



Investigation of Social Support Perception and Self-Esteem as Predictors of Psychological Resilience of Parents Who Have Children with Special Educational Needs

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Abstract

This study was conducted to examine the perceived social support and self-esteem as predictors of the psychological resilience of the parents who have children with special educational needs. This study aimed to reveal the relationship between the psychological resilience of the parents who had children with special educational needs and the level of social support they perceived and their self-esteem levels. This research is a correlation study in relational screening model. 235 parents (205 females and 30 males) participated in this study. Personal Information Form, Resilience Scale for Adults, Arıcak Self-Esteem Scale and Revised Parental Social Support Scale were used as data collection instruments. In the evaluation of the data number, percentage, mean and standard deviation were used as descriptive statistical methods. The t-test was used to compare quantitative continuous data between two independent groups, and one way Anova test was used to compare quantitative continuous data between more than two independent groups. Scheffe test was used as a complementary post-hoc analysis to determine the differences after the Anova test. According to the research results, there is a significant relationship between psychological resilience, perceived social support and self-esteem. Perceived social support and self-esteem variables predicted the psychological resilience. The results of the research were discussed in the relevant literature.

Keywords: Psychological resilience, Perceived social support, Self-Esteem, Special education, Parent perception, Disabled children.

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Contents

1. Introduction	113
2. Method	114
3. Findings and Comments	115
4. Results and Discussion	117
References	119

1. Introduction

Psychological resilience is defined as an active process that enables a stronger emergence, development in the case of crisis and durability when faced with a unfavorable situation (Walsh, 2006; as cited in Kaner *et al.* (2011)).

According to Garmezy (1993) a leading researcher in psychological resilience studies, psychological resilience is hidden in the strength of recovery and it is the ability of the individual to return to the existing abilities and behaviors that existed before the stressful event (Bayraklı, 2010).

In another definition, Fraser *et al.* (1999) describe psychological resilience as “the ability to gain positive and unexpected success under difficult conditions and adapt to unusual conditions and situations” (Gizir, 2007).

Psychological resilience includes adaptation to the change in the individual's life, when faced with an unfavorable situation, in the process resulting from the interaction of risk factors and protective factors (Kararmak, 2006).

The components of psychological resilience encountered in many definitions are grouped under three headings: risk factors, protective factors and positive outcomes (Coleman and Hagell, 2007). Masten (2001) in his research stated that individuals must be exposed to an explainable risk to talk about psychological resilience. Risk factors are discussed in three groups as individual related risk factors related, family related risk factors and social risk factors (Rutter, 2006). Children who live in conditions where there is no significant risk situation can be considered as “adequate” or “competent”, “compliant” or just “normal”, but this cannot be mentioned in terms of “psychological resilience” for children or adolescents (Masten and Reed, 2002). Risk factors are segmented as individual related risk factors, family related risk factors and social risk factors. Risk factors related to the person are as follows; low intelligence, anxious temperament, health problems, low self-esteem, inability to use effective coping mechanisms, low self-control ability, inability to express themselves effectively, aggressive personality structure and incompatible behaviors. Family related risk factors include familial diseases, divorcing of parents, having one parent, lack of healthy relationships between parents and child, hard or inconsistent discipline, negative relationships among siblings, domestic violence, family neglect and abuse. Social risk factors include low socio-economic level, inadequacy of home, school or other services, lack of social positive role models, substance use, social incidents such as immigration and unemployment and presence of violence in the environment (Ülker, 2012).

Protective factors may include individual characteristics, familial and environmental factors, or conditions resulting from the interaction of these dimensions. It is important to determine how protective factors reduce, stop or even prevent the risk, regardless of the extent to which these dimensions exist. Therefore, the examination of individual, familial and environmental characteristics of protective individuals in psychological resilience research has a great importance in terms of explaining why some individuals at risk have more healthy and successful adaptations than others (Greene and Conrad, 2002; as cited in Gizir (2007)).

