

THE PREDICTORS OF RELATIONSHIP COMMITMENT: PERCEIVED  
PARENTING STYLES, PARENTAL APPROVAL, AND PSYCHOLOGICAL  
REACTANCE

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## **ABSTRACT**

### **THE PREDICTORS OF RELATIONSHIP COMMITMENT: PERCEIVED PARENTING STYLE, PARENTAL APPROVAL, AND PSYCHOLOGICAL REACTANCE**

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The main objective of the current thesis was to investigate the association between parental approval and romantic relationship commitment, and the roles of parenting style dimensions and psychological reactance in this association. Sample of the current study consisted of 166 METU students who had ongoing romantic relationships. An integrated model including associations between parenting style dimensions, parental approval, psychological reactance and relationship commitment was tested with LISREL 8. Since structural equation modeling did not provide results as informative as expected, the proposed model was examined as two separate models. In the first model, the role of parental approval in the link between parenting style dimensions and relationship commitment was examined. In the second model, the role of psychological reactance in the link between parental approval and relationship commitment was examined. The results revealed that maternal acceptance had an indirect effect on relationship commitment via parental approval. In particular, increases in maternal acceptance led to increases in parental approval, which in turn led to

increases in relationship commitment. However, there was no significant finding regarding the impact of psychological reactance on the link between parental approval and relationship commitment.

This thesis aims to make its own contribution to the literature by scrutinizing a) the association between parental approval and relationship commitment, and b) the role of parenting style dimensions in this association.

Keywords: Relationship Commitment, Parental Approval, Perceived Parenting Styles, Psychological Reactance

## ÖZ

### ROMANTİK İLİŞKİYE BAĞLANIMI YORDAYAN DEĞİŞKENLER: ALGILANAN ÇOCUK YETİŞTİRME STİLLERİ, ANABABA ONAYI VE PSİKOLOJİK TEPKİSELLİK

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Bu çalışmanın amacı anababa onayı ile romantik ilişkiye bağlanım arasındaki ilişkinin ve algılanan çocuk yetiştirme stilleri ile psikolojik tepkisellik değişkenlerinin bu ilişkideki rollerinin araştırılmasıdır. Söz konusu çalışmanın örneklemini hali hazırda devam eden bir ilişkiye sahip 166 Orta Doğu Teknik Üniversitesi öğrencisinden oluşmaktadır. Çalışmada, algılanan çocuk yetiştirme stilleri, anababa onayı, psikolojik tepkisellik ve romantik ilişkiye bağlanım arasında öngörülen ilişkiler bütünleştirici bir modelle ele alınmış ve öngörülen model LISREL 8 istatistik programı kullanılarak test edilmiştir. Yapısal eşitlik modeli analizi sonuçları yeterince bilgilendirici bulunmadığı için öngörülen model iki ayrı model olarak ele alınmıştır. İlk modelde anababa onayının, algılanan çocuk yetiştirme stilleri ile romantik ilişkiye bağlanım arasındaki ilişkideki rolü incelenmiştir. İkinci modelde ise, psikolojik tepkiselliğin anababa onayı ile romantik ilişkiye bağlanım arasındaki ilişkideki rolü incelenmiştir. Çalışmanın sonuçları anneden algılanan kabulün romantik ilişkiye bağlanım

üzerinde dolaylı bir etkiye sahip olduğunu ve bu etkiye anababa onayının aracılık ettiğini göstermektedir. Anneden algılanan kabuldeki artış algılanan anababa kabulünde artışa neden olmakta ve bunun sonucunda bireyin ilişkiye bağlanımı artmaktadır. Öte yandan, psikolojik tepkiselliğin anababa onayı ve ilişkiye bağlanım arasındaki ilişki üzerindeki etkisine dair anlamlı bir bulguya rastlanmamıştır.

Bu tez literatüre, a) romantik ilişkiye dair anababa onayı ve ilişkiye bağlanım arasındaki ilişkiyi araştırarak ve b) algılanan çocuk yetiştirme stillerinin bu değişkenler arasındaki ilişkideki rolünü göstererek katkıda bulunmayı amaçlamıştır.

Anahtar Kelimeler: Romantik İlişkiye Bağlanım, Anababa Onayı, Algılanan Çocuk Yetiştirme Stilleri, Psikolojik Tepkisellik

*To*

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## CHAPTER 1

### INTRODUCTION

History is full of stories about endless love of couples who suffered from their families' objections, and their resistance to the impediment only serves to make their love endless and legendary. The tearful story of Romeo and Juliet appears to be the symbol of lovers who suffered from the opposition of their families. Furthermore, examples of these epic love stories exist also in Turkish culture and literature. Leyla and Mecnun, Ferhat and Şirin, Kerem and Aslı are the most well-known couples who had to fight against their families to defend their love. Despite differing details in each couple's story, their resistance to remain in love is the common point of their stories. Mecnun left his family behind and devoted his life to find a way to be with Leyla, who was seen as an inappropriate bride by Mecnun's sultan father. To prove his love and come together with Şirin, Ferhat strived to fulfill all irrational requirements of Şirin's only family, her elder sister. According to the legend told in Amasya region on the north coast of Turkey, Ferhat drilled the rocks on a mountain to provide water for the city due to Şirin's sultan sister's demand for allowing Şirin to marry with Ferhat. Kerem was in love with Aslı, who was an Armenian priest's daughter. Due to their different religious affiliation, Kerem was a Muslim and Aslı was a non-Muslim, Aslı's father objected to their relationship and tried to keep them apart. Despite his attempts, Kerem and Aslı were insistent to come together, and at last they reached their goal.

Inspired by these legendary stories, the current study may be considered as an attempt to look for main social psychological processes behind the impressive scene. In this sense, the current study takes the 'Romeo and Juliet' effect introduced by Driscoll, Davis, and Lipetz (1972) as a basis. Particularly, they

asserted that parental opposition to individual's romantic involvement leads to an increase in resistance about maintaining the involvement, which in turn intensifies feelings of love. They named this pattern as 'Romeo and Juliet' effect. In a similar vein, the current study applied 'Romeo and Juliet' effect to research of relationship commitment.

In order to undress legendary love stories and to see social psychological processes underneath these stories embellished with literary narratives, the current study presented an integrative model. In this model, both the effects of parenting style dimensions and the effect of perceived parental approval on relationship commitment were tested. On the one side, the indirect effects of parenting style dimensions on relationship commitment via perceived parental approval was investigated. On the other side, the indirect effect of perceived parental approval on relationship commitment via psychological reactance was examined.

In particular, the main purpose of the current study is to expand knowledge about associations between perceived parenting style dimensions, perceived parental approval, psychological reactance and their effects on relationship commitment. By examinations of these associations, the current study will make contribution to understanding of social network influence on relationship commitment by scrutinizing both the indicators of perceived approval or disapproval of the relationship and the potential variables mediating the relationship between parental approval and relationship commitment. Thus, it will be the first attempt to provide knowledge for both determinants and consequences of social network influence.

In the course of introduction section, initially, main approaches of commitment concept are presented. Following that, investigations of influence of perceived parental approval are taken into consideration. Afterwards, parenting style dimensions and their effects on various domains of child's life, including intimate relationships, are mentioned. Following that, psychological reactance concept and its associations with relationship processes are discussed. Finally, gender factor in

social network influence is examined, and aim and hypotheses of the study are presented.

## **1.1. Relationship Commitment**

As we are born into a social environment and survived by the help of close bonds between ourselves and significant/close others, our relationships are also born into this environment and need the support of social network including significant/close others to continue. Members of this social network do not only have knowledge about the individual, but also have feelings and attitudes about the individual which make them adherents. Furthermore, since the bonds between the individual and close others are persistent and strong enough to shape individual's social life, perception of approval or disapproval of individual's romantic relationship appears to determine the fate of the relationship. Thus, investigation of romantic relationships as couple interactions isolated from the environment may result in proposing mechanical processes, far from human nature. This multifaceted structure of romantic relationships provides an inspirational basis for the investigation of the influence of parental approval on romantic relationship processes, especially on relationship commitment, which appears to be the most effective predictor of persistence to maintain the relationship (Cox, Wexler, Rusbult, & Gaines Jr, 1997; Drigotas & Rusbult, 1992; Johnson, 1973; Rusbult, 1983; 1986). Eventually, the current study emphasizes the substantial role of social network influence by taking the influence of parental approval or disapproval into consideration while explaining relationship commitment.

### **1.1.1. Theories of Commitment**

Issues of love and commitment appear to be one of the most important issues in which people's lives are orbiting (Fehr, 2001). Considering lay people's conceptualizations of commitment as a central concept for close relationships, it is not surprising that relationship commitment is one of the most attractive areas for

relationship researchers (Fehr, 1999). Glancing at the accumulated literature, two main approaches to commitment appear to be prominent. The first approach represents social exchange tradition and attends to examine the predictors of commitment, whereas the second one aims to clarify the types of commitment (Fehr, 2001).

On one side, among the exchange theories of commitment, Thibaut and Kelley's (1959) interdependence model is undoubtedly considered to be a pioneer work with regard to the promising notion of interdependence as the main characteristic of committed relationships (Rusbult, Arriaga, & Agnew, 2001). Following the basic assumptions of interdependence model, Rusbult (1983) developed the investment model of commitment which is a well known explanation of commitment process. On the other side, Levinger's (1976) cohesiveness model, which appears to be the initial attempt to explain commitment concept in terms of both internal and external factors, led to formation of more comprehensive models of commitment; such as Johnson's (1973, 1991, 1999) commitment framework. These influential explanations of commitment will be examined in following pages.

#### **1.1.1.1. Levinger's Cohesiveness Model**

Among inspirational investigations of commitment, Levinger's cohesiveness model (1976, 1991, 1999) took its place by locating dyadic issues on a social field in which internal and external forces shape structure and future of relationships. Levinger built his model on the main constructs of Lewin's field theory (1951) which suggest driving and restraining forces as crucial factors explaining partners' either staying in or leaving a specific psychological field. For the aim of representing main characteristic of his model, Levinger (1991) used 'attraction' and 'barrier' labels instead of driving and restraining forces. In addition to Lewin's two constructs, Levinger took the effect of alternative relationships into account and gave weight to alternative attractions and barriers in his model. Thus, attraction-barrier model (Levinger, 1976, 1991, 1999) consisted of four

components, including attractions, barriers, alternative attractions, and alternative barriers.

According to the attraction-barrier model, attractions are net attractions of a person with regard to both rewards; such as love, nurturance, material sources, and security, and costs; such as time, and energy. Barriers, on the other hand, are sum of compelling forces with regard to both internal and external costs of terminating a particular relationship; such as private pressure from close others to maintain the relationship or public enforcement. Furthermore, alternative attractions and alternative barriers refer to evaluation of both attractions and barriers in the case of an alternative relationship.

As a result, cohesiveness of a dyad results from the sum of each partner's attractions to the given relationship and experienced barriers enforcing them to remain in the relationship when the net attractions to an alternative relationship and the barriers for terminating an alternative relationship are extracted.

#### **1.1.1.2. Johnson's Commitment Framework**

In the inquiry of an answer to the question of why people choose to continue or terminate their relationships, Johnson (1973, 1991, 1999) conceived of commitment as a concept possessing both intrapersonal (personal and moral commitment) and interpersonal (structural commitment) features.

In his early work (1973), he suggested two forms of commitment as personal commitment, which refers to individual's dedication to continuity of his/her relationship, and behavioral commitment, which refers to constraints to end up the relationship due to social pressures and sources invested to the relationship. The behavioral commitment provided a basis for examination of structural commitment and moral commitment distinctively, in his subsequent investigations (Johnson, 1991; 1999).

The final form of commitment framework was a three-type model (Johnson, 1991; 1999). The first type was introduced as personal commitment which indicates the sense of wanting to continue a relationship, and represents the ‘wanting’ aspect of commitment. The second type was introduced as moral commitment which indicates the sense of obligation to continue a relationship, and represents the ‘ought to’ aspect of commitment. Finally, the third type was introduced as structural commitment which refers to feeling constrained to continue on regardless of personal and moral commitment level. Indeed, along with the distinction of commitment types, consideration of experience of these types on both internal-external and choice-constraint dimension are more underlying processes determining the types of commitment.

Empirical evidence for the framework came from both factor analytic studies those reported 3 factor solutions resembling Johnson’s factor structure (Adams & Jones, 1997; Stanley & Markman, 1991) and correlational studies that demonstrated the components of commitment types tapping to Johnson’s commitment types (Johnson, Caughlin, & Huston, 1999).

Johnson’s framework of commitment is an influential attempt to emphasize and clarify the importance of landing commitment concept on a social surface. His specifying factors in a detailed way of structural commitment; such as irretrievable investment, social reaction, difficulty of termination procedures and availability of acceptable alternatives, designates the weight he gave to the social structure of commitment (Johnson, 1991).

### **1.1.1.3. Rusbult’s Investment Model**

The investment model, first espoused by Rusbult (1983), is an extended form of interdependence theory (Thibaut & Kelley, 1959). Similar to interdependence theory, the investment model dealt with the two crucial components of relationships; satisfaction and commitment, distinctively. According to the model, satisfaction component refers to experience of positive affect and attraction toward a relationship, whereas commitment component signifies a psychological

attachment to a relationship which is followed by a propensity to remain in the relationship.

Combining these components in an influential way, the investment model asserted that a person's commitment to a particular relationship would increase only when his /her satisfaction derived from the relationship was high, his /her available alternatives were poor and his /her either intrinsic or extrinsic investments to the relationship were heavy.

There are numerous studies verifying the assumptions of the model and providing evidence for the generalizability of the model (Cox, Wexler, Rusbult, & Gaines, 1997; Le & Agnew, 2003; Rusbult, 1983; Rusbult, Johnson, & Morrow, 1986). Among the studies employing investment model, one attracts the attention with regard to its results disconfirming the effect of investment on predicting commitment. In her study which examined power of equity and social support in predicting commitment, Sprecher (1988) reported that relationship satisfaction and alternative components were the most powerful predictors of relationship commitment, whereas investment component failed to make a significant contribution to explained variance in commitment. Depending on correlation between investments and social approval variable, she proposed that the concept of investment should recover social network variables as well. Results of this study appear to be promoting for further investigations of investment concept with a consideration of social network resources fostering or destroying relationships.

