T.C.

BAHCESEHIR UNIVERSITY

ENSTITUTE OF SOCIAL SCIENCES

DEPARTMENT OF PSYCHOLOGY

CLINICAL PSYCHOLOGY PROGRAM

THE RELATIONSHIPS BETWEEN PARENTING STYLES, ATTACHMENT STYLES AND ROMANTIC RELATIONSHIP SATISFACTION, ROMANTIC RELATIONSHIP ANXIETY AMONG YOUNG TURKISH ADULTS

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CENYA KATALAN

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ABSTRACT

The purpose of this study to investigate role of parenting styles and attachment styles on young adults'relationship satisfaction and relationship anxiety. The sample of the study composed of 152 (36 males, 116 females) young Turkish adults. The participants completed Parenting Style Questionnaire, Relationship Scales Questionnaire, Multidimensional Relationship Questionnaire and Trait Anxiety Scale on a website. Multiple linear regression analysis was performed to examine the role of authoritative parenting style in adults' romantic relationship satisfaction, the role of neglectful parenting style in adults' romantic relationship anxiety. Results showed that neglectful parenting style is a positive predictor of relationship anxiety and a negative predictor of relationship satisfaction. In addition, for those who have low and medium level of dismissing attachment style, their attachment style moderates the relationship between neglectful parenting style and relationship anxiety. Also results showed that trait anxiety is a positive predictor of relationship anxiety and dismissing attachment style is a positive predictor of relationship anxiety and negative predictor of relationship satisfaction.

Keywords: Parenting Styles, Relationship Satisfaction, Relationship Anxiety, Trait Anxiety, Attachment Styles

ÖZET

Bu çalışmanın amacı, çocuk yetiştirme tarzlarının ve bağlanma stillerinin kişinin ilerideki romantik ilişkide doyum ve romantik ilişkide kaygı üzerine etkisini incelemektir. Çalışma 152 (36 erkek, 116 kadın) katılımcı ile yapılmıştır. Katılımcılara internet sitesi üzerinden Ana-Baba Tutum Envanteri, İlişki Ölçekleri Anketi, Çok Boyutlu İlişki Ölçeği ve Sürekli Kaygı Ölçeği verilmiştir. Demokratik çocuk yetiştirme tarzının kişilerin ilerideki romantik ilişkide doyumu üzerindeki rolünü ve ilgisiz çocuk yetiştirme tarzının kişilerin ilerideki romantik ilişkide kaygı üzerindeki rolünü incelemek için çoklu lineer regresyon analizi yapılmıştır. Sonuçlar, ilgisiz çocuk yetiştirme tarzının ileride romantik ilişkide kaygıyı pozitif yönde yordadığını, romantik ilişkide doyumu ise negatif yönde yordadığını,ve demokratik çocuk yetiştirme tarzının ileride romantik ilişkide kaygıyı negatif yönde yordadığını göstermiştir. Bunun yanında, kaçınan bağlanma stili düşük ve orta seviyede olan kişilerin, bağlanma stilleri ilgisiz çocuk yetiştirme tarzı ile romantik ilişkide kaygı arasındaki ilişkiyi etkilemektedir. Ayrıca sonuçlar, sürekli kaygının ise romantik ilişkide kaygıyı pozitif yönde yordadığını, kayıtsız bağlanma stilinin romantik ilişkide kaygıyı pozitif yönde ve romantik ilişkide doyumu negatif yönde yordadığınıgöstermiştir.

Anahtar kelimeler: Çocuk Yetiştirme Tarzları, Romantik İlişki Doyumu, Romantik İlişki Kaygısı, Sürekli Kaygı, Bağlanma Stilleri

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MRQ: The Multidimensional Relationship Questionnaire.....**28**

RSQ: The Relationship Scales Questionnaire.....**30**

PSQ: The Parenting Style Questionnaire.....**30**

STAI: State Trait Anxiety Inventory.....**31**

TAI: Trait Anxiety Inventory.....**31**

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CHAPTER 1

INTRODUCTION

1.1 Child Development and Role of the Parents

According to Erikson, early experiences affect future developments (Rathus, 2008). For Erikson, social relationships are more important than sexual or aggressive instincts. In Erikson's theory, human development involves a series of conflicts and the developmental stages have particular crisis that need to beresolved, if they are not resolved individuals mayexperience later problems (Schultz & Schultz, 2009). There are eight stages in Erikson's personality development which are called Trust-Mistrust, Autonomy-Shame and Doubt, Initiative-Guilt, Industriousness-Inferiority, Identity Cohesion-Role Confusion, Intimacy-Isolation, Generativity-Stagnation, and Ego Integrity-Despair (Schultz & Schultz, 2009). In the stage of Trust-Mistrust, the infant is dependent on her mother or primary caregiver. The infant's interaction with mother or caregiver determines trust or mistrust feelings towards theenvironment. If the mother is rejecting or inconsistent in her behaviors, the infant develops a feeling of mistrust and becomes anxious and fearful. In the stage of Intimacy-Isolation, Erikson considered adolescence to young adulthood. During this period, individuals establish independence from parents. Intimacy is not restricted to sexual relationships but feelings of care and commitment (Schultz & Schultz, 2009). People who are unable establish intimacy with parents will develop feelings of isolation and they avoid social contacts, reject people, prefer to be alone and fear intimacy because they perceive it as a threat to their ego identity (Schultz & Schultz, 2009). Erikson's theory shows how important parent-child relationship and feelings to establish future social relationships.

Freud focused on emotional and social development of children on the basis of psychological traits such as dependence, obsessive neatness and vanity (Rathus, 2008). Freud indicated that people unaware of the ideas and impulses that take greater place in their minds because of their childhood experiences. However, Freud also supposed that instincts mostly determine individual's behavior (Schultz & Schultz, 2009). Freud divided personality into three structures which are id, ego and superego. Id refers to reservoir of instincts and libido; psychic energy. Ego refers to responsible and control of instincts. Superego refers to morality; internalization of parental and social values and norms (Schultz & Schultz, 2009). According to Freud, anxiety is a feeling of fear without an obvious situation. Neurotic anxiety refers to conflicts between id and ego whereas moral anxiety refers to conflict between id and superego. There are five stages for Freud's psychosexual development which are oral, anal, phallic, latency and genital. In oral stage, child is dependent on mother. .In the anal stage, child learns to discover methods for securing parental attention and affection (Schultz & Schultz, 2009). In phallic stage, child has desires for opposite sex of parent and begin to discover differences of sex. In this stage also child faces battles between id impulses and parental expectations (Schultz & Schultz, 2009). Karen Horney is another theoretician that agreed importance of early experiences in childhood shape individuals' personality and future relationships as well (Schultz & Schultz, 2009). According to Horney, childhood development is based of need for safety and security. These needs are dependent on how parents treat their children.

Parents weaken security is by displaying lack of warmth and affection for the child (Schultz & Schultz, 2009). Parental behaviors such as unfair punishment, erratic behavior, promises not kept, humiliation, isolation of the child from peers result in in security and induce hostility (Schultz & Schultz, 2009). Therefore, child

needs to repress hostility because of feelings of helplessness, fear of parents, need for genuine love and guilt.

1.2 Adults andFactors for Relationship Satisfaction and Relationship Anxiety

Some individuals are engaged in satisfying romantic relationships whereas others are engaged in less satisfying or anxious relationships. The reasons for the differences in quality of romantic relationships have been researched, however few clear explanations have been found. Personality traits, family history, attachment styles, communication styles, cultural values, behavior patterns, social and economic characteristics are some of the factors that have been used to explain individual differences in people's experiences of their relationships as satisfying or anxious. Personality traits have an impact on relationships appears to be negative emotionality. Individuals high in negative emotionality are able to have negative emotions such as anger, hostility and anxiety when they experience distress. Karney and Bradbury (1995, as cited in Merz & Jak, 2013) stated that individual differences in neuroticism create enduring vulnerabilities that influence couples' interactions in distressing situations. Merz and Jak (2013) found that personality is associated both with parenting behaviors and functioning of early adult romantic relationships. Therefore, family history and individual differences explain behaviors in romantic relationships (Merz & Jak, 2013). Amato and Booth (2001, as cited in Merz & Jak, 2013) supported that the marriage of parents have the more important impact on romantic relationships of offsprings. From the behavioral perspective, negative interaction patterns might be due to personality or socialization experiences that an individual is exposed to, while growing up (Donnellan, Rife & Conger, 2005). According to that view, it may be difficult to change actions toward partners in

relationships because these actions are more pervasive behavioral tendencies (Merz & Jak, 2013).

Gottman (1994, Olderbark & Figueredo, 2009) found that communication styles are strongly associated with long term relationship outcomes. He described four types of affective communication styles which are destructive and predict relationship dissolution. The first communication style is criticism which means attacking the romantic partner's personality. Second communication style is contempt/disgust and refers to disgust in communicating, being repulsed and disregard attributing a form of insult, mockery or sarcasm about the partner. Third communication style is defensiveness, that takes the form of avoiding taking responsibility and making excuses which is considered an endeavor to defend oneself against a perceived attack. Fourth communication style is stonewalling that refers to individuals' refusal to respond to their romantic partner. Contempt/disgust and defensiveness are the worst of all. According to Gottman (1994, Olderbark & Figueredo, 2009), supportive communication is the predictive factor for a long-term romantic relationship.

Anders and Tucker (2000, as cited in Olderbark & Figueredo, 2009) found communication styles are linked to attachment styles. Those who have avoidant or anxious attachment styles seek and provide less support from partners and they are less expressive, worse at conflict resolution and show less conversational skill compared to those who have secure attachment style. Collins and Read (1990, as cited in Shi, 2003) found that partners who are securely attached engage in higher level of verbal engagement, self-disclosure and mutual decision making and understanding. Pistole (1989, as cited in Shi, 2003) stated that securely attached partners engage in less aggressive verbal communication and they are more likely to

use compromising strategies to solve conflicts. During conflict resolution partners might bring early childhood and current relationships models to present and slid into their attachment behavior patterns without awareness (Shi, 2003).

Feeney (2008, as cited in Merz & Jak, 2013) stated that experiences, memories and expectations about the close figures for the relationships create a mental representation of the self, others, and a close relationship. Children who have established good relationships with parents and developed secure attachment show a positive view of self and other, and desire intimate relationships (Merz & Jak, 2013). They are able to establish healthy and satisfied relationships with a romantic partner and later their family members during adulthood (Merz & Jak, 2013). This shows how important attachment styles are and highlights their impact on later romantic relationships and family ties. Earlier findings mentioned the important effects of attachment styles and parenting styles on adult relationships or measured these effects on adolescents.

1.3 Attachment

1.3.1 Early Attachment and Later Relationships

Attachment theory is based on Bowlby's finding that infants' experiences of attachment cognitively represented and formed expectations about self-worth, and about who are accessible, or who are responsive to their needs for support and protection (Killman, Vandemia, Parnell & Urbaniak, 2009). Ainsworth, Blehar and Wall (1978, as cited in Celenk, Vijver & Goodwin, 2011) stated that attachment is shaped in early childhood through the quality of interaction with parents and continues to impact on beliefs, needs, and social behaviors in close relationships in later life. Bowlby and Ainsworth's attachment theory explains how early attachment relationships between the child and mother or who is the primary caregiver causes individual differences in psychological (cognitive/emotional) and social properties of

and expectations about adult romantic relationships (Özmen & Atik, 2010). Bowlby's attachment theory was developed over time. Hazan and Shaver developed three categories of attachment styles. They classified adult attachment styles as secure, anxious and avoidant. Brennan, Clark and Shaver (1998, as cited in Özmen & Atik, 2010) conceptualized six attachment styles but found two factors which are anxiety and avoidance. Anxiety was defined as individuals' worry about abandonment or unavailability of others, and avoidance described as individuals' desire minimum or limited intimacy and prefers to be psychologically and emotionally independent. On the other hand, Bartholomew and Horowitz (1991, as cited in Killman et al., 2009) supposed that there are four attachment styles which are secure, preoccupied, fearful-avoidant, and dismissive-avoidant. Securely attached children are able to discover their environments using their mothers, who are available and responsive to their children. Children with avoidant attachment style do not get affected by their mother's absence but their distress is displayed through anger and frustration (Shi, 2003). Mothers of avoidant children are rejecting or hostile toward their children.

