et al., 1996).

Many theories organize personality traits under different categorizations. For instance, Allport (1936) divided personality traits into three levels as cardinal traits, central traits, and secondary traits. Cattell (1947) initiated sixteen dimensions for personality traits, it is also known as 16PF. Eysenck (1970) created three dimensions namely, introversion vs. extroversion, neuroticism vs. stability, and psychoticism vs. socialization (as cited in Buss & Finn, 1987). It is a widely accepted theory that assumes that there are five major and universal factors of personality also known as the five-factor model of personality traits or mostly known as big-five personality traits. These five major traits are openness, conscientiousness, extraversion, agreeableness, and neuroticism (Goldberg, 1990).

Openness reflects intellectual and imaginative abilities. Conscientiousness refers to an ability to be responsible and productive. Extraversion shows the ability to engage in social relations and assertiveness. Agreeableness represents emotional concern and respect for other people. Neuroticism, also called emotional stability, indicates rapid changes in negative emotions such as anxiety and sadness (Soto, 2018). Some adjectives are used for describing these five personality traits. For openness, artistic, curious, imaginative, insightful, original, and wide interests are used. Conscientiousness has the adjectives of efficient, organized, planful, reliable, responsible. For extraversion, active, assertive, energetic, enthusiastic, outgoing, and

talkative are used. Appreciative, forgiving, generous, kind, sympathetic, and trusting are common adjectives for agreeableness. Moreover, anxious, self-pitying, tense, touchy, unstable, and worrying are used for neuroticism (McCrae & John, 1992). Big-five personality traits are investigated under two different approaches, namely, etic and emic approaches. The etic approach states that big-five personality traits are assumed to be universal (i.e., it is not affected by environment, culture, or context). On the contrary, the emic approach suggests that big-five personality traits are specific to culture and context (Goldberg, 1992).

Many studies showed a significant relationship between interpersonal dependency and big-five personality traits. For instance, Bornstein and Cecero (2000) found in their meta-analysis that two of the big-five personality traits, namely, neuroticism, and agreeableness were positively related to interpersonal dependency. In addition, other traits (i.e., extraversion, conscientiousness, and openness) and interpersonal dependency had a significant negative relationship (Bornstein & Cecero, 2000). Ulusoy and Durmuş (2011) conducted similar research to investigate the relationship between big-five personality traits and interpersonal dependency tendencies of university students. The results showed that there was a positive relationship between interpersonal dependency and the dimensions of agreeableness and neuroticism, and a negative relationship with extraversion. The findings of this study also showed that there was no significant difference in interpersonal dependency tendencies and big-five personality traits based on age and gender (Ulusoy & Durmuş, 2011). Most of the research also has concentrated on the relationship between personality disorders and interpersonal dependency. Excessive interpersonal dependency is a risk for the development of personality disorders

(Bornstein, 1998a). The next section focuses on the association between interpersonal dependency and personality disorders.

#### **1.4. Interpersonal Dependency and Personality Disorders**

Personality disorders refer to a group of mental disorders that are defined by relatively stable patterns in terms of thoughts and behaviors leading to several problems in relation with others (Rizenau, 2015). Interpersonal dependency plays an important role in different personality pathologies (Alonso-Arbiol et al., 2002) such as borderline personality disorder and dependent personality disorder (Körük & Kara, 2018). Especially, individuals with dependent, histrionic, or borderline personality disorders have both strong underlying and expressed interpersonal dependency levels (Bornstein, 1998a). However, there are some differences. For instance, dependent personality patients are aware of their need for interpersonal dependency in an obvious way, but histrionic personality disorder patients have less awareness about interpersonal dependency. While dependent personality disorder has passive features, histrionic personality disorder has active and manipulative qualifications for covering their underlying dependency needs (Bornstein, 1998b). Besides, while dependent personality disorder patients have dependency-related insight, borderline personality disorder patients do not always have awareness about their interpersonal dependency needs. Both in borderline personality disorder and dependent personality disorder, interpersonal dependency can be directly expressed. Yet, other personality disorders such as avoidant, narcissistic, paranoid, and schizotypal personality disorder have an indirect e of interpersonal dependency through somatic signs, jealousy, adoration, and approval. The other three disorders: antisocial, obsessive-compulsive, and schizoid disorder patients show less interpersonal dependency (Bornstein, 1998a).

#### **1.4.1. Interpersonal Dependency and Borderline Personality Disorder**

According to the Diagnostic and Statistical Manual of Mental Disorders-5 (DSM-5), borderline personality disorder is characterized by unstable mood, self-image, intimate relationships, lack of knowledge about personal goals, and self-destructive behaviors (American Psychiatric Association, 2013). Moreover, individuals with borderline personality disorder experience difficulties in emotion regulation and control of impulses (Sansone & Sansone, 2015). Because of lack of emotion regulation, these people suffer from mood swings, hostility, and cognitive difficulties (Linehan & Lindenboim, 2007). They may have suicidal and self-harming attitudes. Besides, they may have paranoid thoughts. They tend to use splitting (i.e., devaluation and idealization) in their relationship and have a fear of abandonment by significant others such as family and friends. In addition to these features, anxiety and depressed mood can also be added for borderline personality disorder (APA, 2013).

The term 'borderline' was first mentioned by Adolph Stern in the psychoanalytic approach in 1938. Stern was known as the father of the term borderline personality (Stefana, 2015). In 1975, Kernberg formed a group for personality organizations, namely, neurotic, borderline, and psychotic personality organizations based on identity integration, defense mechanisms, and reality testing. Kernberg (1984) proposed borderline personality organization as a middle point of personality organization from neurotic to psychotic personality organization. According to Kernberg's model, people with borderline personality disorder uses primary defense mechanisms such as projection and denial. Patients with borderline personality disorder build their intimate relationships on interpersonal dependency or idealization (Kernberg & Yeomans, 2013). In summary, it has distortion in reality perception, immature and maladaptive defenses, instability in interpersonal relationships,

dysregulation of emotions, low anxiety tolerance, disordered thinking, and poor impulse control (Bradley & Westen, 2005).

Borderline personality characteristics have interpersonal disturbances and conflicts. Interpersonal dependency is one of these disturbances that are related to concerns about rejection and fear of abandonment (Bornstein et al., 2000). Problematic interpersonal functioning is also one of the features of borderline personality disorder. Among other personality disorders, DSM-IV (APA, 1994) highlights the intensity of interpersonal disturbances for borderline pathology. These disturbances are defining characteristics of this disorder. Excessive dependency needs are distinctive for creating maladaptive schemas because borderline patients do not want to be independent. This situation is labeled as “dependent-depressive interactions” (Drapeu et al., 2012, p. 583). According to Bornstein et al. (2010), interpersonal dependency has been playing an important role in borderline personality disorder. Individuals with borderline personality disorder exaggerate dependent behavior and have difficulty normalizing the need for empathy and protection. According to DSM-IV (APA, 1994) patients with borderline personality disorder have an intolerance of being alone, and psychoanalytic, cognitive, and interpersonal approaches highlight that their intolerance triggers them to be dependent on others (Bornstein et al., 2010). In addition, Kernberg (1975) remarked the pathological or maladaptive way of dependency in borderline personality disorder is one of the characteristics of borderline pathology (Kernberg, 1975). Borderline patients who have higher dependency scores show more interpersonal distress. The negative affections such as anger, depressed mood, and anxiety are directly connected to the level of dependency (Vansteelandt et al. 2020).

A study is conducted to examine the role of dependency in borderline personality disorder. It was found that dependency is a stable factor for borderline patients in terms of negative affect. Borderline patients report a high level of dependency compared to other personality disorders. Especially maladaptive or unhealthy form of interpersonal dependency is associated with interpersonal neediness for borderline pathology. Borderline patients who have a high level of dependency have also a high level of emotional insecurity. Having a high level of dependency creates a vulnerability in front of stressors in interpersonal relationships. In addition to dependency, type of behavior and personality are also related to borderline characteristics (Kopala-Sibley et al., 2012). Similarly, Levy et al. (2007) suggest that borderline characteristics are associated with dependent pathology, and dependent pathology is also labeled as anaclitic pathology. Anaclitic borderline characteristics have difficulties in regulation of affect as well. Borderline patients are higher on dependency based on self-report dependency scores than non-borderline patients (Levy et al., 2007).

Based on the information mentioned above, it is thought that borderline characteristics may have impacts on interpersonal dependency. Indeed, it is difficult to differentiate whether the interpersonal dependency is a mechanism of borderline personality disorder or it is comorbid with borderline personality disorder; therefore, it will be considered as a control variable in the present study.

### **1.5. The Aim of the Study**

The concept of interpersonal dependency has recently become the subject of studies in psychology literature. Every individual needs other people to survive and is dependent on them to a certain extent. In addition, the family has a great place in the development of the individual. Each family exhibits different attitudes towards their

children. In this context, it was decided to conduct a study on university students to look closely at the relationship between parenting styles, big-five personality traits, borderline characteristics, and interpersonal dependency.

The main purpose of this study was to examine the roles of parenting styles, and big-five personality traits on interpersonal dependency in university students when their borderline characteristics were controlled. Therefore, a hierarchical multiple analysis will be run to examine the predictors of interpersonal dependency in the first step. And then, the main and interaction effects of significant predictors on interpersonal dependency will be examined, controlling for borderline characteristics.

Based on the aim of the study, the hypotheses will be:

*Hypothesis 1:* Interpersonal dependency of university students will be predicted by parenting styles, big-five personality traits, and borderline personality characteristics.

*Hypothesis 2:* Interpersonal dependency of university students will differ according to the levels of parenting styles, controlling for borderline personality characteristics.

*Hypothesis 3:* Interpersonal dependency of university students will differ according to the levels of big-five personality traits, controlling for borderline personality characteristics.

*Hypothesis 4:* Interpersonal dependency of university students will differ according to the levels of parenting styles and big-five personality traits, controlling for borderline personality characteristics.