Taking these accumulated considerations of social network influence into account, the current study aimed to expand the knowledge about network influence on relationship commitment by examining the indicators and implications of perceived reactions of network members, especially parents, as family members.

## **1.2. Perceived Parental Approval**

Investigation of social network influence has its roots in Heider's (1946) conception of balance. Despite of the limited application range of situations of balance concept, it was claimed that the tendency toward balance may also be a significant determinant in interpersonal relationships, as well as cognitive structures of the individual. In terms of balance theory, cognitively balanced relationships appear to be satisfying, whereas cognitively imbalanced relationships appear to be stressful (as cited in Cartwright & Harary, 1956). Furthermore, the level of opposition and support exhibited by existing network members appeared to be the major social influence on relationships (Lewis, 1973). In this regard, relationships which are approved by parents may be evaluated as cognitively balanced and satisfying, whereas relationships which are disapproved by parents may be evaluated as cognitively imbalanced and stressful.

### **1.2.1. The Influence of Perceived Parental Approval on Relationship Processes**

In their early investigation, Driscoll, Davis, and Lipetz (1972) elaborated the issue of parental interference and its consequences for romantic love in terms of psychological reactance. In line with the main assumptions of psychological reactance theory (Brehm, 1966), Driscoll et al. (1972) demonstrated that parental interference results in resistance about maintaining the relationship which in turn intensifies the feelings of love and strengthens the bonds between couples in love. They conceptualized this process as the 'Romeo and Juliet' effect.

The findings of this impressive study gave a rise to substantial amount of studies investigating the implications of parental support or opposition on the relationship commitment. Initially, in contrast to the 'Romeo and Juliet' effect, it was revealed that the belief that family gives support to a relationship overwhelms personal beliefs regarding the maintenance of relationship (Cox, Wexler, Rusbult, & Gaines Jr, 1997).

Lewis (1973) found that to the extent that young dyads were perceived and treated as couples by significant others, they became committed to their relationships. Correspondingly, Parks, Stan, and Eggert (1983) reported that perceived support from own and partner's network for the relationship had a positive effect on the romantic involvement. As an initial attempt to examine the factors leading to termination of intimate relationships and changing patterns of these factors in a longitudinal study, Felmlee, Sprecher, and Bassin (1990) pointed out the neglected consideration of social environmental factors in termination process. Depending on the robustness of their findings, they asserted that, in contrast with the general view, network variables, such as perceived approval from individual's own parents and partner's parents, were strong determinants of relationship stability. In their another longitudinal investigation of network influence on the quality and stability of romantic relationship, Sprecher & Felmlee (1992) demonstrated that perceived approval from one's parents and friends was a positive predictor of quality variables including love and satisfaction and stability variable including commitment. More recently, Etcheverry and Agnew (2004) elaborated network influence on romantic relationships in terms of individual's subjective norms which can be evaluated as a similar concept to perceived approval of significant others. Results of their elaborative work strengthened the widely acknowledged notion that social network approval was an effective indicator of relationship commitment.

On the other hand, in a study investigating whether parental reactions make a difference on dating relationships, Leslie, Huston, and Johnson (1986) found that the amount of parental support was not a significant predictor of premarital relationship involvement. They interpreted this finding in such a way that despite of the insignificant effect of parental approval on involvement, it may lead to young adult's perception of freedom to maintain the relationship without consideration of parental disapproval.

In addition to Leslie et al. (1986), in a recent study introducing a social network perspective on relationship stability, Felmlee (2001) reported that family

opposition was significant only when it is combined with support of close friends to maintain the relationship. In brief, a little amount of family opposition may help keep a couple together when it is combined with some support provided by close friends. In contrast, Bryan, Fitzpatrick, Crawford, and Fischer (2002) asserted that parental support for romantic relationship of young adult was a more robust indicator of romantic love, whereas best friend support had a weak association with romantic quality.

In an investigation of the perceived reasons of premarital breakups in a Turkish sample, Hortaçsu and Karancı (1987) reported that 'environmental and familial pressures' were stated as mildly important factors while explaining the reasons of breakups. Comparing these with findings of studies conducted in Western culture (Hill, Rubin, & Peplau, 1976), approach of social network to individual's relationship appears to be slightly more important for the Turkish sample.

Taking these findings into account, the current study pointed out an evident relationship between parental reactions and relationship commitment, and aimed to discover the factors determining both parental reactions and their effects. Accordingly, on one side of the proposed model, perceived parenting style dimensions were examined with regard to their predictive power on perceived parental approval as well as various domains of individual's life. On the other side of the model, psychological reactance, which was proposed to be a result of perceived parental disapproval, was examined with regard to its effects on relationship commitment.

### **1.3. Perceived Parenting Styles**

The prior history of the relationship between the parent and child appears to determine the evaluation of family as a powerful source of influence in subsequent stages of development (Maccoby, 1984). Mirroring the pervasiveness of this notion, Maccoby (1992) examined the historical overview of child socialization perspectives and pointed out a central assumption of these

perspectives with regard to parent-child interaction's enduring effect on child's social behaviors in various contexts and at later stages.

Keeping the contributions of major steps in socialization research in mind, current approaches present more complex process models of child socialization that handle socialization as a bidirectional and interactive process and give weight to examination of indirect paths through which parental practices influence child's development. Baumrind's typology of parenting styles is an acknowledged one among these current approaches (Maccoby, 1992).

Baumrind (1966, 1978) presented three prototypes of parental practices including permissive, authoritarian, and authoritative disciplines. According to her typology, the permissive parents are tolerant and accepting toward the children's impulses, interests, and actions. They do not behave in a demanding way, and they do not exert control on their children. In contrast, they free the children from external standards of social life as possible. Permissive parents do not attempt to draw an image of ideal for their children to reach in their adulthood, but they present themselves as a source for their children to use as they want to use. Thus, they allow to an extensive self-regulation for their children.

On the other hand, authoritarian parents exert high levels of control on their children, and they attempt to shape their children's behaviors. They value obedience to parental and social standards and rules. Authoritarian parents attempt to show themselves as ideal role models for their children, and thus they determine the directions of the behaviors of their children; they restrict the autonomy of their children. They do not encourage the children to regulate their own activities.

Along with permissive and authoritarian types, authoritative parents exert firm control on their children. They value autonomy of the children under an acceptable parental discipline. Authoritative parents set rational standards for future; they attempt to direct the children's behaviors in a rational way taking the

children's own capabilities and interests into account. Authoritative parenting practices reconcile the patterns of authoritarian parenting that treat children as having similar responsibilities with adults, and the patterns of permissive parenting that treat children as having similar rights with adults. Authoritative parents are aware of the balance between responsibilities and rights of parents and children as a requirement of the nature of the parent-child relation that will undoubtedly change during different stages of development.

Depending on stimulating results of Baumrind's (1972) study which compared socialization effects on black and white children, Dornbusch, Ritter, Leiderman, Roberts, and Fraleigh (1987) reformulated Baumrind's typology with a sample of adolescents and reported some combinations of proposed three parenting typology. Along with findings confirming the positive effect of authoritative parenting on children's school performance, Dornbusch et al. observed some different patterns with regard to both exhibition of combined parenting styles and different use of parenting styles in different ethnic groups. Results of their study called attention for the investigation of perceived parenting style not as a global positive or negative evaluation of parents' behaviors, but as combined patterns of parental practices.

In recent investigations, child socialization variables, such as psychological competence, school achievement, internalized stress, problem behavior, and self-regulation, were examined on the basis of Maccoby and Martin's (1983; as cited in Lamborn, Mounts, Steinberg, & Dornbusch, 1991) fourfold parenting typology derived from Baumrind's framework (Kurdek & Fine, 1994; Lamborn, Mounts, Steinberg, & Dornbusch, 1991; Steinberg, Elmen, & Mounts, 1989; Steinberg, Lamborn, Darling, Mounts, & Dornbusch, 1994).

According to Maccoby and Martin's typology, (1983; as cited in Lamborn, Mounts, Steinberg, & Dornbusch, 1991) acceptance/involvement and strictness/supervision appear to underlie aforementioned parenting styles, and the different combinations of these underlying dimensions generate four types of

parenting practices. Combining these dimensions, high levels of both acceptance and strict control result in authoritative style, whereas low levels of both acceptance and strict control result in permissive/indulgent style. On the other side of the coin, the combination of high levels of acceptance and low levels of strict control generates permissive/neglectful type, and the combination of low levels of acceptance and high levels of strict control generates authoritarian type.

### **1.3.1. The Influence of Perceived Parenting Styles on Adjustment Variables**

Applying this categorical approach derived from two underlying dimensions, several studies conducted in western cultures provided evidence that parental acceptance was a positive predictor of adjustment variables; such as self-reliance, psychosocial competence, school engagement, and academic success. On the other hand, strict control was shown to be a negative predictor of same variables (Kurdek & Fine, 1994; Lamborn, Mounts, Steinberg, & Dornbusch, 1991; Steinberg, Elmen, & Mounts, 1989; Steinberg, Lamborn, Darling, Mounts, & Dornbusch, 1994).

Research conducted in our culture also revealed congruent results about effects of parental acceptance and strict control on self-esteem, self-clarity, trait anxiety, satisfaction derived from parent-child relations, behavioral autonomy, self-reliance, dependency on parents, optimism, academic competence, and social acceptance (Karadayı, 1994; Musağaoğlu & Güre, 2005; Sümer & Güngör, 1999; Yılmaz, 2001). Especially, Sümer and Güngör's (1999) findings indicating the crucial role of parental acceptance and strict control on dependency and perception of social acceptance provided a solid basis for the examination of effects of parenting style dimensions on relationship commitment via perceived parental approval in the current study.

Building on these encouraging results regarding widespread influence of perceived parenting styles, the current study attempted to combine the two

recognized links between perceived parenting style dimensions and perceived parental approval, and perceived parental approval and relationship commitment.

#### **1.4. Gender**

As well as in many domains of human life, gender was found to be an important factor determining both perceived parenting styles and parental approval. In the first place, results reported by Sprecher and Felmlee (1992) indicated that girls' perception of parental support increased the stability of the relationship, referring to girls' susceptibility to social network influence. Furthermore, Leslie, Huston, and Johnson's (1986) study pointed out that daughters were more likely to engage in some influence-oriented behaviors to convince their parents that their relationship preferences are appropriate.

Along with susceptibility to social network influence, girls appear to be confronted with more restrictive control than boys (Smetana & Daddis, 2002). In addition to interrelational aspects of romantic relationships, gender differences were evident in susceptibility to social network influence for more private aspects of intimate relationships. Specifically, females were found to be more likely to expect paternal disapproval than males (Hampton, Jeffery, McWatters, & Smith, 2005). In a similar vein, Jaccard and Dittus (2000) reported that parental approval of safe sex had a significant effect on girls' sexual activities. In line with these indications; gender was expected to effect the level of perceived parental approval and its influence on relationship commitment.

#### **1.5. Psychological Reactance**

Inspired by 'Romeo and Juliet' effect, social network influence on relationship processes will be considered in terms of presumptions of the Theory of Psychological Reactance in the following parts.

##### **1.5.1. Theory of Psychological Reactance**

Taking a psychological perspective, perception of behavioural freedom is one of the most important and adaptive cognitions in human life. Human beings'

continuous screening of internal and external states and needs is accompanied with considerations of available alternative sources to satisfy various needs, and potential risks and benefits of applying these alternatives. Even if people are not always really free to select particular behaviours among their alternative behaviours, they usually believe in that they have the free will to behave in the way they prefer. In the case of a restriction of freedom to select among alternative behaviours, satisfaction of needs would get harder, and these unsatisfied needs would lead to a feeling of deprivation. Eventually, when an individual's free behaviour is restricted or threatened with restriction, this will result in an arousal which motivates the individual to regain his/her behavioural freedom and re-establish his/her sense of control. This motivational arousal is named as 'psychological reactance' and its antecedents are investigated in a theoretical frame first by Brehm (1966).

Theoretical examinations/explanations of psychological reactance are constructed on the concept of free behaviour. Free behaviours refer to a set of acts that are objectively possible in the sense that the individual has both physical and psychological capabilities to engage in these/those acts. Psychological reactance will be experienced whenever these/those free behaviours are eliminated or threatened with elimination. Furthermore, magnitude of reactance is determined by three functions of free behaviour. Initially, the importance of eliminated or threatened free behaviour is the most central factor identifying the degree of psychological reactance aroused. The importance of a particular behaviour depends on its indispensability for satisfaction of personal needs. In other words, the more important is a particular behaviour for the individual, the more reactant the individual will feel when this behaviour is eliminated or threatened. In addition to the importance of a particular behaviour, proportion of eliminated or threatened free behaviours to the individual's set of free behaviours determines the magnitude of reactance. Finally, considering that an important free behaviour of the individual has been threatened, the magnitude of reactance will increase as the magnitude of threat increases (Brehm, 1966).

As inferred from the aforementioned definition of psychological reactance, the motivational arousal experienced as a result of restriction or elimination of freedom has implications on both issue-related cognitions and behavioural preferences of the individual. Basically, the individual will attempt to regain his/her behavioural freedom and re-establish his/her sense of control following an elimination or threat to freedom. Throughout the process of re-establishment, the individual will apply several direct and indirect strategies, and he/she will decide to what kind of a strategy to apply depending on both whether the behavioural freedom is eliminated or threatened with elimination and whether elimination/threat is intentionally directed to the individual or only a requirement of current conditions. More specifically, elimination, either personal or impersonal, implies that the freedom to engage in the behaviour under consideration is irreversibly lost, and there is no direct way of regaining the freedom. Despite impossibility of regaining his/her freedom, the individual will experience psychological reactance depending on the number of other alternative behaviours and this arousal state will increase the attractiveness of eliminated behaviour. Furthermore, when a free behaviour is eliminated intentionally by a powerful organization or a person, attractiveness of the eliminated behaviour increases as a result of arousal of psychological reactance. As an indirect attempt to re-establish freedom, the individual may engage in behaviours that are in the same class with the eliminated behaviour or he/she may attempt to impede future eliminations. In the case of a threat to freedom, there is possibility to avoid elimination and restore freedom, and thus, the individual, most probably, will incline to engage in the threatened behaviour as a direct attempt for restoration. Occurrence of direct attempts will depend on the probability of success, relative cost of engaging in the threatened behaviour, and the magnitude of reactance. In other words, when the likelihood of regaining freedom by means of a direct attempt is high, the estimated cost of engaging in the threatened behaviour is low relative to other attempts, and the magnitude of reactance is sufficient for taking the risk of engaging in the behaviour, the individual will be directed to the threatened behaviour.

