

**THE EXAMINATION OF THE ROLES OF PARENTAL ACCEPTANCE-
REJECTION/CONTROL, PERSONALITY TRAITS AND COPING
STRATEGIES ON PSYCHOLOGICAL DISTRESS**

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ABSTRACT

THE EXAMINATION OF THE ROLES OF PARENTAL ACCEPTANCE- REJECTION/CONTROL, PERSONALITY TRAITS AND COPING STRATEGIES ON PSYCHOLOGICAL DISTRESS

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The purpose of the current study was to examine the path of parental acceptance-rejection/control, personality traits, coping strategies and psychological distress consequently. For the purpose of this study, 444 adults (134 male, 308 female, and 2 unknown) between the ages of 17 and 35 ($M = 21.60$, $SD = 2.77$) participated in the current study. The data was collected by a questionnaire battery including a Demographic Variable Sheet, Mother and Father Forms of Parent Acceptance-Rejection/Control Questionnaire, Beck Depression Inventory, Trait Anxiety Inventory, The Ways of Coping Inventory, and Basic Personality Traits Inventory. The three sets of hierarchical multiple regression analyses were conducted to reveal the significant associates of psychological distress. As expected, the results of the current study revealed that parental rejection, different personality traits and different coping strategies had associated with psychological distress as depression and trait anxiety.

Following findings and the relevant literature, the limitations, therapeutic implications of the current study, and the suggestion for future research were discussed

Key Words: Parental Acceptance-Rejection/Control, Coping Strategies, Personality Traits, Depression, Anxiety

ÖZ

EBEVEYN KABUL-RED/KONTROL, KİŞİLİK ÖZELLİKLERİ, VE BAŞ ETME STRATEJİLERİNİN PSİKOLOJİK YAKINMALAR ÜZERİNDEKİ ROLÜNÜN İNCELENMESİ

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Bu çalışmanın amacı, ebeveyn kabul-red/kontrol, kişilik özellikleri, baş etme stratejileri ve psikolojik yakınma arasındaki bağlantıyı incelemektir. Bu amaçla, 17 ve 35 yaşları ($\text{Ort} = 21.60$, $\text{Sd} = 2.77$) arasında olan 444 yetişkin (134 erkek, 308 kadın ve 2 bilinmeyen) çalışmaya katılmıştır. Bu çalışmanın verisi Demografik Bilgi Formu, Ebeveyn Kabul-Red/Kontrol Ölçeğinin Anne ve Baba Formları, Beck Depresyon Envanteri, Süreklilik Kaygı Ölçeği, Temel Kişilik Özellikleri Ölçeği ve Stresle Baş Etme Yolları Ölçeğinden oluşan anket bataryası ile toplanmıştır. Psikolojik yakınmanın anlamlı ilişkilerini göstermek için üç adet regresyon analizi gerçekleştirilmiştir. Beklendiği gibi bu çalışmanın sonuçları, ebeveyn reddinin, farklı temel kişilik özelliklerinin ve farklı baş etme stratejilerinin, psikolojik yakınma, diğer bir deyişle depresyon ve kaygı ile ilişkisini göstermiştir.

Tartışma kısmında, bu çalışmanın sonuçları ve ilgili literatür bulguları, çalışmanın kısıtlılıkları, terapi sürecine katkıları ve ilerideki olası çalışmalara önerileri belirtilmiştir.

Anahtar Kelimeler: Ebeveyn Kabul-Red/Kontrolü, Baş Etme Stratejileri, Temel Kişilik Özellikleri, Depresyon, Kaygı

YAŞADIKLARIMDAN ÖĞRENDİĞİM BİR ŞEY VAR

Yaşadıklarımın öğrendiğim bir şey var:
Yaşadın mı, yoğunluğuna yaşayacaksın bir şeyi
Sevgilin bitkin kalmalı öpülmekten
Sen bitkin düşmelisin koklamaktan bir çiçeği

İnsan saatlerce bakabilir gökyüzüne
Denize saatlerce bakabilir, bir kuşa, bir çocuğa
Yaşamak yeryüzünde, onunla karışmaktır
Kopmaz kökler salmaktır oraya

Kucakladın mı sımsıkı kucaklayacaksın arkadaşını
Kavgaya tüm kaslarınla, gövdenle, tutkunla gireceksin
Ve uzandın mı bir kez sımsıcak kumlara
Bir kum tanesi gibi, bir yaprak gibi, bir taş gibi dinleneceksin

İnsan bütün güzel müzikleri dinlemeli alabildiğine
Hem de tüm benliği seslerle, ezgilerle dolarcasına

İnsan balıklama dalmalı içine hayatın
Bir kayadan zümrüt bir denize dalarcasına

Uzak ülkeler çekmeli seni, tanımadığın insanlar
Bütün kitapları okumak, bütün hayatları tanımak arzusuyla yanmalısın
Değişmemelisin hiç bir şeyle bir bardak su içmenin mutluluğunu
Fakat ne kadar sevinç varsa yaşamak özlemiyle dolmalısın

Ve kederi de yaşamalısın, namusluca, bütün benliğinle
Çünkü acılar da, sevinçler gibi olgunlaştırır insanı
Kanın karışmalı hayatın büyük dolaşımına
Dolaşmalı damarlarında hayatın sonsuz taze kanı

Yaşadıklarımın öğrendiğim bir şey var:
Yaşadın mı büyük yaşayacaksın, ırmaklara, göğe, bütün evrene karışıracasına
Çünkü ömür dediğimiz şey, hayata sunulmuş bir armağandır
Ve hayat, sunulmuş bir armağandır insana

Ataol BEHRAMOĞLU

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CHAPTER I

1. INTRODUCTION

The most common psychological disorders are depression and anxiety disorder. Even, they are accepted as common colds of mental disorders. According to data based on National Comorbidity Survey in the United States, the life-time prevalence rate was 14% for depression and 25% for anxiety disorder (Kessler et al., 1994). This means that about one in three individuals suffer from depression and anxiety disorders during their life. Due to high prevalence rates and severe consequences of these mental disorders, development of models for understanding of reasons becomes important in order to protect mental health and prevent these disorders (Dozois & Dobson, 2004, p.1). Therefore, environmental factors have been studied widely to determine antecedents of these psychological disorders in taking precautions. One of the most important environmental factors is parenting. Repetti, Taylor and Seeman (2002) stated that parenting that hinders children's behaviors and emotional experiences with their parents causes internalizing and externalizing symptoms in childhood in addition, harmful consequences as psychological maladjustment, interpersonal relationship difficulties into adulthood. Similarly, children were growing in conflicting and hostile family environment, lacking parental acceptance and support had risks of development psychological disorders into adulthood as depression, anxiety disorders (Repetti, Taylor & Seeman, 2002). In addition to robust association parenting with mental disorders, personality traits and coping strategies are other environmental factors emphasized in the literature to

development of depression and anxiety disorders (Muris, Schmidt, Lambrichs, & Meesters, 2001). In this manner, the present study focuses on the effects of positive parenting behaviors on personality traits and coping strategies of adults and whether individual effects of being exposed to negative parenting behavior early in life can be remedied within life progress so as to lead to positive outcomes, by personality traits and coping strategies.

Therefore, in the current study, parental acceptance-rejection-control (i.e., warmth, undifferentiated rejection, neglect, and aggression), coping strategies (i.e., problem focused coping, emotion focused coping, and indirect coping), personality traits (i.e., extraversion, conscientiousness, agreeableness, neuroticism, openness to experience, and negative valence) and psychological well-being of adults (depression and anxiety symptoms) were examined with multivariate interactional models in order to enhance apprehension and knowledge about depression and anxiety.

1.1 The Parental Acceptance and Rejection Theory

Parental acceptance-rejection theory (PARTheory) is an evidence-based theory of socialization and lifespan development, developed by Rohner (1986) in order to predict and reveal major causes, consequences and other factors of parental acceptance-rejection on individuals' psychological well-being all over the world. PARTheory argues that parental rejection has consistent negative effects on behavioral adjustment and psychological well-being of children and adults worldwide (Khaleque & Rohner, 2002a). Accordingly, PARTheory is composed of three complementary theories which are personality sub-theory, coping sub-theory,

and sociocultural systems sub-theory. Personality sub-theory tries to predict and enlighten personality and psychological consequences of perceived acceptance-rejection in both childhood and adulthood. In other words, it investigates to what degree perceived rejection affects later life of those children who experience parental rejection. Coping sub-theory tries to explicate the reason why some children and adults are able to cope emotionally with perceived rejection than others. There are varieties of parental behavior, for example, some parents behave warmly and affectionately toward their children whereas other parents may not behave in that way. At that point, social cultural system sub-theory tries to explain causes, consequences and other correlates of parental acceptance-rejection in general within societies. Social cultural system sub-theory explains that parental rejection exists in a complex ecological (i.e., familial, community and sociocultural) context (Rohner, 2004).

In the present study, personality and coping sub-theory will be introduced in line with the related aims of the study.

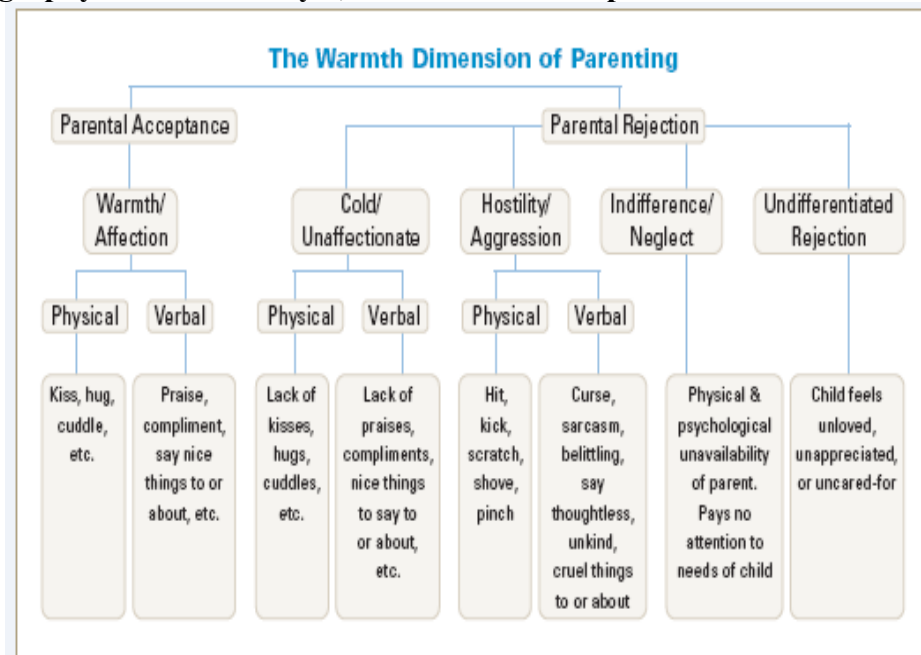
1.1.1 The Warmth Dimension Parental Acceptance-Rejection

Based on PARTheory, parental acceptance and rejection form warmth dimension of parenting, referring to affection and behavioral quality between parents and their children. Warmth is regarded as a continuum from parental acceptance to parental rejection because all children receive some-more or less- level of warmth during childhood from their caregivers. One end of the dimension is parental acceptance referring to expression of warmth, love and affection toward children by

parents or caregivers in two ways, physical and verbal. Hugging, kissing, smiling, approving, and glances can be examples of physical expression of warmth; in addition, praising, complimenting, and saying nice words to children or about children can be examples of verbal expression of warmth. The other end of the dimension is parental rejection referring to absence or withdrawal of love, care, affection, support, nurturance and presence of various hurtful behaviors and their effects on children. Cross cultural studies have showed that children and adults experience feeling of rejection, whatever their nationality, culture, or gender are, by one or combination of four different ways which are the cold and unaffectionate way, the hostile and aggressive way, the indifferent and neglecting way and lastly the undifferentiated rejected way (Rohner, 1986; 2004). The cold and unaffectionate ways refer to coldness and lack of physical, verbal, and symbolic affection in opposition of being warm. The hostile and aggressive ways refer to any behavior done intentionally to hurt children such as hitting, pushing, verbal sarcasm, belittling; and negative feelings toward children such as anger, resentment, and enmity. The indifferent and neglecting ways refer to unavailability of parents physically and psychologically. In other words, parents neither meet physical needs of children nor social or emotional needs of them. The undifferentiated rejecting ways refer to one's beliefs that their parents do not really love them since there are not any observable rejection behaviors present (see Figure 1).

Figure 1. The Warmth Dimension of Parenting

Source: Rohner, R. P. (2007). Parental acceptance and rejection extended bibliography. Retrieved May 8, 2010 from www.cspar.uconn.edu.



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Parental accepting and rejecting behaviors can be examined in two ways that are subjectively experienced by individuals and objectively assessed by raters. The two perspectives seldom lead to similar conclusions because observed and perceived acceptance and rejection can be different. Although the child feels rejection from her parents, an outside observer may not detect any observable indicators of rejection. Similarly, an outside observer may detect rejection behaviors from parent toward the child, but the child may not perceive rejection from parents. According to a study of Aquilino (1999), reports taken by children and parents have not been found in similar direction. Parents perceived their relationship with their children more favorable than children perceived. Kagan (1978) explained the issue that “Parental rejection is not only a specific set of behaviors by parents, but also a belief held by the child”.

Because of symbolic nature of parental acceptance-rejection, behaviors and other signals may vary from culture to culture, but consistent effect of rejection on children and adults does not change. At that point, personality sub-theory tries to explain behaviors of rejected children and adults in that they have a tendency to develop a specific set of social, emotional, and cognitive dispositions.

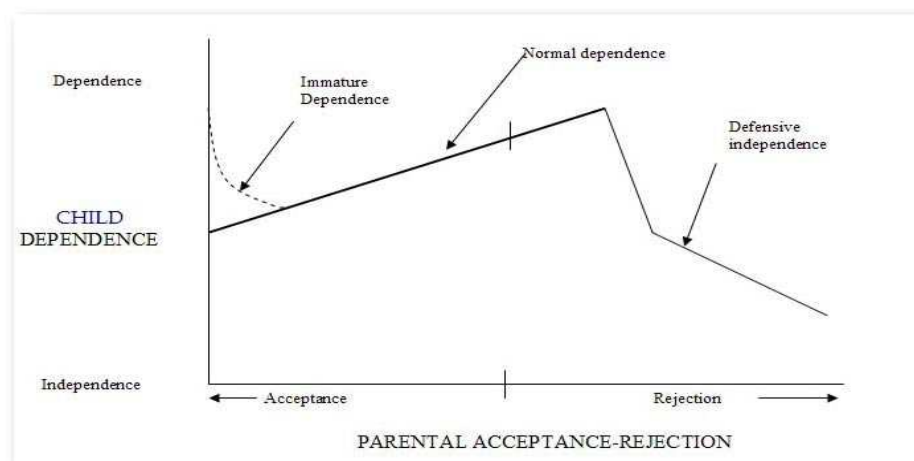
1.1.2 The Personality Sub-theory of Parental Acceptance and Rejection

According to Personality Sub-theory of PARTheory, parental acceptance and rejection has important effects on children's personality development and on their interpersonal relationship over life span. Based on Personality sub-theory, children need emotional and behavioral positive response from the significant other whom the child has a relatively long-lasting emotional tie and interchangeable with no one else. Significant others are generally parents for infants and children, whereas nonparental attachment figures may be more influential for adolescent and adults. Quality of relationship between parents and children determines children's sense of emotional security, comfort, and psychological well-being. Therefore, parents and their parenting behaviors are exceptionally important for children and their healthy development. Extensive studies conducted by Rohner (2006; Rohner & Britner, 2002; Khaleque & Rohner, 2002b) revealed that parental rejection has negative effects on personality development, personality functioning of children and adults. According to the cross-cultural study of Rohner and Britner (2002), perceived rejection was associated with attachment disorder, academic problems, psychophysiological reactions, and troubled personal relationships.

PARTheory determines seven personality dispositions which are associated characteristics of rejected children and adults worldwide. These are (a) hostility, aggression, passive aggression or psychological problems about management of hostility and aggression; (b) emotional unresponsiveness; (c) dependence or defensive independence depending on the form, frequency, duration and intensity of perceived rejection and parental control; (d) impaired self-esteem; (e) impaired self-adequacy; (f) emotional instability and (g) negative worldview. Each of these dispositions except for dependence-defensive independence are accepted to be a linear continuum with differing degrees of parental acceptance and rejection whereas dependence-defensive independence is accepted to be curvilinear in relation to parental acceptance and rejection (see Figure 2). Dependence refers to unhealthy ways of emotional reliance on significant others for attention, care, nurturance, and approval.

Figure 2. Dependence/Independence in Relation to Parental Acceptance-Rejection

Source: Rohner, R. P. (2007). Parental acceptance and rejection extended bibliography. Retrieved May 8, 2010 from www.cspar.uconn.edu.



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Dependent children display clinging behavior, become easily anxious to seek emotional comfort when they need and increase their attempts to get positive response from significant other up to a point. However, after that point, rejected individuals have a tendency to be defensive independent because they try to defend themselves from further hurt and any other negative behaviors. These individuals can trust neither significant others nor other people within their social environment for support, encouragement, and nurturance. Afterwards, some become emotionally unresponsive to protect their self while others may show aggression directly or indirectly towards others. Since reactive individuals believe that they are unlovable and unworthy, their self-esteem and self-adequacy are impaired. Furthermore, all these negative feelings about self and consequences of perceived rejection decrease their capacity to cope with stressful events. Coping Sub-theory tries to explain coping mechanisms of such individuals (Rohner, 2004).

1.1.3 The Coping Sub-theory of Parental Acceptance and Rejection

The Coping Sub-theory of PARTheory focuses on how some rejected people are able to cope with experienced rejection by their parents or significant ones, without suffering from the psychological maladjustment, which most rejected ones experienced. Rohner (2007) suggested multivariate- person-in context perspective. This perspective includes three factors; self, other, and context. Behaviors of individuals are a function of the interaction among self, other and context. “Self” refers to individual mental representation with other internal (i.e., biological), and external characteristics (i.e., personality). “Other” refers to personal and interpersonal characteristics of rejection by parents or other attachment figures.

“Context” refers to other significant people in an individual’s life. According to this perspective, when all other things are equal, children can cope with perceived rejection with the help of presence of a warm, supportive and alternate attachment figure.

PARTheory suggests differentiated sense of self which allow children and adults to cope with rejection. These are self-determination and capacity to depersonalize. Self-determined individuals believe that they can have control over what happens in their life whereas others believe in fate, chance and luck. Sense of self-determination is an internal psychological resource that allows one to minimize adverse consequences of rejection. Depersonalization is another social-cognitive resource to cope with rejection. To personalize refers to taking it personally in that one interprets life events as being about one’s self, usually in a negative sense. Depersonalizing individual does not personalize ambiguous events, in this manner; depersonalization provides the psychological resource that the individual needs to cope with these ambiguous situations in a more positive way (Rohner, 2004).

Rohner introduced “coper” concept which is divided into two as affective copers and instrumental copers. Affective copers can cope with being rejected and have good emotional and mental health whereas instrumental copers are successful in professional life and task-oriented activities, but impaired emotionally and psychologically. Affective copers are reasonably good, but not as equal as that of coming from accepting environment. Masten (2001) suggested that combination of secure environment, positive work experience, and satisfying intimate relation enhances their emotional and psychological adjustment of both affective and instrumental copers (cited in Rohner, 2007, p.14).

1.1.3 Consequences of Parental Acceptance and Rejection

Rohner (1986; 2004) has conducted extensive number of studies related to effects and consequences of parental acceptance and rejection for cognitive, emotional and behavioral development of children and personality functioning of adults worldwide. Similarly, in the meta-analytic study of Khaleque and Rohner (2002b) including 51 studies, strong association between Parental Acceptance Rejection Questionnaire (PARQ) and Personality Assessment Questionnaire (PAQ) were found. PAQ, emerged using with the seven personality dispositions in the personality sub-theory, assesses self-adequacy, self-esteem, aggressive behavior, emotional adjustment, and worldview of participants. According to this meta-analytic study, parental acceptance-rejection was strongly associated with children's psychological adjustment in childhood and adults' psychological adjustment into adulthood of those children regardless of culture, ethnicity or geographic location. In the more than 2000 studies, parental rejection was consistently found to be associated with mental health issues including depression, anxiety disorder, behavior problems, and substance abuse (Rohner & Britner, 2002). Besides parental rejection, negative consequences of parental control on adolescents were emphasized in the study of Magaro and Weizs (2006). They stated that perceived control not only strongly associated with depressive symptoms in both female and male adolescent but also mediated relation between perceived rejection and diagnosed depression in the group of young adolescent (Magaro & Weizs, 2006).

According to PARTheory, children, exposing rejecting, aggressive, neglecting behaviors from their parents, were not able to establish healthy and satisfied interpersonal relationship. When psychological needs of children are unmet;

affectional of children are distorted and children responses are more likely including dependent or defensively independent; emotionally unresponsive; hostility and aggressiveness. Therefore, the relationship between parents and children determines the quality of relationships in children's further life (Rohner, 1986). Varan, Rohner and Eryüksel (2008) conducted a study to examine the association between recollections of parental acceptance-rejection in childhood and intimate partner acceptance-rejection in adulthood in Turkey. The results revealed that recollections of acceptance from both mother and father were associated with intimate partner acceptance in an ongoing relationship. The study also showed that the less acceptance participants perceived, the more psychological maladjustment they experienced. In another study of Varan's (2005), participants were asked whether they are satisfied from their intimate relationship or not. According to the findings, satisfied participants in their current intimate relationship perceived higher level of acceptance from their partner than dissatisfied participants. Moreover, dissatisfied individuals reported markedly lower level of acceptance from their parents than satisfied participants. As understood, parental behaviors have an important influence not only on children, but also on their adjustment to later life.

The research on parenting has been generally concentrated on mothers' behaviors; however, paternal behaviors also affect adjustment of their children. Besides maternal acceptance, paternal acceptance was also associated with psychological health and well-being of offspring. Especially unavailability of fathers was correlated with psychological adjustment problems, conduct disorder, and substance abuse. Even, when mother warmth was statistically controlled, only father warmth by itself was associated with healthy development and adjustment of their

offspring (Veneziano, 2003). Children with affectionate and warmth fathers tended to be more socially and cognitively competent, psychologically better adjusted than children with lower level of affectionate fathers (Rohner, 1998). Similarly, Veneziano (2000) conducted cross-cultural and intra-cultural studies with African American and European American families in order to investigate effects of paternal and maternal acceptance-rejection on psychological adjustment of adolescent. The results showed that paternal acceptance was directly associated with youth's psychological functioning and the variance of psychological functioning of youths was explained 35% for jointly by maternal and paternal acceptance. On the other hand, paternal rejection was found to be associated with psychopathology into adulthood. Women with Borderline Personality Disorders (BPD) perceived significantly more level of rejection by their fathers during their childhood than undiagnosed women (Rohner & Brothers, 1999). In addition, men perceiving their father as rejecting, critical, indifferent and hostile during childhood reported more depressive symptoms in adulthood than men who did not perceive rejection (Oliver & Whiffen, 2003).

Thus, in the light of these findings, the current study focuses on both maternal and paternal behaviors.

1.2 Coping Strategies

Lazarus and Folkman (1984) defined coping as *“changing cognitive appraisals and behavioral attempts in order to cope with specific external and internal demands evaluated by person to eliminate threat and stress”*. The cognitive appraisal is individuals' evaluation of the threatening situation, well being of self in

addition to possible responses and available resources of them to handle the conflict or stress. Cognitive appraisal has two stages: primary and secondary appraisal.

Primary appraisal is divided into three as irrelevant, benign-positive and stressful. When the possible outcome of encounter is not relevant to person's well being, she appraises the situation as irrelevant. If the possible outcome of encounter has positive outcome for person, the person appraises the situation as benign-positive. Lastly, if the possible outcome of encounter has harm/loss, threat, or challenge, the person appraises the event as stressful. Harm-loss refers to experiencing damage, such as loss or damage to self- esteem, to relationship with friends or family, loss of money, loved and valued ones. Threat refers to experiencing possibility of loss that has not taken place yet. Once a harm-loss was experienced, person may experience threat because threat often indicates further loss. Challenge refers to expectation of personal gain or growth. Combination of them can be experienced simultaneously especially harm-loss and threat, threat and challenge pairs. Although those are related constructs in experience, they must be examined as separate elements to understand process of cognitive coping efforts of a person (Lazarus & Folkman, 1984 p.32-34).

In the secondary appraisal process, when the person meets a stressful situation, something must be done to cope with the situation. Person appraises his/her resources and what can be done in order to meet environmental demands. Secondary appraisal is more of an intellectual exercise than primary appraisals. It includes a complex evaluative process in which the person considers which coping options are available and which options increase the likelihood of success. These options can be social, physical, and personal resources of the individual. Emotional support of

family or friends, social networks of person can be examples of social resources. Education, wealth, status in society and social agencies can be examples of physical resources. Lastly, problem solving skills, social functioning, and self- confidence can be examples of personal resources (Lazarus & Folkman, 1984).

Primary and secondary appraisal processes interact with each other and the interaction determines the degree of stress, the strength and quality of emotional reaction. In other words, availability of many resources enables the person to deal with high degree of threatening events whereas unavailability of appropriate resources prevents the person to deal with a low degree threatening situation (Folkman & Lazarus, 1985).

Lazarus and Folkman (1984) divided coping styles into two categories. The first one is problem focus coping style which includes defining problem, generating alternative solutions, weighting cost and benefit of alternatives, choosing best option, and acting upon accordingly. The second one is emotion-focus coping style which includes regulating emotional responses after a stressful event such as avoidance, minimization, distancing, and positive comparison. Generally, problem focused coping is used when action is needed to solve a dilemma or a stressful situation whereas emotion focused coping is more likely used in a situation where a solution is not possible to be found. Excessive studies were conducted related to coping which included other strategies as coping styles, such as appraisal-focused, problem-focused, and emotion focused coping; approach and avoidance coping; assimilative, accommodative and avoidance coping; and voluntary coping responses and involuntary responses (Compas, Boyer, Stranger, Colletti, Thomsen, Dufton & Cole, 2006). Besides all these studies, an important study was conducted by Gençöz,

Gençöz and Bozo (2006) in Turkey to determine factors of coping ways for Turkish population. They examined the hierarchical dimensions of coping styles and found problem focused coping, emotion focused coping and indirect focused coping via second-order factor analysis. Indirect coping is defined as “focusing on problems only after receiving some external guidance or just sharing the problem with others”.

Coping style of individuals determines the quality of psychological well-being. In literature, problem solving coping was generally associated with healthy adjustment of individuals whereas emotion focused and indirect focused coping was significantly associated with negative psychological outcomes (Pakenham, 1999; Vuliv-Prtoric & Macuka, 2006). Similarly, problem solving style was positively correlated with health, psychological well-being whereas negatively correlated with depression, interpersonal sensitivity, hostility, phobic anxiety, and psychoticism (Watson & Sinha, 2008). In other words, individuals using problem solving coping significantly experienced less level of interpersonal problems, hostility, negative emotion in their relationship and had less level of anxiety. Rabinowitz and Arnett (2009) conducted a study with individuals having Multiple Sclerosis (MS) in order to understand how they cope with their chronic disorder, the result revealed that participants with MS patients who were using functional coping displayed less depressive symptoms than MS using dysfunctional coping. They concluded that high levels of dysfunctional coping as emotion focused and indirect focused are responsible for increased likelihood of depression. Further, Tremblay and King (1994) conducted a study to examine coping styles of 43 hospitalized psychiatric patients and the result of this study showed that depressed individuals used more emotion focused coping and less problem focused coping. On the other hand,

nondepressed adolescents used more functional coping strategies including attempts to deal with problems and taking concrete action to solve issues than moderately depressed adolescents (Colombo, Santiago & Rossello, 1999).

As literature findings show, coping styles can be protective against or risk factors for psychological distress.

1.3 Personality Traits

Personality can be assessed with varieties of methods such as self-report, semi-structured interviews, reports, and observation settings. Assessment method is crucial to receive the most accurate and valid information related to personality. Five-Factor Model (FFM) is one of them. FFM suggested assess personality over the past decade. For this approach, individual differences are important in daily transactions to reach general description of the usual behaviors of an individual and discriminate behaviors of that person and behaviors of others. Natural language such as English for one growing in English culture enables a list of descriptors to define these variations in that culture (Goldberg, 1981). After determination of A List of Descriptors, analyses of these descriptors can detect *traits* of personality. Traits refer to “*dimensions of individuals’ differences in tendencies to reveal consistent patterns of thought, feelings, and actions*”. The five-factor taxonomy of personality traits – Big Five – was determined after great amount of research conducted to establish its validity and reliability. The five traits in the five-factor taxonomy are Extraversion, Conscientiousness, Agreeableness, Openness to Experience, and Neuroticism.

Extraversion (versus Introversion) refers to the quantity and intensity of relationship with individuals' environment and a tendency to contact with their social environment with enthusiasm, confidence and energy. Active and sociable individuals can be examples of this trait.