Other individual factors determined to be associated with psychological resilience are intelligence, easy temperament, internal locus of control, high self-esteem, and self-efficacy, self-awareness, autonomy, problem-solving ability, optimism and hope, and social competence (Gizir, 2007).

Familial protective factors include the high level income of the family, the ability of parents to exhibit good parental characteristics, the close relationship between the parents and the strong family ties. Factors such as positive and intimate relationship with a non-family adult, having good education in schools and having a social environment are protective environmental factors (Masten and Coasworth, 1998; as cited in Bildirici (2014)).

Compliance or positive results, which are another dimension of psychological resilience, imply that the individual turns back to the old psychological well-being and adjusts to the new situation. Masten and Reed (2002) stated that these positive results were the fulfillment of their developmental tasks, academic success, positive social relations/social competence, avoiding criminal behavior, psychological health, lack of emotional problems or symptoms, happiness, school attendance, age-appropriate sports, social assistance activities participation, taking part in extracurricular activities, conducting behaviors according to the rules, making friends and being close friendship, lack of psychopathology, being a psychosocial harmony compound, accepting itself and being compatible, life satisfaction and well being (as cited in Ülker (2012)).

Social support can be considered as providing services through individuals and/or institutions that can reduce the negative consequences of the stressing situation in general and improve adaptive competence (Kaner, 2010).

According to Lambert *et al.* (1989) social support protects the individual from the stressful effects of the variables in his/her life and increases his/her belief that the individual is loved and accepted by the society. Another definition related to social support is satisfying the needs of the individual such as belonging, love, appreciation, self-realization as a result of the interaction with other individuals (Cattik, 2015).

According to Guralnick *et al.* (2008) social support can be provided by the society in which the individual is living, his/her friends, wife and extended family. Social support has an important place in terms of ensuring the satisfaction of the need for each individual in terms of life, as well as strengthening, preserving and sustaining the bio-psychosocial well-being (Özkan, 2002; as cited in Sivrikaya (2012)). It is known that social support has an impact on the occurrence, course and duration of many physical or mental illnesses. It is known that social support can prevent the formation of stress, and change the way the event is perceived when stress is present, it helps him/her in situations where the person is forced, and affects ways of coping (Sorias, 1992; as cited in Aslan (2010)). House (1981) gathered the social support in four classes: emotional and social support, instrumental support, information support and evaluation support (Cattik, 2015).

Rosenberg defined self-respect as a positive and negative attitude towards the individual. According to him, self-esteem is the result of self-evaluation of the individual. The individual's judgment as a result of his/her self-assessment is decisive for the level of self-esteem. Self-esteem is an individual's assessment of his or her worth related self-concept (Saban, 2010).

According to Yörükoğlu (1987) self-esteem is a state of appreciation which emerges approving the self-concept as a result of individual's assessment. Chzanowski (1981) argues that self-esteem is a positive image of the person, based on a good evaluation of his/her competences and powers in the broadest sense. Some aspects of self-esteem develop on the natural characteristics of the person, such as intelligence, appearance and body structure (Chzanowski, 1980; as cited in Satılmış and Seber, 1989; as cited in Demir (2010)).

Having a child with special educational needs is a risk factor for the psychological health of parents. The factors affecting the psychological resilience of the parents who need to have special education are important for the parents and children who need special education. When the literature is examined, it is seen that the research has originality in terms of the lack of any research in which whether the perception of social support and the self-esteem predict the psychological resilience of the parents who need special education.

1.1. Purpose of the Study

The purpose of the study is to examine whether the perceived social support and self-esteem levels predict the psychological resilience levels of parents who have children with special educational needs.

1.2. Sub Purposes

In the study, the answers were sought to the following questions:

1. Is there a relationship between the psychological resilience, perceived social support and self-esteem levels of the parents who have children with special educational needs?
2. Do the perceived social support levels of parents who have children with special educational needs predict their psychological resilience levels?
3. Do the self-esteem levels of parents who have children with special educational needs predict their psychological resilience levels?
4. Do the perceived social support and self-esteem levels of parents who have children with special educational needs predict their psychological resilience levels?