Depending on these conceptualizations, parental disapproval would be considered as an intentional attempt to terminate individual's relationship by both direct and indirect ways. Thus, it would be plausible to expect the occurrence of psychological reactance due to this threat to personal freedom. The restoration of freedom would be via being more committed to the relationship.

### **1.5.2. The Factors Effecting Psychological Reactance**

Taking the theoretical conceptualization of psychological reactance to a step further, the concept was applied to various domains of psychology, ranging from family functioning (Buboltz, Johnson, & Woller, 2003; Johnson & Buboltz, 2000) to consumer behaviour (Mazis, 1975), and from personality characteristics (Dowd, Wallbrown, Sanders, & Yesenosky, 1994) to therapeutic relationships (Seeman, Buboltz, Jenkins, Soper, & Woller, 2004). To that end, measurement of this concept became an important issue among researchers from different fields of psychology. For example, on one hand, the Hong Psychological Reactance Scale (Hong & Page, 1989) was among usually employed instruments in examinations of psychological reactance with regard to age, gender and self-esteem (e.g., Hong, Giannakopoulos, Laing, & Williams, 1994; Hellman & McMillin, 1997). On the other hand, Therapeutic Reactance Scale (Dowd, Milne, & Wise, 1991) was employed in examinations of psychological reactance in terms of personality characteristics, family of origin characteristics and clinical patterns (e.g., Buboltz, Jr, Johnson, & Woller, 2003; Dowd et al., 1994; Johnson & Buboltz, Jr., 2000).

Age and gender differences were initial research topics in terms of psychological reactance concept. Hong, Giannakopoulos, Laing, and Williams (1994) reported a higher tendency to experience psychological reactance among young people compared to older people, whereas there were no significant differences between men and women. However, their findings indicated a significant interaction between age and gender. Accordingly, men displayed higher levels of psychological reactance in older ages. They explained this pattern with older people's socializations with traditional sex roles in which men are characterized

as freedom fighters compared to women. In contrast with Hong et al.'s findings, Seemann et al. (2004) reported a significant gender difference indicating a higher tendency for reactance among men than women.

In addition to age and gender, individual differences with regard to self-esteem were examined. In Hellman and McMillin's (1997) study, it was demonstrated that self-esteem significantly predicted psychological reactance.

From a therapeutic perspective, Johnson and Buboltz (2000) provided evidence for developmental roots of psychological reactance. Results of their study indicated that low level of individuation from individual's family is a strong predictor of psychological reactance. Thus, young adults who did not differentiate from their parents in a healthy way were shown to be more inclined to be reactant. Results of another study conducted by Buboltz, Johnson, and Woller (2003) clarified the family of origin determinants of psychological reactance. Accordingly, family conflict was found to be a negative predictor of reactance, whereas family cohesion was a positive predictor of reactance. In addition, it was found that increases in family independence, achievement orientation, and moral-religious emphasis resulted in increases in psychological reactance. In brief, low levels of anger and aggression expression, high levels of commitment, high levels of competitiveness, and high levels of moral and religious restrictions experienced in a family context was found to be responsible for higher levels of psychological reactance among young adults.

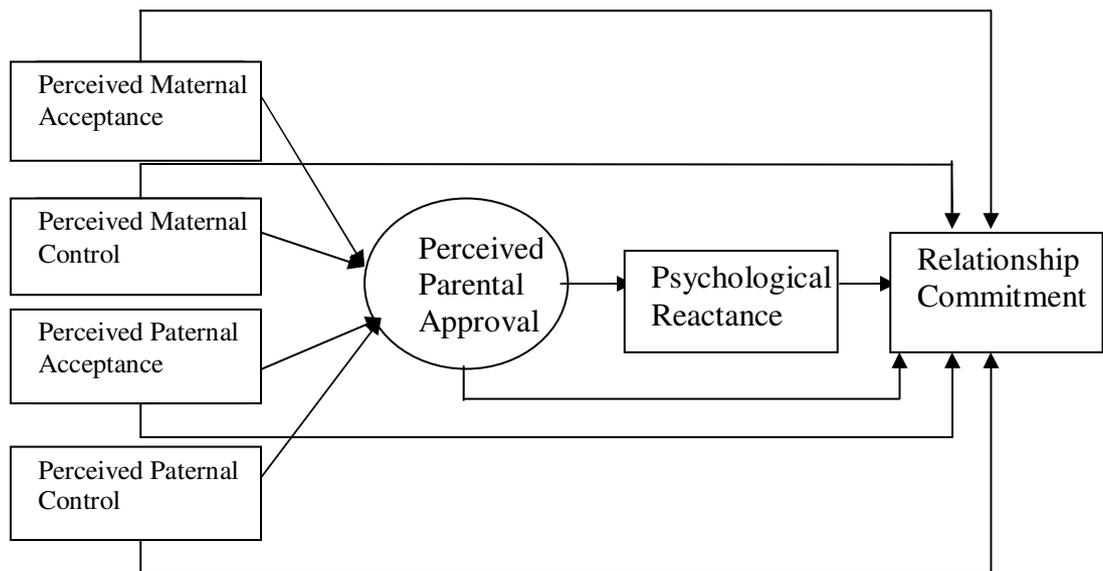
### **1.6. The Aim of the Study**

As previously mentioned, there is an integrated model tested in the current study. Although variables of perceived parenting style dimensions and psychological reactance have differing impacts on different aspects of network influence, they serve for converging aims in terms of examination of social network influence on relationship commitment. Throughout this section, the general aim of the model will be presented.

On one hand, evidence for the considerable influence of parental approval/disapproval on individual's relationship commitment and stability come from research conducted both in Western culture (Cox, Wexler, Rusbult, and Gaines, Jr, 1997; Sprecher and Feilmlee, 1992) and Turkish culture (Hortaçsu and Karancı, 1987). On the other hand, perceived parenting styles are demonstrated to be strong determinants of variables which refer to both perceived acceptance; such as self-esteem, self-reliance, and perceived control; such as rejection anxiety, need for social approval, and dependency on parents (Karadayı, 1994; Sümer and Güngör, 1999). However, the relationship research area lacks of a combination of these links which refers to investigation of the influence of parental acceptance and strict control on relationship commitment. Thus, the current study aims to fill this gap and examine the role of perceived parental acceptance and strict control in explaining relationship commitment level. The current study aims to combine the aforementioned link between perceived parenting styles and perceived parental approval of relationship to the link between perceived parental approval and relationship commitment. Accordingly, on one side of the model, the direct and indirect effects of parental acceptance and strict control perceived from mother and father on perceived parental approval and relationship commitment were examined. In particular, perceived parenting style dimensions were expected to have indirect effects on individual's relationship commitment mediated by perceived parental approval.

On the other side of the model, just like a variety of studies (e.g., Cox, Wexler, Rusbult, & Gaines Jr, 1997; Leslie, Huston, & Johnson, 1986; Sprecher & Feilmlee , 1992) promoted by 'Romeo and Juliet effect', first espoused by Driscoll et al. (1972), this effect was tested in terms of a different relational process. As previously mentioned, 'Romeo and Juliet effect' would be considered as an influential attempt to deal with the issue of parental influence on romantic relationship processes by approaching to the issue in terms of individual's motivational arousal aftermath of a parental restriction. Thus, Driscoll et al. relied on Theory of Psychological Reactance, and applied assumptions of the theory for testing parental disapproval's effect on romantic love. Despite several

disconfirming results derived from subsequent studies (e.g., Cox, Wexler, Rusbult, & Gaines Jr, 1997; Leslie, Huston, & Johnson, 1986; Sprecher & Felmlee, 1992), there are a few encouraging results providing partial support for the existence of 'Romeo and Juliet effect' (e.g., Leslie, Huston, & Johnson, 1986; Felmlee, 2001). Putting another building block on this construction, the current model aims to test the 'Romeo and Juliet effect' in terms of relationship commitment, which appears to be a more structural concept than romantic love. In addition to examination of effect of parental approval on relationship commitment concept, testing this model with a sample of Turkish young adults will contribute to understanding of parental influence on a sample in which parental interference to various life domains appears to be among daily experiences of youth (e.g., Dökmen, 1996; İmamoğlu & Gültekin, 1993). Beside investigations of problems of Turkish youth (e.g., Dökmen, 1996; İmamoğlu & Gültekin, 1993), and influence of parenting practices on child's interpersonal relationships (Karadayı, 1994; Sümer & Güngör, 1999) psychology literature in Turkey lacks of a direct attempt of investigation of parental influence on romantic relationships. The current study aims to tap this limitation by testing this model. According to the model, psychological reactance was expected to mediate the evident relationship between perceived parental approval and relationship commitment.



**Figure 1.1** *The Integrated Model of Indirect Effects of Perceived Parenting Style Dimensions and Perceived Parental Approval on Relationship Commitment*

More specifically, the hypotheses of the model were as follows:

**Hypothesis 1:** Gender differences were expected in terms of perceived parenting style dimensions, perceived parental approval, and psychological reactance.

**Hypothesis 2:** Perceived parental acceptance was expected to have an indirect effect on relationship commitment, mediated by perceived parental approval. In particular,

High levels of perceived maternal acceptance were expected to lead to increases in perceived parental approval, which was in turn expected to lead to increases in relationship commitment.

High levels of perceived paternal acceptance were expected to lead to increases in perceived parental approval, which was in turn expected to lead to increases in relationship commitment.

**Hypothesis 3:** Perceived strict control was expected to have an indirect effect on relationship commitment, mediated by perceived parental approval. In particular,

High levels of perceived maternal control were expected to lead to decreases in perceived parental approval, which was in turn expected to lead to decreases in relationship commitment.

High levels of perceived paternal control was expected to lead to decreases in perceived parental approval, which was in turn expected to lead to decreases in relationship commitment.

**Hypothesis 4:** Perceived parental approval was expected to have an indirect effect on relationship commitment, mediated by psychological reactance. In particular, low levels of perceived parental approval were expected to lead to increases in psychological reactance, which was in turn expected to lead to increases in relationship commitment.

## CHAPTER 2

### METHOD

#### 2.1 Participants

One hundred and sixty nine Middle East Technical University students, who have ongoing romantic relationships, participated in the current study. With the check/screening of accuracy of data, 3 cases were identified as (multivariate) outliers and these cases were omitted from data file. Missing values were dealt with mean replacement technique due to the criteria for missing values being under 5 % percent of the cases in the data file. Finally, the sample of the current study consisted of one hundred and sixty six university students. There were 81 (48.8 %) male and 85 female (51.2 %) participants in the sample. All but 1 of the participants reported their ages. Age of female participants ranged from 17 to 26, with an average of 21.21 (SD = 1.50) Age of male participants ranged from 18 to 27, with an average of 21.57 (SD = 1.85). Average age of all participants was 21.39 (SD = 1.69). With the aim of considering socio economic status of participants, the perceived income level was asked. 18.67 % of the participants reported that they were members of upper income class, 45.19 % were from middle income class, 34.94 % were from lower income class, and 1 participant did not responded to this question.

In line with the aim of the current study investigating parental interference, participants were asked to indicate their dwelling. 63.3 % of the participant indicated that they were living in university dormitories, 21.7 % of them were living with their families, 12 % were living in a house with friends, 1.8 % were living alone in a house, and 1.2 % were living with relatives. In addition to demographic informations, participants responded to relational questions congruent with the aim of the current study. All but two of the participants

reported the length of their relationship in months. Relationship duration of the participants ranged from 1 month to 96 months, with an average of 20.37 (SD = 18.76). Among participants, 141 of them (84.9 %) described their relationship as a dating relationship, 18 of them (10.8 %) were engaged, 6 of them (3.6 %) were married, and 1 participant did not report relationship status.

## **2.2 Instruments**

In line with the aims of the study, global commitment items constructed by Rusbult, Martz, and Agnew (1998), perceived parenting approval items constructed by the author, Child Rearing Styles Questionnaire (Sümer & Güngör, 1999), and the Hong Psychological Reactance Scale (Hong & Page, 1989) were administered to the participants. Demographic information was acquired with demographic form at the beginning of the questionnaires.

### **2.2.1 Global Commitment Items**

Investment model (Rusbult, 1983) made a considerable contribution to commitment research with regard to its treating commitment as a multifaceted concept and introducing measurement instruments for different aspects of commitment. With an increasing interest in the model, measurements/instruments applied in testing this model became prevailing in recent research of commitment (Cox et al., 1997; Impett, Beals, and Peplau, 2001; Rusbult, 1983; Rusbult et al., 1986, Rusbult et al., 1998). As an initial attempt to develop a reliable and valid measurement, The Initial Questionnaire was constructed by Rusbult (1983), and this scale was composed of series of items measuring relationship rewards and costs, alternatives, investments, satisfaction, and commitment. With contributions of subsequent investigations, this initial scale was improved and this revised form of the scale was introduced as The Investment Model Scale (Rusbult et al., 1998). In The Investment Model Scale, multiple facets were represented with multiple items, rather than one or two items. Global items, which are dealing with the constructs in a more broader and general context, were the formal measures of Investment Model hypotheses. There were global items developed for each construct of Investment Model, and these items were derived from a variety of

previous tests of the model. Thus, these global items would be considered as valid and reliable measures of the relevant constructs.

Considering the aim of the current study, commitment level was assessed by 4 of Rusbult's global commitment items adapted into Turkish. The adaptation process involved standart translation and back translation procedure. Accordingly, the items were translated from English into Turkish by two independent psychologists who are fluent in both languages. Following that, translated items were discussed with the advisor regarding their appropriateness to culture-specific aspects. Thereafter, items were translated from Turkish into English by another psychologist who is also fluent in both languages. Two translations were compared in terms of variations by the advisor and the final form was constructed. A 6 point Likert type scale ranging from 1 (not at all) to 6 (extremely) was administered. The first item (I feel our relationship is likely to end in the near future) required reverse coding. Higher scores indicated higher levels of relationship commitment, whereas lower scores indicated lower levels of relationship commitment.