Conscientiousness refers to persistency of behaviors to control of impulses. This trait includes anticipation, success-orientation and task orientation, organization and respect for standards.

Agreeableness refers to the nature of one's relationship and quality of interpersonal relation with others ranging from compassion to antagonism such as kindness, empathy versus cynicism, hostility. Flexibility, collaborative, and trusting can be example of this trait.

Openness to experience refers to behaviors related to an actively seeking out new activities and to deal with new activity without anxiety and even with pleasure. Being curious, having artistic ideas, values, and beliefs can be examples of this trait.

Neuroticism (versus Adjustment) refers to perception of reality as threatening, stressful and to focus on more negative emotions such as fear, shame and anger. Being nervous, tense, and anxious can be examples of this trait (Mcrae & Costa, 2003).

The personality measures was started to be examined three decades ago in Turkey. Well-known example of measuring personality was MMPI in the eighties adapted by Savaşır (1981) to use for clinical population. Then, Hacettepe Personality Inventory was developed for multi-purpose testing with small sample sizes for

reliability and validity (Özgüven, 1982 cited in Gülgöz, 2002, p.175). Many inventories were adapted with small sample sizes and restricted populations.

Those did not meet adequate adaptation standards to measure personality (Gülgöz, 2002, p175). Gençöz and Öncül (submitted manuscript) developed Basic Personality Traits Inventory Turkish culture. After factor analyses, they found six reliable and valid traits namely extraversion, conscientiousness, agreeableness, neuroticism, openness to experience and negative valence. Negative Valence was added in this inventory as being different from factors of FFM.

Negative Valence is defined as one referring to herself with negative attributions. These people use negative adjectives, such as curish, rude, or greedy to define themselves (Gençöz & Öncül, submitted manuscript).

There is a growing research literature about personality and its effects on psychological distress. Especially neuroticism and extraversion have been the most-studied factors for anxiety and depression (Matthews, Deary & Whiteman, 2003). Extraversion was associated with positive experience and increase in resistance and psychological well-being whereas individuals having high level of neuroticism had a tendency to perceive ambiguous situation as more threatening and this decrease their resistance and mental health. In the study of Watson, Gamez and Simms (2005), neuroticism was correlated to Negative Affect Scale; and extraversion was correlated to Positive Affect scale. Further, high level of neuroticism predicted the risk of depressive onset and the risk factor in experiencing further depressive episode whereas low neuroticism indicated positive associations with reduced risk for later depression (Kendler, Kuhn & Prescott, 2004; Matthews et al., 2003; Watson et al.,

2005). Similarly, Yang (2008) conducted a study with adolescents to see the role of neuroticism on occurrence and recurrence of depressive symptoms, only elevated neuroticism was found to be a risk factor for experiencing a single episode of depressive symptoms. However, simultaneous negative life events with medium level of neuroticism were associated with increased risk of occurrence and recurrence episode of depression. Moreover, neuroticism was not only associated with mood disorders, but also with many types of anxiety disorders such as Obsessive Compulsive Disorder (OCD), Post Traumatic Disorder (PTSD) and social phobia (Watson, Gamez & Simms 2005).

On the other hand, elevated extraversion protected against recurrence of depressive symptoms in adolescence (Yang, 2008). In addition, low level of extraversion was associated with elevated risk of depression and anxiety disorder. Besides negative correlation between extraversion and depression, extraversion was negatively associated with social and interpersonal fears. Extravert individuals experienced significantly less fears than introvert individuals (Jylhä & Isometsä, 2009).

Thus, according to those findings, neuroticism and extraversion can be important predictors of psychological well being of individuals.

1.4 Psychological Distress

Depression is accepted as a mood disorder characterized by loss of pleasure, reduction of daily life activities, reduction of self-esteem, and fixation on a negative emotion and thought about self, world and future. According to the fourth edition of

Diagnostic and Statistical Manual of mental disorders (DSM-IV, APA, 1994), symptoms of depression are loss of pleasure or depressed mood, decrement or increment of eating activities, insomnia or hypersomnia, psychomotor agitation or retardation, fatigue or loss of energy, feelings of worthlessness or elevated mood, diminished ability to think or concentrate; indecisiveness, recurrent thoughts of death, recurrent suicidal ideation without a specific plan, a suicide attempt or a specific plan for committing suicide. At least five of these symptoms have to last for at least two weeks to diagnose a person for having depression. In addition to these symptoms, person has to experience clinically significant distress or impairment in social, occupational, or other important areas of functioning affecting their lives. Causes of these symptoms should not be due to another illness, medical condition or bereavement.

Anxiety, actually, is a natural response when an individual meets a threatening event. However, anxiety becomes a pathological disorder when it is excessive, uncontrollable and causes a wide range of physical and affective symptoms and changes cognition, behaviors of person, such as having difficulty in controlling negative feelings and thoughts, irrational thinking, hyper-alertness, or a temporary or persistent tension. DSM-IV (APA, 1994) includes eleven anxiety disorders: panic disorder, agoraphobia, specific phobias, social phobias, obsessive-compulsive disorder, post-traumatic stress disorder, acute stress disorder, generalized anxiety disorder, anxiety disorder, anxiety disorder due to general medical condition, substance-induced anxiety disorder, and anxiety disorder not otherwise specified.

Cattell and Scheier (1961) introduced concepts of state and trait anxiety (cited in Spielberger, Gorsuch & Lushene, 1970). The concept of trait anxiety is focused on

in the current study. Trait anxiety is general tendency of one responding in a more fearful and anxious way to a stressful stimulant. In addition, trait anxiety lasts over time and across situation. People with anxiety disorder significantly took high level of scores from trait anxiety inventory. According to study of Spielberger and Vagg (1984), people having high level of trait anxiety evaluated events as more vulnerable, dangerous, and threatening than people having low level of trait anxiety.

According to recent research, depression and anxiety are the most common psychiatric problems among children, adolescent, university students and adults. Causes of these psychological disorders are very well known as gene-environment interaction. Therefore, environmental factors have been studied widely to determine antecedents of these psychological disorders in order to take precautions. The most important environmental factors can be parental behaviors, coping styles, personality traits, negative attribution styles among negative environmental and negative life events. Psychological well-being and negative parental behaviors, well-being and coping styles, well-being and personality traits are highly studied in pairs via correlative studies. Therefore, in literature, the recent research focuses on multivariate interactional studies that analyze possible factors to explain antecedents of psychological disorders. Multivariate interactional studies try to find emerging well-developed and validated models for depression and anxiety disorders in order to enhanced the development of effective treatment (Dozois & Dobson, 2004, p.3-4).

Anxiety and depression were strongly associated with parental rejection and control. Children who perceived themselves as rejected and controlling revealed more psychopathology symptoms and experienced interpersonal relationship difficulties into their adulthood than children who perceived themselves as accepted

and supported (Rohner & Britner, 2002). Similarly, negative family environment which failed to provide sense of emotional security, nurturance and supportive interaction but included overt family conflict, recurrent episodes of anger and aggression, neglectful family relationship was strongly associated with both depression and anxiety disorders. The question is what can be the protective factors for children who grown up in that environment (Repetti et al, 2002). Literature findings strongly proved that problem focused coping and being extrovert were protective factors against psychological distress. Pinquart and Silbereisen examined (2008) German adolescents and adults to determine whether their depression symptoms related to their negative perception of family environment differentiate according to their coping strategies. They found that participants using problem focused coping displayed significantly less depressive and anxiety symptoms than participants using distancing coping. Further, when adults met stressful life events such as diagnosis of a chronic disease which increase probability of likelihood of depression, using appropriate coping strategy was found to be a buffer against psychological distress (Shcroder, 2004). These studies conclude that when individuals experience negative life events, problem focused coping buffers severity of psychological disorders. Similarly, when adults experienced traumatic events, their personality can be buffer against psychological distress. Adults who have low level of neuroticism reported significantly low level of anxiety and depression symptoms than others did (Borja, Callahan & Rambo, 2009). On the other hand, extravert people reported experiencing less threatening events whereas people having high level of neuroticism reported more numbers of negative life events (Farmer, Redman & Harris et al., 2002). This result was concluded that extrovert people were

better equipped to deal with negative life events and this trait becomes a protective factor for depression. In other words, personality traits especially neuroticism and extraversion can be a bridge between negative life events and psychopathology.

Thus, in the light of all these findings, the current study was planned to be conducted with the aim stated below.

1.5 Aim of the Study

The purpose of the study is to examine the relationship among parental acceptance-rejection/control, personality traits, coping strategies and psychological distress as depression and anxiety disorders. Therefore, in the current study, firstly, possible influences of demographic variables (i.e.; gender, age, education level of participants, mother's and father's education, number of siblings) on parental behavior as acceptance-rejection and control, coping styles, personality traits, psychological distress were examined. Afterwards, following the correlational analyses, the hierarchical regression analyses were conducted in order to examine the path of parental acceptance-rejection/control, personality traits, coping strategies and psychological distress consequently.

Therefore, in the current study, eleven hierarchical regression analyses were conducted in three different sets with the following hypothesis:

The first set of analyses was run for the measures of *Personality Traits*, after controlling for the possible effects of the socio-demographic variables;

Hypothesis 1: Higher parental acceptance is associated with high level of extraversion.

Hypothesis 2: Higher parental acceptance is associated with low level of neuroticism.

The second set of analyses was run for the measures of *Coping Strategies*; after controlling for the possible effects of the socio-demographic variables, and parental acceptance-rejection; among the personality traits,

Hypothesis 3: Higher level of acceptance perception of participants' is associated with more extensive use of *Problem-Focused Coping* strategies.

Hypothesis 4: Higher level of extraversion is associated with more extensive use of *Problem-Focused Coping* strategies.

Hypothesis 5: Higher level of neuroticism is associated with more extensive use of *Emotion-Focused Coping* strategies.

The third set of analyses was run for the *Psychological Distress* measures: After controlling the possible effects of the socio-demographic variables parental acceptance-rejection, personality traits, and among coping strategies.

Hypothesis 6: Lower level of acceptance perception of participants' is associated with having high level of *Depressive Symptoms*.

Hypothesis 7: Lower level of acceptance perception of participants' is associated with having higher *Trait Anxiety*.

Hypothesis 8: Lower level of extraversion and higher level of neuroticism are associated with having higher *Depressive Symptoms*.

Hypothesis 9: Lower level of extraversion and higher level of neuroticism are associated with having higher *Trait Anxiety*.

Hypothesis 10: More extensive use of emotion-focused coping strategies is associated with having high level of *Depressive Symptoms*.

Hypothesis 11: Rare use of problem-focused coping strategies is associated with having higher *Depressive Symptoms*.

Hypothesis 12: More extensive use of emotion-focused coping strategies is associated with having higher *Trait Anxiety*.

Hypothesis 13: Rare use of problem-focused coping strategies is associated with having higher *Trait Anxiety*.

CHAPTER II

2. METHOD

2.1 Participants

In the present study, there were 444 (134 male, 308 female, and 2 unknown) participants between the ages of 17 and 35 ($M = 21.60$, $SD = 2.77$). All participants were living in Ankara. In addition, data were collected from different universities in Ankara as Middle East Technical University ($n = 270$), Hacettepe University ($n = 128$), Ankara University ($n = 31$) and university of 15 participants were unknown. Regarding the education level of participants, 81.3 % of them ($n = 353$) were continuing undergraduate education. 10.4 % of them ($n = 45$) were continuing graduate education (master or PhD), 8.3 % of them ($n = 36$) graduated from university.

Mothers' education of participants, 41.7 % of mothers graduated from secondary school or below and 57.2 % of them graduated from high school or above. As for father's education, 49.8 % of fathers graduated from high school or below and 48.6 % of them graduated from university or above. In addition, 61.5 % of participants had one siblings or none siblings, and 37.2 % of them had more than one siblings. All detailed information related to the demographic variables of the participants can be found in Table 1.

Table 1. Demographic Characteristics of the Sample

Variables		N	%
Gender	Male	134	30.1
	Female	308	69.4
	Missing	2	0.5
	Total	444	100
Age	17 to 20 (Younger)	209	47.1
	21 to 35 (Older)	233	52.4
	Missing	2	0.5
	Total	444	100
Participants' Education	Undergraduate Student	353	79
	Graduated	36	8.3
	Graduate Student	45	10.4
	Missing	10	2.3
	Total	444	100
Mothers' Education	Illiterate	27	6.1
	Primary School	108	24.3
	Secondary School	50	11.3
	High School	118	26.6
	University	136	30.6
	Missing	5	1.1
	Total	444	100
Fathers' Education	Illiterate	6	1.4
	Primary School	64	14.4
	Secondary School	49	11.0
	High School	102	23.0
	University	216	48.6
	Missing	7	1.6
Total	444	100	
Number of Sibling	No Sibling	46	10.4
	1 Siblings	227	51
	2 Siblings	94	21.2
	3 Siblings	36	8.1
	4 Siblings and more	35	7.9
	Missing	6	1.4
	Total	444	100

2.2 Measures

Measures included a Demographic Variable Sheet (See Appendix A), Mother Form of Parent Acceptance-Rejection/Control Questionnaire (See Appendix B), Father Form of Parent Acceptance-Rejection/Control Questionnaire (See Appendix C), Beck Depression Inventory (See Appendix D), Trait Anxiety Inventory (See Appendix E), The Ways of Coping Inventory (See Appendix F), and Basic Personality Traits Inventory (See Appendix G).

2.2.1 Demographic Variable Sheet

As for the demographic variable sheet, participants were asked to state their gender, age, education level, the place participants lived, number of siblings, their mothers' education level and their fathers' education level (See Appendix A).

2.2.2 Parental Acceptance-Rejection/Control Questionnaire For Mothers and Fathers

Parental Acceptance-Rejection/Control Questionnaire (PARQ/Control) was developed by Rohner (1986) to measure adults' backwards reflection of their childhood experiences about parental (maternal and paternal) acceptance-rejection and behavioral control. PARQ/Control consists of 73 items, where 60 items measure acceptance-rejection and 13 items measure behavioral control. Acceptance-Rejection dimension includes four factors, which are Warmth/Affection, Hostility/Aggression, Indifference/Neglect, and Undifferentiated Rejection.

Items are rated from 1 "almost never true" to 4 "almost always true" on a 4 point likert-type scale. Overall score of acceptance-rejection is produced by summing up all four factors after the Warmth/Affection scores were subtracted from 100 in order to reverse the warmth score to cold/unaffection score. Total score ranges from lowest 60, indicating maximum perceived acceptance, to highest 240, indicating maximum perceived rejection. In other words, the higher scores indicate that participants perceive more rejection, in addition; the lower scores indicate that participants perceive more acceptance from their parents. Rohner and Khaleque (2005) examined psychometrics properties of the PARQ/Control. The coefficient alpha was .75 for the mother version and .79 for the father version. In addition, test-

retest reliability of PARQ was .93. In addition, construct validity of PARQ/Control was found as satisfactory to use in cross-cultural research (Khaleque & Rohner, 2002b; Rohner & Khaleque, 2005).

Turkish version of PARQ was studied by Varan (2005). The coefficient alpha of Turkish version for the acceptance-rejection portion of the measure ranged between from .86 to .96 for the mother and father version. In addition, internal consistency of control portion of the PARQ/Control was .84 for mother version and .83 for father form. PARQ/Control was found .85 for mother version and .87 for father version in the current study. In addition, Varan (2010) stated that PARQ had satisfactory construct validity to use studies conducted in Turkey.

The coefficient alpha of maternal PARQ factors namely Warmth/Affection, Hostility/Aggression, Indifference/Neglect, and Undifferentiated Rejection was found .95, .91, .89, .85 consequently. The coefficient alpha of paternal PARQ factors namely Warmth/Affection, Hostility/Aggression, Indifference/Neglect, and Undifferentiated Rejection was found .95, .91, .93, .89 consequently.

2.2.3 Beck Depression Inventory

The Beck Depression Inventory (BDI) was developed by Beck, Rush, Shaw and Emery (1979). It consists 21 items which measure cognitive, emotional, and motivational symptoms of depression. Items range from 0 to 3. Possible total scores range from 0 to 63. Higher scores indicate higher levels of depression symptoms. The scores above 17 were accepted to show participants' clinical depression (Hisli, 1988).

Tegin (1980) adapted the first version of the Beck Depression Inventory to Turkish in 1980. According to this study, the split-half reliability coefficient of BDI was .78 in a student sample whereas the test-retest reliability coefficient was .65. In addition, the 1979 BDI version was translated to Turkish by Hisli (1988). The split-half reliability of this version was .74 (Hisli, 1988). The criterion validity of this version identified conducting the correlation between MMPI Depression scale and BDI, which was .63 in a sample of university students. In the present study, 1979 BDI version translated by Hisli was used (See Appendix D).

2.2.4 State and Trait Anxiety Inventory

State and Trait Anxiety Inventory (STAI) scales were developed by Spielberger, Gorsuch, and Lushene (1970). The inventory includes two scales, state and trait anxiety. Trait Anxiety Inventory (TAI) was used in the current study in order to measure general anxiety levels of the participants. It is consisted of 20 items and that range from 1 (almost never) to 4 (almost always) on 4-point scale. Possible total scores range from 20 to 80 on this questionnaire. Higher scores indicate severity of anxiety symptoms.

For trait anxiety inventory, the test-retest reliability of the scale was found between .73 and .86; and the internal consistency ranged from .86, to .92 (Spielberger et al., 1970).

Öner and Le-Comte translated and adapted State-Trait Anxiety Inventory (STAI) into Turkish in 1985. Test-retest reliability for sample of both normal population and psychiatric patients for trait anxiety inventory was between .71 and .86. Internal consistency of this version ranged between .83 and .87 (Öner, 1997). In

addition, criterion and construct validity was found to be satisfactory and consistent with the original measurement of Spielberger, Gorsuch, and Lushene (1970). For criterion related validity, comparison between diagnosed patients and normal sample, results showed that the diagnosed patients took higher scores than normal sample (See Appendix E).

2.2.5 The Ways of Coping Inventory

The Ways of Coping Inventory (WCI) was developed by Lazarus and Folkman (1984) to measure a wide range of cognitive and behavioral strategies which people can cope with stressful events. First version of WCI consists of 68 items of yes-no response format. Scoring ranges was from 0 (not used) to 3 (used a great deal) on 4 point Likert Type scale. It includes eight subscales which were problem-focused coping, wishful thinking, distancing, seeking social support, emphasizing the positive, self-blame, tension-reduction, and self-isolation. Second version of WCI includes problem focused solving and emotion focused coping.

WCI was adapted by Siva into Turkish (1991). Turkish version of WCI had 74 items and new subscales as fatalism and superstition were added. Internal consistency was found to be .91 (Siva, 1991) (See Appendix F).

Gençöz, Gençöz and Bozo (2006) examined the hierarchical dimensions of coping styles in a Turkish sample, and they found three higher order factors namely; problem focused coping, emotion-focused coping, and indirect coping (seeking social support). For the three higher-order factors internal consistency coefficients were found .90, .88, and .84 for Problem Focused Coping, Emotion Focused Coping,

and Indirect Coping Style respectively. In addition, Guttman split-half reliability was found for each factor as .84, .86, and .82 for Problem Focused Coping, Emotion Focused Coping, and Indirect Coping Style respectively. (Gençöz et. al., 2006). Criterion validity of three higher-order factors conducting, the correlation with sociotropy found satisfactory for Problem Focused Coping, Emotion Focused Coping, and Indirect Coping Style respectively ($r = -.23$, $p < .001$), ($r = .42$, $p < .001$), and ($r = .28$, $p < .001$).

2.2.6 Basic Personality Traits Inventory

Basic Personality Traits Inventory (BPTI) was developed by Gençöz and Öncül (submitted manuscript) particularly for Turkish Culture to measure the basic personality traits based on the five factor model of personality (McCrae, & Costa, 2003; Peabody, & Goldberg, 1989). They conducted a series studies to develop BPTI. Firstly, 100 participants wrote the adjectives that they use to describe different people. 226 adjectives were determined among those written adjectives by participants and List of Personality Traits was produced. Secondly, the List was applied to other 510 participants to describe their own personality traits. After the data was examined with varimax rotated factor analysis, 45 items and 6 basic personality traits, extraversion, conscientiousness, agreeableness, neuroticism, and openness to experience, and negative valence, constituted the Basic Personality Traits Inventory. The item were rated from 1 (does not apply to me) to 5 (definitely applies to me). Lastly, BPTI were applied to 454 undergraduate students to test the psychometric properties. Internal consistency coefficient for each personality traits

were found as follows: Extraversion; .89, Conscientiousness; .84, Agreeableness; .85, Neuroticism; .83, Openness to Experience; .80, and Negative Valence; .71. Test-retest reliability of 6 factors ranged from .71 to .84. For concurrent validity, correlation analyses between 6 factors of BPTI and various questionnaires developed for Turkish culture was examined and found satisfactory validity (see Appendix G for BPTI).

2.3 Procedure

Before distribution of scale, permission was taken from The Applied Ethics Research Center of Middle East Technical University for research with human participants. Approval of lecturer was taken to announce application room number, day and hours to undergraduate students. Voluntary students received the informed consent and then filled a group of questionnaire and the students who participated voluntarily took extra credits for their course (See Appendix H). In addition, it was distributed in different universities (Middle East Technical University, Hacettepe University, Ankara University). It took participants about 20-30 minutes to complete the questionnaires.

2.4 Analyses

In the present study, in order to examine differences of demographic variables on the measures of the study t-test and multivariate analysis of variances (MANOVA) were conducted. Furthermore, a zero-order correlation was conducted to identify correlations among the demographic variables, parental acceptance-

rejection/control, coping strategies, personality traits, well-being measures. The associates of Depression and Anxiety with parental acceptance-rejection, coping strategies and personality traits were examined via various hierarchical regression analyses.

CHAPTER III

3. RESULT

3.1 Descriptive Information for the Measures of the Study

Regarding descriptive characteristics of the measures means, standard deviations, and minimum maximum ranges were examined for both Mother and Father forms of Parent Acceptance-Rejection/Control Questionnaire subscales, namely, Warmth, Undifferentiated Rejection, Neglect, Aggression; Beck Depression Inventory; Trait Anxiety Inventory; The Ways of Coping Questionnaire subscales, namely, Problem-Focused Coping, Emotion-Focused Coping, Indirect Focused Coping; and Basic Personality Traits Questionnaire subscales, namely, Extraversion, Conscientiousness, Agreeableness, Neuroticism, Openness to Experience, Negative Valence (see Table 2). For the measures with subscales, the mean scores point to the mean scores for the average value that were calculated by dividing the total scores of the measures by the total number of items for these particular measures.

3.2 Differences of Demographic Variables on the Measures of the Study

To be able to examine how demographic variables make distinction on the measures of the present study, separate multivariate analyses and t-test analyses were conducted. Firstly, demographic variables as independent variables were categorized into two groups in order to make these analyses. Information related to these

categorizations and numbers of cases in each category (with their percentages) were given in Table 3.

Table 2. Descriptive Information for the Measures

Measures	N	Mean	SD	Range
Mother PARQ				
MW	439	3.45	0.53	1-4
MUR	439	1.49	0.44	1-4
MN	440	1.45	0.43	1-4
MA	440	1.53	0.48	1-4
MC	439	2.59	0.54	1-4
Father PARQ				
FW	435	3.22	0.67	1-4
FUR	435	1.45	0.51	1-4
FN	435	1.70	0.60	1-4
FA	435	1.48	0.52	1-4
FC	434	2.55	0.61	1-4
TWCI				
PF	440	3.47	0.50	2-5
EF	441	2.44	0.44	1-5
IF	441	3.34	0.68	1-5
BPTQ				
E	442	3.55	0.81	1-5
C	440	3.63	0.74	1-5
A	443	4.25	0.58	1-5
O	439	3.74	0.68	1-5
N	441	2.77	0.74	1-5
NV	443	1.64	0.50	1-4
BDI	444	9.49	7.11	0-38
TAI	444	43.10	9.23	22-73

Note: **PARQ** = Parent Acceptance-Rejection Questionnaire, MW: Mother Warmth; MR: Mother Undifferentiated Rejection; MN: Mother Neglect; MA: Mother Aggression; MC: Mother Control; FW: Father Warmth ; FUR: Father Undifferentiated Rejection ; FN: Father Neglect; FA: Father Aggression; FC: Father Control, **TWCI** = Turkish Ways of Coping Questionnaire, PF: Problem Focused Coping ; EF: Emotion Focused Coping; IF: Indirect Coping, **BPTQ** = Basic Personality Traits Questionnaire, E: Extraversion; C: Conscientiousness; A: Agreeableness; O: Open to Experience; N: Neuroticism; NV: Negative Valence, **BDI** = Beck Depression Inventory, **TAI** = Trait Anxiety Inventory.

* For the measures having subscales mean scores are for average values were calculated by dividing the total scores of the measures by the total number of items for these particular measures.

Table 3. Categorization of the Demographic Variables

Variables	N	%
Gender		
Female	308	69.7
Male	134	30.3
Age		
17 to 20 (Younger)	209	47.3
21 to 35 (Older)	233	52.7
Participant Education		
University Student (low)	353	81.3
Graduate of University or above (high)	81	18.7
Mother Education		
Graduate of secondary school or below (low)	185	41.7
Graduate of high school or above (high)	254	57.2
Father Education		
Graduate of high school or below (low)	221	49.8
Graduate of University or above (high)	216	48.6
Sibling Number		
Having no or one	273	61.5
Having two or more sibling	165	37.2

3.3 Differences of Demographic Variables on Parental Behavior

Differences of demographic variables were examined on factors of mother and father acceptance-rejection, coping strategies, basic personality traits, anxiety and depression levels.

3.3.1 Differences of Demographic Variables on Maternal Cumulative

Acceptance-Rejection/Control

3.3.1.1 Differences of Age and Gender on Maternal Cumulative Acceptance-Rejection/ Control

In order to determine possible differences of Age and Gender on Maternal Cumulative Acceptance-Rejection 2 Age (Younger, Older) X 2 Gender (Male, Female) between subjects MANOVA was conducted with 2 perceived maternal behaviors (Acceptance-Rejection and Control) as the dependent variables.

Table 4. Age and Gender Differences on Mothers' PARQ/Control

Variables	Wilks' Lambda	Multivariate F	df	Multivariate η^2	Univariate F	Univariate η^2
Gender	.97	2.65*	2,431	.03	-	-
MCA	-	-	1,432	-	1.02	.01
MC	-	-	1,432	-	9.07**	.02
Age	1	1.03	2,431	.01	-	-
MCA	-	-	1,432	-	0.21	.01
MC	-	-	1,432	-	2.05	.01
Age X Gender	1	0.92	2,431	.01	-	-

Note. $p^{**}<.01$; $p^*<.05$; MCA: Maternal Cumulative Acceptance, MC: Maternal Control

Results revealed significant Gender (as shown in Table 4) main effect [Multivariate $F(2, 431) = 2.65$ $p<.05$; Wilks' Lambda = .97; partial $\eta^2 = .03$]. However, there was no significant Age main effect [Multivariate $F(2, 431) = 1.03$, $p>.05$; Wilks' Lambda = 1; partial $\eta^2 = .01$] and no Gender X Age interaction effect

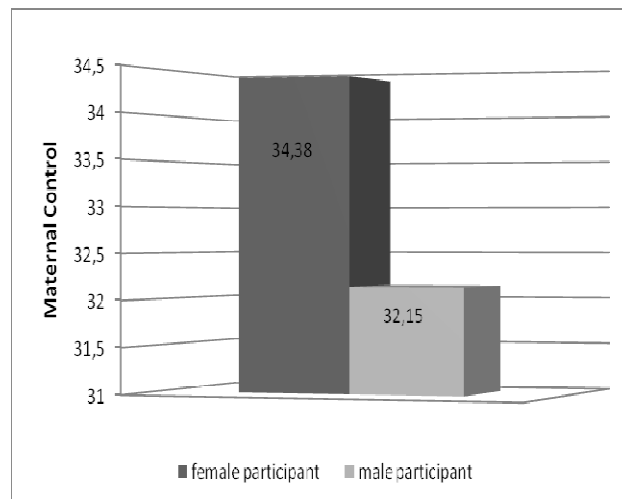
[Multivariate $F(2, 431) = 0.92$ $p > .05$; Wilks' Lambda = 1; partial $\eta^2 = .01$]. After the multivariate analyses, univariate analyses were performed for significant effects with the application of the Bonferroni adjustment. Thus, for the analyses, the alpha values that were lower than .025 (i.e., $.05/2$) were considered to be significant with this correction. Univariate analyses with Bonferroni correction for main effect of Gender yielded a significant effect for Control [$F(1, 432) = 9.07$, $p < .01$; partial $\eta^2 = .02$].

Table 5. Mean Scores of Gender on Maternal Control

	Female	Male
Maternal Control	34.38	32.15

According to mean scores, female participants ($M = 34.38$) perceived more control from their mothers' behaviors than male participants ($M = 32.15$) perceived (as shown in Table 5 and Figure 3).