2. Method

In this study, it was aimed to examine social support perception and self-esteem as the predictors of psychological resilience of the parents who had children with special educational needs. This research is a correlation study in the relational survey model.

2.1. Population and Sample

The population of the research is all parents who have children with special educational needs. The sample of this study consisted of randomly selected 235 participants (205 mothers and 30 fathers) from four different private special education and rehabilitation centers serving in Osmaniye.

2.2. Data Collection Instruments

Personal Information Form, Resilience Scale for Adults, Arıcak Self-Esteem Scale and Revised Parental Social Support Scale were used as data collection instruments.

2.2.1. Personal Information Form

The personal information form was created to record the personal information of mothers or fathers who participated in the research.

2.2.2. Resilience Scale for Adults

The Resilience Scale for Adults developed by [Friborg et al. \(2003\)](#) is consisted five sub-dimensions: structured style, family cohesion, personal power, social competence and social resources. The later study ([Friborg et al., 2005](#)) shows that the six-dimensional structure of the scale explains the psychological resilience model better. [Friborg et al. \(2005\)](#) divided the “personal power” dimension into two as “self-perception” and “planned future”, and a total six-dimensional structure emerged ([Basim and Cetin, 2011](#)).

The sub-dimensions and items of the scale were determined as follows: structured style (3,9,15,21), planned future (2,8,14,20), family cohesion (5,11,17,23,26,32), self-perception (1,7,13,19,28,31), social competence (4,10,16,22,25,29), and social resources (6,12,18,24,27,30,33).

2.2.3. Revised Parental Social Support Scale

The Revised Parental Social Support Scale, Family Social Support Scale-FSSS ([Kaner, 2003](#)) was created by re-examining the qualitative dimension of social support, according to the related literature. As a result of the studies conducted to determine the validity of the Revised Parent Social Support Scale, a scale consisting of four factors and 28 items was obtained.

2.2.4. Arıcak Self-Esteem Scale

The Self-Esteem Scale developed by [Arıcak \(1999\)](#) is a five-point Likert-type attitude scale. Studies of various theorists and scientists were examined in the preparation of the scale. Later on, a pool of substances consisting of positive and negative expressions about self-esteem was created with the studies carried out with the students of the Primary School Teaching Department. These statements were presented to the evaluation of the experts who work in psychology and psychological counseling. Reliability and validity studies were carried out with the items obtained, modified and added in the light of the opinions of the experts and as a result a scale consisting of 32 items was obtained.

2.3. Data Analysis

The data obtained from the study were analyzed by using SPSS (Statistical Package for Social Sciences) for Windows 22.0 program. Number, percentage, mean and standard deviation were used as descriptive statistical methods in the evaluation of the data.

The t-test was used to compare quantitative continuous data between two independent groups, and One way Anova test was used to compare quantitative continuous data between more than two independent groups. Scheffe

test was used as a complementary post-hoc analysis to determine the differences after the Anova test. Pearson correlation and regression analysis were applied to the continuous variables of the study. The findings were evaluated at 95% confidence interval and 5% significance level.

In this study, the reliability of the Resilience Scale for Adults was found to be Cronbach's Alpha=0,889. The reliability of the Parental Social Support Scale was found to be Cronbach's Alpha=0,892. The reliability of the Self-esteem Scale was found to be Cronbach's Alpha=0,854.

3. Findings and Comments

In this section, the findings of the analysis of the data collected by the parents who participated in the research for the solution of the research problem are included. Explanations and comments were made based on the findings.

3.1. Findings on the Relationship between Perceived Social Support, Self-Esteem and Psychological Resilience Levels of Parents Who Have Children with Special Educational Needs

The study aimed to answer the question "Is there a relationship between the psychological resilience, perceived social support, and self-esteem levels of the parents who have children with special educational needs? The findings related to the question were presented in Table 1.