Results derived from a combination of three studies evaluating the reliability and validity of the Investment Model Scale demonstrated good internal consistency for items (Rusbult et al., 1998). Accordingly, reliability values of the first commitment item of the current study (I feel our relationship is likely to end in the near future) was reported as .73. Reliabilities reported for the second commitment item of the current study (I want our relationship to last for a very long time) ranged from .83 to .90. The third item (I feel very attached to our relationship) was shown to have Cronbach alphas between .78 and .84. Finally, reliabilities reported for the fourth item (I am committed to maintaining my relationship with my partner) ranged from .84 to .92.

Considering the current study, in order to create a composite measurement of relationship commitment, 4 global commitment items were computed, and a composite commitment variable was formed. The 4 item of the composite

relationship commitment measurement was analysed via exploratory factor analysis with varimax rotation. KMO-Bartlett test (0.79) was significant. Communalities were acceptable. Examinations of scree plot, percentages of explained variance and component matrix designated one factor solution explaining 68 % of the total variance. Cronbach alpha was .85, which indicated a reliable measurement of relationship commitment. The item-total correlations were ranging from .57 to .78, meeting the criteria of being above .20.

### **2.2.2 Perceived Parental Approval Items**

Since social network influence area lacks of a specific reliable and valid measurement of parental approval/disapproval of romantic relationship, 4 general items were developed by the author with the help of the advisor and employed in the current study. All of the items were identical to ones applied in several social support and parental influence studies (Cox et al., 1997; Parks et al., 1983; Sprecher, 1988; Sprecher & Felmlee, 1992). Specifically, first item aimed to assess the degree of perceived approval of the participant's romantic relationship by his/her parents. With second item, it was asked that to what extent participant perceive an interference to his/her romantic relationship by parents. Following this item, the third item indicated participant's perception of parents' will about dissolution of the relationship. Finally, the last item aimed to assess to what extent participant perceive support from his/her parents in general, to maintain the relationship. 6-point Likert scale ranging from *not at all* to *extremely* was administered. Higher scores indicated higher levels of perceived parental approval of relationship, whereas lower scores indicated lower levels of perceived parental approval. The second and third items required reverse coding.

Considering the current study, in order to create a composite measurement of parental approval, 4 items measuring perceived approval of parents for relationship were computed, and a composite parental approval variable was formed. Exploratory factor analysis with varimax rotation was conducted on the total 4 items of the composite parental approval measurement. KMO-Bartlett test (0.66) was significant. Communalities were acceptable. Examinations of scree

plot, percentages of explained variance and component matrix designated one factor solution explaining 55 % of the total variance. Cronbach alpha was .73, which indicated satisfactory levels of internal consistency. The item-total correlations were ranging from .38 to .67, meeting the criteria of being above .20.

### **2.2.3 Child Rearing Styles Questionnaire**

The Measure of Child Rearing Style was constructed by Sümer and Güngör (1999) with the aim of assessing acceptance/involvement and strict control dimensions which were suggested as underlying dimensions of parenting styles by Maccoby and Martin (1983; as cited in Lamborn, Mounts, Steinberg, & Dornbusch, 1991). In the initial steps, 30 items, which were inspired by Steinberg et al.'s study (1991), were generated, and this initial form included items representing both acceptance and control dimensions. Items, which represent acceptance/involvement dimension, reflect the concern and approval participant perceived from his/her parents. In contrast, items of strict control dimension reflect the discipline and restriction participant perceived to be exposed by his/her parents. Mother and father forms of the questionnaire were generated. Participants indicated their degree of agreement with the items using a 5-point Likert scale ranging from not at all (1) to extremely (5). Higher scores indicated higher levels of the construct under consideration, whereas lower scores indicated lower levels of the given construct.

Results of their factor analysis confirmed the existence of two underlying dimensions of parenting styles as acceptance/involvement and strict control. Acceptance/involvement dimension was represented with 18 items, whereas there were only 6 items under strict control dimension. Acceptance/involvement dimension for both mother and father exhibited a good reliability with a cronbach alpha value of .94. With regard to strict control dimension, the cronbach alpha value calculated for the strict control perceived from mother was at a more reliable level (cronbach alpha = .80) than the cronbach alpha value of strict control perceived from father (cronbach alpha = .70). As compared to

acceptance/involvement dimension, lower reliability values of strict control dimension was due to less numbers of items representing strict control dimension.

In the current study, revised form of Child Rearing Questionnaire was employed (N. Sümer, personal communication, March 17, 2008). The revised form was composed of 22 items and separate father and mother forms. Consistent with the original form of the questionnaire, 5 point Likert type scale ranging from *not at all* to *extremely* was employed.

In order to examine factor structure of the questionnaire with the sample of current study, exploratory factor analyses were conducted separately on items of Child Rearing Style Questionnaire's father and mother forms. Considering the father form, factor analysis with varimax rotation was conducted on total of 22 items. KMO-Bartlett test (0.91) was significant. Communalities were acceptable. Based on examinations of eigenvalues, scree plot, and percentages of explained variance, analysis was forced into two factor solution. Final analysis yielded two factors explaining 53 % of the total variance. The first factor included 12 items, representing strict control perceived from father, and labelled as paternal control. Items with number of 2, 4, 6, 8, 10, 12, 14, 16, 17, 18, 20, 22 loaded on the first factor. This factor explained 36 % of the variance. The second factor composed of 10 items, representing acceptance perceived from father, and labelled as paternal acceptance. Items with number of 1, 3, 5, 7, 9, 11, 13, 15, 19, 21 loaded on the second factor. This second factor explained 17 % of the variance. Cronbach alphas for paternal control and paternal acceptance was .90, and .91, respectively. The item-total correlations for paternal control were ranging from .48 to .73; for paternal acceptance from .56 to .79.

Coming to the mother form, factor analysis with varimax rotation was conducted on total of 22 items. KMO-Bartlett test (0.87) was significant. Communalities were acceptable. Examinations of eigenvalues, scree plot, and percentages of explained variance designated to a two factor solution. A second analysis was forced into two factors. Final analysis yielded two factors explaining 48 % of the

total variance. The first factor included 12 items, reflecting strict control perceived from mother, and labelled as maternal control. Items with number of 2, 4, 6, 8, 10, 12, 14, 16, 17, 18, 20, 22 loaded on the first factor. The second factor composed of 10 items, reflecting acceptance perceived from mother, and labelled as maternal acceptance. Items with number of 1, 3, 5, 7, 9, 11, 13, 15, 19, 21 loaded on the second factor. The first factor, maternal control, explained 31 % of the variance, whereas the second factor, maternal acceptance, explained 17 % of the variance. Cronbach alphas for maternal control and maternal acceptance were .89, and .88, respectively. The item-total correlations for maternal control were ranging from .44 to .70; for maternal acceptance from .50 to .74.

In conclusion, factor analyses of Child Rearing Questionnaire yielded congruent results with factor structure of initial form of the questionnaire reported by Sümer and Güngör (1999). In the sample of the current study, Child Rearing Questionnaire was demonstrated to be a 22-item scale with 2 factors.

### **2.2.4 The Hong Psychological Reactance Scale**

As previously mentioned in the introduction chapter, psychological reactance (Brehm, 1966) would be considered as a fruitful concept in terms of its various implications for different fields of psychology. A variety of studies ranging from family functioning (Buboltz, Johnson, & Woller, 2003; Johnson & Buboltz, 2000) to consumer behaviour (Mazis, 1975), and from personality characteristics (Dowd, Wallbrown, Sanders, & Yesenosky, 1994) to therapeutic relationships (Seeman, Buboltz, Jenkins, Soper, & Woller, 2004) attempted to examine different aspects of the concepts. Thus, measurement of the concept became a crucial issue. Reviewing existing literature about psychological reactance, the Hong Reactance Scale (Hong & Page, 1989) appears to be among usually employed instruments in examinations of psychological reactance, especially with regard to age, gender and self-esteem variables (e.g., Hong, Giannakopoulos, Laing, & Williams, 1994; Hellman & McMillin, 1997). The lack of an adequate measure of psychological reactance promoted development of a new measure by Hong and Page (1989). This new measure included 14 items reflecting the reactions of an individual given to various treatments of others. Factor analysis conducted on a sample of Australian students demonstrated to existence of four factors. The first factor represented by the items of 4, 6, 8, and 10 was labelled as Freedom of Choice. The second factor represented by the items of 1, 2, and 3 was labelled as Conformity Reactance. The third factor including the items of 11, 12, 13, and 14 was named as Behavioral Freedom. And finally, the fourth factor including the items of 5, 7, and 9 was named as Reactance to Advice and Recommendations. The test-retest reliability reported by the authors was .89, and internal consistency estimate was reported as acceptable, .79. However, they did not reported reliabilities of the subscales.

Further analyses conducted by other researchers (Shen & Dillard, 2005; Thomas, Donnell, & Buboltz, 2001) revealed factor structures similar to the one reported by Hong and Page. However, these researchers called attention to the observed pattern that despite the existence of 4 first-order factors, the scale can be treated as

unidimensional at the second order. Especially, Thomas et al.'s (2001) suggestion for further research is noteworthy. They stated that use of Hong's reactance scale in a specific research context may be more appropriate.

Taking these findings and suggestions into account, the Hong Psychological Reactance Scale (Hong & Page, 1989) was adapted into Turkish in order to assess psychological reactance levels of the participants. Since reactance was considered in terms of reactance aroused by parents in the current study, the word of 'other' in the original form was replaced with the word of 'parents'. The adaptation process involved standart translation and back translation procedure. Accordingly, the items were translated from English into Turkish by two independent psychologists who are fluent in both languages. Following that, translated items were discussed with the advisor regarding their appropriateness to culture-specific aspects. Thereafter, items were translated from Turkish into English by another psychologist who is also fluent in both languages. Two translations were compared in terms of variations by the advisor and the final form was constructed. In addition to Hong's Psychological Reactance Scale, 7 items representing culture-specific statements were developed by the author with the leading/help of advisor with the aim of constructing a more comprehensive measurement of psychological reactance. Eventually, total of 21 items were employed in order to measure psychological reactance. A 6 point Likert type scale ranging from 1 (not at all) to 6 (extremely) was administered. Higher scores indicated to higher levels of psychological reactance, whereas lower scores indicated lower levels of the concept.

In order to examine factor structure of the new version of the scale after addition of 7 items, exploratory factor analysis with varimax rotation was conducted on the total of 21 items. Initial examinations of eigenvalues over 1.0 and percentages of explained variance designated to existence of three factors, whereas screeplot precisely displayed two factors. In addition to scree plot, rotated component matrix displayed too many cross-loads of items, indicating that factors were not distinguished with a three factor solution. Two factor solution was the most

appropriate one based on these examinations, and a second analysis with varimax rotation was forced into two factors. One item (item 4) was excluded from the further analysis because of loading on both of the factors with a high factor loading. Third and final factor analysis yielded two factors explaining 56 % of the variance. KMO-Bartlett test (0.93) was significant. Communalities were acceptable. The first factor was composed of 11 items, reflecting the tendency to behave with free will; and labelled as choice for freedom. Items with number of 6, 7, 8, 10, 12, 14, 15, 16, 17, 18, and 21 loaded on the first factor. This factor explained 45 % of the variance. The second factor was composed of 9 items, reflecting the tendency to behave opposingly to general tendencies of a group; and labelled as reactance to conformity. Items with number of 1, 2, 3, 5, 9, 11, 13, 19, and 20 loaded on the second factor. This factor explained 11 % of the variance. Cronbach alphas for choice for freedom and reactance to conformity were .89, and .91, respectively. The item-total correlations for choice for freedom were ranging from .54 to .77; for reactance to conformity from .57 to .7

### **2.3 Procedure**

Following an ethical evaluation and approval of the instruments of the current thesis by a committee in Middle East Technical University, combination of instruments including informed consent were administered to undergraduate students in Middle East Technical University. Majority of the participants, 79 %, were contacted on/in dormitories of the university, and their participation was voluntary. Remaining participants, 21 %, filled out the questionnaires under classroom conditions, and they received a bonus credit for their participation. Participants were informed that they are not required to report their names and ID, and they have the right to leave the administration whenever they want to leave. They were assured that the information they provided will only be used for academic purposes. There were brief instructions placed at the beginning of the questionnaires, including a brief information about the questionnaire, and emphasizing the importance of their sincere responses. Administration of the questionnaires lasted approximately 20 minutes. Following the completion of questionnaires, participants were debriefed about the main purpose of the study.

## CHAPTER 3

### RESULTS

Prior to analyses, the data was checked for missing values, normality assumptions, linearity, and homoscedasticity. Since the missing values were below 5 % of the all cases, they were dealt with series mean replacement technique. After exclusion of multivariate outliers, remaining data consisted of 166 participants. However, since application of mean replacement technique for age and relationship duration variable would be misleading, a total of 3 missing values on these variables were not replaced. Thus, analyses including age and relationship duration were conducted with a sample of 163 participants.

#### 3.1 Descriptive Information about Variables of the Model

Examinations of mean values of variables in the current study revealed that participants had high scores of relationship commitment ( $M = 4.85$ ,  $SD = 1.05$ ) indicating that participants were highly committed to their relationships. There were no significant gender differences between relationship commitment levels of female ( $M = 4.89$ ,  $SD = .99$ ) and male participants ( $M = 4.80$ ,  $SD = 1.11$ ).

With regard to parenting style dimensions, participants scored high on maternal acceptance dimension ( $M = 4.08$ ,  $SD = .66$ ) signifying their robust tendencies to perceive their mothers as accepting. In detail, the only significant gender difference revealed as a result of examinations via one way ANOVA was in perceived maternal acceptance ( $F(1,164) = 6.456$ ,  $p < .01$ ). Accordingly, female participants ( $M = 4.20$ ,  $SD = .71$ ) perceived their mothers as more accepting than male participants ( $M = 3.95$ ,  $SD = .58$ ) did. In contrast to maternal acceptance scores, participants' paternal acceptance scores were lower ( $M = 3.57$ ,  $SD = .84$ ) indicating that they perceive less acceptance from their fathers. Female ( $M = 3.60$ ,

$SD = .90$ ) and male participants ( $M = 3.54, SD = .77$ ) did not differ from each other in terms of perceiving their fathers as accepting. Considering strict control dimension, the mean value of maternal control was 2.30 ( $SD = .77$ ) and paternal control was 2.29 ( $SD = .82$ ). Thus, it is revealed that participants perceived both their mothers and fathers as controlling in similar levels. In addition, there were no significant gender differences between perceived maternal control levels of female ( $M = 2.26, SD = .78$ ) and male participants ( $M = 2.35, SD = .77$ ). Similarly, female ( $M = 2.25, SD = .83$ ) and male participants ( $M = 2.33, SD = .82$ ) did not differ from each other in terms of perceiving their fathers as controlling.