Figure 3. Mean Scores of Gender on Mother Control



3.3.1.2 Differences of Participants' Education on Maternal Cumulative Acceptance-Rejection/Control

In order to determine Participants' Education Levels (Low and High) main effect on Maternal Cumulative Acceptance-Rejection, MANOVA was conducted with 2 perceived maternal behaviors (Acceptance-Rejection and Control) as the dependent variables.

Results did not revealed significant Education level (as shown in Table 6) main effect [Multivariate $F(2, 425) = 0.45, p > .05$; Wilks' Lambda = 1; partial $\eta^2 = .01$].

Table 6. Level of Participants' Education Differences on Mothers' PARQ/Control

Variables	Wilks' Lambda	Multivariate F	df	Multivariate η^2	Univariate F	Univariate η^2
Participants' Education	1	0.45	2,425	.01	-	-
MCA	-	-	1,426	-	0.51	.01
MC	-	-	1,426	-	0.71	.01

Note. MCA: Maternal Cumulative Acceptance, MC: Maternal Control

3.3.1.3 Differences of Mothers' Education on Maternal Acceptance-Rejection/Control

In order to determine possible differences of Mothers' Education Level (Low and High) on Maternal Cumulative Acceptance-Rejection MANOVA was conducted with 2 perceived maternal behaviors (Acceptance-Rejection and Control) as the dependent variables.

Results revealed significant Mothers' Education (as shown in Table 7) main effect [Multivariate $F(2, 430) = 10.21, p < .001$; Wilks' Lambda = 0.96; partial $\eta^2 = .05$].

Table 7. Level of Mothers' Education Differences on Mothers' PARQ

Variables	Wilks' Lambda	Multivariate F	df	Multivariate η^2	Univariate F	Univariate η^2
Mothers' Education	.96	10.21*	2,430	.05	-	-
MCA	-	-	1,431	-	20.42*	.05
MC	-	-	1,431	-	1.80	.01

Note. $p < .001$; MCA: Maternal Cumulative Acceptance, MC: Maternal Control

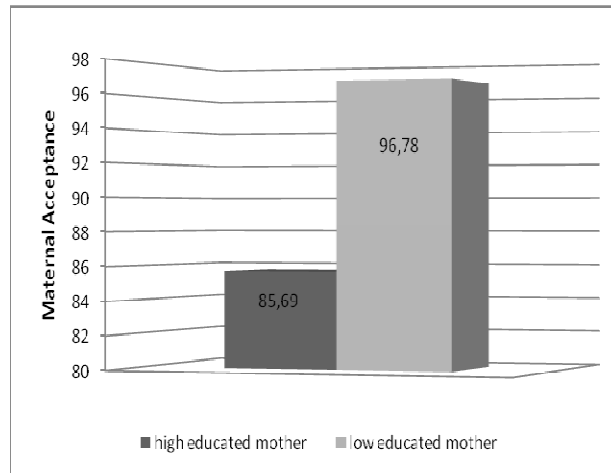
Univariate analyses with Bonferroni correction for main effect of Mother's Education yielded a significant effect for Acceptance [$F(1, 431) = 20.42, p < .001$; partial $\eta^2 = .05$].

Table 8. Mean Scores of Mothers' Education on Maternal Acceptance-Rejection

	High educated Mother	Low educated Mother
Maternal Acceptance-Rejection	85.69	96.78

According to mean scores, participants having high educated mothers ($M = 85.69$) perceived themselves more accepted by their mothers than participants having low educated mothers ($M = 96.78$) perceived (as shown in Table 8 and Figure 4).

Figure 4. Mean Scores of Mothers' Education on Maternal Acceptance-Rejection



3.3.1.4 Differences of Fathers' Education on Maternal Cumulative Acceptance-Rejection/ Control

In order to determine possible differences of Fathers' Education Levels (Low and High) on Maternal Cumulative Acceptance-Rejection MANOVA was conducted with 2 perceived maternal behaviors (Acceptance-Rejection and Control) as the dependent variables.

Results revealed significant Fathers' Education Level (as shown in Table 9) main effect [Multivariate $F(2, 428) = 6.29, p < .01$; Wilks' Lambda = .97; partial $\eta^2 = .03$].

Table 9. Level of Fathers' Education Differences on Mothers' PARQ/Control

Variables	Wilks' Lambda	Multivariate F	df	Multivariate η^2	Univariate F	Univariate η^2
Fathers' Education	.97	6.29*	2,428	.03	-	-
MCA	-	-	1,429	-	11.95**	.03
MC	-	-	1,429	-	0.21	.01

Note. $p^{**} < .001$; $p^* < .01$; MCA: Maternal Cumulative Acceptance, MC: Maternal Control

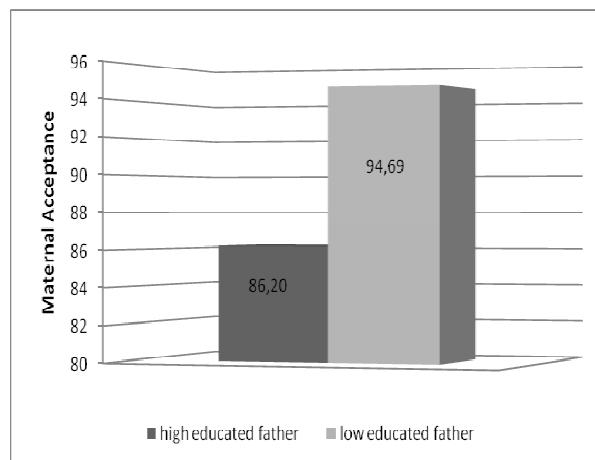
Uniivariate analyses with Bonferroni correction for main effect of Father's Education yielded a significant effect for Acceptance [$F(1,429) = 11.95$ $p < .001$; partial $\eta^2 = .03$].

Table 10. Mean Scores of Fathers' Education on Maternal Acceptance-Rejection

	High educated Father	Low educated Father
Maternal Acceptance-Rejection	86.20	94.69

According to mean scores, participants having high educated fathers ($M = 86.20$) perceived themselves more accepted by their mothers than participants having low educated fathers ($M = 94.69$) perceived (as shown in Table 10 and Figure 5).

Figure 5. Mean Scores of Fathers' Education on Maternal Acceptance-Rejection



3.3.1.5 Differences of Number of Siblings on Maternal Cumulative Acceptance-Rejection/Control

In order to determine possible differences of Number of Siblings (Low and High) on Maternal Cumulative Acceptance-Rejection, MANOVA was conducted with 2 perceived maternal behaviors (Acceptance-Rejection and Control) as the dependent variables.

Results revealed significant Number of Siblings (as shown in Table 11) main effect [Multivariate $F(2, 429) = 6.53, p < .01$; Wilks' Lambda = .97; partial $\eta^2 = .03$].

Table 11. Number of Siblings Differences on Mothers' PARQ/Control

Variables	Wilks' Lambda	Multivariate F	df	Multivariate η^2	Univariate F	Univariate η^2
Number of Siblings	.97	6.53*	2,429	.03	-	-
MCA	-	-	1,430	-	12.85**	.03
MC	-	-	1,430	-	2.82	.01

Note: $p^{**} < .001$; $p^* < .01$; MCA: Maternal Cumulative Acceptance, MC: Maternal Control

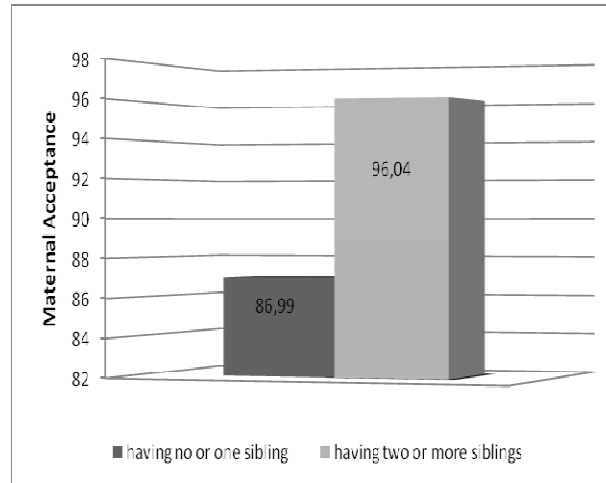
Univariate analyses with Bonferroni correction for main effect of Number of Siblings yielded a significant effect for Acceptance [$F(1,430) = 12.85, p < .001$; partial $\eta^2 = .03$].

Table 12. Mean Scores of Number of Siblings on Maternal Acceptance-Rejection

	No or one sibling	Two or more siblings
Maternal Acceptance	86.99	96.04

According to mean scores, participants having no or one sibling ($M= 86.99$) perceived themselves more accepted by their mothers than participants having two or more siblings ($M= 96.04$) perceived (as shown in Table 12 and Figure 6).

Figure 6. Mean Scores of Number of Siblings on Maternal Acceptance-Rejection



3.3.2. Differences of Demographic Variables on Paternal Cumulative Acceptance-Rejection and Control

3.3.2.1 Differences of Age and Gender on Paternal Cumulative Acceptance-Rejection/ Control

In order to determine possible differences of Age and Gender on Paternal Cumulative Acceptance-Rejection 2 Age (Younger, Older) X 2 Gender (Male, Female) between subjects MANOVA was conducted with 2 perceived paternal behaviors (Acceptance-Rejection and Control) as the dependent variables.

Results revealed significant Gender (as shown in Table 13) main effect [Multivariate $F(2, 427) = 6.62, p < .001$; Wilks' Lambda = .97; partial $\eta^2 = .03$].

However, there was no significant Age main effect [Multivariate $F(2, 427) = 2.50$, $p > .05$; Wilks' Lambda = 1; partial $\eta^2 = .01$] and no Gender X Age interaction effect [Multivariate $F(2, 427) = 0.60$, $p > .05$; Wilks' Lambda = 1; partial $\eta^2 = .01$]. After the multivariate analyses, univariate analyses were performed for significant effects with the application of the Bonferroni adjustment. Thus, for the analyses, the alpha values that were lower than .025 (i.e., $.05/2$) were considered to be significant with this correction.

Table 13. Age and Gender Differences on Fathers' PARQ/Control

Variables	Wilks' Lambda	Multivariate F	Df	Multivariate η^2	Univariate F	Univariate η^2
Gender	.97	6.62**	2,427	.03	-	-
FCA	-	-	1,428	-	8.82*	.02
FC	-	-	1,428	-	1.83	.01
Age	1	2.50	2,427	.01	-	-
FCA	-	-	1,428	-	0.19	.01
FC	-	-	1,428	-	5.00	.01
Age X Gender	1	0.60	2,427	.01	-	-

Note: $p^{**} < .001$; $p^* < .01$; FCA: Paternal Cumulative Acceptance, FC: Paternal Control

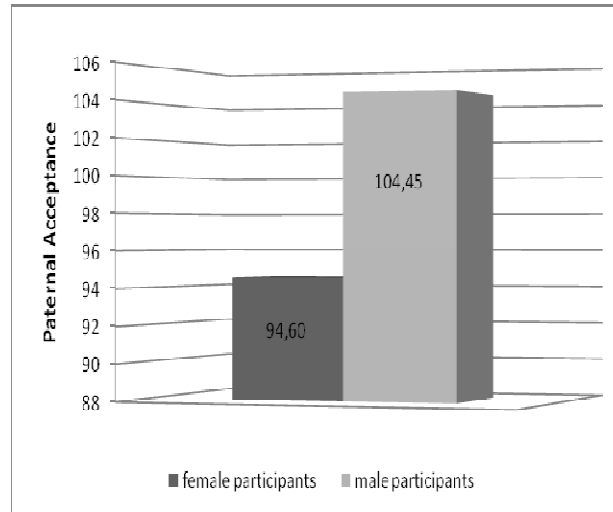
Univariate analyses with Bonferroni correction for main effect of Gender yielded a significant effect for Acceptance [$F(1, 428) = 8.82$, $p < .01$; partial $\eta^2 = .01$].

Table 14. Mean Scores of Gender on Paternal Acceptance-Rejection

	Female	Male
Paternal Acceptance-Rejection	94.60	104.45

According to mean scores, female participants ($M= 94.60$) perceived themselves more accepted by their fathers than male participants ($M= 104.45$) perceived (as shown in Table 14 and Figure 7).

Figure 7. Mean Scores of Gender on Paternal Acceptance-Rejection



3.3.2.2 Differences of Participants' Education on Paternal Cumulative Acceptance-Rejection/ Control

In order to determine Participants' Education Level (Low and High) main effect on Paternal Cumulative Acceptance-Rejection, MANOVA was conducted with 2 perceived paternal behaviors (Acceptance-Rejection and Control) as the dependent variables.

Results did not reveal significant Education Level (as shown in Table 15) main effect [Multivariate $F(2, 422) = 1.91, p > .05$; Wilks' Lambda = .99; partial $\eta^2 = .01$].

Table 15. Level of Participants' Education Difference on Father PARQ/Control

Variables	Wilks' Lambda	Multivariate F	df	Multivariate η^2	Univariate F	Univariate η^2
Participants' Education	.99	1.91	2,422	.01	-	-
FCA	-	-	1,423	-	1.19	.01
FC	-	-	1,423	-	3.34	.01

Note. FCA: Paternal Cumulative Acceptance, FC: Paternal Control

3.3.2.3 Differences of Mothers' Education on Paternal Cumulative Acceptance-Rejection/ Control

In order to determine possible differences of Mothers' Education Level (Low and High) on Paternal Cumulative Acceptance-Rejection, MANOVA was conducted with 2 perceived paternal behaviors (Acceptance-Rejection and Control) as the dependent variables.

Results revealed significant Mothers' Education Level (as shown in Table 16) main effect [Multivariate $F(2, 426) = 9.39, p < .001$; Wilks' Lambda = .96; partial $\eta^2 = .01$].

Table 16. Levels of Mothers' Education Differences on Fathers' PARQ/Control

Variables	Wilks' Lambda	Multivariate F	df	Multivariate η^2	Univariate F	Univariate η^2
Mothers' Education	.96	9.39**	2,426	.04	-	-
FCA	-	-	1,427	-	14.11**	.03
FC	-	-	1,427	-	8.34*	.02

Note. p **<.001; p *<.01; FCA: Paternal Cumulative Acceptance, FC: Paternal Control

Univariate analyses with Bonferroni correction for main effect of Mother's Education Level yielded a significant effect for Acceptance [$F(1,427) = 14.11, p < .001$; partial $\eta^2 = .03$]; for Control [$F(1,427) = 8.34, p < .01$; partial $\eta^2 = .02$].

Table 17. Mean Scores of Mothers' Education on Paternal PARQ/Control

	High educated Mother	Low educated Mother
Paternal Acceptance	92.84	104.14
Paternal Control	32.19	34.43

According to mean scores, participants having high educated mothers (\underline{M} = 92.84) perceived themselves more accepted by their fathers than participants having low educated mothers (\underline{M} = 104.14) perceived (as shown in Table 17; Figure 8). In addition, participants having high educated mothers (\underline{M} = 32.19) perceived less control from their mothers than participants having low educated mothers (\underline{M} = 34.43) perceived (as shown in Table 17 and Figure 9).

Figure 8. Means Score of Mothers' Education on Paternal Acceptance

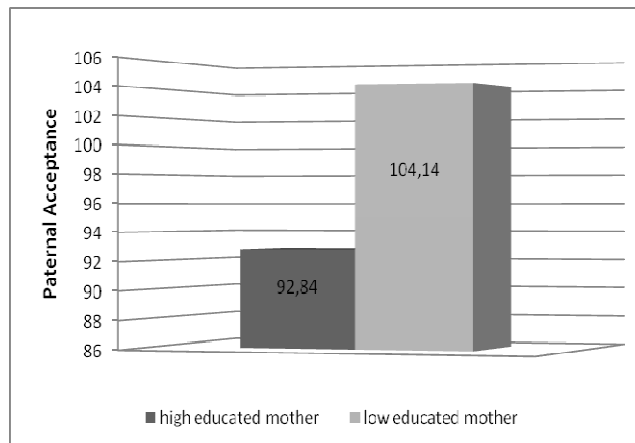
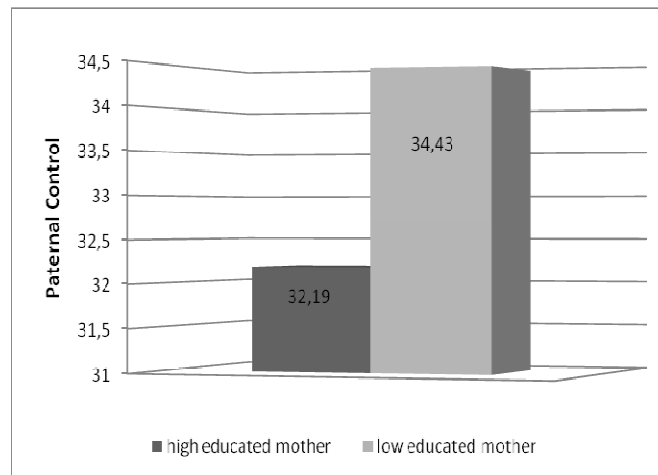


Figure 9. Means Score of Mothers' Education on Paternal Control



3.3.2.4 Differences of Fathers' Education on Paternal Cumulative Acceptance-Rejection/ Control

In order to determine possible differences of Fathers' Education Level (Low and High) on Paternal Cumulative Acceptance- Rejection MANOVA was conducted with 2 perceived paternal behaviors (Acceptance and Control) as the dependent variables.

Results revealed significant Fathers' Education Level (as shown in Table 18) main effect [Multivariate $F(2, 425) = 7.34, p < .001$; Wilks' Lambda = .97; partial $\eta^2 = .03$].

Table 18. Level of Fathers' Education Differences on Fathers' PARQ/Control

Variables	Wilks' Lambda	Multivariate F	df	Multivariate η^2	Univariate F	Univariate η^2
Fathers' Education	.97	7.34**	2,425	.03	-	-
FCA	-	-	1,426	-	10.37**	.03
FC	-	-	1,426	-	7.38*	.02

Note. p **<.001; p *<.01; FCA: Paternal Cumulative Acceptance, FC: Paternal Control

Uniivariate analyses with Bonferroni correction for main effect of Fathers' Education Level yielded a significant effect for Acceptance [$F(1,426) = 10.37$, $p < .001$; partial $\eta^2 = .03$]; for Control [$F(1,426) = 7.38$, $p < .01$; partial $\eta^2 = .02$].

Table 19. Mean Scores of Father's Education on Paternal Cumulative Acceptance-Rejection/Control

	High Educated Father	Low Educated Father
Paternal Acceptance	92.79	102.40
Paternal Control	32.05	34.13

According to mean scores, participants having high educated fathers ($M = 92.79$) perceived themselves more accepted by their fathers than participants having low educated fathers ($M = 102.40$) perceived (as shown in Table 19 and Figure 10). Participants having high educated fathers ($M = 32.05$) perceived less control from their fathers than participants having low educated fathers ($M = 34.13$) perceived (as shown in Table 19 and Figure 11).

Figure 10. Mean Scores of Fathers' Education on Paternal Rejection

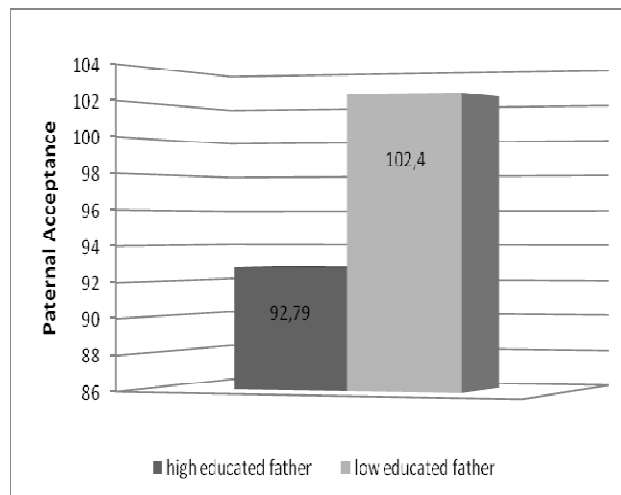
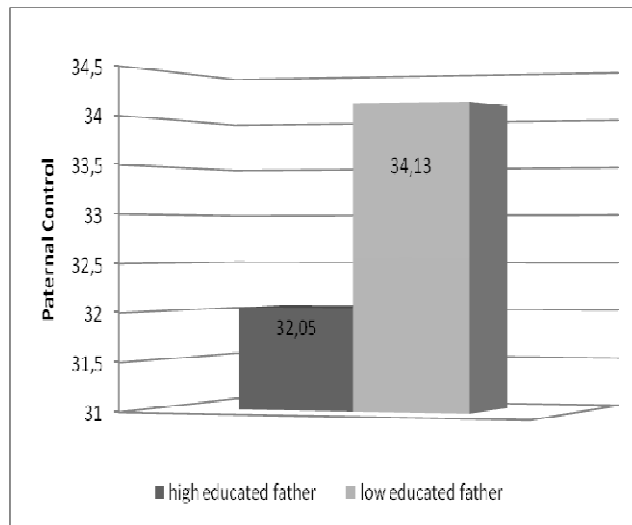


Figure 11. Mean Scores of Fathers' Education on Paternal Control



3.3.2.5 Differences of Number of Siblings on Paternal Cumulative Acceptance-Rejection/ Control

In order to determine possible differences of Number of Siblings (Low and High) on Paternal Cumulative Acceptance, MANOVA was conducted with 2 perceived paternal behaviors (Acceptance-Rejection and Control) as the dependent variables.

Table 20. Number of Siblings Differences on Fathers' PARQ/Control

Variables	Wilks' Lambda	Multivariate F	df	Multivariate η^2	Univariate F	Univariate η^2
Number of Siblings	.96	9.37**	2,425	.04	-	-
FCA	-	-	1,426	-	13.07**	.03
FC	-	-	1,426	-	9.41*	.02

Note: p **<.001; p *<.01; FCA: Paternal Cumulative Acceptance, FC: Paternal Control

Results revealed significant Number of Siblings (as shown in Table 20) main effect [Multivariate $F(2, 425) = 9.37, p < .001$; Wilks' Lambda = .96; partial $\eta^2 = .04$].

Uniivariate analyses with Bonferroni correction for main effect of Number of Siblings yielded a significant effect for Acceptance [$F(1, 426) = 13.07, p < .001$; partial $\eta^2 = .03$]; for Control [$F(1, 426) = 9.41, p < .01$; partial $\eta^2 = .02$].

Table 21. Mean Scores of Number of Siblings on Paternal Acceptance-Rejection/Control

	No or one sibling	Two or more siblings
Paternal Acceptance	93.40	104.49
Paternal Control	32.22	34.63

According to mean scores (as shown in Table 21; Figure 12 and 13), participants having no or one sibling ($M = 93.40$) perceived themselves more accepted by their fathers than participants having two or more siblings ($M = 104.49$) perceived. Participants having no or one sibling ($M = 32.22$) perceived less control from their fathers than participants having two or more siblings ($M = 34.63$) perceived.

Figure 12. Mean Scores of Number of Siblings on Paternal Acceptance

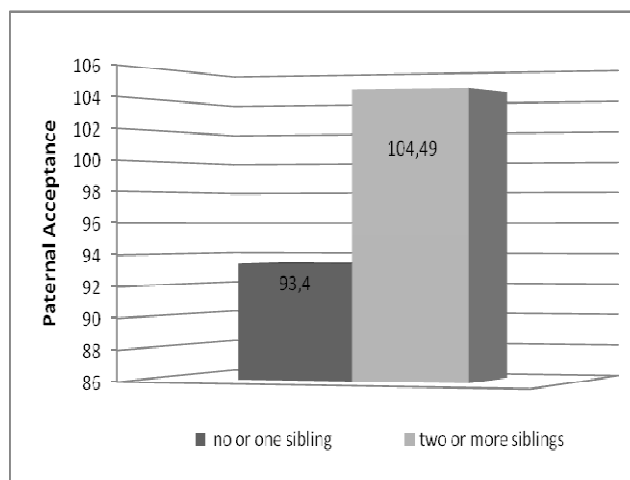
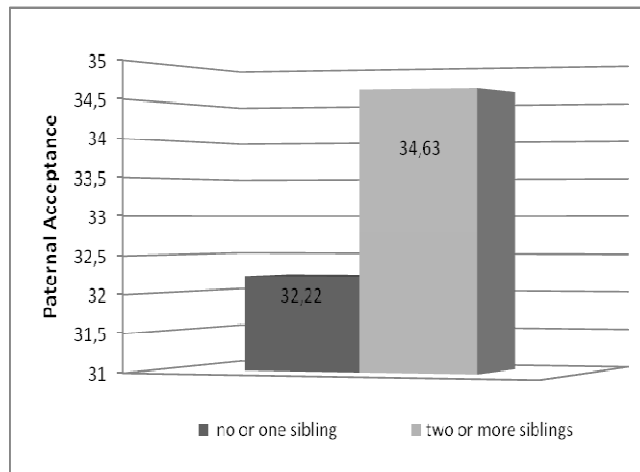


Figure 13. Mean Scores of Number of Siblings on Paternal Control



3.3.3 Differences of Demographic Variables on Maternal Factors-PARQ

3.3.3.1 Differences of Age and Gender on Maternal Factors-PARQ

In order to determine possible differences of Age and Gender on Maternal Acceptance 2 (Younger, Older) X (Male, Female) between subjects MANOVA was conducted with 4 perceived maternal behaviors (Warmth, Undifferentiated Rejection, Neglect, and Aggression) as the dependent variables.

Results revealed significant Gender (as shown in Table 22) main effect [Multivariate $F(4, 430) = 2.65, p < .05$; Wilks' Lambda = .98; partial $\eta^2 = .01$]. However, there was no significant Age main effect [Multivariate $F(4, 430) = 0.26, p > .05$; Wilks' Lambda = 1; partial $\eta^2 = .01$] and no Gender X Age interaction effect [Multivariate $F(4, 430) = 0.76, p > .05$; Wilks' Lambda = 1; partial $\eta^2 = .01$]. After the multivariate analyses, univariate analyses were performed for significant effects with the application of the Bonferroni adjustment. Thus, for the analyses, the

alpha values that were lower than .013 (i.e., .05/4) were considered to be significant with this correction.

Table 22. Age and Gender Differences on Mothers' PARQ

Variables	Wilks' Lambda	Multivariate F	df	Multivariate η^2	Univariate F	Univariate η^2
Gender	.98	2.65*	4,430	.02	-	-
MW	-	-	1,433	-	4.02**	.01
MUR	-	-	1,433	-	0.20	.01
MN	-	-	1,433	-	2.20	.01
MA	-	-	1,433	-	0.24	.01
Age	1	0.26	4,430	.01	-	-
MW	-	-	1,433	-	0.18	.01
MUR	-	-	1,433	-	0.39	.01
MN	-	-	1,433	-	0.12	.01
MA	-	-	1,433	-	0.04	.01
Age X Gender	1	0.76	4,430	.01	-	-

Note. $p < .05$; $p^{**} < .013$; MW: Mother Warmth; MUR: Mother Undifferentiated Rejection; MN: Mother Neglect; MA: Mother Aggression

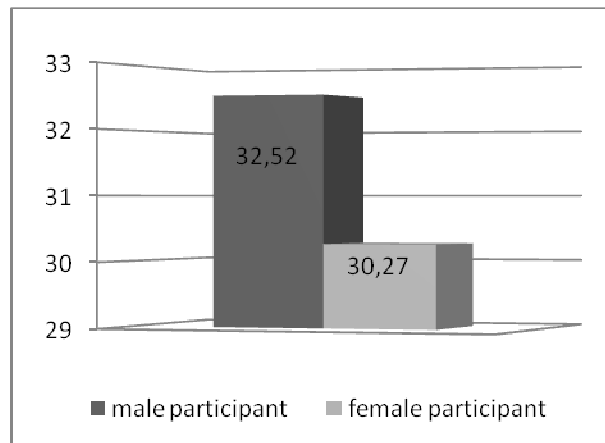
Univariate analyses with Bonferroni correction for main effect of Gender yielded a significant effect for Warmth [$F(1, 433) = 4.02, p < .05$; partial $\eta^2 = .01$].

Table 23. Mean Scores of Gender on Maternal Warmth

	Female	Male
Maternal Warmth	30.27	32.52

According to mean scores, female participants ($M = 30.27$) perceived their mothers' behaviors warmer than male participants ($M = 32.52$) perceived (as shown in Table 23 and Figure 14).

Figure 14. Mean Scores of Gender on Maternal Warmth



3.3.3.2 Differences of Participants’ Education on Maternal Factors-PARQ

In order to determine Participants’ Education (Low and High) main effect on Maternal Acceptance, MANOVA was conducted with 4 perceived maternal behaviors (Warmth, Undifferentiated Rejection, Neglect, and Aggression) as the dependent variables.

Results did not reveal significant Education Level (as shown in Table 24) main effect [Multivariate $F(4, 424) = 0.20, p > .05$; Wilks’ Lambda = 1; partial $\eta^2 = .01$].