## 2. METHOD

### 2.1. Participants

In the present study, 495 university students were recruited from different departments at Yeditepe University. After cleaning outliers, 445 participants remained. The participants were asked how much they were affected by COVID-19. 23 participants were extracted from the data because they marked this question as “My answers were highly affected by COVID-19.”. As a result, the total number of participants was 422. Their ages were ranged between 18-35 ( $M= 25.55$ ,  $SD= 3.10$ ). The participants consisted of 249 (59%) women and 173 (41%) men. The criteria of inclusion for the participation in the study were being older than the age of 18, being a university student, and having Turkish as the first language. The number of participants who reported psychopathology was 50, history of psychiatric medication was 10. The demographic characteristics of the study participants can be seen in Table 1.

**Table 1***Demographic Characteristics of the Participants*

	Frequency	Percentage (%)
Gender		
Men	173	41
Women	249	59
Age		
18-25	174	41.23
26-35	248	58.76
Education Level		
Preparatory class	3	0.70
First-year	28	6.60
Second-year	23	5.50
Third-year	39	9.20
Fourth-year	147	34.80
Master program	158	37.40
Doctorate program	24	5.70
Faculty		
Law	14	3.30
Economics-Administrative	66	15.60
Social Sciences	25	5.90
Commerce	7	1.70
Arts-Sciences	73	17.30
Communication	20	4.70
Architecture	30	7.10
Education	33	7.80
Engineering	81	19.20
Health Sciences	38	9.00
Fine Arts	16	3.80
Medicine	17	4.00
Dentistry	2	0.50
Having Relationship		
Yes	147	34.80
No	218	51.70
Married	53	12.60
Divorced	4	0.90
Income		
Below minimum wage	19	4.50
Minimum wage	16	3.80
Minimum wage-5000 TL	124	29.40
5000-10000 TL	156	37.00
10000-15000 TL	61	14.50
15000 TL and above	46	10.90

**Table 1***Demographic Characteristics of the Participants (Continued)*

	Frequency	Percentage (%)
<b>Health Status of Parents</b>		
Both alive	382	90.50
Loss of mother	5	1.20
Loss of father	32	7.60
Loss of both	3	0.70
<b>Marital Status of Parents</b>		
Married and living together	368	87.20
Married but living apart	16	3.80
Divorced	38	9.00
<b>Caregiver</b>		
Mother	219	51.90
Father	3	0.70
Both	200	47.40
<b>Total</b>	<b>422</b>	<b>100</b>

## 2.2. Measurements

### 2.2.1. Demographic Information Form

In this form, the participants' age, gender, education level, relationship status, level of income, and health and marital status of their parents were questioned. The participants' primary caregiver, history of psychological diagnosis, and using medicine were also asked. Furthermore, at the end of the questionnaires, participants were asked the level of influence of Covid-19 for their answers (See Appendix E, and Appendix J).

### 2.2.2. Parenting Style Scale

The Parenting Style Scale (PSS) was developed by Gafoor and Kurukkan (2014) based on Baumrind's Theory of Parenting Styles to measure the perceptions of university students about their parents. The Turkish adaptation of the Parenting Style Scale was firstly developed by Kuzgun (1972), and the second version of the scale

was redeveloped by Kuzgun and Eldeleklioğlu (1999) by improving psychometric properties of the scale (Kuzgun, 1972; Kuzgun & Eldeleklioğlu, 1999). Furthermore, the scale was revised in 2005 for adolescents (Kuzgun et al., 2005). In the present study, the last version of the scale was used. It consists of 40 statements including authoritative parenting style (15 statements), protective parenting style (15 statements), and authoritarian parenting style (10 statements). Both maternal and paternal parenting styles in childhood, puberty, and young adulthood periods are asked. The PSS is a Likert-type scale ranging from 1 to 5 (1 = not appropriate, 2= not that much appropriate, 3= relatively appropriate, 4= appropriate, and 5= very appropriate). In both authoritative parenting style and protective parenting style subscales, it can be received from 15 points up to 60 points. In the authoritarian parenting style subscale, it can be obtained from 10 up to 40 points (Kuzgun & Eldeleklioğlu, 1999). The Cronbach Alpha's values were .90, .82, and .79 for the authoritative subscale, protective subscale, and authoritarian subscale, respectively (Kuzgun & Eldeleklioğlu, 1999). In the present study, the Cronbach Alpha values were .93 for authoritative parenting style, .86 for protective parenting style, and .79 for authoritarian parenting style (See Appendix G).

### **2.2.3. Big-Five Inventory Short Form**

Big-Five Inventory Short Form (BFI-SF) was developed by Beydoğan (2008) based on 50-item Turkish trait descriptive adjectives which were listed by Somer and Goldberg (1999). The BFI-SF consists of 25 items in a Likert type 5 point-scale (1= Disagree, 2= Slightly Disagree, 3= Neutral, 4= Slightly Agree, and 5= Agree) (Beydoğan, 2008). There are five subscales including agreeableness, extraversion, neuroticism, openness to experience, and conscientiousness. The higher scores point out a higher degree of the subscales. The first five adjectives (heady, extrovert,

social, self-confident, lively/active) represent extraversion, Items 6-10 (hardworking/determined, controlled, responsible, principled, disciplined) reflect conscientiousness; Items 11-15 (easygoing, adaptable, understanding, sensitive, mediatory) represent agreeableness; Items 16-20 (calm, unworried, peaceful, unhurried, easy) represent emotional stability; and Items 21-25 (large-minded, researcher, open for improvement, creator, accommodating) represent sub-scale of openness. Each of the sub-scales is rated from 5 to 25 points (Beydoğan, 2008). The Cronbach Alpha's values were .77 for agreeableness, .81 for extraversion, .76 for neuroticism, .81 for openness to experience, and .84 for conscientiousness (Beydoğan, 2008). In the present study, neuroticism scores were used via reversing five items (i.e., Items 16-20) that represented emotional stability. In the present study, the Cronbach Alpha's values were .85 for agreeableness, .75 for extraversion, .78 for neuroticism, .77 for openness to experience, and .84 for conscientiousness (See Appendix F).

#### **2.2.4. Interpersonal Dependency Inventory**

Interpersonal Dependency Inventory (IDI) was developed by Hirschfeld et al. (1977). The Turkish adaptation of this inventory was conducted by Ulusoy (2010). The IDI includes 44 statements scored on a four-point Likert-type scale. The subscales are the emotional confidence subscale, lack of social self-confidence subscale, and autonomy subscale. Item 9, Item 24, and Item 44 were reverse items (Ulusoy, 2010). The Cronbach Alpha value for the Turkish adaptation of the inventory was .75. When the scores obtained from the inventory increase, the level of interpersonal dependency increases as well (Ulusoy, 2010). In the present study, the total score was used to assess interpersonal dependency. In the present study, the Cronbach Alpha value for the entire inventory was .80 (See Appendix H).

### **2.2.5. Borderline Personality Inventory**

Borderline Personality Inventory (BPI) was developed by Leichsenring in 1999 to assess borderline personality traits. The scale is based on Kernberg's theory of structural personality organization including identity confusion, primary defense mechanisms, and a sign of deterioration in reality principle (Leichsenring, 1999). It has 53 true-false items and the cutoff point is 15-16 (true =1 point, and false = 0 point). The total score of the inventory is calculated by the first 51 items since the last two items are asked to examine alcohol and drug use (Leichsenring, 1999). Internal consistency coefficients respectively, .91 and .87 in the original study (Leichsenring, 1999). Aydemir et al. (2006) adapted the scale in Turkish with 40 borderline personality disorders, 35 major depressive disorders, 30 schizophrenia patients diagnosed according to DSM-IV, and 61 control subjects without any psychiatric disorders who applied to the psychiatry outpatient clinic. In the Turkish adaptation study (Aydemir et al., 2006), the internal consistency coefficient was .92 for the whole group and .84 for only the borderline disorder group (Aydemir et al., 2006). Test-retest correlation was found as .67. In the present study, the Cronbach Alpha value was .89. (See Appendix I).

### **2.3. Procedure**

Before data collection, the ethical approval of the present study was taken from Yeditepe University Humanities and Social Sciences Ethics Committee (See Appendix A). All participants had taken an informed consent form including the aim and the outline of the research and contact information which was placed on the first page of an online survey. Without acceptance of participation, an online survey was not started (See Appendix C). The duration of an online survey to complete was approximately 15-20 minutes. Answers were anonymously collected. In the present

study, a questionnaire set including Demographic Information Form, Big-Five Inventory Short Form, Parenting Style Scale, Interpersonal Dependency Inventory, and Borderline Personality Inventory were used. At the end of the questionnaire set, a debriefing including contact information was provided (See Appendix D)

The convenience sampling method was used in this study. Data collection was carried out via an online platform (i.e., Google Forms) and it was available for the participants between May 2020 and August 2020. The link for the online questionnaires was delivered through social media platforms such as LinkedIn and Instagram. In addition, it was announced to the university students from various departments at Yeditepe University with the help of some academic staff. Additionally, Yeditepe University webpages on Facebook, LinkedIn as well as WhatsApp groups were used to deliver online survey links.

#### **2.4. Data Analysis**

In the present study, correlational analysis and descriptive statistics were run among all variables. To test the study hypotheses, hierarchical multiple regression analysis, and two-way ANCOVA were used to compare interpersonal dependency scores of the participants who had different parenting styles and personality traits when the borderline personality characteristics were controlled. All analyses were performed by using the Statistical Package for Social Sciences (SPSS) IBM version 22.0. Evaluation of the data was made at a 95% confidence interval and  $p < 0.05$  significance level.

### 3. RESULTS

#### 3.1. Descriptive Statistics and Correlations

Means and standard deviations of the study variables were investigated. Pearson correlation coefficients between study variables were examined. These variables were parenting styles (i.e., authoritarian parenting style, protective parenting style, and authoritative parenting style), big-five personality traits (i.e., extraversion, neuroticism, agreeableness, conscientiousness, openness), interpersonal dependency, and borderline personality characteristics (See Table 2).

