A STUDY OF THE RELATIONSHIP OF SELF-WITH-OTHER REPRESENTATIONS WITH DEFENSE MECHANISMS

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Approval Date : 04.02.2010

Total Page Number : 151

Anahtar Kelimeler
1) temsil
2) ötekiyleyken ben
3) ben temsilleri
4) savunma mekanizmaları
5) kaygı

Key Words
1) representation
2) self-with-other
3) self representations
4) defense mechanisms
5) anxiety

ABSTRACT

A Study of the Relationship of Self-With-Other Representations with Defense Mechanisms

Filiz Yurtseven

This study aims to explore the relations among structural qualities of "self-with-other" representations ("me as usual", "me as ideal", and "me at my worst") and associated self-representations *vis-à-vis* defense mechanisms and levels of anxiety. The research sample consisted of 39 male and 45 female undergraduate students (totaling 84) from Istanbul Bilgi University. Data were collected via "Self-with-other Questionnaire", "Defense Styles Questionnaire" and "State-Trait Anxiety Inventory. For the purpose of generating self and self-with-other representations, Hierarchical Classes Analyses (HICLAS) clustering method was also utilized. Main findings of the study suggested a positive relationship between anxiety and defense mechanisms, and male and female respondents were found to be different in the use of immature defenses. No statistically significant differences between high and low defense-anxiety groups in terms of representations were found. Secondly, the study revealed that while female respondents provided both positive and negative self-with other portrayals; male respondents' representations were predominantly positive. Thirdly, results demonstrated that significant others of both respondent groups were mostly friends, who were followed by mothers. Finally, while "me as ideal" and

“me as usual” representations were found to be more integrated within the overall organization; “me at my worst” was more rejected when compared to other representations. In conclusion, it must be emphasized that findings of the study provided strong support for the relations between anxiety, defense mechanisms and representations, with an emphasis on gender differences and representational qualities were in line with previous researches in Turkey.

ÖZET

"Ötekiyleyken Ben" Temsilleri ve Defans Mekanizmaları Arasındaki İlişki

Filiz Yurtseven

Bu çalışma "ötekiyleyken ben" temsillerinin yapısal özelliklerinin ve bu temsil yapısı dahilinde üç "ben" temsilinin ("genelde olduğum halimle ben", "olmak istediğim halimle ben", "en kötü halimle ben") savunma mekanizmaları ve kaygı ile ilişkisini araştırmayı amaçlamaktadır. Araştırmanın örneklemi 39'u erkek ve 45'i kadın olmak üzere 84 İstanbul Bilgi Üniversitesi lisans öğrencisinden oluşmaktadır. Veriler "Ötekiyleyken Ben Anketi", "Savunma Biçimleri Testi" "Durumluluk-Süreli Kaygı Envanteri" aracılığıyla toplanmış ve "Kendilik" ve "Ötekiyleyken Ben" temsillerini elde edebilmek için Hiyerarşik Sınıflar Analizi (HICLAS) metodu kullanılmıştır. Elde edilen veriler doğrultusunda kaygı ve savunma arasında pozitif bir ilişki saptanmış ve kadın ve erkek katılımcılar olgun olmayan savunmalar açısından farklılık göstermiştir. Kaygı düzeyi-savunma mekanizmaları ile temsiller arasındaki ilişki istatistiksel olarak anlamlı olmayan düzeyde gözlemlenmiştir. İkinci olarak, erkek katılımcıların temsilleri ağırlıklı olarak olumluyken, kadın katılımcıların ötekiyleyken ilişkide kendilerini hem olumlu hem olumsuz algıladıklarını görülmüştür. Her iki gruba ait katılımcıların da hayatlarındaki önemli kişilerin daha çok arkadaşlarından ve sonra anneden oluştuğu tesbit edilmiştir. Son olarak, çalışmanın bulguları ışığında "olmak istediğim" ve "genelde olduğum" halimle ben "ötekiyleyken ben" organizasyonda daha entegre olduğu

gözlemlense de, “en kötü halimle ben” temsilinin diğer “ben” temsillerine göre daha fazla reddedilen temsil olduğu saptanmıştır. Nihai bulgular, kaygı, savunma mekanizmaları ve temsiller arasındaki ilişkiyi, cinsiyet farklarına da vurgu yaparak, desteklemiş ve genel temsil yapısı özelliklerinin Türkiye’de yapılmış diğer araştırmaların bulguları ile örtüştüğü sonucuna ulaşılmıştır.

ACKNOWLEDGEMENTS

This thesis would not have been possible without the support of many people. There are some people who made this journey easier with words of encouragement and more intellectually satisfying by offering different places to look to expand my ideas. I would like to express my gratitude to all those who gave me the possibility to complete this thesis.

Firstly, I am profoundly thankful to my thesis advisor, psychoanalyst and clinical psychologist Yavuz Erten, whose encouragement, guidance and support from the initial to the final level enabled me to develop an understanding of the subject. Furthermore, his wide knowledge and his logical way of thinking have been of great value for me and provided a dense basis for the thesis.

I am deeply grateful to Asst. Prof. Murat Paker for his detailed review, constructive comments and criticism, and his important support throughout this work. I am also deeply indebted to Prof. Dr. Öğet Öktem from Istanbul University whose encouragement helped me throughout the writing and presenting process of my thesis.

I wish to thank Erkan Kalem for his guidance and essential assistance in statistical analysis. I offer my regards and blessings to Veysel Eşsiz, who vastly contributed to the final version of the thesis in terms of language and grammar. A special thanks goes to Dan Ogilvie who was

abundantly helpful and offered invaluable support and guidance in terms of using the HICLAS program used in this thesis.

My colleagues, Alev Çavdar, Ayşegül Kumanlı Güneş, Hande Özyıldırım Dündar, Gülcan Akçalan and Elif Bolcan Sessiz from the Psychological Counselling Unit at Istanbul Bilgi University supported me in my work during the thesis. I want to thank them for all their support, interest, valuable hints and friendly help. Especially, I am grateful to Alev Çavdar for her valuable suggestions which helped me in deciding on my thesis subject, and her help in analysis, and her advice throughout this work. She is like a sister to me, owing to her great help in all difficult times in my life. In addition, I wouldn't be performing this work without Elif Bolcan Sessiz's continual encouragement and support.

I would also like to gratefully acknowledge the support of some very special individuals, Berrin Anar, Beyhan Sunal, Mehmet Ergene, Ateş Çavdar, Elif Eroğlu, Berrak Karahoda, Perihan Güler Özden, Didem Sözen and Çiğdem Tiryaki. They helped me immensely by offering their contributions, encouragement and friendship.

I am indebted to my teachers and friends from primary to graduate school for providing a stimulating and pleasurable environment in which I could learn and grow. I am especially grateful to the academic staff of Istanbul Bilgi University Psychology Graduate Program.

I wish to thank my parents for giving me life in the first place. They raised me, supported me, taught me, believed in me, educated me, and loved

me. My special gratitude is due to my sister, my brother, and their families for helping me get through the difficult times, and for all the emotional support, entertainment, and caring they provided. The constant love and support of my husband's family is sincerely acknowledged.

I also wish to thank my husband, Remzi Yurtseven. The school and work would not have been possible without his support. His belief that one should always follow what they love allowed me the freedom to pursue my master's degree. Thank you doesn't seem enough but it is said with appreciation, respect and love.

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1. Introduction

Representation is a central concept in psychology. Stern, for instance, argued that the development of the self and its representation are dependent on interpersonal processes, and that relations with prominent figures in an individual's life, particularly those with the primary caregiver, must be taken into consideration in the assessment of the self (Stern, 1985). Moreover, other contemporary theorists put forward that the development of the defense mechanisms and the development of the representational capacity go parallel with each other. They further argued that the healthy development of the representational capacity and the usage of more functional defenses would lead to more holistic self-object representations (Lerner & Lerner, 1982).

The theoretical construct of defense mechanisms is, certainly, among the most important concepts introduced by the psychoanalytic theory to the science of psychology in its quest to reason and explain human behavior. In appreciation of the centrality of this concept, Vaillant argues that the defense mechanisms constitute Freud's most original contribution to psychology (Vaillant, 1992a, b). Nowadays, it is virtually impossible to disregard the defense mechanisms in a wide array of issues including personality assessments, understanding and diagnosing psychopathology. A brief analysis of the psychoanalytic literature reveals that Freud's views on the defense mechanisms have evolved in parallel with his evaluation of the ego and anxiety constructs. The ego uses the defense mechanisms in order to protect itself and reduce feelings of anxiety.

In practice, higher levels of developments suggest an established representational capacity. The basic mechanism of this relation occurs as such: Defenses increasingly play an organizing function and safeguard the individual's self and object representations. With the emergence of an improved affective-cognitive differentiation, defenses serve as a protective mechanism from anxiety arising from the conflict between intrapsychic structures and self and object representations.

In light of above-mentioned arguments, this study aims to analyze the nature of the relationship between the defense mechanisms, anxiety and the self-with-other representation at the later stages of development. More specifically, it attempts to highlight the relation between the individual's "self-representations" ("Me, at my worst", "Me, as I usually am" and "Me, as I would like to be") and the defense mechanisms. Taking stock of the existence of an undeniable interplay between the defense mechanisms and anxiety, this study will, *inter alia*, survey the role of anxiety in this relation.

While individuals who have established well-integrated self-representations are generally expected to use mature defenses; those having relatively less healthier self-representations are assumed to be more inclined towards employing immature defenses. In addition, it is also expected that individuals using mature defenses have lower anxiety levels and healthier self-representations.

In order to understand these relations, the first section of this study, concepts of representation, self-representation and self-with-other representation shall be addressed and studies on these concepts and their

mutual relations will be elaborated in a historical perspective. The second section will initially summarize different approaches to the concepts of anxiety and defenses in the available literature. For this purpose, a brief historical overview of the interpretation of the defense mechanisms and their structural features will be preceded by a comprehensive analysis of mature/immature/neurotic defense mechanisms and the relation between defense mechanisms and various pathologies. Finally, a literature review on the relations between self representation and defense mechanisms will be presented.

1.1. Representational World

1.1.1. Representation

As an explanatory construct, the concept of "representation" is a fundamental pillar in psychology. In the most general sense, basic mechanism of representation occurs as such: The individual perceives an object and represents it psychically. This initial perception is preceded by subjectification of the object; that is, the individual internalizes the object and creates a "representation" (St.Clair, 1986). Representation provides organization of internal experiences and creates to an internal affective organization (Greenspan, 2007). In this connection, another significant side of an infant's internal world involves multiple representations of his/her own developing-self. The self-representation is experienced through establishing relations with significant persons or objects. By the means of development processes, the infant acquires the ability to distinguish between

the object and the self, the non-self and the self, and finally, the object representation and the self-representation (St.Clair, 1986).

Freud (1938) distinguished between internal and external worlds of the infant. In his understanding, the infant's objects are previously situated in the external world; however, in parallel with development, a portion of the external world is abandoned by the age of five and the object becomes an integral portion of the internal world through identification. In other words, Freud believes that the infant's previous objects that are situated in his/her external world begin to step into the internal realm as a consequence of superego formation.

Departing from Freud's early conceptualizations, Sandler and Rosenblatt (1962) defined development as a process based on perceptions of objects in the external world. They argued that the child creates structures and images of his internal and external environment in his/her representation or perceptual world. In Sandler and Rosenblatt's understanding, self-and-object representations and ego functions are units of the representational world; and self-and-object representations in the representational world can develop to various extends in line with the accumulated experiences and maturation. They further argued that symbols for things, activities, and relationships are components of the representational world and this world includes more than object representations (Sandler and Rosenblatt, 1962). At this point, it is also important to note that Sandler's (1994) later description of "representation" includes two different concepts. According to Sandler, the representation is,

first and foremost, an internal structure that compiles and collects mental images and relational conformations. The representation, secondly, ascribes to meanings of an experiential space such as of emotions and images. In Sandler's reasoning, the child lives subjective experiences during his/her relationships with his/her mother which consequently enables the child to create a "mother-representation" that is situated outside of his/her personal experience (cited in Ilıcalı & Fişek, 2003). Thus, notions of introjection and identification become highly relevant in his explanation of representational world.

Contemporary approaches in the psychoanalytic theory have further conceptualized development in terms of formation, differentiation and integration of the self and other representations. It is generally held that meanings acquire progressively more abstract symbolic representations, which in turn, become sequentially integrated into complex representational patterns. Moreover, these aforementioned views were further supported by theories on the cognitive development of the child. It is argued that a baby between 12 and 36 months is ready to step into representational functioning phase and acquires the ability to differentiate between his/her own perceptual, cognitive, and affective perspectives from others'. However, prior to the emergence a representational capacity, infants are assumed to go through a set of sequential tasks including homeostasis, attachment, somato-psychological differentiation and behavioral organization, and initiative and internalization are essential tasks for the development of the representational capacity (Greenspan & Lieberman, 1999). Thus, having passed these stages,

the child becomes capable of adapting to her environment and gains a new ability to organize her psychological experience through interpersonal relations. At this point, an adaptive environment has an utmost importance for the development of a healthy representational capacity; since it helps the child to re-engage at a symbolic level after any disturbance, which in turn, ensures emotional stability and provides a learning experience for coping with stress. The second representational stage – which is also known as "differentiation and consolidation"- becomes dominant during the third year of a child's life. Prior to this stage, the child may understand only a basic differentiation between the self and non-self, fantasy and reality, and cause and effect. However, during this stage, the child moves closer to a mature person in the sense of obtaining a certain degree of cohesiveness and this is usually regarded as tantamount to the concept of libidinal object constancy (Mahler, 1972). This achievement, therefore, leads to the formation of a describing system for self-representation and representation of the other (Greenspan & Lieberman, 1999). Development of mental representation, on the other hand, includes problem of differentiation between the internal and external, and of the process of internalization. The capacity to draw a distinction between the self and object representations, and maintain stability of the self and object representations play unassailable roles in healthy development. Moreover, object constancy is the child's ability to keep up object cathexis irrespective of frustration, and further denotes her capacity to keep an inner image of the object in the face of its absence.

Thus, as acknowledged by (Beres & Joseph, 1970), the object constancy is based on the capacity of developing mental representations.

Stern (1985), who is one of the theorists who focused deeply on representation, claimed that being with others is crucial for the formation of internal representations, and the representation of significant others influences the formation of intrapsychic structures (Stern, 1985). Intersubjective theory asserts that a child's internal representations should be seen as resulting from the bidirectional mother-infant interaction; and this bidirectional interaction in turn leads to formation of the child's meaning making process as well as future relating patterns (Stolorow, 1991). In line with Stern (1985), Stolorow (1991) gives up the classical statement that all children go through similar prenatally determined conflicts, and instead stresses the importance of the caregiver-child dyad.

Apart from the relations between mental representations and normal development, the role of representation in understanding psychopathology has also been discussed by various theorists. Kernberg (1967), for instance, argued that a hierarchical organization of the level of pathology is established on the developmental level of internalized object relations and the kind of defensive functioning. He further explained that borderline patients suffer from pathological internalized object relations as a consequence of splitting all "good" and "bad" self and object representations. Finally, Kohut (1977) argued that an individual uses various aspects of other individuals as a functional part of the self in order to ensure emotional stability. Informed by this point, Kohut and his colleagues

emphasized that “selfobjects” are necessary for every individual at any stage of the developmental line during the lifespan (cited in Stern, 1985).

1.1.2. Self Representation

The concept of the self-other dyad as a unit with distinct features has received growing interest in psychoanalytical theory. Freud, among others, argued that whereas a body representation is the most important and first phase of the self representation, the self representation includes more. He further held that the self-representation involves all aspects of the child’s experiences and activities which s/he later feels, consciously or unconsciously, to be his/her own (cited in Sandler and Rosenblatt, 1962).

Hartmann’s (1950) definition of the self-representation, on the other hand, is more concerned with the object representation. In his understanding, these concepts serve as effective tools to understand early childhood development and primitive pathologies. Finally, in Sandler and Rosenblatt’s perspective (1962), self-representation includes an individual’s self-perceptions and a whole part of the representational world. At this point, they further argued that these perceptions lead to the development of a gradually organized and complex set of representations of the external world within the child’s ego.

As regards to the multiplicity of selves, early studies in psychoanalytic literature emphasized the “ideal” and “real” selves. In his efforts to elaborate the ego, libido and narcissism, Freud (1914, 1917)

employed the term “ego ideal” and located it in superego. According to Freud (1914)**:**

> *...This ideal ego is now the target of the self-love which was enjoyed in childhood by the actual ego. The subject's narcissism makes its appearance displaced on to this new ideal ego, which, like the infantile ego, finds itself possessed of every perfection that is of value (p. 94).*

In this context, A.Freud (1982) argued that low self-esteem causes a gap between the “real” and the “ideal” self representations. Sandler and Rosenbatt (1962), on the other hand, suggested that self-representation may consist of a multiple array of forms and shapes that depend on the pressures of the id, aspirations of the external world, and the demands and quality of the introjects. As further argued by Sandler and Rosenblatt (1962) “*some shapes of the self-representation would evoke conflicts within the ego if they were allowed discharge to motility or consciousness, and the defense mechanisms are directed against their emergence*” (p.135).

The ideal self is imagined as the ego ideal; that is, it is an ideal shape of the self image and desired shape of the self- i.e. “the self I would like to be”. In this context, identifications may cause a change in the ego and the self-representation. When the child identifies him/herself with an ideal self; this identification becomes particularly important in superego formation. By the means of this process, the child composes an ideal self based on parental example. However, introjections may also damage the ideal self as a consequence of the child’s aggression against the parental representation. At

this point, Sandler and Rosenblatt (1962) confirmed that introjection is associated with identification with an ideal self representation and attempted to understand the relations between representational world and childhood pain, depression, and feelings of well-being and confidence.

In the ensuing years, Joffe and Sandler (1968) introduced the concept of “actual” and “ideal” ego states. They defined the ideal self as wished-for state of well-being, and emotional state toward which the ego struggles and closely linked with the achievement of feelings security. In their perspective, this ideal state includes self-representation and other specific relationships to objects. Moreover, it may reflect diverging degrees of rigidity and defensively fantasized parts of the self and of the request of object world. In this connection, the ego does not only attempt to achieve the desired state; but also, perceives the existing state of the representational world. Thus, Joffe and Sandler (1968) argued that the introduction of term “perceived state” at this stage enables a better interpretation of its objectivity as a pain; and suggested that a perception of an inconsistency of “ideal” and “perceived” states may cause stress (Joffe &Sandler, 1968; Jacobson, 1983).

Finally, Kernberg (1976/2004) argued that drive derivatives and ego formation are associated with an initial representational world. He described two processes; i.e. “early structure” and “later structure”. According to his understanding, while the early structure “*is characterized by "non-metabolized" internal object relations and the use of splitting in defense, the later structure is formed by "depersonified" higher level ego and superego*

structures and the use of repression in defense" (p.42). Kernberg (1976/2004) put forward a structural model in which repression replaces splitting throughout the ego developmet. This essential distinction between defenses of earlier and later ego stuctures facilitates differentiation of borderline and neurotic levels of the ego development. Departing from this distinction, Kernberg introduced a structural explanation of representational world and contended that a pathological fusion of ideal object, ideal self, and real self cause narcissistic personality disorder (Jacobson, 1983).

As is the case in the efforts to classify defense mechanisms and establishing an order within particular defense, theorists and researches in psychology have also attempted to explore the relation between "real" and "ideal" selves. In the contemporary literature, Rogers (1954) is regarded as a pioneer for his study where he sought to quantify the relation between "real" and "ideal" selves. The results of his study indicated that a successful therapy influences the distance between real self and ideal self in an affirmative manner (cited in Ogilvie, 1987). Higgins (1987) supplemented the "ought self" and he and his colleagues have proved that the discrepancies between the actual self and the two other selves relate systematically to different emotional experiences (cited in Ogilvie, 1992).

Ogilvie (1987) introduced a third concept: the "undesired self". He argued that various identities use their own vocabulary for describing themselves. The examples included "how I would like to be" (ideal self), "how I am most of the time" (real self) and "how I hope to never be" (undesired self). In his attempt to further contextualize the concept of

"undesired self", Ogilvie investigated the correlation between self representations and present-day life satisfactory. He found that when the "real" and the "ideal" selves do not have a close relationship, the life satisfaction rate tends to decrease. In his understanding, this result indicated that rather than being a function of one's closeness to ideal conditions of existence; the life satisfaction is, on the contrary, a function of an individual's subjective distance from undesirable affects and conditions (Ogilvie, 1987; Mitrani, 1999).

1.1.3. Self-With-Other Representation

Stern, among others, attached a greater importance to the concept of "representation". He argued that being with others is crucial element in the formation of internal representations and the representation of significant others influences the formation of intra-psychic structures (Stern, 1985). Having emphasized the significant experience of social life as a sense of being with others, Stern described developmental progression of the self. In this context, he initially argued that the first two months of developmental stage is characterized by "*the sense of emergent self*". In his understanding, as the infant lives different experiences during this stage; and as the name suggests, the emerging self comes into being. Then, with the advent of the integration of diverging networks, the infant enters into the "*domain of emergent relatedness"*. In this early scene, the infant continuously attempts to connect with other experiences and these social interactions enables him/her to produce affects, perceptions, sensorimotor events, memories and

cognitions. The connections between and integration of diverse events established through internal mechanisms also enable the infant to experience the "emergence of organization".