Table 24. Level of Participants’ Education Differences on Mother PARQ

Variables	Wilks’ Lambda	Multivariate F	df	Multivariate η^2	Univariate F	Univariate η^2
Education	1	0.20	4,424	.01	-	-
MW	-	-	1,427	-	0.51	.01
MUR	-	-	1,427	-	0.17	.01
MN	-	-	1,427	-	0.57	.00
MA	-	-	1,427	-	0.43	.01

Note: MW: Mother Warmth; MUR: Mother Undifferentiated Rejection; MN: Mother Neglect; MA: Mother Aggression

3.3.3.3 Differences of Mothers' Education on Maternal Factors-PARQ

In order to determine possible differences of Mothers' Education Level (Low and High) on Maternal Acceptance MANOVA was conducted with 4 perceived maternal behaviors (Warmth, Undifferentiated Rejection, Neglect, and Aggression) as the dependent variables.

Results revealed significant Mothers' Education Level (as shown in Table 25) main effect [Multivariate $F(4, 429) = 6.51$, $p < .001$; Wilks' Lambda = .94; partial $\eta^2 = .06$].

Table 25. Level of Mothers' Education Differences on Mothers' PARQ

Variable	Wilks' Lambda	Multivariate F	df	Multivariate η^2	Univariate F	Univariate η^2
Mother Education	.94	6.51**	4,429	.06	-	-
MW	-	-	1,432	-	18.84**	.04
MUR	-	-	1,432	-	9.39*	.02
MN	-	-	1,432	-	17.47**	.04
MA	-	-	1,432	-	17.35**	.04

Note: $p^{**} < .001$; $p^* < .01$; MW: Mother Warmth; MUR: Mother Undifferentiated Rejection; MN: Mother Neglect; MA: Mother Aggression

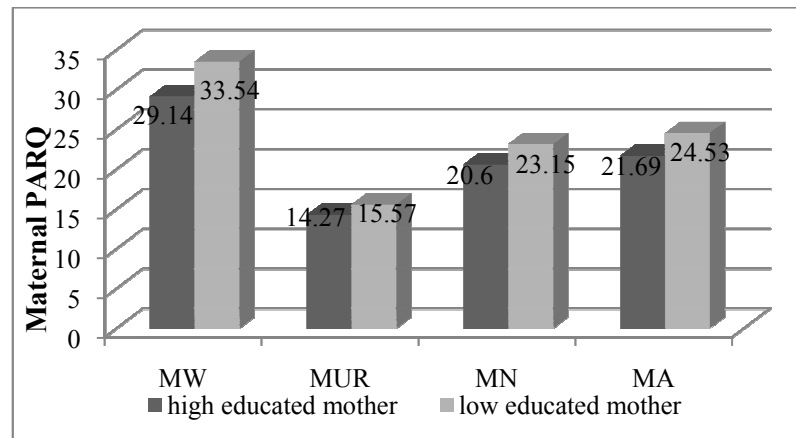
Univariate analyses with Bonferroni correction for main effect of Mothers' Education Level yielded a significant effect for Warmth [$F(1, 432) = 18.84$, $p < .001$; partial $\eta^2 = .04$]; for Rejection [$F(1, 432) = 9.39$, $p < .01$; partial $\eta^2 = .02$]; for Neglect [$F(1, 432) = 17.47$, $p < .001$; partial $\eta^2 = .04$]; for Aggression [$F(1, 432) = 17.35$, $p < .001$; partial $\eta^2 = .04$].

Table 26. Means Scores of Mothers' Education on Maternal Behavior

	High educated Mother	Low educated Mother
Maternal Warmth	29.14	33.54
Maternal Undif. Rejection	14.27	15.57
Maternal Neglect	20.60	23.15
Maternal Aggression	21.69	24.53

According to mean scores (as shown in Table 26 and Figure 15), participants having high educated mothers (\underline{M} = 29.14) perceived their mothers' behaviors warmer than participants having low educated mother (\underline{M} = 33.54) perceived. Participants having high educated mother (\underline{M} = 14.27) perceived their mothers' behaviors less rejecting than participants having low educated mothers (\underline{M} = 15.57) perceived. Participants having high educated mother (\underline{M} = 20.60) perceived their mothers' behaviors less neglecting than participants having low educated mothers (\underline{M} = 23.15) perceived. Participants having high educated mothers (\underline{M} = 21.69) perceived their mothers' behaviors less aggressive than participants having low educated mothers (\underline{M} = 24.53) perceived.

Figure 15. Means Scores of Mothers' Education on Maternal Behavior



Note: MW: Mother Warmth; MUR: Mother Undifferentiated Rejection; MN: Mother Neglect; MA: Mother Aggression

3.3.3.4 Differences of Fathers' Education on Maternal Factors-PARQ/Control

In order to determine possible differences of Fathers' Education (Low and High) on Maternal Acceptance MANOVA was conducted with 4 perceived maternal behaviors (Warmth, Undifferentiated Rejection, Neglect, and Aggression) as the dependent variables.

Results revealed significant Fathers' Education Level (as shown in Table 27) main effect [Multivariate $F(4, 427) = 3.89$; $p < .01$; Wilks' Lambda = .97; partial $\eta^2 = .04$].

Table 27. Level of Fathers' Education Differences on Mothers' PARQ

Variables	Wilks' Lambda	Multivariate F	df	Multivariate η^2	Univariate F	Univariate η^2
Father Education	.97	3.89*	4,427	.04	-	-
MW	-	-	1,430	-	14.59**	.03
MUR	-	-	1,430	-	4.69	.01
MN	-	-	1,430	-	9.97*	.02
MA	-	-	1,430	-	6.92*	.02

Note: $p^{**} < .001$; $p^* < .01$; MW: Mother Warmth; MUR: Mother Undifferentiated Rejection; MN: Mother Neglect; MA: Mother Aggression

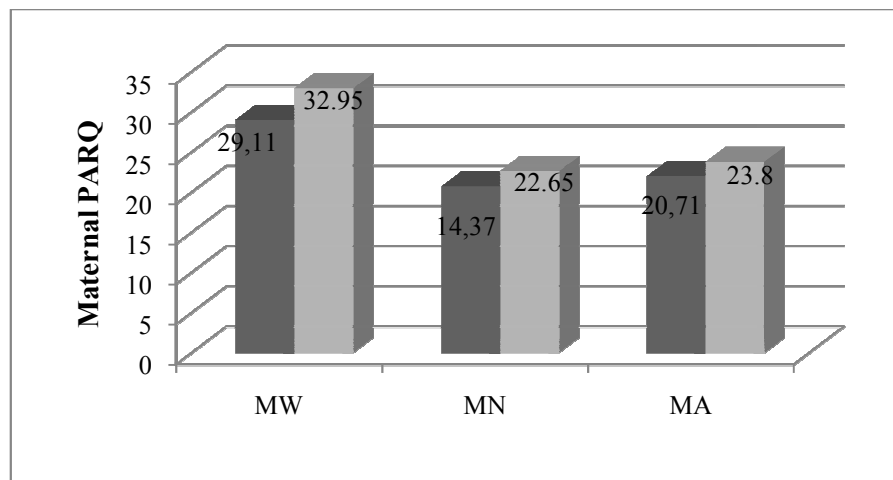
Univariate analyses with Bonferroni correction for main effect of Fathers' Education yielded a significant effect for Warmth [$F(1,430) = 14.59$ $p < .001$; partial $\eta^2 = .03$]; for Neglect [$F(1,430) = 9.97$ $p < .01$; partial $\eta^2 = .02$]; for Aggression [$F(1,430) = 6.92$ $p < .01$; partial $\eta^2 = .02$].

Table 28. Mean Scores of Fathers' Education on Maternal Behavior

	High educated Father	Low educated Father
Maternal Warmth	29.11	32.95
Maternal Neglect	14.37	22.65
Maternal Aggression	20.71	23.80

According to mean scores (as shown in Table 28 and Figure 16), participants having high educated fathers ($\underline{M}= 29.11$) perceived their mothers' behaviors warmer than participants having low educated fathers ($\underline{M}= 32.95$) perceived. Participants having high educated fathers ($\underline{M}= 14.37$) perceived their mothers' behaviors less neglecting than participants having low educated fathers ($\underline{M}= 22.65$) perceived. Participants having high educated fathers ($\underline{M}= 20.71$) perceived their mothers' behaviors less aggressive than participants having low educated fathers ($\underline{M}= 23.80$) perceived.

Figure 16. Mean Scores of Fathers' Education on Maternal Behavior



Note. MW: Mother Warmth; MN: Mother Neglect; MA: Mother Aggression.

3.3.3.5 Differences of Number of Siblings on Maternal Factors-PARQ

In order to determine possible differences of Number of Siblings (Low and High) on Maternal Acceptance MANOVA was conducted with 4 perceived maternal behaviors (Warmth, Undifferentiated Rejection, Neglect, and Aggression) as the dependent variables.

Results revealed significant Number of Siblings (as shown in Table 29) main effect [Multivariate $F(4, 428) = 3.84$; $p < .01$; Wilks' Lambda = .97; partial $\eta^2 = .04$].

Table 29. Number of Siblings Differences on Mothers' PARQ

Variables	Wilks' Lambda	Multivariate F	df	Multivariate η^2	Univariate F	Univariate η^2
Number of Siblings	.97	3.84*	4,428	.04	-	-
MW	-	-	1,431	-	15.11**	.03
MUR	-	-	1,431	-	5.78	.01
MN	-	-	1,431	-	12.59**	.03
MA	-	-	1,431	-	6.19*	.01

Note. $p^{**} < .001$; $p^* < .01$; MW: Mother Warmth; MUR: Mother Undifferentiated Rejection; MN: Mother Neglect; MA: Mother Aggression.

Univariate analyses with Bonferroni correction for main effect of Number of Siblings yielded a significant effect for Warmth [$F(1,431) = 15.11$; $p < .001$; partial $\eta^2 = .03$]; for Neglect [$F(1,431) = 12.59$; $p < .001$; partial $\eta^2 = .03$]; and for Aggression [$F(1,431) = 6.19$; $p < .01$; partial $\eta^2 = .01$].

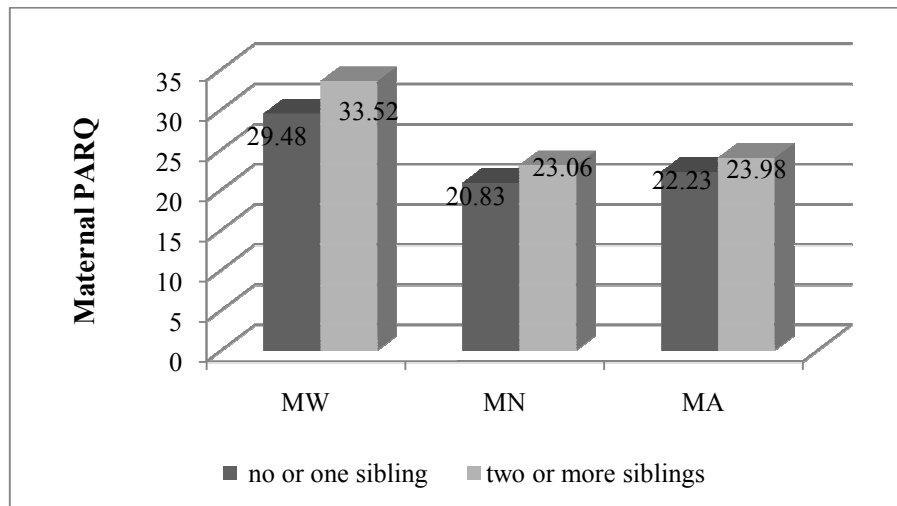
Table 30. Mean Scores of Number of Siblings on Maternal Behaviors

	No or one sibling	Two or more siblings
Maternal Warmth	29.48	33.52
Maternal Neglect	20.83	23.06
Maternal Aggression	22.23	23.98

According to mean scores (as shown in Table 30 and Figure 17), participants having no or one sibling ($M = 29.48$) perceived their mothers' behaviors warmer than participants having two or more siblings ($M = 33.52$) perceived. Participants having no or one sibling ($M = 20.83$) perceived their mothers' behaviors less neglecting than participants having two or more siblings ($M = 23.06$) perceived. Participants having

no or one sibling (\underline{M} = 22.23) perceived their mother less aggressive toward themselves than participants having two or more siblings (\underline{M} = 23.98) perceived.

Figure 17. Means of Number of Siblings on Mother Behavior



Note. MW: Mother Warmth; MR; MN: Mother Neglect; MA: Mother Aggression

3.3.4 Differences of Demographic Variables on Paternal Factors-PARQ

3.3.4.1 Differences of Age and Gender on Paternal Factors-PARQ

In order to determine possible differences of Age and Gender on Paternal Acceptance 2 Age (Younger, Older) X 2 Gender (Male, Female) between subjects MANOVA was conducted with 4 perceived paternal behaviors (Warmth, Undifferentiated Rejection, Neglect, and Aggression) as the dependent variables.

Results revealed significant Gender (as shown in Table 31) main effect [Multivariate \underline{F} (4, 426) = 3.2; $p < .05$; Wilks' Lambda = .97; partial η^2 = .03]. However, there was no significant Age main effect [Multivariate \underline{F} (4,426) = 0.34;

$p > .05$; Wilks' Lambda = 1; partial $\eta^2 = .003$] and no Gender X Age interaction effect [Multivariate $F(4,426) = 1.77$; $p > .05$; Wilks' Lambda = .99; partial $\eta^2 = .02$].

Table 31. Age and Gender Differences on Fathers' PARQ

Variables	Wilks' Lambda	Multivariate F	df	Multivariate η^2	Univariate F	Univariate η^2
Gender	.97	3.20*	4,426	.01	-	-
FW	-	-	1,429	-	9.88**	.02
FUR	-	-	1,429	-	3.00	.01
FN	-	-	1,429	-	6.66**	.02
FA	-	-	1,429	-	6.01***	.01
Age	1	0.34	4,426	.003	-	-
FW	-	-	1,429	-	0.18	.01
FUR	-	-	1,429	-	0.39	.01
FN	-	-	1,429	-	0.12	.01
FA	-	-	1,429	-	0.04	.01
Age X Gender	.98	1.77	4,426	.02	-	-

Note. $p^{***} < .013$; $p^{**} < .01$; $p^* < .05$; FW: Father Warmth; FUR: Father Undifferentiated Rejection; FN: Father Neglect; FA: Father Aggression

After the multivariate analyses, univariate analyses were performed for significant effects with the application of the Bonferroni adjustment. Thus, for the analyses, the alpha values that were lower than .013 (i.e., $.05/4$) were considered to be significant with this correction.

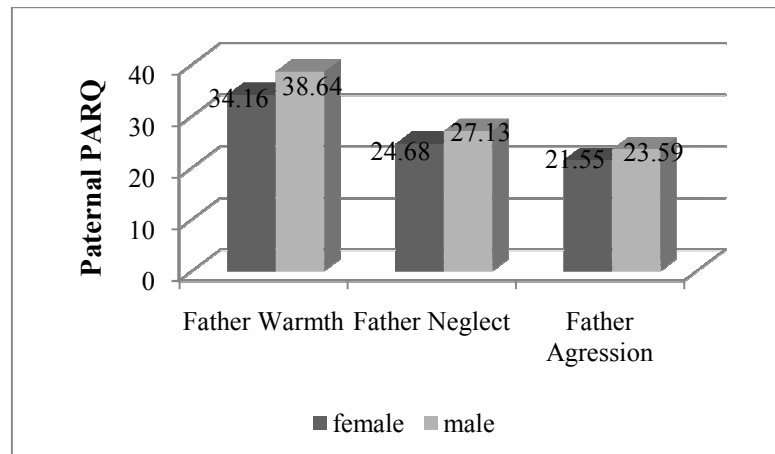
Univariate analyses with Bonferroni correction for main effect of gender yielded a significant effect for Warmth [$F(1,429) = 9.88$; $p < .01$; partial $\eta^2 = .02$]; for Neglect [$F(1,429) = 6.66$; $p < .01$; partial $\eta^2 = .02$]; for Aggression [$F(1,429) = 6.01$; $p < .013$; partial $\eta^2 = .01$].

Table 32. Mean Scores of Gender on Paternal Behaviors

	Female	Male
Paternal Warmth	34.16	38.64
Paternal Neglect	24.68	27.13
Paternal Aggression	21.55	23.59

According to mean scores (as shown in Table 32 and Figure 18), female participants (\underline{M} = 34.16) perceived their fathers' behaviors warmer than male participants (\underline{M} = 38.64) perceived. Female participants (\underline{M} = 24.68) perceived their fathers' behaviors less neglecting than male participants (\underline{M} = 27.13) perceived. Female participants (\underline{M} = 21.55) perceived their fathers' behaviors less aggressive than male participants (\underline{M} = 23.59) perceived.

Figure 18. Mean Scores of Gender on Paternal Behavior



3.3.4.2 Differences of Participants' Education Level on Paternal Factors-PARQ

In order to determine Participants' Education Level (Low and High) main effect on Paternal Acceptance, MANOVA was conducted with 4 perceived paternal

behavior (Warmth, Undifferentiated Rejection, Neglect, and Aggression) as the dependent variables.

Results did not reveal significant Participants' Education level (as shown in Table 33) main effect [Multivariate $F(4,421) = 0.45$ $p > .05$; Wilks' Lambda = 1; partial $\eta^2 = .01$].

Table 33. Level of Participants' Education Differences Fathers' PARQ

Variables	Wilks' Lambda	Multivariate F	df	Multivariate η^2	Univariate F	Univariate η^2
Education	1	0.45	4,421	.01	-	-
FW	-	-	1,424	-	0.46	.01
FR	-	-	1,424	-	1.69	.01
FN	-	-	1,424	-	0.79	.01
FA	-	-	1,424	-	1.63	.01

Note. FW: Father Warmth; FUR: Father Undifferentiated Rejection; FN: Father Neglect; FA: Father Aggression

3.3.4.3 Differences of Mothers' Education on Paternal Factors-PARQ

In order to determine possible differences of Mother's Education (Low and High) on Paternal Acceptance MANOVA was conducted with 4 perceived paternal behaviors (Warmth, Undifferentiated Rejection, Neglect, Aggression) as the dependent variables.

Table 34. Level of Mother's Education Differences Father PARQ

Variables	Wilks' Lambda	Multivariate F	df	Multivariate η^2	Univariate F	Univariate η^2
Mother Education	.96	4.70**	4,425	.04	-	-
FW	-	-	1,428	-	15.60**	.04
FUR	-	-	1,428	-	9.90*	.02
FN	-	-	1,428	-	8.48*	.02
FA	-	-	1,428	-	8.38*	.02

Note: $p^{**} < .001$; $p^* < .01$; FW: Father Warmth; FUR: Father Undifferentiated Rejection; FN: Father Neglect; FA: Father Aggression

Results revealed significant Mothers' Education Level (as shown in Table 34) main effect [Multivariate $F(4,425) = 4.70$ $p < .001$; Wilks' Lambda = .96; partial $\eta^2 = .04$].

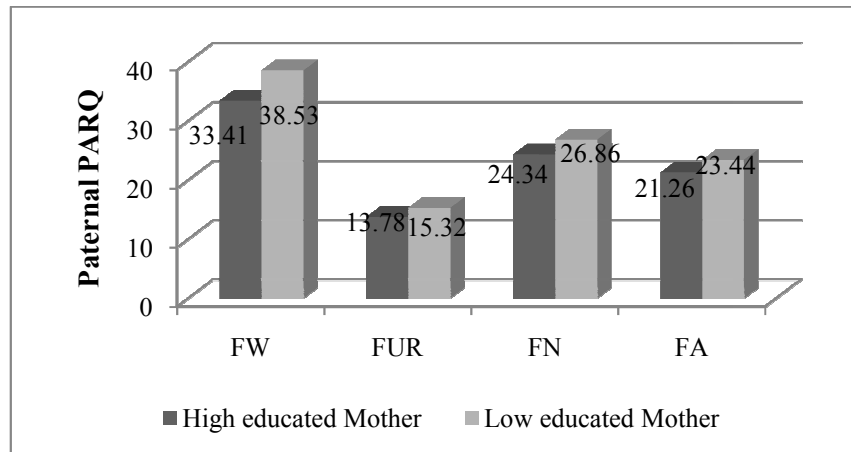
Univariate analyses with Bonferroni correction for main effect of Mother's Education yielded a significant effect for Warmth [$F(1, 428) = 15.60$; $p < .001$; partial $\eta^2 = .04$]; for Rejection [$F(1,428) = 9.90$; $p < .01$; partial $\eta^2 = .02$]; for Neglect [$F(1,428) = 8.48$; $p < .01$; partial $\eta^2 = .02$]; for Aggression [$F(1,428) = 8.38$; $p < .01$; partial $\eta^2 = .02$].

Table 35. Mean Scores of Mothers' Education on Paternal Behavior

	High educated Mother	Low educated Mother
Paternal Warmth	33.41	38.53
Paternal Undif. Rejection	13.78	15.32
Paternal Neglect	24.34	26.86
Paternal Aggression	21.26	23.44

According to mean scores (as shown in Table 35 and Figure 19), participants having high educated mothers ($M = 33.41$) perceived their fathers' behaviors warmer than participants having low educated mothers ($M = 38.53$) perceived. Participants having high educated mothers ($M = 13.78$) perceived their fathers' behaviors less rejecting than participants having low educated mothers ($M = 15.32$) perceived. Participants having high educated mothers ($M = 24.34$) perceived their fathers' behaviors less neglecting than participants having low educated mothers ($M = 26.86$) perceived. Participants having high educated mothers ($M = 21.26$) perceived their fathers' behaviors less aggressive than participants having low educated mothers ($M = 23.44$) perceived.

Figure 19. Mean Scores of Mothers' Education on Paternal Behavior



Note. FW: Father Warmth; FUR: Father Undifferentiated Rejection; FN: Father Neglect; FA: Father Aggression

3.3.4.4 Differences of Fathers' Education Level on Paternal Factors-PARQ

In order to determine possible differences of Fathers' Education Level on Paternal Acceptance 2 (Low and High) MANOVA was conducted with 4 perceived paternal behaviors (Warmth, Undifferentiated Rejection, Neglect, Aggression) as the dependent variables.

Results revealed significant Fathers' Education Level (as shown in Table 36) main effect [Multivariate $F(4, 424) = 4.42, p < .001$; Wilks' Lambda = .96; partial $\eta^2 = .04$].

Table 36. Level of Fathers' Education Differences Fathers' PARQ

Variables	Wilks' Lambda	Multivariate F	df	Multivariate η^2	Univariate F	Univariate η^2
Father Education	.96	4.42**	4,424	.04	-	-
FW	-	-	1,427	-	14.06**	.03
FUR	-	-	1,427	-	3.55	.01
FN	-	-	1,427	-	6.29*	.02
FA	-	-	1,427	-	5.81*	.01

Note. $p^{**} < .001$; $p^* < .013$; FW: Father Warmth; FUR: Father Undifferentiated Rejection; FN: Father Neglect; FA: Father Aggression

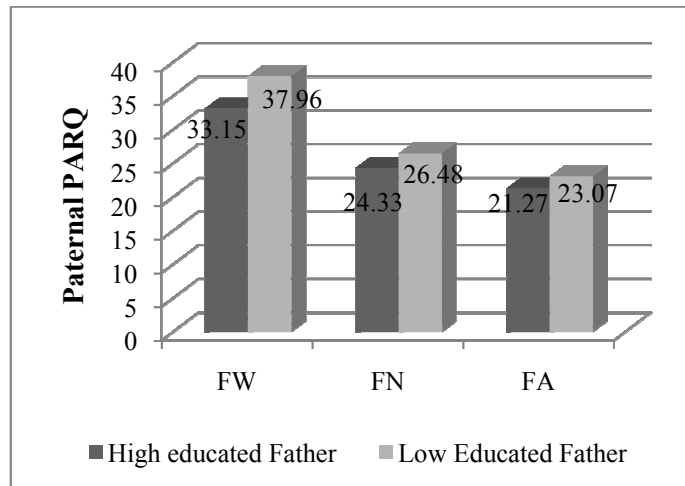
Uniivariate analyses with Bonferroni correction for main effect of Father's Education yielded a significant effect for Warmth [$F(1,427) = 14.06$, $p < .001$; partial $\eta^2 = .03$]; for Neglect [$F(1,427) = 6.29$, $p < .013$; partial $\eta^2 = .02$]; for Aggression [$F(1,427) = 5.81$, $p < .05$; partial $\eta^2 = .01$].

Table 37. Mean Scores of Fathers' Education on Paternal Behaviors

	High educated Father	Low educated Father
Paternal Warmth	33.15	37.96
Paternal Neglect	24.33	26.48
Paternal Aggression	21.27	23.07

According to mean scores (as shown in Table 37 and Figure 20), participants having high educated fathers ($M = 33.15$) perceived their fathers' behaviors warmer than participants having low educated fathers ($M = 37.96$) perceived. Participants having high educated fathers ($M = 24.33$) perceived their fathers' behaviors less neglecting than participants having low educated fathers ($M = 26.48$) perceived. Participants having high educated fathers ($M = 21.27$) perceived their fathers' behaviors less aggressive than participants having low educated fathers ($M = 23.07$) perceived.

Figure 20. Mean Scores of Fathers' Education on Paternal Behaviors



Note. FW: Father Warmth; FUR: Father Undifferentiated Rejection; FN: Father Neglect; FA: Father Aggression

3.3.4.5 Differences of Number of Siblings on Paternal Factors-PARQ

In order to determine possible differences of Number of Siblings (Low and High) on Paternal Acceptance, MANOVA was conducted with 4 perceived paternal behaviors (Warmth, Undifferentiated Rejection, Neglect, Aggression) as the dependent variables.

Results revealed significant Number of Siblings (as shown in Table 38) main effect [Multivariate $F(4,424) = 4.20, p < .001$; Wilks' Lambda = .96; partial $\eta^2 = .04$].

Table 38. Number of Siblings Differences on Fathers' PARQ

Variables	Wilks' Lambda	Multivariate F	df	Multivariate η^2	Univariate F	Univariate η^2
Number of Siblings	.96	4.20***	4,424	.04	-	-
FW	-	-	1,427	-	15.24*	.03
FUR	-	-	1,427	-	6.32**	.02
FN	-	-	1,427	-	8.82***	.02
FA	-	-	1,427	-	7.61***	.02

Note. $p < .001$; $p < .013$; $p < .01$; FW: Father Warmth; FUR: Father Undifferentiated Rejection; FN: Father Neglect; FA: Father Aggression

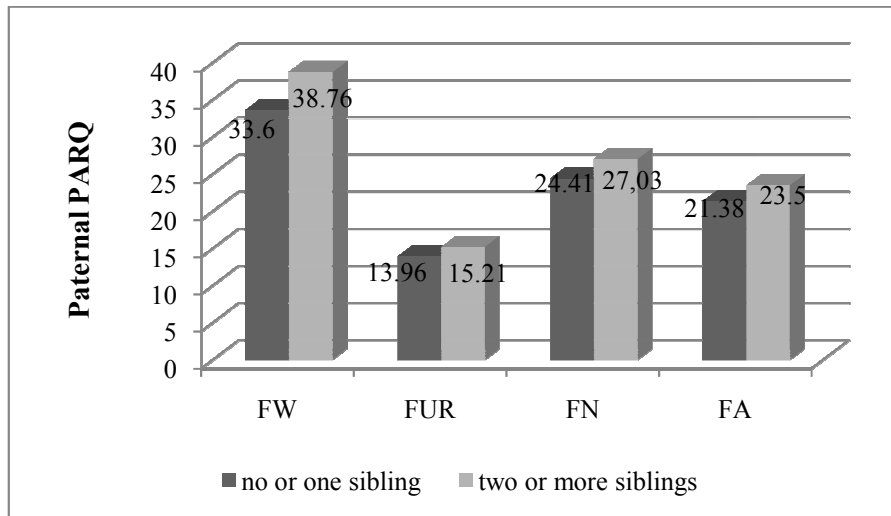
Uniivariate analyses with Bonferroni correction for main effect of Number of Siblings yielded a significant effect for Warmth [$F(1,427) = 15.24, p < .01$; partial $\eta^2 = .03$]; for Rejection [$F(1,427) = 6.32, p < .013$; partial $\eta^2 = .02$]; for Neglect [$F(1,427) = 8.82, p < .001$; partial $\eta^2 = .02$]; for Aggression [$F(1,427) = 7.61, p < .001$; partial $\eta^2 = .02$].

Table 39. Mean Scores of Number of Siblings on Paternal Behaviors

	No or one sibling	Two or more siblings
Paternal Warmth	33.60	38.76
Paternal Undiff. Rejection	13.96	15.21
Paternal Neglect	24.41	27.03
Paternal Aggression	21.38	23.50

According to mean scores (as shown in Table 39 and Figure 21), participants having no or one sibling ($M = 33.60$) perceived their fathers' behavior warmer than participants having two or more siblings ($M = 38.76$) perceived. Participants having no or one sibling ($M = 13.96$) perceived their fathers' behavior less rejecting than participants having two or more siblings ($M = 15.21$) perceived. Participants having no or one sibling ($M = 24.41$) perceived their fathers' behavior less neglecting than participants having two or more siblings ($M = 27.03$) perceived. Participants having no or one sibling ($M = 21.38$) perceived their fathers' behavior less aggressive than participants having two or more siblings ($M = 23.50$) perceived.