According to correlation results, interpersonal dependency was significantly and positively correlated with borderline personality characteristics ( $r = .26, p < .01$ ), authoritarian parenting style ( $r = .29, p < .01$ ), protective parenting style ( $r = .24, p < .01$ ), neuroticism ( $r = .14, p < .01$ ), and agreeableness ( $r = .14, p < .01$ ); and negatively correlated with authoritative parenting style ( $r = -.12, p < .05$ ), extraversion ( $r = -.20, p < .01$ ), conscientiousness ( $r = -.15, p < .01$ ) and openness ( $r = -.10, p < .05$ ). Borderline personality inventory was significantly and positively correlated with authoritarian parenting style ( $r = .41, p < .01$ ), protective parenting style ( $r = .36, p < .01$ ), and neuroticism ( $r = .25, p < .01$ ); and negatively correlated with authoritative parenting style ( $r = -.30, p < .01$ ), extraversion ( $r = -.15, p < .01$ ), agreeableness ( $r = -.16, p < .01$ ), and conscientiousness ( $r = -.37, p < .01$ ). Authoritarian parenting style was significantly and positively correlated with neuroticism ( $r = .12, p < .05$ ); and negatively correlated with extraversion ( $r = -.20, p < .01$ ), agreeableness ( $r = -.12, p < .05$ ), conscientiousness ( $r = -.23, p < .01$ ). Protective parenting style was significantly and positively correlated with conscientiousness ( $r = .17, p < .01$ ); and negatively correlated with extraversion ( $r = -.18, p < .01$ ), and agreeableness ( $r = -.10, p < .05$ ). Authoritative parenting style was significantly and positively correlated with

extraversion ( $r = .28, p < .01$ ), agreeableness ( $r = .15, p < .01$ ), conscientiousness ( $r = .28, p < .01$ ), and openness ( $r = .14, p < .01$ ); and negatively correlated with neuroticism ( $r = -.16, p < .01$ ). All correlations among study variables can be seen in Table 2.



**Table 2***Correlations among Study Variables*

Variables	1	2	3	4	5	6	7	8	9	10
1. ID	1									
2. BPI	.26**	1								
3. ANPS	.29**	.41**	1							
4. PPS	.24**	.36**	.77**	1						
5. AEPS	-.12*	-.30**	-.66**	-.46**	1					
6. EX	-.20**	-.15**	-.20**	-.18**	.28**	1				
7. NEU	.14**	.25**	.12*	.09	-.16**	.03	1			
8. AGR	.14**	-.16**	-.12*	-.10*	.15**	.04	-.32**	1		
9. CNT	-.15**	-.37**	-.23**	-.17**	.28**	.22**	.11*	.26**	1	
10. OP	-.10*	-.06	-.07	-.11*	.14**	.34**	.13**	.27**	.38**	1
<i>M</i>	23.29	12.28	19.89	33.12	59.55	18.26	15.06	20.42	20.02	20.47
<i>SD</i>	9.60	7.94	6.54	10.26	11.11	3.38	3.78	3.37	3.51	3.04

*Note.* For all correlations  $N=422$ , \* $p < .05$ , \*\* $p < .01$ . ID: Interpersonal Dependency; BPI: Borderline Personality Inventory; ANPS: Authoritarian Parenting Style; PPS: Protective Parenting Style; AEPS: Authoritative Parenting Style; EX: Extraversion; NEU: Neuroticism; AGR: Agreeableness; CNT: Conscientiousness; OP: Openness.

### 3.2. Hierarchical Multiple Regression Analyses for Interpersonal Dependency

Hierarchical multiple regression analysis was performed to examine the associations between the target variable (i.e., dependent variable: interpersonal dependency) and predictors (i.e., independent variables: parenting styles, big-five personality traits, and borderline personality characteristics). The independent variables were entered into the equation with three steps. It was found that overall model significantly predicted interpersonal dependency,  $F(5, 412) = 10.69, p < .001, R^2 = .200$ . All variables were added statistically significantly to the prediction,  $p < .01$  (See Table 3).

In the first step, borderline personality characteristics was entered. The findings showed that borderline personality characteristics was significantly associated with interpersonal dependency ( $\beta = .26, p < .01$ ) and it accounted for 6% of the overall variance. In the second step, authoritative parenting style, protective parenting style, and authoritarian parenting style were added and used as predictor variables. The results indicated that authoritative parenting style was significantly associated with interpersonal dependency ( $\beta = .13, p < .05$ ). Similarly, authoritarian parenting style was significantly associated with interpersonal dependency ( $\beta = .28, p < .01$ ). However, it was found that there was no significant association between protective parenting style and interpersonal dependency ( $\beta = .012, p = .86$ ). In the last step, personality traits (i.e., extraversion, neuroticism, agreeableness, conscientiousness, and openness) were entered. It was found that agreeableness was significantly and positively associated with interpersonal dependency ( $\beta = .28, p < .01$ ) and. Moreover, neuroticism was significantly and positively associated with interpersonal dependency ( $\beta = .18, p < .01$ ), and. Extraversion was significantly and negatively associated with interpersonal dependency ( $\beta = -.15, p < .01$ ).

However, there was no significant association between conscientiousness and interpersonal dependency ( $\beta = -.071, p = .17$ ) and between openness and interpersonal dependency ( $\beta = -.076, p = .14$ ). The results of hierarchical multiple regression were listed in Table 4.

**Table 3**

*Model Summary of Hierarchical Multiple Regression for Interpersonal Dependency*

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	df1	df2	<i>p</i>
1	.26	.065	.063	1	420	.000*
2	.34	.115	.107	3	417	.000*
3	.47	.217	.200	5	412	.000*

*Note.* \* $p < .001$ .

**Table 4***Hierarchical Multiple Regression Analysis for Variables Predicting Interpersonal Dependency*

Variable	$\beta$	$T$	$P$
Model 1			
Borderline	.26	5.41***	.000
Model 2			
Borderline	.17	3.35**	.001
Authoritative Parenting	.13	2.12*	.03
Protective Parenting	.03	.40	.69
Authoritarian Parenting	.28	3.28**	.001
Model 3			
Borderline	.13	2.45**	.002
Authoritative Parenting	.19	3.13**	.004
Protective Parenting	.01	.17	.86
Authoritarian Parenting	.31	3.82***	.000
Extraversion	-.15	-3.04**	.003
Neuroticism	.18	3.84***	.000
Agreeableness	.28	5.81***	.000
Conscientiousness	-.07	-1.37	.17
Openness	-.08	-1.49	.14

*Note.*  $N = 422$ ; \* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$ .

### 3.3. Two-way ANCOVA Results

Before the main analysis, normality assumptions were tested using histograms, the Levene's, and Shapiro–Wilk tests (Draper & Smith, 1998). 73 outliers were extracted from the data in total; therefore, 422 participants were left. The last version of the data met the normality assumptions.

Two-way analysis of covariance (i.e., two-way ANCOVA) was conducted to test the interaction of study variables based on the findings of hierarchical multiple regression. The variables which were found significant in hierarchical multiple regression were selected. In each analysis, three of the big-five personality traits (i.e., neuroticism, extraversion, and agreeableness) and two parenting styles (i.e., authoritarian and authoritative parenting styles) were independent variables. For personality traits, the mean scores of the scales were determined as the cut-off points; thus, two categories as low and high were formed for each (e.g., low neuroticism and high neuroticism). Similarly, for parenting styles, the mean scores of the scales were determined as the cut-off points; two categories were formed for each (e.g. low level of authoritarian parenting style and high level of authoritarian parenting style). In other words, continuous variables were transformed into categorical variables. Interpersonal dependency was the dependent variable and borderline personality characteristics was the control variable. Totally, 6 two-way ANCOVA (2X2) were performed. 4 out of 6 two-way ANCOVA (2X2) interactions were not found significant. Only significant results were reported. The first two-way ANCOVA was run with authoritarian parenting style, neuroticism, interpersonal dependency, and borderline personality characteristics (as control variable). The second two-way ANCOVA was carried out with authoritarian parenting style, extraversion,

interpersonal dependency, and borderline personality characteristics (as control variable). The interaction effects between independent variables were explored.

#### **3.4. Findings for Two-way ANCOVA with Authoritarian Parenting Style, Neuroticism, and Extraversion as Independent Variables**

A two-way ANCOVA was conducted to determine whether there is a statistically significant difference between the levels of authoritarian parenting style (i.e., low and high) and the levels of neuroticism (i.e., low and high) on interpersonal dependency controlling for borderline personality characteristics. After adjusting for borderline personality characteristics, there was a significant interaction effect of authoritarian parenting style and neuroticism on interpersonal dependency,  $F(1,422) = 5.75, p < .05$ , with a small effect size (partial eta squared = .01). The main effect of authoritarian parenting style on interpersonal dependency was significant,  $F(1,422) = 8.81, p < .01$ , with a small effect size (partial eta squared = .02). The main effect of neuroticism on interpersonal dependency was not significant (See Table 5, Table 6, and Figure 1).

**Table 5**

*Descriptive Statistics for the Interaction between Authoritarian Parenting Style and Neuroticism*

Neuroticism	Authoritarian Parenting Style	Mean	SD
High	High	26.97	.98
	Low	21.03	.95
Low	High	23.78	.91
	Low	21.83	.89

*Note.* Borderline Personality Characteristics: 12.28, Dependent Variable: Interpersonal Dependency

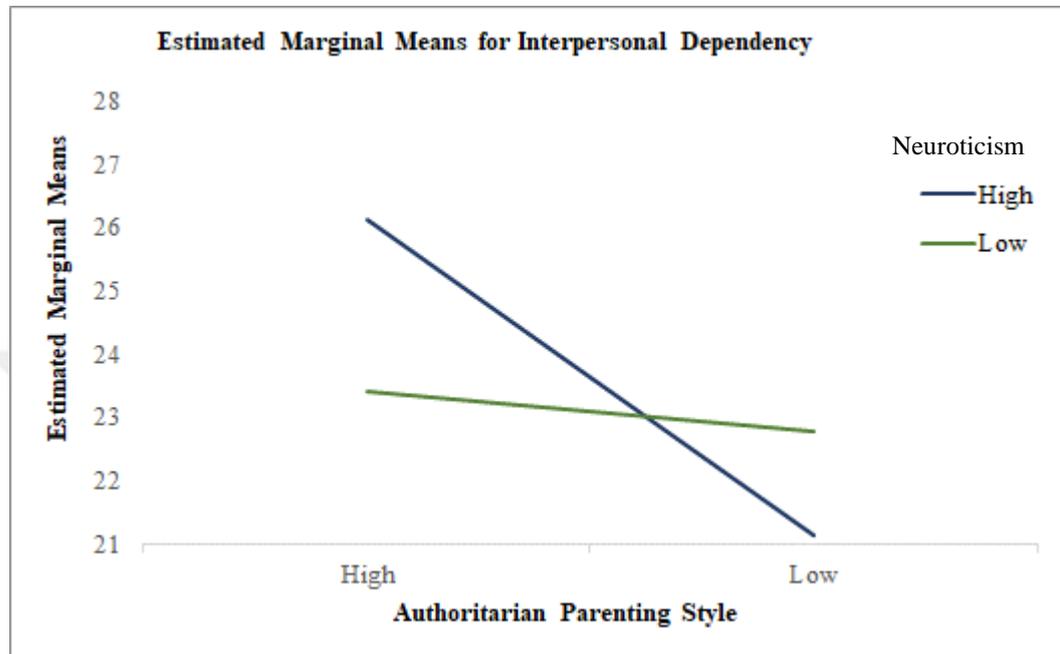
**Table 6**

*Two-way ANCOVA Results Regarding Interpersonal Dependency, Authoritarian Parenting Style, Neuroticism, and Borderline Personality Characteristics*