In the second scene, Stern suggested a consecutive emergence of a physical self: i.e. *"the sense of core self"*. According to Stern, this sense is an experiential one and formed between the ages of second and six months. However, Stern noted bi-directions of this sense: a) Self versus Other and b) Sense with Other. In his understanding, "the sense of core self" is primarily based on the operation of multiple interpersonal skills and subsequently leads to a change in the subjective social world. Interpersonal experience, thus, begins to occur in a different realm; i.e. in the *"domain of core-relatedness"*. In this domain, the infant psychically separates herself and the mother, and recognizes these two entities as different agents. However, it is important to recall that Stern put emphasis on the infant's sense of other; rather than its' sense of self versus other.

Having reached to the ages seven and fifteen months, infants start to develop a new subjective perspective. At this third scene, self and other are no longer core entities and this change paves the way for a possibility of inter-subjectivity between the infant and mother. This new scene is called *"the sense of subjective self"* and all relations take place in the *"domain of intersubjective relatedness"*. During this scene, interpersonal relations substantially develop; however, as is the case in the core relatedness, inter-subjective relatedness also occurs outside of personal awareness. The infant understands others' emotions correctly and acquire the capacity to match

these emotions with her own. In the final and fourth scene, the infant develops organizing subjective perspective and it occurs between the ages of fifteen and eighteen months. With the advent of creating shared meanings with others, the *"sense of verbal self"* emerges; which in turn, leads to the establishment of the *"domain of verbal relatedness"*. Boundaries of interpersonal are expanded to a greater extend and the infant gains new abilities such as talking or understanding the speech. Furthermore, the infant forms representations by using familiarized signs and symbols, can talk about him / herself, empathize with others; and core gender identity is established.

According to Stern, domains of relatedness are active in all developmental scenes. Although no single scene has a particular dominancy on the other, they are subject to a chronological order from emergent to core, subjective and verbal. In addition, these scenes are strictly consecutive; that is, the emergence of a specific domain is highly dependent on the existence of a previous one. Once established, they maintain their existences and remain intact in the social lives of individuals during the lifespan. Such permanent existence of domains has, therefore, led Stern to refrain from using the terms "phase" or "stage" and reach to the conclusion that subjective social experience is total sum and integration of all domains.

According to Stern (1985), the subjective experience of being with others constitutes the main basis of representation, and representation of significant others has a direct effect on the structure and functioning of intra-psychic structures of individuals. Stern established his relational model

in terms of internal *"representations of interactions that have become generalized"*, which is abbreviated as RIGs (p.110). RIGs are based on the infants' interactive experience with a "self-regulating-other". Moreover, a RIG is a mixed, albeit usually unconscious, images of history self-with-other experiences that represents intermediate of these experiences (Stern, 1985).

Apart from Stern's early reflections, Ogilvie and Ashmore (1991) also defined the notion of "self-with-other" as *"mental representation that includes the set of personal qualities (traits, feelings, and the like) that an individual believes characterizes his or her self when with a particular other person"* (Ogilvie & Ashmore, 1991, p.290; Mitrani, 1999; Çavdar, 2003). In this context, Ogilvie and Ashmore (1991) invited researches to pay more attention to individuals' capacities to internalize and mentally represent their selves and others as well as their capacity to form images of how they are perceived and what they are like when with significant people in their lives (Ogilvie & Ashmore, 1991; Mitrani, 1999). In order to further advance their argument, Ogilvie and Ashmore (1989) conducted a study where they investigated gender related perceptions of the self and others, modalities of self-with-other experiences, and how the self displays itself in the "self-with-significant others". Based on their findings, Ogilvie and Ashmore (1991) suggested that an individual's self-with-other unit includes internalization of past and present interactive experiences of him/herself. In their understanding, self-with-mother experiences of infancy constitute one of the most important self-with-other experiences. This experience is

followed by other self-with-other interplays such as those established with the father, siblings and other family members. Moreover, they maintained that rather than being a static and fixed unit, self-with-other unit is, indeed, dynamic and has the capacity to main itself adequately stable to enable reliable measurement.

1.2. Defense Mechanisms and Anxiety

An early elaboration of the concept of anxiety was first discussed by Darwin in an evolutionary context. In this initial understanding, it has been argued that when there is an expectation of harm, we feel anxiety (Darwin, 1872/1965, cited in Wolfe, 2005) in order to minimize the conflict and control the fear. That is to say, anxiety was understood as a disturbing signal against a physical or psychological threat that would affect the existing equilibrium or expected development of the organism. The disturbance created by the anxiety impels individuals to reduce it by either eliminating or reducing the existing threat. Therefore, either the anxiety itself or the individual's attempts to cope with it can create psychological disturbances.

The concept of anxiety received considerable attention in the theory and practice of psychology, particularly in the psychoanalytic theory. Freud, for instance, had extensively ruminated on defense, conflict and psychopathology of the anxiety. He defined anxiety as a biological reaction to protect the organism against dangerous and catastrophic threats (Freud, 1926). He further argued that the organism's attempts to cope with the anxiety and disturbances caused by the anxiety can, therefore, be formulated

as the defense mechanisms. In this connection, Freud (1926) had also stated that the defense mechanisms attempt to ensure psychological adaptation and health and they bear the potential to contribute to the development of social relationships.

Based on the tripartite model of intrapsychic structure, the defense mechanisms can be understood as tools unconsciously employed by the ego. Additionally, numerous writers adopting this perspective explained psychopathology as insufficient or excessive, albeit a maladaptive, use of defenses.

1.2.1. History of the Concept of "Defense Mechanisms"

In the psychoanalytic literature, explanations of the mechanisms of defense widely depend upon divergent interpretations of concepts of psyche, psychopathology, and health. While the classical perspective argues that defenses are used against internal tensions; ego psychologists highlights broader functions of the ego and defenses. Object relations theorists have further extended the definition and function of defenses by emphasizing their developmental role in the establishment of object relations. Finally, self psychologists adopted a more positive stance and defined defenses as a part of self which should be considered as healthy and positively valued integrals (McWilliams, 1994).

As explained above, Freud was the first thinker who conceptualized the unconscious mechanisms of defense. In his article "The Neuro-Psychoses of Defense" (1894), he defined "defense" as a procedure to *avoid*

danger, anxiety, and unpleasure and argued that defenses play a crucial role in hysterical symptoms, phobias and obsessions. In Freud's reasoning it is certain that defenses may also become dangers (Freud, 1894). In Freud's understanding, defenses are unconscious, discrete, reversible and dynamic processes. According to him, defenses may serve, at least, one of the following functions: a) inhibition of mental contents, b) distortion of mental contents, or c) screening and covering of mental contents through use of opposite contents (cited in Conte & Plutchik, 1995).

In 1901, Freud noted that besides causing psychopathology there may be a cultural connotation of the use of defenses, such as the role of sublimation in the achievements of individuals and societies (Freud, 1901). In light of these arguments, Freud has identified seven different mechanisms of defense which can be listed as humor, isolation, repression, distortion, displacement, suppression, and fantasy (Freud, 1905a). At this point, it is also worth mentioning that Freud has previously defined "repression" as an urge to stay far from painful conscious thought and interchangeably used the term with "defense". By introducing the concept of "wish to forget", Freud also argued that '*the patient wished to forget, and therefore intentionally repressed from his conscious thought and inhibited and suppressed'* (Breuer & Freud, 1893, p.10). In 1905, he presented the term "ontogeny of defenses". Defenses such as denial and repression may serve for ego development; though they can also be seen as a sign of pathology. Freud suggested that higher order defenses such as sublimation and reaction formation help the individual to turn basic instinct into noble virtues and

thus contribute more to healthy adaptation and less to psychopathology (Freud, 1905b).

In another well-known publication, The Ego and the Id (1923), Freud introduced a model of personality in which he ascribed a special importance to the concept of "defense." Unlike his previous position, he used the term defense as an ego function and argued that defense mechanisms serve as the executives procedures of the ego capacity. In the ensuing years, in Inhibitions, Symptoms and Anxiety (1926), and further extended his elaboration of defense mechanisms. In this study, Freud maintained that there may be an intrinsic relation between particular defenses and some illnesses, as, for instance between hysteria and repression. In the following years, he mentioned some other defense mechanisms like sublimation, reaction formation, undoing, isolation, projection, identification, regression, turning against the self, and reversal.

With the advent of an established structural interpretation, researches and theorists increasingly began to focus on the chronology and genesis of defense mechanisms as well as their relation to both drive organization and levels of ego. Anna Freud (1936), for instance, categorized specific mechanisms of defense and attempted to explain the relationship between defenses and reality relations, which in turn, enabled her to further elaborate the role of affects. In her seminal study, The Ego and Mechanisms of Defense (1936), A. Freud developed a comprehensive list of defenses which included repression, regression, reaction formation, projection, undoing, isolation, introjection, reversal, and turning against the self. Few years later,

she extended her list by adding identification and intellectualization. A. Freud theorized that the ego employs defense mechanisms in order to dispose inner conflicts and affects that are associated with specific developmental phases of infancy. She further suggested that defenses have their own chronology. For instance, while she believed that denial and projection in the early childhood can not be deemed as pathological, their uses in the ensuing later stages can be interpreted as signs of pathology (A.Freud, 1936/2004). Thus, according to A. Freud, defense mechanisms can only become pathological when used in an age-inappropriate context and lead to the exclusion of other defensive operations.

A. Freud (1936) divided the larger concept of defense and proposed a classification of defenses according to the source of anxiety that gives rise to them (e.g., superego, external world, strength of instinctual pressures). By providing detailed explanations of the clinically complex and varied manifestations of various defenses, she clarified the contribution of defenses to the emergence and resolution of intra-psychic conflicts (A.Freud, 1936/2004). She also replaced various terms Freud used for defense, including "defensive techniques employed by the ego" or "defensive methods" with the term "mechanisms of defense" (cited in Cooper, 1989). Anna Freud arranged the particular defense mechanisms, explained the relationship between reality relations and defense, and interested with the role of affects.

In contrast to Anna Freud's emphasis on defensive functions of the ego, Hartmann, Kris, and Loewenstein (1946) focused on the broader

functions of the ego and emphasized its role as a biological organ for the adaptation and accommodation. Brenner (1982) has further extended the functional approach in interpreting defenses and stressed defenses' role in reducing the anxiety or depressive affect that are associated with drive-derivatives or superego functions. Schafer (1968), on the other hand, emphasized the complex motivational properties of the ego and its functions such as defense.

Among other traditions, the British school of object relations theory focused on the defense mechanisms of introjection and projection in the infant and interpreted these mechanisms as growth processes through which the structure of the ego becomes differentiated and develops (cited in Conte & Plutchik, 1995). From this perspective, it has been argued that defenses serve to manage instincts and affects; and having an operative role in the cognition of the experience, organization, and internalization of object relations (Lerner & Lerner, 1982).

Klein (1948), for instance, argued that the psychological development of the infant is based on the defense mechanisms of projection and introjection. According to Klein, the infant possesses a rudimentary ego structure that enables him/her to experience anxiety, uses defenses, and forms primitive object relations in the first phase of development which she describes as "the paranoid-schizoid position." Klein maintained that owing to anxiety of annihilation, the infant employs various defenses such as splitting, projection, introjection, projective and introjective identification, idealization, and denial in this early phase. She further suggested that the

infant splits the breast as the “good/ideal” and the “bad/persecutory” and projects its own aggression onto these objects. However, as these objects are also introjected into the internal object world of the infant, the internal world of the infant is gradually organized with the fantasies of these internal good and bad objects. According to Klein’s understanding, the infant starts to use manic defenses in the second phase; that is, in the “depressive position”. In Klein’s theorization, the major anxiety for the infant, at this stage, is the threat of annihilation of the good part of self and/or object that he loves through the sadistic aspects of the bad-self.

However, in contrast to Klein’s reasoning, Fairbairn (1952) argued that the ego’s first defenses are mental internalization, or introjection of the objects with which the infant establishes an unsatisfactory relation. While Klein believed that repression is associated to the impulses, Fairbairn contended that the relationship between the ego and internalized bad objects produces the defense of repression (cited in Cooper, 1989). In this point, Fairbairn argued that the emotional loss causes repression of affect and this tendency may bring about the avoidance of emotional connection with others; thus leading to a distance of the self from others (Fairbairn, 1952). By placing a central role on the concept of the introjection, Fairbairn claimed that introjection is used to cope with an internally bad object, which in turn, helps to create internal good objects. Fairbairn, therefore, argued that defensive and representational functions have a mutual relation and defensive operations produce representations.

Another prominent member of the objects relations theory, Winnicott argued that the defense mechanisms have different organizations; that is, while some defense mechanisms are organized against instinctual conflict, others are organized against object failure. Having assigned lesser importance to the internalization of objects, Winnicott has rather placed more emphasis on the etiological effect of the object's response to instinctual and unanticipated changes of the individual (Winnicott, 1965), and believed that the good-enough maternal response to the child's id excitement is a precondition for ego defense organized against id-impulse. In Winnicott's elaboration, when there is an insufficient adaptation of the baby's needs or a continuous interruption of his/her going-on-being state, the infant's psychic construction develops a defensive function to protect the true-self and avoid destructive effects of intense stimulations. He describes this defensive function as "*false self organization*" and explains that it can be defined as early and requisite adaptation that helps to conform to the demands of the environment (Tura, 2000). In the contemporary theory, it is now widely believed that Winnicott's contribution of the term "false-self" has introduced a new dimension to the interpretation of the defense mechanisms.

Kernberg (1967), on the other hand, argued that the defense mechanisms depend on the images and representations of objects. For a further advancement of his theoretical elaborations, he defined the defense mechanisms in intrapsychic terms. However, while doing so, he extended his understanding of intrapsychic conflict and argued that "all character

defenses represent a defensive constellation of self and object representation that are directed against an opposite, anxiety-producing, repressed self- and object representations" (Kernberg, 1967). Following the inclusion of object representation concept, he sought to clarify primitive defenses on a systematic basis and explain the relation between the repression and splitting. Kernberg's (1976) approach to defense mechanisms reflects a significant effort towards the integration the object-relational and ego-psychological notions of the defense. With this attempt, Kernberg aimed to emphasize the developmental level of internalized object relations and relationships, and offer a hierarchical organization of level of character pathology that is established on the type of defensive functioning. In Kernberg's understanding, splitting represents a developmental pioneer of repression. According to him, if an individual is fixated in pre-oedipal stage, splitting shall continue to function due to his/her underdeveloped object relations. In the ensuing years, Kernberg (1976) also argued that there are two different levels of defensive organization: while he mentioned splitting, primitive idealization, primitive devaluation, projective identification and denial at the lower level; he listed repression, intellectualization, undoing, rationalization and higher forms of projection at a more advanced level. Kernberg has further suggested that lower level defenses are related to borderline and psychotic patients whereas advanced level defenses are usually associated with neurotic patients. It can, therefore, be argued that through employing this reasoning, Kernberg was able to elaborate the importance of defense mechanisms as diagnostic tools.

Finally, Kohut (1984) contested the classical approach's interpretation of defenses and argued that such perspective tends to overemphasize the role of "defenses" as efforts to counteract superego anxiety. Furthermore, in his critiques to this approach, Kohut (1984) maintained that the concept of "defense-resistance" in the classical interpretation is highly dependent on a cognitive emphasis in psychoanalysis that concentrates on self-knowledge and the mechanics of mental processes. According to Kohut, such perspective has a specific cost; that is, it may lead to the exclusion of observing the unpredictable changes of the patient's self-experience. Thus, informed by this point of view, Kohut had rather focused on a presence which he described as "innately present vigor of the self." In Kohut's understanding, defensive structures are employed to safeguard this "vigor" since it enables individuals to maintain a satisfactory self-object that would foster growth.

In light of the aforementioned summaries on the interpretation of defenses, it can be argued that these studies on the nature and functions of defenses are well-established in the DSM-IV and the defense mechanisms are generally defined as automatically employed psychological processes of an individual against internal and external threats (APA, 1994).

1.2.2. Defense Mechanisms in Pathology and Diagnostic Formulation

Defense mechanisms have a close relationship with the development of the ego and psychopathology. According to Freud, denial, projection, and distortion can be defined as primitive and psychotic defense mechanisms

and they bear the potential to distort reality and blur boundaries to a greater extent. Freud, on the other hand, considered altruism, humor, sublimation and suppression as mature defenses. Departing from this distinction, Freud maintained that while the former group is at the one end of a continuum, the latter are situated at the neurotic end point. As regards to other defenses such as splitting, hypochondria, fantasy, repression, undoing, dissociation, turning-against-the-self, isolation, displacement, and reaction formation, Freud argued that this group is located in-betweens and more related to the neurosis (Freud, 1926; Vaillant, 1992b).

At this point, it is also important to recall that many theorists of ego psychology, including Brenner, Gill, and Rapaport, adopted similar approach and held that there was a potential hierarchical order among the defense mechanisms from pathological to less pathological (Vaillant, 1992b).

Some theorists also claimed that patients with similar pathologies use similar defenses and certain defenses are connected with certain types of pathologies (Mc.Williams, 1994; Gabbard, 2004). Kernberg, for instance, demonstrated that utilization of splitting, primitive idealization, projective identification, and omnipotence is more prevalent among individuals having borderline pathologies (Kernberg, 1967). As another example, proponents of the classical view suggested that projection is much more commonly used by paranoid patients. In their understanding, the unacceptable and aggressive impulses are projected and then, perceived as if they come from outside. Moreover, it was held that under the pressure of superego,

repression or denial might sometimes be insufficient; thus, such circumstances might further require projection (Juni, 1979).

In a study aiming to understand the use of defense mechanisms, researchers have conducted in-depth interviews with diabetic patients, non-psychotic psychiatric patients and healthy high school students. Findings of this research have suggested that while denial was extensively used, asceticism was rarely employed in all three groups. Furthermore, it was demonstrated that psychiatric patients scored higher in acting out, projection, and displacement and lower in the use of altruism, intellectualization, and suppression than remaining two groups. Finally, it was found that higher levels of ego development were positively correlated with altruism, intellectualization, and suppression; and negatively correlated with acting out, avoidance, denial, displacement, projection, and repression (Jacobson, Beardslee, Hauser, Noam, Powers, Houlihan et.al., 1986).

In a study, Apter, Gothelf, Offer, Ratzoni, Orbach, et al. (1997) attempted to understand the defense mechanisms employed by suicidal adolescents. For this purpose, researchers worked with a sample of 55 suicidal and 87 non-suicidal adolescents and 81 non-patients. The findings indicated that suicidal adolescents scored higher on denial, displacement and repression than non-patients and denial and regression correlated positively with suicidal and violent behaviors. Finally, introjections and repression were found to be correlated with only suicidal behavior (Apter et al., 1997).

Another study carried out by Bloch, Shear, Markowitz, Perry, Leon (1993) investigated defense mechanisms among patients with dysthymic disorder and patients with panic disorder. Outputs indicated that both groups were likely to use lower-maturity defenses. In addition, patients with dysthymic disorder were found to rely more heavily on disavowal, projection, devaluation, hypochondria, passive aggression, acting out, and projective identification; whereas participants with panic disorder were more prone to use reaction formation and undoing (Bloch et al., 1993).

Greene (1993) analyzed the relations between splitting, various other primitive defense mechanisms and here-and-now social perceptions in borderline pathology. Result demonstrated a connection between the use of primitive defenses by borderline individuals and their perceptions of the various staff roles of treatment teams (Greene, 1993). In a later study, Greene (1996) attempted to evaluate interrelations between primitive defenses, nature of internalized object relations and the symptomatic expression. It was found that splitting and self-other schemas reflecting egocentrism, clinging and paranoid-tinged alienation discriminate borderline individuals from other patients (Greene, 1996).

Finally, Sundbom, Binzer and Kullgren's (1999) research reported that defenses do not only lead to regulation of drives and affects; but also the internalization and organization of object relations in an inter-subjective area. It is also interesting to note that findings of this research have strongly supported self psychology theory's assertion. That is, the organization of affective experience is established a structural point of view of the self and

determines whether affects shall have a disrupting effect on the individual's capacity to relate to self and to others or not (Sundbom, Binzer & Kullgren, 1999).

To put in a nutshell, empirical researches and theoretical conceptualizations summarized above refer to the crucial role of defenses in the identification and differentiation of psychopathologies. Moreover, these studies have further suggested that maladaptive uses of the defense mechanisms as means to cope with anxiety may lead to the formation of psychopathology. In this context, it should be also mentioned that the defense mechanisms are also recognized by the American Psychiatric Association (APA) as crucial tools for the assessment of psychopathology and they have been included in the Diagnostic and Statistical Manual of Mental Disorders since 1987 (Vaillant, 1992a).