Coming to perceived parental approval variable, high mean value of perceived parental approval ( $M = 4.43, SD = 1.10$ ) indicated that majority of the participants thought that their relationship were approved by their parents. Hence, there were no significant gender differences between perceived parental approval levels of female ( $M = 4.36, SD = 1.14$ ) and male participants ( $M = 4.51, SD = 1.05$ ).

Finally, examinations of mean values of psychological reactance dimensions revealed that participants had high scores on choice for freedom dimension ( $M = 4.35, SD = .91$ ) indicating that generally they were inclined to behave relying on their own life choices. Female ( $M = 4.46, SD = .86$ ) and male participants ( $M = 4.23, SD = .95$ ) did not differ significantly from each other with regard to their choice for freedom levels.

Coming to reactance to conformity dimension, participants had moderate scores on this dimension ( $M = 3.10, SD = 1.01$ ) pointing out a relatively weak tendency to behave in an opposing way regarding social standards. There were also no significant differences between female ( $M = 3.14, SD = 1.10$ ) and male participants ( $M = 3.06, SD = .92$ ) in terms of reactance to conformity. Table 3.1 illustrates the means, standard deviations, and gender differences among the variables under consideration.

**Table 3.1** *General Means and Gender Differences among Variables of the Model*

	General		Females		Males		F
	Mean	SD	Mean	SD	Mean	SD	
Relationship Commitment	4.85	1.05	4.89	.99	4.80	1.11	.268
Maternal Acceptance	4.08	.66	4.20	.71	3.95	.58	6.456**
Paternal Acceptance	3.57	.84	3.60	.90	3.54	.77	.228
Maternal Control	2.30	.77	2.26	.78	2.35	.77	.567
Paternal Control	2.29	.82	2.25	.83	2.33	.82	.370
Parental Approval	4.43	1.10	4.36	1.14	4.51	1.05	.798
Choice for Freedom	4.35	.91	4.46	.95	4.23	.95	2.680
Reactance Conformity	3.10	1.01	3.14	1.10	3.06	.92	.213

\*\* $p < .01$

### 3.2. Correlational Analyses

With the aim of examining relations between variables of the model in the current study, Pearson bivariate correlations were calculated. Table 3.2 illustrates the correlation coefficients of sex, age, relationship status and duration, perceived parenting style dimensions, perceived parental approval of relationship, psychological reactance dimensions, and relationship commitment.

Results of the correlational analyses revealed that the dependent variable of current model, relationship commitment, was positively correlated with perceived parental approval ( $r = .25, p < .001$ ), and perceived maternal acceptance ( $r = .16, p < .05$ ). However, there were no significant correlations between relationship

commitment and perceived maternal control, paternal acceptance, and paternal control. Similarly, correlations between commitment and two dimensions of psychological reactance did not reach to significance. Moreover, there were no significant correlations between commitment and demographic variables including sex, age, relationship status and duration.

Considering perceived parental approval, this variable was positively correlated with perceived maternal acceptance ( $r = .22, p < .01$ ), and paternal acceptance ( $r = .16, p < .05$ ), and negatively correlated with maternal control ( $r = -.38, p < .001$ ) and paternal control ( $r = -.19, p < .05$ ). In contrast, there were no significant correlates of perceived parental approval among psychological reactance dimensions.

Coming to the two dimensions of perceived parenting style dimensions, maternal acceptance was positively correlated with paternal acceptance ( $r = .35, p < .001$ ), as well as with relationship commitment and perceived parental approval. In contrast, the relation between maternal acceptance and maternal control was in negative direction ( $r = -.32, p < .001$ ). However, the relation between maternal acceptance and paternal control was insignificant. In addition to its previously mentioned correlates, perceived paternal acceptance was shown to be negatively correlated with paternal control ( $r = -.38, p < .001$ ). Moreover, maternal control was positively correlated with paternal control ( $r = .44, p < .001$ ).

Finally, considering psychological reactance dimensions, reactance to conformity was found to be positively correlated with choice for freedom ( $r = .67, p < .01$ ).

**Table 3.2** *Pearson Correlations between Demographic Variables, Relationship Commitment, Perceived Parental Approval, Perceived Parenting Style Dimensions, and Psychological Reactance Dimensions*

Variables	1	2	3	4	5	6	7	8	9	10	11	12
1. Sex	-											
2. Age	.10	-										
3. Relationship Status	.10	.02	-									
4. Relationship Duration	.05	.19*	.35*	-								
5. Relationship Commitment	-.04	.02	.16*	.11	-							
6. Parental Approval	.07	.13	-.14	.002	.25*	-						
7. Maternal Acceptance	-.20*	-.11	.16*	.13	.16*	.22*	-					
8. Maternal Control	.06	-.01	.21*	.03	-.06	-.38*	-.32*	-				
9. Paternal Acceptance	-.04	-.07	.07	.06	.08	.16	.35*	-.13	-			
10. Paternal Control	.05	-.02	.25*	.05	-.01	-.19*	-.09	.44*	-.38*	-		
11. Choice for Freedom	-.04	.02	.16*	.11	-.02	-.04	-.11	.05	-.17*	-.10	-	
12. Reactance to Conformity	.07	.13	-.14	.002	.001	-.13	-.19*	.27**	-.26**	.10	.67**	-

\* correlation is significant at the 0.05 level (2-tailed)

\*\* correlation is significant at the 0.01 level (2-tailed)

### 3.3. Model Testing

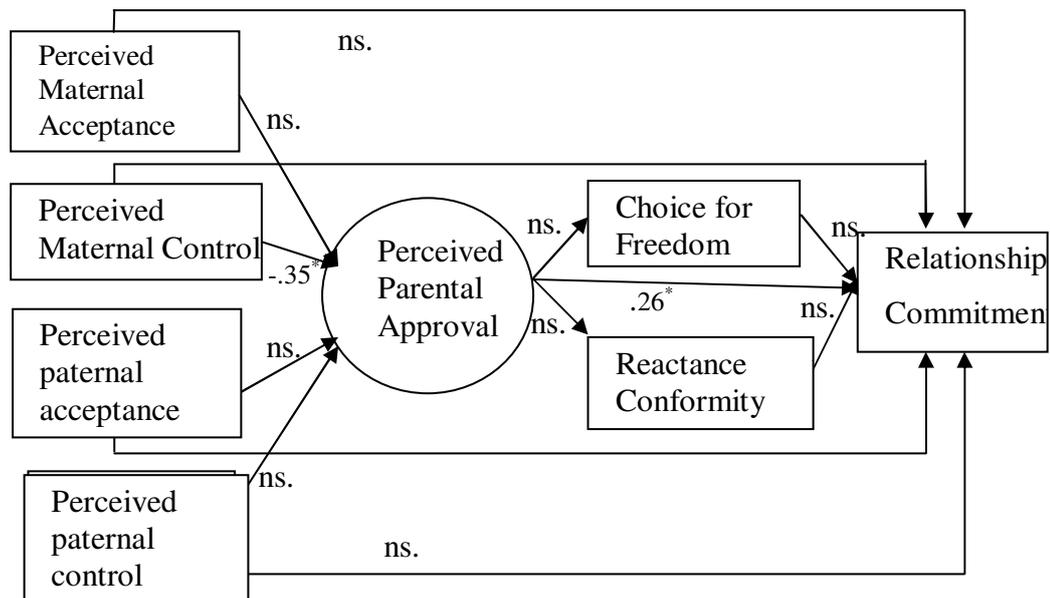
Using Structural Equation Model (SEM)-based procedures' advantage of testing relationships among multiple predictor and outcome variables, the hypothesized model was tested with LISREL 8. (Jöreskog & Sörbom, 1996). The components of the LISREL model in the current study included eight observed variables, as maternal acceptance, maternal control, paternal acceptance, paternal control, parental approval, choice for freedom, reactance to conformity, and relationship commitment.

As stated by Weston and Gore, Jr (2006), in the process of evaluation of the model's fit to data, the overall model's fit to the data, estimated parameters' significance and strength, and variance explained by observed and latent variables of the model were taken into account.

Accordingly, in order to determine whether the observed relationships among the variables in the data reflect the relationships estimated by researcher, fit indices suggested for interpretation of overall model fit by Weston and Gore, Jr (2006) were examined. Values of chi-square, goodness-of-fit index (GFI), the root mean square error of approximation (RMSEA), the standardized root mean square residual (SRMR), and comparative fit index (CFI) were examined to evaluate the model's fit to data. The Chi-square statistic of the model was significant ( $\chi = 108.57$ ,  $df=9$ ,  $p<001$ ), indicating that a significant difference exists between the data and the model. Similar to Chi-square value, GFI value of 0.78, which indicates a good fit to the model as it becomes close to 1.00, was unsatisfactory. Considering other indices, RMSEA value of 0.26, SRMR value of 0.13, and CFI value of 0.52, did not meet the criteria (i.e.  $RMSEA \leq 0.10$  and  $CFI \geq 0.90$ ).

As mentioned previously, examining predictive power of the model, significance and strength of estimations is required. Evaluation of structural paths' significance and strength is more informative than pure reliance on overall model fit. However, examinations of structural path values demonstrated that except the

paths from maternal control to parental approval and from paternal approval to relationship commitment, none of the paths reached significance. Modifications suggested by modification indices were employed, but they were unable to improve the model. In brief, these results demonstrated that the observed relationships in the data did not fit the hypothesized relationships in the model. As can be inferred from correlation coefficients of psychological reactance dimensions, this pattern appears to be resulted from absence of a significant correlation between psychological reactance dimensions and the dependent variable of the study, relationship commitment, which is a crucial link.



\* significant at the 0.05 level

ns non-significant

**Figure 3.1** *The results of structural equation modeling*

In order to provide more informative results regarding the associations between the variables of the study, the overall model was divided into two separate models. To this end, two mediation models were examined. In the first model, the indirect effects of parenting style dimensions on relationship commitment mediated by perceived parental approval were tested. In the second model, the indirect effect of perceived parental approval on relationship commitment mediated by psychological reactance was tested. Thus, regression and mediation analyses for two models were presented separately in the following parts.

### 3.4. Main Analyses of the First Model

#### 3.4.1. The Predictive Powers of Demographic Information and Perceived Parenting Style Dimensions on Perceived Parental Approval

With the aim of examining predictive powers of demographic information and perceived parenting style dimensions on relationship commitment, sequential regression analyses were conducted. Since there were a total of 3 missing values on age and relationship duration variable, analyses were conducted with a sample of 163 participants. In the first step, sex, age relationship status and relationship duration were entered to the equation as predictors. In the second step, perceived parenting style dimensions (perceived maternal acceptance, maternal control, paternal acceptance and paternal control) were entered to the equation as predictors. Perceived parental approval was entered as outcome variable.

Table 3.3 illustrates the results. Accordingly, the first step was statistically insignificant in predicting perceived parental approval. Thus, it was indicated that demographic variables; sex, age, relationship status and relationship duration did not make a significant contribution to explained variance in parental approval. On the other hand, the second step was statistically significant and the change in  $R^2$  was .17, indicating that .17 of the variance was accounted for uniquely by the inclusion of perceived parenting style dimensions. Specifically, age became a significant predictor and only age and ( $\beta = .15, p < .05$ ) maternal control ( $\beta = -.32, p < .001$ ) was found to be a powerful predictor of parental approval ( $R^2 = .22, F(8, 154) = 5.310, p < .001$ ).

Depending on gender differences in mean values of the perceived parenting style dimensions, regression analyses were conducted separately for both male and female participants. Results revealed that relationship status and duration in the first step did not make any significant contribution to the explanation of variance in perceived parental approval for female participants, whereas, in the second step, maternal control ( $\beta = -.47, p < .001$ ) was found to be a robust predictor of

parental approval. In addition, age ( $\beta = .20, p < .05$ ), and paternal acceptance ( $\beta = .22, p < .06$ , at marginal level) were found to be a significant predictor of parental approval for female participants ( $R^2 = .29, F(7, 76) = 4.468, p < .001$ ). On the other hand, the first step was significant at marginal level ( $R^2 = .09, F(3, 75) = 2.377, p < .08$ ), and relationship status ( $\beta = -.23, p < .06$ ) in the first step was a significant predictor of parental approval for male participants. However, none of the variables in the second step predicted parental approval significantly.

**Table 3.3** *Regression Analyses for Predictors of Perceived Parental Approval for the Ongoing Romantic Relationship*

Variables	Perceived Parental Approva	
	Female	Male
	$\beta$	$\beta$
Age	.20*	.14
Relationship Status	-.01	-.23*
Relationship Duration	-.004	-.04
Maternal Acceptance	.10	.20
Paternal Acceptance	.22*	-.02
Maternal Control	-.47***	-.10
Paternal Control	.19	-.22
R <sup>2</sup>	.29	.09
Adjusted R <sup>2</sup>	.22	.05
F Change	7.237	2.377
Significant F Change	.00	0.08

\* significant at the 0.05 level

\*\* significant at the 0.01 level

\*\*\* significant at the 0.001 level

### **3.4.2. The Predictive Powers of Demographic Information and Perceived Parenting Style Dimensions on Relationship Commitment**

With the aim of examining predictive powers of demographic information, perceived parenting style dimensions and perceived parental approval on relationship commitment, sequential regression analyses were conducted. Since there were a total of 3 missing values on age and relationship duration variable, analyses were conducted with a sample of 164 participants. In the first step, sex, age, relationship status and relationship duration were entered to the equation as predictors. In the second step, perceived parenting style dimensions (perceived maternal acceptance, maternal control, paternal acceptance and paternal control)

and perceived parental approval were entered to the equation as predictors. Relationship commitment was entered as outcome variable.

As in Table 3.4, results of analyses indicated that none of the variables entered in the first step were significant predictors of relationship commitment, meaning that sex, age relationship status and relationship duration were not significant predictors of relationship commitment. On the other hand, the second step was statistically significant, and the change in  $R^2$  was .09, indicating that .09 of the variance was accounted for uniquely by the inclusion of perceived parental approval and parenting style dimensions. In detail, relationship status became a significant predictor and only relationship status ( $\beta = .17, p < .05$ ), and perceived parental approval ( $\beta = .29, p < .001$ ), predicted relationship commitment significantly ( $R^2 = .12, F(9, 153) = 2,252, p < .05$ ).