Source	Type III Sum of Squares	Df	Mean square	F	Sig.
Corrected Model	3918.533	4	979.633	12.824	.000
Intercept	44813.809	1	4482197.871	550.126	.000
Neuroticism* Authoritarian	481.242	1	481.242	5.751	.017
Error	34896.616	417	83.685		
Total	267747.000	422			
Corrected Total	38815.149	421			

**Figure 1**

*Relationship between Interpersonal Dependency, Authoritarian Parenting Style, Neuroticism, and Borderline Personality Characteristics*



A two-way ANCOVA was conducted to determine a statistically significant difference between the levels of authoritarian parenting style (i.e., low and high) and the levels of extraversion (i.e., low and high) on interpersonal dependency controlling for borderline personality characteristics. After adjusting for borderline personality characteristics, there was a marginally significant interaction effect of authoritarian parenting style and extraversion on interpersonal dependency,  $F(1,422) = 3.92$ ,  $p = .05$ , with a small effect size (partial eta squared = .01). The main effect of authoritarian parenting style on interpersonal dependency was significant,  $F(1,422) = 10.47$ ,  $p < .01$ , with a small effect size (partial eta squared = .02). Similarly, the main effect of extraversion on interpersonal dependency was significant,  $F(1,422) = 4.92$ ,  $p < .05$ , with a small effect size (partial eta squared = .01) (See Table 7, Table 8, and Figure 2).

**Table 7**

*Descriptive Statistics for the Interaction between Authoritarian Parenting Style and Extraversion*

Extraversion	Authoritarian Parenting Style	Mean	SD
High	High	24.91	1.06
	Low	20.08	.84
Low	High	25.13	.89
	Low	23.87	.85

*Note.* Borderline Personality Characteristics: 12.28, Dependent Variable: Interpersonal Dependency

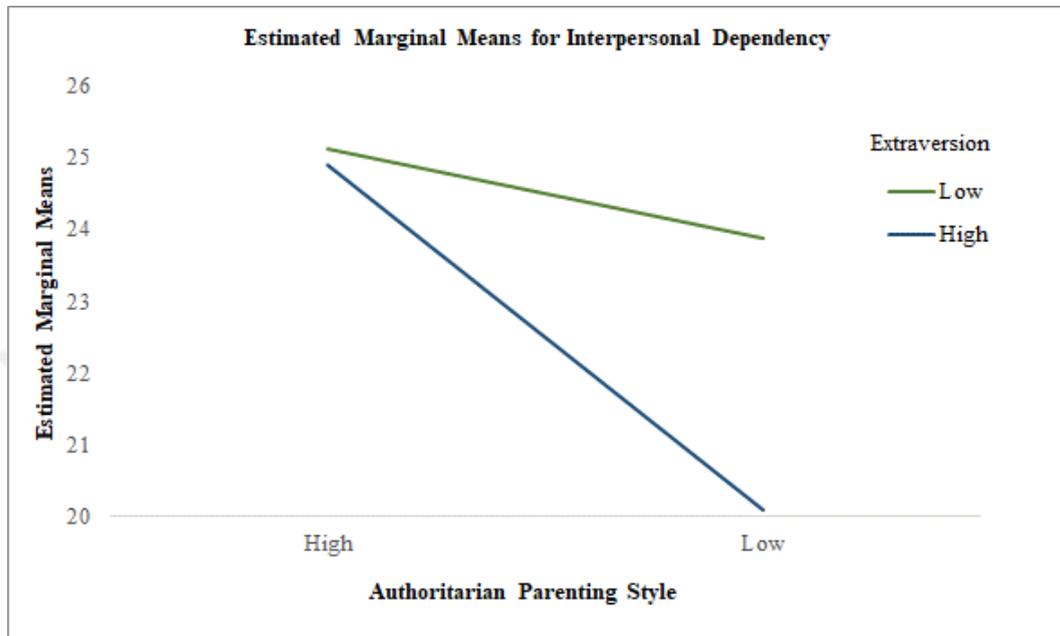
**Table 8**

*Two-way ANCOVA Results Regarding Interpersonal Dependency, Authoritarian Parenting Style, Extraversion, and Borderline Personality Characteristics*

Source	Type III Sum of Squares	Df	Mean square	F	Sig.
Corrected Model	4290.522	4	1072.630	12.956	.000
Intercept	46731.045	1	46731.045	564.433	.000
Extraversion* Authoritarian	324.434	1	324.434	3.919	.048
Error	34524.628	417	82.793		
Total	267747.000	422			
Corrected Total	38815.149	421			

**Figure 2**

*Relationship between Interpersonal Dependency, Authoritarian Parenting Style, Extraversion, and Borderline Personality Characteristics*



## 4. DISCUSSION

### 4.1. Findings of the Present Study

Interpersonal dependency is a core concept in terms of relationships in individuals' lives throughout the lifespan, especially both in childhood and adulthood (Fiori et al., 2008). The main aim of the present study was to examine the roles of parenting styles, big-five personality traits, and borderline characteristics on interpersonal dependency in university students. Regarding this aim, four hypotheses were generated.

Firstly, it was hypothesized that the interpersonal dependency of university students would be predicted by parenting styles, big-five personality traits, and borderline personality characteristics. Hierarchical multiple regression analysis values were lower than was expected but interpersonal dependency is a broad concept and it is difficult to predict by only parenting styles and big-five personality traits. It is assumed that there are lots of predictors for interpersonal dependency. Therefore, regression values may show a low trend and should be interpreted cautiously. The results of hierarchical multiple regression analysis showed that borderline personality characteristics significantly and positively predicted interpersonal dependency.

Clinicians and researchers agree that borderline personality characteristics are closely linked with both covert and overt dependency needs. Individuals with borderline personality characteristics tend to perceive themselves as weak and inferior; therefore, they may try to overcome these feelings with their extreme dependency (Stern, 1938).

It has also been suggested that the fear of abandonment leads to a decrease in the functionality of individuals with borderline personality disorder (APA, 1994, 2000).

Moreover, parenting styles are associated with borderline personality characteristics.

The findings of a recent study (Etemadi et al., 2020) showed that there was a significant association between parenting styles and borderline personality

characteristics. While authoritarian parenting style was directly predicted borderline personality characteristics, there was an indirect association between authoritative parenting style and borderline personality. In addition, evidence showed that the substantial dysfunction of individuals with borderline personality disorder is explained by neuroticism (Widiger & Trull, 1992). Considering the findings mentioned above, borderline personality characteristics was examined as a control variable in the further analyses of the present study. In terms of parenting styles, our findings of the hierarchical multiple regression analysis showed that authoritarian parenting style significantly and positively predicted interpersonal dependency. This result is consistent with the literature showing that there is a positive relationship between authoritarian parenting styles and the tendency of interpersonal dependency (Ojha & Singh, 1988). Regarding cultural issues, Kagitcibasi (2017) suggested that Turkish families have more strict parental control as compared to the Western world. Therefore, the level of strict parental control can be shaped by societal norms, values, or conventions in Turkish families (Kagitcibasi, 2017).

While the results of the correlational analysis showed that authoritative parenting style was negatively correlated with interpersonal dependency, hierarchical multiple regression results showed that authoritative parenting style was significantly and positively associated with interpersonal dependency. This finding is not consistent with the literature. In contrast to the authoritarian parenting style, authoritative parenting contains a considerable level of support and a reasonable level of control which is seen as beneficial for the child's development. Authoritative parents permit their children to participate in the decision-making processes (Barton & Kirtley 2012). These parents have also their own rules to be expected to follow but they primarily

care about the needs as well as skills of the child and encourage independence (Kukreja & Chauhan, 2016).

Overprotective parents are likely to trigger helplessness and feelings of being fragile for their children (Bornstein, 2005c). Indeed, if parents provide excessive protection, this may damage the independence of a child (Burger, 2004). However, there was no significant association between protective parenting style and interpersonal dependency in the present study. It can be explained by the fact that cultural norms and structures are important determinants for the development of interpersonal dependency. As expected, collectivistic cultures tend to have a higher level of interpersonal dependency than individualistic cultures (Bornstein, 2011b). Traditional Turkish families trigger dependency rather than autonomy of children, and females tend to embrace the roles which are imposed by the culture itself (Cenkseven-Önder, 2012). According to Sümer et al. (2010), interpersonal dependency, especially dependency on parents and friends, emotional dependency, and overprotection which are related to child-rearing attitudes and practices are commonly seen in Turkish culture. However, these notions are only asserted hypothetically, and they are not directly supported by empirical studies. Therefore, further studies may focus on culture-specific aspects to measure parenting styles by supporting them with concrete evidence (Sümer et al., 2010). Although protective parenting style is prevalently observed in Turkish culture, existent Turkish studies seem to fail to explain the association between interpersonal dependency and parenting styles, and solely, theoretical explanations were given.

Besides, our findings revealed that agreeableness and neuroticism significantly and positively predicted interpersonal dependency, but extraversion significantly and negatively predicted interpersonal dependency. According to Mongrain (1993),

interpersonal dependency was predicted by mainly two big-five personality traits namely, neuroticism, and extraversion rather than agreeableness, openness, and conscientiousness. Therefore, considerable studies mainly focus on neuroticism and extraversion as two major big-five personal traits instead of the other three traits (Sharpe et al., 2011). Another study suggested that neuroticism was positively predicted interpersonal dependency and extraversion was negatively predicted interpersonal dependency but there was no correlation between conscientiousness and interpersonal dependency (Ulusoy & Durmuş, 2011). This result was also confirmed in our findings.