Finally, numerous studies have attempted to demonstrate the relationship of defense mechanisms with individual characteristics such as gender, age and developmental stage. However, for the purposes of this study, only some selected studies on gender will be reviewed below. Researches on gender differences in defense strategies mostly examine internalizing and externalizing dimensions. For instance, Cramer and Carter (1978) showed that males utilizing projection have stronger masculine gender identity than those who were less likely to use this particular defense. In addition, females using avoidance while coping with external conflict were found to have stronger feminine gender identity (cited in Conte & Plutchik, 1995). In another study, Cramer (1979, 1991) found that

males use more outer-directed defenses (e.g., projection, turning against the other), whereas females employ more inner-directed defenses (e.g., turning against the self) (cited in Conte & Plutchik, 1995; Cramer, 2000). Lastly and in consistence with other studies, Evans (1982) reported that subjects who have higher masculinity scores were less likely to turn the aggression inwards. However, a later study have indicated low-masculine-identity subjects deal with frustration not through their actual behavior, but only through fantasy (cited in Conte & Plutchik, 1995).

1.2.3. The Particular Characteristics of Defense Mechanisms

As previously discussed in the first and second sections of this study, the concept of the defense mechanisms and their functions are firmly recognized in the psychoanalytic literature. This acknowledgment, however, generated another important effort: i.e. the quest to classify discrete defenses into organized categories and/or dimensions. Although there are multitude of studies and researches in both research and practice, the number and labels of these categories still remain contentious. This section will, therefore, endeavor to provide an encompassing summary of selected scholars and eminent pioneers' efforts to classify defense mechanisms.

It is important to note that the underlying significance of A. Freud's work does not only lie in her through conceptualization of the defense mechanisms; but also in her efforts to make the first classification of these mechanisms. In her seminal study, A. Freud (1936/2004) proposed a bipartite model where she classified defenses as primitive defenses and

higher level defenses. In her model, while primitive defenses such as denial and projection were assumed to be used by the ego in the early life; higher-level defenses were believed to be developed after the establishment of object constancy. Other leading scholars of the object relations theory, Klein and Kernberg, have further added splitting, omnipotence with devaluation, projective identification, primitive idealization, and psychotic denial as other defenses in their respective studies.

Vaillant (1977), on the other hand, listed a group of eighteen defenses in accordance with their pathological import and relative theoretical maturity. His early model classified defenses in four levels; psychotic, immature, neurotic and mature. According to this model, the psychotic defenses, such as denial, distortion, delusional projection are common in psychosis, childhood and dreams. Immature defenses, including projection, fantasy and acting out, are found in individuals who have personality disorders, mood disorders and in adolescence. Intermediate level defenses such as repression, displacement, intellectualization, reaction formation, are observed in individuals with neurotic disorders and common in everyone. Finally, mature defenses, such as altruism, suppression, sublimation, humor are common among more mature adults (Vaillant, 1977).

In the ensuing years, Vaillant has cooperated with Meissner (1980) on the glossary for *DSM-III-R* (1987) where they have proposed a new hierarchy of defenses (cited in Vaillant, 1992a). Meissner categorized defenses as narcissistic (e.g. denial, distortion, and projection), immature

(e.g. acting out, blocking), neurotic (e.g. controlling, displacement, dissociation, externalization, inhibition, intellectualization, isolation, rationalization, reaction formation, repression, sexualization, somatization), and mature (e.g. altruism, anticipation, asceticism, humor, sublimation, suppression) (cited in Vaillant, 1992b).

Another perspective offered by McWilliams (1994) argued that defenses have two main processes: Primary (or immature/primitive) and Secondary (or more mature/advanced) defensive processes. In McWilliams's reasoning, primitive defenses are archaic defenses that are related with the boundary between the self and external world and occur in common and homogenous way in an individual's sensorium; thus, fusing behavioral, cognitive, and affective dimensions. McWilliams have further suggested that primary defenses are associated with the preverbal stage of the development. According to McWilliams, primary defenses have two specific characteristics at this stage; a lack of arrival at the reality principle and a lack of an increase in the value of the separateness and object constancy. Regarding to the secondary defense, McWilliams held that these types of defenses deal with internal boundaries, for instance those between the ego, or superego and the id and make specific converts of thought, emotion or behavior. For instance, a defense like rationalization is considered mature due to the fact that it requires more sophisticated verbal and thinking skills and more attunement to reality for a person to make up reasonable explanations that justify a feeling. It should also be noted that some defensive processes are implicitly seen in this theoretical approach as

having both primitive and more mature forms. As another example, "idealization" can denote an unquestioning, worshipful conviction that another person is perfect, or it can refer to a subtle, subdued sense that someone is special or superior, even though his or her limitations are acknowledged. Thus, departing from this division, McWilliams listed primary defenses as primitive withdrawal, denial, omnipotent control, primitive idealization (and devaluation), projection, introjections, projective identification, splitting of the ego, and dissociation and classified repression, regression, isolation, intellectualization, rationalization, moralization, compartmentalization, undoing, turning against the self, displacement, reaction formation, reversal, identification, acting out, sexualization, and sublimation as secondary defenses. However, McWilliams has also argued that some defenses have both primary and secondary forms and categorized idealization and withdrawal within this group.

Gabbard (2004), on the other hand, emphasized the relationship between defenses and internal object relations. Having maintained the relationship between defenses and pathologies, he based the defense mechanisms on a hierarchical structure from the primitive to the mature. While he listed projective identification, denial, splitting, projection, dissociation, idealization, acting out, somatization, regression and schizoid fantasy as primitive defenses and he identified humor, suppression, asceticism, altruism, anticipation and sublimation as the mature ones. In addition to these two distinct ends, Gabbard further argued that there are also higher-level (neurotic) defenses and counted introjections,

identification, displacement, intellectualization, isolation of affect, rationalization, sexualization, reaction formation, repression and undoing as such.

As discussed above, such categorizations of the defense mechanisms can be observed in the identification of the hierarchy of defenses from primitive to mature. Blatt (1974), for instance, offered an inclusive categorization of two main personality types and two modes of psychopathology- i.e. anaclitic and introjective. In Blatt's understanding, anaclitic psychopathologies reflect interpersonal relatedness and patients having this kind of psychopathologies employ avoidance defenses such as denial and repression. On the other hand, Blatt also suggested that introjective psychopathologies are more associated with the self-definition and introjective patients more likely use counteractive defenses such as projection, intellectualization, reaction formation, and overcompensation (Blatt, 1992).

In a similar vein, other theorists have classified defenses as internalizing and externalizing types in accordance with their direction of transformation. Moreover, these attempts were not merely confined to the classification of defenses; but also extended to the designation of various instruments for the measurement of defense mechanisms. Haan (1973), among others, identified ten ways of coping of the ego and ten defense mechanisms to understand the relationship between defense mechanisms and ego functions. For this purpose, he undertook psychiatric interviews with psychological tests, questionnaires, and autobiographical reports and

developed a form for the evaluation of defenses. However, this form is criticized for insufficient validity and associated reliability problems (cited in Vaillant, 1992b).

In another study, Gleser and Ihilevich (1969) developed a classification system titled "The Defense Mechanism Inventory (DMI)". The underlying assumption of this study was that defenses are used to "resolve conflicts between what is perceived by the individual and his or her internalized values" (ibid.). The proposed inventory is composed of five clusters of defenses including turning against the object, projection, principalization, turning against self, and reversal and all were formed as problem solving and coping styles. In this classification system, the cluster of turning against object is defined as a process to handle conflicts through assaulting an actual external frustrating object; therefore, displacement and identification with the aggressor are considered within this cluster. Projection, on the other hand, is assumed to contain defenses which absolve the aggression against an external object without unambiguous proof or negative properties. Other clusters are also believed to encompass various other defenses. That is to say, while principalization includes intellectualization, isolation, and rationalization; defenses such as masochism and autosadism state are situated in the turning against self cluster. Finally, negation, denial, repression, reaction formation are placed in the cluster of reversal.

In the ensuing years, Bond, Gardner, Christian (1983) suggested that the selection and internalization of certain defense mechanisms reflects an

individual stage of development and ego functioning. Based on this assumption, they conducted a study with a sample of 111 non-patients and 98 patients and in order to understand the relations between defense mechanisms, diagnosis and the level of maturity. This research yielded "The Defense Style Questionnaire (DSQ)" which includes 88 items and 26 styles of defenses which allowed the researches to classify defenses into four categories: maladaptive (e.g., regression, acting out), mature (e.g., suppression, sublimation, humor), image-distorting (e.g., splitting, primitive idealization, omnipotence with devaluation, withdrawal, inhibition, passive-aggression, projection), and self-sacrificing (e.g., pseudoaltruism, reaction formation) (cited in Conte, Plutchik, 1995). Although defense mechanisms were also discussed in DSM III-R (1987), Andrews and colleagues (1989, 1993) revisited DSQ-88 and improved (1993) DSQ-40. This form ensures a classification of defenses into three main clusters including mature, immature and neurotic defenses (Andrews, Singh, Bond, 1993). In this system, while sublimation, humor, anticipation and suppression are situated in the mature defenses cluster; undoing, pseudo altruism, idealization and reaction formation are included in the neurotic defenses group. Finally, the immature defenses cluster consisted of projection, passive aggression, acting out, isolation, devaluation, autistic fantasy, denial, displacement, dissociation, splitting, rationalization, somatization (Andrews et al., 1993; Yılmaz, Gençöz, Ak, 2007).

1.3. The Relationship between Representational World and the Defense Mechanisms

Notwithstanding the fact that current studies in the literature fail to adequately reflect the complex dynamic between representational world and defense mechanisms, various theorists attempted to illustrate intricate relations between defensive functioning, stage and quality of psychological structures, early object relations and the inner representational world. Stolorow and Lachmann's study (1980), for instance, did not only reveal that schizophrenic, borderline, and neurotic individuals use different defenses; but also, proposed a developmental-structural model of defenses founded on a object representational structure (cited in Lerner & Lerner, 1982). Based on Kernberg's previous studies, Stolorow and Lachmann (1975) investigated self and object representations as well as defenses and developmental resolutions in terms of a continuum. Introjective, unintegrated, and primitive defenses were located at the one end, and organized, differentiated, and stable defense at the other. In their understanding, external objects are internalized and represented with the improvement of self-other boundary. However, they contended that since these initial representation are primitive, therefore, discordant and unstable; they may be internalized as global "good" or "bad" images due to the permeability of the limit. Moreover, this polarization along self and object representations bear the significant potential to affect object relations. Defenses, at this stage, are interested in the improvement of the representational ability. For instance, denial, primitive devaluation, splitting,

projective identification, and primitive idealization are represented object-related. In this connection, serving an organizing function still reflects related and undifferentiated characteristic of the representation. When cognitive–affective structures get differentiated, and integrated; and self-other boundary further develops, object representation becomes more stable, integrated and complex. In line with this development, rather than converting main emotional tendency or the core integrity of self-object representations, defenses begin to operate in more determinate and subtle form for the purpose of maintaining much more integrated and responsive ego. This stage of defenses revolves around repression and contain higher-level of projection, idealization, devaluation, and denial (intellectualization, minimization, etc.). All these attainments reflect progresses in stages of internalization (ego identity, identification) and concurrent affective and cognitive development; and all are located in a matrix of advance differentiation and integration of the representational world. In the core level, the lowest level of defenses includes the modification of primitive which is considered as somatically based drive-affect tendencies. When development carries on and representational ability is accomplished, expanding of defenses assumes an arranging function and maintains conformity and integrity of weakly distinguished self and object representations (Lerner&Lerner, 1982; Greenspan, 2007).

Vaillant and Vaillant (1998) had further argued that defense mechanisms are not merely simple mechanisms against affect or unacceptable ideas; but also, effective mechanisms with the potential to

transform the relations between the self and object (cited in Gabbard, 2004). In addition, a research conducted by Tunis and his colleagues (1990) suggested a relation between the individual's social phobia and his/her relationship with his/her mother; i.e. self with mother. Thus, informed by these studies, it was argued that there is a highly relevant relation as well as interplay between pathology and self-with-other representational schema, and between defenses and psychopathology.

There is a vast literature demonstrating the complex relationship between the representational capacity, defensive functioning, object relations, level and quality of psychological structures, and finally, thought processes. All of these units are internalized and become part of the personality.

As articulated above, there is a general dearth of studies on the relation between defenses and representational world (Lerner & Lerner, 1982). Therefore, understanding of defensive processes in a representational context still remains an unclear issue. Moreover, the relationship between self-with-other representation and defense mechanisms has rarely been studied empirically. However, one of the rare study's findings has supported the impact of defense mechanisms on relations and representation structure of individuals (Lerner & Lerner, 1982). As another example, in a study conducted among a small group of Turkish population on partnerships, Mitrani (1999) suggested that although the content/defended type of structure was common among the sample group, the use of denial and

repression has influenced the subjects' self and self-with-other representations.

1.4. Objectives of the Study

To put in a nutshell, based on the aforementioned studies, the purpose of this thesis is to investigate the relationships between defense-anxiety level and representations of self and self-with-other. In line with this purpose the major aim of this study is to analyze the difference between the groups who use immature defenses less and are low on anxiety and who use immature defenses more and are high on anxiety with respect to specific self representations ("me as ideal", "me as usual", and "me at one's worst"), and the difference between these defined defense-anxiety groups with respect to specific self-with-other representations. In all these analyses, gender grouping is also considered as a factor that may display difference with respect to representations of self and self-with-other, or that may interact with the defined defense-anxiety groups with respect to representations of self and self-with-other. Thus the following research hypotheses are formed:

Hypothesis 1: There is a statistically significant difference between the defined defense-anxiety groups with respect to ceratin qualities of self-with-other representational structures: elaboration, prominence and emotional tone.

a. Individuals who predominantly use immature defenses and are high on anxiety will either have highly unelaborated or restricted representational schemes than those who

predominantly employ immature defenses less and have low anxiety.

b. Individuals who predominantly use immature defenses and have high anxiety will be more likely to have less hierarchically organized representations whereas individuals who predominantly use immature defenses less and have low anxiety will present more hierarchically organized representations.

c. The emotional tone of self-with-other representations of individuals who tend to use immature defenses less and are low on anxiety will be less negative or ambivalent, and more positive than those who use immature defenses more and are high anxious.

Hypothesis 2: There are statistically significant differences between the defined defined-anxiety groups with respect to the representational qualities of specific self representations ("me as ideal", "me as usual", and "me at one's worst").

a. Individuals with immature defense and high anxiety will have less elaborated representational structures than those with less immature defenses and low anxiety.

b. High immature defense-high anxiety group will have less hierarchically organized representational structures than the low immature defense-low anxiety group.

c. While the evaluative tone of self representations will be positive in individuals using less immature defenses and low anxiety; it will be negative in those who employ immature defenses more and have high anxiety.

Hypothesis 3: Gender will constitute a factor that displays difference with respect to representations of self and self-with-other, or that may interact with the defined defense-anxiety groups with respect to specific self representations ("me as ideal", "me as usual", and "me at one's worst") and self-with-other representations. Specific directions of this association cannot be identified due to the scarcity of relevant previous literature.

2. Method

2.1. Sample. The first phase of the study was completed by 126 participants; however, 42 of them were excluded either because they failed to complete questionnaires properly or did not show up in the second phase. Thus, total research sample is composed of 84 subjects. All subjects participated on a voluntary basis and were selected from a pool of various faculties and departments of Istanbul Bilgi University. Descriptive statistics is calculated for both groups and results of these calculations are given in Appendices A.

Within this research sample three different samples are formed. For the first sample, the research sample is divided into two sub-groups according to the total score of the Immature Defenses dimension of the DSQ (Defense Style Questionnaire). The high scoring subjects (consisted the

33% of the research sample) and the low scoring subjects (consisted the 33% of the research sample) are selected and the defined defense groups are formed. Each defense group is composed of 29 subjects. In this first research sample, the high scorers on the Immature Defenses dimension of the DSQ are composed of 10 women [mean age = 22.10 (2.77)] and 19 men [mean age = 21.74 (2.00)], and the low scorers are composed of 10 women [mean age = 23.21 (4.25)] and 19 men [mean age = 22.40 (2.12)].

For the second sample, the research sample is again divided into two groups according to the Trait Anxiety dimension of the STAI (Spielberger State Trait Anxiety Inventory). The high scoring subjects (consisted the 33% of the research sample) and the low scoring subjects (consisted the 33% of the research sample) are selected and the defined anxiety groups are formed. Each anxiety group is composed of 29 subjects. In this second research sample, the high scorers on the Trait Anxiety dimension of the STAI are composed of 20 women [mean age = 22.35 (2.21)] and 9 men [mean age = 21.78 (2.91)], and the low scorers are composed of 11 women [mean age = 24.00 (5.25)] and 18 men [mean age = 22.22 (1.56)].

Then, with a cross tabulation analysis, the high defense scoring subjects that match with the high anxiety scoring subjects (N=13), and the low defense scoring subjects that match with low anxiety scoring subjects (N=16) are selected and the defined defense-anxiety groups are formed. In this third research sample, the high defense-anxiety group is composed of 7 women [mean age = 22.14 (3.24)] and 6 men [mean age = 21.13 (2.66)], and the low defense-anxiety group is composed of 9 women [mean age = 24.67

(5.61)] and 7 men [mean age = 22.00 (1.63)]. The detailed descriptive statistics for both groups are given in tables 1 and 3 below:

Table 1. Socio-demographic profile of the high and low defense- anxiety groups.

		High defense-high anxiety group		Low defense-low anxiety group	
Variables		N	%	N	%
Faculty	FEF	5	38.5	6	37.5
	İİBF	3	23.1	4	25.0
	Communication	3	23.1	5	31.3
	Others	2	15.4	1	6.3
Grade	Preparatory	4	30.8	3	18.8
	1	4	30.8	4	25.0
	2	1	7.7	1	6.3
	3	1	7.7	2	12.5
	4	3	23.1	6	37.5
Marital Status	Single	13	100.0	15	93.8
	Widowed/Divorced	0	0.0	1	6.3
Sibling	Yes	13	100.0	13	81.3
	No	0	0.0	3	18.8
SES	Lower	1	7.7	1	6.3
	Middle	12	92.3	10	62.5
	Upper	0	0.0	5	31.3
Total		13	100.0	16	100.0

Table 2. Gender and age profile of the high and low defense-anxiety groups.

Variables		Age				
		N	Min	Max	M	SD
High defense-high anxiety group	Women	7	19	27	22.14	3.24
	Men	6	19	26	21.33	2.66
	Total	13	19	27	21.77	2.89
Low defense-low anxiety group	Women	9	20	38	24.67	5.61
	Men	7	20	25	22.00	1.63
	Total	16	20	38	23.50	4.44

Table 3. Loss experience profile of the high and low defense-anxiety groups.

		High defense-high anxiety group		Low defense-low anxiety group	
Variables		N	%	N	%
Mother Loss	Yes	-	-	-	-
	No	13	100.0	16	100.0
Father Loss	Yes	1	7.7	-	-
	No	12	92.3	16	100.0
Sibling Loss	Yes	1	7.7	1	6.3
	No	12	92.3	15	93.8
Parent Divorce	Yes	1	7.7	-	-
	No	12	92.3	16	100.0
Total				16	100.0

2.2. Materials. The materials used in this study are the Demographic Information Questionnaire, the Self-with-Other Questionnaire and Matrix, Defense Style Questionnaire (DSQ-40), and the State-Trait Anxiety Inventory (STAI).

2.2.1. Demographic Information Questionnaire

The Demographic Information Questionnaire is consisted of eleven questions on certain characteristics of participants including age, gender, marital status, general income level. In addition, participants were requested to provide basic contact information.

2.2.2. The Self-with-Other Questionnaire and Matrix

The Self-with-Other Questionnaire and Matrix, a version of Ogilvie and Ashmore's (1991) interview method, is used to illustrate representational structures of individuals. At this point, it is important to note that a version of this method was used in previous studies of Mitrani (1999) and Çavdar (2003) with Turkish samples. The interviewing method

was initially translated into Turkish and transformed to a pen-and-paper format by Mitrani (1999), and subsequently adopted by Çavdar (2003).

The Self-with-Other Questionnaire and Matrix is primarily administered in two main steps. In the first step, subjects are asked to make a list of significant persons in their lives, 25 people at most, and then to describe them. In addition, individuals are also requested to provide basic information by using adjectives and/or phrases on how they perceive themselves when they are with listed individuals with adjectives and/or phrases. This initial phase is completed when participants complete the same procedure for each person in the list and allows the researcher to gather a list of important people (target) and a list of the adjectives used to describe them (feature). Thus, this former data is used to determine participants' representations by the Self-with-Other Questionnaire.

Prior to the second phase, a target x feature matrix is prepared for each participant. The matrix includes three additional targets: "Me, at my worst", "Me, as I usually am" and "Me, as I would like to be". In the second step, participants are given matrices and asked to rate each adjective as 1 or 0, as describing themselves when with that person or not, respectively. Then, a representational schema for each subject is generated by using Hierarchical Classes Analyses (HICLAS), which was developed by De Boeck and Rosenberg in 1988 (Ogilvie, 1992; Mitrani, 1999; Çavdar, 2003).