Figure 21. Mean Scores Number of Siblings on Paternal Behavior



Note. FW: Father Warmth; FUR: Father Undifferentiated Rejection; FN: Father Neglect; FA: Father Aggression

3.4 Differences of Demographic Variables on Coping Strategies

3.4.1 Differences of Age and Gender on Coping Strategies

In order to determine possible differences of Age and Gender on Coping Strategies 2 Age (Younger, Older) X 2 Gender (Male, Female) between subjects MANOVA was conducted with 3 coping strategies (Problem Focused Coping, Emotion Focused Coping, and Indirect Coping) as the dependent variables.

Results revealed significant Gender (as shown in Table 40) effect [Multivariate $F(3,432) = 7.50$ $p < .001$; Wilks' Lambda = .95; partial $\eta^2 = .05$]. However, there was no significant Age main effect [Multivariate $F(3,432) = 1.13$ $p > .05$; Wilks' Lambda = 1 ; partial $\eta^2 = .01$] and no Gender X Age interaction effect [Multivariate $F(1,434) = 1.71$ $p > .05$; Wilks' Lambda = .99; partial $\eta^2 = .01$]. After the multivariate analyses, univariate analyses were performed for significant effects

with the application of the Bonferroni adjustment. Thus, for the analyses, the alpha values that were lower than .016 (i.e., .05/3) were considered to be significant with this correction.

Table 40. Age and Gender Differences on Coping Strategies

Variables	Wilks' Lambda	Multivariate F	df	Multivariate η^2	Univariate F	Univariate η^2
Gender	.95	7.50*	3,432	.05	-	-
PF	-	-	1,434	-	1.56	.01
EF	-	-	1,434	-	0.38	.01
IF	-	-	1,434	-	20.94*	.05
		-				
Age	1	1.13	3,432	.01	-	-
PF	-	-	1,434	-	0.05	.01
EF	-	-	1,434	-	2.66	.01
IF	-	-	1,434	-	0.49	.01
Age X Gender	.99	1.71	3,432	.01	-	-

Note. $p < .001$; PF: Problem Focused Coping; EF: Emotion Focused Coping; IF: Indirect Coping

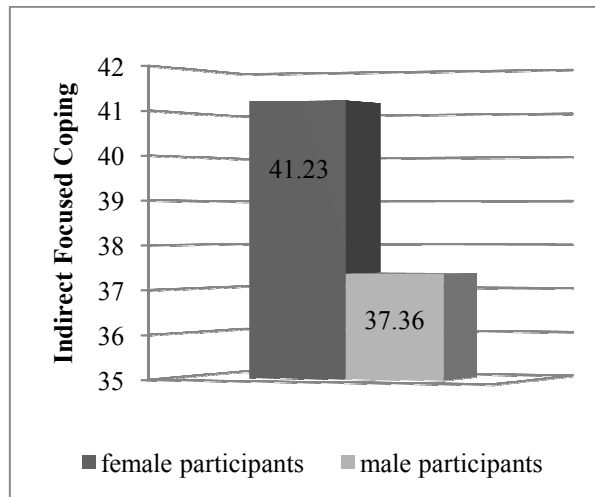
Univariate analyses with Bonferroni correction for main effect of gender yielded a significant effect for Indirect Coping [$F(1,434) = 20.94$ $p < .001$; partial $\eta^2 = .05$].

Table 41. Mean Scores of Gender on Indirect Focused Coping

	Female	Male
Indirect Coping	41.23	37.36

According to mean scores, female participants ($M = 41.23$) used higher level of indirect coping than male participants ($M = 37.36$) (as shown in Table 41 and Figure 22).

Figure 22. Mean Scores of Gender on Indirect Coping



3.4.2 Differences of Participants' Education on Coping Strategies

In order to determine possible differences of Participants' Education Levels (Low and High) on Coping Strategies, MANOVA was conducted with 3 coping strategies (Problem Focused Coping, Emotion Focused Coping, and Indirect Coping) as the dependent variables.

Results did not reveal significant Participants' Education Level (as shown in Table 42) effect [Multivariate $F(3,426) = 0.92, p > .05$; Wilks' Lambda = .99; partial $\eta^2 = .01$].

Table 42. Level of Participants' Education Differences on Coping Strategies

Variables	Wilks' Lambda	Multivariate F	df	Multivariate η^2	Univariate F	Univariate η^2
Participants' Education	.99	0.92	3,426	.01	-	-
PF	-	-	1,428	-	2.39	.01
EF	-	-	1,428	-	0.13	.01
IF	-	-	1,428	-	0.20	.01

Note. PF: Problem Focused Coping; EF: Emotion Focused Coping; IF: Indirect Coping

3.4.3 Differences of Mothers' Education Level on Coping Strategies

In order to determine possible differences of Mothers' Education Level (Low and High) on Coping Strategies MANOVA was conducted with 3 coping strategies (Problem Focused Coping, Emotion Focused Coping, and Indirect Coping) as the dependent variables.

Results did not reveal significant Mothers' Education Level (as shown in Table 43) effect [Multivariate $F(4,431) = 1.56$ $p > .05$; Wilks' Lambda = .99; partial $\eta^2 = .01$].

Table 43. Level of Mothers' Education Differences on Coping Strategies

Variables	Wilks' Lambda	Multivariate F	df	Multivariate η^2	Univariate F	Univariate η^2
Mothers' Education	.99	1.56	3,431	.01	-	-
PF	-	-	1,433	-	0.54	.01
EF	-	-	1,433	-	3.57	.01
IF	-	-	1,433	-	0.53	.01

Note. PF: Problem Focused Coping; EF: Emotion Focused Coping; IF: Indirect Coping

3.4.4 Differences of Fathers' Education Level on Coping Strategies

In order to determine possible differences of Fathers' Education Level (Low and High) on Coping Strategies MANOVA was conducted with 3 coping strategies (Problem Focused Coping, Emotion Focused Coping, and Indirect Coping) as the dependent variables.

Results did not reveal significant Fathers' Education Level (as shown in Table 44) effect [Multivariate $F(3, 429) = 1.27$, $p > .05$; Wilks' Lambda = .99; partial $\eta^2 = .01$].

Table 44. Level of Fathers' Education Differences on Coping Strategies

Variables	Wilks' Lambda	Multivariate F	df	Multivariate η^2	Univariate F	Univariate η^2
Fathers' Education	.99	1.27	3,429	.01	-	-
PF	-	-	1,431	-	0.01	.01
EF	-	-	1,431	-	0.64	.01
IF	-	-	1,431	-	3.02	.01

Note. PF: Problem Focused Coping; EF: Emotion Focused Coping; IF: Indirect Coping

3.4.5. Differences of Number of Siblings on Coping Strategies

In order to determine possible differences of Number of Siblings (Low and High) on Coping Strategies MANOVA was conducted with 3 coping strategies (Problem Focused Coping, Emotion Focused Coping, and Indirect Coping) as the dependent variables.

Results revealed significant Number of Siblings (as shown in Table 45) effect [Multivariate $F(3, 430) = 6.13$ $p < .001$; Wilks' Lambda = .96; partial $\eta^2 = .04$].

Table 45. Number of Siblings Differences on Coping Strategies

Variables	Wilks' Lambda	Multivariate F	df	Multivariate η^2	Univariate F	Univariate η^2
Number of Siblings	.96	6.13*	3,430	.04	-	-
PF	-	-	1,432	-	0.03	.01
EF	-	-	1,432	-	15.95*	.04
IF	-	-	1,432	-	1.63	.01

Note. $p < .001$; PF: Problem Focused Coping; EF: Emotion Focused Coping; IF: Indirect Coping

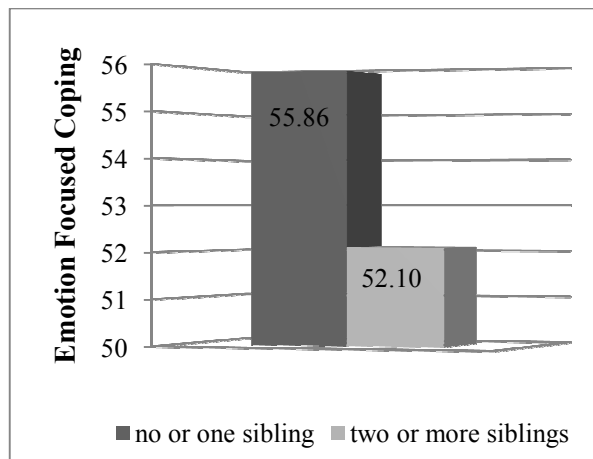
Uniivariate analyses with Bonferroni correction for main effect of Number of Siblings yielded a significant effect for Emotion Focused Coping [$F(1,432) = 15.95$, $p < .001$; partial $\eta^2 = .04$]; was significant.

Table 46. Mean Scores of Number of Sibling on Emotion Focused Coping

	No or one sibling	Two or more siblings
Emotion focused Coping	52.10	55.86

According to mean score (as shown in Table 46 and Figure 23), participants having two or more siblings ($M = 55.86$) use more emotion focused coping than participants having no or one sibling ($M = 52.10$).

Figure 23. Mean Scores of Number of Sibling on Emotion Focused Coping



3.5 Differences of Demographic Variables on Personality Traits

3.5.1 Differences of Age and Gender on Personality Traits

In order to determine possible differences of Age and Gender on Personality Trait 2 Age (Younger, Older) X 2 Gender (Male, Female) between subjects

MANOVA was conducted with 6 Personality Traits (Extraversion, Conscientiousness, Agreeableness, Neuroticism, Openness to Experience, and Negative Valence) as the dependent variables.

Results revealed significant Gender (as shown in Table 47) effect [Multivariate $F(6,423) = 14.89, p < .001$; Wilks' Lambda = .83; partial $\eta^2 = .17$]. However, there was no significant Age main effect [Multivariate $F(6,423) = 1.92, p > .05$; Wilks' Lambda = .97; partial $\eta^2 = .03$] and no Gender X Age interaction effect [Multivariate $F(6,423) = 1.12, p > .05$; Wilks' Lambda = .98; partial $\eta^2 = .02$].

Table 47. Age and Gender Differences on Personality Traits

Variables	Wilks' Lambda	Multivariate F	df	Multivariate η^2	Univariate F	Univariate η^2
Gender	.83	14.89**	6,423	.17	-	-
E	-	-	1,428	-	1.22	.01
C	-	-	1,428	-	8.48*	.02
A	-	-	1,428	-	27.40**	.06
O	-	-	1,428	-	6.11	.01
N	-	-	1,428	-	4.17	.01
NV	-	-	1,428	-	30.08**	.07
Age	.97	1.92	6,423	.03	-	-
E	-	-	1,428	-	4.71	.01
C	-	-	1,428	-	8.34	.02
A	-	-	1,428	-	4.09	.01
O	-	-	1,428	-	1.87	.01
N	-	-	1,428	-	0.54	.01
NV	-	-	1,428	-	2.56	.01
Age X Gender	.98	1.12	6,423	.02	-	-

Note. $p^{**} < .001$; $p^* < .01$; E: Extraversion; C: Conscientiousness; A: Agreeableness; O: Open to Experience; N: Neuroticism; NV: Negative Valence.

After the multivariate analyses, univariate analyses were performed for significant effects with the application of the Bonferroni adjustment. Thus, for the analyses, the alpha values that were lower than .008 (i.e., .05/6) were considered to be significant with this correction.

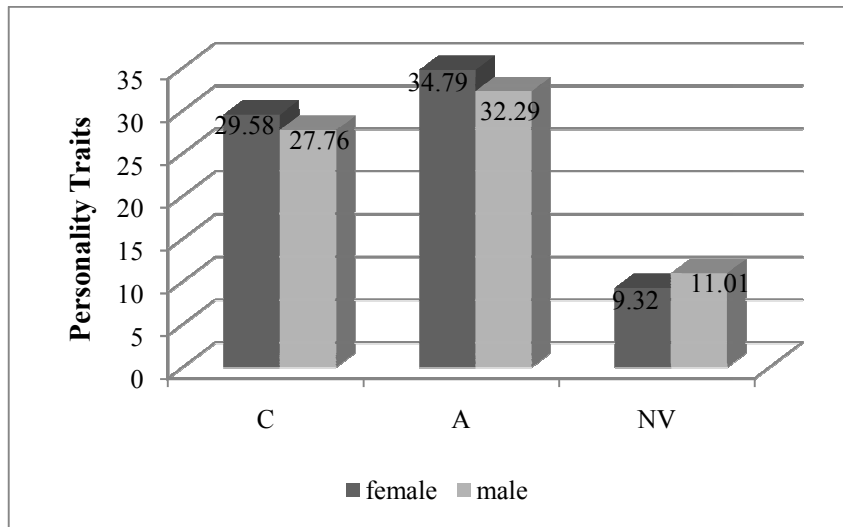
Uniavariate analyses with Bonferroni correction for main effect of Gender yielded significant effect for Conscientiousness [$F(1, 428) = 8.48, p < .01$; partial $\eta^2 = .02$]; for Agreeableness [$F(1, 428) = 27.40, p < .001$; partial $\eta^2 = .06$]; for Negative Valence [$F(1, 428) = 30.08, p < .001$; partial $\eta^2 = .07$].

Table 48. Mean Scores of Gender on Personality Traits

	Female	Male
Conscientiousness	29.58	27.76
Agreeableness	34.79	32.29
Negative Valence	9.32	11.01

According to mean scores (as shown in Table 48 and Figure 24), female participants ($M = 29.58$) reported more level of conscientiousness than male participants ($M = 27.76$). Female participants ($M = 34.79$) reported more level of agreeableness than male participants ($M = 32.29$). Female participants ($M = 9.32$) reported less level of Negative Valence than male participants ($M = 11.01$).

Figure 24. Mean Scores of Gender on Personality Traits



Note. C: Consciousness; A: Agreeableness; NV: Negative Valence.

3.5.2 Differences of Participants' Education on Personality Traits

In order to determine possible differences of Participants' Education (Low and High) on Personality Trait, MANOVA was conducted with 6 Personality Traits (Extraversion, Conscientiousness, Agreeableness, Neuroticism, Openness to Experience, and Negative Valence) as the dependent variables.

Results revealed significant Participants' Education (as shown in Table 49) effect [Multivariate $F(6, 417) = 2.36, p < .05$; Wilks' Lambda = .97; partial $\eta^2 = .03$].

Table 49. Level of Participants' Education Differences on Personality Traits

Variables	Wilks' Lambda	Multivariate F	df	Multivariate η^2	Univariate F	Univariate η^2
Education	.97	2.36*	6,417	.03	-	-
E	-	-	1,422	-	2.05	.05
C	-	-	1,422	-	7.91**	.02
A	-	-	1,422	-	1.20	.01
O	-	-	1,422	-	0.88	.01
N	-	-	1,422	-	0.04	.01
NV	-	-	1,422	-	1.28	.03

Note. $p^{**} < .008$; $p^* < .05$; E: Extraversion; C: Consciousness; A: Agreeableness; O: Open to Experience; N: Neuroticism; NV: Negative Valence.

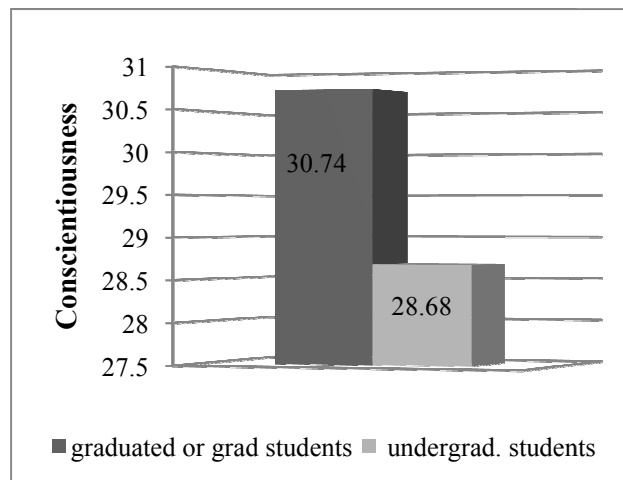
Uniivariate analyses with Bonferroni correction for main effect of Gender yielded significant effect for Conscientiousness [$F(1,422) = 7.91$ $p < .008$; partial $\eta^2 = .02$].

Table 50. Mean Scores of Participants' Education on Conscientiousness

	Graduated/Graduate student	Undergraduate student
Conscientiousness	30.74	28.68

According to mean score (as shown in Table 50 and Figure 25), participants who were graduated or graduate student ($M = 30.74$) reported more level of conscientious than participants who were undergraduate student ($M = 28.68$).

Figure 25. Mean Scores of Participants' Education on Conscientiousness



3.5.3 Differences of Mothers' Education on Personality Traits

In order to determine possible differences of Mothers' Education Levels (Low and High) on Personality Trait, MANOVA was conducted with 6 Personality Traits (Extraversion, Conscientiousness, Agreeableness, Neuroticism, Openness to Experience, and Negative Valence) as the dependent variables.

Results revealed significant Mothers' Education (as shown in Table 51) effect [Multivariate F (6,422) = 2.96 $p < .01$; Wilks' Lambda = .96; partial $\eta^2 = .04$]. However, univariate analyses with Bonferroni correction for main effect of Mothers' Education level yielded no significant effect for personality traits.

Table 51. Level of Mothers' Education Differences on Personality Traits

Variables	Wilks' Lambda	Multivariate F	df	Multivariate η^2	Univariate F	Univariate η^2
Mothers' Education	.96	2.96*	6,422	.04	-	-
E	-	-	1,422	-	1.43	.01
C	-	-	1,422	-	3.64	.01
A	-	-	1,422	-	0.41	.01
O	-	-	1,422	-	0.05	.01
N	-	-	1,422	-	4.04	.01
NV	-	-	1,422	-	5.00	.01

Note. $p < .01$; E: Extraversion; C: Conscientiousness; A: Agreeableness; O: Open to Experience; N: Neuroticism; NV: Negative Valence.

3.5.4 Differences of Fathers' Education on Personality Traits

In order to determine possible differences of Fathers' Education Level (Low and High) on Personality Trait, MANOVA was conducted with 6 Personality Traits (Extraversion, Conscientiousness, Agreeableness, Neuroticism, Openness to Experience, and Negative Valence) as the dependent variables.

Results revealed significant Fathers' Education (as shown in Table 52) effect [Multivariate $F(6,420) = 2.19, p < .05$; Wilks' Lambda = .97 ; partial $\eta^2 = .03$]. However, when univariate analyses with Bonferroni correction for main effect were conducted, there was no significant effect for personality traits.

Table 52. Level of Fathers' Education Differences on Personality Traits

Variables	Wilks' Lambda	Multivariate F	df	Multivariate η^2	Univariate F	Univariate η^2
Father Education	.97	2.19*	6,420	.03	-	-
E	-	-	1,425	-	3.68	.01
C	-	-	1,425	-	1.45	.01
A	-	-	1,425	-	3.76	.01
O	-	-	1,425	-	0.15	.01
N	-	-	1,425	-	0.35	.01
NV	-	-	1,425	-	0.38	.01

Note. $p < .05$; E: Extraversion; C: Conscientiousness; A: Agreeableness; O: Open to Experience; N: Neuroticism; NV: Negative Valence

3.5.5 Differences of Number of Siblings on Personality Traits

In order to determine possible differences of Number of Siblings (Low and High) on Personality Trait, MANOVA was conducted with 6 Personality Traits (Extraversion, Conscientiousness, Agreeableness, Neuroticism, Openness to Experience, and Negative Valence) as the dependent variables.

Results revealed significant Number of Siblings (as shown in Table 53) effect [Multivariate $F(6, 421) = 2.61, p < .05$; Wilks' Lambda = .96; partial $\eta^2 = .04$]. However, when univariate analyses with Bonferroni correction was conducted for main effect, there was no significant effect for Personality Trait.

Table 53. Number of Siblings Differences on Personality Traits

Variables	Wilks' Lambda	Multivariate F	df	Multivariate η^2	Univariate F	Univariate η^2
Number of Siblings	.96	2.61*	6,421	.04	-	-
E	-	-	1,426	-	0.98	.01
C	-	-	1,426	-	0.02	.01
A	-	-	1,426	-	1.92	.01
O	-	-	1,426	-	0.84	.01
N	-	-	1,426	-	0.04	.01
NV	-	-	1,426	-	3.28	.01

Note. $p < .05$; E: Extraversion; C: Conscientiousness; A: Agreeableness; O: Open to Experience; N: Neuroticism; NV: Negative Valence.

3.6 Differences of Demographic Variables on Psychological Distress

Differences of age, participants', mothers' and fathers' education level, and lastly Number of Siblings on depression and anxiety scores of participants were examined.

3.6.1 Differences of Demographic Variables on Depression

3.6.1.1 Differences of Gender on Depression

In order to determine possible differences of Gender (Male and Female) on Depression Independent t-test was conducted with Depression as the dependent variable. Results did not reveal significant Gender main effect [$t(440) = 0.92$, $p > .05$].

3.6.1.2 Differences of Age on Depression

In order to determine possible differences of Age (Younger and Older) on Depression, Independent t-test was conducted with Depression as the dependent variable. Results did not reveal significant Age main effect [$t(440) = 0.85, p > .05$].

3.6.1.3 Differences of Participants' Education on Depression

In order to determine possible differences of Participants' Education Levels (High and Low) on Depression Independent t-test was conducted with Depression as the dependent variables.

Results revealed significant group differences in Education Level [$t(432) = 2.63, p < .01$]. According to mean score, participants who were undergraduate students ($M = 7.7$) reported more level of depression than participants who were graduated or were graduate students ($M = 10$).

3.6.1.4 Differences of Mothers' Education on Depression

In order to determine possible differences of Mothers' Education Levels (High and Low) on Depression, Independent t-test was conducted with Depression as the dependent variables. Results revealed nonsignificant group differences in Mothers' Education Level [$t(437) = 0.49, p > .05$].

3.6.1.5 Differences of Fathers' Education on Depression

In order to determine possible differences of Fathers' Education (High and Low) on Depression, Independent t-test was conducted with Depression as the dependent variables. Results revealed nonsignificant group differences in Father's Education Level [$t(435) = 0.77, p > .05$].

3.6.1.6 Differences of Number of Siblings on Depression

In order to determine possible differences of Number of Siblings (High and Low) on Depression, Independent t-test was conducted with Depression as the dependent variables. Results revealed nonsignificant group differences in Number of Siblings [$t(436) = 0.81, p > .05$].

3.6.2 Differences of Demographic Variables on Anxiety

3.6.2.1 Differences of Gender on Anxiety

In order to determine possible differences of Gender (Male and Female) on Trait Anxiety, Independent t-test was conducted with Trait Anxiety as the dependent variables.

Results revealed significant Gender main effect [$t(440) = 2.91, p < .01$]. According to mean score, female participants ($M = 43.81$) reported more level of trait anxiety than male participants ($M = 41.05$).

3.6.2.2 Differences of Age on Anxiety

In order to determine possible differences of Age (Younger and Older) on Trait Anxiety, Independent t-test was conducted with Trait Anxiety as the dependent variables. Results revealed nonsignificant group differences in Age differences [$t(440) = 1.28, p > .05$].

3.6.2.3 Differences of Participants' Education on Anxiety

In order to determine possible differences of Participants' Education Level (High and Low) on Trait Anxiety, Independent t-test was conducted with Trait Anxiety as the dependent variables. Results revealed nonsignificant group differences in Education Level [$t(432) = 1.56, p > .05$].

3.6.2.4 Differences of Mothers' Education on Anxiety

In order to determine possible differences of Mothers' Education Level (High and Low) on Trait Anxiety, Independent t-test was conducted with Trait Anxiety as the dependent variables. Results revealed nonsignificant group differences in Mothers' Education Level [$t(437) = 1.68, p > .05$].

3.6.2.5 Differences of Fathers' Education on Anxiety

In order to determine possible differences of Fathers' Education Level (High and Low) on Trait Anxiety Independent t-test was conducted with Trait Anxiety as

the dependent variables. Results revealed nonsignificant group differences in Fathers' Education Level [$t(435) = 1.56, p > .05$].

3.6.2.6 Differences of Number of Siblings on Anxiety

In order to determine possible differences of Number of Siblings (High and Low) on Trait Anxiety Independent t-test was conducted with Trait Anxiety as the dependent variables. Results revealed nonsignificant group differences in Number of Siblings [$t(436) = 1.29, p > .05$].

3.7 Correlation Coefficients between Groups of Variables

In order to determine the relationship between depression, anxiety, subscales of both mother and father form of Parent Acceptance-Rejection/ Control Questionnaire (i.e., Warmth, Undifferentiated Rejection, Neglect, Aggression), subscales of Ways of Coping Inventory (i.e., Problem-Focused Coping, Emotion Focused Coping, Indirect Coping) and subscales of Basic Personality Traits Inventory (i.e., Extraversion, Conscientiousness, Agreeableness, Neuroticism, Openness to Experience and Negative Valence), Pearson correlation analyses were conducted.

3.7.1 Depression

According to the result of correlation analyses as revealed in Table 54, BDI scores showed significant positive correlations with both Maternal Cumulative

Rejection ($r = .27, p < .001$), and paternal cumulative rejection ($r = .26, p < .001$). In addition, BDI was correlated with both maternal and paternal rejection behavior; specifically, Undifferentiated Rejection ($r = .26, p < .01$), Neglect ($r = .23, p < .001$), Aggression ($r = .25, p < .001$), and Control ($r = .11, p < .05$) for behavior of mother and Undifferentiated Rejection ($r = .24, p < .001$), Neglect ($r = .25, p < .001$), Aggression ($r = .21, p < .001$), and Control ($r = .13, p < .01$) for behavior of father. On the other hand, BDI scores showed significant negative correlation with Maternal Warmth ($r = -.24, p < .001$), and Paternal Warmth ($r = -.21, p < .001$). In other words, as perceived negative behaviors of mother and father increased, level of depression score of participants increased whereas when perceived positive behaviors of mother and father increased, level of depression score of participants decreased.

Furthermore, BDI scores showed significant positive correlations with Neuroticism ($r = .34, p < .001$) and Negative Valence ($r = .27, p < .001$). In other words, among the factors of personality traits as participants had higher scores on Neuroticism and Negative Valence, their depression level also increased.

On the other hand, BDI scores showed significant negative correlations with Extraversion ($r = -.24, p < .001$), Conscientiousness ($r = -.26, p < .001$), Agreeableness ($r = -.23, p < .001$), Openness to experience ($r = -.30, p < .001$) among personality traits and also Problem Focused Coping ($r = -.48, p < .001$) among coping strategies.

Table 54. Correlation

	DEP	ANX	CMA	CFA	MW	MR	MN	MA	MC	FW	FR
DEP	1	.64***	.27***	.26***	-.24***	.26***	.23***	.25***	.11*	-.21***	.24***
ANX		1	.24***	.24***	-.18***	.26***	.20***	.26***	.20***	-.19***	.23***
CMA			1	.47**	-.92**	.86**	.91**	.88**	.35**	-.41**	.41**
CFA				1	-.44***	.40***	.44**	.40**	.17**	-.92***	.83**
MW					1	-.66**	-.85**	-.66**	-.23**	.46**	-.31**
MR						1	.67**	.89**	.46**	-.28**	.46**
MN							1	.69**	.16**	-.39**	.35**
MA								1	.48**	-.29**	.43**
MC									1	-.09**	.24**
FW										1	-.59**
FR											1
FN											
FA											
FC											
PF											
EF											
IF											
E											
C											
A											
O											
N											
NV											

Note 1. *** $p < .001$, ** $p < .01$, * $p < .05$ Note 2. DEP: Depression; ANX: Anxiety; CMA: Mother Cumulative Rejection; CFA: Father Cumulative Rejection ; MW: Mother Warmth; MR: Mother Reject; MN: Mother Neglect; MA: Mother Aggression; MC: Mother Control; FW: Father Warmth ; FR: Father Rejection ; FN: Father Neglect; FA: Father Aggression; FC: Father Control ; PF: Problem Focused Coping ; EF: Emotion Focused Coping ; IF: Indirect Focused Coping; E: Extraversion; C: Conscientiousness; A: Agreeableness; O: Open to Experience; N: Neuroticism; NV: Negative Valence; Note 3. The correlation coefficients that were higher than .20 were pointed in bold.