Children with anxious/ambivalent attachment style display high distress and are difficult to handle. Mothers of children who have anxious/ambivalent attachment style give inconsistent responses to their needs (Shi, 2003). Securely attached adults feel comfortable with intimacy and have positive thought for themselves and others. Adults with preoccupied attachment styles view others in higher regard than themselves and worry excessively about abandonment (Killman et al., 2009). Adults with fearful-avoidant attachment style seek intimacy but fear rejection and feel anxious, and they have difficulty trusting others. Adults with dismissive-avoidant

attachment style have positive thoughts about themselves but view others negatively (Killman et al., 2009).

Some studies have found that attachment styles have an impact on future romantic relationships satisfaction and relationship anxiety. Secure attachment involves a relationship based on trust and faith in the self and others (Shi, 2003). Insecure attachment involves a relationship based on uncertainty and lack of trust (Shi, 2003).Simpson (1990, as cited in Celenk et al., 2011) indicated that secure attachment is positively related with relationship interdependence, commitment, trust and satisfaction unlike insecure attachment. Collin's study (1996, as cited in Özmen & Atik, 2010) suggests that securely attached individuals provide more positive explanations and have confidence in their relationship and in their partner's love, whereas insecurely attached individuals project negative interpretations, view their partner's behavior and love negatively, and have emotional distress in their relationship. Also, Fuller and Fincham's study (1996, as cited in Özmen & Atik, 2010) showed that securely attached individuals tend to report higher levels of marital satisfaction than individuals with avoidant attachment style or ambivalently attached individuals. Other findings also support that attachment styles have a strong impact on marital and romantic relationships, and secure attachment style is positively associated with marital satisfaction (Özmen & Atik, 2010). Crowell and Treboux (1995, as cited in Muraru & Turliuc, 2011) also stated that attachment has an important role in psychological and social adjustment of adults. Baron and Kenny (1986, as cited in Muraru & Turliuc, 2011) found asignificant effect of romantic attachment on marital adjustment. Muraru and Turliuc (2011) stated that it is not the family of origin itself, that affectsthe romantic relationship satisfaction or close

relationships, but people's mental representations which is called attachment, has an important effect.

Relationship satisfaction requires intimacy, conflict resolution and healthy interaction (Shi, 2003). Positive conflict resolution behaviors require individuals to put aside anxiety, fear, and defensiveness and to feel comfortable with self-exposure and to show reasonable trust in others (Shi, 2003). Anxiety and avoidance predicts conflict resolution behavior. Individuals with avoidant attachment style might use dominance to avoid deeper interaction and intimacy, therefore they may focus heavily on protecting themselves from the potential emotional pain which might cause fear of relationship/relationship anxiety. Similarly, individuals with anxious attachment styles might use dominance to ensure their partner's availability (Shi, 2003).

1.3.2 Attachment Styles andPersonality Traits

Some findings linked the association between attachment styles and personality traits which both affect relationship quality. Shaver and Brennan (1992, as cited in Noftle & Shaver, 2006) conducted the first study which showed association between attachment styles and big five personality traits. They found that attachment anxiety is positively associated with neuroticism. Attachment anxiety contains feelings and behaviors that arise in the context of close relationships and neuroticism is developed and measured as a trait associated with broad range of negative emotions in relational context or non-relational context (Noftle & Shaver, 2006). Studies supported that attachment security moderately negatively correlated with neuroticism, moderately positively correlated with extraversion and agreeableness, modestly positively correlated with conscientiousness and not correlated with openness. Also it was found that attachment anxiety is moderately strongly correlated with neuroticism and not correlated with openness (Noftle

&Shaver, 2006). Noftle and Shaver (2006) found that avoidance is the strongest predictor for relationship quality and attachment styles predict relationship quality better than personality traits. These results were similar to Shaver and Brennan's findings regarding the relationship between attachment styles and personality traits (1992, as cited in Noftle & Shaver, 2006) have found. They established that attachment anxiety and avoidance both are correlated with neuroticism. Attachment anxiety and avoidance are form of insecurity and neuroticism is a form of insecurity as well. Attachment anxiety is found to be related to depression, vulnerability and anxiety facets of neuroticism, which also fits into the anxious attachment style that an individual feels inadequately loved and insufficiently in control of interpersonal events.

Thomson (1999, as cited in Noftle & Shaver, 2006) stated that anxious attachment occurs when parental care causes the infant to feel vulnerable and remain cautious. Noftle and Shaver (2006) found that the more avoidant people showed insecurity and had high scores on vulnerability as facets of neuroticism. Also individuals who scored low on agreeableness, trust and altruism, extraversion, positive emotions and warmth shows parent-infant attachment in a link between parental coolness, rejection and infant avoidance. Furthermore, Mikulincer, Dolev and Shaver (2004, as cited in Noftle & Shaver, 2006) stated that avoidantattachment is related to suppression of emotion and emotional memories which significantly associated negatively with openness to feelings. Avoidance is linked to lower warmth and positive emotions which causes interpersonal problems, which commonly observed in those who have high score on avoidance (Noftle & Shaver, 2006). Recent studies showed that feelings of insecurity increase empathy, forgiveness and altruism which facilitate close relationships. Furthermore, recent

researches indicated that relationship satisfaction is associated with self-control and responsibility. They suggested that self-control and responsible individuals are more securely attached and satisfied from romantic relationships, and insecurely attached individuals were found associated to lack of careful decision making and able to have poor sexual decisions (Noftle & Shaver, 2006).

1.3.3 Attachment Styles, Relationship Satisfaction and Self-Esteem

In Turkey, Kağıtçıbaşı (2005, as cited in Celen et al., 2011) worked on self-interpretations in individualistic and collectivistic cultures. According to Kağıtçıbaşı's model that is based on a family system within a social setting, different family models and child rearing patterns are connected to different forms of self-construal ahead of underlying dimension of agency (autonomy- heteronomy) and interpersonal distance (relatedness- separateness). This combination of two factors leads to four different types of selves. The first type of self; autonomous-separate self that an individual high on autonomy and low on relatedness. Autonomous-separate self develops in an independent family where children reared to be self-sufficient and self-reliant. The second type of self; heteronomous-separate self develops where parents are neglectful. In such a parenting, children are expected to obey rules and hierarchy of the family (Kağıtçıbaşı, 2005, as cited in Celenk et al., 2011). The third type of self; heteronomous-related self that an individual high on relatedness and low on autonomy. This type of self develops where parents possesses interdependence and obedience (Kağıtçıbaşı, 2005, as cited in Celenk et al., 2011). The fourth type of self; autonomous-related self that an individual high on both autonomy and relatedness. Autonomous-related self develops where parents rear their children with psychological interdependence based controlling and autonomy (Kağıtçıbaşı, 2005, as cited in Celenk et al., 2011).

It was found that both autonomy and relatedness are positively correlated with relationship satisfaction (Rankin-Esquer, Burnett, Baucom & Epstein, 1997, as cited in Celenk et al., 2011). Furthermore, Sheldon, Elliot, Kim and Kasser(2001, as cited in Celenk et al., 2011) found that self-esteem, autonomy and relatedness are related with relationship satisfaction. Also they stated that, need for self-esteem and relatedness may change according to cultures such as individualistic and collectivistic societies. Self-esteem was found as the strongest predictor for relationship satisfaction in individualistic cultures whereas relatedness was found to be the strongest predictor for relationship satisfaction in collectivistic cultures. On the other hand, cultural values were found linked to parenting styles. Xu, Farver, Zhang, Zeng, Yu and Cai (2005) found that mothers' authoritarian parenting style is positively associated with collectivism, conformity to norms, emotional self-control, humility and parenting distress. However, mothers' authoritative parenting style is positively correlated with collectivism, conformity to norms and social support.

According to attachment dimensions, cultures differ in both avoidance and anxiety. The model of self, according to degree of anxiety and dependency experienced in close relationships and other, according to tendency to seek or avoid closeness in relationships were found to be positively correlated in Turkey (Schmitt, Alcalay, Allensworth, Allik, Ault & Austers et al., 2004, as cited in Celenk et al., 2011). And the model of other was found positively correlated with self-esteem and agreeableness in Turkey. Furthermore, Sümer and Güngör (1999, as cited in Celenk et al., 2011) compared attachment styles between Turkey and US students and found that Turkish students were higher on preoccupied attachment style, US students were higher on secure, dismissing and fearful attachment styles. Celenk et al., (2011) found similar results between Turkish individuals and British individuals. Therefore

they stated that relatedness and autonomy depends on cultural values such as being individualistic or collectivistic.

1.4Parenting

1.4.1 Determinants of Parenting

Parenting is important for the development of child but there are some factors that affect mothers' and fathers' parenting. Parenting stress is one of the factors that affect parenting. Belkly's ecological model (1984, as cited in Poennet, Mortelmans, Wouters, Leeuwen, Bastais & Pasteels, 2013) explained the impact of contextual source of stress on parenting which has also effect on child. This model emphasized all part of family system are connected. Parenting of one partner also is affected by other partner's stress level. Parenting stress is different from other stresses, it is a feeling experienced when parents perceived the demands associated with parenting cross the line with personal or social resources that available to them to meet those demands. Research showed that parents who have higher parenting stress are more demanding and less responsive in their parenting styles, and they spend less time with their children (Belsky, Woodworth & Crcnic, 1996 as cited in Poennet et al., 2013).

Marital relationship and marital conflict are the other dimensions which affects parenting. Marital relationship includes positive aspects such as partner support and marital quality, and negative aspects such as hostility or disagreement (Poennet et al., 2013). A meta-analytical research indicated that there is a significant association between marital quality and high parent-child relationship quality (Erel & Burman, 1995, as cited in Poennet et al., 2013). Another research showed that effects of positive marital relationship on responsive parenting style are partner oriented, in other words individual parenting is mostly affected by partner's feelings of marital quality and support (Ponnet et al., 2013). Kerig, Cowan and Cowan, Volling and

Belsky (1993, 1991 as cited in Pedro, Ribeiro & Shelton, 2012) found the associations between positive aspects of marital relationship and sensitive, warm and responsive parenting, and associations between marital conflict and negative parenting. Marital conflict is linked with parents' controlling and harsh child rearing whereas cooperative and affectionate marital interactions are linked to warmer and democratic parenting (Yu & Gamble, 2008).

On the other hand, co-parenting is important factor determining the quality of parent-child relationship. Margolin, Gordis and John (2011, as cited in Pedro, Ribeiro & Shelton, 2012) stated that parents' supports for one another, disagreements about child rearing issues, conflicts and distortion of parent-child boundaries have impacts on parenting. In addition, Pedro, Ribeiro and Shelton (2012) found that marital relationship satisfaction affects co-parenting relationship, and marital relationship satisfaction.

The effect of number of children also was discussed in studies. In early years, studies reported that parents in large families demands more autonomy, use more punishments and they are less supportive to their children (Kidwell, 1981, as cited in Roskam, 2009). But on the other hand, studies reported that when parents' educational level increases and social classes change the effect of number of children were disappeared (Blake 1989, as cited in Roskam, 2009).

Retrospective studies showed that two generations parenting affects mothers' parenting, but mostly these studies were conducted on child abuse, rejecting parenting, harsh parenting and punishment. However, on the other hand, research showed that adults who had affectionate and supportive parents also exhibit these same behaviors (Simons, Beaman, Conger & Chao, 1993, as cited in Olsen, Marting & Halverson, 1999). One explanation for the continuity of parenting behaviors is

social learning theory. On the process of becoming parents, individual imitate or model their parents because of observational learning and past experiences Whitbeck, Simons & Conger, 1991, as cited in Olsen et al., 1999). Another explanation for the continuity of parenting behaviors is attachment theory. Main, Kaplan and Cassidy (1985, as cited in Olsen et al., 1999) stated that internal representation of parents affect their own respond to their children.

Parents' emotions mostly reflect the quality of parenting and caregiving environment. Parents' negative emotions promote them insensitive, abusive and coercive parenting (Ainsworth, Blehar, Waters & Wall, 1984, as cited in Dix, 1991).Negative emotions between adults cause distress and aggression in children (Cohn & Tronick, 1983, as cited in Dix, 1991). Chronic and negative emotions in parents lead to dysfunction in family. Parents who experience high level of stress and low level of social support show significant parenting deficits such harsh and eractic discipline (Emery, 1982, as cited in Dix, 1991). Studies showed significant relationship between support and positive emotions, stress and negative emotions.