To understand whether there would be an interaction between those parenting styles and personality traits that were significant, the participants were grouped (i.e., high and low) and then compared. The second hypothesis was that interpersonal dependency of university students would differ according to the levels of parenting styles, controlling for borderline personality characteristics. Simple main effects analysis of the present study showed that the university students with parents having a high level of authoritarian parenting style had significantly more interpersonal dependency than the university students with parents having a low level of authoritarian parenting style when borderline characteristics were controlled. Each relationship between parent and child includes dependency to a certain extent. It is expected that when the child grows up, the need for independence becomes salient. However, if the child cannot achieve autonomy, interpersonal dependency may arise in terms of making decisions in almost all issues (Maccoby & Masters, 1970). It can be inferred that parent-child interaction is one of the most significant determinants for the development of interpersonal dependency. In the authoritarian parenting style, the development of a child's autonomy is prevented through the internalization of

schemas about the self as weak and vulnerable (Bornstein 2005a). Moreover, children with authoritarian parents tend to assume their main purpose in life is to fulfill others' demands and expectations (Bornstein, 2005c).

Thirdly, it was hypothesized that the interpersonal dependency of university students would differ according to the levels of big-five personality traits, controlling for borderline personality characteristics. In the present study, the main effect of neuroticism on interpersonal dependency was not significant when borderline characteristics were controlled. However, it was found that the university students with a low level of extraversion had significantly more interpersonal dependency than the university students with a high level of extraversion when borderline characteristics were controlled. These two results may be explained by the major difference between neuroticism and extraversion. Neuroticism is associated with more intrapersonal issues which come from the lack of problem-solving techniques or emotional dysregulation of an individual. Conversely, extraversion is related to more interpersonal issues that require seeking other people's social support (Cuartero & Tur, 2021). Consistent with the present study, Boyle (2008) suggests that the two largest factors from big-five personality traits (i.e., neuroticism and extraversion) universally come into prominence in almost all models of personality traits thanks to lots of research based on factor analysis. However, the other three big-five personality traits (i.e., agreeableness, openness, and conscientiousness) remain debatable (Boyle, 2008). Yet, both of them are frequently used in the research, they are explained as quite the opposite. Neuroticism has negative emotionality and a unique experience whereas extraversion has a positive mood and participation in social interactions (Lee et al., 2021). Similarly, Bornstein and Cecero (2000) suggest that big-five personality traits are crucial to explaining the dynamic of interpersonal dependency. It has been

suggested that individuals with neuroticism are likely to perceive themselves as vulnerable and they tend to be anxious. In that sense, their high scores on interpersonal dependency might explain the positive relationship between anxiety, depression, vulnerability, and interpersonal dependency (Bornstein & Cecero, 2000). Similarly, Ulusoy and Durmuş (2011) found that interpersonal dependency was positively correlated with neuroticism whereas negatively correlated with extraversion. According to Hughes-Frisbie (1998), extraversion is related to assertive behavior whereas dependency is positively associated with unassertive behavior (Hughes-Frisbie, 1998). Consistent with the present study, Purnamaningsih (2017) argued that while extroverted individuals are socially active and less dependent, introverted individuals are dependent on others (Purnamaningsih, 2017). Additionally, it was found that those associations were not differed based on gender (Furnham, 2018). Mehrabian (1996) also found that neuroticism and extraversion have opposite characteristics. While neuroticism consists of ‘unpleasant and submissive characteristics’, extraversion has ‘pleasant and dominant characteristics’ (Mehrabian, 1996, p. 87). Similarly, neuroticism is positively associated with dependent relationships whereas extraversion is positively associated with intimacy rather than dependency (White et al., 2004).

Lastly, it was hypothesized that interpersonal dependency of university students would differ according to the levels of parenting styles and big-five personality traits, controlling for borderline personality characteristics. The findings of ANCOVAs showed that there was a significant interaction effect of authoritarian parenting style and neuroticism on interpersonal dependency when borderline personality characteristics was controlled. Similarly, there was a marginally significant interaction effect of authoritarian parenting style and extraversion on interpersonal

dependency when borderline personality characteristics was controlled. Empirical studies revealed that the personality characteristics of a child and his/her parents' attitudes are closely related (Edobor & Ekechukwu, 2015; Mullins, 2005). For instance, a recent study investigating the relationship between parenting styles and big-five personality traits demonstrated that there was a significant association between authoritarian parenting style and neuroticism (Abdi et al., 2010). Le Vigoroux et al. (2017) suggested that the high level of neuroticism is derived from strict rules in child-rearing methods. In another study, it was found that the participants with higher neuroticism scores had parents with low parental care but high authoritarian attitudes (Reti et al., 2002).

According to Bornstein (2005b), interpersonal dependency can be seen as a spectrum with three aspects respectively, detachment, healthy dependency, and overdependence. Overdependence is the opposite of detachment, and at the midpoint, healthy dependency is situated. Detachment has social distance or isolation from others; conversely, overdependence or interpersonal dependency needs others. Additionally, healthy dependency supports autonomy with acceptable help and guidance (Bornstein, 2005b). Dependent personalities generally grow up in a family environment that has a low level of expressiveness and high level of control. The lack of independent functioning and parental control are distinct features of dependency. For instance, controlling parents do not allow their children to go outside for developing new skills (Head, 1991). According to Millon's theory (1981), because of this control, dependent individuals cannot participate the outside activities to improve independence (Millon, 1981). Despite the controversies on interpersonal dependency, developmental studies support the fact that authoritarianism causes the to development of a high level of interpersonal dependency in individuals. It singly leads

to giving an inner message to children perceiving others as powerful and themselves as weak (Bornstein, 2005b). According to Maslow (1968), parental conditional positive regard leads to developing a false self. The false self is generally formed to fulfill others' demands and expectations in return for gaining approval or care. This formation causes individuals to disclaim their emotions which are nonadaptive with the norms of their parents or society itself (Maslow, 1968). Bornstein (2005b) argues that the production of dependency by parental conditional positive regard has been supported with an authoritarian parenting style that plays a key role in interpersonal dependency (Bornstein, 2005b).

Dependency is also associated with the level of support that is provided in social manners (Casalin et al., 2014). As regards, the relationship between big-five personality traits, and parenting styles on interpersonal dependency, extraversion is related to supportiveness (rather than the dimension of control) on the one hand, and neuroticism is related to strict control on the other. Regarding parenting styles, more extravert, and more emotionally stable individuals generally face an authoritative parenting style rather than an authoritarian parenting style in which low extravert and more neurotic individuals are raised (Huver et al. 2010). In addition, extraversion is directly associated with more positive parenting attitudes. In contrast to parental control and unsupportive way of parenting, autonomy triggers to encourage the children for improving their independent behaviors (Huver et al. 2010). In the light of this information, it can be inferred that when authoritarian parenting style and personality traits, especially high neuroticism, and low extraversion are combined or taken together lead to more the formation of interpersonal dependency which is supported by the present study as well.

## 4.2. Clinical Implications of the Study

As mentioned in the introduction part of the study, interpersonal dependency is defined as relying on others for support, protection, and guidance even if autonomous attitudes are possible to perform. Most psychotherapists perceive dependent patients as 'easy-to-handle' (p. 766). Mostly, patients with dependent personality characteristics are seen as clingy and they are also willing to please their psychotherapists (Bornstein, 2012b). Compared to patients with some other personality disorders including schizoid, schizotypal, or histrionic personality disorders, patients with dependent personality characteristics have more insight and awareness about themselves. In addition, when they face interpersonal difficulties, they tend to make internal attributions instead of external ones (Beck & Freeman, 1990). Compared to borderline, paranoid, narcissistic, and antisocial personality organizations, patients with dependent characteristics show less self-destructive behaviors. Yet, clinical studies suggested that dependent patients may harm themselves and others (Bornstein, 2012b). For instance, clinicians who work with individuals with dependent personality characteristics should be aware of the risks such as suicide, parasuicide, child abuse and domestic violence, and victimization by a partner. Besides, individuals with dependent personality characteristics tend to commit suicide because of their fears of abandonment (Lowe et al., 2009). In that sense, the therapeutic alliance itself may be a protective intervention that serves as a buffer zone for those individuals. Furthermore, early interventions may be crucial, especially when those individuals have comorbidities such as borderline personality disorder and substance-use disorders. Additionally, individuals with high levels of interpersonal dependency are likely to suffer from some other psychological problems (i.e., anxiety, depression, eating disorders, and agoraphobia) (Bornstein & Hopwood,

2017). It can be inferred that dependent personality is more complex than what clinicians assume. Therefore, psychotherapists should carefully consider the components of interpersonal dependency (Bornstein, 2006b).

In terms of clinical applications, psychotherapists should show patients with interpersonal dependency the way for replacing unhealthy dependency with healthier or adaptive expressions (Bornstein, 2012a). In this respect, stabilizing emotional reactions, improving the view of the self, and developing social functioning are important interventions (Overholser, 1997). Moreover, parents with dependent personality characteristics are likely to abuse their children. Especially, dependent mothers tend to abuse their children because they cannot handle their negative affection internally. Similarly, dependent men who have sexual immaturity may tend to commit child sexual abuse (Bornstein, 2005b, p. 67). Extreme parental dependency creates a risk for child abuse and there are some contributors for this risk, namely, management of anger, insufficiency of control of the child by another way, and desire of being a perfect parent in front of the spouse (Bornstein, 2005b, p. 52). Hence, clinical interventions should focus on both interpersonal and intrapersonal dynamics of interpersonal dependency as well as social and occupational dimensions. The dependent patients may not have insight into their dependency needs. In this case, clinicians need to touch on the lack of insight at the beginning of the treatment (Bornstein, 2005b).