Table-1. Correlation Relationship between Perceived Social Support, Self-Esteem and Psychological Resilience Levels of Parents Who Have Children with Special Educational Needs

		Self-perception	Planned Future	Structured Style	Social Competence	Family Cohesion	Social Resources	Psychological Resilience General
Social Cohesion Support	r	0,417**	0,472**	0,335**	0,228**	0,437**	0,269**	0,477**
	p	0	0	0	0	0	0	0
Information Support	r	0,347**	0,413**	0,236**	0,143*	0,407**	0,194**	0,404**
	p	0	0	0	0,028	0	0,003	0
Emotional Support	r	0,338**	0,437**	0,271**	0,158*	0,405**	0,226**	0,415**
	p	0	0	0	0,015	0	0	0
Care Support	r	0,268**	0,341**	0,162*	0,048	0,372**	0,1	0,299**
	p	0	0	0,013	0,463	0	0,125	0
Parental Social Support Total	r	0,374**	0,450**	0,283**	0,172**	0,431**	0,226**	0,437**
	p	0	0	0	0,008	0	0	0
Self-esteem	r	0,553**	0,549**	0,417**	0,449**	0,410**	0,430**	0,633**
	p	0	0	0	0	0	0	0

Source: Obtained from analysis of data. *p<0,05

When Table 1 is examined, it is seen that there are significant relationships between psychological resilience general scores and psychological resilience subscale scores, social support level total scores, perceived social support subscale scores, and self-esteem scores of parents who have children with special educational needs.

There is a weak and positive correlation between the psychological resilience overall scores and perceived social support scores of the parents who have children with special educational needs. There is a positive and significant correlation between the psychological resilience overall scores and the self-esteem scores of the parents who have children with special educational needs. There is a weak and positive correlation between the perceived social support total scores and self-esteem scores of the parents who have children with special educational needs.

3.2. Findings on the Perceived Social Support Level as a Predictor of Psychological Resilience Level of Parents Who Have Children with Special Educational Needs

As the second sub-objective of the research, Table 2 shows whether the social support perception scores of the parents who have children with special educational needs are predictive of their psychological resilience levels.

In order to determine whether the perceived social support scores of the parents who have children with special educational needs were predictive of the psychological resilience scores, general and sub-dimension regression analyzes were performed in Table 2.

As a result of the regression analysis, the perceived social support total scores were found to be significant but weak in predicting the general levels of psychological resilience. ($R^2=0,188$).

As a result of regression analysis, statistically significant differences were found between the sub-dimensions of psychological resilience (self-perception, planned future, structured style, social competence, family cohesion and social resources) and sub-dimensions of parental social support (social cohesion support, information support, emotional support and care support). While the predictive power between the sub-dimensions of self-perception, structured style, social competence, family cohesion and social resources and sub-dimensions of social cohesion support, information support, emotional support and care support was found to be weak, a strong predictive power was found between the sub-dimension of planned future and sub-dimensions of social cohesion support, information support, emotional support and care support ($R^2=0,222$).

Table-2. Findings on the Perceived Social Support Level as a Predictor Level of Psychological Resilience Level of Parents Who Have Children with Special Educational Needs