Table 54. (cont.'d) Correlation

	FN	FA	FC	PF	EF	IF	E	C	A	O	N	NV
DEP	.25***	.21***	.13**	-.48***	.03	-.03	-.24***	-.26***	-.23***	-.30***	.34***	.27***
ANX	.22***	.21***	.14**	-.68***	.10*	.12**	-.45***	-.22***	-.24***	-.57***	.54***	.32***
CMA	.44***	.40***	.12**	-.17***	.08	-.10*	-.21***	-.15*	-.13**	-.16***	.17***	.29***
CFA	.92***	.82***	.22***	-.15***	.09	.03	-.18***	-.12*	-.20***	-.08	.17***	.29***
MW	-.40**	-.31**	-.09	.14**	-.05	-.17***	.23***	.13**	.15**	.18***	-.07	-.24***
MR	.35***	.42***	.17***	-.14**	.05	.02	-.14**	-.14**	-.06	-.10	.28***	.26***
MN	.46***	.35***	.05	-.18***	.09	-.12*	-.23***	-.16***	-.16***	-.17***	.11*	.30***
MA	.36***	.42***	.17***	-.13***	.08	.01	-.10*	-.11*	-.06	-.10*	.24***	.27***
MC	.11*	.25***	.51***	-.04	.06	.05	-.05	-.01	-.03	-.13**	.19**	.17**
FW	-.87***	-.57***	-.10*	.16***	-.04	-.03	.20***	.12*	.20***	.10*	-.09	-.21***
FR	.66***	.89***	.36***	-.11*	.09	.08	-.09	-.08	-.14**	-.04	.24***	.28***
FN	1	.62**	.04	-.13**	.07	.00	-.20***	-.12*	-.20***	-.09	.14**	.28**
FA		1	.43**	-.13**	.14**	.09	-.10*	-.09	-.12**	-.04	.23***	.29***
FC			1	-.03	.06	.08	-.02	-.01	-.01	-.08	.15**	.11**
PF				1	-.05	-.00	.39***	.29***	.36***	.56***	-.37***	-.32***
EF					1	.07	-.09	-.03	.01	-.09	.04	.20***
IF						1	.15**	.09	.24**	-.05	.19***	-.05
E							1	.20***	.38***	.54***	-.21***	-.31***
C								1	.33***	.18***	-.07	-.24***
A									1	.37***	-.19***	-.53***
O										1	-.26***	-.25***
N											1	.41***
NV												1

Note 1. *** $p < .001$, ** $p < .01$, * $p < .05$ Note 2. DEP: Depression; ANX: Anxiety; CMA: Mother Cumulative Rejection; CFA: Father Cumulative Rejection ;

MW: Mother Warmth; MR: Mother Rejection; MN: Mother Neglect; MA: Mother Aggression; MC: Mother Control; FW: Father Warmth ; FR: Father Rejection ;

FN: Father Neglect; FA: Father Aggression; FC: Father Control ; PF: Problem Focused Coping ; EF: Emotion Focused Coping ; IF: Indirect Focused Coping; E:

Extraversion; C: Conscientiousness; A: Agreeableness; O: Open to Experience; N: Neuroticism; NV: Negative Valence; Note 3. The correlation coefficients that were

higher than .20 were pointed in bold.

Accordingly, the more level of Extraversion, Conscientiousness, Agreeableness, and Openness to Experience participants had, the less they reported.

3.7.2 Anxiety

According to Anxiety analyses, TAI scores showed significant positive correlation with both maternal cumulative rejection ($r = .24, p < .001$) and paternal rejection ($r = .24, p < .001$). In addition, Anxiety was correlated with both maternal and paternal rejection behavior; specifically, Undifferentiated Rejection ($r = .26, p < .001$), Neglect ($r = .20, p < .001$), Aggression ($r = .26, p < .001$), and Control ($r = .20, p < .001$) for behavior of mother and Undifferentiated Rejection ($r = .23, p < .001$), Neglect ($r = .22, p < .001$), Aggression ($r = .21, p < .001$), and Control ($r = .14, p < .01$) for behavior of father. On the other hand, TAI scores showed significant negative correlation with Maternal Warmth ($r = -.18, p < .001$) and Paternal Warmth ($r = -.19, p < .001$). In other words, as perceived negative behaviors of mother and father increased, the level of anxiety score of participant increased whereas as perceived positive behaviors of mother and father increased, level of anxiety scores of participants decreased.

Furthermore, TAI scores showed significant positive correlations with Neuroticism ($r = .54, p < .001$) and Negative Valence ($r = .32, p < .001$) from personality traits in addition to Emotion Focused Coping ($r = .10, p < .05$) and Indirect Coping ($r = .12, p < .01$) from coping strategies. Accordingly, as participants' level of Neuroticism and Negative Valence increased, level of anxiety reported by them

increased. In addition, the more they used emotion focused and indirect focused of coping, the higher level of anxiety they reported.

On the other hand, TAI scores showed significant negative correlations with Extraversion ($r = -.45, p < .001$), Conscientiousness ($r = -.22, p < .001$), Agreeableness ($r = -.24, p < .001$), Openness to Experience ($r = -.57, p < .001$) among basic personality traits and also problem focused coping ($r = -.68, p < .001$) among coping strategies. Accordingly, as level of conscientiousness, agreeableness, openness to experience of participants and also use of problem focused coping increased, their anxiety levels decreased.

3.8 Three Sets of Hierarchical Multiple Regressions

Three sets of hierarchical multiple regression analyses were conducted to examine the associations among the variables of the study. Hierarchical multiple regression analyses were performed in three sets to reveal the associates of the (i) personality traits, (ii) coping strategies, and finally (iii) psychological measures.

3.8.1 Variables Associated with the Personality Traits

Separate hierarchical multiple regression analyses were conducted to reveal the significant associates of Personality Traits; namely, extraversion, conscientiousness, agreeableness, neuroticism, openness to experience, Negative Valence.

Variables were entered into the equation via two steps. In order to control for the possible effects of socio- demographic variables (i.e., gender, age, education

level of participants, mother, and father, and number of siblings), these first step variables were hierarchically entered (via stepwise method) into the equation method. After controlling for the socio-demographic variables that were significantly associated with the dependent variable, the factors of parental acceptance (i.e., mother and father) were hierarchically entered into the equation on the second step.

3.8.1.1 Variables Associated with the Extraversion

Hierarchical regression analysis that run for the Extraversion factor (see Table 55) revealed that, among the control variables, Age had a significant association ($\beta = .12$, $t(407) = 2.48$, $p < .05$) with Extraversion, and this variable explained 2% of the variance ($F[1, 407] = 6.16$, $p < .05$). After controlling for this factor, among the factors of parental rejection, both Maternal ($\beta = -.20$, $t(406) = -4.19$, $p < .001$) and Paternal Rejection ($\beta = -.12$, $t(405) = -2.27$, $p < .05$) had a negative association with Extraversion. Maternal Rejection increased explained variance to 6% ($F \text{ change}[1, 406] = 17.54$, $p < .001$) after controlling for this factor, Paternal Rejection increased explained variance to 7% ($F \text{ change}[1, 405] = 5.15$, $p < .05$).

Totally three variables namely, Age, Maternal and Paternal Rejection were found to be significantly associated with the Extraversion. Being older and both maternal and paternal acceptance was associated with the Extraversion.

Table 55. Variables Associated with Personality Traits

	<u>F</u> _{change}	df	B	<u>t</u> (within set)	R ²
Dependent Variable					
Extraversion					
Step1:Control Variables					
Age	6.16*	1,407	.12	2.48	.02
Step2:Parental Factors					
Maternal Rejection	17.54***	1,406	-.20	-4.19	.06
Paternal Rejection	5.15*	1,405	-.12	-2.27	.07
	<u>F</u> _{change}	df	β	<u>t</u> (within set)	R ²
Dependent Variable					
Conscientiousness,					
Step1:Control Variables					
Mother Education	8.57**	1,405	-.14	-2.93	.02
Age	7.60**	1,404	.13	2.78	.04
Gender	4.86*	1,403	.11	2.20	.05
Step2:Parental Factors					
Maternal Rejection	12.48***	1,402	-.17	-3.53	.08
	<u>F</u> _{change}	df	β	<u>t</u> (within set)	R ²
Dependent Variable					
Agreeableness					
Step1:Control Variables					
Gender	22.03***	1,407	.23	4.69	.05
Step2:Parental Factors					
Paternal Rejection	11.68***	1,406	-.17	-3.41	.08
	<u>F</u> _{change}	df	β	<u>t</u> (within set)	R ²
Dependent Variable					
Open to Experience					
Step1:Control Variables					
Gender	6.35*	1,404	-.12	-2.52	.02
Step2:Parental Factors					
Maternal Rejection	12.72***	1,403	-.17	-3.57	.05
	<u>F</u> _{change}	df	β	<u>t</u> (within set)	R ²
Dependent Variable					
Neuroticism					
Step1:Control Variables					
Gender	6.36*	1,407	.12	2.52	.02
Mother Education	4.13*	1,406	-.10	-2.03	.03
Step2:Parental Factors					
Paternal Rejection	12.20***	1,405	.18	3.49	.05
Maternal Rejection	4.12*	1,404	.12	2.10	.06

Note. p ***<.001; p **<.01; p *<.05

Table 55. (cont.'d) Variables Associated with Personality Traits

	F_{change}	df	β	$t(\text{within set})$	R^2
Dependent Variable					
Negative Valence					
Step1:Control Variables					
Gender	25.24***	1,405	-.24	-5.02	.06
Step2:Parental Factors					
Maternal Rejection	33.11***	1,404	.27	5.75	.13
Paternal Rejection	10.04**	1,403	.17	3.17	.15

Note. p ***<.001; p **<.01; p *<.05

3.8.1.2 Variables Associated with the Conscientiousness

Hierarchical regression analysis that run for the Conscientiousness factor (see Table 55) revealed that, among the control variables, level of Mother Education ($\beta = -.14$, $t(405) = -2.93$, $p < .01$), Age ($\beta = .13$, $t(404) = 2.78$, $p < .01$) and Gender ($\beta = .11$, $t(403) = 2.20$, $p < .05$) had significant associations with Conscientiousness. Level of Mother Education explained 2% of the variance ($F_{\text{change}} [1, 405] = 8.57$, $p < .01$), afterwards, Age increased explained variance to 4% ($F_{\text{change}} [1, 404] = 7.60$, $p < .01$), and with the entrance of Gender, explained variance was increased to 5% ($F [1, 403] = 4.86$, $p < .05$). After controlling for these socio-demographic factors, among the factors of parental acceptance, Maternal Rejection ($\beta = -.17$, $t(402) = -3.53$, $p < .001$) had a negative association with conscientiousness. Maternal Rejection increased explained variance to 8 % ($F_{\text{change}} [1, 402] = 12.48$, $p < .001$).

Totally, four factors as level of Mother Education, Age and Gender among socio-demographic variables and Maternal Rejection was found to be associated with Conscientiousness. Being older and female; having high educated mother and perceived acceptance from mother were associated with Conscientiousness.

3.8.1.3 Variables Associated with the Agreeableness

Hierarchical regression analysis that run for the Agreeableness factor (see Table 55) revealed that, among the control variables, only Gender ($\beta = .23$, $t(407) = 4.69$, $p < .001$) had a significant association with Agreeableness. Gender explained 5% of the variance (F change $[1, 407] = 22.03$, $p < .001$). After controlling for this factor, among the factors of parental acceptance, Paternal Rejection ($\beta = -.17$, $t(406) = -3.41$, $p < .001$) had a negative association with Agreeableness. Paternal Rejection explained 7% of the variance (F change $[1, 406] = 11.65$, $p < .001$).

Totally, two factors as Gender and perceived Paternal Rejection was found significantly associated. Being female and Paternal Acceptance were associated with Agreeableness.

3.8.1.4 Variables Associated with the Openness to Experience

Hierarchical regression analysis that run for the Openness to Experience factor (see Table 55) revealed that, among the control variables, only Gender ($\beta = -.12$, $t(404) = -2.52$, $p < .05$) had a significant association with Openness to Experience. Gender explained 2% of the variance (F change $[1, 404] = 6.35$, $p < .05$). After controlling for this factor, among the factors of parental acceptance, Maternal Rejection ($\beta = -.17$, $t(403) = -3.57$, $p < .001$) had a negative association with Openness to Experience. Maternal rejection increased explained variance to 5% (F change $[1, 403] = 12.72$, $p < .001$).

Totally, two factors as Gender and Maternal Rejection were found to be as significant associations. Being Female and Maternal Acceptance were associated with Openness to Experience.

3.8.1.5 Variables Associated with the Neuroticism

Hierarchical regression analysis that run for the Neuroticism factor (see Table 55) revealed that, among the control variables, Gender ($\beta = .12$, $t(407) = 2.52$, $p < .05$) and level of Maternal Education ($\beta = -.10$, $t(406) = -2.03$, $p < .05$) had significant associations with Neuroticism. Gender explained 2% of the variance (F change $[1, 407] = 6.36$, $p < .05$). After controlling for gender, level of mother education increased explained variance to 3% (F change $[1, 406] = 4.13$, $p < .05$). Factors found as significant were controlled and then both Father ($\beta = -.18$, $t(405) = 3.49$, $p < .001$) and Maternal Rejection ($\beta = .12$, $t(404) = 2.10$, $p < .05$) had positive association with Neuroticism. Paternal Rejection explained 5% of the variance (F change $[1, 405] = 12.20$, $p < .001$), and with entrance of Maternal Rejection explained variance increased to 6 % (F change $[1, 404] = 4.12$, $p < .05$).

Totally, three factors as Gender, Maternal and Paternal Rejection were found to be significantly associated with Neuroticism. Being Female, maternal and paternal rejection were positively associated with high level of Neuroticism.

3.8.1.6 Variables Associated with the Negative Valence

Hierarchical regression analysis run for the Negative Valence factor (see Table 55) revealed that, among the control variables, only Gender ($\beta = -.24$, $t(405) = -5.02$, $p < .001$) had a significant associations with Negative Valence. Gender explained 6 % of the variance (F change $[1, 405] = 25.24$, $p < .001$). After controlling for gender, among the factors of parental rejection, both Maternal ($\beta = .27$, $t(404) = 5.75$, $p < .001$) and Paternal Rejection ($\beta = .17$, $t(403) = -3.17$, $p < .01$) had positive associations with Negative Valence. Maternal Rejection increased explained variance to 13% (F change $[1, 404] = 33.11$, $p < .001$). Then, controlling for this factor, Paternal Rejection increased explained variance to 15 % (F change $[1, 403] = 10.04$, $p < .01$).

Totally, three factors as Gender, Maternal and Paternal Rejection had significant associations with Negative Valence. Being male, parental rejection was positively associated with Negative Valence.

3.8.2 Variables Associated with the Coping Strategies

Separate hierarchical multiple regression analyses were conducted to reveal the significant associates of Coping Strategies; namely, problem focused, emotion focused and indirect focused coping.

Variables were entered into the equation via three steps. In order to control for the possible effects of socio-demographic variables (i.e., gender, age, education levels of participants, mothers, and fathers, and number of siblings), these first step variables were hierarchically entered (via stepwise method) into the equation

method. After controlling for the socio-demographic variables that were significantly associated with the dependent variable, the factors of parental rejection were hierarchically entered into the equation on the second step. After controlling for the significant parental rejection dimensions, the factors of personality traits (i.e., Extraversion, Conscientiousness, Agreeableness, Neuroticism, Openness to Experience, Negative Valence) were hierarchically entered into the equation on the third step.

3.8.2.1 Variables Associated with the Problem Focused Coping

Hierarchical regression analysis run for the Problem Focused Coping factor (see Table 56) revealed that control variables did not have significant association with Problem Focused Coping. Among parental rejection, Maternal Rejection ($\beta = -.17$, $t(402) = -3.53$, $p < .001$) had a negative association with problem focused coping and this variable explained 3% of the variance ($F[1, 402] = 12.44$, $p < .001$). After controlling for this factor, among the factors of personality traits, Openness to Experience ($\beta = .55$, $t(401) = 13.09$, $p < .001$), Neuroticism ($\beta = -.25$, $t(400) = -5.96$, $p < .001$), Conscientiousness ($\beta = .21$, $t(399) = 5.32$, $p < .001$), and Agreeableness ($\beta = .09$, $t(398) = 2.11$, $p < .05$) had significant associations with Problem Focused Coping. Openness to Experience increased explained variance to 32% ($F \text{ change } [1, 401] = 171.43$, $p < .001$). After that, with the entrance of Neuroticism explained variance increased up to 37% ($F \text{ change } [1, 400] = 35.50$, $p < .001$); then with the entrance of Conscientiousness explained variance increased to 41% ($F \text{ change } [1, 399] = 28.26$, $p < .001$); and lastly, as a result of entrance of

Agreeableness explained variance increased to 42% (F change [1, 398] = 4.45, $p < .05$).

Table 56. Variables Associated with Coping Strategies

	F_{change}	df	B	$t(\text{within set})$	R^2
Dependent Variable					
Problem Focused Coping					
Step1:Control Variables					
-					
Step2:Parental Factors					
Maternal Rejection	12.44***	1,402	-.17	-3.53***	.03
Step 3:Personality Traits					
Open To Experience	171.43***	1,401	.55	13.09***	.32
Neuroticism	35.50***	1,400	-.25	-5.96***	.37
Conscientiousness	28.26***	1,399	.21	5.32***	.41
Agreeableness	4.45*	1,398	.09	2.11*	.42
<hr/>					
	F_{change}	df	B	$t(\text{within set})$	R^2
Dependent Variable					
Emotion Focused Coping					
Step1:Control Variable					
Number of Sibling	13.71***	1,403	.18	3.70***	.03
Step2:Parental Factors					
-					
Step 3:Personality Traits					
Negative Valence	13.29***	1,402	.17	3.65***	.06
Agreeableness	5.58*	1,401	.14	2.36*	.08
<hr/>					
	F_{change}	df	β	$t(\text{within set})$	R^2
Dependent Variable					
Indirect Coping					
Step1:Control Variables					
Gender	21.54***	1,403	.23	4.64***	.05
Step2:Parental Factors					
Maternal Rejection	4.40*	1,402	-.10	-2.10*	.06
Paternal Rejection	5.51*	1,401	.13	2.35*	.07
Step 3:Personality Traits					
Agreeableness	18.76***	1,400	.21	4.33***	.11
Neuroticism	18.36***	1,399	.21	4.29***	.14
Open To Experience	5.19*	1,398	-.12	-2.28*	.15
Extraversion	8.67**	1,397	.17	2.95**	.17

Note. $p^{***} < .001$; $p^{**} < .05$; $p^* < .01$

Totally, five factors as Maternal Rejection, Openness to Experience, Neuroticism, Conscientiousness and Agreeableness had significant associations with Problem Focused Coping. Maternal Acceptance, low level of Neuroticism, high level of Openness to Experience, Conscientiousness and Agreeableness were associated with Problem Focused Coping.

3.8.2.2 Variables Associated with the Emotion Focused Coping

Hierarchical regression analysis run for the Emotion Focused Coping factor (see Table 56) revealed that among control variables, only Number of Sibling ($\beta = .18$, $t(403) = 3.70$, $p < .001$) was significantly associated with emotion focused coping. Number of Sibling explained 3% of the variance ($F[1, 403] = 13.71$, $p < .001$). After controlling for this factor, among personality traits, Negative Valence ($\beta = .17$, $t(402) = 3.65$, $p < .001$), and Agreeableness ($\beta = .14$, $t(401) = 2.36$, $p < .05$) had significantly positive associations with Emotion Focused Coping. Negative Valence increased explained variance to 6% (F change $[1, 402] = 13.29$, $p < .001$), and with the entrance of Agreeableness explained variance increased to 8% (F change $[1, 401] = 5.58$, $p < .05$).

Totally, three factors as Number of Sibling, Negative Valence, and Agreeableness had significant associations with Emotion Focused Coping. Having more than one sibling, Negative Valence, and Agreeableness were found to be positively associated with Emotion Focused Coping.

3.8.2.3 Variables Associated with the Indirect Coping

Hierarchical regression analysis run for the Indirect Coping factor (see Table 56) revealed that among control variables, only Gender ($\beta = .23$, $t(403) = 4.64$, $p < .001$) was found to be significantly associated with Indirect Coping. Gender explained 5% of the variance ($F[1, 403] = 21.54$, $p < .001$). After controlling for this factor, among parental rejection, both Maternal Rejection ($\beta = -.10$, $t(402) = -2.10$, $p < .05$) and Paternal Rejection ($\beta = .13$, $t(401) = 2.35$, $p < .05$) had significant association with Indirect Coping. Maternal Rejection explained 6% of the variance (F change $[1, 402] = 4.40$, $p < .05$) and with the entrance of Paternal Rejection explained variance increased to 7% (F change $[1, 401] = 5.51$, $p < .05$). After controlling for parental rejection, among the factors of personality traits, Agreeableness ($\beta = .21$, $t(400) = 4.33$, $p < .001$), Neuroticism ($\beta = .21$, $t(399) = 4.29$, $p < .001$), Openness to Experience ($\beta = -.12$, $t(398) = -2.28$, $p < .005$), and Extraversion ($\beta = .17$, $t(397) = 2.95$, $p < .01$) had significant association with Indirect Coping style. Agreeableness explained variance to 11% (F change $[1, 400] = 18.76$, $p < .001$). After that, with the entrance of Neuroticism explained variance increased to 14% (F change $[1, 399] = 18.36$, $p < .001$); then with the entrance of Openness to Experience explained variance increased to 15% (F change $[1, 398] = 5.19$, $p < .001$); and lastly, with the entrance of Extraversion explained variance increased to 17% (F change $[1, 397] = 8.67$, $p < .01$).

Totally, seven factors as Gender, Maternal and Paternal Rejection, Agreeableness, Neuroticism, Openness to Experience and, Extraversion had significant associations with Indirect Coping. Being female, maternal acceptance but paternal rejection, high level of Agreeableness, Neuroticism, Extraversion, but low

level of Openness to Experience were significantly associated with Indirect Focused Coping.

3.8.3 Variables Associated with the Psychological Distress

Separate hierarchical multiple regression analyses were conducted to reveal the significant associates of Psychological Distress; namely, Depression and Trait Anxiety.

Variables were entered into the equation via four steps. In order to control for the possible effects of socio-demographic variables (i.e., gender, age, education levels of participants, mothers, and fathers, and number of siblings), these first step variables were hierarchically entered (via stepwise method) into the equation method. After controlling for the socio-demographic variables that were significantly associated with the dependent variable, the factors of parental rejection were hierarchically entered into the equation on the second step. After controlling for the significant parental rejection dimensions, the factors of personality traits (i.e., extraversion, conscientiousness, agreeableness, neuroticism, and openness to experience, Negative Valence) were hierarchically entered into the equation on the third step. Lastly, after controlling for personality traits that were significantly associated with the dependent variable, the factors of coping strategies (i.e., problem focused coping, emotion focused coping, and indirect coping) were hierarchically entered into the equation on the fourth step.

3.8.3.1 Variables Associated with the Depression

Hierarchical regression analysis run for the Depression (see Table 57) revealed that among control variables, only Age ($\beta = -.11$, $t(402) = -2.25$, $p < .05$) was significantly associated with Depression. Age explained 1% of the variance ($F[1, 402] = 5.05$, $p < .05$). After controlling for this factor, among parental rejection, both Maternal Rejection ($\beta = .27$, $t(401) = 5.74$, $p < .001$) and Paternal Rejection ($\beta = .17$, $t(400) = 3.14$, $p < .01$) had significant associations with Depression. Maternal Rejection increased explained variance to 9% (F change $[1, 401] = 32.97$, $p < .001$) and with the entrance of Paternal Rejection explained variance increased to 11% (F change $[1, 400] = 9.86$, $p < .01$). After controlling for these factors, among the factors of personality traits, Neuroticism ($\beta = .29$, $t(399) = 6.21$, $p < .001$), Openness to Experience ($\beta = -.21$, $t(398) = -4.48$, $p < .001$), and Conscientiousness ($\beta = -.17$, $t(397) = -3.85$, $p < .001$) were found to be significant associated with Depression. Neuroticism explained variance increased to 19% (F change $[1, 399] = 38.61$, $p < .001$). After that, with the entrance of Openness to Experience explained variance increased to 23% (F change $[1, 398] = 20.09$, $p < .001$); lastly, as a result of entrance of Conscientiousness explained variance increased to 26% (F change $[1, 397] = 14.82$, $p < .001$). Following these personality traits, among coping strategies, Problem Focused Coping ($\beta = -.31$, $t(396) = -5.75$, $p < .001$) had significantly negative association with Depression and explained variance increased to 31% (F change $[1, 396] = 33.04$, $p < .001$).

Totally, seven factors as Age, Maternal, and Paternal Rejection, Neuroticism, Openness to Experience, Conscientiousness and Problem Focused Coping had significant associations with Depression. Being younger, both maternal and paternal

rejection, neuroticism were positively associated with Depression whereas Openness to Experience, Conscientiousness and Problem Focused Coping were negatively associated with Depression.

Table 57. Variables Associated with Psychological Distress

	F_{change}	df	β	$t(\text{within set})$	R^2
Dependent Variable					
Depression					
Step1:Control Variables					
Age	5.05*	1,402	-.11	-2.25*	.01
Step2:Parental Factors					
Maternal Rejection	32.97***	1,401	.27	5.74***	.09
Paternal Rejection	9.86**	1,400	.17	3.14**	.11
Step3:Personality Traits					
Neuroticism	38.61***	1,399	.29	6.21***	.19
Open To Experience	20.09***	1,398	-.21	-4.48***	.23
Conscientiousness	14.82***	1,397	-.17	-3.85***	.26
Step4:Coping Strategies					
ProblemFocused Coping	33.04***	1,396	-.31	-5.75***	.31
	F_{change}	df	β	$t(\text{within set})$	R^2
Dependent Variable					
Trait Anxiety					
Step1:Control Variables					
Gender	8.88**	1,402	.15	2.98**	.02
Step2:Parental Factors					
Paternal Rejection	29.72***	1,401	.26	5.45***	.09
Maternal Rejection	7.95**	1,400	.15	2.82**	.11
Step3:Personality Traits					
Open To Experience	173.56***	1,399	-.53	-13.17***	.38
Neuroticism	108.81***	1,398	.39	10.43***	.51
Extraversion	13.5***	1,397	-.15	-3.67***	.53
Conscientiousness	8.95**	1,396	-.11	-2.99**	.54
Step4:Coping Strategies					
ProblemFocused Coping	88.96***	1,395	-.38	-9.43***	.62

Note. $p^{***} < .001$; $p^{**} < .05$; $p^* < .01$

3.8.3.2 Variables Associated with the Trait Anxiety

Hierarchical regression analysis run for the Trait Anxiety (see Table 57) revealed that among control variables, only Gender ($\beta = .15$, $t(402) = 2.98$, $p < .01$) was found to be significantly associated with Trait Anxiety. Gender explained 2% of

the variance ($F [1, 402] = 8.88, p < .01$). After controlling for this factor, among parental rejection, both Paternal Rejection ($\beta = .26, t (401) = 5.45, p < .001$) and Maternal Rejection ($\beta = .15, t (400) = 2.82, p < .01$) had significant association with Trait Anxiety. Paternal Rejection explained 9% of the variance ($F \text{ change } [1, 401] = 29.72, p < .001$) and with the entrance of Maternal Rejection explained variance increased to 11% ($F \text{ change } [1, 400] = 7.95, p < .01$). After controlling for these factors, among the factors of personality traits, Openness to Experience ($\beta = -.53, t (399) = -13.17, p < .001$), Neuroticism ($\beta = .39, t (398) = 10.43, p < .001$), Extraversion, ($\beta = -.15, t (397) = -3.67, p < .001$), and Conscientiousness ($\beta = -.11, t (396) = -2.99, p < .01$) had significant associations with Trait Anxiety. Openness to Experience explained variance increased to 37% ($F \text{ change } [1, 399] = 173.56, p < .001$). After that, with the entrance of Neuroticism explained variance increased to 51% ($F \text{ change } [1, 398] = 108.81, p < .001$); with the entrance of Extraversion explained variance increased to 53% ($F \text{ change } [1, 397] = 13.50, p < .01$); lastly, with the entrance of Conscientiousness explained variance increased to 54% ($F \text{ change } [1, 396] = 8.95, p < .01$). Following these personality traits, among coping strategies, Problem Focused Coping ($\beta = -.38, t (395) = -9.43, p < .001$) had significantly negative association with Trait Anxiety and increased explained variance to 62% ($F \text{ change } [1, 395] = 88.96, p < .001$).

Totally, eight factors as Gender, Maternal, and Paternal Rejection, Openness to Experience, Extraversion, Neuroticism, Conscientiousness and Problem Focused Coping had significant associations with Trait Anxiety. Being female, both maternal and paternal rejection, neuroticism were positively associated with Trait Anxiety,

whereas Openness to Experience, Extraversion, Conscientiousness and Problem Focused Coping were negatively associated with Trait Anxiety.

3.9 Summary of Obtained Results

In this section, findings' summaries of the current study reported in the Results section are provided through some summary tables (see Table 58 and 59).