Personality of parents also has an impact on parenting. Research showed that hostile personality is associated with harsh parenting,personal instability is linked to nonoptimal parenting whereas positive personality is associated with positive parenting (Simons et al., 1993, as cited in Olsen et al., 1999).Personality of children is another issue that affects parenting. Retrospective studies showed that less positive parenting is associated with depression or negative personality of children (Belsky et al., 1986, as cited in Olsen et al., 1999). Olsen, Marting & Halverson (1999) found that marital relationship is mediated variable in relation with grandmothers' neuroticism and mothers' restrictiveness, and the relation with grandmothers' conscientiousness and mothers' restrictiveness.

Furthermore, attachment styles of the parents also have impact on their parenting. Mothers who were fearfully attached, have children whose scores are higher on fearful, dismissive and avoidance scores (Kilmann et al., 2009). Parents who are securely attached are less controlling, more competent, more accepting and show love and affection to their children (Kilmann et al., 2009).

1.4.2 Parenting, Parenting Styles andLater Relationships

According to Baumrind's theory of parenting styles, (Baumrind 1991, as cited in Darling, 1999) the construct of parenting style refers to parents' attempts to control and socialize their children. Baumrind stated that (1991, as cited in Darling, 1999) normal parenting concerns about issues of control but parents may differ how they try to control and socialize their children. She assumed that primary role of the parents is to influence, teach and control their children (Baumrind, 1991, as cited in Darling, 1999). According to Maccoby and Martin(1983, as cited in Darling, 1999) parenting style has two important elements of parenting: parental responsiveness and parental demandingness. Baumrind (1991, as cited in Darling, 1999) stated that parental responsiveness refers to parental warmth and supportiveness; parental demandingness refers to behavioral control which parents make their children integrated into family by their maturity demands, supervision and disciplinary attempts and willingness to confront the children who disobeys the rules. In addition, parenting style has a third dimension which is psychological control. Psychological control refers to the use of parenting practices such as guilt, induction, withdrawal of love or shaming and that affects psychological and emotional development of the child (Darling, 1999). These parenting strategies result in four parenting styles: authoritarian, authoritative, neglectful, and permissive.

Authoritarian parents are highly demanding, directive, obedience and status oriented. They expect their children to accept their judgments, goals, values and rules

without exploring reasons. They display little warmth and high controlling (Kopko, 2007). They attempt to shape, control and evaluate behaviors and attitudes of children according to standards. They view obedience as an important punitive and forceful tool to curb self-will when the children's actions or beliefs conflict with what theirs right (Baumrind, 1968). They believe that keeping the child in their place and safety requires restricting autonomy and assigning household responsibilities in order to teach respect for work. They do not encourage verbal give and take. They believe children should accept their rules and rights (Baumrind, 1968).

Authoritative parents are both demanding and responsive and assertive but not intrusive and restrictive. They are open to give and take with their children and make explanations. They are warm but firm. Their disciplinary methods are supportive not punitive. They encourage their children to be independent while maintaining limits and control (Kopko, 2007). They place high value on listening to their children, recognize children's needs and abilities (Karavasilis, Doyle, & Markiewicz, 2003). They attempt to direct children's activities in a rational or issue oriented manner. They encourage verbal give and take. They share reasons and show their objections behind the policy (Baumrind, 1968). They value both autonomous self-will and disciplined conformity so they expend firm control but do not pressure children with restrictions. They do not enforce their perspectives on children but admit children's interests and opinions (Baumrind, 1968). They confirm children's present qualities and abilities but they also set standards and rules for future conduct. They use reason, power and shaping by regime and reinforcement to achieve their objectives. They do not base decisions on unity or individual's desires (Baumrind, 1968).

Permissive parents are more responsive than demanding. They attempt to behave in a nonpunitive, acceptant and affirmative manner toward child's desires, impulses and actions (Baumrind, 1968). They give explanation for the rules. They present themselves as a source for children to use for the desires and wishes (Baumrind, 1968). They do not present themselves as an ideal mirror nor as an active agent responsible for future behaviors. They allow children to determine their own behaviors and activities as much as possible. They avoid control and do not encourage children to obey rules and standarts. They use reason and manipulation but not overt power (Baumrind, 1968).

Neglectful parents are low in responsiveness and demandingness. They are unresponsive and withdrawing parents (Gaudin, Polansky, Kilpatrick & Shilton, 1996). Neglecting mothers are stated as more critical, directive, and provide positive attention to their children less than others. Neglectful parents ignore their children and attempting control by yelling without observing the results (Gaudin et al., 1996). In addition, it was found that neglectful families are isolated, disengaged, apathic they express little warmth and affection and they have unresolved conflict (Gaudin et al., 1996).

There is usually a high correlation between behavior of both mothers and fathers, and between children's attachment to each parent (Karavasilis, et al., 2003). Simpson, Collins and Salvatore (2011, as cited in Merz & Jak, 2013) stated that during the childhood, positive experiences with parents simplifies the partnering process in adulthood. Individuals with positive relationship histories with parents have better emotional and social competence that allows them to involve positive and stable romantic relationships. On the other hand, Feeney (2008, as cited in Merz & Jak, 2013) indicated that individuals with negative relationship histories with parents

project insecurely internal representations to their partners and relationships. Therefore, this might create conflicts and decrease the level of relationship satisfaction.

Parent-child relationships predict the quality of romantic relationships with both peers and romantic partners in terms of relatedness and autonomy. Relatedness refers to warmth, acceptance and open communication within the relationship. Autonomy and individuation refers to involve in independence, decision making and self-reliance. Both relatedness and autonomy are important issues in helping children internalize separation and individuation processes, sense of security and quality of romantic relationships (Cooper & Grotevant, 1987, as cited in Scharf & Mayseless, 2008). Research indicated that adolescents who have close and autonomous relationship with parents maintain more secure and closer romantic relationship (Beinstein-Miller & Hoicowitz, 2004, as cited in Scharf & Mayseless, 2008). Scharf and Mayseless (2001) indicated that perceived acceptance and encouragement of independence by fathers and mothers positively associated with late adolescents' capacity for romantic intimacy. A longitudinal study (Feldman, Gowen & Fisher, 1998, as cited in Scharf & Mayseless, 2008) showed that positive relationships with parents based on flexible control and family cohesion predict capacity for romantic intimacy especially for girls. Kim, Conger, Lorenz and Elder (2001, Scharf & Mayseless, 2008) found that positive affect and monitoring in family predict positive quality of romantic relationships.

Children's relationship with mothers differs from relationship fathers in terms of relationship quality (Scharf & Mayseless, 2008). Studies showed that adolescents' relationship with mothers are more intimate and engaged than with their relationship with fathers, also their relationships with mothers include higher levels of

conflict(Youniss & Smollar, 1985; Smeatana, Campione & Metzger, 2006, as cited in Scharf & Mayseless, 2008). Furthermore, Mayseless and Hai (1998, as cited in Scharf & Mayseless, 2008) stated that mother-child relationship dyad is much closer than all other relationship dyads in family. The literature about development of children has suggested that fathers' role for socializing the children is encourage them for individuation and differentiation (Parke, 2002, as cited in as cited in Scharf & Mayseless, 2008). It was also found that fathers support more sex-typed roles for children than mothers and they also teach discipline, autonomy and individuation (Ross, 1977, as cited in Scharf & Mayseless, 2008). Almost both relationships are important to affect especially girls' socialization into romantic relationships. Girls learn to negotiate issues of intimacy and closeness and parent-child relationships form internalization model which shapes future close relationships including romantic relationships (Furman, Simon, Shaffer & Bouchey, 2002, as cited in Scharf & Mayseless, 2008). Similar to this finding, Cooper and Grotevant (1987, as cited in Scharf & Mayseless, 2008) indicated that encouragement of separateness and autonomy of girls within both parents are associated with their development of dating identity. Adolescents' capacity to balance between autonomy and relatedness predicts their sexual and romantic relations (Scharf & Mayseless, 2008). Therefore, mothers have important role to show how to enact the cultural role expected of a woman in heterosexual romantic relationships. Girls who have failed to create valance between relatedness and autonomy with mother and who fight with their individuality or too enmeshed in their relationship with mothers able to present negative indicators in their romantic relationships, reflect risky behaviors for sexual involvement such as early sexual intercourse or having sexual relationship without protection and have lower relationship quality (Scharf & Mayseless, 2008). Besides

that, fathers play an important role for providing closeness and security to provide a safe area where they might learn to interact with other sex. So it was supported that girls learn feminine behaviors by exploring their father's masculine behaviors (Russell & Seabel, 1997, as cited in Scharf & Mayseless, 2008). Therefore, the quality of relationship with their fathers predicts girls' relationship style with men (Collins & Read, 1994, as cited in Scharf & Mayseless, 2008). In so, the association between the quality of relationship with mothers and boys' future romantic relationship style should be predicted as well. Scharf and Mayseless (2008) found that quality of relationship with mothers associated with experience with sexual intercourse, number of romantic partners and age difference between romantic partners whereas quality of relationship with fathers associated with duration of romantic relations. They indicated that better quality of relationship with mothers delay girls' sexual relationship and quality of relationship with fathers shape quality and length of the romantic relationships, does not have impact on having earlier sexual relationships (Scharf & Mayseless, 2008).

Perfectionist parents influence their children so that they will be also perfectionistic (Azizi & Besharat, 2011). Self- esteem of children who have perfectionistic parents develop, based on parents' acceptance, therefore they have fear of failure, fear of acceptance, and avoidance of loss. This might create problems for intimacy and avoidance of close relationships. Therefore, authoritarian parents expect to obey their rules without questioning and they have the tendency to be perfectionistic. Children of authoritarian parents are able to avoid intimacy.

1.4.3 Parenting Style, Resilienceand Relationships

Resilience is an important concept of positive psychology which is a new line of research in recent years. Resilience refers to tendency to rebound and it is a

process or capacity to adapt successfully to new situations, challenges or threatening circumstances(Garmezy, 1991, as cited in Zakeri, Jowkar & Razmjoee, 2010). Mostly, it is a passive adaptation to trauma, challenge, stress and can be seen as a tolerance or flexibility. Resilient people are active who creates and engages in healthy relationships.

Researchers indicated that parenting styles create an emotional climate on children. Therefore several studies emphasize the risk factors of parenting styles for the development of children during adolescence such as depression, anxiety or drug addiction. John, Shulman and Collins (1991, as cited in Wolfradt, Hempel & Miles, 2003) found parental warmed related with psychological adjustment, and rejecting discipline related with poor psychological adjustment. Baumrind (1991, as cited in Wolfradt et al., 2003) showed that having positive relationship with parents enables adolescents to cope with stressful circumstances and improve psychological resources.

1.4.4Differences in Parenting, Co-ParentingandParenting Dissimilarities and Child

Co-parenting is important for children. Coordination of mothers' and fathers' parenting is an important component for family functioning and child outcomes. Studies showed that co-parenting is not only important for married couples but also divorced parents and foster parents (Hohmann-Marriott, 2011; Linares, Rhodes & Mantalto, 2010, as cited in Chen & Johnston, 2012). Parents with high interparent child rearing strategies and similarities use more effective parenting practices such as being supportive and inductive control techniques.In other words parents who have interparent child rearing strategies use less authoritarian parenting style (Deal, Halverson & Wampler, 1989, as cited in Chen & Johnston, 2012).

Besides that, in a family climate, parenting behaviors might be affected by other parent's behavior. Research showed that among paternal and maternal parenting styles have positive relations. Father's warmth was found associated with mother's warmth, father's pressure was found associated with mother's pressure and father's control was found associated with mother's control (Wolfradt et al., 2003). However, child rearing disagreement is one of the major construct that affect child. Numerous studies stated that child rearing dissimilarities causes problems in children even controlling marital adjustment and children's exposure to marital conflict (Dadds & Powell, 1991, as cited in Chen & Johnston, 2012). Chen and Johnston (2012) found that mother and father dissimilarities in parenting behaviors create internalizing and externalizing child problems but differences in parenting goals do not create child problems.

1.5 Parental Separation Anxiety, Separation-Individuation Processand Adults Relationships

For the psychodynamic model of development, separation and individuation processes have important roles in personality development in childhood. Disturbances in separation and individuation process have implications for adult personality and social relationships (Pine, 1979, as cited in Kins, Soenens & Beyers, 2011). Separation-individuation is an intrapsychic process which is active during all stages of life and a central developmental issue during adolescence (Blos, 1976, as cited in Kins et al., 2011). Separation-individuation is a process which establishment of a self and differentiation from parental object representations, it is not just a redefinition of self but also redefinition of the relationship with parental caregiver. This is young individuals need to transform hierarchial parent-child relationship into mutual relationship (Grotevant & Cooper, 1986, as cited in Kins et al., 2011).