Dependent Variable	β	t	p	F	Model (p)	R ²
Psychological Resilience General	2,435	14,447	0,000	55,058	0	0,188
	PSST 0,015	PSST 7,420	PSST 0,000			
Self-perception	2,367	10,193	0,000	13,48	0	0,176
	SCS 0,075	SCS 4,222	SCS 0,000			
	IS 0,016	IS 0,396	IS 0,692			
	ES -0,017	ES -0,596	ES 0,552			
	CS -0,063	CS -1,673	CS 0,096			
Planned Future	1,335	5,083	0,000	17,703	0	0,222
	SCS 0,070	SCS 3,460	SCS 0,001			
	IS -0,023	IS -0,523	IS 0,601			
	ES 0,044	ES 1,353	ES 0,178			
	CS -0,063	CS -1,495	CS 0,136			
Structured Style	2,579	10,234	0,000	10,644	0	0,142
	SCS 0,082	SCS 4,244	SCS 0,000			
	IS -0,060	IS -1,400	IS 0,163			
	ES 0,036	ES 1,155	ES 0,249			
	CS -0,097	CS -2,375	CS 0,184			
Social Competence	3,113	12,775	0,000	7,002	0	0,093
	SCS 0,070	SCS 3,756	SCS 0,000			
	IS -0,016	IS -0,397	IS 0,691			
	ES 0,009	ES 0,298	ES 0,766			
	CS -0,122	CS -3,107	CS 0,213			
Family Cohesion	2,091	8,713	0,000	13,666	0	0,178
	SCS 0,045	SCS 2,458	SCS 0,015			
	IS 0,009	IS 0,211	IS 0,833			
	ES 0,005	ES 0,156	ES 0,876			
	CS 0,007	CS 0,186	CS 0,853			
Social Resources	3,534	21,582	0,000	7,914	0	0,106
	SCS 0,041	SCS 3,250	SCS 0,001			
	IS - 0,021	IS -0,765	IS 0,445			
	ES 0,027	ES 1,315	ES 0,190			
	CS -0,079	CS -3,002	CS 0,298			

Source: Obtained from analysis of data. *p<0,05

Abbreviations in Table 2: PSST-Parents Social Support Total, SCS-Social Cohesion Support, IS- Information Support, ES- Emotional Support, CS- Care Support

Social cohesion support increase the levels of self-perception, planned future, structured style, social competence, family cohesion and social resources; information support emotional support and care support do not affect them.

3.3. Findings on the Self-Esteem Level as a Predictor of Psychological Resilience Level of Parents Who Have Children with Special Educational Needs

Table 3 shows whether the self-esteem scores of the parents who have children with special educational needs are predictive of their psychological resilience levels.

As a result of regression analysis to determine the causal relationship between self-esteem and psychological resilience, the difference was statistically significant (F=155,989; p=0,000<0.05).

Table-3. Findings on the Self-Esteem Level as a Predictor of Psychological Resilience Level of Parents Who Have Children with Special Educational Needs

Dependent Variable	Independent Variable	β	t	p	F	Model (p)	R ²
Psychological Resilience-General	Invariant	0,365	1,378	0,17	155,989	0,000	0,398
	Self-esteem	0,029	12,49	0,000			
Self-perception	Invariant	-0,205	-0,533	0,595	102,595	0,000	0,303
	Self-esteem	0,034	10,129	0,000			
Planned Future	Invariant	-1,257	-2,804	0,005	100,486	0,000	0,298
	Self-esteem	0,039	10,024	0,000			
Structured Style	Invariant	0,498	1,118	0,265	48,903	0,000	0,17
	Self-esteem	0,027	6,993	0,000			
Social Competence	Invariant	0,479	1,163	0,246	58,709	0,000	0,198
	Self-esteem	0,027	7,662	0,000			
Family Cohesion	Invariant	0,767	1,763	0,079	46,989	0,000	0,164
	Self-esteem	0,026	6,855	0,000			
Social Resources	Invariant	1,99	7,068	0,000	52,829	0,000	0,181
	Self-esteem	0,018	7,268	0,000			

Source: Obtained from analysis of data. *p<0,05

The relationship between self-esteem variables as a determinant of the general level of psychological resilience (explanatory power) was found to be strong ($R^2=0,398$). The level of self-esteem of parents increases the overall level of psychological resilience ($\beta=0,029$).

Regression analysis to determine the cause-effect relationship between self-esteem and self-esteem was statistically significant ($F=102,595$; $p=0,000<0.05$). The relationship between self-esteem variables as a determinant of self-perception was found to be strong ($R^2=0,303$). The level of self-esteem of the parents increases the level of self-perception ($\beta=0,034$).