2.2.3. Defense Style Questionnaire

Defense Style Questionnaire (DSQ-88) was designed by Bond, Gardner, and Christian in 1983 as an evaluator inventory for 26 defense

mechanisms with 88 items (Vaillant, 1992b). Afterwards, Andrews and his colleagues developed 40-items version of this test. The DSQ is a self-report measure with 40 statements that are used to identify 20 defense mechanisms. Participants are asked to rate their degree of agreement with each item on a nine-point Likert scale (from 1: strongly disagree to 9: strongly agree) (Bodur, 1999). This scale allows a classification of defenses into three categories: mature (e.g., suppression, sublimation, humor, repression, anticipation), immature (e.g., rationalization, autistic fantasy, displacement, regression, acting out, passive aggression, projection, isolation, devaluation, denial, dissociation, splitting, somatization) and neurotic (e.g., undoing, pseudo altruism, idealization, reaction formation). As indicated in Andrews and his colleagues' study, the internal coherence scores of this test for immature, neurotic and mature defenses are respectively .68, .58, .80; whereas test-retest scores are, again respectively, . 85, .78, .75 (Yılmaz, Gençöz & Ak., 2007).

The standardization study of Turkish version was carried out by Yılmaz, Gençöz and Ak in 2007 with 105 non-patient participants and 85 patients suffering from depression and obsessive-compulsive disorder. Researchers reported internal coherence scores as .70, .61, .83; test-retest scores as .75, .88, .86; and split-half reliability scores as .72, .60, .82 for mature, immature and neurotic subscales. In addition, cronbach alpha, split-half reliability and test-retest reliability coefficients were found to be within the acceptable range (Yılmaz, Gençöz & Ak., 2007).

2.2.4. State-Trait Anxiety Inventory

State-Trait Anxiety Inventory (STAI) was developed by Spielberger, Gorsuch and Lushene in 1970 in order to assess the anxiety in adults. The STAI contains two separate 20-item scales for measuring the state and trait anxieties. While the State Anxiety Form is used to measure a person's anxiety level at the time of the test, the Trait Anxiety Form is utilized in order to measure general conditions that cause anxiety. In both forms, participants are requested to indicate their assessment on a four-point Likert scale as for state anxiety (from 1: not at all to 4: very much so), and for trait anxiety (from 1: almost never to 4: almost always) for each statement. A higher score is believed to reflect a higher level of state and trait of anxiety.

In 1975, Öner and Le Compte adapted this inventory for Turkish population and internal consistency of the trait anxiety form is found to be between .83 and .87 (Yılmaz et al., 2007, Aydemir & Köroğlu, 2000).

2.3. Procedure. The procedure was administered in the following sequence: In the first phase, all research participants were distributed with an individual Informed Consent Form and the Demographic Information Questionnaire was carried out for each participant. Following this initial procedure, subjects were provided with the first form of Self-with-Other Questionnaire in which they were requested to provide a list of important people in their lives such as family members, friends, boy/girlfriends and enemies. In this connection, participants were also explained that they may write the name of the same person more than once by adding a number-

affix, if a significant transformation or change is believed to take place in their relations with that particular person. (i.e. My Father1: Me-with-my father when he was working; My Father 2: Me-with-my father-after his retire) An example of this first phase for the participant N.B. is presented in Table 4.

Table 4. N.B's list of important people

1. Father
2. Elder sister
3. Mother
4. Elder brother
5. Sister
6. Brother
7. Fiance

In the second step of first meeting, participants were asked to select a person from their list and write his/her name with the person's gender and explanation of their relationship in parentheses in the "people" section of the questionnaire. Then, they were requested to describe this person with adjectives and/or phrases. Finally, participants were asked to think themselves with that particular person and identify how they perceive themselves and how they feel when they are with this significant person. An example illustrating this second step is also given in Table 5. The first phase of the procedure was completed when all participants applied the same

procedure to each person in their list and the date of the second meeting was determined which, for most cases, was one week later.

Table.5. Sample definitions selected from N.B's list.

1	X (M, Father)	serious, strong, safe
	Me with my father	more serious, in-between, jocular, forcing conversation
2	Y (F, Elder sister)	wiseacre, austere, capricious, safe
	Me with my elder sister	compromising, sometimes tolerant
3	Z (F, Mother)	tender, very sensitive, considerate, secure
	Me with my mother	pampered, sometimes funny, sometimes resolute, admonishing

For the second phase, a target x feature matrix was designed for each participant. While important people in the participant's life were placed in rows; adjectives and/or phrases used for these persons were located in the columns. Apart from these initial data, three new targets were added to the matrix as additional rows: "Me, at my worst", "Me, as I usually am", and "Me, as I would like to be". At this stage, participants were given their personal matrix and asked to think of themselves with the persons listed in the rows. Then, they were requested to rate the feature in the columns as 1 where the feature describes how s/he perceives her/himself when s/he is with that particular person; and 0, if the feature fails to describe their perception (Refer to Table 9 for an example N.B's target x feature matrix). Participants

were also requested to fill the rows for 3 new targets that “Me, at my worst”, “Me, as I usually am”, and “Me, as I would like to be” by directly thinking about themselves. At the final step of the second phase, the SBT-40 and the State-Trait Anxiety Inventory were applied respectively for each participant. In order to prevent priming, defense and anxiety scales were provided following the completion of the Self-with-Other procedure.

Table 6. The Target x Feature Matrix of N.B

	Serious	Strong	Safe	More serious	Wiseacre	Resolute	Capricious	Compromising	In-between	Sometimes Tolerant	Forcing conversation	Squabble	Tender	Very sensitive	Considerate	Pampered	Sometimes funny	Sometimes resolute	Admonishing	Kind-hearted	Sweet	Cheerful	Jocular	Secure	Confidant	Both sister and friend	Cordial	Peevish	Nice	Thoughtful	Guiding	Entertaining	Affectionate	Hhappy
My elder brother	1	1	1	1	1	0	1	0	0	0	0	1	0	0	0	0	1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1
My elder sister	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	0	0	0	1	1	1	0	0	0	1	1	1	0	0	1	1	1	1	1
My mother	0	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1
Me, at my worst	1	1	1	1	1	1	1	0	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
My brother	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1	1	1
Me, as I usually am	1	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
My sister	0	0	0	0	1	0	1	0	1	1	0	0	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
My Fiancee	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	0	1	1
Me, as I would like to be	1	1	1	1	0	0	0	1	1	1	0	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1

2.4. Analysis

Since the research sample consisted of normal subjects, before the research hypotheses are tested, the research sample had to be reorganized according to the newly defined defense groups, the newly defined anxiety groups, and the newly defined defense-anxiety groups; and then within these three samples the high and low scoring groups had to be compared to see whether defining the research sample composed of normal subject in terms of high defense and low defense groups, high anxiety and low anxiety groups, and high defense-anxiety and low defense-anxiety groups was a significant approach or not.

The research analysis is done is two sections: The statistical analysis testing the newly defined defense groups, and between the newly defined anxiety groups, and between the newly defined defense-anxiety groups within the research sample is done first, and the statistical analysis testing the research hypotheses is done after that.

In the first section, the descriptive statistics for the dimensions of the DSQ and STAI and the Pearson correlations between the dimensions of these two scales are given. The defense groups, the anxiety groups, and the defense-anxiety groups are compared using univariate and multivariate ANOVA analysis with respect to their defense and anxiety scores on the DSQ and STAI. Thus, an answer is provided the question whether dividing the research sample with respect to defense, anxiety, and defense-anxiety scores is an effective approach or not in creating sub-groups within the reseach sample.

In the second section, the high defense-anxiety and low defense-anxiety groups are compared using univariate ANOVA and Chi-Square statistics with respect to their scores on the elaboration, prominence and emotional tone dimensions of their self representational structures. The statistical comparisons done here have aimed to show whether or not there were significant differences between the two defense-anxiety groups with respect to their specific self representations (selves defined as "Me as Ideal", "Me as Usual" and "Me at My Worst"). In these statistical analyses, gender is taken as an independent variable besides the defense-anxiety level groups.

The frequency distributions of the self-with-other representations for the whole research sample and for the groups of the third research sample are given also. In each table the name of the target and the number of times it appears with the specific self representation is reported. The self-with-other representations of the sub-groups of the two samples are listed as frequency tables. In each table the name of the target and the number of times it appears with the self is given. Statistical comparisons in this final step aimed to show whether there were significant differences between the subjects within the two levels of defense-anxiety groups with respect to their experience of their selves as "Me as Ideal", "Me as Usual" and "Me at My Worst" in their relationships with others.

The analysis of the Self-with-Other Questionnaire and Matrix, which provide all the variables mentioned above, is done using the hierarchical class analysis (HICLAS) program. A rank-three solution was used in all

participants since this method does not not only ensure suitable goodness-of-fit values; but also provides easily interpretable results (e.g. Ogilvie, 1987; Ashmore, 1990; Ashmore & Ogilvie, 1991, 1992; Mitrani, 1999; Çavdar, 2003). HICLAS ensures to compute subset/superset relationships of the matrix. The representational schema is organized in three hierarchial levels by the rank-three solution. By situating the best-fitting row and column classes, HICLAS groups together the targets that share common features and features that are used for the same targets. In addition, one of the main advantages of this method is that it gathers into a group a target in the same cluster with other targets when they are described with the same set of features. The same system is also applicable for the feature clusters. In other words, a feature is classified with other features that describe the same set of targets. A target cluster is connected to feature clusters if these clusters represent a set of features that define all the targets in that cluster. Thus, the outcome of the HICLAS analysis is a hierarchical display that clusters targets with same features, and features shared by the same targets. If the target is described with very few features or a feature is linked with very few targets, it is classed as *residual*. Finally, hierarchical relationships are represented through the location of connected clusters as below and above to each other. A target class is linked to target class below it, if the feature class/classes that is/are linked to the class below it is/are a proper subset/subsets of the feature classes that define it. The same relation also applies to feature classes.

Figure 1 displays the outline of a participant's self-with-other representation structure. In this chart, the targets in Level 3 cluster F are described through all non-residual features. Moreover, the Level 3 feature cluster 7 describes the subject with all non-residual targets.

As identified by Ashmore and Ogilvie (1992), HICLAS is analyzed on three main dimensions; namely, the elaboration of the class, prominence, and evaluative tone. While the *elaboration of the class* is determined by the number of targets and features at each class; the *prominence* is readily presented by HICLAS as 1 for residual classes, and 2 for Level 1 classes, and 3 for Level 2 classes, and 4 for Level 3 classes. Finally, the *evaluative tone* is assessed by the researcher through examining the adjectives included in a specific class as mainly positive, mainly negative, ambivalent or neutral (Mitrani, 1999; Çavdar, 2003).

The *elaboration* of a class was assigned through comparing the number of targets or features in a class with a cut-off point determined by the researcher. If the number of items in a target/feature class exceeds the cut-off point, it is named as "elaborated" and vice versa. In this study for the elaboration of a target class was identified as mean score of targets.

In order to decide the *evaluative tone* of the classes, three independent raters- i.e. two women and a man- evaluated the classes in terms of four categories as positive, negative, ambivalent or neutral. The relationships between the ratings of these three raters were depicted by using Spearman rho correlations analysis method. The evaluative tones of feature classes were determined through rating the highest frequency for

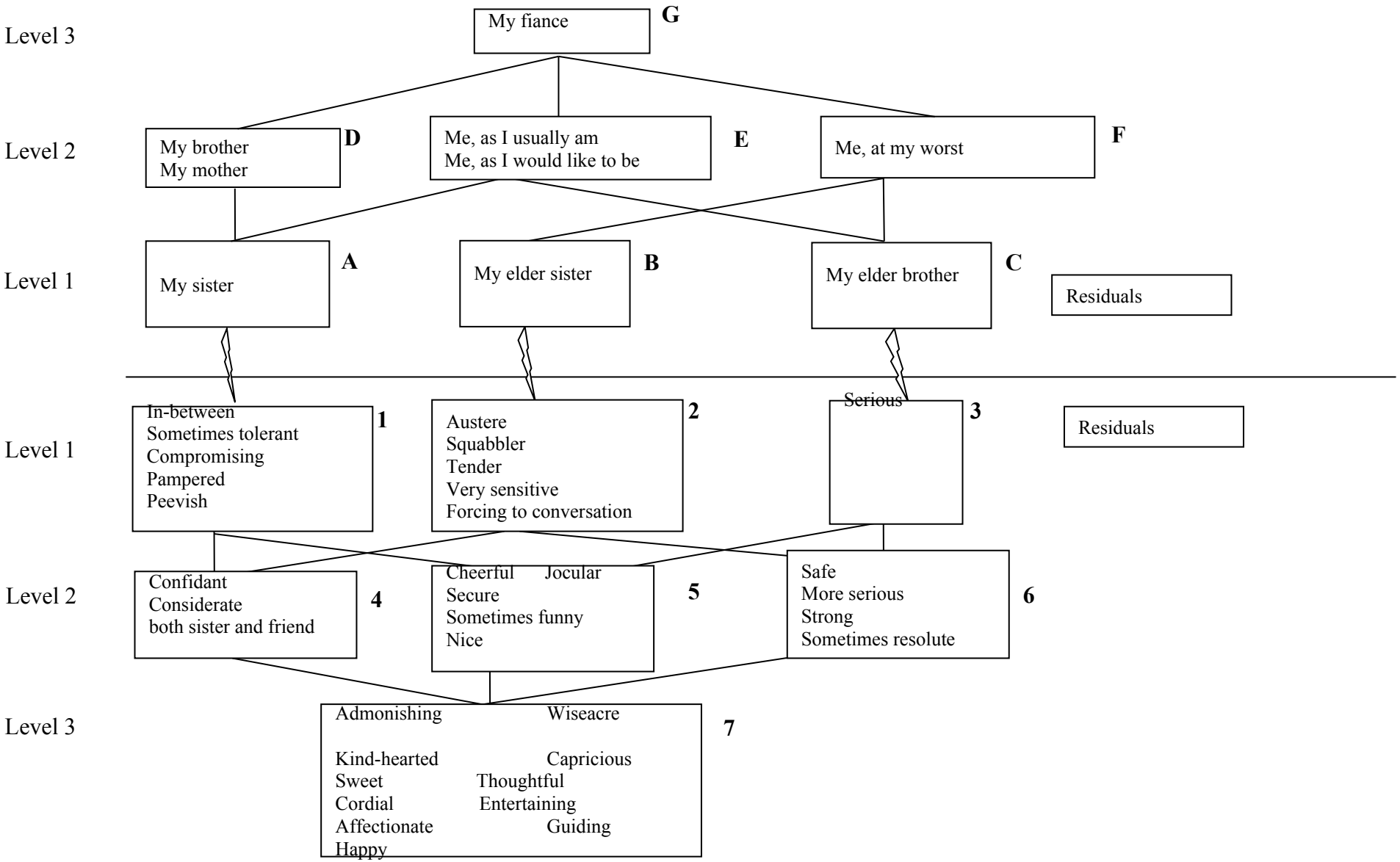
each future cluster of each participant. If a cluster contains mainly positive or negative adjectives/phrases, it is identified as a "positive" or "negative" cluster respectively. If a cluster contains almost identical amount of negative and positive adjectives/phrases, or if their evaluative tone are based on subjective interpretation, the cluster is, then, identified as "ambivalent/neutral". In this context the term ambivalent indicates the co-existence of positive and negative feelings when with significant others. Finally, if a cluster assigns of differently evaluative tone as raters, it is identified as an uncertain. In their study, Ashmore and Ogilvie (1992) rated the neutral and ambivalent categories as "ambivalent/uncertain". However, contrary to this approach, these categories were taken separately in this study; since the difference between defining self representation with an equal number of negative and positive adjectives and defining them with toneless and uncertain words were believed to be important in the interpretation of the results. Thus, evaluative tones of target classes were determined by the evaluative tones of the feature classes that they were directly related to. For Level 2 or 3 target classes, the evaluative tone was determined by the tones of the target classes below it.

As articulated above, another dimension of clusters is the *prominence*. The prominence refers to the location of a participant target or feature within the structure; and the degree of prominence of a participant target or feature can be explained as a score. Since the rank-three solution gives three hierarchical levels, the *prominence* of a cluster is classed as Level 1, Level 2 and Level 3, where Level 3 is the most prominent.

HICLAS automatically assigned the levels of the classes. A Level 3 class is a target class that appears above all other target classes and has direct and/or indirect links to them, indicating that it shares the same features with all the classes below. The Level 2 classes have direct links to more than one target class below them and share the same features with these classes. When a group of people constitutes a class that has no target class below it, implying that it does not share the features of more than one target class, the class is named as Level 1. The Level 1 class appears at the bottom of the target section of representational structures (the section above the dotted line in Figure 1). Residuals are the targets, which were not defined by enough number of features to form a class with other targets that are defined by the same features. The evaluative tone of prominent target clusters relate the evaluative tones of the target classes below it. For instance, if a prominent target classes directly connect with merely positive target or merely negative clusters, it is interpreted as "positive" and "negative" respectively. Finally, if a prominent cluster directly links to both a positive and negative cluster, it is considered as "ambivalent".

The frequency distributions of the self-with-other representations for the whole research sample and for the groups of the third research sample are given also. In each table the name of the target and the number of times it appears with the specific self representation is reported.

Figure 1.Representational Structure of N.B. produced by HICLAS



3. Results

3.1. Groups for Defense-Anxiety Level

3.1.1. High-Low Defense Groups

The high defense and the low defense groups are compared using multivariate ANOVA statistics with respect to their scores on the Mature Defenses, Neurotic Defenses and Immature Defenses dimensions of the DSQ. In MANOVA statistics gender is considered as a fixed factor beside the defense group, and STAI Trait Anxiety is considered as a covariate in the model. Thus, an answer is provided to the question whether dividing the research sample with respect to the Immature Defenses total score is an effective approach or not in creating two sub-groups within the research sample, taking into account the gender of the subjects and the influence of the trait anxiety level on the subject.

Table 7. Descriptive Statistics for DSQ Scores (Mature Defense, Neurotic Defense and Immature Defense Subscales) with respect to Immature Defense Groups (High/Low) and Gender (Women/Men)

				Descriptive Statistics		**Estimated Marginal Means**	
Defenses	Defense Groups	Gender Groups	N	M	SD	M[a]	M_{Error}
Mature Defenses	Low	Women	19	5.55	1.68	5.38	0.29
		Men	10	5.43	0.90	5.15	0.41
		Total	29	5.50	1.44	5.27	0.26
	High	Women	10	5.64	1.28	6.19	0.45
		Men	19	6.10	1.10	6.12	0.29
		Total	29	5.94	1.16	6.15	0.27
	Total	Women	29	5.58	1.53	5.79	0.26
		Men	29	5.87	1.07	5.63	0.25
		Total	58	5.72	1.32	5.71	0.17
Neurotic Defenses	Low	Women	19	4.76	1.35	4.75	0.30
		Men	10	4.15	1.23	4.12	0.41
		Total	29	4.55	1.32	4.44	0.26
	High	Women	10	5.79	1.19	5.84	0.45
		Men	19	5.41	1.17	5.42	0.29
		Total	29	5.54	1.17	5.63	0.27
	Total	Women	29	5.12	1.37	5.29	0.26
		Men	29	4.98	1.32	4.77	0.25
		Total	58	5.05	1.33	5.03	0.17
Immature Defenses	Low	Women	19	2.86	0.57	2.91	0.12
		Men	10	3.27	0.30	3.34	0.17
		Total	29	3.00	0.53	3.12	0.10
	High	Women	10	5.31	0.52	5.17	0.18
		Men	19	5.20	0.54	5.19	0.12
		Total	29	5.24	0.53	5.18	0.11
	Total	Women	29	3.71	1.31	4.04	0.10
		Men	29	4.53	1.04	4.27	0.10
		Total	58	4.12	1.24	4.15	0.07

a. Covariates appearing in the model are evaluated at the following values: Trait Anxiety - Total = 41.33.

According to the multivariate ANOVA, the results revealed that between the high and low immature defense groups there was a statistically significant difference: $\lambda = 0.23$, $F_{(3, 51)} = 56.04$, $p < .01$. The univariate ANOVA analyses revealed that this difference is caused by all the three defense dimensions: Mature Defenses, $F_{(1, 53)} = 5.08$, $p < .05$; Neurotic Defenses, $F_{(1, 53)} = 9.06$, $p < .01$; and the Immature Defenses, $F_{(1, 53)} = 166.81$, $p < .01$.

The multivariate ANOVA showed that Gender has a statistically limited significance in the comparison of the defense scores: $\lambda = 0.87$, $F_{(3, 51)} = 2.49$, $p = .07$. The univariate ANOVA analyses revealed that the gender difference in the defense score is related with the immature defense dimension of the three defense dimensions: $F_{(3, 53)} = 2.40$, $p = .13$.

The multivariate ANOVA also demonstrated that Trait Anxiety has a statistically significant effect in the comparison of the defense scores: $\lambda = 0.80$, $F_{(3, 51)} = 4.19$, $p < .05$. The univariate ANOVA analyses revealed that this effect is on the Mature Defenses, $F_{(1, 53)} = 7.18$, $p < .05$; and Immature Defenses, $F_{(1, 53)} = 3.01$, $p = .09$, dimensions of DSQ.

3.1.2. High-Low Anxiety Groups

The high anxiety and the low anxiety groups are compared using multivariate ANOVA statistics with respect to their scores on the State Anxiety and Trait Anxiety of the STAI. In MANOVA statistics gender is considered as a fixed factor beside the anxiety group, and DSQ Immature Defenses score is considered as a covariate in the model. Thus, an answer is

provided to the question whether dividing the research sample with respect to the Trait Anxiety total score is an effective approach or not in creating two sub-groups within the research sample, taking into account the gender of the subjects and the influence of the immature defense level on the subjects.