Appropriate or successful separation-individuation does not mean emotional detachment or complete independence from parents. There is still continuing connectedness with parents which remain important.

Successful separation-individuation process requires balance between sense of connectedness to the family and establishing an individuated self (Baltes & Silverberg, 1994, as cited in Kins et al., 2011). Healthy separation-individuation process was found related to better adjustment Rice & Shadid, 1989, as cited in Kins et al., 2011). Pine (1979, as cited in Kins et al., 2011) emphasized those serious implications in separation-individuation process cause pathology. This pathology might be divided into lower order disturbance and higher order disturbance. In the lower order disturbance, pathology is rooted in a failure to differentiate self from others. These individuals have no clear boundaries between self and others, and they have a loss sense of separateness. This failure of differentiation results in a feeling of panic over merging or pathological acceptance of unity (Pine, 1979, as cited in Kins et al., 2011). In higher order disturbance, self is already differentiated from others but disturbance characterized by fear of loss the differentiated other. That leads to intolerance of aloneness and trying to gain omnipotent control over other. In higher order disturbance, individual experience difficulty to hold constant representation of other and begin to use defense mechanism such as splitting. By this defense mechanism individual splits the internal representation of others into good or bad (Kins et al., 2011). These experiences results in chaotic relationships.

Futhermore, disturbances in separation-individuation process was found link to insecure attachment and symptomatology such as anxiety or depression. Parents' reaction to children's developmental needs is important factor for the separation-individuation process (Baltes & Silverberg, 1994, as cited in Kins et al., 2011). One

of the parental issues that interfere with parental reaction to children's increasing independence is separation anxiety. Research found an association between parental separation anxiety and psychological control. In psychological control, parents do not have empathy toward children and pressure them to obey standards (Kins et al., 2011). On the other hand, findings supported that parents respond feelings of sadness and loss to their child's separation-individuation process because of their unresolved components with their own attachment and separation experiences in their childhood (Kins et al., 2011).

1.6 Trait Anxiety and Relationship Satisfaction, Relationship Anxiety

Wolfrad, Hempel and Miles (2003) stated that individuals who scored higher trait anxiety have lower scores for active problem solving. Coping efforts, active and problem focused coping control emotional states in stressful situations (Compas, 1987 as cited in Wolfrad et al., 2003). Further, it was found that individuals who have trait anxiety experience depersonalization which is a type of dissociation that describes as loss of familiarity with self and environment. Individuals might use adaptive dissociation coping strategies to defend themselves in negative and distressing situations (Beahrs, 1990, as cited in Wolfrad et al., 2003). Heppner and Lee (2002, as cited in Egeci & Gencoz, 2011) stated that problem solving skills are an important to handle with the conflict in distressing situations.Relationship satisfaction requires conflict resolution and healthy interaction (Shi, 2003). Anxiety and avoidance predicts conflict resolution behavior. In order to have positive conflict resolution behaviors, individuals have to put aside anxiety, fear, defensiveness and they have to feel comfortable (Shi, 2003). Lower levels of conflict resolution and and ineffective coping mechanisms such as depersonalization decrease relationship satisfaction (Egeci & Gencoz, 2011).

1.7Attachment, Parenting Stylesand Later Relationships

Some studies have found that there is a relationship between attachment styles and parenting styles. The relationship between parenting styles and attachment styles was found in a study that investigated this relationship to mother in middle childhood and adolescence (Karavasilis, et al., 2003). The authors found that there is a positive association between secure attachment style and authoritative parenting style, and also between avoidant attachment style and neglectful parenting style. Secure maternal attachment style is related to high levels of warm parental involvement, psychological autonomy granting and behavioral monitoring and control which is similar to authoritative parenting style (Karavasilis, et al., 2003). Interestingly, in the literature the opposite findings also exist. For example, Fang (2004; as cited in Hatamy, Fathi, Gorji & Esmaeily, 2011) found that authoritative parenting style had a positive relationship with insecure attachment style. Also, Heer (2008, as cited in Hatamy et al., 2011) supposed that authoritative parenting style of fathers would predict avoidant attachment style in children. In addition, it was found that authoritarian parenting style is associated with avoidant attachment style (Hatamy et al., 2011).

Fidelity is important issue for relationship satisfaction or marital satisfaction. Many researchers indicated that secure attachment style is related with fidelity. The reason for this was explained as feeling more comfortable in their marital relationships might be a barrier against extra marital sexual relationships (Jeanfreau, 2009, as cited in Hatamy et al., 2011). Amidon (2008, as cited in Hatamy et al., 2011) showed that people with avoidant attachment style tend to have extra marital relationship more. People with avoidant attachment style have problems with trusting and getting close with people easily (Hatamy et al., 2011). They feel more

comfortable with emotional distance and they doubt about romantic relationships. Byers (2009, as cited in Hatamy et al., 2011) others of avoidant children have high level of aggression and low level emotional expression. Individuals with avoidant attachment styles try to satisfy their own needs and as an adult escape from intimacy and close relationships, and consequently they involved more extra marital relationships to get away intimate relationships because they perceive this kind of relationships as a threat (Hatamy et al., 2011).

The extent to which attachment styles and parenting styles are associated with the quality of adult romantic relationships is not known, and it is not known whether these early experiences would be associated with relationship quality for Turkish individuals.

Hypotheses were given below;

H_1: Authoritative parenting style positively predicts relationship satisfaction.

H_2: Neglectful parenting style positively predicts relationship anxiety.

H_3:Dismissing attachment style moderates the relationship between neglectful parenting style and relationship anxiety.

Child development is a popular and growing area in psychology. Parent and child relationship is a major construct in the research of child development and clinical psychology areas. Attachment theory and parenting styles theory are the most important and known theories were built on parent-child relationships. Parenting styles provide important framework for parenting behaviors and childrearing goals. Research has established an association between attachment styles and future romantic relationships. It was found that securely attached children have higher relationship or marital satisfaction. Besides that, research has established the importance of parenting styles on adult's personality and close relationships. This

study was done because in Turkey, researches about parenting styles mostly established on children's academic life, but no research has explored the joint association between attachment styles and parenting styles on romantic relationship satisfaction and fear of relationship/relationship anxiety. The thesis examined the association between parenting styles and type of attachment style and two outcomes: relationship satisfaction and fear of relationship/relationship anxiety. The thesis focuses on romantic relationship satisfaction and anxiety both in individuals who are involved in committed relationships and who are married. This study does not include individuals who have children because having children is a conceptthat has its own unique effects on relationship satisfaction and anxiety. This thesis is a quantitative study that measures hypothesis by scales and gains results by doing statistical analysis.

Further, almost all of the research on the link between attachment and future romantic relationships has been conducted in the United States. In Turkey, we have non-empirical attitudes toward the link between how parents parent their children, the impact on children's future relationship satisfaction or anxiety, and their effects on family ties. Therefore these children will have also similar attitudes towards their children as their parents had.

CHAPTER 2

METHOD

2.1 The Model of the Study

In this study, the independent variables are parenting styles (authoritative, authoritarian, and neglectful), and attachment styles (secure, fearful-avoidant), , dismissing,preoccupied). The dependent variables are relationship satisfaction and relationship anxiety. Control variables are age, gender, level of education, length of relationship and trait anxiety.

2.2 Participants

This study was conducted with 152 individuals (36males, 116females) who were between 18 and 35 years, andwho were in a committed romantic relationship or married. The study did not include adults with children in order to rule out confounding factors. The participants were volunteers, they were not randomly selected. 342 individuals participated in the study but 152 individuals completed all scales. Therefore the results were derived from the sample of 152 individuals of which 24% is males and 76% is females.The sample consisted of 11 participants who were high school graduates, 88 participants from university, 48 participants from graduate school, and 5 participants who had a doctoral degree, 38 participants were married and 114 participants were in a committed relationship.

2.3 Data Collection Instruments

2.3.1 The Multidimensional Relationship Questionnaire

The multidimensional relationship questionnaire (MRQ)was used to measure relationship satisfaction and relationship anxiety. The MRQ has eight factors that focus on relationship extremely, relational satisfaction, fear of relationship/relational anxiety, relational monitoring, relational esteem, external relational control, relational assertiveness and internal relational control. Only two factors (relational

satisfaction, 9 items) and fear of relationship/relational anxiety (10 items) were used in this study.

The MRQ was developed by Snell, Schicke and Arbeiter in 2002(as cited in Büyükşahin, 2005). When they developed the multidimensional relationship questionnaire, first they established the variables have impact on close relationships such as relational satisfaction, fear of relationship/relational anxiety, relational monitoring, relational esteem, external relational control, relational assertiveness and internal relational control(Büyükşahin, 2005).Relational anxiety refers to an individual's anxiety about establishing intimacy with a member of the opposite sex. Fear of relationship refers to an individual's fear about establishing intimacy and close relationships with others. Relational satisfaction refers to an individual's feeling of happiness and satisfaction in close relationships. Snell, Schicke and Arbeiter in 2002 (as cited in Büyükşahin, 2005) developed The Multidimensional Relationship Questionnaire in the base of these variables which might be beneficial. The MRQ have 60 items and items are scored on a Likert scale from 1= Not all characteristics of me to 5= Very characteristic of me. "My intimate relationship meets my original expectations" is the one of the questions to measure the relationship satisfaction. "I am more anxious about intimate relationships than most people are" is the one of the questions that measures relationship anxiety, Relationship satisfaction factor includes 9 items.Relationship anxiety factor includes 10 items. Ayda Büyükşahin made the Turhish standardization. The Cronbach's alpha for the relationship satisfaction factor is .89 (Büyükşahin, 2005) and the alphas for the relationship anxiety factor is .85 (Büyükşahin, 2005). For the test-retest reliability score of the MRQ, Cronbach's alpha is .80. For the internal consistency of the multidimensional relationship questionnaire, Cronbach's alpha is .81. For the

original questionnaire's test-retest reliability score, Cronbach's alpha is .72 and for the original questionnaire's internal consistency score, Cronbach's alpha ranged between .70 and .92.

2.3.2 The Relationship Scales Questionnaire

Relationships Scales Questionnaire (RSQ) was developed by Griffin and Bartholomew in 1994 (as cited in Sümer & Güngör, 1999).RSQ(Sümer & Güngör, 1999) was used to measure individuals' attachment style. The original RSQ has 30 items and measure four types of attachment styles. RSQ was develop from Hazan and Shaver's (1987, as cited in Sümer & Güngör, 1999) attachment measuring paragraphs and Read's (1990, as cited in Sümer & Güngör, 1999) adult attachment scales. RSQ was translated and adapted to Turkish by Nebi Sümer and Derya Güngör.For the reliability score, test re-test method was used and Cronbach's alpha ranged between .41 and .71. However, test-retest reliability score was low, internal consistency score was found satisfactory. For the internal consistency of the RSQ, Cronbach's alpha ranged from .54 and .78. Turkish version of RSQ has also 30 items. "I find it difficult to depend on other people" is one of the questions in the scale. Items are scored on a Likert scale from 1= Not all like me, to 7=Very much like me. For the scoring, the attachment style which an individual receives the highest score determines her/his attachment style. The average of 3, 7, 8, 10 and 17 items give secure attachment score, 1, 4, 9 and 14 items give fearful attachment score, 5(reverse coded), 6, 11 and 15 items give preoccupied attachment score and 2, 5, 12, 13 and 16 items give dismissing attachment score.

2.3.3 The Parenting Styles Questionnaire

The Parenting Style Questionnaire (PSQ) was given to measure individuals' parents' parenting styles(Kuzgun, 1972). Lamborn, Mounts, Steinberg and Dornbusch (1991, as cited in Yılmaz, 2000) developed Parenting Style Scale. This

scale gives an opportunity to measure parental attitudes in categories and dimensions.Parenting style scale includes 120 items. Authoritative parenting style includes 40 items. Authoritarian parenting style includes 40 items. Neglectful parenting style includes 40 items.

In Turkey, Yıldız Kuzgun made the standardization study for the scale. Some items were derived from Family Relations Inventory and some items were developed by Yıldız Kuzgun in 1972 (Kuzgun, 1972). For the reliability score, test re-test method was used and Cronbach's alpha was found .59 for authoritarian parenting style, .66 for authoritative parenting style and .65 for neglectful parenting style. "I am accepted as who I am" is one of the questions in the scale. Items are scored on a Likert scale from 1=For mother, 2= For dad, and 3= For both.For the scoring, total score of all three subscales is measured and which score of the subscale is highest determines the individual's parents' parenting style.