Specifically, the psychodynamic approach may be beneficial when working with individuals having dependent personality characteristics since it examines closely the parent-child relationship. The therapist may play the role of the ally for achieving independence and s/he can be seen as a supportive parent (Rubinstein, 2007). In addition to the psychodynamic approach, cognitive-behavioral therapy has also

effective techniques for patients with interpersonal dependency, especially for dependent personality disorder. In general, cognitive behavioral therapy aims to decrease dependency needs and to support the autonomous functioning of an individual. It has 4 stages including active guidance, enhancement of self-esteem, promotion of autonomy, relapse prevention (Overholser & Fine, 1994). Lastly, behavioral treatment which facilitates behavioral changes replacing dependency with autonomy, and humanistic-experiential treatment which increases emotional awareness is also effectively used to decrease interpersonal dependency (Bornstein, 2005c). Clinicians may integrate all approaches and strategies to increase the efficacy of the therapy process. Different interventions help to change cognitive, motivational, behavioral, and emotional aspects of interpersonal dependency (Bornstein, 2005c). In conclusion, the most effective therapy approach for interpersonal dependency contains all these different strategies, and there is not any specific class of medication that is more effective than the placebo effect to decrease dependency symptoms (Bornstein, 2007).

#### **4.3. Limitations of the Study and Recommendations for Further Studies**

Although the present study has important findings of the study variables, it involves some limitations. One of the limitations of the present study is that the frequency of genders was not equal. It has been suggested that one of the possible factors contributing to interpersonal dependency is gender. Some controversies divide researchers into two groups. The first claim states that women are more dependent on others than man and the second one is not found any gender differences considering interpersonal dependency (Alonso-Arbiol et al., 2002). In the present study, the number of females was higher than males. Therefore, according to the first claim, the present study may be biased. Secondly, the data were collected from university

students. Although the participants were from different departments, it might be insufficient in terms of the generalizability of the study. To increase generalizability, further studies should recruit participants of various ages and backgrounds. Moreover, a total of 73 participants were extracted from the data to meet normality assumptions. However, some other conservative methods might be preferred to eliminate the outlier problems (Aguinis et al., 2013). It is important to keep in mind that the excluded data might change the statistics of the present study. In addition, the participants were reached via social platforms such as WhatsApp and Facebook groups, and Gmail. This may lead miss some participants who did not have internet access or did not participate in those groups. Thirdly, the data of the present study was based on self-report measurements. In self-reporting evaluations, some biases (i.e., presenting oneself better or worse than real-life) may occur (Dodd-McCue & Tartaglia BBC, 2010). Therefore, additional studies including qualitative methods are warranted. Furthermore, the present study was based on cross-sectional research. Therefore, it is not inferred a causality or causal conclusion (Rindfleisch et al., 2008) but further studies may investigate the current subject in detail using a longitudinal design. Notably, the variable 'borderline personality characteristics' was controlled in the present study; however, the findings can be extended by using a clinical sample (i.e., individuals with borderline personality disorder) to see whether those characteristics affect other variables or not. Lastly, further studies may also investigate the scores of each subscale of the Interpersonal Dependency Inventory for more fruitful research.

#### **4.4. Conclusion**

The main purpose of this study was to examine the roles of parenting styles, and big-five personality traits on interpersonal dependency in university students when their borderline characteristics were controlled. The statistically significant

associations were found among the study variables. The findings suggested that there was a significant interaction effect of authoritarian parenting style and neuroticism on interpersonal dependency when borderline personality characteristics were controlled. Moreover, the main effect of authoritarian parenting style on interpersonal dependency was significant. Besides, there was a marginally significant interaction effect of authoritarian parenting style and extraversion on interpersonal dependency when borderline personality characteristics were controlled. Both the main effects of authoritarian parenting style and extraversion on interpersonal dependency were also significant.



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## Appendix A: Ethical Committee Approval



T.C.  
YEDİTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜ  
Yazı İşleri Müdürlüğü

13.01.2021

Sayı : 21568116-302.14.01-E.689  
Konu : Özge Uzelli Etik Kurul Onayı

## DAĞITIM YERLERİNE

Üniversitemiz Sosyal Bilimler Enstitüsü Klinik Psikoloji Yüksek Lisans Programı öğrencisi Özge UZELLİ'ye ait "Üniversite Öğrencilerinde Sınırdurum Kişilik Bozukluğu, Algılanan Ebeveynlik Stilleri, Nörotizm ve Kişilerarası Bağımlılık Arasındaki İlişkinin İncelenmesi" başlıklı tez araştırma önerisinin beşeri bilimler etik standartlarına uygunluğuna ilişkin Yeditepe Üniversitesi Beşeri ve Sosyal Araştırmalar Etik Kurul Onayı ektedir.

Bilgilerinize arz ve rica ederim.

İmza  
Prof. Dr. Canan AYGUT BİNGÖL  
Rektör

Ek: Etik Kurul Onayı.pdf

DAĞITIM :  
Gereği :  
İLGİLİ MAKAMA

Bilgi :  
İletişim Fakültesi

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## Appendix B: List of Abbreviations

*M* -- mean

*F* -- fisher's f distribution

*p* – probability value

Sig -- significance

Df -- degrees of freedom

*SD* -- standard deviation

*N* -- number of participants

*B* – beta

$\Delta R^2$  – R square change

$\Delta F$  – F change

ANCOVA -- analysis of covariance

APA -- American Psychiatric Association

DSM -- Diagnostic Manual of Mental Disorders

## Appendix C: Informed Consent Form

**Bilgilendirilmiş Onam Formu****Arařtırmacının Adı ve İletişim Bilgileri:**

Özge Uzelli.

**Tezin Amacı:** Bu çalışma Yeditepe Üniversitesi Psikoloji Bölümü Dr. Öğr. Üyesi Merve Denizci Nazlıgöl'ün danışmanlığında tez çalışmasına devam eden Klinik Psikoloji yüksek lisans programı öğrencisi Psk. Özge Uzelli tarafından, üniversite öğrencilerinin ilişki kurma biçimleri, ebeveynleriyle ilgili algıları ve dünyayı algılama biçimleri arasındaki ilişkileri yakından incelemek amacıyla yürütülmektedir.

**Süreç:** Bu amaçla tutumlarınızı, davranışlarınızı ve düşüncelerinizi değerlendiren bazı ölçüm araçlarını doldurmanız istenecektir. Arařtırıcı tarafından size verilecek olan soru seti 4 anketten oluşmaktadır ve anket setini doldurma sürenizin yaklaşık 15 dakika sürmesi beklenmektedir.

**Gizlilik:** Bu çalışma kapsamında vereceğiniz tüm bilgiler tamamen gizli kalacaktır. Çalışmaya katılımınızın anonim olması beklenmekte ve sizden isim-soyisim gibi bilgiler istenmemektedir. Soruların hiçbirisi mahremiyetinize ve size zarar verici nitelikte değildir. Sizlerden elde edilen bilgiler bireysel değil, grup olarak değerlendirilecektir. Soruların doğru ve yanlış cevapları yoktur. Bu yüzden, lütfen soruları içtenlikle cevaplayınız. Verdiğiniz bilgiler sadece arařtırmacılar tarafından değerlendirilecektir ve elde edilecek bilgiler bilimsel yayınlarda kullanılacaktır.

Çalışmaya katılımınız size doğrudan fayda sağlamayacaktır ancak biz öğrencilerin nitelikli bir şekilde yetişmesine önemli katkı sağlamış olacaksınız.

**Gönüllü Katılım:** Çalışmaya katılım tamamıyla gönüllülük esasına dayanmaktadır. Katılım sırasında herhangi bir nedenden ötürü kendinizi rahatsız hissederseniz çalışmayı istediğiniz anda bırakmakta ve daha önce alınmış ama işleme konmamış verileri geri almakta serbestsiniz. Ancak yanıtlarınız tüm sorulara cevap vermeniz halinde değerlendirmeye alınacaktır. Bu sebeple, soruların tamamını doldurmanız araştırma için büyük önem taşımaktadır. Araştırma sırasında veya sonrasında herhangi bir sorunuz ya da sorularınız olursa lütfen yukarıda verdiğimiz iletişim bilgilerinden bize ulaşınız. Değerli katkılarınızdan dolayı şimdiden çok teşekkür ediyoruz.

Yukarıda sözü geçen tez çalışmasının detaylarını okudum ve bu çalışma ile ilgili sorularım cevaplandı. Bu çalışmaya gönüllü olarak katılıyorum. Verdiğim bilgilerin bilimsel amaçlı yayınlarda kullanılmasını kabul ediyorum.

- Katılmak istiyorum
- Katılmak istemiyorum

## Appendix D: Debriefing

### **Katılımcı Bilgilendirme Formu**

Katıldığınız araştırmanın amacı, üniversite öğrencilerinde sınır durum kişilik bozukluğu, kişilik özellikleri, algılanan ebeveynlik stilleri ve kişilerarası bağımlılık arasındaki ilişkiyi incelemektir. Bu amaçla, sizden Beş Faktör Kişilik Envanteri Kısa Formu, Kişilerarası Bağımlılık Ölçeği, Anne-Baba Tutum Ölçeği ve Sınırdurum Kişilik Envanteri'ni doldurmanız istenmiştir. Katılımcılara deneyin başında verilmiş olan Gönüllü Katılım Onam Formu'nda, araştırmanın süreci, gizlilik ve gönüllü katılım hakkında detaylı bilgi verilmiştir.

Katılımcılara, araştırmaya dair herhangi bir yanıtıcı bilgi verilmemiştir. Eğer bu formları doldurmak sizde olumsuz duygular uyandırdıysa Yeditepe Üniversitesi Psikoterapi Merkezi'ne (0216 578 00 00- Dahili: 3238/3772) başvurabilirsiniz.

Araştırmamıza katıldığınız için teşekkür ederiz.