Table 8. Descriptive Statistics for STAI (State Anxiety and Trait Anxiety Subscales) with respect to Immature Defense Groups (High/Low) and Gender (Women/Men)

				Descriptive Statistics		**Estimated Marginal Means**	
Defenses	**Defense Groups**	**Gender Groups**	**N**	**M**	**SD**	**M[a]**	**M_{Error}**
State Anxiety	Low	Women	11	31.73	7.54	35.30	3.05
		Men	18	34.50	5.28	34.07	2.02
		Total	29	33.45	6.25	34.68	1.78
	High	Women	20	47.40	10.54	46.65	1.94
		Men	9	49.00	11.47	47.18	2.96
		Total	29	47.90	10.65	46.91	1.81
	Total	Women	31	41.84	12.14	40.97	1.73
		Men	27	39.33	10.36	40.62	1.82
		Total	58	40.67	11.32	40.80	1.18
Trait Anxiety	Low	Women	11	32.91	3.53	34.62	1.66
		Men	18	33.56	4.38	33.35	1.10
		Total	29	33.31	4.03	33.98	0.97
	High	Women	20	51.75	6.00	51.39	1.06
		Men	9	51.44	3.43	50.57	1.62
		Total	29	51.66	5.27	50.98	0.99
	Total	Women	31	45.06	10.53	43.00	0.94
		Men	27	39.52	9.49	41.96	0.99
		Total	58	42.48	10.36	42.48	0.65

a. Covariates appearing in the model are evaluated at the following values: Immature Defenses = 4.0532.

According to the multivariate ANOVA analysis, the results revealed that between the high and low trait anxiety groups there was a statistically significant difference: $\lambda = 0.28$, $F_{(3, 51)} = 66.70$, $p < .01$. The univariate ANOVA analyses revealed that this difference is caused by all the two anxiety dimensions: State Anxiety, $F_{(1, 53)} = 20.46$, $p < .01$; and Trait Anxiety, $F_{(1, 53)} = 132.58$, $p < .01$.

The multivariate ANOVA analysis showed that Gender does not have a statistically significant effect in the comparison of the anxiety scores: $\lambda = 0.99$, $F_{(3, 51)} = 2.49$, $p = .77$.

The multivariate ANOVA analysis also showed that Immature Defenses score has a statistically significant effect in the comparison of the anxiety scores: $\lambda = 0.89$, $F_{(3, 51)} = 4.35$, $p < .05$. The univariate ANOVA analyses revealed that this effect is on both the State Anxiety, $F_{(1, 53)} = 4.76$, $p < .05$ and Trait Anxiety, $F_{(1, 53)} = 3.67$, $p = .06$ dimensions of STAI.

3.1.3. High Defense-Anxiety - Low Defense-Anxiety Groups

Lastly, another multivariate ANOVA was conducted with the DSQ subscales dependent variables and gender as a fixed factor as well as the high and low Defense-Anxiety Groups. The aim of this analysis was to verify the use of Defense-Anxiety Groups as a means of creating two sub-groups within the research sample.

Table 9. Descriptive Statistics for Defense-Anxiety Groups.

			Descriptive Statistics		
Defenses	**Defense-Anxiety Groups**	**Gender Groups**	**N**	**M**	**SD**
Mature Defenses	Low	Women	7	5.57	1.54
		Men	6	5.69	0.86
		Total	13	5.63	1.22
	High	Women	9	6.38	1.70
		Men	7	5.20	0.71
		Total	16	5.86	1.45
	Total	Women	16	6.02	1.63
		Men	13	5.42	0.79
		Total	29	5.75	1.34
Neurotic Defenses	Low	Women	7	5.98	1.19
		Men	6	5.50	0.88
		Total	13	5.76	1.04
	High	Women	9	4.94	1.50
		Men	7	4.34	1.31
		Total	16	4.68	1.41
	Total	Women	16	5.40	1.43
		Men	13	4.88	1.24
		Total	29	5.16	1.35
Immature Defenses	Low	Women	7	5.34	0.62
		Men	6	5.13	0.25
		Total	13	5.24	0.48
	High	Women	9	2.51	0.62
		Men	7	3.40	0.21
		Total	16	2.90	0.66
	Total	Women	16	3.75	1.57
		Men	13	4.20	0.92
		Total	29	3.95	1.31

According to the multivariate ANOVA, the results revealed that between the high and low Defense-Anxiety groups there was a statistically significant difference: $\lambda = 0.13$, $F_{(3, 23)} = 53.48$, $p < .01$. The univariate analyses revealed that this difference is caused by all the two defense

dimensions: Neurotic Defenses, $F_{(1, 23)} = 5.29$, $p < .05$; and Immature Defenses, $F_{(1, 23)} = 154.66$, $p < .01$.

The multivariate ANOVA showed that Gender has a statistically limited significance in the comparison of the defense scores: $\lambda = 0.74$, $F_{(3, 23)} = 2.75$, $p = .066$. The univariate ANOVA analyses revealed that the gender difference in the defense score is related with the immature defense dimension of the three defense dimensions: $F_{(1, 23)} = 3.43$, $p = .076$.

The multivariate ANOVA also demonstrated that Gender factor has a statistically significant interaction with Defense-Anxiety factor concerning the effect on the defense scores: $\lambda = 0.66$, $F_{(3, 23)} = 3.98$, $p < .05$. The univariate analyses revealed that the Gender interaction with the Defense-Anxiety factor is related with the immature defense dimension of the three defense dimensions: $F_{(1, 23)} = 9.14$, $p < .01$. That is, women have higher immature defense score in the low Defense-Anxiety group and men may have higher immature defense score in the high Defense-Anxiety group.

3.2. Defense-Anxiety Groups and Representations

In the first section analyses regarding the comparison of high and low defense-anxiety groups with respect to their scores on the elaboration, prominence and emotional tone dimensions of their self-with-other representational structures are presented. In the second section, the descriptive information and defense group comparisons of the representational qualities of specific targets, namely “Me as Ideal”, “Me as Usual” and “Me at My Worst” are presented. In all the analyses gender is

also considered as an independent variable besides the defense-anxiety independent variable.

3.2.1. Defense-Anxiety Groups and Structural Qualities of Self-with-Other Representations

3.2.1.1. Elaboration

3.2.1.1.1. Elaboration for the Target Classes

The Univariate ANOVA comparing the Total Number of Targets between the high and low Defense-Anxiety groups revealed that although the high Defense-Anxiety group scores were higher than low Defense-Anxiety group, the difference was not statistically significant: $F_{(1, 25)} = 2.97$, $p = .097$.

The comparison between the Gender groups revealed that there was also a statistically limited significant difference between the Gender groups: $F_{(1, 25)} = 3.59$, $p = .07$. Women groups' scores were higher compared to the Men group.

The analysis did not reveal any interaction between the Defense-Anxiety groups and Gender groups: $F_{(1, 25)} = 1.66$, $p > .05$.

Table 10. Descriptive Statistics for the Total Number of Targets.

		Descriptive Statistics		
Defense-Anxiety Groups	**Gender Groups**	**N**	**M**	**SD**
High	Women	7	19.00	6.58
	Men	6	11.83	6.52
	Total	13	15.69	7.30
Low	Women	9	12.22	6.53
	Men	7	10.86	3.76
	Total	16	11.63	5.38
Total	Women	16	15.19	7.22
	Men	13	11.31	5.01
	Total	29	13.45	6.52

3.2.1.1.2. Elaboration for the Feature Classes

The Univariate ANOVA comparing the Total Number of Features between the high and low Defense-Anxiety groups revealed that there was no statistically significant difference between the Defense-Anxiety groups; though the high Defense-Anxiety group scores higher compared to the low Defense-Anxiety group: $F_{(1, 25)} = 1.66$, $p > .05$.

The comparison between the Gender groups revealed that there was also statistically no significant difference between the Gender groups, though the Women group scores higher compared to the Men group: $F_{(1, 25)} = 2.53$, $p > .05$.

The analysis did not reveal any interaction between the Defense-Anxiety groups and Gender groups: $F_{(1, 25)} = 1.66$, $p > .05$.

Table 11. Descriptive Statistics for the Total Number of Features.

			Descriptive Statistics	
Defense-Anxiety Groups	**Gender Groups**	**N**	**M**	**SD**
High	Women	7	45.71	15.81
	Men	6	30.00	9.40
	Total	13	38.46	15.11
Low	Women	9	31.67	9.421
	Men	7	30.00	20.97
	Total	16	30.94	14.96
Total	Women	16	37.81	14.11
	Men	13	30.00	16.02
	Total	29	34.31	15.24

3.2.1.2. Prominence

As also stated before, Prominence is determined by the level of a target class. The overall distribution of the high and low Defense-Anxiety groups among the maximum utilized Prominence level is shown in Table 15. The presence of higher levels indicates a more complex and hierarchically organized representational structure.

Table 12. Between-Subjects Effects for the Level Number of Targets.

Variables/Groups				Maximum Level of Targets			Total
				Level 1	Level 2	Level 3	
Women	Defense-Anxiety	High	N	1	3	3	7
			%	14,3	42.9	42.9	100
		Low	N	0	6	3	9
			%	.0	66.7	33.3	100
	Total		N	1	9	6	16
			%	6.3	56.3	37.5	100
Men	Defense-Anxiety	High	N	1	3	2	6
			%	16.7	50.0	33.3	100.0
		Low	N	1	4	2	7
			%	14.3	57.1	28.6	100.0
	Total		N	2	7	4	13
			%	15.4	53.8	30.8	100.0
Total	Defense-Anxiety	High	N	2	6	5	13
			%	15.4	46.2	38.5	100
		Low	N	1	10	5	16
			%	6.3	62.5	31.3	100
	Total		N	3	16	10	29
			%	10.3	55.2	34.5	100

The two 2x3 Chi-square analyses that are conducted to see whether the distributions of Prominence with respect to Gender and Defense-Anxiety groups differed or not did not yield statistically significant results:$\chi^2_{(2, N = 29)} = 0.680$, $p > .05$; and $\chi^2_{(2, N = 29)} = 1.034$, $p > .05$, respectively.

3.2.1.3. Emotional Tone

The emotional tone of the overall self-with-other representational structure was explored using the number of ambivalent, entirely positive and entirely negative feature classes. Univariate ANOVAs were done to see whether the emotional tone of the defense-anxiety groups' and gender groups' representations differed or not.

3.2.1.3.1. Ambivalent Emotional Tone

The Univariate ANOVA comparing the Number of Ambivalent Feature Classes between the high and low Defense-Anxiety groups revealed that there were statistically no significant differences between the Defense-Anxiety groups: $F_{(1, 25)} = 2.67$, $p > .05$; though the high group scores higher compared to the low group (see Table 13).

The comparison between the Gender groups revealed that there was also statistically no significant difference between the Gender groups: $F_{(1, 25)} = 2.67$, $p > .05$; though the Women group has a higher number of ambivalent feature classes than the Men group.

The analysis did not reveal any interaction between the Defense-Anxiety groups and Gender groups $F_{(1, 25)} = 0.83$, $p > .05$.

Table 13. The number of ambivalent emotional tone within the feature classes, defense-anxiety levels, and gender

		Descriptive Statistics		
Defense-Anxiety Groups	**Gender Groups**	**N**	**M**	**SD**
High	Women	7	.86	0.90
	Men	6	.67	0.82
	Total	13	.77	0.83
Low	Women	9	.67	0.71
	Men	7	.00	0.00
	Total	16	.37	0.62
Total	Women	16	.75	0.78
	Men	13	.31	0.63
	Total	29	.55	0.74

3.2.1.3.2. Entirely Negative Emotional Tone

The Univariate ANOVA analysis comparing the Number of Entirely Negative Feature Classes between the high and low Defense-Anxiety groups revealed that there is a statistically significant difference between the Defense-Anxiety groups: $F_{(1, 25)} = 4.39$, $p < .05$; the high group scores higher compared to the low group. In other words, the self-with-other representational structures of the group that is high on anxiety and immature defenses are more negatively toned than the low immature defense – low anxiety groups' (see Table 14).

The comparison between the Gender groups revealed that there was statistically no significant difference between the Gender groups, though the Women group has a higher number of negative feature classes than the Men group: $F_{(1, 25)} = 0.65$, $p > .05$.

The analysis did not reveal any interaction between the Defense-Anxiety groups and Gender groups: $F_{(1, 25)} = 0.09$, $p > 0.05$.

Table 14. The number of entirely negative emotional tone within the feature classes, defense-anxiety levels, and gender.

		Descriptive Statistics		
Defense-Anxiety Groups	**Gender Groups**	**N**	**M**	**SD**
High	Women	7	1.71	0.95
	Men	6	1.33	1.03
	Total	13	1.54	0.97
Low	Women	9	0.89	1.05
	Men	7	0.71	0.49
	Total	16	0.81	0.83
Total	Women	16	1.25	1.07
	Men	13	1.00	0.82
	Total	29	1.14	0.95

3.2.1.3.3. Entirely Positive Emotional Tone

The Univariate ANOVA analysis comparing the Number of Entirely Positive Feature Classes between the high and low Defense-Anxiety sub-groups revealed that there was a statistically significant difference between the Defense-Anxiety sub-groups: $F_{(1, 25)} = 9.99$, $p < .01$; the low group scores higher compared to the high group. To briefly restate, participants with low anxiety-low immature defenses have more positively toned self-with-other representations.

The comparison between the Gender groups revealed that there a statistically limited significant difference between the Gender groups: $F_{(1, 25)} = 3.27$, $p = .083$); the Men group has a higher score than the Women group.

The analysis did not reveal any interaction between the Defense-Anxiety groups and Gender groups: $F_{(1, 25)} = 0.86$, $p > .05$.

Table 15. The number of entirely positive emotional tone within the feature classes, defense-anxiety levels, and gender.

		Descriptive Statistics		
Defense-Anxiety Groups	**Gender Groups**	**N**	**M**	**SD**
High	Women	7	3.71	0.95
	Men	6	4.50	0.55
	Total	13	4.08	0.86
Low	Women	9	4.89	0.78
	Men	7	5.14	0.69
	Total	16	5.00	0.73
Total	Women	16	4.38	1.03
	Men	13	4.85	0.69
	Total	29	4.59	0.91

3.3. Defense-Anxiety Groups and Representational Qualities of Specific Targets: "Me as Ideal", "Me as Usual" and "Me at my Worst".

3.3.1. Elaboration of the Specific Targets

The elaboration of specific targets was explored in two ways: first, the number of targets present in the same class with the specified target was used as an indication of how elaborated the target class is and the number of features in the classes that are directly linked to the specified target's class was used as the indication of how elaborated the descriptions are.

3.3.1.1. Elaboration of "Me as Ideal"

3.3.1.1.1. Target Class Elaboration for "Me as Ideal"

The Univariate ANOVA comparing the "Me as Ideal" Target Class Elaboration with respect to Gender and Defense-Anxiety groups did not yield any significant result: Gender, $F_{(1, 25)} = .21$, $p > .05$; Defense-Anxiety

groups, $F_{(1, 25)} = .42$, $p > .05$; Gender*Defense-Anxiety interaction, $F_{(1, 25)} = .45$, $p > .05$.

Table 16. Descriptive Statistics for the Number of Targets in the "Me as Ideal" class.

		Descriptive Statistics		
Defense-Anxiety Groups	**Gender Groups**	**N**	**M**	**SD**
High	Women	7	4.14	2.54
	Men	6	4.17	6.34
	Total	13	4.15	4.47
Low	Women	9	4.44	3.68
	Men	7	2.57	1.27
	Total	16	3.62	2.96
Total	Women	16	4.31	3.14
	Men	13	3.31	4.27
	Total	29	3.86	3.65

3.3.1.1.2. Feature Class Elaboration for "Me as Ideal"

The Univariate ANOVA demonstrated that Gender groups and Defense-Anxiety groups did not significantly differ in terms of Feature Class Elaboration of "Me as Ideal": $F_{(1, 23)} = 0.20$, $p > .05$; $F_{(1, 23)} = 1.36$, $p > .05$, respectively. The interaction of gender and defense groups approached significance: $F_{(1, 23)} = 3.68$, $p = .068$. Women with high defense-anxiety scores have more elaborated "me as ideal" representations whereas men with low defense-anxiety scores have more elaborated "me as ideal" representations.

Table 17. Descriptive Statistics for the Total Number of Features that are directly linked to "Me as Ideal" class.

		Descriptive Statistics		
Defense-Anxiety Groups	**Gender Groups**	**N**	**M**	**SD**
High	Women	7	15.14	11.02
	Men	6	8.33	5.61
	Total	13	12.00	9.29
Low	Women	8	6.25	4.80
	Men	6	10.50	6.72
	Total	14	8.07	5.88
Total	Women	15	10.40	9.20
	Men	12	9.42	6.01
	Total	27	9.96	7.82

3.3.1.2. Elaboration of "Me as Usual"

3.3.1.2.1. Target Class Elaboration for "Me as Usual"

The Univariate ANOVA comparing the "Me as Usual" Target Class Elaboration with respect to gender and defense-anxiety groups did not yield any significant result: Gender, $F_{(1,25)} = 1.64$, $p > .05$; Defense-Anxiety groups, $F_{(1, 25)} = 0.02$, $p > .05$; Gender*Defense-Anxiety interaction, $F_{(1, 25)} = 0.38$, $p > .05$.

Table 18. Descriptive Statistics for the Number of Targets in the "Me as Usual" class

		Descriptive Statistics		
Defense-Anxiety Groups	**Gender Groups**	**N**	**M**	**SD**
High	Women	7	3.29	1.98
	Men	6	6.17	6.68
	Total	13	4.62	4.77
Low	Women	9	4.00	3.84
	Men	7	5.00	2.71
	Total	16	4.44	3.33
Total	Women	16	3.69	3.09
	Men	13	5.54	4.75
	Total	29	4.52	3.96

3.3.1.2.2. Feature Class Elaboration for "Me as Usual"

The Univariate ANOVA comparing the "Me as Usual" Feature Class Elaboration with respect to Gender and Defense-Anxiety groups did not yield any significant result: Gender, $F_{(1, 24)} = 1.30$, $p > .05$; Defense-Anxiety groups, $F_{(1, 24)} = 1.03$, $p > .05$; Gender*Defense-Anxiety interaction, $F_{(1, 24)} = 2.26$, $p > .05$.

Table 19. Descriptive Statistics for the Total Number of Features that are directly linked to "Me as Usual" class.

		Descriptive Statistics		
Defense-Anxiety Groups	**Gender Groups**	**N**	**M**	**SD**
High	Women	7	13.29	7.99
	Men	5	6.80	6.61
	Total	12	10.58	7.87
Low	Women	9	7.11	4.04
	Men	7	8.00	6.81
	Total	16	7.50	5.24
Total	Women	16	9.81	6.66
	Men	12	7.50	6.45
	Total	28	8.82	6.55

3.3.1.3. Elaboration of "Me at my Worst"

3.3.1.3.1. Target Class Elaboration for "Me at my Worst"

The Univariate ANOVA comparing the "Me at my Worst" target class elaboration with respect to gender and defense-anxiety groups did not yield any significant result: Gender, $F_{(1, 25)} = 0.00$, $p > .05$; Defense-Anxiety groups, $F_{(1, 25)} = 2.13$, $p > .05$; Gender*Defense-Anxiety interaction, $F_{(1, 25)} = 0.21$, $p > .05$.

Table 20. Descriptive Statistics for the Number of Targets in the "Me at my Worst" class

		Descriptive Statistics		
Defense-Anxiety Groups	**Gender Groups**	**N**	**M**	**SD**
High	Women	7	3.57	1.40
	Men	6	3.17	4.36
	Total	13	3.38	2.99
Low	Women	9	1.89	1.45
	Men	7	2.29	1.50
	Total	16	2.06	1.44
Total	Women	16	2.63	1.63
	Men	13	2.69	3.04
	Total	29	2.66	2.32

3.3.1.3.2. Feature Class Elaboration for "Me at my Worst"

The Univariate ANOVA revealed that there was a significant difference between the high and low defense-anxiety groups with regard to the Feature Elaboration of "Me at my Worst": $F_{(1, 18)} = 7.45$, $p < .05$. The high Defense-Anxiety group defined "Me at my Worst" with a significantly higher number of features than the low defense-anxiety group did. Gender and its interaction with Defense-Anxiety were not found to be significant: $F_{(1, 18)} = 1.87$, $p > .05$; and $F_{(1, 18)} = 1.87$, $p = .078$. As can be seen in Table 21, the limited significance of the interaction points to the pattern that women

scored considerably higher than males in the high defense-anxiety group whereas men and women were almost equal in the low group. In other words, the high elaboration of "Me at my Worst" for high defense-anxiety was more pronounced for women.

Table 21. Descriptive Statistics for the Total Number of Features that are directly linked to "Me at my Worst" class.