2.3.4 Trait Anxiety Inventory

State-Trait Anxiety Scale (STAI) measures two types of anxiety. In this research, Trait Anxiety Inventory (TAI) was given to participants. STAI was developed by Spielberger, Gorsuch and Lushene based on Spielberger's two factor model for anxiety. Trait Anxiety Inventory has 20 items. Necla Öner and Le Compte made the Turkish standardization. For the reliability score, test- retest techniques were used and alpha coefficients Kuder-Richardson (Alpha) reliability was measured between .86 and .92 for Trait Anxiety Scale; .83 and .92 for State Anxiety Scale. Test-retest reliability score was measured between .73 and .86 for Trait Anxiety Scale; .16 and .54 for State Anxiety Scale (Öner,2008). When these scores are compared with the scores of English version of STAI, there has found internal consistency of Turkish Forms. "I feel calm." is an example of a question in the scale.

Items are scored 1=Not at all to 4=Very much so. For the scoring, total received scores changes between 20 and 80, the greater score means greater trait anxiety.

2.4 Procedure

Before administering the instruments, necessary ethical permission were obtained from Ethic Committee of the T.C Bahçeşehir University. The participants were sent an online survey through surveymonkey to complete the scales. Before the administration, purpose of the study was written on the page and then participants were informed about anonymity of their responses and confidentiality of the data. First, the participants completed demographic questions that include age, gender, having children, type and length of relationship. Then, participants completed the Parenting Styles Questionnaire (PSQ), Relationship Scales Questionnaire (RSQ), The Multidimensional Relationship Questionnaire (MRQ) and Trait Anxiety Scale (TAS). Completing the whole instruments took approximately 25 minutes per a participant.

2.5 The Analysis of the Data

In the present study,the statistical analyses were carried out by using the Statistical Package for Social Scientists 19 (SPSS; Nie, Hull, Jenkins, Steinbrenner, & Bent, 1975). Frequency analysis was performed to see demographic variables' percent and amount in the sample.Reliability analysis was performed to explore how much the scales were reliable within the sample. Correlational analysis was performed to explore the relationship between dependent variables and independent variables.Regression analysis was conducted to test two hypotheses; Authoritative parenting style positively predicts relationship satisfaction, neglectful parenting style positively predicts relationship anxiety. Moderation analysis was performed to test

the hypothesis on dismissing attachment style moderating the relationship between neglectful parenting style and relationship anxiety.

CHAPTER 3

RESULTS

3.1 Distribution of the Variables

The frequency analysis of gender, education, type and length of relationship, different parenting styles and attachment styles, relationship satisfaction, relationship anxiety and trait anxiety were performed for data screening to control missing values and accuracy of data. After controlling for missing values, normality of sampling distribution and homogeneity of variance were tested. There were three outliers; 1 for relationship satisfaction and 2 for relationship anxiety. Transformations of these wereperformed and they were still outliers and the three individuals were removed from the data. After the transformation, normality of sampling distribution and homogeneity of variance were tested again. The outliers in relationship satisfaction scored 40 for parenting styles, which showed that these individuals had missing values. Therefore, statistical analysis was conducted without the missing values. Frequencies of the age groups, gender, education level, type of relationship are given below in Table 3.1.

Table 3.1 Frequencies of the Demographic Variables

	N	(%)
Age Groups		
Age 18-26	86	57
Age 27-35	61	40
Gender		
Male	36	24
Female	115	76
Edu. Groups		
High School	11	7
University	87	58
Master	48	32
Doctoral	5	3
Relationship T.		
Married	37	25
Relationship	114	76
TOTAL	151	100

3.2Psychometric Properties of the Scales

Reliability analysis was performed for TAI and for each subscale of the questionnaires. Subscales of RSQ were the secure attachment style, fearful attachment style, dismissing attachment style, avoidant attachment style.Subscales of PSQ are authoritarian parenting style, authoritative parenting style, parenting style.

Subscales of MRQ are relationship satisfaction and relationship anxiety. For MRQ an alpha reliability of α= .80 was calculated for relationship satisfaction subscale, indicating that it had good internal consistency. For the relationship anxiety subscale of MRQ, Cronbach's alpha was calculated as α =.79 that indicating it had moderate internal consistency.An item reliability analysis was conducted to determine whether individual items should be removed in order to substantially improve the internal consistency of therelationship anxiety subscale of MRQ. One item was removed yielding a good final alpha (α= .86).An alpha reliability of α= .65 was calculated forsecure attachment style subscale of RSQ indicating that it has moderate internal consistency, α = .63 was calculated for fearful-avoidant attachment style subscale of RSQ indicating that it had moderate internal consistency, α = .59 was calculated for preoccupied attachment style subscale of RSQ and α = .68 was calculated for dismissing attachment style subscale of RSQ indicating that it had moderate internal consistency indicating that it had moderate internal consistency.For PSQ, an alpha reliability of α = .92 was calculated for the authoritative subscale and indicating that it had good internal consistency,an alpha reliability of α = .85 was calculated for authoritarian subscale and indicating that it had good internal consistency and an alpha reliability of α = .82 was calculated for neglectful subscale and indicating that it had good internal consistency.An alpha reliability of α = .84 was calculated for TAI and indicating that it had good internal consistency.

3.3Predictors of Relationship Satisfaction and Relationship Anxiety

Intercorrelations were computed between age, gender, education, type and length of the relationship, relationship satisfaction, relationship anxiety, trait anxiety, authoritative parenting style, authoritarian parenting style, neglectful parenting style, secure attachment style, fearful attachment style, dismissing attachment style and

preoccupied attachment style. Results suggest that the correlation between authoritative parenting style and relationship satisfaction was found positively significant. Dismissing attachment style had significant but negative correlation with relationship satisfaction. Relationship satisfaction was found significantly but negatively correlated with neglectful parenting style.The correlation between relationship anxiety and trait anxiety was found positively significant. The correlation between relationship anxiety and dismissing attachment style was found positively significant. Relationship anxiety was found significantly but negatively correlated with authoritative parenting style. Also the correlation between relationship anxiety and neglectfulparenting style was found positively significant. The correlation between trait anxiety with dismissing attachment style was found positively significant.Neglectful maternal parenting was found positively significantly correlated with trait anxiety. Authoritative paternal parenting is positively significantly correlated with trait anxiety. Age was found negatively but significantly correlated with trait anxiety. The correlation between gender and trait anxiety was found positively significant. It was found that age and education significantly and positively correlated. Type and length of relationship are found positively and significantly correlated with age. Age was found positively significantly correlated with age. The correlation between authoritative parenting style and age was found negatively significant. Gender and education was found positively significantly correlated. Education was found positively significantly correlated with length of relationship. It was found that education is significantly but negatively correlated with dismissing attachment. Length of relationship was found positively significantly correlated with type of relationship, and it was found significantly but negatively correlated with dismissing attachment style and

authoritarian parenting style. Type of relationship was found positively correlated with authoritarian parenting style. Secure attachment style was found significantly but negatively correlated with dismissing attachment style and fearful-avoidant attachment style. Fearful-avoidant attachment style was found positively significantly correlated with dismissing attachment style. Dismissing attachment style was found significantly but negatively correlated with preoccupied attachment style and authoritative parenting style. The correlation between dismissing attachment style and neglectful parenting style was found positively significant. The dismissing attachment style was found positively correlated with authoritarian maternal parenting style and neglectful maternal parenting style. Preoccupied attachment style was found significantly but negatively correlated with authoritative parenting style, and it was found significantly positively correlated with authoritarian paternal parenting. The correlation between authoritarian maternal parenting style and authoritarian paternal parenting style was found significantly but negatively correlated. Authoritarian maternal parenting style was found significantly and positively correlated with authoritative paternal parenting style and neglectful maternal parenting style. Authoritarian paternal parenting style was found significantly and positively correlated with authoritarian parenting style, authoritative maternal parenting style, authoritative parenting style and neglectful paternal parenting style. The correlation between authoritarian parenting style and neglectful parenting style was found positively significant. Also the correlation between authoritarian parenting style and neglectful paternal parenting style was found positively significant. Authoritarian parenting style was found significantly but negatively correlated with authoritative maternal parenting style and authoritative parenting style. The correlation between authoritative maternal parenting style and

neglectful paternal parenting style was found positively significant. Authoritative maternal parenting style was found negatively correlated with authoritative paternal parenting style, authoritative parenting style and neglectful parenting style. The correlation between authoritative paternal parenting style and authoritative parenting style was found negatively significant. Authoritative parenting style was found negatively correlated with neglectful maternal parenting style, neglectful paternal parenting style and neglectful parenting style. The correlation between neglectful maternal parenting style and neglectful parenting style was found positively significant.All correlation values are given inTable 3.2.

Table 3.2 Correlations of Variables

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1.RS																					
2.RA	-.57																				
3.TA	-.15	.22*																			
4.Age	-.13	.03	-.19*																		
5. Gender	.03	.02	.18*	-.08					.												
6.Edu	.09	-.15	-.13	.22*	.20*																
7. ReL.	-.09	-.08	.11	.31*	.06	.18*															
8. ReType	.03	-.09	-.06	.36*	.07	.15	.26*														
9. SA	.02	-.05	.09	.12	-.05	-.10	.01	-.04													
10. FAA	.09	.02	.08	-.13	.06	-.13	-.10	-.10	-.21*												
11. DA	-.38*	.45*	.22*	-.13	-.00	-.21*	-.18*	-.14	-.06	.18*											
12. PA	-.07	-.02	-.05	.19*	-.00	-.01	.09	.00	.-17*	.05	-.19*										
13.ARMP	-.04	-.02	.15	.15	.06	.07	.08	.14	.13	-.04	.18*	.12									
14.ARPP	-.12	.12	-.05	.02	.07	-.02	-.11	-.04	-.06	.03	.16	.08	-.17*								
15.ARP	-.13	.14	-.06	.10	-.06	-.18	-.18*	.19*	.05	-.09	.11	.21*	-.05	.17*							
16.ATMP	.00	.06	-.03	.03	.06	-.03	.08	.00	-.03	-.09	.02	.00	-.07	.44*	-.22*						
17.ATPP	-.14	.00	.20*	.03	-.00	.12	.07	.12	-.00	.01	.14	.12	.67*	-.11	-.10	-.22*					
18.ATP	.24*	-.22*	-.04	-.22*	-.14	-.06	-.11	-.05	-.09	-.03	-.23*	-.20*	-.34	.50*	-.21*	-.55*	-.26*				
19.NMP	-.14	.01	.20*	.06	.08	.05	.08	.08	-.09	.10	.20*	.09	.55*	.07	.10	-.15	-.65	-.42*			
20.NPP	-.09	.10	-.00	.04	.06	-.04	.06	-.06	.02	-.09	.14	.04	.05	.58*	.04*	.66*	-.11	-.60*	.04		
21.NP	-.22*	.18*	-.14	.08	-.08	-.04	-.08	-.15	.12	.06	.22*	.12	-.01	.10	.47*	-.22*	.02	-.24*	.20*	.05	

RS: Relationship Satisfaction, RA: Relationship Anxiety, ReL: Relationship Length, ReType: Relationship Type, TA: Trait Anxiety, Edu: Education, SA: Secure Attachment Style, FAA: Fearful-Avoidant Attachment Style, PA: Preoccupied Attachment Style, DA: Dismissing Attachment Style, ARMP: Authoritarian Maternal Parenting, ARPP: Authoritarian Paternal Parenting, ARP: Authoritarian Parenting Style, AP: Authoritarian Parenting; ATMP: Authoritative Maternal Parenting, ATPP: Authoritative Paternal Parenting,ATP: Authoritative Parenting Style, NMP: Neglectful Maternal Parenting, NPP: Neglectful Paternal Parenting, NP: Neglectful Parenting Style

*p<.05 level (2-tailed)

The variables having significant correlation with relationship satisfaction and relationship anxiety constituted the regression equations.The role of parenting styles for relationship satisfaction and relationship anxietywere analyzed separately.

3.3.1 Predictors of Relationship Satisfaction

A multiple regression analysis was performed with relationship satisfaction as the dependent variable, authoritative parenting style and neglectful parenting style as independent variables and trait anxiety as a control variable. The regression model was significant ($F(3, 147)=6.263$, $p<.05$) and accounted for 11 % of variance in relationship satisfaction,($R^2=.113$, Adjusted $R^2=.095$).Neglectful parenting style and trait anxiety was found to be negative predictors of relationship satisfaction. Authoritative parenting style was found to be a positive predictor of relationship satisfaction. All predictors of relationship satisfaction are presented in Table 3.3.