Regression analysis to determine the cause-effect relationship between self-esteem and structural style was statistically significant ($F=48,903$; $p=0,000<0.05$). As a determinant of the structured style, its relationship with self-esteem variables (weakness of expression) was found to be weak ($R^2=0,170$). The level of parents' self-esteem increases the level of structural style ($\beta=0,027$).

Regression analysis to determine the cause-effect relationship between self-esteem and social competence was found to be statistically significant ($F=58,709$; $p=0,000<0.05$). The relationship between self-esteem variables as a determinant of the level of social competence (explanatory power) was found to be weak ($R^2=0,198$). The level of self-esteem of the parents increases the level of social competence ($\beta=0,027$).

Regression analysis to determine the cause-effect relationship between self-esteem and family harmony was found statistically significant ($F=46,989$; $p=0,000<0.05$). The relationship between self-esteem variables as a determinant of the level of family harmony (explanatory power) was found to be weak ($R^2=0,164$). The level of parents' self-esteem increases the level of family harmony ($\beta=0,026$).

Regression analysis to determine cause-effect relationship between self-esteem and social resources was found to be statistically significant ($F=52,829$; $p=0,000<0.05$). As a determinant of the level of social resources, the relationship between self-esteem variables (explanatory power) was found to be weak ($R^2=0,182$). The level of self-esteem of the parents increases the level of social resources ($\beta=0,018$).

3.4. Findings on the Self-Esteem and Perceived Social Support Levels as Predictors of Psychological Resilience Levels of Parents Who Have Children with Special Educational Needs

Table 4 shows whether the perceived social support and self-esteem scores of the parents who have children with special educational needs are predictive of their psychological resilience levels.

Table-4. Hierarchical Effect of Social Support and Self-Esteem of Parents Who Have Children with Special Educational Needs on Their Psychological Resilience

Dependent Variable	Independent Variable	β	t	p	F	Model (p)	R^2
Psychological Resilience General (Model 1)	Invariant	2,435	14,447	0,000	55,058	0,000	0,188
	Parental Social Support-Total	0,015	7,42	0,000			
Psychological Resilience General (Model 2)	Invariant	0,193	0,746	0,456	92,933	0,000	0,44
	Parental Social Support-Total	0,008	4,277	0,000			
	Self-esteem	0,025	10,295	0,000			

Source: Obtained from analysis of data. * $p<0,05$

When Table 4 is examined, the regression analysis to determine the cause-effect relationship between the total of parental social support and the overall psychological resilience was found statistically significant in Model 1 ($F=55,058$; $p=0,000<0.05$). As a determinant of the general level of psychological resilience, the relationship between the total variables of parental and social support (explanatory predictive power) was found to be weak ($R^2=0.188$). The total level of parental social support increases the overall level of psychological endurance ($\beta=0,015$). In Model 2, self-esteem was added to the effect of parental social support on psychological resilience.

In Model 2, the regression analysis was performed to determine the cause-effect relationship between the total of social support, self-esteem and psychological resilience overall ($F=92,933$; $p=0,000<0.05$). As a determinant of the general level of psychological resilience, the relationship between the total of parental social support and self-esteem variables (explanatory power) was found to be very strong ($R^2=0,440$). The total level of parental social support increases the overall level of psychological resilience ($\beta=0,008$). The level of self-esteem increases the overall level of psychological resilience ($\beta=0,025$). As a result of the hierarchical regression analysis, the addition of self-esteem to the model increased the rate of R^2 from 18.8% to 44%. It was found that parental social support and self-esteem increased their explanatory power among the determinants of psychological resilience.

4. Results and Discussion

4.1. Results and Discussion on the Relationship between Perceived Social Support, Self-Esteem and Psychological Resilience Levels of Parents Who Have Children with Special Educational Needs

In the study, there were positive relationships between the psychological resilience, perceived social support and self-esteem levels of the parents who had children with special educational needs. There is a moderate positive correlation between the general level of psychological resilience and self-esteem. There is a weak positive relationship between self-esteem and parental social support scores.