		Descriptive Statistics		
Defense-Anxiety Groups	**Gender Groups**	**N**	**M**	**SD**
High	Women	6	12.33	6.38
	Men	3	6.67	1.53
	Total	9	10.44	5.83
Low	Women	7	4.29	2.56
	Men	6	5.17	2.23
	Total	13	4.69	2.36
Total	Women	13	8.00	6.14
	Men	9	5.67	2.06
	Total	22	7.05	4.95

3.3.2. The Prominence of Specific Targets

3.3.2.1. The Prominence of the Target Class "Me as Ideal"

The Prominence of the Target Class of "Me as Ideal" with respect to gender and defense-anxiety groups can be seen in Table 22. For two of the participants, "me as ideal" appeared in the residual class, thus discarded from analyses. Chi-squares for Gender and Defense-Anxiety groups did not reveal a statistically significant difference, $\chi^2_{(2, N = 27)} = 0.170$, $p > .05$; and $\chi^2_{(2, N = 27)} = 0.465$, $p > .05$, respectively. For both high and low defense-anxiety

groups, majority of the participants placed “me as ideal” almost equally at Level 1 and Level 2.

Table 22. Prominence of the target class of “me as ideal”, defense-anxiety level, and gender.

Variables/Groups				Target Class of “Me as Ideal”			Total
				Level 1	Level 2	Level 3	
Women	Defense-Anxiety	High	N	3	3	1	7
			%	42.9	42.9	14.3	100.0
		Low	N	3	4	1	8
			%	37.5	50.0	12.5	100.0
	Total		N	6	7	2	15
			%	40.0	46.7	13.3	100.0
Men	Defense-Anxiety	High	N	3	3	0	6
			%	50.0	50.0	0.0	100.0
		Low	N	2	3	1	6
			%	33.3	50.0	16.7	100.0
	Total		N	5	6	1	12
			%	41.7	50.0	8.3	100.0
Total	Defense-Anxiety	High	N	6	6	1	13
			%	46.2	46.2	7.7	100.0
		Low	N	5	7	2	14
			%	35.7	50.0	14.3	100.0
	Total		N	11	13	3	27
			%	40.7	48.1	11.1	100.0

In order to see whether the mean prominence scores significantly differed or not, the prominence of the target class of “me as ideal” was regarded as a continuous variable and a univariate ANOVA was conducted with Gender and Defense-Anxiety groups as factors. This analysis demonstrated that Gender, Defense-Anxiety groups and their interaction were not significantly related to prominence: $F_{(1, 25)} = 0.06$, $p > .05$; $F_{(1, 25)} = 0.46$, $p > .05$; $F_{(1, 25)} = 0.30$, $p > .05$, respectively.

3.3.2.2. Prominence of the Target Class “Me as Usual”

The Prominence of the Target Class in which "Me as Usual" is placed was also analyzed with regard to Gender and Defense-Anxiety groups. Chi-square analyses were not significant for Gender, $\chi^2_{(2,\ N = 29)} = 0.465$, $p > .05$; and Defense-Anixety groups, $\chi^2_{(2,\ N = 29)} = 0.809$, $p > .05$ (see Table 26). For the whole sample, "Me as Usual" was mostly placed at Level 1 and rarely at Level 3 classes.

Comparison of the prominence means of "Me as Usual" via univariate ANOVA also proved insignificant for Gender, $F_{(1,\ 25)} = 0.06$, $p > .05$; Defense-Anxiety groups, $F_{(1,\ 25)} = 0.54$, $> .05$; and their interaction, $F_{(1,\ 25)} = 0.24$, $> .05$.

Table 23. Prominence of the target class of "me as usual", defense-anxiety group, and gender.

Variables/Groups				**Target Class of "Me as Usual"**			**Total**
				Level 1	**Level 2**	**Level 3**	
Women	Defense-Anxiety	High	N	4	3	0	7
			%	57.1	42.9	.0	100.0
		Low	N	4	3	2	9
			%	44.4	33.3	22.2	100.0
	Total		N	8	6	2	16
			%	50.0	37.5	12.5	100.0
Men	Defense-Anxiety	High	N	4	1	1	6
			%	66.7	16.7	16.7	100.0
		Low	N	4	2	1	7
			%	57.1	28.6	14.3	100.0
	Total		N	8	3	2	13
			%	61.5	23.1	15.4	100.0
Total	Defense-Anxiety	High	N	8	4	1	13
			%	61.5	30.8	7.7	100.0
		Low	N	8	5	3	16
			%	50.0	31.3	18.8	100.0
	Total		N	16	9	4	29
			%	55.2	31.0	13.8	100.0

3.3.2.3. Prominence of the Target Class "Me at my Worst"

At five of the participants' self-with-other representations "me at my worst" appeared in residual classes and none of the participants placed "me at my worst" at a Level 3, highly prominent, class. Thus, a 2x2 Chi-square analysis was done to compare the Prominence of Target Class of "Me at my Worst" between the high and low Defense-Anxiety groups. This analysis revealed that there was no significant difference between Defense-Anxiety groups: ($p = .656$, Fisher's Exact Test). Prominence of Target Class of "Me at my Worst" also was not significantly different for men and women: ($p = .629$, Fisher's Exact Test).

Univariate ANOVA on the prominence of "me at my worst" did not yield any significant effect for gender $F_{(1, 20)} = 0.31$, $p > .05$, defense-groups $F_{(1, 20)} = 0.16$, $p > .05$, or their interaction $F_{(1, 20)} = 0.31$, $p > .05$.

Table 24. Prominence of the target class of "me at my worst", defense-anxiety levels, and gender.

Variables/Groups				Target Class of "Me at My Worst"		Total
				Level 1	Level 2	
Women	Defense-Anxiety	High	N	6	1	7
			%	85.7	14.3	100.0
		Low	N	6	1	7
			%	85.7	14.3	100.0
	Total		N	12	2	14
			%	85.7	14.3	100.0
Men	Defense-Anxiety	High	N	4	0	4
			%	100.0	.0	100.0
		Low	N	5	1	6
			%	83.3	16.7	100.0
	Total		N	9	1	10
			%	90.0	10.0	100.0
Total	Defense-Anxiety	High	N	10	1	11
			%	90.9	9.1	100.0
		Low	N	11	2	13
			%	84.6	15.4	100.0
	Total		N	21	3	24
			%	87.5	12.5	100.0

3.3.3. Emotional Tone of Specific Targets

3.3.3.1. Emotional Tone of the Feature Classes for the Target "Me as Ideal"

The Chi-Square analysis comparing the emotional tone of the feature classes for the target class of "Me as Ideal" between the high and low Defense-Anxiety groups revealed that there was a statistically significant difference between the groups: $\chi^2_{(2,\ N\ =\ 27)} = 7.05$, $p < .05$. The cross-tabulation showed that the high Defense-Anxiety group has a relatively

lower frequency in positive tone and a relatively higher frequency in ambivalent tone.

The Chi-square analyses were repeated separately for men and women. Due to the small sample sizes after this split, Chi-square tests were conducted with the Exact Test option. In the women group, the comparison between the high and low Defense-Anxiety groups revealed that there was statistically no significant difference between the groups. The cross-tabulation showed that the high Defense-Anxiety group has a relatively lower frequency in positive tone and a relatively higher frequency in ambivalent tone.

In the men group, the comparison between the high and low Defense-Anxiety groups revealed that there was statistically no significant difference between the groups. The cross-tabulation showed that the high Defense-Anxiety group has a relatively lower frequency in positive tone and a relatively higher frequency in ambivalent tone.

Table 25. Emotional Tone of the Feature Classes for the Target "Me as Ideal" and Defense-Anxiety Groups.

Variables/Groups			**Emotional Tone**			**Total**
			Ambivalent	**Negative**	**Positive**	
Defense-Anxiety	High	N	7	0	6	13
		%	53.8	0.0	46.2	100.0
	Low	N	1	0	13	14
		%	7.1	0.0	92.9	100.0
	Total	N	8	0	19	27
		%	29.6	0.0	70.4	100.0
Chi-Square Tests			**Value**	**Exact p**		
Fisher's Exact Test			7.05	0.013		

Table 26. Emotional tone with respect to the feature classes for the target class of "me as ideal", defense-anxiety levels, and gender.

Variables/Groups				Emotional Tone			Total
				Ambivalent	Negative	Positive	
Women	Defense-Anxiety	High	N	4	0	3	7
			%	57.1	0.0	42.9	100.0
		Low	N	1	0	7	8
			%	12.5	0.0	87.5	100.0
	Total		N	5	0	10	15
			%	33.3	0.0	66.7	100.0
	Chi-Square Tests			**Value**	**Exact p**		
	Fisher's Exact Test			3.35	0.119		

Variables/Groups				Emotional Tone			Total
				Ambivalent	Negative	Positive	
Men	Defense-Anxiety	High	N	3	0	3	6
			%	50.0	0.0	50.0	100.0
		Low	N	0	0	6	6
			%	0.0	0.0	100.0	100.0
	Total		N	3	0	9	12
			%	25.0	0.0	75.0	100.0
	Chi-Square Tests			**Value**	**Exact p**		
	Fisher's Exact Test			4.00	0.182		

3.3.3.2. Emotional Tone of the Feature Classes for the Target "Me as Usual"

The Chi-Square analysis comparing the emotional tone of the feature classes for the target class of "Me as Usual" between the high and low Defense-Anxiety groups revealed that there was statistically significant difference between the groups ($\chi^2_{(2, N = 28)} = 11.00$, $p < .01$); the high Defense-Anxiety group has a relatively lower frequency in positive tone and a relatively higher frequency in ambivalent and negative tones.

In the women group, the comparison between the high and low Defense-Anxiety groups revealed that there was statistically no significant

difference between the groups. The cross-tabulation showed that the high Defense-Anxiety group has a relatively lower frequency in positive tone and a relatively higher frequency in ambivalent tone.

In the men group, the comparison between the high and low Defense-Anxiety groups revealed that there was a statistically significant difference between the groups ($\chi^2_{(2,\ N\ =\ 12)} = 7.36,\ p < .05$). The cross-tabulation showed that the high Defense-Anxiety group has a relatively lower frequency in positive tone, a relatively higher frequency in negative and ambivalent tones.

Table 27. Emotional Tone of the Feature Classes for the Target Class of "Me as Usual" and Defense-Anxiety Groups.

Variables/Groups			Emotional Tone			Total
			Ambivalent	Negative	Positive	
Defense-Anxiety	High	N	7	2	3	12
		%	58.3	16.7	25.0	100.0
	Low	N	2	0	14	16
		%	12.5	0.0	87.5	100.0
	Total	N	9	2	17	28
		%	32.1	7.1	60.7	100.0
Chi-Square Tests			**Value**	**Exact p**		
Fisher's Exact Test			11.00	0.003		

Table 28. Emotional Tone of the Feature Classes for the Target Class of "Me as Usual", Defense-Anxiety Groups and Gender Groups.

Variables/Groups				Emotional Tone			Total
				Ambivalent	Negative	Positive	
Women	Defense-Anxiety	High	N	5	0	2	7
			%	71.4	0.0	28.6	100.0
		Low	N	2	0	7	9
			%	22.2	0.0	77.8	100.0
	Total		N	7	0	9	16
				43.8	0.0	56.3	100.0
	Chi-Square Tests			**Value**	**Exact p**		
	Fisher's Exact Test			3.87	0.126		

Variables/Groups				Emotional Tone			Total
				Ambivalent	Negative	Positive	
Men	Defense-Anxiety	High	N	2	2	1	5
			%	40.0	40.0	20.0	100.0
		Low	N	0	0	7	7
			%	0.0	0.0	100.0	100.0
	Total		N	2	2	8	12
				16.7	16.7	66.7	100.0
	Chi-Square Tests			**Value**	**Exact p**		
	Fisher's Exact Test			7.36	0.010		

3.3.3.3. Emotional Tone of the Feature Classes for the Target "Me at My Worst"

The Chi-Square analysis comparing the emotional tone of the feature classes for the target class of "Me at My Worst" between the high and low Defense-Anxiety sub-groups revealed that there was statistically no significant difference between the groups. However, when the cross-tabulation is examined in detail it is seen that the high group had a relatively higher frequency in negative tone and a relatively lower frequency in positive and ambivalent tones.

In the women group, the comparison between the high and low Defense-Anxiety groups revealed that there was statistically no significant difference between the groups. The cross-tabulation showed that the high Defense-Anxiety group has a relatively lower frequency in positive tone and ambivalent tone and a relatively higher frequency in negative tone.

In the men group, the comparison between the high and low Defense-Anxiety groups revealed that there was statistically no significant difference between the groups. The cross-tabulation showed that the high Defense-Anxiety group has a relatively lower frequency in positive tone and ambivalent tone.

Table 29. Emotional tone with respect to the feature classes for the target class of "me at my worst" and defense-anxiety levels.

Variables/Groups			Emotional Tone			Total
			Ambivalent	Negative	Positive	
Defense-Anxiety	High	N	1	7	2	10
		%	10.0	70.0	20.0	100.0
	Low	N	3	5	5	13
		%	23.1	38.5	38.5	100.0
	Total	N	4	12	7	23
		%	17.4	52.2	30.4	100.0
Chi-Square Tests			**Value**	**Exact p**		
Fisher's Exact Test			2.14	0.391		

Table 30. Emotional tone with respect to the feature classes for the target class of "me at my worst", defense levels, and gender.

Variables/Groups				Emotional Tone			Total
				Ambivalent	Negative	Positive	
Women	Defense-Anxiety	High	N	1	5	1	7
			%	14.3	71.4	14.3	100.0
		Low	N	2	3	2	7
			%	28.6	42.9	28.6	100.0
	Total		N	3	8	3	14
				21.4	57.1	21.4	100.0
	Chi-Square Tests			**Value**	**Exact p**		
	Fisher's Exact Test			1.30	0.633		

Variables/Groups				Emotional Tone			Total
				Ambivalent	Negative	Positive	
Men	Defense-Anxiety	High	N	0	2	1	3
			%	0.0	66.7	33.3	100.0
		Low	N	1	2	3	6
			%	16.7	33.3	50.0	100.0
	Total		N	1	4	4	9
				11.1	44.4	44.4	100.0
	Chi-Square Tests			**Value**	**Exact p**		
	Fisher's Exact Test			1.26	1.000		

3.4. Other Targets that Share the Same Class with the Specified Targets

3.4.1. Targets that share the same class with "me as ideal"

The list of targets with their frequency of appearance in the same class with "me as ideal" can be seen in Table 31. The targets that share the same class with "me as ideal" most frequently for the whole sample are a women friend (48%), a men friend (38%) and "me as usual" (31%). When the representational structures of Defense-Anxiety groups are examined separately, it is seen that the high Defense-Anxiety group is less associated with "me as usual" and "me at my worst" targets compared to the low Defense-Anxiety group. This may mean that the higher the Defense-Anxiety score the higher the identification with the "me as ideal" representation of the self, and thus the individual has less association with the other two representations of the self, that are "me as usual" and "me at my worst". In other words, as the Defense-Anxiety score gets lower the individual becomes more aware of her/his more usual and negative aspects of her/his self, and thus put these representations more under the same class with the ideal self representation, and thus decreases the use of some kinds of the defense mechanisms like splitting, repression or denial. In high Defense-Anxiety group, since this mechanism are more dramatic, the representation of self as ideal is more separated from the representations of the self as usual or self as one's worst.

3.4.2. Targets that share the same class with "me as usual"

The list of targets with their frequency of appearance in the same class with "me as usual" can be seen in Table 32. For the whole sample, a

women friend (48%), a men friend (34%) and “me as ideal” (31%) are the targets that are most frequently observed in the same class with “me as ideal”. When we identify the targets that share the same class with “me as usual” we see that the high Defense-Anxiety group is less associated with “me as ideal” targets compared to the low Defense-Anxiety group. This may mean that in the high Defense-Anxiety group the individual associates her/his self less with an ideal self representation in an unconscious way, which shows the use of the some kinds of the defense mechanism like repression, denial or splitting defense mechanisms.

3.4.3. Targets that share the same class with “me at my worst”

The list of targets with their frequency of appearance in the same class with “me at my worst” can be seen in Table 33. The most frequently appearing targets are again women friend (28%) and men friend (17%). The “Me at my Worst” class differs from the ideal and usual in terms of the inclusion of the father (14%) as the third most frequent target. Further, in almost half of the participants’ representations, “me at my worst” appeared single in a class; sharing less features with other targets. Reinforcing the conclusions we arrived at the first two instances, when we look at the targets that share the same class with “me at my worst” we see that in the high Defense-Anxiety group there is a less association with the “me as ideal” target, again indicating the high degree of repression, denial or splitting of the ideal and usual aspects of the self.

Table 31. Targets that share the same class with “me as ideal”

	High Defense-Anxiety						Low Defense-Anxiety						Total					
	Women (n=7)		Men (n=6)		Total (n=13)		Women (n=9)		Men (n=7)		Total (n=16)		Women (n=16)		Men (n=13)		Total (n=29)	
Female Friend	4	57%	2	33%	6	46%	5	56%	3	43%	8	50%	9	56%	5	38%	14	48%
Male Friend	3	43%	1	17%	4	31%	4	44%	3	43%	7	44%	7	44%	4	31%	11	38%
“Me as usual”	2	29%	1	17%	3	23%	4	44%	2	29%	6	38%	6	38%	3	23%	9	31%
Mother	2	29%	1	17%	3	23%	0	0%	0	0%	0	0%	2	13%	1	8%	3	10%
“Me at my worst”	0	0%	0	0%	0	0%	1	11%	2	29%	3	19%	1	6%	2	15%	3	10%
Male Role Model	0	0%	3	50%	2	15%	0	0%	1	14%	1	6%	0	0%	4	31%	3	10%
Younger Sister	1	14%	1	17%	2	15%	0	0%	0	0%	0	0%	1	6%	1	8%	2	7%
Partner/fiancée	0	0%	0	0%	0	0%	1	11%	1	14%	2	13%	1	6%	1	8%	2	7%
Ex-partner/Ex-close friend	1	14%	0	0%	1	8%	1	11%	0	0%	1	6%	2	13%	0	0%	2	7%
Father	1	14%	0	0%	1	8%	0	0%	0	0%	0	0%	1	6%	0	0%	1	3%
Aunt	0	0%	0	0%	0	0%	1	11%	0	0%	1	6%	1	6%	0	0%	1	3%
Older Sister	1	14%	0	0%	1	8%	0	0%	0	0%	0	0%	1	6%	0	0%	1	3%
Female Role Model	0	0%	0	0%	1	8%	0	0%	0	0%	0	0%	0	0%	0	0%	1	3%
Other	0	0%	1	17%	1	8%	0	0%	0	0%	0	0%	0	0%	1	8%	1	3%
Grandmother	0	0%	1	17%	1	8%	0	0%	0	0%	0	0%	0	0%	1	8%	1	3%
Single – no target	1	14%	3	50%	3	23%	2	22%	1	14%	3	19%	3	19%	4	31%	6	21%

Table 32. Targets that share the same class with “me as usual”

	High Defense-Anxiety						Low Defense-Anxiety						Total					
	Women (n=7)		Men (n=6)		Total (n=13)		Women (n=9)		Men (n=7)		Total (n=16)		Women (n=16)		Men (n=13)		Total (n=29)	
Female Friend	4	57%	2	33%	6	46%	5	56%	3	43%	8	50%	9	56%	5	38%	14	48%
Male Friend	1	14%	2	33%	3	23%	2	22%	5	71%	7	44%	3	19%	7	54%	10	34%
“Me as ideal”	2	29%	1	17%	3	23%	4	44%	2	29%	6	38%	6	38%	3	23%	9	31%
Mother	0	0%	3	50%	3	23%	0	0%	2	29%	2	13%	0	0%	5	38%	5	17%
Father	0	0%	2	33%	2	15%	0	0%	3	43%	3	19%	0	0%	5	38%	5	17%
Aunt	0	0%	0	0%	0	0%	1	11%	3	43%	4	25%	1	6%	3	23%	4	14%
Male Role Model	0	0%	3	50%	3	23%	0	0%	1	14%	1	6%	0	0%	4	31%	4	14%
Partner/Fiancée	0	0%	1	17%	1	8%	1	11%	1	14%	2	13%	1	6%	2	15%	3	10%
Uncle	1	14%	0	0%	1	8%	0	0%	2	29%	2	13%	1	6%	2	15%	3	10%
Younger Sister	1	14%	0	0%	1	8%	0	0%	1	14%	1	6%	1	6%	1	8%	2	7%
Older Sister	1	14%	1	17%	2	15%	0	0%	0	0%	0	0%	1	6%	1	8%	2	7%
Older Brother	1	14%	0	0%	1	8%	0	0%	1	14%	1	6%	1	6%	1	8%	2	7%
“Me at my worst”	0	0%	1	17%	1	8%	0	0%	1	14%	1	6%	0	0%	2	15%	2	7%
Younger Brother	0	0%	0	0%	0	0%	1	11%	0	0%	1	6%	1	6%	0	0%	1	3%
Female Cousin	0	0%	0	0%	0	0%	1	11%	0	0%	1	6%	1	6%	0	0%	1	3%
Grandmother	0	0%	1	17%	1	8%	0	0%	0	0%	0	0%	0	0%	1	8%	1	3%
Female Role Model	0	0%	1	17%	1	8%	0	0%	0	0%	0	0%	0	0%	1	8%	1	3%
Other	0	0%	1	17%	1	8%	0	0%	0	0%	0	0%	0	0%	1	8%	1	3%
Ex-partner/Ex-close friend	0	0%	0	0%	0	0%	0	0%	1	14%	1	6%	0	0%	1	8%	1	3%
Single – no target	2	29%	1	17%	2	15%	3	33%	0	0%	3	19%	5	31%	1	8%	5	17%

Table 33. Targets that share the same class with “me at my worst”

	High Defense-Anxiety						Low Defense-Anxiety						Total					
	Women (n=7)		Men (n=6)		Total (n=13)		Women (n=9)		Men (n=7)		Total (n=16)		Women (n=16)		Men (n=13)		Total (n=29)	
Female Friend	4	57%	0	0%	5	38%	2	22%	0	0%	3	19%	6	38%	0	0%	8	28%
Male Friend	1	14%	2	33%	3	23%	1	11%	2	29%	2	13%	2	13%	4	31%	5	17%
Father	2	29%	1	17%	3	23%	1	11%	0	0%	1	6%	3	19%	1	8%	4	14%
“Me as ideal”	0	0%	0	0%	0	0%	1	11%	2	29%	3	19%	1	6%	2	15%	3	10%
Ex-partner/Ex-close friend	1	14%	0	0%	1	8%	1	11%	1	14%	2	13%	2	13%	1	8%	3	10%
Female Role Model	2	29%	1	17%	3	23%	0	0%	0	0%	0	0%	2	13%	1	8%	3	10%
Mother	1	14%	1	17%	2	15%	0	0%	0	0%	0	0%	1	6%	1	8%	2	7%
“Me as usual”	0	0%	1	17%	1	8%	0	0%	1	14%	1	6%	0	0%	2	15%	2	7%
Older Brother	0	0%	0	0%	0	0%	1	11%	1	14%	2	13%	1	6%	1	8%	2	7%
Older Sister	1	14%	1	17%	2	15%	0	0%	0	0%	0	0%	1	6%	1	8%	2	7%
Grandmother	1	14%	1	17%	2	15%	0	0%	0	0%	0	0%	1	6%	1	8%	2	7%
Younger Brother	1	14%	0	0%	1	8%	0	0%	0	0%	0	0%	1	6%	0	0%	1	3%
Male Cousin	1	14%	0	0%	1	8%	0	0%	0	0%	0	0%	1	6%	0	0%	1	3%
Partner	0	0%	0	0%	0	0%	1	11%	0	0%	1	6%	1	6%	0	0%	1	3%
Aunt	0	0%	0	0%	0	0%	1	11%	0	0%	1	6%	1	6%	0	0%	1	3%
Male Role Model	0	0%	0	0%	0	0%	0	0%	1	14%	1	6%	0	0%	1	8%	1	3%
Single - no target	1	14%	3	50%	5	38%	5	56%	3	43%	8	50%	6	38%	6	46%	13	45%

3.5. Summary of the Results

Structural Qualities of Self-with-Other Representations

First hypothesis of this study was that there is a statistically significant difference between the defined defense-anxiety groups with respect to the qualities of self-with-other representational structures.