Table 58. General Summary of Differences of Demographic Variables on the Measures of the Study

		Socio-Demographic Variables						
		Gndr	Age	P.E.	M.E.	F. E.	N. S.	
Dependent Variables	MCA	Maternal Acceptance	ns	ns	ns	H>L	H>L	SS>MS
		Maternal Control	F>M	ns	ns	ns	ns	ns
	FCA	Paternal Acceptance	F>M	ns	ns	H>L	H>L	SS>MS
		Paternal Control	ns	ns	ns	L>H	L>H	MS>SS
	Maternal PARQ	Maternal Warmth	F>M	ns	ns	H>L	H>L	SS>MS
		Maternal Undifferentiated Rejection	ns	ns	ns	L>H	ns	ns
		Maternal Aggression	ns	ns	ns	L>H	L>H	MS>SS
		Maternal Neglect	ns	ns	ns	L>H	L>H	MS>SS
	Paternal	Paternal Warmth	F>M	ns	ns	H>L	H>L	SS>MS
		Paternal Undifferentiated Rejection	ns	ns	ns	L>H	ns	MS>SS
		Paternal Aggression	M>F	ns	ns	L>H	L>H	MS>SS
		Paternal Neglect	M>F	ns	ns	L>H	L>H	MS>SS
	Personality Traits	Extraversion	ns	ns	ns	ns	ns	ns
		Conscientiousness	F>M	ns	GR>UNG	ns	ns	ns
		Agreeableness	F>M	ns	ns	ns	ns	ns
		Neuroticism	ns	ns	ns	ns	ns	ns
		Openness to Experience	ns	ns	ns	ns	ns	ns
		Negative Valence	M>F	ns	ns	ns	ns	ns
	Coping	Problem Focused Coping	ns	ns	ns	ns	ns	ns
		Emotion Focused Coping	ns	ns	ns	ns	ns	MS>SS
Indirect Coping		F>M	ns	ns	ns	ns	ns	
Distr	Depression	ns	ns	UNG>GR	ns	ns	ns	
	Trait Anxiety	F>M	ns	ns	ns	ns	ns	

Note1. Variance analyses did not reveal any significant interaction effect. Note2. ns: not significant; Gndr: Gender, M.E.:Mother Education, F. E.: Father Education, P.E.: Participants Education, N. S.: Number of Sibling, M:Males, F:Females; H:High, L:Low; SS:Having Single Sibling or none, MS : More than one sibling; UNG:Undergraduate; GR:Graduated or Continue Graduate Education; CFA: Cumulative Father Acceptance-Rejection; CMA: Cumulative Mother Acceptance-Rejection.

Table 59: Summary of Hierarchical Regression Analyses

		Personality Traits						Coping Strateg.			Psy. Dis.	
		Extraversion	Conscientiousness	Agreeableness	Neuroticism	Openness to Exp.	Negative Valence	Problem F. Coping	Emotion F. Coping	Indirect F. Coping	Depression	Trait Anxiety
Predictors												
Socio-Demographic Variables	Age	+	+	+		+					-	
	Gender		+		+		-			+		+
	Participants' Education											
	Mothers' Education											
	Fathers' Education											
	Number of Siblings		+						+			
Parental Reject.	Mother Rejection	-	-		+	-	+	-		-	+	+
	Father Rejection	-		-			+			+	+	+
Personality Traits	Extraversion									+		-
	Conscientiousness							+			-	-
	Agreeableness							+	+	+		
	Neuroticism							-		+	+	+
	Openness to Experience							+		-	-	-
	Negative Valence								+			
Coping Str.	Problem Focused Coping										-	-
	Emotion Focused Coping											
	Indirect Coping											
	Total Explained Variance	.07	.07	.08	.05	.06	.15	.42	.07	.17	.31	.62

Note. “-“ : negative association; “+” : positive association

CHAPTER IV

4. DISCUSSION

The main purpose of the current study was to examine effects of parental behaviors (warmth, undifferentiated rejection, neglect, and aggression), coping strategies (problem focused coping, emotion focused coping, and indirect coping) and personality traits (extraversion, conscientiousness, agreeableness, neuroticism, openness to experience, and negative valence) on psychological distress of adults (depression and anxiety symptoms). In addition, effects of demographic variables on those measures and correlations among those measures were examined.

Therefore, in this chapter, firstly, findings of the current study, which include effects of demographic variables on parental behaviors, personality traits, coping strategies and psychological distress, correlations among those measures and multiple hierarchical regression, and those findings discussion in relation to the current literature in terms of parental acceptance/rejection-control are presented. Secondly, the limitations of the current study are stated. Thirdly, the possible therapeutic implications are explained and lastly, the suggestions for future research are recommended.

4.1. Findings Related to Differences of Demographic Variables on the PARQ/Control, Coping Strategies and Personality Traits

In this part of the current study, differences due to demographic variables (i.e., age, gender, participants education level, their mothers' and fathers' education level and lastly number of siblings) on the parental acceptance/rejection-control, personality traits, coping strategies and psychological distress were stated.

For cumulative parental acceptance/rejection, perception of acceptance/rejection did not differentiate according to gender, age and education level in terms of maternal acceptance whereas age and education level did in terms paternal acceptance. Perceived parental acceptance-rejection did not change with increment of participants' education level and age. Based on these findings, it can be concluded that although participants become older, their perception of acceptance-rejection stay stable. Therefore, similar with consistent literature findings, parental rejection experienced in childhood has still effects on psychological adjustment into adulthood (Parmar, Ibrahim & Rohner, 2008). On the other hand, perception of acceptance/rejection had differentiated in terms of number of siblings and parents education level. Participants who have no or one sibling and high educated parents (both mothers and fathers) perceived high level of parental acceptance from both parents than participants who have two or more siblings and low educated parents. Moreover, female participants perceived more level of acceptance from their fathers than male participants. Inconsistent results were found in the current literature in relation between gender and acceptance/rejection. Varan (2005) found that male participants perceived more level of acceptance from their parents than female participants in Turkish population. However, Courneyer, Sethi and Cordero (2005)

did not find gender differences for parental acceptance-rejection. On the other hand, female participants perceived high level of control from their mothers than male participants. In addition, for paternal control, participants who have no or one sibling and high educated parents experienced low level of paternal control than participants who have two or more siblings and low educated parents.

Parental acceptance included factors such as warmth, undifferentiated rejection, neglect and aggression. Regarding on those factors, perception of acceptance-rejection did not differentiate in terms of age and education level whereas their perception did in terms of gender, number of siblings and both mother and father education level. Participants having no or one sibling and high educated parents perceived themselves getting more level of warmth, less level of neglect, aggression than participants having two or more siblings and low educated parents. Although, perception of cumulative acceptance did not differentiate according to gender, factors of acceptance did; females perceived their mother and fathers as warmer than male participants. Additionally, they perceived low level of neglect and aggression from their fathers than male participants. Furthermore, participants having low educated mothers perceived high level of undifferentiated rejection from their both parents than participants having high educated mothers. In addition, participants who have two or more siblings perceived high level of undifferentiated rejection from their fathers than participants having no or none sibling. In the current literature, findings as effect of such demographic variables on acceptance/rejection are not established. However, especially education level of parent and number of siblings of participants should be included demographic variable form in a study related to especially perceived parental acceptance-rejection. As number of siblings

increased, level of participants' negative perception related to parental behaviors also increased but level of positive perception related to parents behaviors decrease. This may show that number of siblings may be related to efficacy of parents' involvement and levels of emotional care and support towards children as well as to the efforts to satisfy the physical needs of children, arising from the necessity to allocate each child sufficient time. In terms of maternal education, mother who had low level education did not know how to give emotional support to their adults children. According to study of Nadir (2009), educated mothers reported less family problems and experienced less communication, and involvement problem with their family. Even though participants were adults, they also had the necessity to be perceived as accepted and to be understood by their parents. In order to be perceived as accepted by parents, parents can read signals of their children's needs and parents should act accordingly. Therefore, educated parents can read those signals than low educated ones. In addition, it might be due to high education level of participants in the current study, their mothers who had low education can not understand what they feel in a specific situation and can not give support, encouragement but may display negative behaviors to their adults children due to misunderstanding.

Differences due to demographic variables (i.e., age, gender, participants' education level, their mothers' and fathers' education level and lastly number of siblings) on coping strategies were examined. For coping strategies, gender had significant effect on using indirect focused coping of participants. Literature has explained that women are more socialized as expressing their emotions and also share their emotional responses more than men with their social environment when they encounter stressful situations. Therefore, women seek more level of social

support to deal with stress than men do (Castle, 2006). Number of siblings had significant effect on using emotion focused coping. In the literature, the role of number of siblings has not examined on coping strategies. However, findings may speculate that in large families which patriarchal hierarchy exists, parents tend to make decisions on behalf of children instead of those children making their own decisions. In return those children do not develop an advantage-disadvantage perspective in solving their own problems. For that reason they may try to avoid and confront with emotion coping situations.

Differences due to demographic variables (i.e., age, gender, participants' education level, their mothers' and fathers' education level, and lastly number of siblings) on personality traits were stated. For personality traits, gender had significant effect on conscientiousness, agreeableness, neuroticism, openness to experience, and negative valence level of participants. Female participants reported more level of conscientiousness, agreeableness but low level of negative valence than male participants. These findings were consistent with prior literature findings (Schmitt, Realo, Voracek, Allik, 2008; Lippa, 2010). According to study of Schmitt et al. (2008), personality trait differences between women and men were explained based on evolutionary theory which proposed that men and women naturally developed sexually selected differences in personality traits. In this manner, men get higher scores in personality trait such that men take more risk and be dominant in addition women get higher score in personality traits such that they are more nurturing, supporting, and cautions.

Participants' education level had significant effect on conscientiousness level of participants. In addition, participants being graduated or graduate student reported

more level of conscientious than participants being undergraduate student. Contrary to literature findings (McCrae et al., 2004), age was not a significant factors for conscientiousness in the current study. According to study of McCrae et al. (2004), personality traits were found to be curve shape according to age differences. Athors (2004) explained that potential influences of life events were minimum on personality traits. Santor, Joffe and Bagby (1997) stated that some life events especially events that are suffering or cause dramatic changes in person's life have an effect on personality traits. In addition, development of some personality traits or recognition of existence of such personality traits within individuals may require specific course of events. Therefore, time is crucial for evaluating such situation. Influence of education level on conscientiousness that was explained above, may be more related to the duration of education rather than the level of education solely. Namely, first group of undergraduate student, consist of graduated or graduate student (Ms or Phd) who are expected more to participate in working life compared to first group. To participate in professional life can be associated with higher level of conscientiousness because necessity to be task oriented is higher within in career environment.

Differences due to demographic variables (i.e., age, gender, participants' education level, their mothers' and fathers' education level and lastly number of siblings) on psychological distress were stated. Contrary to literature findings, obtained results were found as significant for few demographic variables for depression and anxiety level of participants. For depression, only participants' education level and for anxiety only gender of participants differed. In the study of Kessler, McGonagle, Zhao, Nelson, Hughes, Eshleman, Wittchen and Kendler

(1994) female participants had more level of prevalence rate than men in a life time. This difference could not find for current study. The reason may be that, the population of current study was adults in normal population rather than clinical population. In addition, in the study of (Kessler et al. 1994), people who experience depression could be differentiated according to other socio-demographic variables which were different from socio-demographic variables in the current study.

4.2. Findings Related to Correlation Coefficients between Groups of Variables

In the current study, pearson's correlation analyses were performed to see correlation psychological distress as depression, anxiety; cumulative paternal and maternal rejection; paternal behavior as warmth, undifferentiated rejection, neglect, aggression; maternal behavior as warmth, undifferentiated rejection, neglect, aggression; coping strategies as problem focused coping, emotion focused coping and indirect coping; and personality traits as extraversion, conscientiousness, agreeableness, neuroticism, openness to experience, and negative valence. Expected correlations as line with literature findings were found between psychological distress (high level of depression, anxiety) and other variables (cumulative paternal and maternal rejection) (Magora & Weisz, 2006); coping strategies such as low level of problem focused coping, high level emotion focused coping and high level of indirect coping (Vitaliano, Maiuro, Russo, Katon, DeWolfe & Hall, 1990); personality traits as low level of extraversion, high level of neuroticism (Watson et al., 2005). Those findings were widely discussed in 4.3. part of this chapter.

Besides parallel results with literature, new findings for literature were found with correlation between psychological distress and parental factors. As expected,

high level of depression and anxiety were found to be correlated with low level of warmth, high level of undifferentiated rejection, neglect, and aggression. Generally, in literature, cumulative acceptance-rejection scores were evaluated and examined to explain correlation between rejection and other factors. However, these factors which of total scores give cumulative acceptance-rejection score can be important to provide wide knowledge about PARTheory. In study of Kim and Rohner (2002), parental factors and achievement of daughters were examined. Although cumulative score did not differ significantly according to girls' achievement level, father warmth differed according to the achievement level.

Interestingly, as depression level and anxiety level of the participants increased; agreeableness and openness to experience level of participants decreased. On the contrary as depression level and anxiety level of participants increased, negative valence level of participants also increased. Similar findings was found for hierarchical regression and widely discussed in the part of 4.3.

4.3. Multiple Regression Analyses

Several hierarchical multiple regression analyses were conducted to examine for the main hypotheses of the current study. They were run in three sets to reveal the associates of parental acceptance/rejection-control, personality traits, coping strategies and finally outcomes (psychological distress as depression and trait anxiety).

At the first set of analyses, *Personality Traits*, namely extraversion, conscientiousness, agreeableness, neuroticism, openness to experience, and negative valence; variables were hierarchically entered the equation via two step; firstly, the socio-demographic variables

(i.e.; gender, age, education level of participants, mother's and father's education, number of siblings), secondly, parental acceptance/rejection (i.e.; mothers and fathers acceptance/rejection).

For extraversion, age and parental rejection were found to be significant factors. As age became older, participants were more extrovert than younger ones. Although personality traits are stable, that strongly proved by current literature. Santor, Joffe, and Bagby (1997) examined stability and change in personality. They found that extraversion scores can modestly change for people who had experienced acute changes in their lives such as depression. Older participants in the current study could probably experienced acute changes in their lives such as having a job or marriage. The other factor for extraversion is rejection; both mother and father rejection were negatively associated with extraversion. As parental rejection increased, participants become more introvert. In the study of Öncül (2008), individuals who had reported negative childhood experiences, had low level of extraversion than individuals who reported positive childhood experiences. It can be concluded that participants experienced parental rejection or had negative experiences with their parents in childhood, did not find opportunity to contact with their family environment and then they could not learn how to contact in social environment; that is why their level of extraversion may be lower than other individuals who had positive experiences in childhood.

For conscientiousness, being older, being female and having two or more siblings was positively associated with having high level of conscientiousness. On the other hand, maternal rejection was negatively associated with conscientiousness. According to the study of Öncül (2008), the results revealed that individuals reporting higher level of negative childhood experiences displayed lower level of

conscientiousness. Therefore, it can be concluded that early life stress especially with parents may hinder ability of control of impulses and being organized, and task orientation.

For agreeableness, older participants had high level of agreeableness and openness to experience than younger ones. In addition, father rejection was negatively associated with agreeableness and mother rejection was negatively associated with having high level of openness to experience.

For neuroticism, female participants had high level of neuroticism and Negative Valence than male ones. This finding was consistent with literature findings. In addition, as expected as line with hypothesis, maternal rejection increased, neuroticism of individuals also increased. Up to this point, three personality traits which are associated positive consequences in current literature (Öncül, 2008; Nadir, 2009) were negatively associated with parental rejection in the present study. Adults who exposed negative family environment may not find opportunity to develop their personality in a positive direction but they may felt anger, anxiety, and fear so they had higher scores from personality traits such as neuroticism, and Negative Valence; and lower score from positive personality traits such as agreeableness and conscientiousness.

At the second set of analyses, *Coping Strategies*, namely problem focused coping, emotion focused coping, and indirect focused coping; variables were hierarchically entered the equation via third step; firstly, the socio-demographic variables (i.e.; gender, age, education level of participants, mother's and father's education, number of siblings), secondly, parental acceptance/rejection (i.e.; mothers and fathers acceptance/rejection) and thirdly personality traits (i.e.; extraversion,

conscientiousness, agreeableness, neuroticism, openness to experience, and negative valence).

For problem focused coping, maternal rejection was found as a significant factor. This finding is consistent the hypothesis of the current study and also PARTheory. According to PARTheory, individuals, who experienced rejection in their childhood, try to solve their problems using aggression, hostile reactions (Rohner, 1986). Therefore, in this study, participants who perceived themselves as rejected use low level of problem focused coping than accepted ones. In addition, having high level of conscientiousness, agreeableness, and openness to experience were positively associated and having high level of neuroticism was negatively associated with using of problem focused coping. Considering the negative association between problem focused coping on psychopathology (Pinquart & Silbereisen, 2008), people having high level of neuroticism can not actively and effectively deal with their problems when they are faced with a problematic situation; instead they perceive the situation as more threatening and stressful than reality. At that point, people having high level of neuroticism used lower level of problem focused coping. In addition, psychological traits as people having high level of conscientiousness, agreeableness, and openness to experience use more level of problem focused coping than people having low level of those traits. Although discussion of these findings is difficult due to limited findings in the literature, it maybe speculated that people who have high level of agreeableness, and openness to experience are open to learn how to effectively cope with threatening situation due to their personality traits.

For emotion focused coping, having two or more siblings was associated with using emotion focused coping. In addition, having high level of agreeableness and Negative Valence were associated with using this type of coping.

For indirect coping, females used more level of indirect focused coping. Mother rejection was negatively associated with indirect coping whereas father rejection was positively associated. In other words, participants perceiving rejection from their mothers used low level of indirect coping than participants perceiving acceptance. On the other hand, participants perceiving rejection from their fathers used more indirect coping than participants perceiving acceptance. Indirect focused coping refers to seek social support then focusing on problem and to try to solve. According to PARTheory, behaviors of attachment figure (which can be mother or the father) shape mental representations of children about themselves (Rohner, 1986). In Turkish culture, generally, the mothers take care of children and meet their needs (Kağıtçıbaşı, 1972). Therefore, attachment figure is usually the mother. When children feel rejection from their mothers, they can believe that no one can love and value them. Therefore, they prefer not to use indirect focused coping. On the other hand, when adults perceived acceptance from their mothers but rejection from their fathers, those adults may prefer seeking social support. Probably, when those adults felt rejected by their fathers during childhood, they can seek support from their mothers.

Other significant factors were extraversion, agreeableness, neuroticism, and openness to experience for indirect coping. High levels of extraversion, agreeableness, and neuroticism, but low level of openness to experience were associated with using indirect coping.

For psychological distress, younger ones reported more level of depression symptoms than older ones. Depression did not differ according to gender. Reason of this finding may be that population of the present study consists of nonclinical population. However, association between gender and trait anxiety was found consistent with literature findings (Kessler et al., 1994). Female participants reported more level of trait anxiety than male participants. In terms of parental rejection, depression and trait anxiety were positively associated with parental rejection perceived from both parents. This expected result is consistent with current literature that individuals having perception of rejection, experienced more depression and anxiety symptoms than one having perception of acceptance (Saritaş, 2008). According to PARTheory, rejected children believe that they are unlovable and unworthy as though they develop a negative worldview and increase the probability of experiencing depression and anxiety disorders (Rohner, 2004; Thompson, Berenbaum, 2009).

Individuals who reported high level of depression and trait anxiety, had low level of conscientiousness, openness to experience and high level of neuroticism. In addition, extravert individuals had reported low level of trait anxiety. Generally, literature findings are focused on the relation between personality traits especially neuroticism and extraversion. They revealed that high level of extraversion and low level of neuroticism were buffer to experience psychological distress as depression and anxiety symptoms (Watson et al., 2005). In the same study, depression and anxiety were associated with negative affect, therefore; depression and trait anxiety may be negatively associated with positive personality traits such as conscientiousness, openness to experience and extraversion.

In addition, using problem focused coping experienced low level of both depression and trait anxiety. As emphasized in PARTheory, rejected children can not cope with stress effectively when they encounter such a situation because consequences of being rejected such as anger, negative feeling about self, diminished self-esteem hinder their capacity to deal with problem (Rohner, 2004). Therefore, having high level of psychological distress which also was positively associated with parental rejection used low level of problem focused coping.

In conclusion, both maternal and paternal acceptance had direct association with psychological distress of adults. In other words, the current study proved that father roles were found significant for healthy psychological development of children as much as mother roles. In addition, parental acceptance was positively associated with positive personality traits and positive coping strategies which known that buffered depression and anxiety (Farmer et al., 2002; Schroder, 2004). Therefore, parental acceptance had direct and indirect effect on psychological distress

4.4. Limitations of the Study

In the present study, even though the sample size was large (N= 444), all participants were well-educated and lived in Ankara. Therefore, sample of present study may not represent the population in Turkey.

The other limitation of the current study was inequality of number of male and female participants. Number of female participants were approximately twice number of male participants. This inequality may violete findings however; main hypthothesis did not related to find gender differences.

Age ranges can be another limitation of the current study. Age variable was divided into two groups as younger ($n = 209$) and older ($n = 233$). Two groups consisted of almost similar number of participants. However, age ranges can not be equaled in order to achieve equality number in two groups. Age of younger participants ranged from 17 to 20 and age of older participants ranged from 21 to 35.

4.5. Clinical Implications

Although the association between rejection and psychological distress was proved by prior literature findings, current study was the first study attempting to identify association between parental rejection and personality traits, as well as coping strategies. Feeling rejected was found as an important factor for personality traits and coping strategies. In addition, those factors were also important for psychological disorders. In other words, not only being rejected had influence on psychological disorders but also effects of rejection had a direct influence on psychopathology. The findings can be concluded that feeling rejected is a risk factor for development of psychopathology. Therefore, in order to prevent psychological problems both in childhood and adulthood, caregiver, parents and individuals in family should be instructed how to indicate their warmth and affection toward their infants and children and to communicate appropriately with their adolescent children. In addition, they should be instructed to avoid negative parental behaviors such as hostility, aggression, and neglect.

Besides maternal rejection, paternal rejection was also associated with psychological distress in the current study. Therefore, not only mothers but also fathers should be included in nurturing and caring duration of infants and children.

4.5 Suggestions for Future Research

Findings of the current study, in addition to the previous literature findings revealed that the parents have an influence on the psychologically healthy development of children. Children who exposed rejection from their parents, experience more psychological distress in their childhood and adulthood. On the other hand, reasons of psychological distress are so wide. Therefore, more specific distress that individuals face can be examined in order to understand suffering effects of rejection such as academic problems of children, problems in work environment and interpersonal relationships such as with siblings or peer relationship. Especially, relationship between rejecting parents and their children should be studied. Understanding specific problems of rejected individuals allows those problems to be solved.

In the current study, education level of parent and number of siblings were found as important factors for acceptance-rejection perception of individuals. Therefore, they should be included in further research that related to family and family relationship.

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APPENDICES

APPENDIX A

Demographic Information Sheet

(Demografik Bilgi Formu)

1. Yaş: _____
2. Cinsiyet: Erkek() Kadın()
3. Okuduğu (mezun olduğu) Bölüm/
Sınıf: _____
4. Anne Eğitim Durumu: () okuma yazma bilmiyor ()okuryazar () İlkokul
() Ortaokul () Lise ()Yüksekokul/Üniversite
5. Baba Eğitim Durumu: () okuma yazma bilmiyor ()okuryazar () İlkokul
() Ortaokul () Lise ()Yüksekokul/Üniversite
6. Kaç kardeşsiniz? _____
7. Anneniz () Hayatta () Hayatta değil () Öz () Üvey
8. Babanız () Hayatta () Hayatta değil () Öz () Üvey
9. Anne ve babanız birlikteler mi? () Evet () Hayır
10. Cevabınız 'Hayır' ise ne kadar zamandır ayrılır? _____
11. Su anda ailenizle birlikte mi yaşıyorsunuz?
() Evet () Hayır (lütfen belirtiniz) _____

APPENDIX B

Yetişkin EKRÖ/K: Anne

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Testi, cümleler üzerinde fazla oyalanmadan, içinizden gelen cevapları işaretleyerek, hızlı bir şekilde doldurun. Cevaplarınızı, annenizden beklediğiniz davranışlara göre değil, annenizin size gerçekte gösterdiği davranışlara göre verin.

	Her Zaman Doğru	Bazen Doğru	Nadiren Doğru	Hiçbir Zaman Doğru Değil
ANNEM				
1. Benim hakkımda güzel şeyler söylerdi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Kötü davrandığımda bana söylenir veya beni azarlardı.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Sanki ben hiç yokmuşum gibi davranırdı.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Beni gerçekten sevmezdi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Neleri yapıp, neleri yapamayacağımı kesin olarak anladığımdan emin olmak isterdi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Planlarımız hakkında benimle konuşur ve benim söyleyeceklerimi de dinlerdi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Onun sözünü dinlemediğim zaman beni başkalarına şikayet ederdi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Benimle yakından ilgilenirdi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Dışarıya çıkacağım zaman, eve kesin olarak saat kaçta dönmem gerektiğini bana söylerdi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Arkadaşlarımı eve çağırmanın için beni cesaretlendirir ve onların güzel vakit geçirmesi için elinden geleni yapardı.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Benimle alay eder ve dalga geçerdi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Onu rahatsız etmediğim sürece benimle ilgilenmezdi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

13. Kızdığı zaman bana bağırdı.
14. Bana sürekli olarak nasıl davranmam gerektiğini söylerdi.
15. Benim için önemli olan şeyleri ona anlatabilmemi kolaylaştırırdı.
16. Bana karşı sert davranırdı.
17. Onun etrafında olmamdan hoşlanırdı.
18. Bir çok kuralın olması ve kurallara uyulması gerektiğine inanırdı.
19. Bir şeyi iyi yaptığımda, kendimle gurur duymamı sağlardı.
20. Hakketmediğim zaman bile bana vururdu.
21. Benim için yapması gereken şeyleri unutturdu.
22. Beni büyük bir başbelası olarak görürdü.
23. Bana dilediğim kadar özgürlük tanırdı.
24. Beni başkalarına överdi.
25. Kızdığı zaman beni çok kötü cezalandırırdı.
26. Sağlıklı ve doğru şeyleri yememe çok dikkat ederdi.
27. Bir şeyi nasıl yapmam gerektiğini bana en ince ayrıntısına kadar söylerdi.
28. Benimle sıcak ve sevgi dolu bir şekilde konuşurdu.
29. Bana hemen kızardı.
30. Sorularımı cevaplayamayacak kadar meşguldü.
31. Benden hoşlanmıyor gibiydi.
32. İstedğim her yere, ona sormadan gitmeme izin verirdi.
33. Hak ettiğim zaman bana güzel şeyler söylerdi.

34. abuk parlar ve fkesini benden ıkarırdı.
35. Arkadařlarımın kim olduėuyla yakından ilgilenirdi.
36. Bana ne sylendiye, aynen yle davranmamda ısrar ederdi.
37. Yaptıėım Őeylerle gerekten ilgilenirdi.
38. Bana bir sr kırırcı Őey sylerdi.
39. Ondan yardım istediėimde benimle ilgilenmezdi.
40. Bařım derde girdiėinde, hatanın bende olduėunu dřnrd.
41. Dilediėim her akřam dıřarı ıkmama izin verirdi.
42. Bana istenilen ve ihtiya duyulan biri olduėumu hissettirirdi.
43. Onun sinirine dokunduėumu sylerdi.
44. Bana ok ilgi gsterirdi.
45. Yaptıėım her Őeye karıřmak isterdi.
46. İyi davrandıėım zaman benimle ne kadar gurur duyduėunu sylerdi.
47. Beni kırmak iin elinden geleni yapardı.
48. Hatırlaması gerekir diye dřndėim nemli Őeyleri unutturdu.
49. Őayet kt davranırsam, beni artık sevmediėini hissettirirdi.
50. Bana yapmam iin bazı iřler verir ve o iřler bitene kadar bařka hibir Őey yapmama izin vermezdi.
51. Bana yaptıėım Őeylerin nemli olduėunu hissettirirdi.
52. Yanlıř bir Őey yaptıėımda beni korkutur veya tehdit ederdi.
53. Benimle zaman geirmekten hořlanırdı.

54. Canım ne isterse yapmama izin verirdi.
55. Korktuğumda ya da birşeye canım sıkıldığında, bana yardım etmeye çalışırdı.
56. Kötü davrandığım zaman beni arkadaşlarımdan önünde utandırırdu.
57. Benden uzak durmaya çalışırdı.
58. Benden şikayet ederdi.
59. Yaptığım herşeyi kontrol etmek isterdi.
60. Benim ne düşündüğüme önem verir ve düşündüklerim hakkında konuşmamdan hoşlanırdı.
61. Ne yaparsam yapayım, diğer çocukların benden daha iyi olduğunu düşünürdü.
62. Bir plan yaparken benim de ne istediğime önem verirdi.
63. Benim için önemli olan şeyleri, kendisine zorluk çıkarsa da, yapmama izin verirdi.
64. Diğer çocukların benden daha akıllı ve uslu olduğunu düşünürdü.
65. Bakmaları için beni hep başkalarına bırakırdı.
66. Bana istenmediğimi belli ederdi.
67. Yaptığım şeylerle ilgilenirdi.
68. Canım yandığında veya hasta olduğumda kendimi daha iyi hissetmem için elinden geleni yapardı.
69. Kötü davrandığım zaman benden ne kadar utandığımı söylerdi.
70. Beni sevdiğini belli ederdi.
71. Bana karşı yumuşak ve iyi kalpliydi.
72. Kötü davrandığım zaman beni utandırır veya suçlu hissettirirdi.
73. Beni mutlu etmeye çalışırdı.