**Table 3.4** *Regression Analyses for Predictors of Relationship Commitment*

Variables	Relationship Commitment
	$\beta$
Sex	-.06
Age	-.02
Relationship Status	.17*
Relationship Duration	.05
Maternal Acceptance	.07
Paternal Acceptance	.02*
Maternal Control	.05
Paternal Control	-.02
Parental Approval	.29***
$R^2$	.12
Adjusted $R^2$	.06
F Change	2.970
Significant F Change	.01

\* significant at the 0.05 level

\*\* significant at the 0.01 level

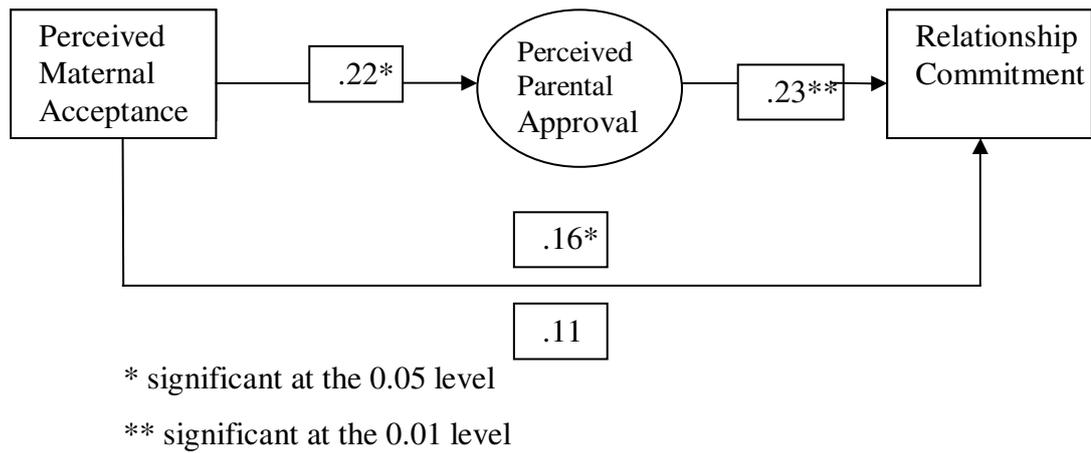
\*\*\* significant at the 0.001 level

### 3.4.3 Mediation Analyses

In order to test the hypothesized indirect effects of perceived parenting style dimensions on relationship commitment via perceived parental approval, path analyses were conducted. To test proposed indirect effects, Baron and Kenny's (1986) widely acknowledged approach was applied. Following Baron and Kenny's mediation analysis steps, three regression equations were performed. Accordingly, in the first step, dependent variable was separately regressed on independent variables, in order to test whether variations in the independent variables significantly accounted for variations in the dependent variable. In the second step, mediator variable was regressed on independent variable in order to determine whether variations in the independent variable significantly accounted for the variations in the mediator variable. If both of the tested relationships were

significant, the last step was conducted and dependent variable was regressed on both independent variable and mediator. If the previously significant relationship between dependent and independent variable became insignificant or the beta weight of the relationship reduced, this pattern indicated that there is an indirect effect mediating the direct effect of independent variable on dependent variable. Finally, Sobel test was conducted to test the significance of this indirect effect.

In line with aforementioned approach, relationship commitment was regressed on perceived parenting style dimensions; such as maternal acceptance, paternal acceptance, maternal control and paternal control. Results of this step revealed that only maternal acceptance ( $\beta = .16, p < .05$ ), significantly predicted relationship commitment. Since the only significant predictor of relationship commitment among parenting style dimensions was maternal acceptance, in the second step, perceived parental approval was regressed on only perceived maternal acceptance. Results of this step revealed that maternal acceptance ( $\beta = .22, p < .01$ ) significantly predicted perceived parental approval. In the last step, both perceived maternal acceptance and perceived parental approval were entered to the regression equation, and previously significant relationship between maternal acceptance and relationship commitment became insignificant, indicating that a mediation exist. In addition, Sobel test was conducted to test the significance of the mediation, and result of the test revealed that the mediation was significant ( $Z = 2.04, p < .05$ ). As seen in Figure 3.1. the relationship between perceived maternal acceptance and relationship commitment was mediated by perceived parental approval.



**Figure 3.2** *The Indirect Effect of Maternal Acceptance on Relationship Commitment Mediated by Perceived Parental Approval*

In conclusion, perceived maternal acceptance was found to have an indirect effect on relationship commitment, and this indirect effect was mediated by perceived approval from parents for romantic relationship. In other words, increases in maternal acceptance led to increases in perceived parental approval, which in turn resulted in increases in relationship commitment.

### 3.5. Main Analyses of the Second Model

#### 3.5.1. The Predictive Powers of Demographic Information and Perceived Parental approval on Psychological Reactance Dimensions

With the aim of examining predictive powers of demographic information and perceived parental approval on psychological reactance, sequential regression analyses were conducted. Since there were a total of 3 missing values on relationship duration variable and age, analyses were performed with a sample of 163 participants. In the first step, sex, age, relationship status and relationship duration were entered to the equation as predictors. In the second step, perceived parental approval was entered to the equation as predictors. Psychological

reactance dimensions were entered as outcome variables. Two separate analyses were performed for two dimensions of psychological reactance.

As the results for choice for freedom dimension demonstrated, the demographic variables; sex, age, relationship status and relationship duration entered in the first step did not make a significant contribution to explained variance in choice for freedom dimension of psychological reactance. Similarly, the second step including demographic variables and perceived parental approval was statistically insignificant to predict choice for freedom. Thus, inclusion of perceived parental approval did not make a significant contribution to prediction of choice for freedom.

Similarly, results of regression analysis conducted for reactance to conformity revealed insignificant effects of demographic variables on reactance to conformity in the first step. The second step including demographic variables and perceived parental approval was also statistically insignificant to predict reactance to conformity. Thus, inclusion of perceived parental approval did not make a significant contribution to prediction of reactance to conformity. Table 3.5 illustrates the results.

**Table 3.5** *Regression Analyses for Predictors of Psychological Reactance Dimensions*

Variables	Psychological Reactance	
	Choice for Freedom	Reactance to Conformity
	$\beta$	$\beta$
Sex	-.10	-.03
Age	-.01	.08
Relationship Status	-.17	-.11*
Relationship Duration	.09	.01
Parental Approval	-.02	-.16
$R^2$	.04	.04
Adjusted $R^2$	.01	.005
F Change	.07	3.799
Significant F Change	.79	0.05

\* significant at the 0.05 level

### **3.5.2. The Predictive Powers of Demographic Information, Perceived Parental Approval and Psychological Reactance on Relationship Commitment**

With the aim of examining predictive powers of demographic information, perceived parental approval, and psychological reactance on relationship commitment, sequential regression analyses were conducted. Since there were a total of 3 missing values on relationship duration variable and age, analyses were performed with a sample of 163 participants. In the first step, sex, age, relationship status and relationship duration were entered to the equation as predictors. In the second step, perceived parental approval and psychological reactance dimensions, choice for freedom and reactance to conformity, were entered to the equation as predictor. Relationship commitment was entered as outcome variable.

As presented in Table 3.6, results of analyses demonstrated that demographic variables entered in the first step, sex, age, relationship status and duration, were not significant predictors of relationship commitment. In contrast, the second step including demographic variables and perceived parental approval was statistically significant. With inclusion of perceived parental approval and psychological reactance dimensions, the change in  $R^2$  was .082 meaning that .082 of the variance was explained uniquely by inclusion of perceived parental approval, and reactance dimensions. In detail, relationship status became a significant predictor and only relationship status ( $\beta = .19, p < .05$ ), and perceived parental approval ( $\beta = .30, p < .001$ ), predicted relationship commitment significantly in the second step ( $R^2 = .11, F(7, 155) = 2.827, p < .01$ ).

**Table 3.6** *Regression Analyses for Predictors of Psychological Reactance Dimensions*

Variables	Relationship Commitment
	$\beta$
Sex	-.07
Age	-.03
Relationship Status	.19*
Relationship Duration	.06
Parental Approval	.30***
Choice for Freedom	-.02
Reactance to Conformity	.03
$R^2$	.12
Adjusted $R^2$	.07
F Change	.4.773
Significant F Change	.003

\* significant at the 0.05 level

\*\* significant at the 0.01 level

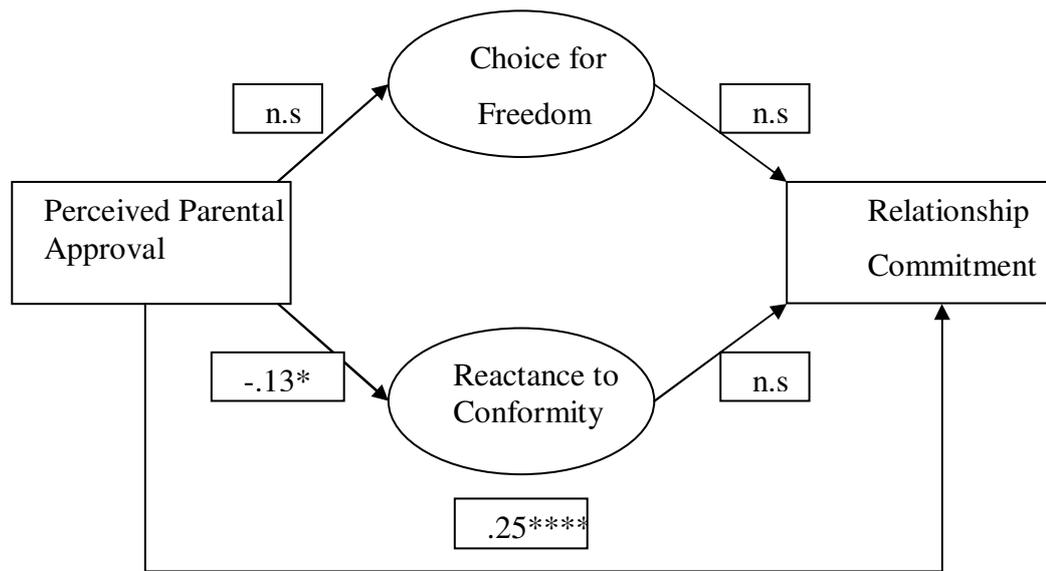
\*\*\* significant at the 0.001 level

### 3.5.3. Mediation Analyses

In order to test the hypothesized indirect effects of perceived parental approval on relationship commitment via psychological reactance, path analysis were conducted. In this process, Baron and Kenny's (1986) aforementioned approach was applied.

Following their strategy, relationship commitment was regressed on perceived parental approval in the first step. Results of this step revealed that perceived parental approval ( $\beta = .25$ ,  $p < .001$ ) significantly predicted relationship commitment. In the subsequent step, psychological reactance dimensions were separately regressed on perceived parental approval. As results revealed, perceived parental approval did not significantly predict choice for freedom dimension. In contrast, perceived parental approval was found to be a significant

predictor of reactance to conformity dimension at marginal level ( $\beta = -.13, p < .09$ ). Since the independent variable, perceived parental approval only predicted reactance to conformity significantly; the subsequent step was performed for only reactance to conformity dimension. Thus relationship commitment was regressed on perceived parental approval and reactance to conformity. Results of this step revealed that reactance to conformity did not significantly predict relationship commitment, and there was no change in beta weight of relationship between perceived parental approval and relationship commitment. These results demonstrated that the proposed mediation model was not confirmed. Specifically, in the current model, psychological reactance was expected to mediate the evident link between perceived parental approval and relationship commitment, however this expectation was disconfirmed, and psychological reactance dimensions were found to be invalid as mediators. Figure 3.2 illustrates the results.



\* significant at the .05 level

\*\*\* significant at the .001 level

n.s nonsignificant

**Figure 3.3** *The Direct Effect of Perceived Parental Approval on Relationship Commitment*

## **CHAPTER 4**

### **DISCUSSION**

The main purpose of the current thesis was to investigate the relationship between parental approval and romantic relationship commitment, and the roles of parenting style dimensions and psychological reactance in this relationship. Mirroring this purpose, an integrated model, including perceived parenting style dimensions, parental approval, psychological reactance, and relationship commitment variables, was tested by use of structural equation modeling. According to the results, except path from maternal control to perceived parental approval, and path from paternal approval to relationship commitment, none of the estimated paths could reach to significance. In order to provide more information regarding estimated relationships between these variables, the integrated model was examined as two separate mediation models proposing potential determinants and predictors of social network influence on relationship commitment. In the first model, perceived parenting style dimensions were treated as determinants of both parental approval and relationship commitment, and perceived parental approval was treated as the mediator in the link between perceived parenting style dimensions and relationship commitment. Accordingly, predictive powers of the given variables were examined, and the mediation model was tested. In the second model, psychological reactance was proposed to mediate the link between perceived parental approval and relationship commitment. To this end, predictive powers of the variables under consideration were examined, and the mediation model was tested. Results of the analyses conducted for the first model and the second model will be discussed respectively throughout this chapter.

## **4.1. General Evaluation of the First Model**

### **4.1.1. Predictors of Perceived Parental Approval**

In order to determine predictive powers of demographic variables and parenting style dimensions on perceived parental approval, the mediator of the first model, sequential regression analysis was performed. Results of the analysis indicated that age and maternal control were the only significant predictors of perceived parental approval. In other words, as individuals get older, the level of approval they perceived from their parents increases; and as the level of control perceived from mother increases, the level of perceived parental approval decreases.

With regard to gender differences, results of the analyses indicated that only maternal control and paternal acceptance significantly predicted perceived parental approval for female participants. In detail, maternal control was shown to be a strong predictor of perceived parental approval, whereas paternal acceptance was a weak predictor of parental approval significant at marginal level. This finding may be interpreted as that treatment of mother is a stronger determinant of parental approval than treatment of father for females. In contrast to females, none of the parenting style dimensions significantly predicted perceived parental approval for male participants; only relationship status was found to be a significant predictor of perceived parental approval.

### **4.1.2. Predictors of Relationship Commitment**

In order to determine predictive powers of demographic variables, parenting style dimensions, and perceived parental approval on relationship commitment, sequential regression analysis was performed. As results demonstrated, only relationship status and perceived parental approval significantly predicted commitment, among considered variables. In other words, as the level of approval of relationship perceived from parents increased, individuals became more committed to their relationships. In detail, perceived parental approval was shown to be a robust predictor of commitment due to its remaining significant as a predictor of commitment even after demographic variables were entered into the

equation and shared the explained variance. Moreover, insignificance of parenting style dimensions in predicting relationship commitment may be explained by the predictive power of perceived parental approval on commitment.