Elaboration (Total Number of Targets and Total Number of Features): There was no statistically significant difference between defense-anxiety groups on elaboration. However, contrary to expectation, high defense-anxiety group's scores were more elaborated than low Defense-Anxiety group.

Prominence (Level Number of Targets and Features): The thesis's hypothesis regarding prominence that high defense-anxiety group will be more likely to have less hierarchically organized representations was not supported. The defense-anxiety groups were not statistically significantly different on prominence.

Emotional Tone (Number of Ambivalent, Entirely Negative and Entirely Positive Emotional Tone within the Feature Classes): Most of the results of this study supported the hypotheses about emotional tone. The self-with-other representational structures of the group that is high on anxiety and immature defenses were *more negatively toned* than the low group. Participants with low anxiety-low immature defenses had *more positively toned* self-with-other representations. The defense-anxiety groups did not significantly differ in terms of ambivalent emotional tone; though the high defense-anxiety group scored higher than the low group.

Representational Qualities of "Me as Ideal", "Me as Usual" and "Me at my Worst"

Second hypothesis of this study expected statistically significant differences between the defined defined-anxiety groups with respect to the representational qualities of specific self representations.

Elaboration: There was a single statistically significant difference between self representations of the defined groups. The high defense-anxiety group defined *"me at my worst"* with a significantly higher number of features than the low group did.

Prominence: None of the hypothesized differences were statistically significant, still, some tendencies were noted. Majority of the participants placed *"me as ideal"* almost equally at Level 1 and Level 2. Besides, *"me as usual"* was mostly placed at Level 1 and rarely at Level 3. None of the participants placed *"me at my worst"* at a Level 3, as highly prominent.

Emotional Tone: The relationship between the evaluative tone of self representations and defense-anxiety supported the hypotheses. Ambivalent emotional tone regarding "me as ideal" and "me as usual" representations was found to be higher in high defense-anxiety group. Negative emotional tone as defining "me at my worst" representation appeared to be higher in high defense anxiety group. Furthermore, positive emotional tone for "me as ideal" and "me as usual" representations was found to be higher in low defense-anxiety group.

Gender: Whereas it was expected that gender would constitute an important factor in terms of mediating the relationship between representations and defense mechanisms and anxiety level, the specific directions of this impact could not be identified due to the scarcity of previous literature. The results of this study revealed that women's self-with-other representations were more elaborated than men's in terms of both targets and features. Even though it was not statistically significant, it was observed that while women tend to perceive themselves both positively and negatively in their relationships with significant others, men mostly tend to perceive themselves in their relations with others positively. Finally, the results on self-representations indicated that "me as ideal" representations of women from high anxiety-immature defense group and men from low anxiety-immature defense group were more elaborated than others.

Beyond the results regarding the hypoteses of the study, it was observed that the targets that shared the same class with self representations were mostly female and male friends. "Me as usual" was the most self-representation that appeared most frequently within the same class with "me as ideal". For the low defense-anxiety group, "me at my worst" more frequently accompanied "me as ideal". Finally, self-with-father representation was depicted less similar to "me as ideal" than self-with-mother by the low defense-anxiety group.

4. Discussion

The aim of the present study was to examine the role of the defense mechanisms and anxiety in structural qualities of and specific self representations ("me as ideal", "me as usual", and "me at my worst") within the self-with-other representations. Moreover, the role of gender on all these combinations was investigated.

The results revealed that the high and low defense groups' scores were different from each other in all three defense scores and state and trait anxiety. Moreover, the high and low defense-anxiety groups were different in terms of neurotic and immature defense scores. Anxiety was found to be positively correlated with both neurotic and immature defenses (Bodur, 1999; Kipper, Blaya, Teruchkin, Heldt, Isolan & Mezzomo et al., 2004; Yılmaz, Gençöz, & Ak, 2007). While the anxiety level increases the level of using mature defenses decreases, the level of using neurotic and immature defenses increases. This finding may point the interrelationship between ego weakness and high levels of anxiety.

The high defense-anxiety group uses less mature defenses, but mostly neurotic and immature defenses. On the other hand, mature defenses were mostly used by low defense and anxiety group (Andrews, Singh & Bond, 1993, Yılmaz, Gençöz, & Ak, 2007). Besides, regarding the effects of anxiety on defense and defense on anxiety, analyses exposed that the trait anxiety score had a significant effect on the mature and immature defense scores; and, the immature defense score had a significant effect on the state and trait anxiety scores.

These results demonstrated that there is a mutual relationship between the defense mechanisms and anxiety (Muris & Merckelbach, 2002). When anxiety was excessively high, the defense mechanisms were unhealthy. Besides, when the defense mechanisms were mostly immature and ineffective, anxiety was elevated. These findings were parallel with the studies in the literature (e.g., Kipper et al., 2004; Yılmaz, Gençöz, & Ak, 2007).

There is a statistically significant difference between the defined defense-anxiety groups with respect to self-with-other representation and self representations. These analyses were about the representational structures of elaboration, prominence and emotional tone of the target and features related with the self-with-other representations and self representations.

Total number of targets and features used by women in both high and low defense-anxiety groups were higher compared to men, though the significance was limited. These results revealed that women who predominantly use immature defenses rely more on social relationships. Besides women who use this type of defenses may be utilizing social support systems more than the relatively healthier groups. This portrayal may indicate a greater tendency of women to share their feelings and receive support from their social environment (Carver, Scheier & Weintraub, 1989, Erdem, Çelik, Doruk, Özgen, 2008). This may also point to a difference between men and women with regard to their coping styles.

From a psychoanalytic perspective, unlike boys, girls have to abandon her exclusive relationship with her mother, and change her love object to her father. Because of the object change of girls during Oedipal phase, *"the relational experience of the Oedipus complex itself is not symmetrical with that of boys"* (Chodorow, 1999, p.115). In Female Sexuality (1931), Freud claims that, the path to femininity for girls includes both the desire for her father and the pre-oedipal attachment to her mother. This dual preoccupation of the girl with relationships during her sexual development causes her relational tendency in her entire life.

On the other hand, the finding that total number of targets is higher for the participants who use more immature defenses and who are also high on anxiety, may be understood on the basis of this group's tendency to keep a substantial number of significant others in their lives, due to their heightened need and dependency. The nature of these relationships, which could not be captured by this study, may also be an important factor in understanding this tendency. The elevated number of people may represent a tendency to form relationships, in order to repair an inner emptiness and sense of inadequacy, that are high in number but low in their depth and capacity to provide satisfaction.

The number of entirely negative feature classes and the number of entirely positive feature classes were found to be significantly different between the defense-anxiety groups; in the negative case the high defense-anxiety group and in the positive case the low defense-anxiety group scored higher. As the anxiety and the use of immature defenses jointly increase,

individuals tend to view themselves, when in a relationship with a significant other, in a more negative way. This finding of a negative self-with-other perception in the presence of dysfunctional immature defenses was expected. On the other hand, from a cognitive perspective it is argued that negative thinking patterns cause an increase in anxiety (Güleç & Köroğlu, 1998). Moreover, there can be a relationship between the social phobia and self-with-significant others. When individuals perceive themselves negatively during relationship self-with-other, presumably, they do not behave spontaneously and in a self-confident manner (Tunis, Fridhandler & Horowitz, 1990).

At the same time, during adolescence, due to the developmental demands of the period, as the individual arranges a new social network, "others" and "affects" may become re-polarized into good and bad. This re-polarization may be beneficial in understanding the finding that entirely positive and entirely negative classes are differently organized by low and high Defense-Anxiety groups (Labouvie-Vief, 2004). Further, unmanageable anxiety may result in the projection of a negative self-perception onto others, which may explain the higher number of negative classes for the high anxiety-immature defense group.

Even though it is not statistically significant, while women tend to perceive themselves both positively and negatively in their relationships with significant others, men mostly tend to perceive themselves in their relations with others positively. This can be related to the way how significant others make women feel about themselves (Mitrani, 1999).

Moreover, this can also show that women tend more to recognize both positive and negative feelings while men tend to deny or repress negative parts or split positive and negative sides. On the other hand, considering gender roles in a society, women tend to integrate developmentally both positive aspects regarding their sex and also feelings of inadequacy and deficiency. In this sense, feelings of ambivalence may help a person to recognize good and bad of the self in depth (Labouvie-Vief, G. 2004). On the other hand, men may be developmentally less inclined and socially less allowed to experience negative aspects of their selves and thus, had lee opportunity for such integration, as compared to women.

"Me as ideal" representations of women from high anxiety-immature defense group and men from low anxiety-immature defense group were more elaborated. Whereas women's score was considerably higher than men's in the high defense-anxiety group, they were almost same in the low group from this aspect. Moreover, interestingly, self-representation categories of "me as my ideal" and "me at my worst" happened to be in the same cluster in the group with a healthier defense and anxiety structure. This finding warrants attention as it was not expected by the researcher. Yet findings of a study from U.S. in which the locations of these two self-representations were examined more closely, revealed similar results (Ogilvie & Ashmore, 1992). However, the finding that the "ideal" and the "worst" self-representations were elaborated in the group with a higher level of trait anxiety and immature defenses is not supported by the findings of other studies (Ogilvie & Ashmore, 1992; Mitrani, 1999).

While on the basis of current literature interpretations of these findings may not be clear, in light of previous studies, it can be interpreted that the "ideal" self-representation is more integrated in the structures of individuals as opposed to the "worst" self-representation. This may be explained by the individual's need to deny "me at my worst" in order to preserve an integrated identity and his/her acting in an omnipotent manner as a means to cope with anxiety and feelings of insufficiency in times when his/her anxiety increases and his/her defenses become less functional. The more isolatedness of the "worst" self-representation as opposed to the "ideal" self-representation may well be a sign of increased use of immature defense mechanisms. Another finding of the study was that the self-representation of "me at my ideal" was more often in a prominent cluster than the "me at my worst" self-representation.

In the present sample the prominence of "me as ideal" self representation was equal in both Level 1 and Level 2 clusters. In addition, the "me as usual" representation was placed at Level 1 and occasionally at Level 3 clusters. Only "me at my worst" was not seen at Level 3, but was more prevalent at Level 1. Moreover it was seen in the residual cluster much more than other clusters. This might be because people are more inclined to reject "me at my worst". This result shows that in order to retain the integrity of the self representation, people might disavow "me at my worst" (Mitrani, 1999).

Further, sample was compared with respect to emotional tone scores. In the emotional tone of the feature classes for the "me as ideal", there was a

statistically significant difference between the defense-anxiety groups. The high defense-anxiety group had a relatively lower frequency in positive tone and a relatively higher frequency in ambivalent tone. In terms of the usual self representation, the high defense-anxiety group had a relatively lower frequency in positive, and a higher frequency in ambivalent and negative emotional tones. In the emotional tone of the feature classes for the "me at my worst", there was not a significant difference between the high and low defense-anxiety groups. However, the high group had a relatively higher frequency in negative tone and a relatively lower frequency in positive and ambivalent tones. This is strongly supports the study by Mitrani (1999) and can be considered as an indicator that confirms HICLAS is a valid method (Mitrani, 1999).

Disintegration of the ideal, usual and worst parts of self representations may be arising from one's own negative and complex feelings towards himself / herself. In order to feel healthier it is important to have positive emotional tones towards one's own self-representations. The findings of this study showed that emotional tone of ideal and usual representations was mostly positive. However, emotional tone of worst representations was not significantly negative. This is can be interpreted in terms high level of self-esteem of this sample or/and the sample's representation of the normal population. Ambivalent emotional tone in "me as ideal" and "me as usual" representations was found to be higher in high defense-anxiety group. This can be explained by identity crisis that arises

and becomes complex when anxiety increases and functioning of the defenses decreases in this age group.

The targets that shared the same class with “me as ideal” were mostly friends, for both men and women and for both high and low defense-anxiety groups. Similarly for all groups, “me as usual” is the most frequently appearing self-representation within the same class with “me as ideal”. As previously stated, this may be an indication that these two self-representations are more integrated. Another observation was the co-occurence of mother and “me as ideal” for the high defense-anxiety group. However, for the low defense-anxiety group, “me at my worst” more frequently accompanies “me as ideal”. Self-with-father representation was depicted less similar to “me as ideal” than self-with-mother by the low defense-anxiety group. It is clearly evident for the low defense-anxiety group that partners, self-representations and especially friends gain prominence over parents. Individuals with low anxiety and level of immature defense use may be at a healthier point in separation from their families and in establishing emotionally satisfying relationships with significant others.

It is noteworthy that father appears rarely in the same class with “me as ideal” and more frequently with “me at my worst”, as compared to other self-representations. When gender differences are explored, it is observed that for participants with less anxiety and immature defenses, father never appeared in the same class with “me at worst” for men, whereas for both high and low defense-anxiety groups, father accompanies “me at worst”

more frequently for women than men. This finding may be undestood as an indication of father's higher position in the hierarchical organization, especially in this culture, which may result in more distant relationships with their children (Fişek, 2002; Çavdar, 2003).

Additionally, this study identified that in the high defense-anxiety group, "me as usual", "me at my worst" appear less frequently in the same class with "me as ideal" than low defense-anxiety group. High defense-anxiety group scores are the higher the identification with the ideal self representation. This result is the associated with the internalization of attachment experiences and the construction of the self (Mario, 1995). As the anxiety level and use of dysfunctional defenses increase, ideal self representation becomes less integrated in the overall structure.

All in all, in terms the study's hypotheses, this study's results demonstrated that there is a statistically significant difference between the defined defense-anxiety groups with respect to some aspects representations. Some observed differences were not statistically significant, nevertheless, they show a general tendency which fits into our clinical understanding of defense mechanisms and gender differences concerning them. However, this tendency needs to be supported or rejected by further research.

4.1. Limitations and Implications for Future Research

There were some technical limitations which may have influenced the results of the study. First, the sample size was small, due to the complexity of the self-with-other procedure, and it become further smaller

as the sample high and low portions were split. Even though some significant tendencies at some points arouse, the smallness of the sample size caused by the division of the sample disabled to see these tendencies more crystallized. Despite the smallness of the group size some results have shown important differences, however these results are limited in terms of explaining them statistically. It is quite expectable that the higher numbers of subjects in sample would transform such tendencies into statistically significant differences. Moreover, encountering limited number of research that have used HICLAS in the literature raised some difficulties in explaining and interpreting some of the results and structures drawn from these results.

Implications for Future Research: The results of this study bring about that using both anxiety and defense scales together in clinical studies enable to see the distribution of more healthy and pathological groups in a normal sample. It may be economical for researchers for further implications in terms of distinguishing the pathological group in a normal sample.

Limited number of research conducted in U.S. (Gara, Rosenberg, Cohen, 1987; Gara, Woolfolk, Cohen, Goldson, Allen & Novalany, 1993) have used HICLAS and explored structures of "self-with-other representation" in different groups of pathology (Rosenberg, Mechelen, Deboeck, 1999). Some of these studies compared schizophrenic patients with depressive patients and with normal population and attained important results. Expanding in this area of research with different groups of

pathology may reveal more rich discoveries about the content of difficulties that one lives in his relationships and of his defense mechanisms. It would be interesting to look into the content of the difficulties that a person with a borderline personality organization who uses extensively splitting as a defense mechanism. In this sense, further research may compare also different groups of pathology.

4.2. Conclusion

This study provides an overview of the relationship between the defense mechanisms, anxiety and representational world in a Turkish sample of university students. The findings presented and discussed in the study suggest that there are relationships between defense-anxiety, self representataions and the self-with-other representational structure, some of which had limited significance. Particularly, there is a crucial relationship between emotional tone of the representations and defense and anxiety. Furthermore, results indicated that gender is an important factor on defense mechanisms, anxiety and the representational world. Finally, the self representation and accompanying targets aspect this study's results demonstrated that the targets that shared the same class with specific self representations were mostly friends. Interestingly, self-with-father representation was depicted mostly similar to "me at my worst".

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APPENDICES

Appendix A- Consent Form and Demographic Questions

Bu araştırma kaygı düzeyi ve kullanılan savunma mekanizmalarının kendilik temsilleri üzerine etkisi hakkında daha fazla bilgi edinmek amacıyla tasarlanmıştır. İstanbul Bilgi Üniversitesi Psikoloji yüksek lisans öğrencisi Filiz Yurtseven tarafından tez çalışması olarak yürütülmektedir.

Araştırma sırasında elde edilen bilgiler anonim olarak değerlendirilecek ve böyle bir araştırmada yer aldığınız bilgisi hiç kimse ile paylaşılmayacaktır. Kişisel bilgileriniz ile verdiğiniz cevaplar, kayıtlarınız ve doldurduğunuz formlar ayrı olarak saklanacak ve araştırmacılar dışında hiç kimse tarafından görülmeyecektir. Kişisel bilgileriniz bu araştırmanın sonuçlarının kullanıldığı herhangi bir sunum ya da yayında yer almayacaktır.

Bu araştırmaya katılımınızın size herhangi bir zarar vereceği öngörülmemektedir. Katılmak gönüllülük esasına dayalıdır ve şimdi ya da uygulamanın herhangi bölümünde devam etmemeyi tercih edebilirsiniz.

Bu araştırmaya katılarak katkıda bulunduğunuz için şimdiden teşekkür ederiz.

Yukarıda belirtilen bilgiler ve koşullar dahilinde bu araştırmaya katılmayı kabul ediyorum.

Tarih:

İsim:

İmza:

Kişisel Bilgiler

Adınız-Soyadınız: _____

Doğum Tarihiniz: ___ /___ /___

Cinsiyetiniz: ☐ Kadın ☐ Erkek

Medeni Haliniz: ☐ Evli ☐ Bekar ☐ Dul/Boşanmış

Fakülte/Bölüm: _____

Sınıf: ☐ 1 ☐ 2 ☐ 3 ☐ 4

Aşağıdaki durumlardan ailenizde mevcut olanlarını işaretleyiniz. Eğer bu durumu yaşadıysanız lütfen yanına yaşadığınızda kaç yaşında olduğunuzu belirtiniz.