APPENDIX C

Yetişkin EKRÖ/K: Baba

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Testi, cümleler üzerinde fazla oyalanmadan, içinizden gelen cevapları isaretleyerek, hızlı bir şekilde doldurun. Cevaplarınızı, babanızdan beklediğiniz davranışlara göre değil, babanızın size gerçekte gösterdiği davranışlara göre verin.

	Her Zaman Doğru	Bazen Doğru	Nadiren Doğru	Hiçbir Zaman Doğru Değil
BABAM				
1. Benim hakkımda güzel şeyler söylerdi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Kötü davrandığımda bana söylenir veya beni azarlardı.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Sanki ben hiç yokmuşum gibi davranırdı.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Beni gerçekten sevmezdi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Neleri yapıp, neleri yapamayacağımı kesin olarak anladığımdan emin olmak isterdi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Planlarımız hakkında benimle konuşur ve benim söyleyeceklerimi de dinlerdi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Onun sözünü dinlemediğim zaman beni başkalarına şikayet ederdi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Benimle yakından ilgilenirdi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Dışarıya çıkacağım zaman, eve kesin olarak saat kaçta dönmem gerektiğini bana söylerdi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Arkadaşlarımı eve çağırmanın için beni cesaretlendirir ve onların güzel vakit geçirmesi için elinden geleni yapardı.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Benimle alay eder ve dalga geçerdi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Onu rahatsız etmediğim sürece benimle ilgilenmezdi.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Kızdığı zaman bana bağırırdı.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. Bana sürekli olarak nasıl davranmam gerektiğini söylerdi.
15. Benim için önemli olan şeyleri ona anlatabilmemi kolaylaştırırdı.
16. Bana karşı sert davranırdı.
17. Onun etrafında olmamdan hoşlanırdı.
18. Bir çok kuralın olması ve kurallara uyulması gerektiğine inanırdı.
19. Bir şeyi iyi yaptığımda, kendimle gurur duymamı sağlardı.
20. Hakketmediğim zaman bile bana vururdu.
21. Benim için yapması gereken şeyleri unutturdu.
22. Beni büyük bir başbelası olarak görürdü.
23. Bana dilediğim kadar özgürlük tanırdı.
24. Beni başkalarına överdi.
25. Kızdığı zaman beni çok kötü cezalandırırdı.
26. Sağlıklı ve doğru şeyleri yememe çok dikkat ederdi.
27. Bir şeyi nasıl yapmam gerektiğini bana en ince ayrıntısına kadar söylerdi.
28. Benimle sıcak ve sevgi dolu bir şekilde konuşurdu.
29. Bana hemen kızardı.
30. Sorularımı cevaplayamayacak kadar meşguldü.
31. Benden hoşlanmıyor gibiydi.
32. İstedğim her yere, ona sormadan gitmeme izin verirdi.
33. Hak ettiğim zaman bana güzel şeyler söylerdi.
34. Çabuk parlar ve öfkesini benden çıkarırdı.

35. Arkadaşlarımın kim olduğuyla yakından ilgilenirdi.
36. Bana ne söylendiyse, aynen öyle davranmamda ısrar ederdi.
37. Yaptığım şeylerle gerçekten ilgilenirdi.
38. Bana bir sürü kırıcı şey söylerdi.
39. Ondan yardım istediğimde benimle ilgilenmezdi.
40. Başım derde girdiğinde, hatanın bende olduğunu düşünürdü.
41. Dilediğim her akşam dışarı çıkmama izin verirdi.
42. Bana istenilen ve ihtiyaç duyulan biri olduğumu hissettirirdi.
43. Onun sinirine dokunduğumu söylerdi.
44. Bana çok ilgi gösterirdi.
45. Yaptığım her şeye karışmak isterdi.
46. İyi davrandığım zaman benimle ne kadar gurur duyduğunu söylerdi.
47. Beni kırmak için elinden geleni yapardı.
48. Hatırlaması gerekir diye düşündüğüm önemli şeyleri unuturdu.
49. Şayet kötü davranırsam, beni artık sevmediğini hissettirirdi.
50. Bana yapmam için bazı işler verir ve o işler bitene kadar başka hiçbir şey yapmama izin vermezdi.
51. Bana yaptığım şeylerin önemli olduğunu hissettirirdi.
52. Yanlış bir şey yaptığımda beni korkutur veya tehdit ederdi.
53. Benimle zaman geçirmekten hoşlanırdı.

54. Canım ne isterse yapmama izin verirdi.
55. Korktuğumda ya da birşeye canım sıkıldığında, bana yardım etmeye çalışırdı.
56. Kötü davrandığım zaman beni arkadaşlarımdan önünde utandırırdu.
57. Benden uzak durmaya çalışırdı.
58. Benden şikayet ederdi.
59. Yaptığım herşeyi kontrol etmek isterdi.
60. Benim ne düşündüğüme önem verir ve düşündüklerim hakkında konuşmamdan hoşlanırdı.
61. Ne yaparsam yapayım, diğer çocukların benden daha iyi olduğunu düşünürdü.
62. Bir plan yaparken benim de ne istediğıme önem verirdi.
63. Benim için önemli olan şeyleri, kendisine zorluk çıkarsa da, yapmama izin verirdi.
64. Diğer çocukların benden daha akıllı ve uslu olduğunu düşünürdü.
65. Bakmaları için beni hep başkalarına bırakırdı.
66. Bana istenmediğimi belli ederdi.
67. Yaptığım şeylerle ilgilenirdi.
68. Canım yandığında veya hasta olduğumda kendimi daha iyi hissetmem için elinden geleni yapardı.
69. Kötü davrandığım zaman benden ne kadar utandığımı söylerdi.
70. Beni sevdiğini belli ederdi.
71. Bana karşı yumuşak ve iyi kalpli idi.
72. Kötü davrandığım zaman beni utandırır veya suçlu hissettirirdi.
73. Beni mutlu etmeye çalışırdı.

APPENDIX D

BECK DEPRESSION INVENTORY/ BECK DEPRESYON ÖLÇEĞİ

Aşağıda kişilerin ruh durumlarını ifade ederken kullandıkları bazı cümleler verilmiştir. Her madde, bir çeşit ruh durumunu anlatmaktadır. Her maddeye o ruh durumunun derecesini belirleyen 4 seçenek vardır. Lütfen bu seçenekleri dikkatle okuyunuz. Son iki hafta içindeki (şu an dahil) kendi ruh durumunuzu göz önünde bulundurarak, size en uygun olan ifadeyi bulunuz. Daha sonra, o maddenin yanındaki harfi işaretleyiniz.

1. (a) Kendimi üzgün hissetmiyorum.
(b) Kendimi üzgün hissediyorum.
(c) Her zaman için üzgünüm ve kendimi bu duygudan kurtaramıyorum.
(d) Öylesine üzgün ve mutsuzum ki dayanamıyorum.
2. (a) Gelecekte umutsuz değilim.
(b) Geleceğe biraz umutsuz bakıyorum.
(c) Gelecekte beklediğim hiçbir şey yok.
(d) Benim için bir gelecek yok ve bu durum düzelmeyecek.
3. (a) Kendimi başarısız görmüyorum.
(b) Çevremdeki birçok kişiden daha fazla başarısızlıklarım oldu sayılır.
(c) Geriye dönüp baktığımda, çok fazla başarısızlığım olduğunu görüyorum.
(d) Kendimi tümüyle başarısız bir insan olarak görüyorum.
4. (a) Her şeyden eskisi kadar zevk alabiliyorum.
(b) Her şeyden eskisi kadar zevk alamıyorum.
(c) Artık hiçbir şeyden gerçek bir zevk alamıyorum.
(d) Bana zevk veren hiçbir şey yok. Her şey çok sıkıcı.
5. (a) Kendimi suçlu hissetmiyorum.
(b) Arada bir kendimi suçlu hissettiğim oluyor.
(c) Kendimi çoğunlukla suçlu hissediyorum.
(d) Kendimi her an için suçlu hissediyorum.
6. (a) Cezalandırıldığımı düşünmüyorum.
(b) Bazı şeyler için cezalandırılabilirim hissediyorum.
(c) Cezalandırılmayı bekliyorum.
(d) Cezalandırıldığımı hissediyorum.
7. (a) Kendimden hoşnutum.
(b) Kendimden pek hoşnut değilim.
(c) Kendimden hiç hoşlanmıyorum.
(d) Kendimden nefret ediyorum.
8. (a) Kendimi diğer insanlardan daha kötü görmüyorum.
(b) Kendimi zayıflıklarım ve hatalarım için eleştiriyorum.
(c) Kendimi hatalarım için çoğu zaman suçluyorum.
(d) Her kötü olayda kendimi suçluyorum.

9. (a) Kendimi öldürmek gibi düşüncelerim yok.
(b) Bazen kendimi öldürmeyi düşünüyorum, fakat bunu yapamam.
(c) Kendimi öldürebilmeyi isterdim.
(d) Bir fırsatını bulsam kendimi öldürürdüm.
10. (a) Her zamankinden daha fazla ağladığımı sanmıyorum.
(b) Eskisine göre şu sıralarda daha fazla ağlıyorum.
(c) Şu sıralarda her an ağlıyorum.
(d) Eskiden ağlayabilirdim, ama şu sıralarda istesem de ağlayamıyorum.
11. (a) Her zamankinden daha sinirli değilim.
(b) Her zamankinden daha kolayca sinirleniyor ve kızıyorum.
(c) Çoğu zaman sinirliyim.
(d) Eskiden sinirlendiğim şeylere bile artık sinirlenemiyorum.
12. (a) Diğer insanlara karşı ilgimi kaybetmedim.
(b) Eskisine göre insanlarla daha az ilgiliyim.
(c) Diğer insanlara karşı ilgimin çoğunu kaybettim.
(d) Diğer insanlara karşı hiç ilgim kalmadı.
13. (a) Kararlarımı eskisi kadar kolay ve rahat verebiliyorum.
(b) Şu sıralarda kararlarımı vermeyi erteliyorum.
(c) Kararlarımı vermekte oldukça güçlük çekiyorum.
(d) Artık hiç karar veremiyorum.
14. (a) Dış görünüşümün eskisinden daha kötü olduğunu sanmıyorum.
(b) Yaşlandığımı ve çekiciliğimi kaybettiğimi düşünüyorum ve üzülüyorum.
(c) Dış görünüşümde artık değiştirilmesi mümkün olmayan olumsuz değişiklikler olduğunu hissediyorum.
(d) Çok çirkin olduğumu düşünüyorum.
15. (a) Eskisi kadar iyi çalışabiliyorum.
(b) Bir işe başlayabilmek için eskisine göre kendimi daha fazla zorlamam gerekiyor.
(c) Hangi iş olursa olsun, yapabilmek için kendimi çok zorluyorum.
(d) Hiçbir iş yapamıyorum.
16. (a) Eskisi kadar rahat uyuyabiliyorum.
(b) Şu sıralarda eskisi kadar rahat uyuyamıyorum.
(c) Eskisine göre 1 veya 2 saat erken uyanıyor ve tekrar uyumakta zorluk çekiyorum.
(d) Eskisine göre çok erken uyanıyor ve tekrar uyuyamıyorum.
17. (a) Eskisine kıyasla daha çabuk yorulduğumu sanmıyorum.
(b) Eskisinden daha çabuk yoruluyorum.
(c) Şu sıralarda neredeyse herşey beni yoruyor.
(d) Öyle yorgunum ki hiçbirşey yapamıyorum.
18. (a) İştahım eskisinden pek farklı değil.
(b) İştahım eskisi kadar iyi değil.
(c) Şu sıralarda iştahım epey kötü.
(d) Artık hiç iştahım yok.

19. (a) Son zamanlarda pek fazla kilo kaybettiğimi sanmıyorum.
(b) Son zamanlarda istemediğim halde üç kilodan fazla kaybettim.
(c) Son zamanlarda istemediğim halde beş kilodan fazla kaybettim.
(d) Son zamanlarda istemediğim halde yedi kilodan fazla kaybettim.
- Daha az yemeye çalışarak kilo kaybetmeye çalışıyor musunuz?
EVET () HAYIR ()
20. (a) Sağlığım beni pek endişelendirmiyor.
(b) Son zamanlarda ağrı, sızı, mide bozukluğu, kabızlık gibi sorunlarım var.
(c) Ağrı, sızı gibi bu sıkıntılarım beni epey endişelendirdiği için başka şeyleri düşünmek zor geliyor.
(d) Bu tür sıkıntılar beni öylesine endişelendiriyor ki, artık başka hiçbirşey düşünemiyorum.
21. (a) Son zamanlarda cinsel yaşantımda dikkatimi çeken birşey yok.
(b) Eskisine oranla cinsel konularda daha az ilgiliyim.
(c) Şu sıralarda cinsellikle pek ilgili değilim.
(d) Artık, cinsellikle hiçbir ilgim kalmadı.

APPENDIX E

TRAIT ANXIETY INVENTORY/ SÜREKLİLİK KAYGI ÖLÇEĞİ

Aşağıda kişilerin kendilerine ait duygularını anlatmada kullandıkları bir takım ifadeler verilmiştir. Her ifadeyi dikkatlice okuyun, sonra da **genel olarak** nasıl hissettiğinizi, ifadelerin sağ tarafındaki rakamlardan uygun olanını işaretlemek suretiyle belirtin. Doğru yada yanlış cevap yoktur. Herhangi bir ifadenin üzerinde fazla zaman sarf etmeksizin, **genel olarak** nasıl hissettiğinizi gösteren cevabı işaretleyin.

	Hemen hiç bir zaman	Bazen	Çok zaman	Hemen her zaman
1. Genellikle keyfim yerindedir.	1	2	3	4
2. Genellikle çabuk yorulurum.	1	2	3	4
3. Genellikle kolay ağlarım.	1	2	3	4
4. Başkaları kadar mutlu olmak isterim.	1	2	3	4
5. Çabuk karar veremediğim için fırsatları kaçıırım.	1	2	3	4
6. Kendimi dinlenmiş hissedirim.	1	2	3	4
7. Genellikle sakin, kendime hakim ve soğukkanlıyım.	1	2	3	4
8. Güçlüklerin yenemeyeceğim kadar biriktiğini hissedirim.	1	2	3	4
9.Önemsiz şeyler hakkında endişelenirim.	1	2	3	4
10. Genellikle mutluyum.	1	2	3	4
11. Her şeyi ciddiye alırım ve etkilenirim.	1	2	3	4
12. Genellikle kendime güvenim yoktur.	1	2	3	4

13. Genellikle kendimi emniyette hissederim.	1	2	3	4
14. Sıkıntılı ve güç durumlarla karşılaşmaktan kaçınırım.	1	2	3	4
15. Genellikle kendimi hüzünlü hissederim.	1	2	3	4
16. Genellikle hayatımdan memnunum.	1	2	3	4
17. Olur olmaz düşünceler beni rahatsız eder.	1	2	3	4
18. Hayal kırıklıklarını öylesine ciddiye alırım ki hiç unutmam.	1	2	3	4
19. Akli başında ve kararlı bir insanım.	1	2	3	4
20. Son zamanlarda kafama takılan konular beni tedirgin eder.	1	2	3	4

APPENDIX F

THE WAYS OF COPING INVENTORY/ BAŞA ÇIKMA YOLLARI ENVANTERİ

AÇIKLAMA

Bir anne olarak çeşitli sorunlarla karşılaşılıyor ve bu sorunlarla başa çıkabilmek için çeşitli duygu, düşünce ve davranışlardan yararlanıyor olabilirsiniz.

Sizden istenilen karşılaştığınız sorunlarla başa çıkabilmek için neler yaptığınızı göz önünde bulundurarak, aşağıdaki maddeleri cevap kağıdı üzerinde işaretlemenizdir. Lütfen her bir maddeyi dikkatle okuyunuz ve cevap formu üzerindeki aynı maddeye ait cevap şıklarından birini daire içine alarak cevabınızı belirtiniz. Başlamadan önce örnek maddeyi incelemeniz yararlı olacaktır.

ÖRNEK:

Madde 4. İyimser olmaya çalışırım.

Hiç	Pek			
uygun	uygun	oldukça	çok	
değil	değil	uygun	uygun	uygun

Madde 4. 1.....2.....**3**.....4.....5

1. Aklımı kurcalayan şeylerden kurtulmak için değişik işlerle uğraşırım.

1.....2.....3.....4.....5

2. Bir sıkıntım olduğunu kimsenin bilmesini istemem.

1.....2.....3.....4.....5

3. Bir mucize olmasını beklerim.

1.....2.....3.....4.....5

4. İyimser olmaya çalışırım.

1.....2.....3.....4.....5

5. “ Bunu da atlatırsam sırtım yere gelmez ” diye düşünürüm.

1.....2.....3.....4.....5

6. Çevremdeki insanlardan problemi çözmeye bana yardımcı olmalarını beklerim.

1.....2.....3.....4.....5

7. Bazı şeyleri büyütmemeye üzerinde durmamaya çalışırım.

1.....2.....3.....4.....5

8. Sakin kafayla düşünmeye ve öfkelenmemeye çalışırım.
1.....2.....3.....4.....5
9. Bu sıkıntılı dönem bir an önce geçsin isterim..
1.....2.....3.....4.....5
10. Olayın değerlendirmesini yaparak en iyi kararı vermeye çalışırım
1.....2.....3.....4.....5
11. Konuyla ilgili olarak başkalarının ne düşündüğünü anlamaya çalışırım
1.....2.....3.....4.....5
12. Problemin kendiliğinden hallolacağına inanırım
1.....2.....3.....4.....5
13. Ne olursa olsun kendimde direnme ve mücadele etme gücü hissederim
1.....2.....3.....4.....5
14. Başkalarının rahatlamama yardımcı olmalarını beklerim
1.....2.....3.....4.....5
15. Kendime karşı hoşgörülü olmaya çalışırım
1.....2.....3.....4.....5
16. Olanları unutmaya çalışırım
1.....2.....3.....4.....5
17. Telaşımı belli etmemeye ve sakin olmaya çalışırım
1.....2.....3.....4.....5
18. “ Başa gelen çekilir ” diye düşünürüm
1.....2.....3.....4.....5
19. Problemin ciddiyetini anlamaya çalışırım
1.....2.....3.....4.....5
20. Kendimi kapana sıkışmış gibi hissederim
1.....2.....3.....4.....5
21. Duygularımı paylaştığım kişilerin bana hak vermesini isterim
1.....2.....3.....4.....5
22. Hayatta neyin önemli olduğunu keşfederim
1.....2.....3.....4.....5
23. “ Her işte bir hayır vardır ” diye düşünürüm
1.....2.....3.....4.....5

24. Sıkıntılı olduğumda her zamankinden fazla uyurum
1.....2.....3.....4.....5
25. İçinde bulunduğum kötü durumu kimsenin bilmesini istemem
1.....2.....3.....4.....5
26. Dua ederek Allah'tan yardım dilerim
1.....2.....3.....4.....5
27. Olayı yavaşlatmaya ve böylece kararı ertelemeye çalışırım
1.....2.....3.....4.....5
28. Olanla yetinmeye çalışırım
1.....2.....3.....4.....5
29. Olanları kafama takıp sürekli düşünmekten kendimi alamam
1.....2.....3.....4.....5
30. İçimde tutmaktansa paylaşmayı tercih ederim
1.....2.....3.....4.....5
31. Mutlaka bir yol bulabileceğime inanır, bu yolda uğraşırım
1.....2.....3.....4.....5
32. Sanki bu bir sorun değilmiş gibi davranırım
1.....2.....3.....4.....5
33. Olanlardan kimseye söz etmemeyi tercih ederim
1.....2.....3.....4.....5
34. “ İş olacağına varır ” diye düşünürüm
1.....2.....3.....4.....5
35. Neler olabileceğini düşünüp ona göre davranmaya çalışırım
1.....2.....3.....4.....5
36. İşin içinden çıkamayınca “ elimden birşey gelmiyor ” der,
durumu olduğu gibi kabullenirim
1.....2.....3.....4.....5
37. İlk anda aklıma gelen kararı uygularım
1.....2.....3.....4.....5
38. Ne yapacağıma karar vermeden önce arkadaşlarımla fikrini alırım
1.....2.....3.....4.....5
39. Herşeye yeniden başlayacak gücü bulurum
1.....2.....3.....4.....5
40. Problemin çözümü için adak adarım

- 1.....2.....3.....4.....5
41. Olaylardan olumlu birşey çıkarmaya çalışırım
1.....2.....3.....4.....5
42. Kırgınlığımı belirtirsem kendimi rahatlamış hissederim
1.....2.....3.....4.....5
43. Alın yazısına ve bunun değişmeyeceğine inanırım
1.....2.....3.....4.....5
44. Soruna birkaç farklı çözüm yolu ararım
1.....2.....3.....4.....5
45. Başıma gelenlerin herkesin başına gelebilecek şeyler olduğuna inanırım
1.....2.....3.....4.....5
46. “ Olanları keşke değiştirebilseydim ” derim
1.....2.....3.....4.....5
47. Aile büyüklerine danışmayı tercih ederim
1.....2.....3.....4.....5
48. Yaşamla ilgili yeni bir inanç geliştirmeye çalışırım
1.....2.....3.....4.....5
49. “ Herşeye rağmen elde ettiğim bir kazanç vardır ” diye düşünürüm
1.....2.....3.....4.....5
50. Gururumu koruyup güçlü görünmeye çalışırım
1.....2.....3.....4.....5
51. Bu işin kefareti (bedelini) ödemeye çalışırım
1.....2.....3.....4.....5
52. Problemi adım adım çözmeye çalışırım
1.....2.....3.....4.....5
53. Elimden hiç birşeyin gelmeyeceğine inanırım
1.....2.....3.....4.....5
54. Problemin çözümü için bir uzmana danışmanın en iyi yol olacağına inanırım
1.....2.....3.....4.....5
55. Problemin çözümü için hocaya okunurum
1.....2.....3.....4.....5
56. Herşeyin istediğim gibi olmayacağına inanırım
1.....2.....3.....4.....5
57. Bu dertten kurtulayım diye fakir fukaraya sadaka veririm
1.....2.....3.....4.....5

58. Ne yapılacağını planlayıp ona göre davranırım
1.....2.....3.....4.....5
59. Mücadeleden vazgeçerim
1.....2.....3.....4.....5
60. Sorunun benden kaynaklandığını düşünürüm
1.....2.....3.....4.....5
61. Olaylar karşısında “ kaderim buymuş ” derim
1.....2.....3.....4.....5
62. Sorunun gerçek nedenini anlayabilmek için başkalarına danışırım
1.....2.....3.....4.....5
63. “ Keşke daha güçlü bir insan olsaydım ” diye düşünürüm
1.....2.....3.....4.....5
64. Nazarlık takarak, muska taşıyarak benzer olayların olmaması için önlemler alırım
1.....2.....3.....4.....5
65. Ne olup bittiğini anlayabilmek için sorunu enine boyuna düşünürüm
1.....2.....3.....4.....5
66. “ Benim suçum ne ” diye düşünürüm
1.....2.....3.....4.....5
67. “ Allah’ın takdiri buymuş ” diye kendimi teselli ederim
1.....2.....3.....4.....5
68. Temkinli olmaya ve yanlış yapmamaya çalışırım
1.....2.....3.....4.....5
69. Bana destek olabilecek kişilerin varlığını bilmek beni rahatlatır
1.....2.....3.....4.....5
70. Çözüm için kendim birşeyler yapmak istemem
1.....2.....3.....4.....5
71. “ Hep benim yüzümden oldu ” diye düşünürüm
1.....2.....3.....4.....5
72. Mutlu olmak için başka yollar ararım
1.....2.....3.....4.....5
73. Hakkımı savunabileceğime inanırım
1.....2.....3.....4.....5
74. Bir kişi olarak iyi yönde değiştiğimi ve olgunlaştığımı hissederim
1.....2.....3.....4.....5

APPENDIX G

BASIC PERSONALITY TRAITS INVENTORY

TÜRK KÜLTÜRÜNDE GELİŞTİRİLMİŞ TEMEL KİŞİLİK ÖZELLİKLERİ ÖLÇEĞİ

YÖNERGE:

Aşağıda size uyan ya da uymayan pek çok kişilik özelliği bulunmaktadır. Bu özelliklerden her birinin sizin için ne kadar uygun olduğunu ilgili rakamı daire içine alarak belirtiniz.

Örneğin; Kendimi biri olarak görüyorum.

Hiç Pek
uygun uygun oldukça çok
değil değil uygun uygun uygun

Madde 4. 1.....2.....(3).....4.....5

		Hiç uygun değil	Uygun değil	Kararsızım	Uygun	Çok uygun			Hiç uygun değil	Uygun değil	Kararsızım	Uygun	Çok uygun
1	Aceleci	1	2	3	4	5	24	Pasif	1	2	3	4	5
2	Yapmacık	1	2	3	4	5	25	Disiplinli	1	2	3	4	5
3	Duyarlı	1	2	3	4	5	26	Açgözlü	1	2	3	4	5
4	Konuşkan	1	2	3	4	5	27	Sinirli	1	2	3	4	5
5	Kendine güvenen	1	2	3	4	5	28	Cana yakın	1	2	3	4	5
6	Soğuk	1	2	3	4	5	29	Kızgın	1	2	3	4	5
7	Utangaç	1	2	3	4	5	30	Sabit fikirli	1	2	3	4	5
8	Paylaşımçı	1	2	3	4	5	31	Görgüsüz	1	2	3	4	5
9	Geniş / rahat	1	2	3	4	5	32	Durgun	1	2	3	4	5
10	Cesur	1	2	3	4	5	33	Kaygılı	1	2	3	4	5
11	Agresif	1	2	3	4	5	34	Terbiyesiz	1	2	3	4	5
12	Çalışkan	1	2	3	4	5	35	Sabırsız	1	2	3	4	5
13	İçten pazarlıklı	1	2	3	4	5	36	Yaratıcı	1	2	3	4	5
14	Girişken	1	2	3	4	5	37	Kaprisli	1	2	3	4	5
15	İyi niyetli	1	2	3	4	5	38	İçine kapanık	1	2	3	4	5
16	İçten	1	2	3	4	5	39	Çekingen	1	2	3	4	5
17	Kendinden emin	1	2	3	4	5	40	Alıngan	1	2	3	4	5
18	Huysuz	1	2	3	4	5	41	Hoşgörülü	1	2	3	4	5
19	Yardımsız	1	2	3	4	5	42	Düzenli	1	2	3	4	5
20	Kabiliyetli	1	2	3	4	5	43	Titiz	1	2	3	4	5
21	Üşengeç	1	2	3	4	5	44	Tedbirli	1	2	3	4	5
22	Sorumsuz	1	2	3	4	5	45	Azimli	1	2	3	4	5
23	Sevecen	1	2	3	4	5							

APPENDIX H

Gönüllü Katılım Formu

Bu tez çalışması, Prof. Dr. Tülin Gençöz danışmanlığında Orta Doğu Teknik Üniversitesi Psikoloji Yüksek Lisans öğrencisi Bilgen Işık tarafından yürütülmektedir. Çalışmanın amacı, katılımcıların ebeveyn kabul ve red algıları hakkında bilgi almak ve bunun etkilerini incelemektir. Çalışmaya katılım, gönüllülük esasına dayanmaktadır. Çalışma boyunca, kimlik bilgilerinize yönelik hiçbir soru yer almamaktadır. Cevaplarınız gizli tutulacak ve sadece araştırmacılar tarafından araştırma amacına yönelik kullanılacaktır. Anket, genel olarak kişisel rahatsızlık verecek soruları içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz cevaplama işini yarıda bırakıp çıkmakta serbestsiniz. Böyle bir durumda anketi uygulayan kişiye, anketi tamamlamadığınızı söylemek yeterli olacaktır.

Katılımcıdan beklenen, anket yönergelerinin dikkatlice okuması ve maddeleri eksizce cevaplandırmasıdır. Çalışmaya katılım yaklaşık 20 dakika sürecektir. Anket sonunda, bu çalışmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığımız için şimdiden teşekkür ederim. Çalışma hakkında daha fazla bilgi almak için Bilgen Işık'la (tel: 05058417398 e-posta: blgeen@yahoo.com) iletişim kurabilirsiniz.

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum. (Formu doldurup imzaladıktan sonra uygulayıcıya geri veriniz).

Katılımcının İmzası

Tarih

Bilgen Işık

Orta Dogu Teknik Üniversitesi

Psikoloji Bölümü