Table 3.3 Predictors of Relationship Satisfaction

Predictor Variable	*B*	*SE*	*β*	*T*
(Constant)	43.44	5.06		8.58
ATP	.10	.04	.18*	2.33
NP	-.25	.11	-.19*	-2.4
TA	-.22	.10	-.17*	-2.2

Note. $R=.47$, $R^2=.22$, $\Delta R^2=.20$, ATP: Authoritative Parenting Style, NP: Neglectful Parenting Style, TA: Trait Anxiety
* p<.05 level

3.3.2 Predictors of Relationship Anxiety

Another multiple regression was performed with relationship anxiety as the dependent variable, authoritative parenting style and neglectful parenting styles as independent variables and trait anxiety as a control variable. The regression model was significant ($F(3, 147)=6.72$, $p<.05$) and accounted for 12 % of the variance in relationship anxiety, ($R^2=.121$, Adjusted $R^2=.103$). Authoritative parenting style was found a negative predictor of relationship anxiety. Neglectful parenting style and trait anxiety were found to be predictors of relationship anxiety. All predictors of relationship anxiety are presented in Table 3.4.

Table 3.4 Predictors of Relationship Anxiety

Predictor Variables	*B*	*SE*	*β*	*T*
(Constant)	6.76	4.94		1.37
ATP	-.09	.04	-.17*	-2.1
NP	.23	.10	.18*	2.0
TA	.30	.10	.24*	3.0

Note. $R=.35$, $R^2=.12$, $\Delta R^2=.10$, ATP: Authoritative Parenting Style, NP: Neglectful Parenting Style, TA: Trait Anxiety
* p<.05 level

3.4 Moderator Role of Dismissing Attachment Style

A hierarchical multiple regression analysis was conducted to test the hypothesis that dismissing attachment style moderates the relationship between neglectful parenting style and relationship anxiety. In the first step, two variables

were included; neglectful parenting and dismissing attachment style. These variables accounted for a significant variance in relationship anxiety, R^2 = .210, F(2, 148) = 19.70, p<.05. In addition to avoid potential high multicollinearity problem with the interaction term, the variables were centered and interaction term between neglectful parenting style and dismissing attachment was created. In the next step, the interaction term between neglectful parenting style and dismissing attachment style was added to regression model, which accounted for a significant proportion of the variance in relationship anxiety, ΔR^2= .03, ΔF(3, 147) = 15.197, p< .05.All predictors of moderation is presented Table 3.5.

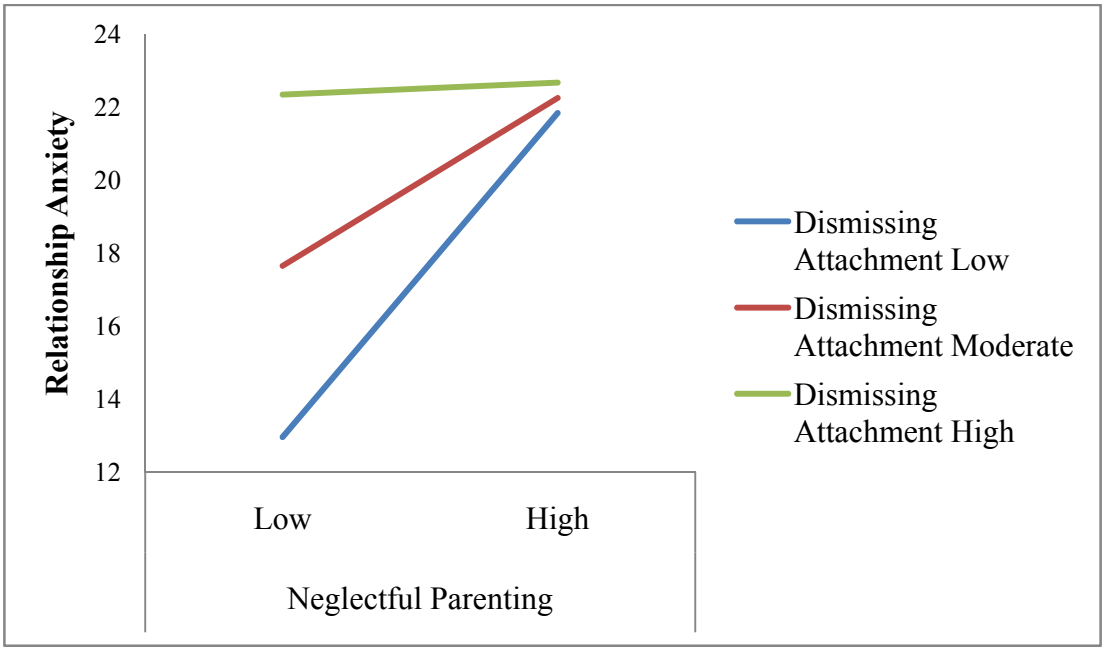
Table 3.5 Regression Model PredictingModerating Relationship Between Dismissing Attachment Style and Neglectful Parenting Style and Relationship Anxiety

	Block 1				*Block 2*			
Predictor Variables	*B*	*SE*	*β*	*t*	*B*	*SE*	*β*	*t*
NPcentered	.112	.10	.09*	1.16	.252	.11	.20*	2.22
DAcentered	2.19	.38	.43*	5.76	2.22	.38	.44*	5.89
NPxDA					-.20	.09	-.20*	-2.26

NPcentered: Neglectful Parenting Style centered variable, DAcentered: Dismissing Attachment Style centered variable, NPxDA: Interaction variable of Neglectful Parenting Style and Dismissing Attachment Style
* p<.05 level

Moderation of dismissing attachment for the relationship between neglectful parenting style and relationship anxiety are presented in Figure 3.1.

Figure 3.1 Moderation of Dismissing Attachment Style



CHAPTER 4

DISCUSSION

This study aimed to investigate the role of parenting styles on young adults' relationship satisfaction and relationship anxiety. Since it has been shown that there is a relationship between attachment styles and parenting styles on individual's relationship satisfaction, it was aimed to investigate moderation of dismissing attachment on the role of neglectful parenting style for relationship anxiety.

4.1 The Role of Authoritative and Neglectful Parenting Styles on Relationship Satisfaction and Relationship Anxiety

In this study, it was found that,individuals who scored higher on authoritative parenting style for their parents, had higher relationship satisfaction and lower relationship anxiety. Therefore, the first hypothesis of this study, that authoritative parenting style positively predicts relationship satisfaction, was supported. The study also supported that,individuals who scored lower on neglectful parenting style for their parents, had higher relationship satisfaction, whereas those who scored higher on neglectful parenting style for their parents had higher relationship anxiety. Therefore, the second hypothesis that neglectful parenting style positively predicts relationship anxiety was supported.

In the literature, it was found that parenting styles, parents' relationships between each other and with children are important for children's emotional and cognitive development, which has impact on their future social relationships (Ermisch, Lakavou & Skew, 2011). Simpson, Collins and Salvatore (2011, as cited in Merz & Jak, 2013) found that positive experiences with parents during the childhood facilitates the partnering process in adulthood. Individuals with positive relationship histories with parents have better emotional and social competence in adulthood that

allows them to involve positive and stable romantic relationshipsthat results in relationship satisfaction. Gresham and Elliott(1987, as cited in Betts, Trueman, Chiverton, Stanbridge & Stephens, 2012)stated the similar finding that social competence is an important factor to take responsibility for their own and others' happiness and satisfy from romantic relationships. Lamborn et al., (1991 as cited in Betts et al., 2012) suggested that parenting styles have impact on children's social competence behavior which is associated with social competence adulthood. It was found that children of authoritative parents have higher social competence rather than neglectful and authoritarian parents. In a similar finding, it was found that parenting styles are associated with psychological adjustment, self-esteem, romantic relationship satisfaction, friendship quality and social competence during adulthood (Betts et al., 2012). Another similar finding also found by Dalton, Frich-Horbury, and Kitzmann (2006, as cited in, Betts et al., 2012) positive parenting style predicts romantic relationship satisfaction in adulthood. Grusec and Goodnow (1994, as cited in Coplan, Hastings, Legace- Seguin and Moulton, 2002) stated that children of authoritative parents are independent, friendly, self-assertive and socially successful.A large findings in literature documented that there is an association between marital or relationship satisfaction and warm, responsive and sensitive parenting (Pedro, Ribeiro & Shelton, 2012). Therefore the finding of this study, authoritative parents' children are satisfied in their romantic relationships more than others which are in line with the literature.

In addition, Maccoby and Martins (1983, as cited in Schucksmith, Hendry & Glendinning, 1995) found that neglectful parenting style which includes low parental acceptance and control was found to be associated with relational difficulties and psychological distress in older adolescents. Also, it was found that young people

whose parent-child interactions associated with low levels of acceptance and control indicating that neglectful parenting style is related to poor psychological outcomes (Schucksmith et al., 1995).Steinberh and Silverberg (1986, as cited in Schucksmith et al., 1995) stated that neglectful parents put their children at risk for peer pressure which include low level of support and warmth that have impact on problems for self-confidence, self-esteem, identity formation, emotional development result anxiety in adulthood for social relationships.However, in the literature authoritarian parenting style was stated as the most important factor for the parenting effect on relationship anxiety.

Coopersmith and Bates (1967, 1997, as cited in Coplan et al., 2002) stated that children of authoritarian parents have low level of self-esteem, social withdrawal, antisocial behaviors, psychosocial problems and emotional development.Also they found a few differences for psychological well-being, psychosocial development between individuals who have authoritarian and neglectful parents(Schucksmith et al., 1995). Besides that, authoritative parenting style is stated as the most effective and optimal parenting which individuals have least psychological distress and emotional problems (Schucksmith et al., 1995). Therefore the findings of this study support the idea that,neglectful parents' children experience more relationship anxiety than others and these finding corresponds with the outcome for neglectful parenting style and relationship anxiety.

4.2 The Role of the Relationship Between Neglectful Parenting Style and Dismissing Attachment Style on Relationship Anxiety

In this study, those who have low and medium level of dismissing attachment their attachment style are related with their parents' neglectful parenting style and they have higher relationship anxiety. Bartholomew and Horowitz (1991) stated that individuals with dismissive-avoidant attachment style have a negative view about others and protect themselves against disappointment and avoid close relationships, and intimacy. Shaker, Heshmati and Rahimi (2010) stated that dismissingly attached individuals place importance for independency, they are not friendly and they keep distance with others or spouses, because they believe that spouses cannot be supportive so they limit their emotions which result in decline in relationship satisfaction and incline in relationship anxiety. Dalton, et al., (2006, as cited in Betts et al., 2012) stated that parenting styles and attachment styles influence each other and in turn affect relationship satisfaction. However, in the literature it was found that fearful-avoidant attachment style is associated with authoritarian parenting style (Hatamy et al., 2011). Further, dismissing and fearful-avoidant attachment styles are found alike for avoiding intimacy (Bartholomew & Horowitz, 1991),and it was found a few differences for psychological well-being, psychosocial development between individuals who have authoritarian and neglectful parents (Schucksmith et al., 1995). For this reason, it is not a surprising finding that there is a relationship between neglectful parenting style and dismissing attachment style. Therefore the finding in this study that dismissingly attached individuals' attachment style is associated with their parents' neglectful parenting style and they have more relationship anxiety and less relationship satisfaction than others who have secure attachment or whose parents' have different parenting styles, is in line with the literature.

4.3 Trait Anxiety and Relationship Satisfaction, Relationship Anxiety

In this study, individuals who scored higher ontrait anxiety had higher relationship anxiety and those who scored lower on trait anxiety had higher relationship satisfaction. In the literature, it was found that individuals who scored higher trait anxiety have lower scores for active problem solving (Wolfrad, Hempel & Miles, 2003). Heppner and Lee (2002, as cited in Egeci & Gencoz, 2011) stated that problem solving skillsare an important factor that an individual might handle with the conflict situation.Relationship satisfaction requires intimacy, conflict resolution and healthy interaction (Shi, 2003). In order to have positive conflict resolution behaviors, individuals have to put aside anxiety, fear, defensiveness and they have to feel comfortable (Shi, 2003). Anxiety and avoidance predicts conflict resolution behavior.Lower levels of conflict resolution and communication skills and ineffective coping mechanisms decrease relationship satisfaction (Egeci & Gencoz, 2011). Findingsof current study correspond with the literature and it is expectable to find those who report higher trait anxiety had higher relationship anxiety and lower relationship satisfaction.