## Appendix E: Demographic Information Form

1. Yaşınız: \_\_\_\_\_
2. Cinsiyetiniz:
  - Kadın
  - Erkek
  - Diğer
3. Öğrenim Durumunuz:
  - Hazırlık
  - 1.Sınıf
  - 2.Sınıf
  - 3.Sınıf
  - 4.Sınıf
  - Yüksek Lisans
  - Doktora
4. Fakülteniz:
  - Eğitim Fakültesi
  - Eczacılık Fakültesi
  - Dış Hekimliği Fakültesi
  - Fen-Edebiyat Fakültesi
  - Güzel Sanatlar Fakültesi
  - Hukuk Fakültesi
  - İktisadi ve İdari Bilimler Fakültesi
  - İletişim Fakültesi
  - Mimarlık Fakültesi
  - Mühendislik Fakültesi
  - Sağlık Bilimleri Fakültesi
  - Tıp Fakültesi
  - Ticari Bilimler Fakültesi
5. İlişki Durumunuz:
  - Bekarım ve romantik ilişkim var
  - Bekarım ve romantik ilişkim yok
  - Evliyim
  - Boşandım
6. Ailenizin Aylık Geliri:
  - Asgari ücretin altı
  - Asgari ücret
  - Asgari ücret-5000 TL
  - 5000-10000 TL
  - 10000-15000 TL
  - 15000 TL ve üzeri

- 7. Lütfen anne ve babanızın medeni durumunu belirtiniz:**
- Evliler ve beraberler (di)
  - Evliler fakat ayrı yaşıyorlar (dı)
  - Boşandılar
- 8. Lütfen anne ve babanızın sağlık durumunu belirtiniz:**
- İkisi de hayatta
  - Annemi kaybettim
  - Babamı kaybettim
  - Hem annemi hem babamı kaybettim
- 9. 3 yaşınıza kadar ÇOĞUNLUKLA sizin bakımınızla ilgilenen kişiyi işaretleyiniz.**
- Annem
  - Babam
  - Hem Annem Hem Babam
  - Anneannem/Babaannem
  - Bakıcı
  - Diğer:
- 10. Herhangi bir psikolojik/psikiyatrik bir tanı aldınız mı?**
- Evet
  - Hayır
- 11. Cevabınız Evet ise aldığınız tanı ya da tanıları lütfen belirtiniz.**
- 
- 12. Kullandığınız herhangi bir psikiyatrik ilaç var mı?**
- Evet
  - Hayır
- 13. Cevabınız Evet ise ilacın ismini belirtiniz.**
-

## Appendix F: Big-Five Inventory Short Form

Bu ankette 25 adet sıfat verilmiştir. Bu sıfatların sizi ne oranda yansıttığını karşılardaki 5 aralıklı ölçek üzerinde işaretleyiniz. Lütfen bütün maddeleri yanıtlayınız.

		Hiç Tanımlamıyor	Tanımlamıyor	Kısmen Tanımlıyor/ Tanımlamıyor	Tanımlıyor	Tamamen Tanımlıyor
		1	2	3	4	5
1	Atak					
2	Dışadönük					
3	Sosyal					
4	Kendine güvenli					
5	Canlı, hareketli					
6	Çalışkan, azimli					
7	Kontrollü					
8	Sorumluluk sahibi					
9	Prensip sahibi, ilkeli					
10	Disiplinli					
11	Uysal					
12	Uyumlu					
13	Anlayışlı					
14	Duyarlı					
15	Uzlaştırıcı					
16	Sakin					
17	Endişesiz					
18	Huzurlu					
19	Telaşsız					
20	Rahat, tedirgin olmayan					
21	Geniş görüşlü					
22	Araştırmacı, inceleyici, sorgulayıcı					
23	Gelişime açık					
24	Yaratıcı					
25	Değişime açık					

## Appendix G: Parenting Style Scale

Size, ana babaların çocuklarını hangi yöntemlerle eğittiğini, çocuklarına toplumsal davranışlar kazandırırken nasıl davrandığını ifade eden cümlelerden oluşan bir liste verilmiştir. Sizden istenen, bu cümleleri okuyup bunların annenizin ya da babanızın sizi eğitirken genellikle benimsediği davranışlara ne derecede benzediğini, onların tutumuna ne kadar uyduğunu düşünerek “Hiç Uygun Değil” ibaresinden “Tamamen Uygun” ibaresi arasında beşli dereceleme yaparak maddelerin karşısına seçeneklerden en uygun bulduğunuzu işaretlemenizdir.

		Hiç Uygun Değil	Pek Uygun Değil	Biraz Uygun	Çok Uygun	Tamamen Uygun
1	Bana her zaman güven duygusu vermiş ve beni sevdiğini hissettirmiştir.					
2	Çok yönlü gelişmem için beni olanakları ölçüsünde desteklemiştir.					
3	Her yaptığım işin olumlu yanlarını değil kusurlarını görmüş ve beni eleştirmiştir.					
4	Her zaman başıma kötü bir şey gelecekmiş gibi beni koruyup kollamaya çalışır.					
5	Aramızdaki ilişki ona içimi açmaya cesaret edemeyeceğim kadar resmidir.					
6	Arkadaşlarımı eve çağırma izin verir, geldiklerinde onlara iyi davranırdı.					
7	Elinden geldiği kadar, her konuda benim fikrimi almaya özen gösterir.					
8	Çevremizdeki çocuklarla beni karşılaştırır, onların benden daha iyi olduklarını söylerdi.					
9	Bana hükmetmeye çalışır.					
10	Bugün bile alışverişe çıkacağım zaman, kandırılacağımı düşünerek benimle gelmek ister.					
11	Benden her zaman gücümün üstünde başarı beklemiştir.					

12	Fiziksel ve duygusal olarak kendisine yakın olmak istediğim zaman soğuk ve itici davranırdı.					
13	Sorunlarımı onunla rahatlıkla konuşabilirim.					
14	Neden bazı şeyleri yapmam ya da yapmamam gerektiğini bana açıklar.					
15	Birlikte olduğumuz zamanlar ilişkimiz çok arkadaşçadır.					
16	Kendi istediği mesleği seçmem konusunda beni zorlamıştır.					
17	Sevmediğim yemekleri, bana yarayacağı düşüncesi ile zorla yedirirdi.					
18	Sınavlarda hep üstün başarı göstermemi istemiştir.					
19	Kendimi yönetebileceğim yaşlarda bile gittiği her yere beni de götürür, benim evde yalnız kalmamdan kaygılanırdı.					
20	Evde bir konu tartışılırken görüşlerimi söylemem için beni teşvik eder.					
21	Küçük yaşımdan itibaren ders çalışma ve okuma alışkanlığı kazanmam konusunda bana yardımcı olmuştur.					
22	Küçüklüğümde bana yeterince vakit ayırır; parka, sinemaya götürmeyi ihmal etmezdi.					
23	Benim gibi bir evladı olduğu için kendini bahtsız hissettiğini sanıyorum.					
24	Okulda başarılı olmam konusunda beni zorlar, düşük not aldığımda beni cezalandırırdı.					
25	Beni kendi emellerine ulaşmak için bir araç olarak kullanırdı.					
26	Beni daima yapabileceğimden fazlasını yapmaya zorlar.					
27	Paramı nerelere harcadığımı ayrıntılı bir biçimde denetler.					
28	Her zaman, her işte kusursuz olmam gerektiği inancındadır.					
29	Ona yakınlaşmak istediğimde bana sıcak bir şekilde karşılık verir.					
30	Bana önemli ve değerli bir kişi olduğum inancını aşılamiştir.					

31	Cinsellik konusunda karşılaştığım sorunları kendisine anlatmak istediğimde hep ilgisiz kalmıştır.					
32	Benim iyiliğimi istediğini, benim için neyin iyi olduğunu ancak kendisinin bileceğini söyler.					
33	Her zaman nerede olduğumu ve ne yaptığımı merak eder.					
34	İyi bir iş yaptığımda beni övmekten çok daha iyisini yapmam gerektiğini söyler.					
35	Cinsel konularda çok tutucu olduğu için onun yanında bu konulara ilgi gösteremem.					
36	Aile ile ilgili kararlar alınırken benim de fikrimi öğrenmek ister.					
37	Beni olduğum gibi kabul etmiştir.					
38	Başkalarına benden daha çok önem verir ve onlara daha nazik davranır.					
39	Günlük olaylar hakkında anlattıklarımı ilgi ile dinler ve bana açıklayıcı cevaplar verir.					
40	Benimle genellikle sert bir tonda ve emrederek konuşur.					

## Appendix H: Interpersonal Dependency Inventory

Aşağıda 44 tane ifade yer almaktadır. Lütfen her bir ifadeyi dikkatlice okuyunuz ve sizin tutum ve davranışlarınıza uygun olup olmadığına karar veriniz. Sizden istenen her bir ifadenin karşısına *Tamamen uygun*, *Oldukça uygun*, *Biraz uygun*, *Hiç uygun değil* şeklindeki derecelendirmeleri dikkate alıp (X) kullanarak yanıtınızı vermenizdir. Araştırma bilimsel bir nitelik taşıdığından, sorulara verilecek cevaplar kimsenin kimliğini ortaya koymayacak biçimde kullanılacak ve kesinlikle kişisel bir değerlendirme yapılmayacaktır. *Lütfen hiçbir soruyu boş bırakmayınız.*

	Tamamen uygun	Oldukça uygun	Biraz uygun	Hiç uygun değil
1. Kendimle baş başa kalmayı tercih ederim.				
2. Yaptığım işin takdir edileceğini bildiğim zaman, elimden gelenin en iyisini yaparım				
3. Hasta olduğum zaman, üstüme titrenilmesine tahammül edemem.				
4. Lider olmaktansa geri plandaki kişi olmayı tercih ederim.				
5. İnaniyorum ki; insanlar istedikleri takdirde benim için daha fazlasını yapabilirler.				
6. Çocukken ailemi memnun etmek benim için çok önemliydi.				
7. Kendimi iyi hissetmek için başkalarına ihtiyaç duymam.				
8. Önemseydiğim biri tarafından beğenilmemek bana acı verir.				
9. Hayatta karşılaştığım kişisel problemlerimin çoğuyla başa çıkmada kendime güvenirim.				
10. Yalnızca kendimi memnun etmek isterim.				
11. Yakın bir arkadaşımı kaybetme düşüncesi beni korkutur.				
12. Başkalarının fikirlerini çabuk kabul ederim.				
13. Başkasının yardımı olmadan kendi başımın çaresine bakabilirim.				
14. Özel bir arkadaşım olmazsa, kendimi yolumu kaybetmiş biri gibi hissederim.				
15. Yaptığım hatayı başkası fark ederse çok üzülürüm.				
16. İnsanların bana sempatik görünmeye çalışmalarından nefret ederim.				