☐ Annenin kaybı. Yaş:_____

☐ Babanın kaybı. Yaş:_____

☐ Kardeş kaybı. Yaş:_____

☐ Anne babanın boşanması. Yaş:_____

Kardeş: ☐ Var ☐ Yok

Ekonomik Durum: ☐ Alt ☐ Orta ☐ Üst

Telefon Numaranız: _____

e-mail adresiniz: _____

Appendix B- Self-with-Other Questionnaire

Bu çalışmada sizden istenen, şu anda hayatınızda önemli yeri olduğunu düşündüğünüz ya da geçmişte önemli olmuş insanların en fazla 25 kişi olacak şekilde bir listesini yapmanızdır. Bu listeye aileniz, akrabalarınız, arkadaşlarınız, sevmediğiniz kişiler, düşmanlarınız ve sizi olumlu ya da olumsuz yönde etkilemiş başka tanıdıklarınız dahil olabilir.

Eğer listenizdeki kişilerden herhangi biri ile ilişkinizde çok önemli bir değişiklik oldu ise, bu kişiyi iki ayrı kişi gibi ele alabilirsiniz (Örneğin: "Ablam1: Sevgilisi olmadan önce", "Ablam 2: Sevgilisi olduktan sonra"). Listenizde aynı isimde birkaç kişi varsa, bu kişileri ayırmak için ilave birer harf kullanabilirsiniz (Örneğin: "Ali İ", "Ali Y.").

NOT: Listenize dahil edeceğiniz kişi sayısında bir alt sınır söz konusu değildir.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____
21. _____
22. _____
23. _____
24. _____
25. _____

Lütfen bir sonraki sayfaya geçin...

Bu aşamada amacımız, sizin genelde etrafınızdaki insanları ve onlarla ilişki içindeyken kendinizi tanımlamakta kullandığınız niteliklerin bir listesini oluşturmak. Bu iş için bir önceki sayfada oluşturduğunuz önemli kişiler listesinden ve sayfa 5 ve 6'daki boş tablodan yararlanmanız gerekmektedir.

1. Şimdi listenize bakın ve sizin için tanımlaması kolay olan birini seçin. Bu kişinin adını 5. sayfadaki **"Kişiler"** sütununun **"1"** (bir numaralı kişi) satırına yazın. Parantez içinde cinsiyetini (K ve E şeklinde kısaltabilirsiniz) ve ilişkinizin niteliğini belirtin. Sonra **"Tanımlayıcılar"** sütununa geçin ve bu kişiyi tarif edin. Bunu yaparken sıfatlar ve değişik kelime grupları kullanabilirsiniz (Örneğin: Zeki, duyarlı, inatçı, güvenilmez, telaşlı).

Örnek:

	Kişiler	**Tanımlayıcılar**
1	*Zeynep (K, Arkadaş)*	*Esprili, yaratıcı, ayrıntıya önem veren, konuşkan,*
		kültürlü, titiz, sanata meraklı, dağınık.

2. Şimdi de bu kişiyle beraber olduğunuz zamanları düşünün. Bu kişiyle birlikteyken siz kendinizi nasıl hissediyor ve algılıyorsunuz? (Örneğin: Sakin, beceriksiz, çocuk gibi, esprili). Cevabınızı **"Bu kişiyleyken ben"** satırına yazın.

Örnek:

	Kişiler	**Tanımlayıcılar**
1	*Zeynep (K, Arkadaş)*	*Esprili, yaratıcı, ayrıntıya önem veren, konuşkan,*
		kültürlü, titiz, sanata meraklı, dağınık.
	Bu kişiyleyken ben	*Sakin, beceriksiz, çocuk gibi, esprili, hassas, değerli, özgür,*
		güzel.

3. İlk iki adımdaki işlemleri listenizdeki diğer kişiler için de uygulayınız.

	Kişiler	**Tanımlayıcılar**
1		
	Bu kişiyleyken ben	
2		
	Bu kişiyleyken ben	
3		
	Bu kişiyleyken ben	
4		
	Bu kişiyleyken ben	
5		
	Bu kişiyleyken ben	
6		
	Bu kişiyleyken ben	
7		
	Bu kişiyleyken ben	
8		
	Bu kişiyleyken ben	
9		
	Bu kişiyleyken ben	
10		
	Bu kişiyleyken ben	
11		
	Bu kişiyleyken ben	
12		
	Bu kişiyleyken ben	
13		

	Bu kişiyleyken ben	
14		
	Bu kişiyleyken ben	
15		
	Bu kişiyleyken ben	
16		
	Bu kişiyleyken ben	
17		
	Bu kişiyleyken ben	
18		
	Bu kişiyleyken ben	
19		
	Bu kişiyleyken ben	
20		
	Bu kişiyleyken ben	
21		
	Bu kişiyleyken ben	
22		
	Bu kişiyleyken ben	
23		
	Bu kişiyleyken ben	
24		
	Bu kişiyleyken ben	
25		
	Bu kişiyleyken ben	

Yardımlarınız için teşekkürler...

Instructions of the Self-with-Other Questionnaire

Elinizdeki tablonun tepesinde, soldan sağa, çalışmamızın bir önceki safhasında kullanmış olduğunuz tanımlayıcıları bulacaksınız. Tablonun en sol sütunundaysa, yukarıdan aşağıya, alfabetik sırada önemli insanlar listenizdeki kişileri göreceksiniz. Sizden istediğim, sırayla kendinizi her bir kişiyle beraber hayal etmeniz, ya da beraber olduğunuz tipik bir sahneyi hatırlayarak kafanızda canlandırmanız. Bu noktada kendinizi bu kişiyleyken nasıl hissettiğinize ve nasıl algıladığınıza dikkat edin. Tablonun tepesindeki tanımlayıcıları tek tek ele alarak, hayal ettiğiniz durumda kendinizle ilgili algınıza ne kadar uyduğunu değerlendirin. Eğer bir tanımlayıcı, sizin kendinizi sözkonusu ikili etkileşim içerisinde nasıl algıladığını doğru biçimde tasvir ediyorsa, ilgili kutucuğa "1" yazın. Eğer tanımlayıcı sizin kendinizi nasıl algıladığınızı anlatmıyorsa "0" yazın.

Listenizdeki önemli kişiler dışında, üç yeni kişinin bu tabloda yer aldığını göreceksiniz. Bunlar: "Olmak istediğim halimle ben", "En kötü halime ben" ve "Genelde olduğum halimle ben". Bu nitelemelerle ilgili satırları doldururken, başkalarıyla nasıl olduğunuzu değil, doğrudan doğruya kendinizi düşünün.

Yardımlarınız için teşekkürler....

Appendix C- Turkish Version of the Defense Style Questionnaire (Savunma Biçimleri Testi)

Lütfen her ifadeyi dikkatle okuyup, bunların size uygunluğunu yan tarafında 1 den 9 a kadar derecelendirilmiş skala üzerinde seçtiğiniz dereceyi çarpı şeklinde (×) işaretlemek suretiyle gösteriniz.

Örnek:
Bana hiç uygun değil 1 2 3 4 ~~5~~ 6 7 8 9 Bana çok uygun

1. Başkalarına yardım etmek hoşuma gider, yardım etmem engellenirse üzülürüm.
Bana hiç uygun değil 1 2 3 4 5 6 7 8 9 Bana çok uygun

2. Bir sorunum olduğunda, onunla uğraşacak vaktim olana kadar o sorunu düşünmemeyi becerebilirim.
Bana hiç uygun değil 1 2 3 4 5 6 7 8 9 Bana çok uygun

3. Endişemin üstesinden gelmek için yapıcı ve yaratıcı şeylerle uğraşırım (resim, el işi, ağaç oyma)
Bana hiç uygun değil 1 2 3 4 5 6 7 8 9 Bana çok uygun

4. Arada bir bu gün yapmam gereken işleri yarına bırakırım.
Bana hiç uygun değil 1 2 3 4 5 6 7 8 9 Bana çok uygun

5. Kendime çok kolay gülerim.
Bana hiç uygun değil 1 2 3 4 5 6 7 8 9 Bana çok uygun

6. İnsanlar bana kötü davranmaya eğilimliler.
Bana hiç uygun değil 1 2 3 4 5 6 7 8 9 Bana çok uygun

7. Birisi beni soyup paramı çalsa, onun cezalandırılmasını değil ona yardım edilmesini isterim.
Bana hiç uygun değil 1 2 3 4 5 6 7 8 9 Bana çok uygun

8. Hoş olmayan gerçekleri, hiç yokmuşlar gibi görmezlikten gelirim.
Bana hiç uygun değil 1 2 3 4 5 6 7 8 9 Bana çok uygun

9. Süpermen' mişim gibi tehlikelere aldırmam.
Bana hiç uygun değil 1 2 3 4 5 6 7 8 9 Bana çok uygun

10. İnsanlara, sandıkları kadar önemli olmadıklarını gösterebilme yeteneğimle gurur duyarım.
Bana hiç uygun değil 1 2 3 4 5 6 7 8 9 Bana çok uygun

11. Bir şey canımı sıktığında, çoğu kez düşüncesizce ve tepkisel davranırım.
Bana hiç uygun değil 1 2 3 4 5 6 7 8 9 Bana çok uygun

12. Hayatım yolunda gitmediğinde bedensel rahatsızlıklara yakalanırım.
Bana hiç uygun değil 1 2 3 4 5 6 7 8 9 Bana çok uygun

13. Çok tutuk bir insanım.
Bana hiç uygun değil 1 2 3 4 5 6 7 8 9 Bana çok uygun

14. Her zaman doğruyu söylemem
Bana hiç uygun değil 1 2 3 4 5 6 7 8 9 Bana çok uygun

15. Sorunsuz bir yaşam sürdürmemi sağlayacak özel yeteneklerim var.
Bana hiç uygun değil 1 2 3 4 5 6 7 8 9 Bana çok uygun

16. Seçimlerde bazen haklarında çok az şey bildiğim kişilere oy veririm.
Bana hiç uygun değil 1 2 3 4 5 6 7 8 9 Bana çok uygun

17. Bir çok şeyi gerçek yaşamımdan çok hayalimde çözerim.
Bana hiç uygun değil 1 2 3 4 5 6 7 8 9 Bana çok uygun

18. Hiçbir şeyden korkmam
Bana hiç uygun değil 1 2 3 4 5 6 7 8 9 Bana çok uygun

19. Bazen bir melek olduğumu, bazen de bir şeytan olduğumu düşünürüm.
Bana hiç uygun değil 1 2 3 4 5 6 7 8 9 Bana çok uygun

20. Kırıldığımda açıkça saldırgan olurum.
Bana hiç uygun değil 1 2 3 4 5 6 7 8 9 Bana çok uygun

21. Her zaman, tanıdığım birinin koruyucu melek gibi olduğunu hissederim.
Bana hiç uygun değil 1 2 3 4 5 6 7 8 9 Bana çok uygun

22. Bana göre, insanlar ya iyi ya da kötüdürler.
Bana hiç uygun değil 1 2 3 4 5 6 7 8 9 Bana çok uygun

23. Patronum beni kızdırırsa, ondan hıncımı çıkarmak için ya işimde hata yaparım ya da işi yavaşlatırım.
Bana hiç uygun değil 1 2 3 4 5 6 7 8 9 Bana çok uygun

24. Her şeyi yapabilecek güçte, aynı zamanda son derece adil ve dürüst olan bir tanıdığım var.
Bana hiç uygun değil 1 2 3 4 5 6 7 8 9 Bana çok uygun

25. Serbest bıraktığımda, yaptığım işi etkileyebilecek olan duygularımı kontrol edebilirim.
Bana hiç uygun değil 1 2 3 4 5 6 7 8 9 Bana çok uygun

26. Genellikle, aslında acı verici olan bir durumun gülünç yanını görebilirim.
Bana hiç uygun değil 1 2 3 4 5 6 7 8 9 Bana çok uygun

27. Hoşlanmadığım bir işi yaptığımda başım ağrır.
Bana hiç uygun değil 1 2 3 4 5 6 7 8 9 Bana çok uygun

28. Sık sık, kendimi kesinlikle kızmam gereken insanlara iyi davranırken bulurum.
Bana hiç uygun değil 1 2 3 4 5 6 7 8 9 Bana çok uygun

29. Hayatta, haksızlığa uğruyor olduğuma eminim
Bana hiç uygun değil 1 2 3 4 5 6 7 8 9 Bana çok uygun

30. Sınav veya iş görüşmesi gibi zor bir durumla karşılaşacağımı bildiğimde, bunun nasıl olabileceğini hayal eder ve başa çıkmak için planlar yaparım.
Bana hiç uygun değil 1 2 3 4 5 6 7 8 9 Bana çok uygun

31. Doktorlar benim derdimin ne olduğunu hiçbir zaman gerçekten anlamıyorlar.
Bana hiç uygun değil 1 2 3 4 5 6 7 8 9 Bana çok uygun

32. Haklarım için mücadele ettikten sonra, girişken davrandığımdan dolayı özür dilemeye eğilimliyimdir.
Bana hiç uygun değil 1 2 3 4 5 6 7 8 9 Bana çok uygun

33. Üzüntülü veya endişeli olduğumda yemek yemek beni rahatlatır.
Bana hiç uygun değil 1 2 3 4 5 6 7 8 9 Bana çok uygun

34. Sık sık duygularımı göstermediğim söylenir.
Bana hiç uygun değil 1 2 3 4 5 6 7 8 9 Bana çok uygun

35. Eğer üzüleceğimi önceden tahmin edebilirsem, onunla daha iyi baş edebilirim.
Bana hiç uygun değil 1 2 3 4 5 6 7 8 9 Bana çok uygun

36. Ne kadar yakınırsam yakınayım, hiçbir zaman tatmin edici bir yanıt alamıyorum.
Bana hiç uygun değil 1 2 3 4 5 6 7 8 9 Bana çok uygun

37. Yoğun duyguların yaşanması gereken durumlarda, genellikle hiçbir şey hissetmediğimi fark ediyorum.
Bana hiç uygun değil 1 2 3 4 5 6 7 8 9 Bana çok uygun

38. Kendimi elimdeki işe vermek, beni üzüntülü veya endişeli olmaktan korur.
Bana hiç uygun değil 1 2 3 4 5 6 7 8 9 Bana çok uygun
39. Bir bunalım içinde olsaydım, aynı türden sorunu olan birini arardım.
Bana hiç uygun değil 1 2 3 4 5 6 7 8 9 Bana çok uygun

40. Eğer saldırganca bir düşüncem olursa, bunu telafi etmek için bir şey yapma ihtiyacı duyarım.
Bana hiç uygun değil 1 2 3 4 5 6 7 8 9 Bana çok uygun

Appendix D- Turkish version of the State-Trait Anxiety Inventory (STAI FORM TX-1) –state anxiety part

YÖNERGE: Aşağıda kişilerin kendilerine ait duygularını anlatmada kullandıkları birtakım ifadeler verilmiştir. Her ifadeyi okuyun, sonra da nasıl hissettiğinizi ifadelerin sağ tarafındaki parantezlerden uygun olanını karalamak suretiyle belirtin. Doğru ya da yanlış cevap yoktur. Herhangi bir ifadenin üzerinde fazla zaman sarfetmeksizin anında nasıl hissettiğinizi gösteren cevabı işaretleyin.

	Hiç	Biraz	Çok	Tamamyle
1. Şu anda sakinim.	(1)	(2)	(3)	(4)
2. Kendimi emniyette hissediyorum.	(1)	(2)	(3)	(4)
3. Şu anda sinirlerim gergin.	(1)	(2)	(3)	(4)
4. Pişmanlık duygusu içindeyim.	(1)	(2)	(3)	(4)
5. Şu anda huzur içindeyim.	(1)	(2)	(3)	(4)
6. Şu anda hiç keyfim yok.	(1)	(2)	(3)	(4)
7. Başıma geleceklerden endişe ediyorum.	(1)	(2)	(3)	(4)
8. Kendimi dinlenmiş hissediyorum.	(1)	(2)	(3)	(4)
9. Şu anda kaygılıyım.	(1)	(2)	(3)	(4)
10. Kendimi rahat hissediyorum.	(1)	(2)	(3)	(4)
11. Kendime güvenim var.	(1)	(2)	(3)	(4)
12. Şu anda asabım bozuk.	(1)	(2)	(3)	(4)
13. Çok sinirliyim.	(1)	(2)	(3)	(4)
14. Sinirlerimin çok gergin olduğunu hissediyorum.	(1)	(2)	(3)	(4)
15. Kendimi rahatlamış hissediyorum.	(1)	(2)	(3)	(4)
16. Şu anda halimden memnunum.	(1)	(2)	(3)	(4)
17. Şu anda endişeliyim.	(1)	(2)	(3)	(4)
18. Heyecandan kendimi şaşkına dönmüş hissediyorum.	(1)	(2)	(3)	(4)
19. Şu anda sevinçliyim.	(1)	(2)	(3)	(4)
20. Şu anda keyfim yerinde.	(1)	(2)	(3)	(4)

Turkish version of the State-Trait Anxiety Inventory (STAI FORM TX-2) –trait anxiety part

YÖNERGE: Aşağıda kişilerin kendilerine ait duygularını anlatmada kullandıkları birtakım ifadeler verilmiştir. Her ifadeyi okuyun. Sonra da genel olarak nasıl hissettiğinizi, ifadelerin sağ tarafındaki parantezlerden uygun olanını karalamak suretiyle belirtin. Doğru ya da yanlış cevap yoktur. Herhangi bir ifadenin üzerinde fazla zaman sarf etmeksizin genel olarak nasıl hissettiğinizi gösteren cevabı işaretleyin.

		Hemen hiçbir zaman	Bazen	Çok zaman	Hemen her zaman
21	Genellikle keyfim yerindedir.	(1)	(2)	(3)	(4)
22.	Genellikle çabuk yoruluyorum.	(1)	(2)	(3)	(4)
23.	Genellikle kolay aglanm.	(1)	(2)	(3)	(4)
24.	Başkalan kadar mutlu olmak isterim.	(1)	(2)	(3)	(4)
25.	Çabuk karar veremediğim için fırsatları kaçınnm.	(1)	(2)	(3)	(4)
26.	Kendimi dinlenmiş hissederim.	(1)	(2)	(3)	(4)
27.	Genellikle sakin, kendime hakim ve soğukkanlıyım.	(1)	(2)	(3)	(4)
28.	Güçlüklerin yenemeyeceğim kadar biriktiğini hissederim.	(1)	(2)	(3)	(4)
29.	Önemsiz şeyler hakkında endişelenirim.	(1)	(2)	(3)	(4)
30.	Genellikle mutluyum.	(1)	(2)	(3)	(4)
31.	Her şeyi ciddiye alır ve etkilenirim.	(1)	(2)	(3)	(4)
32.	Genellikle kendime güvenim yoktur.	(1)	(2)	(3)	(4)
33.	Genellikle kendimi güvende hissederim.	(1)	(2)	(3)	(4)
34.	Sıkıntılı ve güç durumlarla karşılaşmaktan kaçınınm.	(1)	(2)	(3)	(4)
35.	Genellikle kendimi hüzünlü hissederim.	(1)	(2)	(3)	(4)
36.	Genellikle hayatımdan memnunum.	(1)	(2)	(3)	(4)
37.	Olur olmaz düşünceler beni rahatsız eder.	(1)	(2)	(3)	(4)
38.	Hayal kınklıklannı öylesine ciddiye alınm ki hiç unutamam.	(1)	(2)	(3)	(4)
39.	Aklı başında ve kararlı bir insanım.	(1)	(2)	(3)	(4)
40.	Son zamanlarda kafama takılan konular beni tedirgin eder.	(1)	(2)	(3)	(4)

Appendix E- Descriptive Statistics for the Complete Research Sample

Socio-demographic profile of the research sample

Variables		**N**	**%**
Faculty	FEF	30	35.7
	İİBF	27	32.1
	Communication	22	26.2
	Law	4	4.8
	MYO	1	1.2
Grade	Preparatory	17	20.2
	1	25	29.8
	2	8	9.5
	3	13	15.5
	4	21	25.0
Marital Status	Single	83	98.8
	Widowed /Divorced	1	1.2
Sibling	Yes	78	92.9
	No	6	7.1
SES	Lower	6	7.1
	Middle	61	72.6
	Upper	17	20.2
Total		84	100.0

Gender and age profile of the research sample

Variables		**Age**				
		N	**Min**	**Max**	**Mean**	**SD**
Gender	Women	45	19	38	22.44	3.20
	Men	39	19	27	21.82	1.93
Total		84	19	38	22.15	2.691

Loss experience profile of the research sample

Variables		**N**	**%**	**Variables**	**Age (N, %)**
Mother Loss	Yes	1	1.2	Age / Mother Loss	17 (N=1, %=1.2)
	No	83	98.8		
Father Loss	Yes	2	2.4	Age / Father Lose	6 (N=1, %=1.2), 8 (N=1, %=1.2)
	No	82	97.6		
Sibling Loss	Yes	3	3.6	Age / Sibling Loss	2 (N=1, %=1.2), 4 (N=1, %=1.2), 6 (N=1, %=1.2)
	No	81	96.4		
Parent Divorce	Yes	9	10.7	Age / Parent Divorce	1 (N=2, %=2.4), 5 (N=1, %=1.2), 14 (N=1, %=1.2), 15 (N=2, %=2.4), 18 (N=2, %=2.4), 22 (N=2, %=2.4).
	No	75	89.3		
Total		84	100.0		