4.4 Limitations and Implications of the Study

4.4.1 Limitations of the Study

For the limitations of the study, thetotal number of the items that theparticipants had to answer were numerous, thus they may have been bored failed to complete the questionnaire. On the other hand, male and female participants, and participants' education level, number of the married participants and participants who are in a committed relationship were not equal, thusthe effect of gender, education levels and type of relationship could not be analyzed. Further researchshould explore the relationship of the role of gender, education level, and type of relationship satisfaction and relationship anxiety. In addition, the attachment

styles and parenting styles that Turkish young adults use should be explored with a wider sample. Furthermore, in this study, maternal, paternal and both parents' parenting style were designed to investigate separately, but significant result formaternal and paternal parenting styles were not found, and both parents' parenting style had significant results. However, in the literature the effectiveness of parenting which have impact on children's psychosocial development is found as coparenting, not as maternal or paternal parenting (Chen & Johnston, 2012). For this reason, with a wide range of sample, the difference between maternal and paternal parenting styles and co-parenting should be explored. In addition, coping strategies in distressing situations and communication skills should be explored in relation to parenting styles. The findings of this study were correlational, so in further research longitudinal studies should be conducted to explore causal relationships between these variables. Additionaly, it should be also explored whether father's parenting affects men differently than women, and whether mother's parenting affects men differently than women.In Turkey children often live in large families that include mothers, fathers, grandparents and other close relatives. Those relatives may have strong roles in parenting children. So, in future research it will be important to explore the ways that the parenting styles of other influential family members might affect the later relationship quality of adults in Turkey.The sample is highly educated and come from a large urban area in Turkey. This might mean that this sample may be a bit more westernized or that they have different understandings and expectations of marriage and romantic relationships than people from more traditional communities.In traditional communities, may be authoritarian parenting style will be a negative predictor for relationship satisfaction and positive predictor for

relationship anxiety. And a shorter version of the Parenting Style Scale for Turkish should be used in further studies.

4.4.2 Implications of the Study

For the implications, clinical psychologistsshould analyzed family dynamics and parents' parenting style, inform the parents about the importance of parenting and effects of each parenting styles in family therapy. Also they should try to solve problems about determinants of parenting such as personality of parents and children, marital distress, earlier attachments of parents, child rearing differences that might help to solve ineffective parenting styles that impact on children development and adulthood. In addition, clinical psychologists should take role to inform families about effective and ineffective parenting styles that affect children's psychological well-being psychosocial development and later relationships, might create free or low cost programs to inform families and society in schools or other places.

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APPENDIX A

Demographic Questions

1. Kaç yaşındasınız?

2. Cinsiyetiniz nedir?

Kadın ☐

Erkek ☐

3. Eğitim durumunuz nedir?

4. Şuanki ilişkinizde ne kadar süredir berabersiniz?

5. İlişki durumunuz nedir?

İlişkide ☐

Evli ☐

6. Çocuğunuz var mı?

7. Çocukken sizi kim yetiştirdi?

8. Kimin çocuk yetiştirme tarzı sizin için en uygunudur?

Anne-Baba ☐

Sizi kim yetiştirdiyse (büyükanne, büyükbaba vs…) ☐

9. Eğer anneniz ve babanız dışında sizi biri yetiştirdiyse bu kimdir?

APPENDIX B

Bu ölçek anne ve babanızın size karşı tutumunu ölçmek amacıyla hazırlanmıştır. Lütfen aşağıdaki her ifadeyi dikkatlice okuyunuz. İfade **annenize** uygunsa **1**... **babanıza** uygunsa **2**... **her ikisine de** uygunsa **3**... ü işaretleyiniz. Hiç birine uygun değilse boş bırakınız. Üvey anne veya babası olanlarda aynı işlemi yapacaklardır.
İfadeleri samimi ve içtenlikle cevaplandıracağınıza inanıyorum. Şimdiden teşekkür ederiz.

1 2 3

1- Arkadaşlarımı benim gözümle görmeye çalışırdı.

2- Sevmediğim bir yemeği sırf bana yarayacağı düşüncesiyle zorla yedirdiği çok olmuştur.

3- Daima kendi aklımı kullanmama ve kararlarımı kendim vermeme beni teşvik etmiştir.

4- Nadiren beni bir işe teşvik edip desteklemiştir.

5- Küçük kabahatlerimi bile çok şiddetle cezalandırırdı.

6- Yerinde ve uygun kararlar verebileceğime inanır.

7- Bana önemli ve değerli bir kişi olduğum inancını vermiştir.

8- Gençlerin,ailelerin seçeceği yada onaylayacağı kimselerle evlenmesi gerektiği görüşündedir.

9- Muaşeret kurallarını öğrenmede kendisinden hiç yardım görmedim.

10- Arkadaşlarımın evimize gelmesinden hoşlanmaz,benim onların evine gitmemi isterdi.

11- Karşılaştığım bir güçlükle kendi bulduğu bir çözüm yolunu uygulamaya beni zorlardı.

1 2 3

12- Bir çatışmaya girdiğim zaman kimin neden haklı olduğunu görmeme yardım eder.

13- Karşı cinsten bir arkadaşımla aramda geçenleri kendisine rahatça anlatabilirim.

14- Bir şeyi yapmamı üst üste söyler mazeretimi dinlemez.

15- Karşı cinsten arkadaş edinmemi hoş karşılamaz.

16- Çok zaman beni dinlemeyecek kadar meşguldü.

17- Çok cana yakın ve müşfik bir insandır;evladı olmaktan gurur duyuyorum.

18- Yapacağımdan fazlasını yapmama beni zorlardı.

19- Sık sık beni başından atmak istediğini hissederim.

20- Kendisine çok ihtiyacım olduğu zamanlar ya evde bulunmaz yada fazla meşgul görünürdü.

21- Kötülemekten çok överdi ama bunda çok ileri gitmezdi.

22- Oldukça küçük yaştayken bile kendime ilişkin ufak tefek kararlar almaya beni teşvik ederdi.

23- Daima öfkesine hakim olmuş pek seyrek olarak ufak tefek şeylere kızmıştır.

24- Sokağa çıkıp oynamak için her seferinde kendisinden izin almak zorundayım.

25- Sofrada konuşmama izin vermezdi.

26- Bana karşı imkan ölçüsünde cömert olmayı bilmiştir.

1 2 3

27- Bütün gün boyunca sokaklarda başı boş dolaşmama aldırış etmezdi.

28- Günlük olaylar hakkında anlattıklarımı ilgi ile dinleyecek vakti vardı.

29- Okul gezilerine katılmama izin vermez.

30- Beni benimsemekten çok bana katılmadığı duygusu içindeyim.

31- Etrafta başka yetişkinler olduğu zaman beni görmezlikten gelir, sorduklarıma cevap vermezdi.

32- Daima gücüme ve kararlarımın isabetine güvenirdi.

33- Daima yaptıklarımla yakından ilgilenirdi.

34- Okuldan parlak notlar getirmediğim zaman çok kızar.

35- Okulda üstün başarı göstermemde o kadar ısrar eder ki bu yüzden not konusunda aşırı derecede kaygılanırım.

36- Duygu ve ihtiyaçlarıma karşı daima hassas davranmıştır.

37- Bana yeterince özgürlük vermiştir.

38- Kimlerle arkadaşlık ettiğim onu pek ilgilendirmez.

39- _Sırf benim için_ hiçbir şey getirmez,birlikte çarşıya çıktığımızda şeker,ciklet,balon gibi şeyler almayı düşünmezdi.

40- Seks konusunda o kadar mutaassıptır ki onun yanında bu konuya ilgi gösteremem.

41- Çocukken pis ve düzensiz bir kılıkla dolaşmam onu rahatsız etmezdi.

42- Güç durumda olduğum zamanlar bana daima cesaret vermiştir.

43- Hiçbir zaman bir şeyi onu tatmin edecek kadar iyi yapamam.

1 2 3

44- Dini ve siyasi konularda kendisi ile aynı fikirde olmadığım zaman benimle daima alay etmiş ve benim bu konuları kavrayamayacak kadar cahil olduğumu ileri sürmüştür.

45- Haklı olduğum zaman bunu bana açıkça söylerdi.

46- Görüşlerim,fikirlerim,duygu ve ihtiyaçlarımla ilgilenmezdi.

47- Kendisini öpmek,kucaklamak istediğimde bundan rahatsız olduğunu hissederim.

48- Ancak hak ettiğim zaman beni cezalandırmıştır.

49- Benimle ilgili karar alınırken istek ve ihtiyaçlarımı dikkate alır.

50- Cinsiyet ile ilgili konulara karşı normal ve sağlıklı bir tavır geliştirmeme yardım etti.

51- Geleceğime karşı içten bir ilgi göstermiş ama hiçbir zaman amaçlarımı kendisi belirlemeye kalkışmamıştır.

52- Hemen hemen hiçbir konuda görüşümü sormaz.

53- Çocukluğumda bana hikaye,masal anlatmak için vakit harcamazdı.

54- Bir derdim olduğu zaman beni dinlemeye hazırdı.

55- Anlaşmadığımız konularda da fikirlerimi rahatça anlatma imkanı verir ve beni sabırla dinler.

56- Anlamadığım şeyleri anlatmaya gayret etmezdi.

57- Hakkımdaki kararları çok kere kendisi verir.

58- Bana karşı o kadar soğuktu ki acaba “öz evladı değil miyim?” diye şüphe vardı içimde.

1 2 3

59- Kazancı elverdiği halde benim için para harcamaktan çekinir yetecek kadar harçlık vermezdi.

60- Evde var oldukça sevdiğim her şeyi istediğim kadar yememe itiraz etmezdi.

61- Kendisine sormaksızın şahsi eşyalarından herhangi birini alıp kullanmama izin vermiştir.

62- Uygun zamanlarda kendisinden izin almaksızın oynamak için sokağa çıkabilirdim.

63- Kişisel problemlerimi kendisine açmakta çok zorluk çekerdim.

64- Bugün bile kendisine sormadan bir arkadaşımla sinemaya gidemem.

65- Okuldan yada gezmeden ne zaman döndüğüm onu hiç ilgilendirmezdi

66- Kendisinin gerçekleştiremediği arzularını bende gerçekleşmiş görmek istediğini hissediyorum.

67- Elbiselerimi kirlettiğim zaman çok kızardı. Bu yüzden bazı sevdiğim oyunlara katılmazdım.

68- İlgi ve yeteneklerime uygun meslek seçmemde beni serbest bırakmıştır.

69- Bir güçlükle karşılaştığımda istediğim yardımı sağlar fakat kararı bana bırakırdı.

70- Beni başından savmak istediğini hissederim.

71- Nadiren bana bir şeyler öğretmeye çalışırdı.

72- Beni daha temiz ve güzel giydirebilirdi inancındayım.

1 2 3

73- Beni sık sık başkalarıyla karşılaştırmış,onların benden ne kadar üstün olduklarını söyleyip durmuştur.

74- Bana açıkça belli etmese de beni sevdiğini hissediyorum.

75- Herhangi bir konuda isabetli kararlar verebileceğime inanmazdı.

76- Beklentilerine uygun davranmazsam,bazen haftalarca bana küser.

77- Ailemizi ilgilendiren konularda benimde fikrimi sorar, kararlarımı dikkate alır.

78- Sağlık muayenesinde ihtiyacım olduğunda bunu hep ihmal ederdi.

79- Ancak istediğini yerine getirdiğim zaman beni okşar öperdi.

80- Hastalıklarımda benimle pek az ilgilenirdi.

81- Beni sık sık cezalandırırdı fakat ben bu cezaların nedenlerini çok kere bilmezdim.

82- Eve geldiklerinde arkadaşlarıma iyi davranırdı.

83- Vakti olduğu halde derslerime hiç yardım etmezdi.

84- Bana daha az hükmetmesini isterdim.

85- Makul hudutlar içinde mümkün olan fırsatlara sahip olmam gereğine inanırdı.

86- Varlığımdan habersiz görünür hiçbir konuda fikrimi sormaz.

87- Beni cezalandırdıktan sonra aşırı sevgi ve şefkat gösterirdi.

88- Nüktedan bir kimsedir ama hiçbir zaman benimle alay etmemiştir.

89- Kendisine yaklaştığımda çok kere soğuk bir şekilde karşılık verirdi.