17. Başkalarından beklediğimi elde edemediğim zaman hemen moralim bozulur.				
18. Bir tartışmada kolay pes ederim.				
19. İnsanlardan çok fazla bir şey beklemem.				
20. Hayatımda benim için özel olan biri olmalı.				
21. Bir partiye (sosyal eğlence ortamı) gittiğim zaman, diğer insanlar tarafından beğenilirim.				
22. Kontrolün başka birinin elinde olduğunu bildiğim zaman kendimi daha iyi hissederim.				
23. Hasta olduğum zaman, arkadaşlarımla beni yalnız bırakmalarını tercih ederim.				
24. Beni, insanların iyi bir iş yaptığını söylemelerinden daha mutlu edecek başka bir şey yoktur.				
25. Benim için önemli olan bir şeyi başarmak adına, başkalarının duygularını göz ardı etmeye hazırım.				
26. Beni diğer insanlardan üstün tutan birine ihtiyaç duyarım.				
27. Sosyal ortamlarda çok çekingen davranırım.				
28. Hiç kimseye ihtiyacım yok.				
29. Kendi kendime aldığım kararların çoğunda sorun yaşadım.				
30. Sevdiğim bir kişi beklediğim süre içinde gelmezse, aklıma en kötü olasılıklar gelir.				
31. İşler ters gitse bile, arkadaşlarımdan yardım almadan var olan durumla baş edebilirim.				
32. Başkalarından beklentilerim çoktur.				
33. Tek başıma kendime kıyafet satın alamam.				
34. Yalnız kalmayı tercih ederim.				
35. İnsanlardan umduğumu bulamıyorum.				
36. Bütün insanlar bana karşı gelse bile, yanımda sevdiğim kişi olduğu sürece yoluma devam edebilirim.				
37. İnsanlar tarafından hayal kırıklığına uğratılma riskini göze alamadığım için onlardan uzak dururum.				
38. Başkalarının benim hakkımdaki düşünceleri, benim duygularımı etkilemez.				
39. İnsanların çoğunun beni nasıl kolayca incittiklerinin farkında olmadıklarını düşünüyorum.				
40. Kendi kararlarıma çok güvenirim.				

41. Desteğine ve sevgisine çok ihtiyaç duyduğum insanları kaybetmekten her zaman çok korkarım.				
42. İyi bir liderde olması gereken özellikler bende yok.				
43. Sevdiğim biri tarafından terk edilirse, kendimi çaresiz hissederim.				
44. Başkalarının ne söylediği beni rahatsız etmez.				



## Appendix I: Borderline Personality Inventory

Aşağıdaki cümlelerden size uygun olanlarını işaretleyiniz.

1. Sık sık panik nöbetleri geçiririm.	DOĞRU	YANLIŞ
2. Son zamanlarda beni duygusal olarak etkileyen hiçbir şey olmadı.	DOĞRU	YANLIŞ
3. Çoğu kez gerçekte kim olduğumu merak ederim.	DOĞRU	YANLIŞ
4. Çoğu kez başıma iş açacak risklere girerim.	DOĞRU	YANLIŞ
5. Başkaları bana yoğun ilgi gösterdikleri zaman kendimi boğulmuş hissedirim.	DOĞRU	YANLIŞ
6. Bazen içimde bana ait olmayan başka bir kişi ortaya çıkar.	DOĞRU	YANLIŞ
7. Gerçekte olmadığı halde acayip şekiller veya görüntüler gördüğüm oldu.	DOĞRU	YANLIŞ
8. Bazen çevremdeki insanlar ve nesnelere gerçek olmadığını hissedirim.	DOĞRU	YANLIŞ
9. Başkalarına yönelik duygularım bir uçtan bir uca çok hızlı değişir (Ör. Sevgi ve beğeniden nefret ve hayal kırıklığına).	DOĞRU	YANLIŞ
10. Çoğu kez değersizlik ya da umutsuzluk duygusuna kapılırım.	DOĞRU	YANLIŞ
11. Çoğu kez paramı çarçur ederim ya da kumarda kaybederim.	DOĞRU	YANLIŞ
12. Gerçekte kimse olmadığı halde hakkımda konuşan sesler duyduğum oldu.	DOĞRU	YANLIŞ
Eğer 12. maddeye “evet” dediyseniz aşağıdaki cümlelerden sizin için uygun olanını seçiniz: -Bu sesler benim dışımdan gelmiştir. -Bu sesler içimden gelmiştir.	DOĞRU	YANLIŞ
14. Yakın ilişkilerde hep incinirim.	DOĞRU	YANLIŞ
15. Bana uymayan biçimde hissettiğim ya da davrandığım oldu.	DOĞRU	YANLIŞ
16. Bir kukla gibi dışarıdan yönetiliyormuş ve yönlendiriliyormuş gibi hissettiğim oldu.	DOĞRU	YANLIŞ
17. Herhangi birine fiziksel olarak saldırıda bulunduğum oldu.	DOĞRU	YANLIŞ
18. Düşüncelerim başkaları tarafından okunuyormuş gibi hissettiğim oldu.	DOĞRU	YANLIŞ
19. Bazen gerçekte suç işlemediğim halde, sanki işlemişim gibi suçluluk hissedirim.	DOĞRU	YANLIŞ
20. Bilerek kendime bedensel zarar verdiğim oldu.	DOĞRU	YANLIŞ
21. Bazen gerçekte olmadığı halde insanların ve nesnelere görünüşlerinin değiştiği hissine kapılırım.	DOĞRU	YANLIŞ
22. Yoğun dini uğraşlarım olmuştur.	DOĞRU	YANLIŞ
23. Duygusal ilişkilerimde çoğunlukla ne tür bir ilişki istediğimden emin olamam.	DOĞRU	YANLIŞ
24. Bazen bir kâhin gibi gelecekle ilgili özel hislerim olur.	DOĞRU	YANLIŞ
25. Bir ilişki ilerledikçe kendimi kapana kısılmış gibi hissedirim.	DOĞRU	YANLIŞ
26. Gerçekte kimse olmadığı halde bir başka insanın varlığını hissettiğim oldu.	DOĞRU	YANLIŞ
27. Bazen bedenim ya da bedenimin bir kısmı bana acayip veya değişmiş gibi görünür.	DOĞRU	YANLIŞ
28. İlişkiler çok ilerlerse, çoğunlukla koparma gereksinimi duyarım.	DOĞRU	YANLIŞ
29. Bazen birilerinin peşimde olduğu hissine kapılırım.	DOĞRU	YANLIŞ

30. Sık sık uyuşturucu kullanırım (esrar, hap gibi).	DOĞRU	YANLIŞ
31. Başkalarını kontrol altında tutmaktan hoşlanırım.	DOĞRU	YANLIŞ
32. Bazen özel biri olduğumu hissedirim.	DOĞRU	YANLIŞ
33. Bazen dağılıyormuşum gibi hissedirim.	DOĞRU	YANLIŞ
34. Bazen bana bir şeyin gerçekte mi yoksa yalnızca hayalimde mi olduğunu ayırt etmek zor gelir.	DOĞRU	YANLIŞ
35. Çoğu kez sonuçlarını düşünmeden içimden geldiği gibi davranırım.	DOĞRU	YANLIŞ
36. Bazen gerçek olmadığım duygusuna kapılırım.	DOĞRU	YANLIŞ
37. Bazen bedenim yokmuş ya da bir kısmı eksikmiş hissine kapılırım.	DOĞRU	YANLIŞ
38. Çoğu kez kâbus görürüm.	DOĞRU	YANLIŞ
39. Çoğu kez başkaları bana gülüyormuş ya da hakkımda konuşuyormuş hissine kapılırım.	DOĞRU	YANLIŞ
40. Çoğu kez insanlar bana düşmanmış gibi gelir.	DOĞRU	YANLIŞ
41. İnsanların kendi düşüncelerini benim zihnime soktuklarını hissettiğim oldu.	DOĞRU	YANLIŞ
42. Çoğu kez gerçekten ne istediğimi bilmem.	DOĞRU	YANLIŞ
43. Geçmişte intihar girişiminde bulundum.	DOĞRU	YANLIŞ
44. Bazen ciddi bir hastalığım olduğuna inanırım.	DOĞRU	YANLIŞ
45. “Alkol, uyuşturucu ya da hap alışkanlığım vardır”. Eğer yanıtınız “evet” ise aşağıdakilerden uygun olanlarını işaretleyiniz. a.Alkol b.Uyuşturucu c. Hap	DOĞRU	YANLIŞ
46. Bazen bir rüyada yaşıyormuş ya da yaşamım bir film şeridi gibi gözümün önünden geçiyormuş gibi hissedirim.	DOĞRU	YANLIŞ
47. Çoğu kez bir şeyler çalarım.	DOĞRU	YANLIŞ
48. Bazen öyle açlık nöbetlerim olur ki önüme gelen her şeyi silip süpürürüm.	DOĞRU	YANLIŞ
49. Aşağıdaki konularla ilgili sorulan sorularda çoğu kez kendimi rahatsız hissedirim. a.Politika b.Din c.Ahlak (iyi-kötü)	DOĞRU	YANLIŞ
50. Bazen aklımdan birilerini öldürme düşüncesi geçer.	DOĞRU	YANLIŞ
51. Yasalarla başımın derde girdiği oldu.	DOĞRU	YANLIŞ
52. Yukarıdaki maddelerde anılan yaşantılardan herhangi birini ilaç etkisi altında yaşadığınız oldu mu? Eğer yanıtınız “evet” ise ilgili maddelerin numaralarını yazınız: ( )	DOĞRU	YANLIŞ
53. Yukarıdaki maddelerde anılan yaşantılardan herhangi psikoterapi sırasında yaşadığınız oldu mu? Eğer yanıtınız “evet” ise ilgili maddelerin numaralarını yazınız: ( )	DOĞRU	YANLIŞ

Appendix J: Question of Covid-19

**Cevaplarınızın koronavirüsten etkilenme düzeyini belirtiniz.**

**Etki Düzeyi:**

- Hiç Etkilenmedi
- Etkilenmedi
- Biraz Etkilendi
- Etkilendi
- Çok Etkilendi

**Eğer cevabınız “Etkilendi” ise hangi cevaplarınızın etkilendiğini düşündüğünüzü kısaca açıklayınız:**

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