Findings regarding parental approval's strong effect on commitment are in line with the recognized effect of this variable in literature (e.g. Cox, Wexler, Rusbult, & Gaines Jr, 1997; Feinlee, Sprecher, & Bassin, 1990; Hortaçsu & Karancı, 1987; Sprecher & Feinlee, 1992). However, no gender difference was observed in terms of predictors of relationship commitment, and thus, gender difference reported in Sprecher and Feinlee's study (1992) was not confirmed. According to their findings, girls' perceptions of parental approval were more effective in predicting relationship stability. However, female and male participants did not differ in their relationship commitment in terms of perceived parental approval.

#### **4.1.3. Does Perceived Parental Approval Mediate the Relationship Between Perceived Parenting Style Dimensions and Relationship Commitment?**

With the aim of testing the first mediation model, proposing indirect effects of perceived parenting style dimensions on relationship commitment via perceived parental approval, path analysis was performed. Maternal and paternal acceptance dimensions were expected to have positive indirect effects on relationship commitment, whereas control dimensions for both mother and father were expected to have negative indirect effects on commitment. Results of the analysis revealed an indirect effect of perceived maternal acceptance on relationship commitment mediated by perceived parental approval. In other words, it was shown that as the level of acceptance perceived from mother increased, the level of perceived approval for relationship increased, and this led to an increase in relationship commitment for individual. Thus, proposed model was confirmed partially for acceptance dimensions, since no indirect effect of paternal acceptance was observed.

One alternative explanation for insignificant indirect effect of paternal acceptance may be derived from participants mean scores of paternal acceptance. Moderate levels of mean scores of paternal acceptance designated that participants perceived their fathers as moderately accepting, but not highly accepting. Thus, since they did not perceive higher levels of paternal acceptance, parental approval they perceived may be not influenced by paternal acceptance. Relying on higher levels of perceived maternal acceptance, maternal acceptance appears to be seriously influential on perceived parental approval. This tendency of perceiving less acceptance from father appears to be in line with findings of Rothbart and Maccoby (1966) indicating a pervasive/general tendency among fathers to exhibit greater permissiveness toward daughters.

However, indirect effects of control dimensions were found to be insignificant, and this pattern entails more complex explanations. Participants' low mean scores of control dimensions may explain this pattern partially, but it is more possible that there are underlying factors determining the outcomes of perceived parental control. Considering traditional parenting practices in Turkish culture, parental control exerted on child appears to be recognized as a requirement of parenting. Having control on various domains of child's life appears to be accepted as a responsibility for parents, implying the intense concern and love felt for the child. Child's perception of parental control as an incentive of concern may facilitate legitimization of this control, even if control is exerted on an issue like romantic involvement, which is more likely to be in personal boundaries. Thus, parental interference to romantic relationship does not appear to be an unexpected, extraordinary parental reaction from child's point of view. Parents' attempts to have control on child's romantic involvement may not be considered as related to their approval or disapproval of this involvement. A similar pattern of parental control was reported by an Asian researcher. Depending on several unexpected results regarding outcomes of authoritarian parenting style for Chinese children's school achievement, Chao (1994) examined possible reasons of this variation, and she demonstrated that authoritarian parenting implied much more things than only control and restriction for parents in Asian culture.

In her rational criticism, Chao (1994) pointed out the prevailing tendency of applying concepts, which are products of American culture, to other cultures which do not share same characteristics with American culture. Accordingly, the situation/manner is the same in the case of parenting styles in developmental psychology. Specifically, Chao stepped on the misunderstanding of authoritarian parenting style as a consequence of the mentioned generalization tendency. From her point of view, European-American parents and Asian parents scored high on authoritarian parenting style are not comparable. She reasoned that authoritarian parenting does not convey the same meaning in Chinese culture and also in other cultures which share values of respect for parents and responsibility for family. Whereas the concept of authoritarian parenting appears to be negatively charged by European-American tradition, the firm control, restrictions, and expectations for respect and obedience are interpreted as intense concern and care displayed by parents. Thus, it is not surprising that authoritarian parenting results in positive outcomes in terms of child development in stead of negative outcomes expected by mainstream psychology.

In addition to authoritarian parenting outcomes, Chao (2001) scrutinized the reasons of outcomes of authoritative parenting unexpectedly less beneficial for Chinese children's school achievement. Accordingly, authoritative parenting, characterized with high levels of both acceptance and strict control, was interpreted as an inherent responsibility of parents, thus authoritative parenting do not effect Chinese children in expected direction.

## **4.2. General Evaluation of the Second Model**

### **4.2.1. Predictors of Perceived Parental Approval**

In order to determine predictive powers of demographic variables and perceived parental approval on psychological reactance, sequential regression analyses were performed separately for choice for freedom and reactance to conformity dimensions.

Surprisingly, the results indicated that none of the variables were significant predictors of choice for freedom dimension of psychological reactance. Moreover, the regression analysis conducted for reactance to conformity revealed similar results with regard to insignificant effects of demographic variables on reactance to conformity. Eventually, perceived parental approval was found to be a significant predictor of reactance to conformity dimension, even if it was not a strong predictor.

The most plausible explanation of this pattern relies on structure of the instrument which was employed to measure psychological reactance. Lack of a relationship-specific measurement appears to be responsible for this pattern. It is highly probable that participants did not conceive of their parents' approval or disapproval of their relationship as related to their own reactions aroused by their parents' general treatments to them. If psychological reactance aroused by parents' treatment was measured in terms of parents' treatment to individual's romantic relationship, it would be more possible to demonstrate the link between parental approval and psychological reactance experienced as a result of disapproval of the relationship.

In addition to structure of measuring instrument, participants' high mean scores on perceived parental approval may be partially responsible for insignificant relationships between parental approval and reactance dimensions. High mean scores on parental approval designate a prevailing tendency of participants to think that their romantic relationships were approved by their parents. However, depending on main assumptions of the theory (Brehm, 1966), psychological reactance was expected to be experienced in low levels of parental approval, referring to high levels of disapproval. Similarly, the required condition for occurrence of 'Romeo and Juliet effect' (Driscoll et al., 1972) was high levels of reactance resulted from high levels of parental opposition. Thus, in the current study, high levels of perceived parental approval would not meet the criterion for occurrence of 'Romeo and Juliet effect'.

#### **4.2.2. Predictors of Relationship Commitment**

In order to examine predictive powers of demographic information, perceived parental approval, and psychological reactance on relationship commitment, sequential regression analyses were performed. As results demonstrated, none of the psychological reactance dimensions significantly predicted relationship commitment, whereas relationship status and perceived parental approval were significant predictors of relationship commitment.

On one hand, predictive power of parental approval demonstrated in the current study is in line with the previously mentioned literature (e.g., Cox, Wexler, Rusbult, & Gaines Jr, 1997; Feilmlee, Sprecher, & Bassin, 1990; Hortaçsu & Karancı, 1987; Sprecher & Feilmlee, 1992). According to the accumulated literature regarding influence of parental approval, individual's belief that his/her family gives support to the relationship is one of the utmost important determinants of both relationship quality and stability. On the other hand, none of the psychological reactance dimensions reached significance in terms of predicting relationship commitment. The most reasonable explanation of this finding is derived from lack of a relationship-specific measurement of the given construct. Whereas, commitment construct was handled as relationship commitment, implying a relationship specific consideration and measurement of the construct, the state was not the same in terms of psychological reactance. Thus, it is highly probable that participants did not conceive of their experience of reactance against their parents' general treatments as related to their own relationship commitment. If arousal of psychological reactance was measured in terms of parent's interference to individual's romantic relationship, it would be possible to manifest the link between psychological reactance aroused by parental interference and relationship commitment as a result of this arousal.

Along with measurement of psychological reactance as a general construct, relatively low mean scores on reactance dimensions, especially on reactance to

conformity, implying low levels of reactance may be partially responsible for the unexpected results under consideration. As asserted and demonstrated by Driscoll et al. (1972), increases in romantic love resulted from high levels of psychological reactance. Considering relatively low levels of reactance reported in the current study, insignificant effect of psychological reactance on relationship commitment does not appear to be an unpredictable pattern.

#### **4.2.3. Does Psychological Reactance Mediate the Relationship Between Perceived Parental Approval and Relationship Commitment?**

With the aim of testing the hypothesized indirect effects of perceived parental approval on relationship commitment via psychological reactance, path analyses were performed separately for two dimensions of psychological reactance, as choice for freedom and reactance to conformity. In particular, low levels of perceived parental approval, implying high levels of disapproval, was expected to lead to an increase in psychological reactance which in turn resulted in increases in relationship commitment. However, results of the analyses did not confirm these expectations. Accordingly, despite the evident relationship between parental approval and relationship commitment, neither choice for freedom nor reactance to conformity dimensions mediated this relationship. Results of the path analyses performed by applying Baron and Kenny's (1986) strategies did not meet the criteria of mediation. As can be inferred from insignificant relationships of choice for freedom dimension with other variables of the model, parental approval and relationship commitment, choice for freedom was irrelevant in terms of mediating the link under consideration. In addition, despite the significant effect of parental approval on reactance to conformity dimension, this dimension did not reach significance in terms of predicting relationship commitment. Thus, hypothesized indirect effect of parental approval on relationship commitment via psychological reactance dimensions was disconfirmed.

There are several alternative explanations suggested for reasoning of this pattern. The first one is the most substantial one and points out the absence of

relationship-specific measurement of psychological reactance, as previously mentioned. Importance of domain specific measurement was exemplified in an influential study conducted by Sibley and Overall (2008). Accordingly, domain-specific measurement of the constructs which have differing representations related to different types of relationships facilitated direct examinations of the given construct in different domains. In another study, Smetana and Daddis (2002) pointed out the contribution of domain-specific examinations of global constructs; such as parental control, to understanding of these constructs. Similarly, importance of measuring specific context-related tendencies in terms of a global construct, such as attachment, was emphasized in a comprehensive study conducted by İmamoğlu and İmamoğlu (2006).

Another explanation for the considered findings may be proposed regarding ineffectiveness of perceived parental approval on psychological reactance. It would be proposed that low levels of parental approval, referring to parental disapproval, may be somehow legitimized by young adults, and thus did not result in psychological reactance. The tendency of respect for authority of parents may promote this legitimization process. As reported by Fuligni, Tseng, and Lam (1999), Asian and Latin American adolescents, representing members of collectivistic cultures, were more inclined to respect their families than their European- American counterparts. Thus, they were more inclined to follow their parents' advices about their own decisions in social and academic life. In contrast to assumptions of traditional approach, adolescents' these inclinations resulted in positive outcomes in terms of family and peer relationships. Dixon, Graber, and Gunn (2008) obtained similar results with Fuligni et al.'s results. In their study, Non-European girls were found to show more respect for parental authority characterized with acknowledgement and validation of parents' idea signifying a tendency to obey to the parents.

In a similar vein, recognition of parental interference as an indicator of concern and care may facilitate legitimization of parental interference to relationship. The belief that parent's treatment to individual in a particular way is reasonable and

for individual's own sake may mitigate the level psychological reactance aroused by parental interference. The belief in that way was conceptualized as satisfaction with parental control by Shek (2005). According to him, children's satisfaction with parental control must be considered when the issue is association between parental control and quality of parent-child relations. Shek (2006) reported a positive association between satisfaction with parental control and parental control, referring to a type of control which results in positive outcomes for child development in contrast to psychological control.

In conclusion, absence of a relationship-specific measurement of psychological reactance appears to be the most crucial matter regarding both predictability and predictive power of psychological reactance construct. Furthermore, as supported by previously mentioned studies, legitimization of parental interference appears to be another reason why parental disapproval did not result in psychological reactance. Participants' general tendencies to perceive high levels of parental approval may also be responsible for the findings.

#### **4.3. Concluding Remarks and Main Contribution of the Thesis**

The thesis aimed to shed light on the mysterious aspects of social network influence on romantic involvements by examining determinants of parental approval and its outcomes on relationship commitment. Serving for this aim, an integrated model including two mediation models was tested by use of structural equation modeling. According to the results, except path from maternal control to perceived parental approval, and path from paternal approval to relationship commitment, none of the estimated paths could reach to significance. In order to do more informative and detailed examinations, the integrated model was divided into two separate mediation models. In the first model, associations between perceived parenting dimensions, perceived parental approval, and relationship commitment were examined. In the second model, the role of psychological reactance in the parental approval- relationship commitment link was investigated.

The results of the first model revealed that maternal acceptance had a positive indirect effect on relationship commitment, and this effect was mediated by perceived parental approval. In brief, increases in maternal approval led to increases in perceived parental approval, which in turn resulted in increases in relationship commitment. This finding would be considered as crucial due to the fact that both maternal and paternal control dimensions were not effective in terms of perceived parental approval in this sample. With this finding, the current thesis made its own contribution to understanding of differing patterns in perception of parental control in different cultural backgrounds.

With regard to the second model, results indicated that psychological reactance was not a significant mediator in the link between perceived parental approval and relationship commitment. In fact, this unexpected result may be explained with absence of a relationship-specific measurement of psychological reactance. Furthermore, legitimization of parental interference to the relationship and parental opposition may be another reason. In line with these considerations, the current thesis exemplifies the importance of domain-specific measurements of relatively comprehensive and global constructs. In addition, the current thesis highlights cultural differentiations regarding the role of respect for authority of parents and the message conveyed by parental interference in reactions to parental interference.

#### **4.4. Limitations and Recommendations for Further Investigations**

Beside its contributions, the current thesis is not without its limitations. As a variety of network influence investigations, the current thesis has several limitations in terms of sample and perceptual structure of examinations. First of all, relying merely on self-report data may lead to neglect of actual reactions of network members. When the data is collected only from the individual, it would not be possible to make comparisons and examine the accuracy of individual's perceptions regarding network members' actual attitudes (e.g., Bryan et al., 2002; Etcheverry & Agnew, 2004). In addition, as pointed out in previous studies (e.g., Felmlee et al., 1990; Sprecher & Felmlee, 1992), results of analyses with the data

collected from a sample of college students may generate problems in terms of generalizing the results to diverse samples. A sample made up of college students who are generally living far from their families, may also mitigate the level of parental interference, and thus may be misleading in terms of perceived parental approval (e.g., Felmlee, 2001).