The findings of studies in the literature support the results of this study. Çakar-Savi and Karatas (2012) found that there was a positive correlation between self-esteem and perceived social support. Karatas and Çakar (2011) found that there was a positive correlation between self-esteem and psychological resilience. Güloğlu and Kararmak (2010) found a positive correlation between self-esteem and psychological resilience.

Kararmak (2006) referring to the study of Werner (1989) stated that the existence of social support network at school or in society was among the protective factors affecting psychological resilience. Gizir (2007) listed the high self-esteem, self-efficacy and self-esteem among other individual factors identified to be associated with psychological resilience. Chen (2017) investigated the relationship among emotional intelligence, perceived social

support and psychological resilience. As a result of the study, the highest level of psychological resilience among the research groups of the individuals with high level of friend social support and emotional intelligence was determined as the group.

As a result of interviews with mothers who had children with mental deficiency, Gardner and Harmon (2002) listed the features that enable mothers to be psychologically resistant individuals. They expressed the benefit of social support among these features, Bayraklı (2010).

Altom (2010) examined the effect of perceived social support on the relationship between depression and self-esteem. A strong relationship was found between self-esteem and perceived social support. However, high self-esteem was associated with a high level of perceived social support.

The findings of studies in the literature are in the opposite direction of the results of this study. Saget-Menager (2010) investigated the impact of racial socialization and psychological resilience on self-esteem levels and self-esteem among different black groups in the United States. As a result of the research, it was concluded that there was a significant relationship between self-esteem and psychological resilience.

When the studies in the literature are examined, it is seen that many research results support the results of present study: there is a positive and significant relationship between perceived social support and psychological resilience. While some studies mention a strong relationship between perceived social support and psychological resilience, some studies have identified perceived social support as a source of psychological resilience.

When the studies in the literature are examined, it is seen that many research results support the results of present study: there is a positive and significant relationship between self-esteem and psychological resilience. The results of the research show that the level of self-esteem is affected by perceived social support level.

Although there is a lot of research supporting a positive and meaningful relationship between self-esteem and psychological resilience, in a study no significant relationship was found between self-esteem and psychological resilience.

In this study, when the relationship between psychological resilience sub-dimensions, perceived social support sub-dimensions and self-esteem were examined, a very weak positive relationship was found between the structured style, social competence, social resources which were sub-dimensions of psychological resilience and information support which was sub-dimension of perceived social support. This result reveals that parents' (who have children with special educational needs) perception of information support and their prioritization of information support should be considered.

Within the scope of the findings of the research, a significant positive correlation was found between the sub-dimensions of psychological resilience which were social resources and social competence, and sub-dimensions of perceived social support which were information support and emotional support. A significant very weak positive correlation was found between social competence and social cohesion support which was one of the sub-dimensions of perceived social support. According to these results, it is necessary to discuss the perception level of information support of the parents who have children with special educational needs, the sufficiency and meaning of the information support, and whether the parents have sufficient knowledge and belief in their relations with people. In the light of these results, another issue that needs to be addressed is the need to investigate how parents who have children with special educational needs position themselves in the community. Is the relationship between social competence, information support, and emotional support so poor as parents who have children with special educational needs isolate themselves from society? That is a question to consider.

When the relationship between self-esteem and psychological resilience sub-dimensions were examined, a moderate correlation was found between self-esteem and self-perception and planned future, and a weak correlation was found between self-esteem and structured style, social competence, family cohesion and social resources. This situation led to the consideration of self-esteem levels in the studies on the thoughts and self-perceptions of the parents who had children with special educational needs. There was a weak relationship between self-esteem and information support, social cohesion support, care support and emotional support which were the sub-dimensions of social support perception. This situation raises the question of whether the relationship between the external factors is less than the internal factors in the emergence of self-esteem.