90- Okulda aldığım notlar onu hiç ilgilendirmez.

1 2 3

91- Hoşlanmadığı kimselerle arkadaşlık etmemi kesinlikle yasaklar.

92- Elbiselerimin kumaşlarını ve biçimlerini kendisi seçerdi.

93- Yüksek tahsil yapmasam çok mutsuz olacağını ima eder dururdu.

94- Bir başkası ile konuşurken kendisine soru sormama yada kendisinden bir şey istememe katiyen kızmazdı.

95- Beni dünyaya getirdiğine pişman görünürdü.

96- Hiçbir zaman nerede olduğumu ve ne yaptığımı merak eder görünmemiştir.

97- Beraber çalışırken işlerin nasıl ve neden böyle olduğunu açıklamaya çalışır.

98- Daima iyi bir evladın ana ve babasının istediği biçimde yetişen onların dediklerini aynen yerine getiren kimse olduğunu söyler dururdu.

99- Kendisini memnun etmek için bir alanda okuyorum. Oysa hayatımı başka türlü kazanmak isterim.

100- Cinsiyet konusunda karşılaştığım problemlerimi kendisine açtığımda çok ilgisiz davranmıştır.

101- Yalnız derslerimle uğraşmamı ister,oyun oynamak istediğim zaman çok öfkelenirdi.

102- Yatma saatim gelince beni hemen yatağa yollar. Misafir çocukları ile oynamama izin vermezdi.

103- Ergenlik çağında benimle pek az ilgilenmiştir.

104- Yemeği hazırlamadığı için aç kaldığım olmuştur.

1 2 3

105- Beni anlamak için daima içten bir gayret sarf ederdi.

106- (Annelik)-(Babalık) ödevinin kendisini bir esir durumuna düşürdüğünü kendisini bu işe feda ettiğini söyler dururdu.

107- Üzüntülü anlarında bana çok az şefkat göstermiştir.

108- Artık çocuk olmadığımın farkında değil görünüyor.

109- Bana her zaman iyi bir rehber oldu. Hiçbir zaman davranışlarıma hükmetmedi.

110- Tabağımdaki tamamen bitirmeden sofradan kalkmama izin vermez.

111- Nadiren bana "moral destek" vermiştir.

112- Beni nadiren cezalandırırdı ve hiçbir zaman arkadaşlarımın yanında utandırmadı.

113- Bana ait kararları çok kere kendisi verdi.

114- Beni başkalarının yanında küçük düşürücü sözler söyler,kırıcı kırıcı tenkitlerde bulunurdu.

115- Çocuklarının yaratılıştan kötü olduğuna inanır devamlı kontrol altında bulunmaları gereğini savunurdu.

116- Onun gözünde değersiz bir insanım.

117- Beni cezalandırmaktansa meseleleri benimle konuşup tartışmayı tercih eder.

118- Karşı cins hakkında daima korku ve güvensizlik uyandıracak telkinlerde bulunur.

119- Anlattıklarımı daima can kulağı ile dinler. Fakat hiçbir zaman

sırlarımı öğrenmeye kalkışmaz.

120- Başkalarına benden daha fazla önem veriri,daha nazik davranır.

APPENDIX C

Aşağıda yakın duygusal ilişkilerinizde kendinizi nasıl hissettiğinize ilişkin çeşitli ifadeler yer almaktadır.Yakın duygusal ilişkilerden kastedilen arkadaşlık, dostluk, romantik ilişkiler ve benzerleridir.Lütfen her bir ifadeyi bu tür ilişkilerinizi düşünerek okuyun ve her bir ifadenin sizi ne ölçüde tanımladığını aşağıdaki 7 aralık ölçek üzerinde değerlendiriniz.

1----------2----------3----------4----------5----------6----------7

Beni hiç Beni kısmen Tamamıyla beni
Tanımlamıyor Tanımlıyor

1. Başkalarına kolaylıkla güvenemem. 1 2 3 4 5 6 7

2. Kendimi bağımsız hissetmem benim için çok önemli. 1 2 3 4 5 6 7

3. Başkalarıyla kolaylıkla duygusal yakınlık kurarım. 1 2 3 4 5 6 7

4. Başkalarıyla çok yakınlaşırsam incitileceğimden korkuyorum. 1 2 3 4 5 6 7

5. Başkalarıyla yakın duygusal ilişkilerimin olmadığı sürece oldukça rahatım. 1 2 3 4 5 6 7

6. Başkalarıyla tam anlamıyla duygusal yakınlık kurmak istiyorum. 1 2 3 4 5 6 7

7. Yalnız kalmaktan korkarım. 1 2 3 4 5 6 7

8. Başkalarına rahatlıkla güvenip bağlanabilirim. 1 2 3 4 5 6 7

9. Başkalarına tamamıyla güvenmekte zorlanırım. 1 2 3 4 5 6 7

10. Başkalarının bana dayanıp bel bağlaması konusunda oldukça rahatımdır. 1 2 3 4 5 6 7

11. Başkalarının bana, benim onlara verdiğim kadar değer vermediğinden kaygılanırım. 1 2 3 4 5 6 7

12. Kendi kendime yettiğimi hissetmem benim için çok önemli. 1 2 3 4 5 6 7

13. Başkalarının bana bağlanmamalarını isterim. 1 2 3 4 5 6 7

14. Başkalarıyla yakın olmak beni rahatsız eder. 1 2 3 4 5 6 7

15. Başkalarının bana, benim istediğim kadar yakınlaşmakta gönülsüz olduklarını düşünüyorum 1 2 3 4 5 6 7

16. Başkalarına bağlanmamayı tercih ederim. 1 2 3 4 5 6 7

17. Başkaları beni kabul etmeyecek diye korkarım. 1 2 3 4 5 6 7

APPENDIX D

Aşağıdaki ifadeleri şuanda içinde bulunduğunuz ilişkiyi düşünerek cevaplayınız.

1= Benim için hiç uygun değil. 2=Benim için çok az uygun. 3= Benim için biraz uygun. 4=Benim için oldukça uygun. 5=Benim için çok uygun.

	1	2	3	4	5
Yakın ilişkilerde bir partner olarak kendime güvenirim.					
Sürekli yakın ilişkiler üzerine düşünürüm.					
Yakın ilişkilerimle ilgili çok fazla düşünürüm.					
Yakın bir ilişki içinde olma isteğim/güdüm çok fazla.					
Yakın ilişkiler kendimi sinirli ve kaygılı hissetmeme neden olur.					
Yakın ilişkilerimle ilgili kendimi depresif /çökkün hissederim.					
Yakın ilişkilerim çoğunlukla şansa bağlı/ tesadüfi olaylarla gelişmiştir.					
Başkalarının yakın ilişkilerim konusunda ne düşündüğüne aşırı önem veririm**.**					
Birisiyle yakın ilişkiye girmek beni biraz ürkütür.					
Yakın ilişkiyle ilgili gereksinimlerimin şu anki karşılanma biçiminden memnunum.					
Yakın bir ilişkide iyi bir partner olduğumu düşünüyorum.					
Yakın ilişkileri, başka her şeyden daha çok düşünürüm.					
Yakın ilişkilerimde, kendi davranışlarım çoğunlukla belirleyici bir rol oynar.					
Yakın ilişkilerim konusunda düşünmeye genellikle zaman ayırırım.					
Yakın bir ilişkiye zaman ve emek vermek konusunda çok istekliyim/güdülüyüm.					
Yakın ilişkilerde biraz acemi ve gerginimdir.					
Yakın ilişkilerimde, tercihlerimi doğrudan dile getiririm.					
Yakın ilişkilerim konusunda kendimi mutsuz hissediyorum.					
Yakın ilişkilerimin başkalarına nasıl göründüğüne /sunulduğuna aşırı önem veririm.					
Bazen yakın ilişkilerden korkarım.					
Yakın ilişkilerimden çok memnunum/doyum alıyorum.					
Yakın ilişkilerde pek çok insana göre daha iyiyimdir.					

Yakın ilişkiler zihnimi meşgul eder.					
Yakın ilişkilerimde kontrol daha çok benim elimdedir.					
Yakın bir ilişki içinde olmayı çok arzu ediyorum.					
Karşı cinsten biriyle duygusal bir yakınlık/etkileşim kurmak bende gerginlik yaratır.					
Yakın ilişkilerde isteklerimi dile getirmede biraz pasifimdir.					
Yakın ilişkilerim konusunda cesaretimin kırıldığını hissediyorum.					
Yakın ilişkilerim üzerinde şansın büyük etkisi vardır.					
Yakın ilişkilerimin başkaları üzerinde bıraktığı izlenim konusunda sıklıkla endişe duyarım.					
Zaman zaman, birisiyle yakın bir ilişkiye girmekten korkarım.					
Yakın ilişkilerim temel beklentilerimi karşılıyor.					
Kendimi yakın bir ilişki için oldukça tercih edilen bir partner olarak değerlendiririm.					
Sürekli olarak yakın bir ilişki içinde olmayı düşünürüm.					
Yakın ilişkilerimi etkileyen temel şey benim kendi yaptıklarımdır.					
Yakın bir ilişki içinde olmak benim için çok önemlidir.					
Yakın ilişkilerde birçok insana göre daha kaygılıyımdır.					
Yakın bir ilişkide isteklerimi dile getirmekten çekinmem.					
Yakın ilişkilerim konusunda kendimi hayal kırıklığına uğramış hissediyorum.					
Yakın ilişkilerimin büyük oranda şans (iyi ya da kötü anlamda) meselesi olduğuna inanıyorum.					
Genellikle başkalarının yakın ilişkilerime yönelik verdikleri tepkilere duyarlıyımdır.					
Yakın bir ilişki içinde olmak beni fazla korkutmaz.					
Yakın ilişkilerim, diğer pek çok ilişki ile karşılaştırıldığında, çok daha iyidir.					

Yakın bir ilişki içinde kendime oldukça güvenirim.					
Zamanımım büyük bir bölümünü yakın ilişkileri düşünerek geçiririm.					
Yakın ilişkilerim benim sorumluluğum ve kontrolüm altındadır.					
Yakın bir ilişki içinde olup, bunu sürdürmeyi çok isterim.					
Yakın bir ilişki içinde kendimi tutuk ve utangaç hissederim.					
Yakın ilişkiler söz konusu olduğunda, isteklerimi genellikle ifade ederim.					
Yakın ilişkilerimi düşündüğümde üzülüyorum.					
Yakın ilişkilerimin gerçekten de bir kader/kısmet işi olduğunu düşünüyorum.					
Başkalarının yakın ilişkime nasıl tepki verdiklerine/vereceklerine dikkat ederim.					
Yaşamımın yakın ilişkiler yönü, benim için çok doyurucudur.					

APPENDIX E

Aşağıda kişilerin kendilerine ait duygularını anlatmada kullandıkları bir takım ifadeler verilmiştir.Her ifadeyi okuyun, sonra da genel olarak nasıl hissettiğinizi, ifadelerin sağ tarafındaki parantezlerden uygun olanını karalamak suretiyle belirtiniz.Doğru ya da yanlış cevap yoktur.Herhangi bir ifadenin üzerinde fazla zaman sarfetmeksizin genel olarak nasıl hissettiğinizi gösteren cevabı işaretleyiniz.

1= Hemen hiçbir zaman. 2= Bazen.
3=Çok zaman. 4= Hemen her zaman.

1. Genellikle keyfim yerindedir
2. Genellikle çabuk yorulurum
3. Genellikle kolay ağlarım
4. Başkaları kadar mutlu olmak isterim
5. Çabuk karar vermek için fırsatları kaçırırım
6. Kendimi dinlenmiş hissederim
7. Genellikle sakin, kendime hakim ve soğuk kanlıyım
8. Güçlüklerin yenemeyeceğim kadar biriktiğini hissederim
9. Önemsiz şeyler hakkında endişelenirim
10. Genellikle mutluyum
11. Herşeyi ciddiye alır ve etkilenirim
12. Genellikle kendime güvenim yoktur
13. Genellikle kendimi emniyette hissederim
14. Sıkıntılı ve güç durumlarla karşılaşmaktan kaçınırım
15. Genellikle kendimi hüzünlü hissederim
16. Genellikle hayatımdan memnunum
17. Olur olmaz düşünceler beni rahatsız eder
18. Hayal kırıklığını öylesine ciddiye alırım ki hiç unutamam
19. Aklı başında ve kararlı bir insanım
20. Son zamanlarda kafam takılan konular beni tedirgin eder