Coming to more specific limitations of the current thesis, measurement of relationship commitment construct, and perceived parental approval with 4 global items in stead of multiple items appears to be a disadvantage. Measurement of complex variables with multiple items is shown to provide more valid and reliable results (e.g., Sprecher, 1988). In addition to this, as previously mentioned, insignificant relationships between psychological reactance and other variables of the study were found to be related with absence of domain-specific measurement of psychological reactance. Thus, this thesis exemplifies the importance of domain-specific measurement of global constructs.

In further investigations, these limitations should be taken into account. To this end, data collected from a more representative and larger sample over a longer period may provide more reliable results. As noted by Sprecher (1988), a longitudinal investigation with both partners of couples would be more informative regarding changes in social network influence overtime. In addition, use of domain-specific measures with multiple and reliable items may facilitate observation of existing patterns more precisely.

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## APPENDIX A. INFORM CONSENT

Değerli Katılımcı,

Bu çalışma Orta Doğu Teknik Üniversitesi Sosyal Psikoloji yüksek lisans programına devam eden Psk. Ezgi Beşikci tarafından Prof. Dr. Nuray Sakallı Uğurlu danışmanlığında yürütülen tez çalışması kapsamında yürütülmektedir. Çalışmanın amacı, romantik ilişki süreçlerini belirleyen ve etkileyen sosyal ve psikolojik faktörlerin incelenmesidir.

Bu çalışmada yer alan anketleri doldurmanız yaklaşık 20 dakika sürmektedir. Çalışmaya katılım tamamen gönüllülük esasına dayanmaktadır. Çalışmada kullanılan anketler kişisel rahatsızlık verecek öğeler içermemektedir. Bununla birlikte, uygulama esnasında katılımınızın yaratabileceği herhangi bir rahatsızlık hissettiğiniz takdirde, istediğiniz aşamada uyulamayı bırakıp çıkma hakkına sahiptir.

Sizin vereceğiniz içten yanıtların araştırma sonuçlarının güvenilirliği açısından çok önemli olduğunu unutmayınız. Anketlerden elde edilecek kişisel bilgiler sadece bilimsel amaçlar için kullanılacak ve kesinlikle gizli tutulacaktır.

Çalışmaya yapacağınız değerli katkılar için şimdiden teşekkür ederim. Çalışma hakkında daha fazla bilgi sahibi olmak isterseniz aşağıdaki iletişim adresine başvurabilirsiniz.

Saygılarımla...

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## APPENDIX B. MEASURES

### Appendix B1. Demografik Bilgi Formu

- 1) Cinsiyetiniz: Kadın ( ) Erkek ( )
- 2) Yaşınız:.....
- 3) Bölümünüz:..... Sınıfınız:
- 4) Şu anda nerede yaşıyorsunuz?
- Ailemle birlikte yaşıyorum.  Akrabalarımle birlikte yaşıyorum.
- Arkadaşlarımla birlikte yaşıyorum.  Tek başıma bir evde yaşıyorum.
- Yurtta yaşıyorum.
- 5) Yaşadığınız ilişki için hangisi uygundur?
- Flört  Söz/Nişan  Evli
- 6) Bu ilişkiniz ne zamandır devam ediyor? \_\_\_yıl\_\_\_ay

## Appendix B2. Psikolojik Tepkisellik Ölçeği (Psychological Reactance Scale)

Aşağıda **anne ve babanızla ilişkinize** dair ifadeler bulunmaktadır. Her bir ifadeyi dikkatlice okuyup **size ne kadar uygun** olduğunu ölçek üzerinde belirtiniz.

1	2	3	4	5	6
Kesinlikle Katılmıyorum	Katılmıyorum	Biraz Katılmıyorum	Biraz Katılıyorum	Katılıyorum	Kesinlikle Katılıyorum

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1) Anne-babamın koyduğu kurallar bende direnme hissini tetikler.	1	2	3	4	5	6
2) Anne-babamın davranışlarıma yön vermeye çalışması beni onlarla zıtlığa teşvik eder	1	2	3	4	5	6
3) Anne-babam birşeyi yasakladığında, çoğunlukla “bu kesinlikle yapacak olduğum şey” diye düşünürüm.	1	2	3	4	5	6
4) Anne-babama bağımlı olma fikri beni öfkelenendirir.	1	2	3	4	5	6
5) Anne-babamın tavsiyelerini müdahale olarak görürüm.	1	2	3	4	5	6
6) Özgür ve bağımsız kararlar alamadığım zamanlar engellenmiş hissederim.	1	2	3	4	5	6
7) Açıkça görebildiğim şeylerin anne-babam tarafından belirtilmesi beni rahatsız eder.	1	2	3	4	5	6

8) Anne-babam tarafından seçme özgürlüğüm sınırlandırıldığı zaman öfkelenirim.	1	2	3	4	5	6
9) Anne-babamın tavsiye ve öğütleri çoğu zaman beni söylenenin tam tersini yapmaya teşvik eder.	1	2	3	4	5	6
10) Anne-babam, özgür irademle yapabileceğim şeylere müdahale etmek isterlerse rahatsız olurum.	1	2	3	4	5	6
11) Anne-babamın beni etkileme çabalarına direnirim.	1	2	3	4	5	6
12) Başka birinin bana rol modeli olarak gösterilmesi beni öfkelenendirir.	1	2	3	4	5	6
13) Anne-babam beni bir şey yapmam için zorladığında tam tersini yapma isteği duyarım.	1	2	3	4	5	6
14) Özgür irademle kendi başıma karar vermek benim için önemlidir.	1	2	3	4	5	6
15) Benimkilerle çelişen fikirleri olduğunda anne-babama karşı çıkarım.	1	2	3	4	5	6
16) Anne-babamın benim yerime tercih yapmak istemeleri beni kendi tercihlerimde ısrarcı olmaya yönlendirir.	1	2	3	4	5	6
17) Kendi irademle seçebileceğime karışılması kendi seçimlerimi uygulamaya koymama yol açar.	1	2	3	4	5	6
18) Anne-babamın kendi görüşleri yerine toplumun standart ve kurallarına göre davrandığını görmek beni hayal kırıklığına uğratar.	1	2	3	4	5	6
19) Tercihlerime karışılması onları uygulamaya çalışmama neden olur.	1	2	3	4	5	6
20) Anne-babamın özgür irademle seçebileceğim şeylere karışması beni kendi isteklerimde ısrarcı olmaya iter.	1	2	3	4	5	6
21) Kendi seçimlerim anne-babamın benim için yaptığı seçimlerden önce gelir.	1	2	3	4	5	6

### Appendix B3. Ana-Baba Onayı Ölçümü (Parental Approval Measure)

Aşağıdaki ifadeleri **anne ve/veya babanızın sizin ilişkinize yaklaşımını** düşünüp sizin için en uygun seçeneği işaretleyerek yanıtlayınız.

- 1) Anne ve/ veya babanızın ilişkinizi ne ölçüde onayladıklarını düşünüyorsunuz?  
(Hiç onaylamaz) 1 2 3 4 5 6 (Tamamen onaylar)
- 2) Anne ve/ veya babanız ilişkinize müdahale ediyor mu/ karışıyor mu?  
(Hiç) 1 2 3 4 5 6 (Çok)
- 3) Anne ve/ veya babanızın ilişkinizin bitmesini ne kadar istediğini düşünüyorsunuz?  
(Hiç) 1 2 3 4 5 6 (Çok)
- 4) Genel anlamda ilişkinizi sürdürmek için anne-babanızdan ne kadar destek görüyorsunuz?  
(Hiç) 1 2 3 4 5 6 (Çok)

### Appendix B4. Genel İlişki Bağlanımı Ölçümü (Global Commitment Items)

Aşağıda **romantik ilişkilerle ilgili** çeşitli ifadeler yer almaktadır. Her bir ifadeyi dikkatlice okuyup ifadenin size **ne kadar uygun olduğunu** ölçek üzerinde belirtiniz.

- 1)Sevgilimle ilişkimizin uzun sürmeyeceğini hissediyorum  
(Hiç katılmıyorum)1 2 3 4 5 6 (Tamamen katılıyorum)
- 2) Bu ilişkiye devam etmeyi çok istiyorum.  
(Hiç katılmıyorum)1 2 3 4 5 6 (Tamamen katılıyorum)
- 3) Sevgilimle olan ilişkiye çok bağlıyım.  
(Hiç katılmıyorum)1 2 3 4 5 6 (Tamamen katılıyorum)
- 4) Sevgilimle olan ilişkimizin devamlılığı için kendimi adadım.  
(Hiç katılmıyorum)1 2 3 4 5 6 (Tamamen katılıyorum)

### Appendix B5. Çocuk Yetiştirme Stilleri Ölçeği (Child Rearing Styles Questionnaire)

	ANNEM				
Aşağıda, annenizle olan ilişkileriniz hakkında cümleler verilmiştir. Sizden istenen, <b>çocukluğunuzu ve genel olarak anneniz ile ilişkinizi düşünerek</b> her bir cümlenin <b>sizin için</b> ne derece doğru olduğunu ilgili yeri işaretleyerek belirtmenizdir. Hiçbir maddenin doğru veya yanlış cevabı yoktur. Önemli olan her cümle ile ilgili olarak kendi durumunuzu doğru bir şekilde yansıtmanızdır. Annenizi kaybetmişseniz yetişmenizde en çok katkısı olan kişiyi gözönüne alınız.	Hiç doğru değil (1)	Doğru değil (2)	Kısmen doğru (3)	Doğru (4)	Çok doğru (5)
1. Benimle sık sık rahatlatıcı bir şekilde konuşurdu	1	2	3	4	5
2. Her davranışımı sıkı sıkıya kontrol etmek isterdi	1	2	3	4	5
3. Nasıl davranacağım ya da ne yapacağım konusunda bana hep yararlı fikirler vermiştir	1	2	3	4	5
4. Onun istediği hayatı yaşamam konusunda hep ısrarlı olmuştur	1	2	3	4	5
5. Sorunlarım olduğunda onları daha açık bir şekilde görmemde hep yardımcı olmuştur	1	2	3	4	5
6. Arkadaşlarımla ilişkilerime çok karıştırdı	1	2	3	4	5

7. Sorunlarımı çözmemde destek olurdu	1	2	3	4	5
8. Onunkinden farklı bir görüşe sahip olmama genellikle tahammül edememiştir	1	2	3	4	5
9. Sevgi ve yakınlığına her zaman güvenmişimdir	1	2	3	4	5
10. Kurallarına aykırı davrandığımda beni kolaylıkla affetmezdi	1	2	3	4	5
11. Hiçbir zaman fazla yakın bir ilişkimiz olmadı	1	2	3	4	5
12. Ne zaman, ne yapmam gerektiği konusunda talimat verirdi	1	2	3	4	5
13. Bir problemim olduğunda ona anlatmaktansa, kendime saklamayı tercih ederdim	1	2	3	4	5
14. Geç saatlere kadar oturmama izin vermezdi	1	2	3	4	5
15. Onunla birbirimize çok bağlıydık	1	2	3	4	5
16. Arkadaşlarımla geç saate kadar dışarıda kalmama izin vermezdi	1	2	3	4	5
17. Onun düşüncelerine ters gelen bir şey yaptığımda suçlamazdı	1	2	3	4	5

18. Boş zamanlarımı nasıl değerlendireceğime karışırdı					
19. Bir sorunum olduğunda bunu hemen anlardı					
20. Hangi saatte hangi arkadaşımı buluşacağımı bilmek isterdi					
21. Hiçbir zaman benim ne hissettiğimle veya ne düşündüğümle gerçekten ilgilenmedi					
22. Arkadaşlarımla dışarı çıkmama nadiren izin verirdi					

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Aşağıda, babanızla olan ilişkileriniz hakkında cümleler verilmiştir. Sizden istenen, <b>çocukluğunuzu ve genel olarak babanızla ilişkinizi düşünerek</b> her bir cümlenin <b>sizin için</b> ne derece doğru olduğunu ilgili yeri işaretleyerek belirtmenizdir. Hiçbir maddenin doğru veya yanlış cevabı yoktur. Önemli olan her cümle ile ilgili olarak kendi durumunuzu doğru bir şekilde yansıtmmanızdır. Babanızı kaybetmişseniz yetişmenizde en çok katkısı olan kişiyi gözönüne alınız.	Hiç doğru değil (1)	doğru değil (2)	kısmen doğru (3)	doğru (4)	çok doğru (5)
1. Benimle sık sık rahatlatıcı bir şekilde konuşurdu					
2. Her davranışımı sıkı sıkıya kontrol etmek isterdi					
3. Nasıl davranacağım ya da ne yapacağım konusunda bana hep yararlı fikirler vermiştir					
4. Onun istediği hayatı yaşamam konusunda hep ısrarlı olmuştur					
5. Sorunlarım olduğunda onları daha açık bir şekilde görmemde hep yardımcı olmuştur					
6. Arkadaşlarımla ilişkilerime çok karıştırdı					
7. Sorunlarımı çözmemde destek olurdu					
8. Onunkinden farklı bir görüşe sahip olmama genellikle tahammül edememiştir					
9. Sevgi ve yakınlığına her zaman güvenmişimdir					
10. Kurallarına aykırı davrandığımda beni kolaylıkla affetmezdi					

11. Hiçbir zaman fazla yakın bir ilişkimiz olmadı					
12. Ne zaman, ne yapmam gerektiği konusunda talimat verirdi					
13. Bir problemim olduğunda ona anlatmaktansa, kendime saklamayı tercih ederdim					
14. Geç saatlere kadar oturmama izin vermezdi					
15. Onunla birbirimize çok bağlıydık					
16. Arkadaşlarımla geç saate kadar dışarıda kalmama izin vermezdi					
17. Onun düşüncelerine ters gelen bir şey yaptığımda suçlamazdı					
18. Boş zamanlarımı nasıl değerlendireceğime karışırdı					
19. Bir sorunum olduğunda bunu hemen anlardı					
20. Hangi saatte hangi arkadaşımı buluşacağımı bilmek isterdi					
21. Hiçbir zaman benim ne hissettiğimle veya ne düşündüğümle gerçekten ilgilenmedi					
22. Arkadaşlarımla dışarı çıkmama nadiren izin verirdi					