4.2. Results and Discussion on the Perceived Social Support Level as a Predictor of Psychological Resilience Level of Parents Who Have Children with Special Educational Needs

As a predictor of the general level of psychological resilience, the relationship with the total variable of parental social support (explanatory power) was found to be weak. As the total level of parental social support of parent increases, the overall level of psychological resilience is increasing. When the literature was examined, it was seen that the researches of Bayraklı (2010); Carter (2014) and Zomerlei (2015) supported the results of the present study, but the research of Nguyen (2012) did not support.

Bayraklı (2010) in his research concluded that the quantity and quality of social support had a low and positive effect on psychological resilience. Carter (2014) stated that psychological resilience was an important predictor of social support and social support was an important predictor of psychological resilience. The related research supports the relationship between psychological resilience and perceived social support.

Nguyen (2012) aimed to improve the existing knowledge on psychological resilience in literature, examine the level of psychological resilience of the Resilience Scale for Adults, and investigate the effects of perceived social support on psychological resilience in a long dimension of life. The related research indicates that the effect of social support from spouses on psychological resilience has little or no effect.

In the research findings, it was found that there was an increasing effect of social cohesion support which was one of the sub-dimensions of social support perception in predicting self-perception, planned future, structured style, social competence, social resources and family cohesion which were the sub-dimensions psychological resilience, and there were no significant results in other sub-dimensions of social support perception.

The emergence of social cohesion support as a predictor of all sub-dimensions of the psychological resilience of the parents who had special educational needs revealed the necessity to discuss some questions. Why information support, emotional support and care support do not predict the psychological resilience sub-dimensions of the

parents who have children with special educational needs? Why does social cohesion support predict the all sub-dimensions? This situation that causes us to ask these questions leads to this question: Do parents (who have children with special educational needs) firstly need people to share their experiences? If the psychological resilience of the parents who have children with special educational needs depends on the persons to whom take social cohesion support, it is an important issue to discuss how the characteristics of people should be.

4.3. Results and Discussion on the Self-Esteem Level as a Predictor of Psychological Resilience Level of Parents Who Have Children with Special Educational Needs

As a predictor of the general level of psychological resilience, its relationship with self-esteem variable was found to be strong. As the level of self-esteem of the parents increases, the general level of psychological resilience is increasing. In the literature, there are two researches that examined the effect of self-esteem as a predictor of psychological resilience, although there is no study on whether parents' self-esteem level predicts the psychological resilience of parents who have children with special educational needs. There are researches that support the results of present study (Kararmak, 2007) and do not support (Bumpus, 2014).

Kararmak (2007) in his research indirectly revealed the relationship between self-esteem and psychological resilience. The related research revealed that self-esteem influenced the variables affecting psychological resilience and indirectly self-esteem predicted psychological resilience.

Bumpus (2014) compared the racial belonging, psychological resilience, and self-esteem levels of adopted African-American individuals in another study that revealed data on the predictive power of self-esteem. In this research, a significant negative relationship was found between psychological resilience and self-esteem. The relevant research does not support the results of this study.

The self-esteem levels of the parents who have children with special educational needs strongly predict their levels of self-perception and planned future which are the sub-dimensions of psychological resilience. The self-esteem levels of the parents who have children with special educational needs weakly predict their structured style, social competence, family cohesion and social resources levels which are the sub-dimensions of psychological resilience. This reveals the importance of self-esteem and self-esteem in shaping the self-perceptions and planned future of the parents who have children with special educational needs.

4.4. Results and Discussion on the Self-Esteem and Perceived Social Support Levels as Predictors of Psychological Resilience Levels of Parents Who Have Children with Special Educational Needs

The levels of perceived social support and self-esteem levels of the parents were found to predict psychological resilience as a result of the regression analysis. As a result of the analyzes, it was revealed that predictive total levels of perceived social support and self-esteem levels on psychological resilience were higher than predictive individual levels of perceived social support and self-esteem levels on psychological resilience. The fact that self-esteem and perceived social support together create strong conditions in explaining psychological resilience necessitates consideration of other variables in explaining psychological resilience.

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